TORONTO SCHOOL OF THEOLOGY

TH.D. AND PH.D. HANDBOOK

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TORONTO SCHOOL OF THEOLOGY
Program Handbook
Doctor of Theology (Th.D.) and Doctor of Philosophy in Theology (Ph.D.)

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Introduction

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

Each doctoral student works under the supervision of one of the four academic departments and within one of the four fields of study. The *Biblical Department* supervises programs in the field of biblical sources, with two areas of concentration: Old Testament and New Testament. The *Historical Department* supervises programs in the field of the history of Christianity. The *Pastoral Department* supervises programs in the field of pastoral praxis, with five areas of concentration: homiletics, pastoral theology, religious education, liturgy, and Christian spirituality. The *Theological Department* supervises programs in the field of theology, with four areas of concentration: systematic theology, philosophical theology / philosophy of religion, Christian ethics, and interdisciplinary studies. These fields of study are addressed in an ecumenical context and in relation to the wider world and to other religious faiths.

This handbook is the official statement of the academic policies and procedures for the Th.D./Ph.D. program.

1 Advanced Degree administration

1.1 Advanced Degree Council (ADC)

Academic policies for the Th.D./Ph.D. degree are established by the Advanced Degree Council (ADC) of the Toronto School of Theology (TST). Members of the ADC are appointed from the participating colleges, the departments, the University of Toronto and the Advanced Degree Students Association. ADC policies must be congruent with the accrediting standards of the Association of Theological Schools in the United States and Canada (ATS); and government statutes and regulations. In addition, these policies as they pertain to the Th.D. must be congruent with the Memorandum of Agreement among the TST, the participating colleges and the University of Toronto; and with the policies of the Ontario Council for Graduate Studies (OCGS) or its successor (to be established in conjunction with the Ontario Universities Council on

Quality Assurance). Academic policies are administered collaboratively by the Director of Advanced Degree Programs of the TST (TST AD Director), by the Director for Advanced Degree Studies in the student's college of registration (college AD Director) and by the academic department in which the student is registered.

1.2 The participating colleges

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

1.3 The departments

Every Th.D./Ph.D. student must be accepted into one of the four TST departments and every applicant for admission must choose a department. The four departments are the Biblical, the Historical, the Pastoral and the Theological.

1.4 Policies and regulations

This handbook constitutes the authoritative statement of ADC policies and regulations. A decision to waive or relax an ADC regulation in an individual case may be made only by the ADC, and then only by exception for compelling reasons. This handbook also includes many policies and regulations of the departments. A decision to waive or relax a regulation which is identified as a departmental regulation may be made only by the department concerned. In accepting an offer of admission, the student becomes subject to all rules, regulations and policies contained in the Handbook and assumes the responsibility to become familiar with its contents.

1.4.1 Subsequent changes. During the course of a student's program it is to be expected that the ADC will make decisions about requirements, policies or procedures that will result in changes to this Handbook. With respect to program requirements, a student is normally governed by the requirements that were in place when he or she first registered in the program. Students cannot be bound by changes in program requirements, though they have the right to opt into any change if they wish. Most changes in policy and procedures, however, will be applicable to all students once they have been incorporated into the Handbook, especially those that involve TST structures (e.g., committees, thesis defence procedures) or that are mandated by the terms of our ATS accreditation (e.g., course or program evaluation) or our U of T affiliation (e.g., appeals process). It is the student's responsibility to stay informed about changes to the Handbook and to seek advice when unsure as to which edition of the Handbook is applicable. If a student feels that he or she has been put at a disadvantage by changes in policy or procedure, he or she can petition the ADC to allow the original Handbook to be followed in this instance or to make other appropriate accommodations.

1.4.2 Requests, petitions and appeals. A "request" is an initiative taken by a student with the purpose of taking advantage of a provision allowed under the terms of the Handbook. A "petition" is an initiative whose purpose is to seek an exception to some Handbook regulation. An "appeal" is an initiative whose purpose is to seek a change to an academic

decision which affects a student adversely and which he or she considers to be unjust or inappropriate.

1.5 Location

The AD Office of the TST is located at 47 Queen's Park Crescent East, Toronto, Ontario M5S 2C3. Phone: 416-978-4050; e-mail: tstadv.degree@utoronto.ca.

1.6 Conferral of degrees

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

2 Rationale of the Th.D./Ph.D. program

2.1 Purpose of doctoral studies at TST

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

2.2 Fields of study

2.2.1 Fields of study and areas of concentration. Four fields of study with corresponding areas of concentration are available for Th.D./Ph.D. students in the TST.

2.2.1.1 Biblical sources. The following two areas of concentration are administered by the *Biblical department* within the field of biblical sources.

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

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

2.2.1.2 History of Christianity. This field of study is administered by the *Historical department.* **"**History of Christianity" is understood in the broadest sense to include the variety of Christian traditions over the ages and throughout the world as expressed in Church, thought, and society. The department primarily accepts students who wish to prepare theses in some aspect of the following areas in the history of Christianity: Early; Western Medieval;

Byzantine; 16th, 19th and 20th century European (including British); United States; Canadian.

2.2.1.3 Pastoral praxis. The following five areas of concentration are administered by the *Pastoral department* within the field of pastoral praxis.

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

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

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

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

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

2.2.1.4 Theology. The following four areas of concentration are administered by the *Theological department* within the field of theology.

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

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

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

2.2.1.4.4. **Special interdisciplinary studies.** This area of concentration permits an interdisciplinary linkage which could be described as "Theology and...". The second discipline might be literature, comparative religion, ecological studies or one of the

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

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

2.3 Stages of the program

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

2.4 Specific learning outcomes

The Advanced Degree Council, working in conjunction with the departments, has developed a detailed statement of intended outcomes, which is intended to describe the knowledge, capabilities and personal attributes of a typical graduate. This statement of learning outcomes can be found in Appendix 2.

3 Admission

3.1 Requirements for admission

Applicants for admission must meet the following minimum requirements.

3.1.1 Application for admission. The applicant must complete and submit an application for admission on the prescribed form, either in hard copy or electronically through the AD portal on the TST website (www.tst.edu).

3.1.2 Application fee. The applicant must submit an application fee in the amount prescribed by the TST AD Director.

3.1.3 Fluency in English. 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. 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.

Nevertheless, even where an applicant has met the above standards, the Admissions Committee of the ADC may require or consider additional evidence of fluency in English. Even after a student has been admitted to studies, the TST AD Director may require additional evaluation of the student's fluency in English and may prescribe a course of additional study in English as a foreign language. In this case, the student will withdraw without penalty from the courses in which he or she is registered. The TST AD Director is required to take action under this paragraph when requested by a student's doctoral supervisory committee or college AD Director, or by the professor of a course in which a student is enrolled.

3.1.4 Prerequisite education. The applicant must have a baccalaureate degree, normally in Arts, from a recognized college or university, and a Master of Divinity degree or an academic master's degree in theological studies from a recognized institution. The following are recognized academic master's degrees: Master of Religion, Master of Theology, a Master of Arts in Theology of at least two years' duration, Master of Theological Studies. All theological schools fully accredited by the Association of Theological Schools in the United States and Canada are deemed to be recognized institutions. Students from educational systems outside North America must give evidence of equivalent standing. **The Toronto School of Theology reserves the right to determine whether or not credentials of other degree-granting institutions meet the standards for its admissions programs.**

The applicant must provide evidence of (a) sufficient background in the area of proposed doctoral work; (b) first-class standing in the qualifying masters degree (i.e., minimum cumulative average of A-, or, in a four-point system, 3.70, or its equivalent in other grading systems); c) evidence of the ability to carry out research at an advanced level, demonstrated normally by a thesis in the qualifying degree with a first-class standing or other substantial evidence of independent research and writing ability (normally a research paper of at least 30 pages), submitted to the AD office and judged to be of first-class quality.

The applicant must arrange for copies of all official transcripts of post-secondary studies to be sent directly to the AD Office. Transcripts issued to the student or unofficial transcripts are not accepted. However, where a TST college has an original transcript on file for the applicant, the AD Office will accept a copy certified as true by the college registrar.

3.1.5 Competence or proficiency in research languages other than English.

3.1.5.1 Competence and proficiency defined. Competence in a language is the ability to read correctly theological texts of moderate difficulty in that language with the use of a dictionary. It is the level of skill normally acquired by the satisfactory completion of two semester courses in the language at university level. Proficiency is a level of skill normally acquired after four semester courses in the language at university level.

3.1.5.2 General requirement. For admission into the Historical, Pastoral and Theological departments, the applicant must be “competent” (see 3.1.5.1) in at least one of the following languages: Biblical Hebrew, Biblical Greek, Latin, French, German, Italian, and Spanish. Alternatively, the applicant may be admitted on the condition that he or she will be able to demonstrate competence in at least one of these languages before entering the first year of studies.

3.1.5.3 Admissions in the Biblical department. Proficiency in Biblical Hebrew is required for those proposing to specialize in Old Testament studies, together with competence in biblical Greek. Proficiency in Biblical Greek is required for those proposing to

specialize in New Testament studies, together with competence in biblical Hebrew. To be credited with competence or proficiency in the required Biblical languages, students need to receive grades of at least B+ (or equivalent in other grading schemes). In addition competence in one of the following modern languages is required: French, German, Italian, and Spanish.

3.1.6 Departmental requirements.

3.1.6.1 Biblical, pastoral and theological departments. These departments have no additional requirements for admission.

3.1.6.2 Historical department. An applicant proposing to specialize in the History of Christianity must show evidence from her or his previous degree programs of adequate preparation in historical studies. The department interprets historical study broadly to include not only courses in history departments but also other courses using an historical approach, offered in other departments of the humanities and the social sciences. Applicants should normally have taken at least sixteen semester courses in historical studies at a postsecondary level. An applicant who lacks sufficient course preparation may, in some cases, be admitted as a Special Student, Category 2, in order to take further courses preparatory to doctoral admission. Such courses may be taken at the undergraduate, basic degree, or advanced degree levels, and may not be used for credit towards the Th.D./Ph.D.

3.1.7 Letters of reference. The applicant must arrange for two letters of academic reference to be sent directly by the referee to the AD Office. Reference forms are not provided. Referees should comment candidly and specifically about the applicant's qualifications to pursue and complete doctoral studies.

3.1.8 Statement of purpose. The applicant must submit a statement of between one hundred and five hundred words outlining his or her academic interests and academic purposes. Applicants are advised to become informed about the research and teaching interests of pertinent TST faculty members, in order to ensure that TST has the faculty resources to support work in the proposed area of study.

3.1.9 Optional documentation. The applicant may submit scores from the Graduate Record Examinations.

3.2 Procedures for applications for admission

3.2.1 Administration. Applications for admission are administered by the AD Office. Decisions on applications are made by the Admissions Committee of the AD Council.

3.2.2 Departmental approval. Each application for admission is considered by the applicant’s proposed department of study. The Admissions Committee can make an offer of admission only with the approval of the department concerned.

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

3.2.4 Deadlines. An application for September admission into the Th.D./Ph.D. program, including all supporting documentation, must be received by January 7. Late applications received on or before March 31 will be considered if space permits.

3.2.5 Criteria for decisions on admission. After determining that the applicant

meets the minimum requirements for admission to the Th.D./Ph.D. program, the ADC Admissions Committee will consider the following additional criteria before making an offer of admission.

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

3.2.6 Exceptional cases. Where an applicant has an unusual educational background or for other reasons cannot meet precisely the admissions requirements stated here, the Admissions Committee of the ADC will use its best judgment to determine whether the applicant meets an equivalent standard.

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

3.2.8 Offers of admission. When an application for admission is complete, it is brought to the next meeting of the Admissions Committee of the ADC. The Committee may decide (a) to approve the application and offer admission, (b) to offer admission in another program, department, or college, or as a special student, (c) to seek further information, or (d) to decline the application. The AD Director will write the applicant accordingly, with a copy to the college and department concerned. An offer of admission will indicate the languages (if any) in which the applicant is deemed to have demonstrated competence or proficiency, and the conditions (if any) that have been attached to the applicant's admission. If the applicant considers that he or she has competence in a language not noted in the letter of admission, he or she should advise the AD director in the college of registration, so that the matter can be corrected or adjudicated.

3.2.9 Acceptance by the applicant. After receiving an offer of admission, the applicant must accept it by the date stipulated in the letter, which will be about five weeks following the date of the letter. If the applicant accepts the offer of admission, her or his college of registration may require a non-refundable confirmation deposit. This deposit will be applied to the tuition fees charged for the student's first term of studies.

3.2.10 Deferral of matriculation. An applicant who has accepted an offer of admission may request a deferral of matriculation (i.e., initial registration) for up to twelve months. The request must be made in writing and submitted to the AD Office. Such a request is routinely granted. The deferral may not be renewed. In order to insure a place in the program, an applicant who has requested a deferral must, prior to January 7, signify or reaffirm to the registrar of the college of registration his or her intent to matriculate.

3.2.11 Lapsed offers. Where an applicant fails to respond to an offer of admission by the date stipulated (3.2.9), or without notice fails to register at the time stated in the offer of admission, or, in the case of a deferral, fails to signify or reaffirm an intention to register (3.2.10), the offer of admission lapses. The applicant may by letter request a renewed offer of admission. The letter will be treated as a new application for admission. Documentation which is still current and on file does not need to be replaced or re-submitted.

3.3 Request for reconsideration

An applicant may request the reconsideration of a decision by the Admissions Committee of the ADC. Such a request must be made by the applicant in writing to the AD 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 Admissions Committee will consider the request and make a determination. Decisions made by the Admissions Committee concerning admission and related matters are not subject to appeal under the terms of section 14 of this Handbook.

3.4 Fulfilment of conditions

The applicant must provide evidence by the July 1st prior to September registration that any and all conditions attached to the offer of admission have been satisfied, or else must advise the AD Office on the steps being taken to fulfill the conditions. The most common such conditions are (1) completion of a degree in process with satisfactory academic standing, (2) facility in the English language and (3) competence in one other research language. Thus, where such conditions have been attached, the student must arrange for final transcripts of academic study, English language examination results, or evidence of competence in a theological language to arrive in the AD Office by the July 1st deadline. Only after conditions have been met will the AD Office certify the student to the University of Toronto as eligible to register.

3.5 Research language deficiencies

A student who wishes to begin studies without having met the language requirements set for entrance must petition the AD Director of the college of registration, who will consult with the chair of the student's supervisory committee and, if both approve, forward the petition to the TST AD Director. In the case of a serious deficiency, the TST AD Director may in exceptional cases and for compelling reasons admit the student as a special student in category SS1. In the case of a minor deficiency, such as a slightly substandard language examination score, the TST AD Director may issue a language waiver authorizing the student to begin the Th.D./Ph.D. program. In this case the student may register for a maximum of two semester courses in each of the fall and spring semesters, while preparing to meet language requirements. At the end of this time the waiver expires and the student must either satisfy the language requirements set for entrance or withdraw from the Th.D./Ph.D. program.

3.6 Limitation

Admission to the Th.D./Ph.D. program is admission to begin coursework in the residence phase of the program. The TST does not guarantee to maintain a place for the candidate in the program. A student who is not deemed qualified to continue in the program may be asked to withdraw.

4 Special Students

An applicant who has not been admitted as a regular student in the Th.D./Ph.D. program may for good reason be admitted to take advanced degree courses as a special non-degree student.

4.1 Categories of Special Students

4.1.1 Special Student Category 1 (SS1). Where an applicant for admission to the Th.D./Ph.D. program is deemed to have minor deficiencies in educational preparation or

requirements, the Admissions Committee of the ADC may admit the applicant on probation for one or two semesters under this category. If at the end of this time the student has satisfied the terms of the probation, the special status will be removed and she or he will be given regular student status. The courses which the student has completed and the semesters during which the student has taken full-time studies under category SS1 will count towards the fulfilment of course and residence requirements for the Th.D./Ph.D. degree. A student may not be registered as SS1 for more than one year.

4.1.2 Special Student Category 2 (SS2). Where an applicant for admission to the Th.D./Ph.D. program is deemed to have strong potential for doctoral studies but significant deficiencies in educational preparation or requirements, the Admissions Committee of the ADC may admit the applicant to take prescribed preparatory work. The courses which she or he completes under category SS2 are not credited towards the requirements for any degree, nor is the period of study credited towards the residence requirement for the Th.D./Ph.D. program.

4.1.3 Special Student Category 3 (SS3). The TST Advanced Degree Director may admit a student to full-time or part-time occasional studies to take courses for credit with the permission of the instructor. These courses will not, however, be counted towards the requirements for any advanced degree program in the TST. SS3 students are not permitted to take reading and research courses.

4.1.4 Special Student Category 4 (SS4). In exceptional and compelling circumstances, late applications to the Th.D./Ph.D. program will be considered for special action. If, in the opinion of the TST AD Director, the AD director of the college for which application is made and the representative of the department for which application is made, the applicant clearly meets the requirements for admission, the TST AD Director may admit him or her as an advanced degree student in category SS4. The department concerned will appoint a doctoral committee for the student and the student may take courses which will be credited to the Th.D./Ph.D. program if and when he or she is admitted as a regular student. The application of the student must be considered by the Admissions Committee of the ADC at its next scheduled meeting.

4.2 Restrictions

4.2.1 Change of status. Any change of student status under 4.1 must be approved by the ADC upon recommendation of the school of registration.

4.2.2 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.

5 Research language requirements

Competence or proficiency (see 3.1.5.1) in languages other than English supports students and graduates in their specialized research and assists them in taking their place in international theological conversation.

5.1 Languages required

5.1.1 Timely completion of language requirements. The student must satisfy all language requirements before proceeding to the comprehensives stage of the program.

5.1.2 General requirement. Every Th.D./Ph.D. student must demonstrate competence in three languages in which there is a significant body of theological literature: one

ancient language, one modern language and a third language either ancient or modern. The ancient languages are normally Hebrew, Greek and Latin. The modern languages are normally French, German, Italian and Spanish. A student whose native language is not English may substitute, subject to section 5.3.1, her or his native language for one of the required modern languages.

5.1.3 Additional requirements. A department may require a student to demonstrate language skills beyond the above to support research in his or her area of specialization. Recommendations to the department under this paragraph are made by the student's doctoral supervisory committee.

5.1.3.1 Biblical department. The Biblical department requires specific additional language skills. Further information about these additional language requirements is available from the Biblical Department.

5.1.3.1.1 Students specializing in Old Testament studies. Every student in the field of Old Testament is required to have expertise in biblical Hebrew, proficiency in Hellenistic Greek, skill in either Aramaic or Hebraica (background to the Hebrew language) equivalent to one semester of study, and competence in two of the following: French, German, Italian, Spanish. Expertise in Hebrew is demonstrated by passing the departmental Hebrew examination for Old Testament specialists. Proficiency in Greek may be demonstrated by the successful completion of the course KNB 6501 "Advanced Greek Readings" (or its equivalent), or by passing the departmental proficiency examination in Greek for Old Testament specialists.

5.1.3.1.2 Students specializing in New Testament studies. Every student in the field of New Testament is required to have expertise in Hellenistic Greek, proficiency in biblical Hebrew, and competence in two of the following: German, French, Italian, and Spanish. Expertise in Greek is demonstrated by passing the departmental Greek examination for New Testament majors. Proficiency in Hebrew may be demonstrated by the successful completion of the following courses: (a) WYB 3013H and (b) RGB 3081H or SMB 3081H (or their equivalents); or by passing the departmental examination in Hebrew for New Testament specialists.

5.2 Acceptable evidence of skill

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

5.2.1 Transcript evidence. A student who has completed recognized postsecondary courses in a language within four years prior to making application for admission to the Th.D./Ph.D. program may by submission of transcript evidence be deemed by the Admissions Committee of the ADC to have demonstrated skill in that language.

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

5.2.3 Coursework. A student may demonstrate skill in a language by the satisfactory completion of a language course at the TST, the University of Toronto or another recognized postsecondary institution. TST offers non-credit courses in theological French, German and Latin. Courses taken at such institutes as the Goethe Institute or Alliance Française

do not in themselves serve as fulfilling TST requirements, but students might choose to take such courses to prepare for a TST examination.

5.2.4 Other evidence. In the case of a modern language, the college AD Director may write a letter attesting to the student's native ability or fluency. The *Exemption from Language Requirements Form* is to be used.

5.3 Language substitutions

The ADC may permit a student to substitute another ancient or modern language for one of the normally designated ancient or modern languages under the following circumstances.

5.3.1 Native language. A student's native language may be accepted as a substitute modern language if that language is considered pertinent to theological research by the student's doctoral supervisory committee.

5.3.2 Other languages. The student's supervisory committee may recommend that an ancient or modern language may be substituted for one of the normally designated ancient or modern languages where both of the following conditions apply: (1) that language is vital for his or her program of study; (2) the substitution will not impair either the integrity of the program or the student's ability to undertake specialized research in his or her field. The recommendation is made on the *Exemption from Language Requirements Form* to the department. If the department supports the recommendation, it refers it to the ADC for decision.

5.3.3 Reversion to default language requirements. In the case of a substitution made under 5.3.2, if a student at the thesis proposal stage changes his or her area of research, the normal language requirements must be fulfilled if either of the conditions stated in 5.3.2 no longer applies.

6 Candidacy

6.1 Maintaining candidacy

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

6.1.1 Demonstrating continuing involvement in the program. The normal way to maintain candidacy is to demonstrate continuing involvement in the program, which the student can do by meeting at least the following minimum requirements. (1) The student must ensure that he or she has a current program registration in each trimester of study. For information on registration procedures, see the appropriate sections below (7.8, 8.3.1, 9.1, 10.1). (2) The student must pay prescribed fees in a timely fashion, usually once a year in August or September. (3) The student must be in contact at least once a year with a professor who has a supervisory role over his or her studies, such as a thesis supervisor. (4) The student must maintain a current and valid postal address, as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost 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. (See 6.1.4.)

6.1.2 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 submitting the form to the AD Office. The TST AD Director may then grant the leave of absence, and approval will not be unreasonably withheld. At the student's request, TST officials will treat as confidential the reason given by the student for seeking the leave of absence. Leaves are normally granted for a year beginning in September or January. A student who desires a leave of absence for more than one year must submit a new petition for the second year. A maximum of two years of leave of absence may be granted under this paragraph. Further leave can be granted only by the ADC for compelling compassionate reasons. Time taken out from the program under a 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.

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

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

6.2 Residence

6.2.1 On-campus rule. Among the essential elements of the doctoral program are the influence of a community of theological scholars and the opportunities for interdisciplinary interchange. To this end, the student is required to maintain a full-time involvement in the academic environment of the TST during the first two years of the program

and should normally be on campus several days a week. Such involvement is called "residence", and is not to be confused with living in a residence facility, which is not required. After residence, the student may continue in the program on either a full-time or a part-time basis. (Unless otherwise specified, the term "year" refers to any twelve month period beginning in September, January, or May, a period which includes three trimesters, fall, spring, and summer.)

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

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

6.2.1.3 Full-year rule. A student in the residential period of the program is required to be fully involved on-campus for the entire academic year, which begins in September and ends in August. The summer trimester is not considered a vacation period in the Th.D./Ph.D. program.

6.2.2 Units of study. The work required of a doctoral student in the residence stage, apart from language requirements, is assigned a weight of twelve units. Depending on the department, from six to nine units of study are required as courses, and the rest are required as comprehensive examinations. A student who does not complete the twelve units during the residence period may complete them during the first post-residence year.

6.2.2.1 Biblical. The Biblical department requires eight units of study as course work, four as comprehensive examinations.

6.2.2.2 Historical. The Historical department requires six units of study as course work, and six as comprehensive examinations, of which four are in the major and two in the minor areas.

6.2.2.3 Pastoral. The Pastoral department requires nine units of study as course work, three as comprehensive examinations.

6.2.2.4 Theological. The Theological department requires nine units of study as course work, three as comprehensive examinations.

6.3 Full-time/part-time status

Provincial government regulations relating to educational funding require the theological college to report each Th.D./Ph.D. student in each trimester as either full-time or part-time.

6.3.1 Students satisfying residence requirements. A student satisfying the full-time residence requirement of the Th.D./Ph.D. program, enrolled in credit and non-credit courses and under academic supervision, is considered to be a full-time student.

6.3.2 Students in post-residence. A doctoral student is considered full-time if all the following criteria are satisfied.

a) The student is pursuing studies as a full-time occupation and identifies himself or herself as a full-time student.

b) The student is designated by the college of registration as a full-time student and is reported as such to the AD Office.

c) The student is geographically available and works on-campus regularly. If the

student proposes to be off campus for a period of more than four weeks during the term, he or she must obtain the written permission of his or her supervisor, but must remain under supervision.

d) The student is considered to be full-time by his or her supervisor.

e) The student submits to the registrar of the college of registration a signed statement testifying that he or she is a full-time student. The statement will be worded in a manner similar to the following: "I regard myself as a full-time student. I regard my other time commitments as being compatible with the demands of full-time study." If the statement is submitted for the academic year, then the student is expected to remain a full-time student for the summer trimester.

f) The student's supervisor or supervisory committee sends an annual report to the AD Office on the progress of the student and must include in the report a statement that the student is judged to be engaged in full-time studies.

6.3.3 Special students. A Special Student is deemed to be full-time during the academic period September to April if he or she is enrolled in six or more semester courses, and full-time in the summer trimester if he or she is enrolled in three or more semester courses.

6.4 Study outside TST

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

6.5 Time limits

6.5.1 General rule. A doctoral student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperiled. For this reason, time limits are imposed. The minimum time required for the completion of the degree is three years from first registration, and the maximum time is six years from first registration. The student has three years from first registration to complete all courses, language skills, and comprehensive examinations prescribed for the degree. If the student is unable to meet this requirement, she or he must seek and receive an extension (8.4). Otherwise, candidacy expires.

6.5.2 Program extension. A student requiring more than six years to complete the program must complete the *Request for Program Extension Form*, obtain the approval by signature of the AD Director of the college of registration, and submit the form to the AD Office. In order to qualify, the student must have completed the comprehensive examinations. Once the form is countersigned by the TST AD Director, the program extension is granted. A program extension is normally granted for one year beginning in September or January. A student who desires a program extension for more than one year must submit a new petition for the second year. A maximum program extension of two years may be granted under this paragraph. Normally a student’s candidacy will lapse at the end of the second year of extension and the

provisions for reinstatement will then apply (see 6.7). Further program extensions can be granted only by the ADC for compelling compassionate reasons in cases where students have not yet had a thesis proposal approved. In any case students who have not submitted a thesis by the end of a second year of extension should expect to pay the continuation of program fee prescribed in the section on reinstatement (6.7) for the year in which the thesis is presented and defended.

6.6 Withdrawal

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

6.7 Terminal reinstatement

A student whose candidacy has lapsed after completing course and language requirements, passing the comprehensive examinations, submitting an approved thesis proposal and meeting any and all other requirements for the degree other than the thesis, may, when he or she is ready to present the thesis, petition to be reinstated for a one-year period within which he or she must present the thesis for evaluation and oral defence. Normally reinstatement does not take place until the thesis director is satisfied that the thesis is ready for defence. A student reinstated under this paragraph will pay the continuation of program fee for the year of reinstatement.

7 Course stage

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

7.1 Orientation

At the beginning of each academic year in September, on a day chosen by the TST AD Director so as to interfere minimally with college schedules, entering students normally meet with representatives of the ADC and the departments. An orientation to the Th.D./Ph.D. program will be given. If possible, each student will meet with his or her supervisory committee.

7.2 Supervisory committees

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

7.2.1 Appointing the supervisory committee. The student's doctoral supervisory committee is appointed by the department in which she or he is registered. In appointing the committee the department takes into account, so far as possible, the student's statement of purpose included in his or her application for admission, and any requests which the student makes upon acceptance into the program. Each committee has three faculty members,

each of them having advanced degree accreditation or else advanced degree status for this purpose. The chairperson of the supervisory committee is normally a faculty member in the student's college of registration. The department chair shall send to the AD Office by the July 31st before the beginning of the academic year a list of all supervisory committees, except for those students who have been admitted late, and the AD Office will in turn publish the committee assignments to the college AD Directors. Changes in committee membership can be made only by the department concerned.

7.2.2 Supervisory committee meetings. The first meeting of the supervisory committee is normally held at the opening Orientation (7.1) according to a schedule published by the chair of the department; except that in the case of the Pastoral Department, the student arranges to meet with the professors in his or her specific area of study within the department. For subsequent meetings, it is the responsibility of the chairperson of the committee to convene the committee. The committee normally meets at the beginning or the end of each academic year, or both, and the student may request additional meetings.

7.2.3 Responsibilities of the supervisory committee in the course stage. The supervisory committee assists the student in designing a course of studies, with attention to her or his educational objectives as well as to program and departmental requirements for coursework and the comprehensive examinations. The supervisory committee must authorize the student's course of studies. Where the supervisory committee cannot meet before an entering student has commenced classes, the chair of the supervisory committee may authorize course registration. The supervisory committee assists the student in recognizing and meeting all requirements of the program and the department, including course requirements, language requirements, residence requirements, limitations on reading courses and (in the Theological department) modular requirements. It can recommend waivers or relaxations of regulations to the department (in the case of departmental regulations) or to the ADC (in the case of ADC regulations). In those departments which allow advanced standing and transfer of credit, it makes decisions in these matters. It also helps to arrange teaching opportunities for the student (section 16). For additional duties in the Biblical and Historical departments, see the next two paragraphs; for the Pastoral and Theological departments, see 7.13.1 and 7.13.2.

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

7.2.3.2 Additional duties in the Historical department. At the first meeting with the student, the supervisory committee approves the student's tentative major and

minor areas of study. The student may confirm or change this choice when he or she completes the course stage.

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

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

7.3 Normal full-time course load

The normal full-time course load is three semester courses. Each semester course is reckoned as requiring the equivalent of at least one month's full-time work. A student who is also preparing for language examinations, taking non-credit courses or otherwise engaged in non-credit study will usually take less than a normal course load. Taking less than a normal full-time course load does not in itself jeopardize the student's full-time status.

7.4 Advanced standing, transfer credits, advanced placement

7.4.1 General regulations. Departments are able to make their own determination about the number of units of advanced standing or transfer of credit that are allowed for incoming students (see further 7.4.2 and 7.4.3 below) as long as the combined total of such units does not exceed three. Courses permitted under the provisions of 6.4 (Study outside TST) are not subject to this limit.

7.4.2 Advanced standing. Advanced standing means that the student is exempted from taking one or more course units normally required in the program in consideration of the student's previous studies (including earned degrees) or previously acquired skills or experience. The most typical case for advanced standing is the doctoral student who receives a *pro tanto* award of two or three credits for completing a Th.M. degree after having already met doctoral admissions requirements by completing an M.Div. degree. In the Biblical, Pastoral and Theological departments, a student may receive advanced standing in consideration of work done in theology on a graduate level beyond the first master's degree. In the Biblical department the advanced standing which can be awarded is one course unit for every six courses done in a non-remedial degree, to a maximum of two. In the Theological department the maximum advanced standing which can be awarded is two course units. In the Pastoral

department it is three course units. Advanced standing can be awarded by the Admissions Committee of the ADC when considering the student's application for admission. After the student has entered the program, the award is recommended by the student's supervisory committee, using the *Request for Advanced Standing / Transfer Credit Form*, and approved by the TST AD Director. Doubtful cases are referred to the AD Council. No advanced standing is given in any circumstances to doctoral students in the Historical Department.

7.4.3 Transfer of credit. Transfer of credit means that the student receives one TST course credit for each equivalent course credit received at another recognized institution. Transfer credit cannot be given for courses which also have been used or will be used to meet the requirements of a degree which the student has earned or will earn elsewhere. In the Pastoral department and the Theological department, the student's supervisory committee can recommend the award of up to three credits for Th.D./Ph.D. courses at the equivalent of the 5000, 6000, or 7000 level transferred from another ATS.-accredited school or other recognized institution, provided that it judges the coursework thus credited to be appropriate to the student's program. The student's supervisory committee uses the *Request for Advanced Standing / Transfer Credit Form* to report its recommendation. The award must be approved by the TST AD Director. Appeals and doubtful cases are heard by the Admissions Committee of the ADC. In the Historical department, no transfer credit is given to Th.D./Ph.D. students for work completed before admission.

7.4.4 Advanced placement. Advanced placement means that the student is exempted from taking certain courses normally required in the program, but must take other courses to make up the total number of credits required in the program. Advanced placement is normally decided by the instructors of the required courses in question, or otherwise may be decided by the supervisory committee.

7.5 Types of courses

There are three types of advanced degree courses. (a) Courses numbered in the 5000s, usually called "5000-level courses," are regularly scheduled on the TST timetable and are intended exclusively for advanced degree students (except for certain courses in the Pastoral Department; see the next paragraph). Only in cases of exceptional ability and academic background in the area will a basic degree student be allowed to register for a 5000-level course, and then only with the written permission of the instructor, the student's Basic Degree Director and the TST Advanced Degree Director. If accepted into a 5000-level course basic degree students must complete the advanced level requirements of the course and will be graded on the same basis as advanced degree students in the class. In the Pastoral Department certain 5000-level courses may be expanded to three hours per week, with basic degree students included in the first two-hour session (in which they will register for a 3000-level credit). The purpose of this arrangement is to offer a laboratory setting for the discipline and for lessons in pastoral pedagogy. (b) 6000-level courses are regularly scheduled on the TST timetable, but may include, and usually will include, basic degree students who are fulfilling lesser requirements for a 3000-level credit. In exceptional cases a basic degree student may be allowed to register for a

6000-level course, with the written permission of the instructor and the student's Basic Degree Director. If accepted into a 6000-level course basic degree students must complete the advanced level requirements of the course and will be graded on the same basis as advanced degree students in the class. (c) 7000-level courses are reading and research courses at the advanced degree level. Such courses are not a standard part of the curriculum and professors are not required to supervise them; each 7000-level course must be individually reported to the department concerned and, in some departments, must also be individually approved. They require work equivalent to that of a 5000-level or 6000-level course.

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

7.6 Required courses

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

7.6.1 Course requirements in the Biblical department

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

7.6.2 Course requirements in the Historical department

Six courses are required. Of these, five must be regularly scheduled courses (5000-level and 6000-level). The student's supervisory committee may require the student to take additional courses to meet the needs of his or her proposed area of study. The course TSH5001H "Historiography" is required of every student except where the instructor is satisfied that the student has done comparable work in a previous advanced degree.

7.6.3 Course requirements in the Pastoral department

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

particular pastoral concentration.

7.6.4 Course requirements in the Theological department

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

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

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

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

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

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

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

(a) A *major theologian* is one whose contribution is generally recognized to be of major significance, and whose corpus of writings is considerable in extent and variety. Examples are: Origen, Augustine, Thomas Aquinas, Luther, Calvin, Schleiermacher, Barth, Rahner, Tillich, Lonergan, James Cone, Gustavo Gutierrez, Elizabeth Johnson, Sallie McFague, Rosemary Ruether, Jon Sobrino. With respect to each major theologian selected by the student, the student should demonstrate: (i) a knowledge of the range of all her or his published works, the date of its major contents, its relation to polemical and/or intra-ecclesial developments as well as the theologian's life; (ii) an understanding of the development of the author's thought and the factors which influenced it; (iii) an articulation of the author's 'system' or 'guiding principles'; (iv) a grasp of the major interpretations of the author's works.

(b) For s*ources and methods* the student should acquire: (i) a knowledge of the revelation/faith/reason/tradition/inspiration complex of Christian doctrine in its

developments and ramifications; (ii) a knowledge of hermeneutics, as related to Scripture and to written documents within the Church (past and present, within various denominational traditions, documents of individual theologians and of authoritative Church bodies); an ability to come to grips with the institutional mechanisms and purported weight of such documents (e.g., Barmen Confession and *Populorum Progressio*, WCC statements and Vatican II); (iii) a knowledge of methodological procedures within the theological enterprise; (iv) some knowledge of the relation of theology to the methods of other disciplines.

(c) For *doctrines in their historical development* the student should acquire: (i) knowledge of the traditional doctrinal topics delineated above in terms of the main lines of theological development and of Church formulations within the various traditions; (ii) knowledge of the 19th and 20th century developments within theology setting the context for more contemporary areas of theological endeavour.

(d) For *doctrines in their contemporary exposition* the student should be aware of the broad range of theological reflection taking place today, including: (i) the traditional doctrinal clusters mentioned above; (ii) new emphases in theology in relation to the contemporary situation, e.g., liberation and political theologies, feminism, inculturation; (iii) contemporary Church teachings (e.g., Vatican II and WCC); (iv) patterns of denominational divergence and ecumenical convergence.

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

7.6.4.2 Specific course requirements in Philosophical Theology/Philosophy of Religion. The courses are divided among four modules of study: (a) major authors, (b) sources and methods, (c) doctrines in their historical development and (d) doctrines in their contemporary exposition. During the course stage and comprehensive examinations stage, students are expected to gain familiarity with the subjects in these modules, as indicated more fully under 7.6.4.2.5 below.

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

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

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

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

7.6.4.2.5 Study outline for the modules in Philosophical

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

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

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

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

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

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

7.6.4.4 Specific course requirements in Interdisciplinary studies. Normally the student will take three of the required nine courses in Systematic Theology and the history of dogma, and three in the cognate discipline. The remaining three courses should relate the two areas. The student should select courses on major contemporary theologians important for the student's specific area of interdisciplinary interest and courses on single problems treated

in depth, rather than survey courses. For the cognate discipline, the student should take at least one core course in the graduate section of the appropriate department of the University of Toronto.

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

7.7 Language courses

Courses in Biblical languages may be taken for credit, but they do not count towards the total courses required for the degree.

7.8 Course registration

7.8.1 General registration procedures. The student must register for courses online through the "Repository of Student Information" (ROSI) at the University of Toronto website. There are three periods for course registration in the academic year, one before each of the three trimesters. Dates vary from year to year; students may enquire from the AD Office or the registrar's office of the college of registration.

7.8.2 Limited-enrolment courses. For any course with limited enrolment, students may register through the ROSI system. Registration for limited enrolment courses is on a first-come, first-served basis.

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

7.8.4 Reading and research courses. A student registering for a reading and research course must fill out a reading course form in consultation with the instructor, obtain the proper signatures, and bring it to the registrar of the college of registration.

7.9 Audited courses

A full-time student may audit courses without additional charge. A student may audit a course by informal arrangement, in which case the only requirement is the permission of the instructor. Alternatively, a student may formally register as an auditor in the course, so that the audited course appears on her or his academic transcript. In this case the student must complete the *Registration for Audited Courses Form* and submit it to the registrar of his or her college of registration. The permission of the instructor is required before or at the beginning of the course. For an attestation that the student has participated in an audited course, the following conditions

must be fulfilled: (a) The student is fully qualified to take the course and is present for and participates in the class according to the policy set by the instructor. (b) The student completes all readings and in-class assignments. (c) The student does not write a final examination or submit materials for evaluation that would be equivalent to a final examination.

An audited course may not later be converted to a credit course.

7.10 Grading scale

All courses must be completed with a grade of at least B- (70) to be credited to the required courses of a doctoral 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
Less than B- (70)	Failure

As a rule, letter and number grades are assigned for all courses. In addition, the following non-grade course reports may be submitted by a professor (see also 7.11):

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

SDF Standing Deferred. This is assigned when a student has been granted an extension to complete the requirements for a course. It is a temporary report and eventually will be replaced by a final grade or INC. SDF carries no credit for the course and is not considered for averaging purposes.

7.11 Course deadlines

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

7.11.1 Prima facie deadline.

The *prima facie* deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken.

7.11.2 Extensions.

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

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

The TST AD Director can grant an extension beyond August 31 up to the absolute deadline (see 7.11.4), on the recommendation of the faculty member and the chair of the student's supervisory committee. To request an extension, a student needs to complete and submit the *Request for Coursework Extension Form.* Colleges will be responsible to inform students in the summer registration mailing of the need to request an extension for course work that will not be submitted by August 31. A copy of the form could be included in this mailing. Normally a student will not be granted more than one extension beyond August 31. If a second extension is requested, the TST AD Director will consult with the chair of the supervisory committee in order to determine if there are sufficient grounds to grant the request. Such requests will not be routinely granted.

7.11.3 Course registration with one or more SDFs.

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

7.11.4 Absolute deadline.

7.11.4.1 Absolute deadline for TST courses. There is an absolute deadline beyond which extensions cannot be granted, except by petition to the AD Council. The absolute deadline for the submission of work for courses taught in the fall trimester is November 1 of the following year; for courses taught in the spring and summer trimesters it is March 1 of the following year. It is expected that the absolute deadline will be rarely utilized.

7.11.4.2 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 in 7.11.4.1 is bound to that earlier deadline. For SGS courses SDFs are not routinely assigned and extensions cannot be granted beyond the end of the trimester following the end of the course (except, on rare occasions, with the approval of the Admissions and Programs Committee of SGS).

7.11.4.3 Permanent incomplete. Where the student fails to complete the work of a course by the applicable absolute deadline (7.11.4.1 or 7.11.4.2) and a final grade has not been submitted by the professor, the college Registrar will without further notice to the

student change the course report from SDF (7.11.2) to INC ("permanent incomplete").

7.11.5 Registration procedures for extended completion of coursework.

A student who has taken all courses required for his or her program but has not yet completed all coursework or language requirements is not permitted to proceed to the comprehensive examination stage. Such a student, during the time she or 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; registration must be done by the registrar of his or her college of registration.

7.12 Minimum grade average

All courses must be completed with a grade of at least B- (70) to be credited to the required courses of a doctoral program. Further, the student must obtain an overall average of A- (80) on all courses required in the Th.D./Ph.D. 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 and department will review the student's performance in the program and make recommendations to 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 or department 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 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.

7.13 Transition to following stage

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

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

7.13.2 Additional duties in the Theological department. In addition, in the Theological department, when the supervisory committee meets with the student for the last time, at the end of the course stage, it (a) determines the areas to be examined in the

comprehensive examination; (b) appoints the chair and two other members of a comprehensive examination committee; and (c) recommends a thesis topic and director to the Executive Committee of the department. The student may refine the formulation of the title in the comprehensive examination stage. In addition, in the specific field of systematic theology, the supervisory committee determines the areas to be examined, and the examiners who will evaluate the first and second comprehensives.

8 Comprehensive examinations

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

8.1 Objective

The comprehensive examination stage is a process in which the student reviews coursework and prepares several research topics under supervision. The process culminates in an evaluative activity whose form varies by department. Despite the term "comprehensive", the student is not expected to acquire a comprehensive knowledge of the area of specialization, which would require more than a lifetime. The objective is to ensure that the student has acquired sufficient academic skills of research and scholarly reporting, and a sufficient sense of the breadth, integrity, and context of the area of specialization, to be able responsibly to undertake specialized original research in that field, and accurately to represent it to others in teaching (see also the section on learning outcomes, 2.4 above and Appendix 2). The student acquires a sense of the *breadth* of the area of specialization by becoming familiar with its key features and undertaking independent research in areas lying outside 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 she or he will be able within a reasonable period of time to complete a thesis which will make a significant contribution to the knowledge of her or his chosen field.

8.2 Form

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

8.3 Record-keeping

8.3.1 Registration. The student may proceed to prepare for the comprehensive examination as soon as he or she has been admitted to that stage by his or her supervisory committee. The student obtains a copy of the *Comprehensive Stage Registration Form* (available from the college registrar or the TST website) and an up-to-date copy of his or her academic history report (available from the college registrar), and gives it to the chair of his or her supervisory committee. The chair completes the form and sends it to the TST AD office. At the period set for program registration for the immediately following trimester, the registrar of the college of registration will register the student.

8.3.2 Submission of grades and results. Grades for individual examinations are to be submitted by the examiner to the TST AD office, using the *Comprehensive Examination Grade Report Form*, available from college registrars or the TST website. In the Pastoral and Theological Departments, however, the grade for the third comprehensive examination includes the oral assessment. This grade is submitted on the *Comprehensive Final Evaluation Form.* For all departments the results of the final oral examination are to be submitted by the chair of the committee, using the *Comprehensive Final Evaluation Report Form*, also available from college registrars or the TST website (as above). The latter form also contains a section where the committee can confirm that the student has completed all of the requirements of the program to this point and is clear to proceed to the thesis proposal stage. Copies of the completed forms will be sent by the TST AD office to the registrar of the student's college.

8.4 Time limit

The student must complete the first attempt at the comprehensive examinations within three years of entrance into the Th.D./Ph.D. 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. An initial one year's extension may be granted by the AD director of the college of registration. To request such an extension, the student must complete the appropriate form (*Request for an Extension to Complete Comprehensive Examinations [first extension]*). If the student requires a second year's extension, he or she must complete the appropriate form (*Request for an Extension to Complete Comprehensive Examinations [subsequent extension]*), and submit it to the AD Director of the college of registration for decision by the ADC. If the student requires a third year's extension, he or she must petition the ADC through the AD Director of the college of registration in 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.

8.5 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 thesis in the field within a reasonable length of time.

8.5.1 Minimum grade average. In order to advance to the thesis proposal stage of the program, a student must achieve at least a B+ (77% or higher) in each comprehensive exam (including the oral evaluation), with an overall average of at least an A- (80% or higher).

8.5.2 Failure. In the event that the student fails any of the comprehensive examinations 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.

8.6 Regulations by department and area of concentration

8.6.1 Biblical department

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

8.6.1.2 Approval of subjects. At the first meeting of the supervisory committee and student, possible subjects for comprehensive examination were chosen (see 7.2.3.1). Shortly before the student begins the comprehensives the chairperson of the supervisory committee will request the department to approve the list of comprehensive examiners, plus additional readers for the major areas, as proposed by the supervisory committee. The following considerations need to be taken into account concerning the choice of subjects for comprehensive examinations.

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

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

comprehensive examinations in a secondary way as components of the examination. Periodically, the Biblical Department will compile and make available a list of comprehensive examinations that are currently being offered by the members of the department.

8.6.1.2.3 Cross-disciplinary consultation. In fields that are normally covered by faculty not appointed to the Biblical department (theology, history, classics, Near Eastern studies, sociology, anthropology), the department will rely on the assistance of non-departmental faculty in defining the scope of the comprehensives, and determining an appropriate testing method.

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

8.6.1.3.1 Student's educational objectives. The interests and program needs of the student should be taken into account in designing the examination.

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

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

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

8.6.1.3.5 Expectations. The preparation required of the student for a comprehensive examination should be roughly equivalent to the amount of time required for a course. What differentiates a major comprehensive from a minor is the extent of knowledge that is expected, not necessarily the length of preparation. In arranging with the student what will be expected, those who administer the two minor examinations should take into account the student's other examination areas and likely dissertation interest and propose a narrower refinement of the two minor areas. In any case, a student should be able to complete the comprehensive examinations within an academic year.

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

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

examination committee shall consist of the examiners together with the additional readers.

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

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

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

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

8.6.2 Historical department

The comprehensive examination process requires the student to research nine specific topics in depth, on three of which he or she will write culminating examinations, each approximately three hours in length. An oral evaluation completes the process.

8.6.2.1 Areas tested. Comprehensive examinations in the Historical department aim to test the student's knowledge and understanding of the history of Christianity, extending across four historical periods and three themes. The periods are: Early (to 600); Medieval (600–1500); Reformation and Early Modern (1500–1750); and Modern (since 1750). The themes are: intellectual (theological, philosophical, social, and ethical thought); social and institutional (churches, other Christian social organizations, society, and social factors); and relations *ad extra* (normally understood as relations between Christianity and other faiths). See the more detailed description in 2.2.2.2.

8.6.2.2 Plan of study. At the beginning of the comprehensive

examinations stage, the student meets with the supervisory committee to plan the Comprehensive Examination Proposal. The student develops this Proposal with the assistance of faculty consultants identified by the student and supervisory committee. The following rules apply.

8.6.2.2.1 Major and minor. The student designates a major and minor area. The major may be one of the four periods, in which case the minor will be one of the three themes; or the major may be one of the three themes, in which case the minor will be one of the four periods.

8.6.2.2.2 Examination subjects. The student proposes nine examination subjects, six from the major and three from the minor. The nine examination subjects must be distributed across the four historical periods and the three themes. The nine examination subjects must be chosen from the list of thirty-six subjects given in Schedule I (8.6.2.4.7 below), except that the student may substitute up to two examination subjects of her or his own making. Thus, if it is supposed that the student designates the major area to be the modern period and the minor area to be the institutional theme, the student must propose six examination subjects in the modern period, of which at least one must be in the institutional theme, one in the theological theme, and one in the relations *ad extra* theme; and the student must propose three examination subjects in the institutional theme, of which one must be in the Early period, one in the Medieval period, and one in the Reformation / Early Modern period.

8.6.2.2.3 Research refinements. The student also proposes a research refinement in each of the nine subject areas, with the assistance of the faculty consultants. Examples of a research refinement are a major event, writer, movement, or school of thought illustrative of the period and theme.

8.6.2.2.4 Reading lists. Also with the assistance of the faculty consultants, the student prepares a reading list for each research refinement. The reading list for each research refinement may include both books and articles, totaling the equivalent of from eight to ten books. The reading list must include both historical studies and primary source documents.

8.6.2.2.5 Approval. After developing the Comprehensive Examination Proposal, the student submits one copy to each of the three members of the supervisory committee. The supervisory committee will then meet with the student to discuss the Comprehensive Examination Proposal. The supervisory committee may (a) approve it, (b) approve it with modifications, or (c) defer approval pending specified revisions by the student. When the supervisory committee is satisfied with the Comprehensive Examination Proposal, it recommends it for approval by the Historical Department. At its next regularly scheduled meeting, the Historical Department considers the Comprehensive Examination Proposal. If the Department requires modifications, the chair of the Department will so inform the chair of the supervisory committee. If it approves the Proposal, the chair of the Department will so inform the student.

8.6.2.3 Planning of examinations.

8.6.2.3.1 Notice of intent to sit examinations. At least six weeks before the student proposes to sit the comprehensive examinations, he or she must inform the

chair of the supervisory committee, who in turn must advise the chair of the Historical Department.

8.6.2.3.2 Appointment of comprehensives examination committee. At its next meeting (or, between the last spring meeting and the first autumn meeting of the department, by consultation among the summer executive of the Historical Department), the Historical Department will appoint the comprehensive examination committee. This committee will normally comprise the chair of the Department as non-voting chair, and four of the professors with whom the student has consulted concerning research refinements for the Comprehensive Examination Proposal. The identity of the examiners is not known to the student before the oral examination. The chair will set the dates for the examinations, and will specify which of the examiners will submit questions.

8.6.2.4 Examination procedures. The comprehensive examination has two sections, a written examination and an oral examination. Both sections are normally completed within a period of three weeks.

8.6.2.4.1 The written examination. The written examination is given in two parts, one for the major themes and one for the minor themes. On the day assigned for the written examination of the major themes, the student will receive a written question on each of *three* of the six research refinements approved for his or her major. Of these three, the student will choose *two*. The student will write for three or four hours on the first of these two questions, and then, after a break, will write for three or four hours on the second of these two questions. On the day assigned for the written examination of the minor themes, the student will receive a written question on each of *two* of the three research refinements approved for his or her minor. Of these two, the student will choose *one*. The student will write for two or three hours on this question.

The written examination is administered by a faculty proctor appointed by the chair of the Department. The proctor arranges space for the examination, provides the examination question sheet and examination books, approves breaks, and collects the completed examination. The student may complete the examination on computer according to arrangements satisfactory to the proctor. The proctor should supply the computer.

8.6.2.4.2 Evaluation of the written examinations. Separate letter and number grades will be assigned to each portion of the major examination and to the minor examination. If the student is successful in the written examinations, the oral examination proceeds.

8.6.2.4.3 The oral examination. The oral examination is normally two hours long. It is an academic discussion arising primarily out of the written examinations; but the examiners may ask the student to bring matters from all nine topics identified in the Comprehensive Examination Proposal. A quorum is three of the four assigned examiners.

8.6.2.4.4 Evaluation of the oral examination. The criteria for assessing the student's work in the comprehensive examination are as follows. (a) In the major area, the student should demonstrate advanced knowledge of the subjects as well as close familiarity with the important relevant sources. (b) In the minor area, the student should

demonstrate a good knowledge of the subjects. (c) Overall, the student should demonstrate advanced ability to use historical methods to think critically about the subjects chosen. The oral examination will be assigned a letter and number grade, and the result is to be communicated according to the procedure outlined in 8.3.2.

8.6.2.4.5 Final evaluation. At the end of the oral evaluation, the committee determines whether the student has successfully completed the comprehensive stage (see 8.5) and communicates this according to the procedure outlined in 8.3.2. The chair of the examination committee also reports the results to the next meeting of the Historical Department.

8.6.3 Pastoral department

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

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

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

8.6.3.3 The comprehensive essay and oral defence. The comprehensive essay is conceived as leading towards the student's thesis proposal. It covers

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

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

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

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

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

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

8.6.4 Theological department

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

8.6.4.1 Structure of the comprehensive examinations. The comprehensive examination has three parts, each weighted as one program unit. Each of the

first two examinations is “open book,” and the student may choose to sit the examination in a three-hour period or write it as a take-home examination in a 24-hour period. The student is permitted and encouraged to use a computer, provided that she or he does not incorporate material written earlier. These examinations may not exceed 30 pages (7500 words). They should be written as examination papers, not as research essays. The third examination is an analytic essay of between thirty and forty pages. It is defended orally.

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

8.6.4.3 Topics.

8.6.4.3.1 Examination 1. In *systematic theology* and *philosophical theology/philosophy of religion*, the first examination covers a subject or a set of subjects within the student's module of specialization. In *Christian ethics*, the first examination covers a subject or set of subjects with reference to selected major or distinctive theologians, or traditions or movements, or schools of thought pertaining to the student’s areas of interest. The student reads a number of assigned books and articles, and writes an examination to be graded by two members of the comprehensive examination committee. In *special interdisciplinary studies*, the first examination covers a topic or set of topics in the area of theology. The examination is given a letter and number grade, which is reported according to the procedure outlined in 8.3.2.

8.6.4.3.2 Examination 2. In *systematic theology* and *philosophical theology / philosophy of religion*, the second examination covers a set of topics in module C (doctrines in their historical development), or, if that is the student's module of specialization, then a topic or set of topics in either module B (sources and methods) or module D (doctrines in their contemporary exposition). In *Christian ethics*, the second examination covers a topic or set of topics with a set of topics related to the history of an issue in Christian moral tradition OR a contemporary social issue. The student will read a number of assigned books or articles, and write an examination to be graded by two members of the comprehensive examination committee. In *special interdisciplinary studies*, the second examination covers a topic or set of topics in the student’s cognate discipline. The examination is given a letter and number grade, which is reported according to the procedure outlined in 8.3.2.

8.6.4.3.3 Examination 3. The third examination is intended to lead towards the student's thesis proposal. For this examination the student will write and defend an analytical essay covering the bibliographical and historical sources upon which the thesis will draw and demonstrate an awareness of the presuppositions, historical background, and critical issues involved in the proposed topic. For candidates in *special interdisciplinary studies*, the examination is normally expected to demonstrate the cross-disciplinary links between theology and the cognate discipline. The examination should be written without detailed assistance from

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

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

8.6.4.5 Procedures.

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

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

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

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

9 Thesis proposal

The third stage of the Th.D./Ph.D. program is the thesis proposal stage. Under supervision, the student develops a thesis proposal which is submitted for approval according to departmental regulations. When it is approved, the thesis proposal represents an agreement between the student and the department, by which the student agrees to undertake the research proposed and the department agrees that the completed thesis, if it satisfactorily achieves what is proposed, will be recommended for oral defence.

9.1 Registration

Students whose other degree requirements have been completed (as confirmed by the chair of the comprehensive examination committee on the *Comprehensive Final Evaluation Report Form* ; see 8.3.2) but whose thesis topic has not yet been approved register for TSZ8888YY (Thesis Proposal).

9.2 Appointment of the thesis director

The thesis director is responsible for the direction of the student through the thesis proposal stage and the thesis stage. A department may appoint a co-director where the student will benefit from the complementary expertise of two persons, or will benefit from the expertise of a professor who is not a regular member of the advanced degree faculty.

9.2.1 In the Biblical department. The initial association of the student and the prospective thesis director is a process of mutual selection, though the initiative usually lies with the student to seek out a faculty member willing to serve in this capacity. In seeking to identify an appropriate thesis director, the student may wish to consult professors already known to him or her. The student then works under the supervision of the prospective thesis director to develop a thesis proposal. The formal appointment of the thesis director occurs in conjunction with the approval of the thesis proposal.

9.2.2 In the Historical department. Upon the successful completion of the comprehensive examination stage, the student may invite a qualified professor to serve as his or her thesis director. If the professor agrees to serve in this way, he or she should so advise the chair of the Historical department, and the student should so advise the AD Director of the college in which he or she is registered. The department must approve the thesis director.

9.2.3 In the Pastoral department. The thesis director is appointed by the department on the recommendation of the comprehensive examination committee (see 8.6.3.5). Normally, the thesis director will be a member of the Pastoral Department.

9.2.4 In the Theological department. The thesis director and topic are recommended by the supervisory committee at its last meeting with the student at course stage (7.13.2).

9.2.5 Competence of the thesis director. The director must have research competence in the area of the proposed thesis topic, which is ordinarily demonstrated by publication, previous thesis direction, and course teaching, as well as the requisite allied skills, which may include skills in research languages or skills in cognate disciplines. Where the director has research competence and requisite allied skills in some parts of the proposed thesis topic but not in others, a co-director may be named. The co-director is not necessarily a faculty member of TST but must have the equivalent to TST advanced degree status in his or her institution.

9.3 Appointment of a thesis proposal committee in the Biblical and Historical departments

In the Biblical and Historical departments, at the beginning of the thesis proposal stage, a thesis proposal committee of three persons is appointed by the department in consultation with the thesis director. The convenor is the thesis director. The committee assists the student in developing the thesis proposal.

9.4 Refinement of a thesis topic

9.4.1 Criteria for an acceptable thesis topic. An acceptable thesis topic will meet the following criteria. (a) The topic relates to an area recognized by the department. (b)

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

9.4.2 Research involving human subjects. Research involving human subjects is subject to the standards and policies established by the Office of Research Ethics at the University of Toronto. All such research requires approval from either the TST or the University's Research Ethics Board.

9.5 Form and contents of the thesis proposal

9.5.1 Constituent parts. The thesis proposal must contain the following elements.

9.5.1.1 Title page. This includes the thesis title, the student's name, the name of the thesis director, the student's program, the student's department, the student's college of registration, and the date of submission.

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

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

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

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

9.5.1.6 Bibliography. A working bibliography must be presented. It should be appropriately categorized; in all cases the primary and secondary literature should be

distinguished, and other divisions may be appropriate as well.

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

9.6 Initial approval of the thesis proposal

9.6.1 Primary readers.

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

9.6.1.2 In the Pastoral department. When the student and the thesis director are satisfied that the thesis proposal is ready to be submitted, the thesis director shall so notify the chair of the department, who will recommend to the department the names of two additional readers, normally from within the department, who are willing to serve and who are able to respond to the proposal in a timely fashion. The thesis director and the two additional readers form the thesis supervisory committee. When the committee is appointed, the thesis director forwards copies of the proposal to the two other members of the committee. The readers must report their findings to the thesis director within one month (summer months from May 1 to August 31 excepted).

9.6.1.3 In the Theological department. On the request of the thesis director, the department or its executive committee, in consultation with the thesis director, appoints two members who, together with the thesis director, form the thesis supervisory committee.

9.6.2 Procedures.

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

9.6.2.1.1 Oral examination in the Theological department. In the Theological department, the thesis proposal is examined orally. When the thesis director considers the proposal ready for examination, he or she arranges a time for the thesis supervisory committee to meet with the student.

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

9.6.2.3 Report of approval in the Theological department. In the Theological department, the thesis supervisory committee is deputed to act for the department. The chair of the thesis supervisory committee reports the approval of the thesis proposal on the *Thesis Proposal Approval Form*, sending the original to the TST AD Office and copies to the department chair, the AD Director of the student's college of registration, and the student. The approval is reported to the ADC.

9.6.2.4 Procedures for approval in the other departments. In the Biblical, Historical, and Pastoral departments the thesis director (or, in the case of the Biblical department, the proposed thesis director) reports the approval of the thesis proposal to the chair of the department, and the student shall distribute copies to each member of the department (or, in the case of the Pastoral department, the department executive) at least one week prior to the departmental meeting at which the proposal is presented. The thesis director should be present at the meeting if possible. If the department confirms the recommendation, or approves it on the condition of specified modifications of which the completion will be verified by the thesis director, the director should so advise the student within one week. The chair of the department completes the *Thesis Proposal Approval Form*, sending the original to the TST AD Office and copies to the AD Director of the student's college of registration and the student. The approval is reported to the ADC.

9.6.2.5 Procedure for a non-confirmed proposal. In the Biblical, Historical, and Pastoral departments, if the department turns back an affirmative recommendation of the thesis supervisory committee, the chair must so advise the student within one week. From the date of being so advised, the student has three months to submit a revised proposal to the thesis supervisory committee. Failure of the revised proposal to meet the approval of the committee will be reported to the department and to the TST AD Director, and will result in the student's withdrawal from the Program. If the thesis supervisory committee recommends the revised thesis proposal to the department but the department is unwilling to approve it, the chair of the department so notifies the TST AD Director, and the student is required to withdraw from the program. Should the thesis proposal committee regard the re-submitted thesis proposal to be a new proposal rather than a revision of the first proposal, the chair shall so advise the TST AD Director.

9.6.2.6 Consultation with student. Often in the course of the conversation in a department meeting about a thesis proposal, members will have suggestions to make which do not require the formal amendment of the proposal. As assistance to the student, it is appropriate for the thesis director to communicate to the student any constructive particulars of the department’s conversation concerning the thesis proposal and any informal recommendations arising therefrom.

9.6.2.7 Distribution of final copies. Where the thesis proposal has been approved, the chair of the department (or, in the case of the Theological Department, the chair of the thesis proposal committee) sends two copies to the TST AD Office (one for the student's file, and one for consultation by other students), and one copy to the AD director of the college of registration. Where the thesis proposal has been approved with minor corrections, the student

prepares a revised version, to be distributed in the same manner.

9.7 Change in proposal

Should the student later make substantial changes in his or her approach to the thesis, the student should consult with his or her director on the advisability of submitting a new thesis proposal.

10 Thesis stage

The fourth and most important stage of the Th.D./Ph.D. program is the thesis stage.

10.1 Registration

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

10.2 The thesis supervisory committee

The department appoints the thesis supervisory committee on the recommendation of the thesis director in consultation with the student. The thesis supervisory committee assists the student in thesis stage.

10.2.1 In the Biblical and Historical departments. The thesis supervisory committee includes the director and one other person, who may be drawn from the thesis proposal committee.

10.2.2 In the Pastoral and Theological departments. The thesis supervisory committee is formed when the thesis proposal is submitted (see 9.6.1.2, 9.6.1.3).

10.3 Writing the thesis

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

10.4 Form of the thesis

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

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

who is willing to do so.

10.4.3 Style. The thesis must conform to the AD style regulation (see section 11), and spelling must be consistent with a recognized Canadian standard.

10.4.4 Title page. The title page of the thesis shall include the following elements: (a) the title and subtitle (on the upper third of the page); (b) specification of the degree program, according to one of the sample forms following, as appropriate; c) the student's full legal name (no nicknames, diminutives, or aliases); (d) the place and date of submission (at the bottom of the page); (e) notice of copyright.

10.4.4.1 Sample form of degree specification for Th.D. thesis. A Thesis submitted to the Faculty of ... College and the ... Department of the Toronto School of Theology. In partial fulfilment of the requirements for the degree of Doctor of Theology awarded by ... [the formal name of the college of registration] and the University of Toronto.

10.4.4.2 Sample form of degree specification for Ph.D. thesis. A Thesis submitted to the Faculty of ... College and the ... Department of the Toronto School of Theology. In partial fulfilment of the requirements for the degree of Doctor of Philosophy in Theology awarded by the University of St. Michael's College.

10.4.5 Abstract. The thesis must include a brief abstract of the thesis on the page following the title page.

10.4.6 Table of contents. The thesis must include a table of contents on the page following the abstract.

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

10.4.8 Technical requirements. For information on the weight of paper, the margins, the size and readability of the font, the spacing of lines, the incorporation of tables and illustrations, and other technical matters, students should contact the registrar’s office at their college of registration.

10.5 The thesis examination committee

10.5.1 Constitution of the committee. In the case of a Th.D. examination, the thesis examination committee shall comprise five voting members: (a) the thesis director; (b) one other member of the thesis supervisory committee; (c) an internal examiner; (d) an external examiner; and (e) an examiner representing the School of Graduate Studies of the University of Toronto, who is appointed by the Vice-Dean, Programs, of the School of Graduate Studies in consultation with the TST AD Director. In the case of a Ph.D. examination, a departmental examiner is appointed instead of a University of Toronto examiner.

10.5.1.1 Restriction on internal examiner. The internal examiner should not have been consulted by the student in the preparation of the thesis.

10.5.1.2 Arm’s length rule. The external examiner must have an arm's length relationship with the student, and in particular must not have consulted with the student concerning the preparation of the thesis. The arm's length relationship of the external examiner

to the student should be verified by the TST AD Director before the examiner is approved by the ADC.

10.5.1.4 Non-participating examiner. In the rare situation where the external examiner cannot participate in the oral defence, the external examiner submits a written report and the department appoints an auxiliary examiner to represent his or her views at the defense.

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

10.5.3 Process for appointing the committee. When the thesis is ready for submission, or when completion is imminent, the thesis director so advises the department (or department executive), and, having consulted with the student, may also suggest names for the thesis examination committee. The department (or department executive) nominates the members of the thesis examination committee to the ADC, along with alternates who can be asked to serve if one or more of the nominees do not accept appointment. The ADC appoints the committee. Departmental recommendations of committee memberships should be made well prior to the March meeting of the ADC for students proposing an autumn graduation, and prior to the December meeting of the ADC for students proposing a spring graduation.

10.5.4 Substitutions. Should it become necessary to appoint one or more substitute members of the thesis examination committee, the appointment is made by the ADC on the nomination of the department (or department executive). During the period from the final meeting of the ADC in June until the first meeting of the ADC in September, the TST AD Director, in consultation with the executive of the department, is authorized to replace up to two examiners of the committee in order to allow the examination to proceed.

10.6 Submitting the thesis

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

10.6.2 Approval of the thesis director. When the thesis director is satisfied that the thesis is ready for defence, he or she sends a letter to the AD office certifying that this is the case. Before submitting the thesis, the student should be assured that the thesis director is satisfied that it is ready to go forward. Nevertheless, if the director is not so satisfied, the student may, after advising the director of his or her intention to do so, seek the permission of the TST AD Director to send the thesis to examination without the approval of the director.

10.6.3 Submission of copies. The student submits five unbound copies of the thesis, printed double-sided, each such copy being contained in an 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 at the same time. If an auxiliary examiner is appointed (10.5.1.4), the student must submit an additional copy of the thesis.

10.6.4 Deadlines for submission. While theses may be submitted at any time, the following deadlines have been established for those wanting to graduate at the next convocation. The deadline for the submission of a thesis for examination is May 1 for fall convocation and January 6 for spring convocation. Even if the student meets the deadline, no guarantee can be given that unforeseen circumstances will not prevent the student from graduating at the next convocation. If possible, therefore, the student should submit the thesis well in advance of the deadline.

10.7 Preliminary examination of the thesis

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

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

10.7.3 Preliminary reports. The thesis director or one of the co-directors submits a letter on behalf of the thesis supervisory committee stating whether the committee believes that the thesis is ready for defence. There is no further written report from the supervisory committee. The internal examiner submits a written appraisal, which should include a clear statement as to whether the thesis is ready for oral defence. The length of the report is not material but is typically from three to five pages single-spaced plus *corrigenda*. An examiner's judgement that the thesis is ready for oral defence does not necessarily imply that the examiner will pass the thesis after the oral examination is completed.

10.7.4 Assessment of the preliminary reports. If the three preliminary readers agree that the thesis is ready for oral defence, the examination proceeds. If the three preliminary readers agree that the thesis is not ready for oral defence, the student must revise the thesis to meet the objections of the preliminary readers. If the three preliminary readers disagree whether the thesis is ready for defence, the TST AD Director may consult with them to seek consensus in recommending the next step, which may be (a) that the examination will proceed or (b) that the student will make revisions. Nevertheless, where the three preliminary readers disagree, the student has the right to require that the examination proceed. If revisions are to be made, the student 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).

10.8 Further examination

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

examiner submits a written appraisal.

10.9 The oral defence

10.9.1 Abstract and curriculum vitae. In preparation for the oral defence, the student submits to the AD office at least two weeks before the date of the defence fifteen copies of her or his abridged curriculum vitae and fifteen copies of an abstract of the thesis, not to exceed 350 words in length.

10.9.2 Members of the oral examination board. The five members of the thesis examination board are the voting members of the oral examination board. In addition, the oral examination board has two non-voting members. (a) The chair of the board, who is appointed by the AD director of the student's college of registration, presides over the entire process of the oral defence, i.e., the initial meeting of the examiners, the oral defence itself, and the final meeting of the examiners to decide upon the outcome of the defence. It is the responsibility of the chair to ensure that the student is treated fairly. (b) The TST AD Director, or his or her representative, ensures that TST procedures are properly observed.

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

10.9.4 Visitors. Visitors are allowed at the defence.

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

10.9.5.1 Convening the defence. After determining that the student has satisfied all other requirements for the degree, the chair convenes the oral examination board.

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

10.9.5.3 The examination. The chair invites the student and visitors to return, and the examination proceeds according to the plan determined.

10.9.5.4 The evaluation. At the conclusion of the examination, the chair invites the student and visitors to withdraw. The oral examination board then evaluates the thesis and the oral defence.

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

10.10 The evaluation

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

a) *Pass*. The student passes with no conditions. The thesis is entirely

acceptable as submitted, and the typescript is entirely free of typographical and stylistic errors, or so very nearly free that the student can be entrusted with producing the library copy without further oversight.

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

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

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

e) *Failure*. The thesis fails**.**

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

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

10.11 Preserved documentation

10.11.1 Examiners' ballots. Each examiner must complete and submit a written ballot indicating his or her evaluation of the thesis and defence.

10.11.2 Chair's testamur. The chairperson of the oral examination board shall complete three copies of a form testifying to the result of the thesis defense. The form shall be forwarded to the TST AD Director, who will then report the outcome to the ADC.

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

version of the thesis with the typographical corrections suggested by the examiners of the thesis.

10.12 Clearance for graduation

10.12.1 Signifying intention. A candidate for graduation must contact the office of the registrar of the college which will grant the degree to signify his or her intention to graduate, and must then follow the regulations in effect at that college regarding convocation.

10.12.2 Deposit of library copies of thesis. When the student has made such revisions as have been required by the thesis examination committee, he or she must submit one hardbound copy of the thesis to each of (i) the college of registration and (ii) the AD Office. In the case of a Ph.D. candidate, where the student's college of registration is other than St. Michael's College, the student must also submit a copy to the University of St. Michael's College. The student must also authorize the National Library and University Microfilms International to microfilm an unbound copy of the thesis and must arrange, at his or her own expense, for the unbound copy to be sent for microfilming. Further instructions should be obtained from the school's librarian. In the case of a Ph.D. candidate, further instructions should be obtained from the St. Michael's Faculty of Theology office.

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

11 Papers and theses

11.1 Paper and printing

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

11.2 Style regulation

Essays, thesis proposals, and theses are to be prepared according to the rules of style in the latest edition of Kate L. Turabian et al., *A Manual for Writers of Term Papers, Theses and Dissertations* (7th ed.; Chicago: University of Chicago Press, 2007). This may be supplemented by *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008). Chapter 14 of the latter work, "Elimination of Stereotyping in Written Communication," is a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with disabilities." See also the guidelines for unbiased language on the University website (go to http://www.writing.utoronto.ca/advice and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

11.3 Proofreading.

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

the examination of the thesis. Thesis proposals and theses must be entirely free of error in all of these respects.

12 Transfer to a Master's Program

Upon the recommendation of the school of registration and approval by the ADC a student who has not yet submitted the thesis may transfer from the Th.D./Ph.D. Program to the Master of Theology (Option II) program. In this case course credits accumulated in the Th.D./Ph.D. program can be counted towards course requirements in the Th.M. program, and an extended essay written for one of the courses in the Th.D./Ph.D. program can be presented in fulfilment of the extended essay requirement of the Th.M. program (Option II).

13 Tuition fees and other charges

A schedule of fees is published annually by the Committee of Representing Members of TST (CORM), which comprises the heads of the TST theological colleges.

14 Academic appeals.

14.1 General considerations

14.1.1 Right of appeal. A doctoral student registered in one of the participating colleges of the TST may appeal a grade or an academic decision which affects him or her adversely and which he or she considers to be unjust or inappropriate. Appeals may be made concerning grades for courses or papers, decisions of a supervisory committee, results of language examinations, evaluation of comprehensive examinations, evaluation of theses; decisions about a student's continuation in a program, or any other decision involving academic requirements and regulations as they pertain to a student. An appeal may also be made by a person not currently registered who was registered at the time the adverse grade was submitted or the adverse decision was taken. Decisions made by the Admissions Committee concerning admission and related matters are not subject to appeal.

14.1.2 Timely resolution. All parties involved in an appeal have the right to expect timely progress of an appeal through its several stages and a timely resolution. Accordingly, students, faculty members, administrative bodies and any others involved in an appeal have a responsibility to be aware of the pertinent timelines and to respond appropriately. Where warranted by particular circumstances, however, the Advanced Degree Council (ADC) has the authority to waive or extend deadlines.

14.1.3 Fairness and confidentiality. Students are assured that throughout the process they can raise matters of proper concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be appropriately respected.

14.1.4 Informal and formal resolution. Every attempt should be made to resolve the matter informally (Step 1 in the table below). Students are encouraged to meet with an appropriate adviser (TST AD Director, College AD Director, faculty supervisor, dean of students,

etc.) in order to acquire information and to receive advice about the process. If that attempt is unsuccessful, then the matter may proceed to a formal appeal at Step 2

14.1.5 Right of appeal to the U of T Academic Appeals Committee. All Th.D. students have the right to appeal the final result of a TST appeals process (Step 3) to the Academic Appeals Committee of Governing Council of the University of Toronto. Further information is available on the University website (go to http://www.governingcouncil.utoronto.ca and follow the links).

14.2 Channel of recourse.

14.2.1 Disputed grade. A student who questions a grade received in a course, on a TST language examination or on a Biblical department language examination must first address himself or 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, he or she can appeal the matter further—in the case of TST language examinations, to the TST AD Director; in other cases, to the department concerned, addressing the appeal to the department Chair. If the disputed grade is based on written work, the department (or, in the case of TST language exams, the TST AD Director) will appoint a second examiner to provide an opinion. If the disputed grade is not based on written work, the department will normally appoint a committee of two to investigate and report to the department. If the student is not satisfied with action taken at the level of the department, he or she has the right to appeal the matter to the ADC (following the procedure outlined in 14.4.3.1), which will deal with the appeal according to the provisions of 14.4.

14.2.2 Disputed decision of the supervisory committee, comprehensive examinations committee, or thesis supervisory committee; and dispute regarding language regulations except for decisions made by the ADC Admissions Committee. In respect of the matters named, the student has recourse first to the department of registration, and initiates the appeal by letter to the chair of the department at Step 2. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, he or she has the right to appeal the matter to the ADC (following the procedure outlined in 14.4.3.1), which will deal with the appeal according to the provisions of 14.4.

14.2.3 Disputed evaluation of the thesis. The student may appeal the evaluation of a thesis to the ADC at Step 3 (following the procedure outlined in 14.4.3.1), which will deal with the appeal according to the provisions of 14.4.

Paragraph 14.2 and sub-paragraphs are summarized in the following table.

DISPUTE CONCERNING	Step 1: Informal Resolution	Step 2: Department-Level Appeal	Step 3: TST-Level Appeal
Grades	Professor of course	Department	Appeals Committee of the ADC
Supervisory committee	Not applicable	Department	Appeals Committee of the ADC
Comprehensives	Not applicable	Department	Appeals Committee of the ADC
Doctoral Examination	Not applicable	Not applicable	Appeals Committee of the ADC
TST Language Examinations	Professor of course	TST AD Director	Appeals Committee of the ADC
Biblical Department Language Examinations	Professor	Department	Appeals Committee of the ADC
Termination of Candidacy TTTTTT	Not applicable	Not applicable	Appeals Committee of the ADC
Other	TST AD Director	Department, if appropriate	Appeals Committee of the ADC

14.3 Timelines

The student must begin the process of appeal within three months of receiving the ruling, evaluation, or grade in question. If the appeal is to an individual (professor, TST AD Director), a written response should be provided within thirty calendar days. If the appeal is to an academic body (department, ADC Appeals Committee), the appeal should first be considered at its next regular meeting following seven calendar days following the receipt of the appeal, and a written response should be provided within sixty calendar days.

14.4 The ADC Appeals Committee.

14.4.1 Jurisdiction. When receiving an appeal from a student under paragraph 14, the TST AD Director informs the ADC, which in turn instructs the Appeals Committee to hear the appeal and to reach an informed and impartial decision on it. The Appeals Committee has power to issue the final decision (though in the case of a Th.D. student the decision can be appealed to the Academic Appeals Committee of Governing Council of the University of Toronto; see 14.1.5).

14.4.2 Membership. At the start of each academic year, the ADC shall appoint an Appeals Committee consisting of four persons: one faculty member of the ADC, one other member of the AD faculty, a U of T faculty member, and an AD student. One of the TST faculty members will be appointed by the ADC as chair of the Appeals Committee. In addition, the ADC should identify at least one alternate member for each individual on the committee. In the case of the U of T faculty member, there should be an alternate from the University of St. Michael's College. Alternate members may be called on by the ADC in situations where a conflict of interest has been identified or where a regular member is unable to serve. In the case of an appeal initiated by a Ph.D. student the faculty member from St. Michael's will replace the member from U of T. Student members and alternates are identified in consultation with the Advanced Degree Students Association.

14.4.3 Procedures.

14.4.3.1 Initiation of Appeals at Step 3. The student (or former student qualified under paragraph 14.1.1) initiates the appeal by letter to the TST AD Director. A complete statement of appeal and a copy or set of copies of supporting documentation must accompany the letter. The statement of appeal should include the following: identification of the decision being appealed; name or names of the person or persons who made the decision, if known; the resolution being sought; reasons that the original reason is thought to be incorrect and that the proposed resolution is more appropriate; list of supporting documentation, if any. The appellant is advised to consult the student legal assistance centre on campus or other qualified counsel when preparing the statement of appeal (see www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm#legal). In the case of a matter under paragraph 14.2.4, the appeal must be received by the AD Office within three months of the date of the oral defence. In the case of a matter under paragraphs 14.2.1 and 14.2.3, the appeal must be received by the AD Office within three months of the appellant's receipt of notification of the decision made by the department at Step 2.

14.4.3.2 Acknowledgement of receipt. Within fifteen calendar days of the receipt of the appeal by the AD Office (or, in the period between June 1 and August 31, within sixty calendar days), the TST AD Director or his or her delegate sends a letter to the appellant acknowledging receipt of the appeal. The letter should also indicate that the appeal will be conducted according to the regulations set out in this Handbook.

14.4.3.3 Response of interested parties. Within fifteen days of the receipt of the appeal by the AD Office (or, in the period between June 1 and August 31, within forty-five days), the TST AD Director or his or her delegate sends the appellant's statement to those named in the appeal or otherwise directly concerned in the appeal, and invites a response in writing. Such parties have thirty days in which to file their response. Copies of all such responses are copied to the appellant.

14.4.3.4 Arrangement of hearing. The TST AD Director requests the ADC that at its next meeting following seven calendar days following the receipt of the appeal by the AD Office, it instruct the Appeals Committee to consider the appeal. When the AD Office has received responses from all interested parties under paragraph 14.4.3.2 (or when the deadline for responses has passed), the TST AD Director arranges a reasonable and convenient date, time, and place for

the Appeals Committee to hear the appeal. Normally the appeal should be heard within sixty days of the receipt of the appeal.

14.4.3.5 Representation of parties. Any person or representative of a body challenged or adversely commented on in the appellant's written material (referred to as an "entitled person") may submit a written statement to the Appeals Committee, and may attend any hearing of the Committee, and may be represented by counsel.

14.4.3.6 Procedure of the hearing.

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

14.4.3.6.2 Opening statements. Normally the appellant, or his or her representative or counsel, makes an opening oral statement of the appeal with reference to the supporting documentation. The person (or persons) and the representative of the body (or bodies) challenged in the appeal normally makes a statement in reply.

14.4.3.6.3 Evidence. The appellant may be questioned by any member of the Committee or by or on behalf of an entitled person. The appellant may call and examine witnesses in support of the appeal, and any such witness may be questioned by any member of the Committee and by or on behalf of an entitled person.

14.4.3.6.4 Statement by entitled person. An entitled person (or his or her counsel) may make an oral statement elaborating the written material which the entitled person has submitted or in respect of which he or she appears. Such entitled person may be questioned by any member of the Committee or by or on behalf of the appellant. An entitled person may call and examine witnesses and any such witness may be questioned by any member of the Committee and by or on behalf of the appellant.

14.4.3.6.5 Final statements. A final statement will be allowed by or on behalf of the appellant. A final statement may be made by the person (or persons) or representative of the body (or bodies) challenged in the appeal.

14.4.3.6.6 In camera review. The hearing will then terminate and the Appeals Committee enters closed session to discuss the disposition of the appeal.

14.4.3.7 Adjudication. The decision of the Appeals Committee is final (except, in the case of a Th.D. student, for appeal to the Academic Appeals Committee of Governing Council of the University of Toronto; see 14.1.5), and the Appeals Committee has power to issue the decision. The chair of the Appeals Committee will communicate the decision in writing within thirty days to the appellant, the entitled persons, and the TST AD Director. The report of the Appeals Committee should contain a statement of the decision, together with a summary of the appeal, an indication of the evidence accepted at the hearing and the grounds for the decision. It should also remind the appellant of the right of further appeal as outlined in 14.1.5.

14.4.3.8 Further reporting. The TST AD Director will communicate the decision to the ADC.

15 Discipline and complaints

15.1 Academic discipline

Every Th.D./Ph.D. student registered in the TST or in one of the participating colleges is subject to the disciplinary jurisdiction of the University of Toronto in respect of academic matters including plagiarism, forging of academic documents and cheating on examinations or papers. The offences and sanctions are prescribed in the University of Toronto *Code of Behaviour on Academic Matters*. In the application of the *Code of Behaviour*, the roles, rights and duties therein appointed to the Dean and the department chair are to be exercised by the head (dean, principal or president) of the college in which the student is registered. Copies of the full *Code of Behaviour on Academic Matters* are available through the AD Office and on the website of the University of Toronto (go to http://www.governingcouncil.utoronto.ca and follow the links).

15.2 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.

15.3 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.

15.4 Grievances

15.4.1 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.

15.4.2 Eligibility for grievance. A formal grievance complaint under paragraph 15.4.1 may be lodged by any faculty member, staff member, student, or voluntary member of a committee or board of the TST, or by a person who has been so within the previous eight months.

15.4.3 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.

15.4.4 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.

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

15.4.6 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. Members are appointed to three-year overlapping terms by the TST Director, with at least one new member being appointed each academic year; the 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.

15.4.7 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 which 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 hearing is conducted by the chair of the Grievance Committee, unless the chair is the person against whom the grievance has been lodged, in which case the meeting is chaired by an alternate. 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.

15.4.8 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, he or she is replaced by another member of the Board.

15.4.9 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.

16 Teaching experience and mentoring

16.1 Expectations concerning opportunities to teach

Every doctoral student should have opportunities for the development of competence in teaching. As a minimum, each student who has completed the first year of Th.D./Ph.D. studies should normally teach one class period a year.

16.2 Collaborative teaching

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

16.3 Responsibility

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

16.4 Instructorship

A student who has completed the comprehensive examination stage may be invited to teach a course with the usual departmental approval.

16.5 Lecture in area of specialization

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

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

1. Biblical Sources

***Area of Concentration*: Old Testament**
Subjects

Bodies of literature
Pentateuch
Pentateuchal sources
Deuteronomy and Deuteronomic history
Hebrew poetry
Prophecy (pre-exilic, exilic, post-exilic)
Wisdom literature
Chronicles, Ezra, Nehemiah
The Writings
Late Second-Temple Jewish literature (apocrypha, pseudepigrapha, Qumran, etc.)

History, culture, social context
Languages
Archaeology
OT history/historiography
Israelite origins
Social world of ancient Israel
Israelite religion
Second-Temple Judaism

Methods and approaches
History of scholarship
Text criticism
Linguistics
Narrative criticism
Reader-response criticism
Rhetorical criticism
Social-scientific methods
Ideological criticisms (including feminist, liberationist)
Structuralist and post-structural interpretation
Semiotics
Hermeneutics

Selected themes and topics

***Area of Concentration*: New Testament**
Subjects

Bodies of literature
Late Second-Temple Jewish literature (apocrypha, pseudepigrapha, Qumran, etc.)
Synoptic Gospels
Johnannine literature
Luke-Acts
Paul
Disputed Paulines
Other NT literature
New Testament Apocrypha
Apostolic Fathers, early patristic literature
Early Rabbinic literature

History, culture, social context
Languages
Archaeology
Second-Temple Judaism
Greco-Roman religion and culture
History of early Christianity
Social structures of early Christianity
Gnosticism

Methods and approaches
History of scholarship
Text criticism
Linguistics
Synoptic methodology
Narrative criticism
Reader-response criticism
Rhetorical criticism
Epistolary analysis
Social-scientific methods
Ideological criticisms (including feminist, liberationist)
Structuralist and post-structural interpretation
Semiotics
Hermeneutics

Selected themes and topics

2. History of Christianity

Subjects					
PERIODS		**Early (to 600)**	**Medieval (600-1500)**	**Reformation & Early Modern (1500-1750)**	**Modern (1750-present)**
THOUGHT	**Doctrinal developments and controversies**	**Trinitarian to Constantinople I; Christological to Constantinople III; grace and freedom of choice to Orange II; scriptural canon; creeds; councils; evolution of Christian norms**	**Early Christian traditions; continuity and discontinuity (eastern and western); law, theology, and philosophy in the West**	**Faith and reason; interpretation of the Bible; confes-sions and creeds; ecclesiologies**	**Social gospel; social Catholicism; feminist and liberation theologies**
	Major writers (select 2)				
INSTITUTIONAL /SOCIAL	**Worship, pastoral care, spirituality (select one)**				
	Organizational patterns, processes	**The rise of monasticism (eremitic, coenobitic, lavriotic); the rise of Roman supremacy; Constantinian settlement**	**The rise of universities; synods; conciliarism; the papacy**	**Lay influence; Tridentine reforms; Protestant models of church governance**	**Denominationalism; papacy, councils; laity and clerical power; religious orders**
	Church and society; inculturation	**Sexuality; wealth; war**	**Formation of Latin Christendom; Byzantium; Church and state**	**Territorial churches; toleration; nationalism**	**Gender, race, class, culture, voluntary associations**
	Renewal & reform	**Church order and pastoral care**	**Reforms of monasticism; rise of religious orders; Gregory VII**	**Protestant Reformation; Catholic Reform**	**World Council of Churches; Vatican I and II; church coalitions**
AD EXTRA	**Missions: growth & decline**	**Spread of Christianity**	**Missions and crusades**	**Christian expansion beyond Europe**	**Expansion of Christianity; globalization**

	Other religions & cultures	**Christians and Jews; Christian attitudes towards pagan culture**	**Judaism, Islam, Buddhism**	**Christianity and American, African, and Asian cultures**	**Judaism; Islam; Buddhism; Hinduism; African; North American Aboriginal**
	Emerging Trends	**Christendom and barbarian inculturation**	**Waning of medieval and emergence of new ideals in learning and organizational structures**	**Rise of modern science**	**Political, social, economicisms ; science technology, communications**

3. Pastoral Praxis

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

	Spirituality & Culture Eco Spirituality Spirituality & Scripture Spirituality & Ethics Spirituality and Issues in Theology
5.LITURGY	History of Liturgy Traditions of Liturgy Ecumensim Prayer & Sacraments Theology of Worship Musicology Ritual Studies Liturgical Practice

4. Theology

***Area of concentration*: Systematic Theology**
Subjects

Doctrines: [both in historical development and contemporary exposition]
Trinity
Christology
Theological Anthropology
Ecclesiology
Pneumatology
Word of God
Sacraments
Grace
Creation
Eschatology

Major Authors
[linked to what faculty can support]
Lonergan
Rahner
Barth
Balthasar

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

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

Philosophical Methods
Philosophy of Theology
Analytic

Phenomenology
Pragmatism
Critical Theory
Deconstruction

Major Themes
Natural Theology
Relationship between Faith and Reason
A/theology
Ontotheology
Metaphysics
Science and Religion
Process

History of the Field
Ancient
Late Ancient
Medieval
Early Modern
Modern
Contemporary

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

***Area of concentration*: Ethics**
Subjects

Bible and ethics

Ethical traditions: theological / philosophical
Virtue ethics
Natural law traditions
Social gospel
Feminist ethics
Liberationist ethics
"New" voices: Asian/Pacific, African, Latin American "liberationist", indigenous, Asian-

Canadian, Asian-American, LGBTQ,
Ecological ethics
Political theology
Critical theory

Church social teachings
WCC, WARC, etc
Vatican, national conferences of bishops, etc

Special issues

Social justice movements / ethical agency

Comparative or transcultural dialogues
Interdisciplinary resources / methods

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

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

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

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

Major figures/Major Developments
People such as Polanyi, Lonergan, Dennett, Kierkegaard, Barth, Habermas, Wittgenstein, Iqbal, Tagore, Ramakrishna
Developments such as Cognitive science of religion, Critical Theory, Logical Positivism, Post colonialism, idea of person/self,

APPENDIX 2 - Statement of Intended Outcomes for the Th.D./Ph.D. 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 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 doctoral program will have attained a sufficient level of **knowledge in their area of concentration** and a sufficient level of **ability with the requisite scholarly tools and skills** that they will have been able to undertake and complete a project of **specialized original research**; they will also be prepared for a **vocation of theological scholarship** in its dimensions of research, teaching and service.

Elaboration

1. Knowledge of the area of concentration

Graduates of the doctoral program will have attained	**so that they will be able**	**PROGRESS AT COURSE AND COMP STAGES OF PROGRAM**	**MEANS OF DEMONSTRATION**
1.1 basic familiarity with their area of concentration, as outlined in the departmental description of the field and as understood in scholarly discussion at the forefront of study in the area;	to provide basic answers to most questions from first-year students arising from a typical introductory course (e.g., in the context of a tutorial);	**1.1 (course) End of course stage:** basic familiarity with a significant proportion of the subjects within their area of concentration **1.1 (comp) End of comp stage:** basic familiarity with a major proportion of the subjects within their area of concentration	• PREREQUISITE STUDIES: *student transcripts* • COURSES: *course performance as a whole, for the area covered by the courses* • COMP PREPARATION *exams and oral, for areas covered; in biblical department, requirement that students be familiar with the content of a selected introductory text.* • TA WORK *professor's evaluation; student course evaluations.* • GRADUATE SURVEYS *pertinent question on survey; submitted CV*
1.2 competence in a significant proportion of the subjects within their area of concentration;	to give a lecture on each subject at the introductory level;	**1.2 (course) End of course stage:** competence in a moderate proportion of the subjects within their area of concentration, **1.2 (comp) End of comp stage:** competence in a significant proportion of the subjects within their area of	• COURSES *successful completion of courses (class presentations; papers)* • COMPS *written and oral demonstration in comprehensive exams* • THESIS PREPARATION *thesis proposal; written thesis; oral defence; internal and external readers' evaluations and their assessment of the thesis' implications to the field*

		concentration,	• TA WORK *professor's evaluation of TA's teaching and lectures* • GRADUATE SURVEYS *pertinent question on survey; submitted CV*
1.3 proficiency in at least three subjects;	to offer an elective course in each subject at the BA or MDiv level;		• COMPS *written and oral demonstration* • THESIS PREPARATION *thesis proposal; written thesis; oral defence; internal and external readers' evaluations and their assessment of the thesis' implications to the subject areas pertaining to the thesis*
1.4 expertise in at least one subject.	to undertake and complete a project of original scholarly research.		• THESIS *assessment of thesis proposal; readers' reports on thesis; 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 competence in at least three ancient and modern languages (in addition to English) pertinent to theological scholarship	to read theological texts of moderate difficulty in that language with the aid a lexicon, accurately and at a moderate rate of speed;	• ENTRANCE LANGUAGE REQUIREMENTS *student transcripts; TST exams; TOEFL scores (for English)* • IN-PROGRAM LANGUAGE REQUIREMENTS *TST language courses and exams; transcripts for other acceptable courses; other acceptable evidence of student's ability*
2.2 a higher level of ability (proficiency or expertise) in one or more languages (if necessary)	to carry out research in the subject of specialization;	• COURSES AND EXAMS (BIBLICAL DEPARTMENT) • AD HOC ARRANGEMENTS (OTHER)
2.3 proficiency in the use of a library and the construction of a bibliography	to produce bibliographies appropriate to each of the four levels of knowledge described above;	• PREREQUISITE STUDIES *thesis in qualifying degree or submitted research paper* • ORIENTATION *attendance at library orientation meetings* • COURSE WORK *class presentations; research papers* • COMP PREPARATION *discussions with comps committees; bibliographic aspect of comps* • THESIS *bibliography as part of the proposal; bibliography in the thesis itself*
2.4 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 and instructional settings;	• COURSE WORK *Blackboard / U of T portal component of courses; library resources and training sessions* • TA WORK *Blackboard component of courses; professor's evaluation; student course evaluations.*

2.5 proficiency in the following skills: • clear and effective communication in both oral and written forms; • the construction of a logical argument; • the making of informed judgments on complex issues; • the use of standard conventions of style for scholarly writing.	to produce standard forms of scholarly engagement, both written (e.g., publishable research paper, publishable book review) and oral (presentation of a paper, response to an oral presentation, lecture), of a quality consistent with standards for an entry-level academic appointment.	• COURSE WORK *class presentations; research papers; evaluations by professors and peers* • OTHER TST PRESENTATIONS (DEPARTMENTAL SEMINAR, ADSA WORKS AND WINE) *student CV or other evidence of participation; informal evaluation by students and professors* • ADSA PROFESSIONAL DEVELOPMENT SEMINARS *student CV or other evidence of participation* • FACULTY MODELING AND MENTORING *in addition to formal input in courses, encouragement of students to polish their work for presentation in other settings* • PARTICIPATION IN SCHOLARLY SOCIETIES *evidence of such participation by the production of a paper or the facilitation of a session* • PUBLICATION (REVIEWS, ARTICLES, ETC.) *evidence of publication in recognised and peer-reviewed publications*

3. Ability to carry out specialized original research

Graduates of the doctoral program	**so that they will have**	**MEANS OF DEMONSTRATION**
3.1 will have • attained expertise in one subject, together with competence or proficiency in a cognate area or method, where appropriate; • gained a thorough understanding of the nature and process of research (identification of a research question or problem; construction of an appropriate method of investigation; collection of primary evidence and secondary sources; formulation of a thesis or claim; constructing a reasoned argument on the basis of evidence in support of the claim); • developed a critical awareness of and proficiency in the methodologies appropriate to their field; • learned how to apply the requisite scholarly tools and skills (see the previous section)	conceived, designed, carried out, completed, and successfully defended a major research project (thesis) that makes an original contribution to the area of concentration and that, in whole or in part, is of a quality to satisfy peer review and to merit publication.	• THESIS PREPARATION, PRESENTATION AND DEFENCE *comp work as it pertains to the subject of specialization; thesis proposal; thesis, with its various stages of assessment (director, first two readers, additional two readers, oral defence)*

4. Preparation for a vocation of theological scholarship

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

4. 1 Research

4.1.1 Graduates of the doctoral program will have acquired sufficient skill, ability and experience	that they will be able to engage in further ongoing, self-directed research activity, to take their place in various appropriate communities of researchers (e.g., academic societies, college faculties), and to contribute to the development of the scholarly enterprise in appropriate ways (skills, techniques, tools, practice, ideas, theories, approaches, materials, etc.).	• THESIS PREPARATION, PRESENTATION AND DEFENCE *evidence of participation in the wider scholarly community in the student's CV submitted for the thesis defence* • FACULTY MODELING AND MENTORING *comps and thesis supervision; collaborative projects between faculty and students (e.g. writing an article together)* • GRADUATE SURVEYS *pertinent question on survey; submitted CV*

4.2 Teaching

4.2.1 Graduates of the doctoral program will have acquired sufficient knowledge and experience	that they will have an entry-level ability • 4.2.1.1 to construct introductory courses at the BA or MDiv level in their area of concentration; • 4.2.1.2 to construct	• TA OPPORTUNITIES *course lectures, course evaluation forms* • TEACHING WITHIN TST AND ELSEWHERE *student course evaluations; teaching dossier* • ADSA PROFESSIONAL DEVELOPMENT SEMINARS

4.2.2 While teaching at a post-secondary institution is not the only vocation for which they will be prepared, a majority of the graduates of the doctoral program will have acquired sufficient knowledge and experience	upper-level courses at the BA or MDiv level in at least three sub-areas; • 4.2.1.3 to grade student papers and to guide student learning; • 4.2.1.4 to present their teaching experience and their approach to teaching in an appropriate form (e.g., a teaching dossier); and • 4.2.1.5 to adapt their teaching skills to situations other than a formal classroom. that they will have the potential • 4.2.2.1 to teach the courses described above successfully; and • 4.2.2.2 to embark on an academic career.	*student CV or other evidence of participation* • GRADUATE SURVEYS *pertinent question on survey; submitted CV*

4.3 Service

4.3.1 Graduates of the doctoral program will have developed sufficient understanding of their vocational responsibility	that they will • 4.3.1.1 recognize the importance of working with scholarly peers and associates in a collegial manner;	• COURSE PARTICIPATION; STUDENT SOCIETIES; COLLEGE PARTICIPATION *addressing manifestations of a lack of collegiality as they present themselves*
	• 4.3.1.2 recognize the ecumenical character of theological scholarship and its place within the	• COURSE PARTICIPATION; INVOLVEMENT WITH FACULTY AND STUDENTS FROM OTHER COLLEGES; *ROSI record contains evidence*

	broader world of scholarly discourse; • 4.3.1.3 recognize the importance of making their theological expertise available in appropriate ways to wider circles in the church and society.	*of such involvement* • FACULTY MODELING AND MENTORING *faculty assessment, expressed in such forms as letters of reference* • GRADUATE SURVEYS *pertinent question on survey; submitted CV*

Toronto School of Theology
47 Queen's Park Crescent East
Toronto, Ontario, Canada
M5S 2C3
www.tst.edu

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