

TORONTO SCHOOL OF THEOLOGY

DOCTOR OF MINISTRY PROGRAM HANDBOOK



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47 Queen's Park Crescent East
Toronto, ON M5S 2C3
Telephone: 416-978-6754

The Toronto School of Theology

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

Mission Statement

The TST consortium is strongly committed to:

- critical reflection and scholarly research on matters of Christian faith, practice and ministry;
- excellence in theological education and formation for various ministries in Church and society;
- an ecumenical environment for theological education.

The TST corporation serves the member colleges of the TST federation with the following mission:

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

Interim DMin Director's Welcome

I am very delighted to welcome both existing and prospective students to the Doctor of Ministry (DMin) program at the Toronto School of Theology (TST). The DMin degree is designed for ministry professionals who desire to enhance their leadership skills and theological imagination. While fully immersed in your own ministry context, you are invited into a process of engagement with a community of scholarship and a cohort of peers in order to cultivate creative and effective ministries in a changing world.

The Centre for the Study of Ministry (CSM) provides academic oversight for the DMin program in line with the academic standards and procedures set by the Graduate Centre for Theological Studies (GCTS). The DMin program draws on the resources of the TST, including the expertise of the graduate faculty. Members of the graduate faculty play a pivotal role in the delivery of all TST's graduate programs, including the DMin program, pertaining to teaching, student supervision, examinations, directing theses, serving on various program and administrative bodies and, more generally, sharing in the responsibility for excellence in graduate theological education.

The DMin degree provides a flexible, ecumenical, cross-cultural program that draws on your own expertise in ministry and enables you to pursue your most fascinating and urgent questions about ministry. The rich intellectual and ecumenical milieu of TST affords our students, both Canadian and international, a unique context for theological education. We aspire to have our students thrive in such a context and to benefit from interaction with other students from various ecclesial traditions studying in a wide range of areas. All of the above reflect TST's mission of engaging in critical scholarly research, ecumenism and excellence in theological education and formation.

With best wishes for your studies,

Sarah Travis

Interim Director, Doctor of Ministry Program

About this Handbook

Effective Academic Period

The *2018-19 Doctor of Ministry (DMin) Handbook* is effective for the academic period May 1, 2018 to April 30, 2019. References in the calendar to "current academic year" refer to this period for the conjoint DMin degree program offered by member colleges of the Toronto School of Theology (TST). This Handbook was approved by Academic Council on March 26, 2018.

Calendar Format

The *DMin Handbook* is edited annually and is available online in a PDF version on the TST website in April. Students are strongly advised to consult the *DMin Handbook* regularly to ensure they are adhering to program requirements and to monitor the TST website to keep informed of any procedural changes. While the DMin Director and college Graduate Directors are available to provide advice and guidance, it must be clearly understood that the ultimate responsibility rests with the student for completeness and correctness of program requirements and observance of regulations and deadlines. Students are responsible for seeking guidance from a responsible officer if they are in any doubt; misunderstanding or advice received from another student will not be accepted as cause for dispensation from any regulation, deadline, program, or degree requirement. The *DMin Handbook* describes the conjoint DMin graduate degree available at Toronto School of Theology. It also contains policies and procedures related to graduate studies.

Important Notices

Changes in Programs of Study and/or Courses

This handbook is for the Doctor of Ministry program for the academic year May 1, 2018 to April 30, 2019. It may not necessarily be available in later years. If the Centre for Study in Ministry (CSM), the Graduate Centre for Theological Studies (GCTS), or TST colleges must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. However, the TST, its member colleges and the University of Toronto will not be liable for any loss, damages, or other expenses that such changes might cause. Courses required to complete the minimum requirements of the DMin degree are offered by the member colleges through the TST member colleges and will be made available annually. However, the TST member colleges reserves the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies, requirements for promotion, and timetables without prior notice.

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

Regulations and Policies

As members of the TST community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The TST has several policies that are approved by TST's Academic Council and which apply to all students. Each student must become familiar with the policies, and the TST and its member colleges will assume that he or she has done so. The rules and regulations of the DMin program are listed in the *DMin Handbook*. In applying to the DMin program, the student assumes certain responsibilities to the TST and the CSM. If admitted and registered, the student shall be subject to all rules, regulations, and policies cited in the *DMin Handbook*, as amended from time to time, with the exception of program requirements. Each student is required to satisfy the program requirements found in the *DMin Handbook* (see Section Four - Program Components and Evaluation Procedures) of the academic year in which the student first registered in the program.

Requirements and policies for the DMin program must be congruent with the accrediting standards of ATS, as well as government statutes and regulations. These policies must also be congruent with the Memorandum of Agreement (MOA) among the TST participating colleges and the UofT. Academic policies are administered collaboratively by the Director, Graduate Centre for Theological Studies, the Director, Doctor of Ministry program, GCTS, and the Director for Graduate Degree Studies in the student's college of registration (college Graduate Director).

All University policies, which the TST has agreed to by virtue of the TST/UofT Memorandum of Agreement (2014), can be found at www.governingcouncil.utoronto.ca/policies.htm. Those of particular importance to TST students are:

- Code of Behaviour on Academic Matters
- Code of Student Conduct
- Policy on Official Correspondence with Students

For more information about students' rights and responsibilities, visit:

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/rights-and-responsibilities.htm>.

TST graduate students in conjoint degrees may access services covered under the Memorandum of Agreement.

Enrolment Limitations

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

Copyright in Instructional Settings

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

Person ID (Student Number)

Each conjoint degree student at TST is assigned a unique identification number by the University of Toronto (UofT). The number is confidential. The UofT strictly controls access to Person ID numbers (UTORids). The UofT assumes and expects that students will protect the confidentiality of their Person IDs.

Notice of Collection of Personal Information

The TST and the UofT respect your privacy. Personal information that you provide to the TST and UofT is collected pursuant to sections 17-21 of the UofT-TST Memorandum of Agreement (MOA). It is collected for the purpose of administering admission, registration, academic programs, TST-related student activities, activities of student societies, financial assistance and awards, graduation and advancement, and reporting to government agencies for statistical purposes. The UofT is required to report student-level enrolment-related data to the Ministry of Advanced Education and Skills Development (MAESD) as a condition of its receipt of operating grant funding. The Ministry collects this enrolment data, which includes limited personal information such as Ontario Education Numbers, student characteristics, and educational outcomes, in order to administer government postsecondary funding, policies and programs, including planning, evaluation and monitoring activities.

At all times personal student information will be protected. If you have questions, please refer to Ms. Diane Henson, TST Registrar (diane.henson@utoronto.ca; 416-978-4040).

Fees and Other Charges

The TST and its member colleges reserve the right to alter the fees and other charges described in the *DMin Handbook*.

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

Director and Academic Staff of the CSM

Sarah A. N. Travis, BA, MDiv, ThD
Interim Director, Centre for the Study of Ministry, Doctor of Ministry Program

Alison Hari-Singh, BSc (Hons.), MRel
DMin Administrator, Centre for the Study of Ministry, Doctor of Ministry Program

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

Faculty Profiles

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

Sessional Dates

2018	
Apr. 2	Course registration for Summer courses begins
Apr. 13	Last day to submit signed approval request for academic activities for 20185 such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.
Apr. 20	Summer Registration Deadline for DMin Students (Minimum payment must be received and posted to ROSI/ACORN to complete registration.)
Apr. 23 – Apr. 27	Orientation Week for incoming DMin students
May 28 – Jun. 8	TSM5020HF Contextual Theology offered for first year DMin cohort
Jun. 8 – Jun. 15	TSM5021HF Theology of Ministry offered for second year DMin cohort
Jun. 11 – Jun. 22	TSM5022HF Qualitative Research Methods offered for third year DMin cohort
Jul. 24	Course Registration for 2018-19 Fall/Winter begins
Aug. 22	Deadline for fee payment to be received and posted on ROSI/ACORN for Fall 2018
Aug. 31	All Summer session grades due on ROSI/ACORN
Sept. 5	Last day to submit signed approval requests to DMin office for 20189 courses and activities such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.
Sept. 7	Last day to submit theses for examination to avoid tuition fees for 20189
Sept. 10	TST Fall classes begin
Sept. 14	Last day to add YF, HF, HY, and YY courses
Nov. 9	Last day to drop YF and HF courses without academic penalty
Nov. 26	Application deadline for DMin Program for 2019-20 admission (<i>Date to be confirmed</i>)
Dec. 4	DMin Admission Committee Meeting (<i>Date to be confirmed</i>)
Dec. 7	Last day to submit theses to TST for examination (Spring Convocation) and to avoid tuition fees for Winter 2019 (<i>Date to be confirmed</i>)
Dec. 14	Last day to submit signed approval requests to DMin office for 20191 courses and activities such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.

2019	
Jan. 4	Fall session course grades due on ROSI
Jan. 7	TST Winter classes begin
Jan. 7	Fall 2018 grads seen by students on ACORN
Jan. 11	Last day to add HS and YS courses
Mar. 8	Last day to drop HS, YY, HY, and YS courses without academic penalty
Apr. 12	Last day to submit signed approval requests to DMin office for 20195 courses and activities such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.
Apr. 18	Winter session course grades due on ROSI
Apr. 23	Winter session grades see by students on ACORN

Colleges may have earlier dates and deadlines which may take precedence over the ones stated above. Unless otherwise stated, deadline times are 4:30 pm Eastern Time. For more information on individual entries, and updates throughout the year, please consult <https://www.tst.edu/academic/key-academic-dates>.

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Section One – Introduction

1.1 History

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

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

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

The DMin program takes pride in being a professional degree set in an ecumenical and multidisciplinary context directed toward excellence in the active engagement of ministry. As of July 1, 2001, a renewed Memorandum of Agreement, between the Toronto School of Theology and the University of Toronto, has re-established the Doctor of Ministry as a conjoint degree program with the University of Toronto.

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

1.2 Centre for the Study of Ministry (CSM)

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

The CSM administers the DMin program. Its functions include the recruitment and admission of students, the cross-appointment of teaching faculty, the approval of courses, the appointment of teaching supervisors and supervisory committees, the supervision and evaluation of students, the administration of comprehensive examinations, the examination of theses, and the oversight of other academic administration relating to the DMin program. Programs and academic standards for the DMin program remain under the jurisdiction of the TST Academic Council (AC).

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

1.3 Purpose and Goals

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

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

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

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

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

Insofar as the Doctor of Ministry degree is committed to an integration of theory and practice, the context for learning is three-fold, interrelated, and continuous. First, there is the university base where the participants engage in courses, seminars, and research at the advanced degree level. Second, there are the collaborative learning groups in which participants engage in dialogue, peer critique, and the ongoing development of their research project in both face-to-face and online situations. Third, there is the ministry base where the participants engage in critical reflection on their practice of ministry with others who are involved in their ministry context. These three contexts are linked throughout the program by the core courses, the collaborative learning discussions, academic study and research, ministry base group work, and the DMin thesis, which requires an “Action-in-Ministry” that is designed to uncover a deeper understanding and insight into some aspect of the student’s practice of ministry. The program proceeds continuously in a specific pattern throughout the first three years and in an altered pattern during the fourth and fifth years as the student progresses toward completing their thesis.

1.4 Academic Governance of the Program

The DMin program provides various kinds of learning and evaluation that are self-directed, communal, interdisciplinary, and integrative in nature. Two key elements include: (1) supervision and evaluation by faculty, together with the DMin Director, the DMin Program Committee, the Centre for the Study of Ministry (CSM), and the TST Academic Council (AC); and (2) ongoing self, peer and ministry-based evaluation through the Collaborative Learning Group (CLG) which is engaged on-campus during the Summer Residential and through the student’s Ministry Base Group (MBG). These experiences aim to help students achieve a high level of competence in their practice of ministry and to equip them to propose and carry out the DMin thesis. The faculty and academic committees of the DMin program integral to achieving these goals include: (1) the Director of the DMin program; (2) the Centre for the Study of Ministry; (3) the College; (4) a College Faculty Advisor; (5) an Individual Learning Plan (ILP) Evaluation Committee; (6) a Comprehensive Examining Committee; (7) the DMin Thesis Supervisor; (8) the DMin Thesis Proposal Committee; and (9) the DMin Final Oral Examination Committee. These faculty administrators and academic committees are operative in different phases of the program.

The following provides a brief description of the various roles and committees relating to the DMin program:

1.4.1 Centre for the Study of Ministry (CSM)

The CSM exists to provide oversight to the DMin program (see §1.2). It offers DMin admissions, approves thesis examination committees, and considers program development and restructuring, when required. The CSM works closely with the Graduate Centre for Theological Studies (GCTS) and Academic Council (AC). The CSM is composed of the respective DMin advisors for each of the TST member colleges, as well as the DMin Director, the GCTS Director, the TST Director, and a representative from another approved DMin program in the province of Ontario.

1.4.2 Director of the Doctor of Ministry Program

The DMin Director is responsible for providing overall direction to the DMin program. S/he ensures that students advance through the various stages of the program, liaises with the colleges, verifies appropriate constitution of student committees, convenes all committee meetings and examinations, and ensures that the student in preparation for graduation meets all program requirements. The DMin Director is also responsible for teaching some of the core courses of the program.

1.4.3 College

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

1.4.4 College Faculty Advisor

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

1.4.5 Individual Learning Plan (ILP) Evaluation Committee

The ILP Evaluation Committee is comprised of the DMin Director, the student's College Faculty Advisor, and a DMin alumnus/ae appointed by the DMin Director. The ILP Committee will meet in the Fall of the first year, to assess the student's written ILP on the basis of (1) the student's discernment of their research interest, (2) the focus and coherence of the student's intended project of study, (3) the adequacy of the student's proposed learning plan, and (4) the practicality of the student's proposed learning plan (see §4.4 and §4.5).

1.4.6 DMin Comprehensive Examining Committee

The Comprehensive Examining Committee is comprised of the DMin Director, the student's College Faculty Advisor, and the Thesis Supervisor, if already determined, or possible Thesis Supervisor. As the student nears the completion of their coursework (see §2.15.4), the DMin Director convenes this committee in order to set the content and timeline for the comprehensive. The Comprehensive Examining Committee, with the DMin Director as chair, then examines the comprehensive. It must be passed before work on the thesis proposal can begin. The final act of the Comprehensive Examining

Committee is to officially recommend the student's Thesis Supervisor (or co-directors) to the DMin Director.

1.4.7 DMin Thesis Supervisor

Once the student has passed the comprehensive examination stage, they may proceed with their thesis proposal. The DMin Thesis Supervisor must have a full graduate faculty appointment with the Graduate Centre for Theological Studies (GCTS). The Thesis Supervisor oversees the student's progress through the thesis proposal, Action-in-Ministry, and thesis writing components of the program. The initial association of the student and the prospective DMin Thesis Supervisor is a process of mutual selection, though the initiative lies with the student to secure the agreement of the professor who is to serve in this capacity. Once this agreement is secured, the professor informs the CSM in writing. The DMin Director confirms the appointment of the DMin Thesis Supervisor. The Thesis Supervisor has primary responsibility for evaluating the academic quality of the written thesis (see §4.10). The DMin Director may approve a co-director where the student will benefit from the complementary expertise of two professors. In such cases, the DMin Director will determine which co-director has primary responsibility.

1.4.8 DMin Thesis Proposal Committee

The DMin Thesis Proposal Committee is formed upon successful completion of the student's DMin Comprehensive oral defence and is approved by the DMin Director. It is comprised of the Thesis Supervisor with full graduate status, a TST faculty member with full or associate graduate status (usually the student's College Faculty Advisor), a Collaborative Learning Group (CLG) representative from their learning cohort, and a representative from the student's Ministry Base Group (MBG). The TST faculty member acts as a reader and consultant to the student's Thesis Supervisor. The CLG and MBG members do not provide academic oversight to the student, but rather experience and support which compliments the pedagogy of the program. Members of the Committee may confer separately with the student.

1.4.9 DMin Final Oral Examination Committee

The DMin Final Oral Examination Committee is formed when the student's research and thesis are complete, and the Thesis Supervisor has approved the thesis to move toward defence. The Committee is comprised of the Thesis Supervisor, the Committee Examiner (usually the College Faculty Advisor), the Internal Examiner, a faculty person appointed by the School of Graduate Studies (SGS) at the UofT, and an External Examiner with expertise in the area of research. The student, in the preparation of the thesis, must have an arm's length relationship with the External Examiner. An arm's length relationship means the examiner does not know the student well, and more specifically, must not have consulted with the student during the preparation of the thesis. The DMin Director must verify the arm's length relationship of the External Examiner to the student before the Academic Committee of the CSM approves the committee. Finally, a TST faculty member with full graduate status will be appointed by the student's college Graduate Director to chair the thesis defence.

1.5 Process for Student Supervision

1. When a prospective student completes the application form, the applicant will declare his/her preferred college of registration and indicate in their personal statement which TST faculty member they would like to serve as their Thesis Supervisor. The Director of the DMin program will make an initial assessment of all applications. The colleges will then receive the respective DMin applications from the DMin Director for approval and the assigning of a College Faculty Advisor (see §1.4.4). Once the college has agreed to admit the applicant, the Admissions Committee of the CSM will deliberate in the same manner as the Admissions Committee of the GCTS. The official offer of admission letter is issued by the CSM (followed by an information

package from the applicant's college). Admission decisions are final and are not appealable under §5.1. Successful applicants will be invited to participate in the spring orientation week.

2. All students will have an opportunity during the orientation week to meet with their College Faculty Advisor and/or the DMin Director to confirm their interest in the program and to reflect on whether this program and the student are a good match to fulfill the students' learning goals. The College Faculty Advisor will meet with the student during orientation week to familiarize him/herself with the study and research interests of the student and to advise the student of the resources of the college and TST. In the event that the College Faculty Advisor cannot meet with the student during the orientation week, the DMin Office will facilitate a meeting during the Summer Residential period. In addition to having a good working relationship with their College Faculty Advisor, DMin students should look for potential faculty with Full Graduate status who have research competence in the area of the proposed thesis area (which is ordinarily demonstrated by publication, previous thesis direction, course teaching), as well as the requisite applied skills (like skills in research languages or knowledge of cognate disciplines).
3. The DMin Director will convene an Individual Learning Plan (ILP) Evaluation Committee (see §1.4.5) in the Fall semester when the student's ILP is completed. For those students who are not within commuting distance of the city of Toronto, the review may take place via teleconferencing at the discretion of the DMin Director. The Committee will meet together to discuss and review the ILP and make recommendations to the student regarding coursework and other pertinent aspects of their projected course of study. The DMin Director will act as chair. Where a face-to-face meeting with the student is not possible, the DMin Director will discuss the results with the student either online or by phone. The DMin Director, as chair of the committee, will forward the results to the DMin Office.
4. When the student has completed his/her coursework (excluding TSM5022H) and is ready to register for the comprehensive stage, normally in the second year of the program, the student will contact the DMin Director who will convene a DMin Comprehensive Examining Committee (see §1.4.6). The Committee, under the chair of the DMin Director, will meet with the student to consult on the student's bibliography and offer guidance. In situations where the student is unable to come to campus in person, the meeting may take place through teleconferencing at the discretion of the DMin Director. When the student believes that his/her comprehensive paper is ready for examination, s/he will notify the DMin Director who will reconvene the DMin Comprehensive Examining Committee. The student will send a PDF copy of the comprehensive paper to the DMin Office. The Comprehensive Examining Committee will examine the paper and make recommendations. The Comprehensive Examination may take place through teleconferencing in situations where the student is unable to come to campus in person at the discretion of the DMin Director. If successful, the examiners will relegate the student to his/her DMin Thesis Proposal Committee and return a completed *DMin Comprehensive Approval* form to the DMin Office.
5. The DMin Thesis Proposal Committee (see §1.4.8), with the Thesis Supervisor (see §1.4.7) as chair, will meet to review the student's thesis proposal. In situations where the student is unable to come to campus in person, the meeting may take place through teleconferencing at the discretion of the DMin Thesis Supervisor. When the thesis proposal is deemed ready for final review, the DMin Director will convene an oral defence. The student will send a PDF copy of the thesis proposal to the DMin Office. The DMin Office will then forward the proposal to the Thesis Proposal Committee and make one copy for the student's file. If the thesis proposal is deemed

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

6. Following approval of the thesis proposal the student must submit his/her proposed research project to the UofT Research Ethics Board (REB) for approval using the My Research Human Protocols (MRHP) online submission process (<http://www.research.utoronto.ca/mrhp/>). Proof of approval of the research by the REB must be submitted to the DMin Director and the Thesis Supervisor before research begins. **Students are required to carefully examine the University of Toronto's website on Ethical Research to apply for an Ethics Review. See §4.8.6 of this Handbook for more information.**
7. After the thesis proposal has been approved and research authorization has been given by the UofT's Research Ethics Board for the candidate's REB protocol, the Thesis Supervisor will continue to meet regularly with the candidate to discuss their Action-in-Ministry research as it unfolds. When the Action-in-Ministry is completed, the candidate will write his/her thesis. The candidate and the Thesis Supervisor must determine their own way of proceeding at this point with respect to time, place, number and documentation of meetings; preparation for such meetings (e.g., having the candidate's questions or written work in advance, etc.); how the final text will be reviewed and prepared for submission for the oral defence, etc. The Thesis Supervisor will assess the candidate's final text according to §4.10 (*The DMin Thesis*) and, at the appropriate time, exercises his/her responsibility to declare whether the thesis is ready for oral examination. While the Thesis Supervisor is responsible for providing guidance and supervision of the candidate on their own, it may be advisable in some circumstances to ask some or all of the members of the Thesis Proposal Committee to continue in an advisory capacity. While the Thesis Supervisor and/or other members of the Thesis Proposal Committee are available to provide guidance and supervision to the candidate, it is important to stress that the candidate's own responsibility for his/her work at this point is paramount.
8. If required, changes in the membership of a DMin student's Comprehensive Examining Committee or Thesis Proposal Committee may be made by the DMin Director, acting upon the request of the student or members of the student's committee. Changes of Thesis Supervisor and/or changes in the thesis topic after the approval of the Thesis Proposal may require a new Thesis Proposal, and possible additions to the student's program in light of the degree regulations. A change of Thesis Supervisor requires the approval of the DMin Director. A change in Thesis Supervisor (if not at the student's college) will also require approval of the Dean/Principal of the student's college and the Thesis Supervisor's college.
9. **Two months prior to the submission of the DMin Thesis for oral defence**, the Thesis Supervisor must send notification to the DMin Director that the thesis is ready for submission. They must also, in consultation with the candidate, *suggest* a list of names for consideration as examiners for the final thesis (see §1.4.9). The Thesis Supervisor will submit these names to the DMin Director. The DMin Director will submit the proposed DMin Final Oral Examination Committee to the CSM for approval. Once the CSM approves the Final Oral Examination Committee, the candidate may submit their thesis to the GCTS Office by the stated deadline listed on the TST website. They must, have an active registration on ACORN/ROSI in the semester they are submitting their thesis. Once the thesis is submitted following the process above, the thesis examination will take place, concluding with an oral defence. Failure to provide adequate notice of impending thesis submission will create delays in thesis defence scheduling process and may delay the student's eligibility to graduate.

Section Two – Policies and Procedures

2.1 Admission Requirements

1. The applicant must have a baccalaureate degree (or its equivalent) from a recognized college or university and a Master of Divinity degree accredited by the Association of Theological Schools (ATS), or its equivalent, with a B+ average or better.
2. An applicant whose first language is other than English must provide evidence of ability to comprehend, speak and write English at the graduate level. One of the following will constitute *prima facie* evidence of such ability:
 1. Evidence of an earned degree of at least two full years in duration from a recognized post-secondary institution where the language of instruction and examination is English may also be deemed as evidence of English proficiency;
 2. A satisfactory result on the Test of English as a Foreign Language (TOEFL). Applicants requesting the transmittal of results should use the TST institution code 0655 and the department code 99. On the paper-based TOEFL, the minimum satisfactory score is 580 with a 5.0 in the Test of Written English (TWE). On the internet-based TOEFL, the minimum satisfactory total score is 93, 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.

Even where an applicant has met the standards above, the Admissions Committee may require or consider additional evidence of fluency in English. After a student has been admitted to studies, the DMin 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 DMin Director is required to take action under this paragraph when requested by a DMin student's College Faculty Advisor, or by the professor of a course in which a student is enrolled.

3. A minimum of three years' experience in the practice of ministry is required following the MDiv degree or its equivalency.
4. Be engaged in a ministry (normally full-time), which will serve as the ministry base during this period of advanced professional study.
5. Computer literacy: Online study will use the educational platform Portal/Quercus and basic instruction will be offered using this software. It is expected that applicants have access to a stable internet connection in order to participate in online study and are proficient in utilizing online technologies, including updating software and accessing a variety of online programs.

2.2 Application Requirements and Procedures

Formal application to the DMin program is made using the TST online admissions application found on the TST website. Prospective applicants should consult with the DMin Director and the appropriate representative of their college of interest prior to making application to the DMin program. For information concerning the DMin admissions process, see §2.3.

The application deadline, by which evidence of all application requirements must be received can be found on the TST website at www.tst.edu.

The application requirements consist of the following:

1. Payment of an application fee as specified on the online application page. Please see the TST website for more information on methods of payment.
2. Competence in English is required for those applicants whose first language is not English (see §2.1.2).
3. A 2-3 page *Curriculum Vitae* (optional).
4. A personal statement, of no more than 800 words, on the following:
 - thoughts on the theory and practice of Christian ministry including goals, objectives, and rationale for ministry;
 - thoughts on the present and future needs of the church as it ministers in changing social, economic, and political contexts;
 - description of research interests and reasons for applying to the DMin program, including TST AD faculty with whom the applicant may study;
 - future plans for the applicant's practice of ministry.
5. A 15-20 page writing sample demonstrating independent research and writing ability.
6. A 1 page selected bibliography of the applicant's current readings in theology or other fields related to their practice of ministry and research interest.
7. Official transcripts: undergraduate, MDiv or its academic equivalent (pending approval by the CSM), and all other post-secondary study. Applicants must arrange to have official versions, photocopies or scanned copies of their complete academic records from all universities attended forwarded as part of their application. The Toronto School of Theology reserves the right to request international transcripts be assessed by an academic credential evaluation service (e.g., World Education Services).
8. Four letters of reference:
 - Two academic letters of reference from faculty members who taught the applicant in the institution from which they received their MDiv (or equivalent degree);
 - A Ministry Base Group (MBG) letter of support from a person in the applicant's intended ministry base. This individual agrees to assist in the formation of a ministry base in the church or institution in which the applicant's ministry will be located for the duration of the program and serves as the chair of the MBG. The MBG exists to support the applicant through the essential components of the DMin program.
 - A Denominational or Institutional letter of support from an appropriate official in the applicant's diocese, religious order, presbytery, conference, or institution. They must declare full recognition of the applicant's intention to enter the DMin program and be aware of what the program requires (e.g., 4-5 years of study, on average, until completion of the program, beginning with a one-week residential in the spring and one two-week residential for three

successive summers thereafter; in addition, continued self-study and peer collaboration throughout the duration of the program).

2.3 Offers of Admission

When an application for admission is complete, it is brought to the next meeting of the CSM Admissions Committee. The Committee may decide: (a) to approve the application and offer admission; (b) to offer admission to another college; (c) to seek further information (to defer consideration); (d) place the applicant in a "waiting pool" (with the possibility of a later admission offer, space permitting); or (e) to decline the application. The DMin Office will inform the applicant of the admissions decision, with a copy of the admission letter being sent to the college. (College Graduate Directors also receive a copy of the admissions letter). An offer of admission will indicate the conditions (if any) that have been attached to the applicant's admission.

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

2.3.1 Acceptance by the Applicant

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

2.3.2 Deferral of Matriculation (Registration)

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

2.3.3 Withdrawing Offers of Admission

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

2.3.4 Fulfilment of Conditions

Applicants who are offered admission pending receipt of final transcripts must arrange for official copies of all their transcripts to arrive in the DMin Office before the deadline stated in their offer letter. If final transcripts do not indicate that the expected degree has been conferred, official documentation must be submitted by the same deadline indicating the student has satisfied all degree requirements to graduate and the date of degree conferral. Only after all the official transcripts have been received will the DMin Office certify the student, to the TST college of admission, as eligible to register. Applicants not fulfilling this condition by the deadline indicated in their offer of admission letter will have their offer of admission rescinded.

2.3.5 Limitation

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

2.4 Special Admissions

In certain circumstances, students may be admitted into the DMin program with special conditions.

2.4.1 Special Admissions to the Program

1. **Probationary Admission.** Where an applicant for admission to the DMin program is deemed to have minor deficiencies in educational preparation or requirements, the Academic Committee of the CSM may admit the applicant on probation for one or two semesters under this category. If at the end of this time the student has satisfied the terms of the probation, the special condition will be removed. Courses which the student has completed, and the semesters during which the student has taken full-time studies under this condition will count towards the fulfillment of course and residence requirements for the DMin degree. A student may not be registered as probationary for more than three trimesters.
2. **Admission with preparatory work.** Where an applicant for admission to the DMin program is deemed to have strong potential for doctoral studies but significant deficiencies in educational preparation or requirements, the Academic Committee of the CSM may admit the applicant to the program with the condition that he or she takes prescribed preparatory work. The courses that a student is required to complete under this condition are not credited towards the requirements for any degree. If necessary, some adjustments might be made to the time limits for the various stages of the program in consideration of the additional work required.
3. **Late Applicants.** In exceptional and compelling circumstances, late applications to the DMin program may be considered for special action, and subject to places in the program being available. If, in the opinion of the DMin Director, the applicant clearly meets the requirements for admission, the application must be considered by the Academic Committee of the CSM at its next scheduled meeting and before the Summer Residential session.

2.4.2 Restrictions

Change of status. The college of registration and the Academic Committee of the CSM must approve any change of student status under §2.4.1.

2.5 Request for Reconsideration of Admission Decision

An applicant may request the reconsideration of a decision by the Academic Committee of the CSM. The applicant must make such a request in writing to the DMin Director in a letter delivered or postmarked within thirty-five days (for overseas students, within forty-five days) of the postmarked date of the communication of the decision in question. The request must state in full the grounds for the request. The Academic Committee of the CSM will consider the request and make a final determination. Decisions made by this committee concerning admissions and related matters are not subject to appeal under the terms of §5.1 of this Handbook.

2.6 Program Requirements

1. Full participation is expected in the Orientation Week process at the beginning of the program prior to the first academic year of study, normally in April.
2. Active participation in the Collaborative Learning Group during the Summer Residential periods and by connecting online or in person throughout the academic year.
3. The establishment and active participation of the Ministry Base Group for at least three years.

4. Successful completion of all core seminars and academic coursework, development and approval of an Individual Learning Plan (ILP), a comprehensive paper and oral exam, a thesis proposal and oral exam.
5. The student will be expected to research and write a DMin thesis and to participate in a final oral defence, at which the student must be present. The DMin thesis will be examined on the TST campus. Students are responsible for the cost of their own travel, accommodation and meals.
6. No languages other than English are required for entrance into the program or as part of the program requirements. DMin students are, however, encouraged to make use of materials related to their work in languages other than English and, should their thesis proposal require it, they may be asked to demonstrate competency in other languages relevant to their thesis topic.

2.7 Registration

2.7.1 Maintaining Registration

After entering the DMin program, the student becomes a degree candidate, and is expected either to pursue their studies as a full-time occupation by maintaining full-time registration until all degree requirements are satisfied or to withdraw from the program.

2.7.2 Demonstrating Continuing Involvement in the Program

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

1. The student must ensure that s/he has a current program registration in each semester of study. S/he must have continuous registration during their program unless they are on an authorized leave of absence (see §2.8). Registration takes place in April (Summer session) and August (Fall session). Students register in August for both Fall and Winter courses. Registration for Summer courses takes place in the spring once the Summer course schedule has been published. Students must attend all the Summer core courses to meet the residency requirement of the program.
2. The student must pay prescribed fees by the published deadlines. Students in arrears will not be permitted to register in the following semester.
3. The student must be in contact at least once a year with a professor who has a supervisory role over his/her studies, such as the DMin Director, the College Faculty Advisor, or the Thesis Supervisor. Students may also be required to be in contact with their college registrar, as required.
4. The student must maintain a current, valid postal address, as well as a UofT-issued email account on ACORN. (Accessible Campus Online Resource Network). *Email communication with DMin students will take place only through their UofT-issued email account.* Students are expected to monitor and retrieve their mail, including their electronic messaging account issued to them by the University, on a consistent basis. A student has the right to forward his/her UofT-issued email account to another electronic mail service provider address but remains responsible for ensuring that all TST email message communication sent to the official UofT-issued account is received and read. A student who fails to monitor his/her email account as recorded on ACORN for such correspondence incurs many risks which may include financial penalties, lost credits, and jeopardy to his/her program. Finally, the student must honour the guidelines on Appropriate Use of Information and Communication Technology (available on the website of the Office of the Vice-President and Provost: <http://www.provost.utoronto.ca/policy/use.htm>).

2.7.3 Minimum Course Load

Students in the course stage of their program must have a minimum of 1.0 TST FCE course registration per semester.

2.7.4 Minimum Degree Fee

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

2.8 Leave of Absence

A student who will not be continuing his/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/her program by completing the *Request for Leave of Absence* form, obtaining the approval by signature of the Graduate Director at his/her college of registration, and submitting the form to the DMin Office. The DMin Director may then grant the Leave of Absence. TST officials will treat as confidential the reason given by the student for seeking the Leave of Absence. A leave is normally granted for one year, beginning in May or September for serious health or personal problems, or for parental leave. A maximum of one year of Leave of Absence may be granted under this paragraph. Further leaves can be granted only by the Academic Committee of the CSM for compelling compassionate reasons (such as additional parental leaves, or in exceptional circumstances). The length of the Leave of Absence is not calculated towards the time limit for the completion of the program. Outstanding SDFs must be addressed prior to a leave of absence being approved. A student on Leave of Absence does not register, has no library privileges, and may make no demands upon faculty resources. A student may request to return to studies at any time during their approved leave, in which case they will be registered at the start of the next academic session.

2.9 Failure to Register

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

Students who fail to register during their program and who do not have an approved Leave of Absence may apply to re-register only if, at the time of application, they are still within the maximum allowable time for the degree program (the normal time limit plus maximum extension years, excluding approved Leaves of Absence). Such DMin students may re-register only commencing in the Summer or Fall semesters.

A student wishing to re-register must first petition the DMin Director. Reinstatement then requires approval from both the student's college and the Academic Committee of the CSM. The program's normal requirements and time limits will apply to reinstated students as if they had been continuously registered, and reinstated students must pay fees owing for all sessions(s) in which they did not register. Non-registered students forfeit any funding that would have been available had they been registered, subject to their college's policies. A student who has lapsed has no library privileges and may make no demands

upon faculty resources. Students will not receive credit for work completed during sessions in which they have not registered.

2.10 Time Limits

2.10.1 General Rule

A doctoral student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperiled. For this reason, time limits are imposed. The minimum time required for the completion of the DMin program is three years from first registration, and the maximum time is five years from first registration. The student has three years from first registration to complete all courses, and comprehensive examination prescribed for the degree. If the student is unable to meet this requirement, s/he must seek and receive an extension. Otherwise, candidacy expires. Completion of the thesis proposal, Action-in-Ministry project, and the writing of the thesis take place subsequently within the timeframe allotted. If necessary, an additional year may be granted for the student to complete all the requirements (see §2.10.2). The student must obtain a course average of B+ to remain in good standing.

2.10.2 Program Extension

In exceptional circumstances, a DMin student who has not completed all the degree requirements within the normal time limit is eligible to apply for three, one-year extensions. In order to qualify, the student must have completed the comprehensive examination. The student must complete the *Request for DMin Program Extension* form, obtain the approval by signature of the Graduate Director of the college of registration, and submit the completed signed form to the DMin Office by the published deadline (www.tst.edu/academic/key-academic-dates). In the form, students must show evidence that any remaining degree requirements will be completed during the period of extension.

A program extension is granted for one year at a time beginning in May. A student who desires additional program extensions must submit a new petition for each year well in advance of the expiry of the last extension. The first two extensions require the approval of the college Graduate Director and the DMin Director. The third extension requires the approval of the DMin Director and GCTS Director. Normally a student's candidacy will lapse at the end of the third year of extension. The GCTS Director, upon recommendation from the DMin Director, may grant one further extraordinary program extension for serious and compelling compassionate reasons. No registration beyond this last extension will be permitted.

2.11 Withdrawal

A student wishing to withdraw from the program must complete the *Withdrawal from Program* form and submit it to the registrar of their college of registration, who will in turn notify the DMin Office. The withdrawal is recorded on the student academic record and reflected on the transcript, and is subject to published refund schedules, if applicable. If a student withdraws from the program with in-progress or incomplete courses, a final grade of INC will be recorded on their academic record. A student who withdraws may petition the DMin Director for readmission at a later date. Requests for re-admission are treated as new admissions and will be made in competition with all other applications before the start of the Summer session. Readmission decisions are made by the Academic Committee of the CSM with the recommendation by the student's initial college of registration. Re-admission decisions are not subject to appeal.

2.12 Grades

All courses must be completed with a grade of at least a B- to count as credit towards an advanced degree program. However, students must maintain a 3.3 Cumulative Grade Point Average to proceed to the thesis proposal stage of the program. The grade scale is as follows:

A+	4.0	Exceptional
A	4.0	Outstanding
A-	3.7	Excellent
B+	3.3	Very Good
B	3.0	Good
B-	2.7	Acceptable
FZ	----	Failure

As a rule, letter and number grades are assigned for all courses. The comprehensive, thesis proposal, and thesis are passed or failed, without any number or letter grade.

2.13 Non-Grade Categories

All non-grade course reports may be entered on ROSI by the college registrar subject to the policies in §2.15 (*Course Deadlines*).

The grade SDF (standing deferred) is given when a student has been granted an extension to complete the requirements for a course. SDF carries no credit for the course and is not considered for averaging purposes. A grade of SDF must eventually be changed to a letter and number grade, or to an INC (permanent incomplete).

An INC (permanent incomplete) is assigned in special circumstances where course requirements have not been completed but a failing grade is inappropriate or unwarranted (e.g., medical reasons, etc.). An INC carries no credit for the course and is not considered for averaging purposes.

A WDR (withdrawn) is assigned when a student has withdrawn from a course with no academic penalty.

2.14 Minimum Grade Average

All courses must be completed with a grade of at least B- to be credited to the required courses of a doctoral program. Further, the student must obtain an overall CGPA of 3.3 on all courses required in the DMin program, with no grade below B- in any course, in order to proceed to the comprehensive stage. If a student receives a failing grade (FZ) in any course, the student's College Faculty Advisor will review the student's performance in the program and make recommendations to the DMin Director and the Academic Committee of the CSM. The recommendation will normally be that the student's candidacy be terminated. However, if there are extenuating circumstances or other legitimate considerations, the college may recommend that the student be allowed to continue under certain specified conditions. The conditions must include an indication of whether and how the failing grade will factor into the decision to allow the student to proceed to the comprehensive stage of the program. The Academic Committee of the CSM will make a final determination about the student's status in the program. If the student is allowed to continue, he or she must repeat the relevant course or replace it with another course and obtain a satisfactory grade. The failing grade will continue to appear on the student's record.

2.15 Course Deadlines

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

2.15.1 Extensions

Students are expected to meet the course deadlines, both of the TST and of the colleges in which they are registered and are advised to plan their coursework accordingly. Students who find themselves unable to meet TST deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by TST. All deadlines set can be found under “Key Academic Dates” on the TST website at <https://www.tst.edu/academic/key-academic-dates>.

1. **Grade Submission.** Grades must be submitted by the faculty the following dates:

Aug. 31, 2018	All Summer session (Y, H) courses, including TSM5020, TSM5021, TSM5022, and all Summer session extended reading and research courses
Jan. 4, 2019	Fall session (Y, H) courses
Apr. 18, 2019	Fall/Winter session (Y) and Winter session (Y, H) courses

Colleges may establish earlier deadlines for the completion of coursework and the submission of grades. The coursework submission deadline is the last day of exam week or earlier if stated in the course syllabus. Please confirm such deadlines with the instructor of the course. Instructors may prescribe penalties for late completion of work and for failure to complete work, provided that these penalties are announced at the time the instructor makes available to the class the methods by which student performance shall be evaluated.

2. **Coursework Extensions.** Students are expected to meet the course deadlines, both of the TST and of the college in which they are registered and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates. Requests must be made by the last day of exam week or the coursework deadline as stated in the course syllabus or prior to the existing extension deadline.
3. **Petitions.** The authority to grant an extension for the completion of work in a course beyond the original TST deadline for that course rests with the DMin Director, not the instructor of the course. Students must make their petition using a standard form found on the TST website.

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

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

4. **Grounds.** Legitimate reasons for an extension can be academic in nature (e.g., unexpected problems prohibiting research) or non-academic (e.g., illness). In order to ensure as much uniformity and fairness as possible in the granting of extensions (or continuations of extensions), the DMin Director must be reasonably certain that:
- The reasons for the delay are both serious and substantiated. The student must provide a statement detailing the reasons, together with a physician's letter in the case of illness (a verification of illness form will also be required);
 - The student would not be granted an unfair academic advantage over fellow students in the course;
 - The student would not be placing the normal and satisfactory completion of new coursework in jeopardy; and
 - The student does not have a reasonable chance of completing outstanding requirements within the time allotted.
5. **Time Limits.** If the DMin Director grants a petition for an extension (see §2.15.1.3), she/he must specify an extension period, which is not to run beyond the TST deadline for completion of coursework and grade submission following the original TST deadline for the course. Thus, the deadlines for course extensions are as follows:

Jan. 4, 2019	All 2018 Summer session (Y, H) courses, including TSM5020, TSM5021, TSM5022, and all Summer session extended reading and research courses
April 18, 2019	2018 Fall session (Y, H) courses
As published on the TST website under "Key Academic Dates"	2019 Winter session (Y, H) courses
As published on the TST website under "Key Academic Dates"	All 2019 Summer session (Y, H) courses, including TSM5020, TSM5021, TSM5022, and all Summer session extended reading and research courses

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

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

6. **Failure to Meet Deadlines.** When a student has not completed requirements by the end of the examination week and an extension has been granted, the temporary non-grade course report SDF is assigned. If a student has not submitted any outstanding coursework by an established deadline (either the course deadline, the end of the academic year, the absolute deadline, or other approved extension deadlines), the professor's submitted grade will be the actual grade earned in the course, calculated with zero assigned to any coursework that is still incomplete. The

use of non-grade course reports, such as WDR or INC, and amendments to submitted grades in such cases, must be approved by the DMin Director.

2.15.2 Course Registration with One or More SDFs

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

2.15.3 Absolute Deadlines

1. **Absolute Deadline for TST Courses:** There is an absolute deadline, beyond which extensions cannot be granted, except by petition to the Academic Committee of the CSM. The absolute deadline for the submission of work for courses taught in the Fall semester is November 1st of the following year; for courses taught in the Winter and Summer semesters it is March 1st of the following year. It is expected that the absolute deadline will be rarely utilized.
2. **Absolute Deadline for Courses taken Outside the TST:** A student taking a course offered by the School Graduate Studies or another entity outside the TST having an earlier absolute deadline than that defined above is bound to that earlier deadline. For SGS courses SDFs are not routinely assigned and extensions cannot be granted beyond the end of the semester following the end of the course (except, on rare occasions, with the approval of SGS).
3. **Permanent Incomplete:** This is a final report where coursework is not completed by the deadline, but where there are not grounds for assigning a failing grade. Examples of appropriate circumstances for assigning an INC are significant medical difficulties, compelling compassionate reasons, and a substantial change in the student's situation. This report can be assigned only with the agreement of both the instructor of the course and the DMin Director or other designated official of the student's college of registration. INC carries no credit for the course and is not considered for averaging purposes.

2.15.4 Registration Procedures for Extended Completion of Coursework

A student who has taken all courses required for his/her program (excluding TSM5022H), but has not yet completed all coursework is not permitted to proceed to the comprehensive examination stage. Such a student, during the time s/he is continuing work on the requirements of the course stage, will be registered at the beginning of each academic session with the course placeholder code TSZ7777YY "Research". The student cannot enter this placeholder code directly in the ACORN registration system; registration must be done by the registrar of his /her college of registration. Details for such registration can be obtained from the DMin Office and/or the registrar of the student's college of registration.

2.16 Advanced Standing / Transfer Credits

The Academic Committee of the CSM decides the number of units of advanced standing or transfer of credit that are allowed for incoming students as long as the combined total of such units does not exceed two (1.0 full-course equivalent (FCE) or 25% of the course requirements for any degree, whichever is greater). Courses permitted under the provisions of §2.20 (*Study outside TST*) are not subject to this paragraph. Courses recognized under the provisions of advanced standing or transfer of credit must have been completed within five years of the first year of a student's registration in the program.

Advanced Standing: in accordance with the rules and procedures of the program into which they are admitted, students may receive advanced standing on the basis of a degree program that they completed before their admission. The most typical case is a student who receives a *pro tanto* award of up to two credits for completing second graduate degree after having already met admissions requirements by completing a first master's degree. The course(s) for which advanced standing is awarded must be specified in the student's transcript, along with the grades originally assigned for these courses, and the number of units of advanced standing awarded to them. The student will be required to complete that many units less in his/her program. Grades for courses from outside the TST will not be included in the course average. Grades for all TST courses will be included in the average. After the student has entered the program, the award is requested using the *Request for Advanced Standing / Transfer Credit* form and approved by the DMin Director. Such requests must be made in the first semester of registration in the DMin program.

Transfer Credits: may be awarded in a similar way for advanced degree work, in TST or elsewhere, which does not count towards a degree already awarded to the student. The DMin Director may award up to two credits transferred from another ATS-accredited school or other recognized institution for advanced degree courses at the equivalent of the 5000 or 6000 level, provided the coursework thus credited is deemed appropriate to the student's program. After the student has entered the program, the award is requested using the *Request for Advanced Standing / Transfer Credit* form and approved by the DMin Director. Such requests must be made in the first semester of registration in the DMin program.

2.17 Reading and Research Courses

Students may take reading and research courses from TST faculty with full or associate graduate status only. In order to register for a reading and research course, students must fill out a *Reading and Research Course* form, obtain the proper signatures, and send it to the DMin Office for the DMin Director's approval. Once approved, the course is registered by the student's college registrar. The number assigned for the course will be TSX7090H/Y, TSX7091H/Y, or TSX7092H/Y. Requests for approval must be submitted to the DMin Office prior to the published deadline for the semester that the academic activity takes place. Registration deadlines for reading and research courses must comply with the course "add" dates of each academic year. These dates can be found on the TST website.

2.18 Extra Courses Not Required for the Degree

With the support of the College Faculty Advisor, the CSM permits students to enrol in additional courses not required for the degree. Such courses must be so designated on the student's Academic Record. These courses are subject to the same regulations regarding withdrawal, failure, and failure to complete work as are courses required for the degree, except that repetition or replacement of failed or incomplete courses may be waived by the student's college of registration.

2.19 Auditing of Graduate Courses

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

its own fees for auditing courses for registered and non-registered students. The UofT's Code of Student Conduct applies to auditors. Further information about access, certificates of attendance, and fees for auditing may be obtained from the college of the instructor.

2.20 Study outside TST

A student may fulfill certain course requirements by doing work of equivalent graduate level outside TST or UofT's School of Graduate Studies (SGS). A prior positive recommendation must be obtained in writing from the student's College Faculty Advisor and approved by DMin Director prior to the published deadline for the semester that the academic activity takes place. Once approval is obtained, the registrar of the student's college of registration will write a "letter of permission" to be taken by the student to the institution offering the course. Students must inform their college registrar once they are officially registered so that the course can be added to their academic record in the appropriate academic session. When a grade is received, it will be recorded as a transfer credit on the student's TST academic record. The grade will not be included in the student's overall GPA. Up to half of the elective course units (i.e., 2.0 TST FCE) required in the DMin program may be taken at another institution. Any fees charged by that institution are the responsibility of the student.

A student taking a course offered by the School of Graduate Studies (SGS) or another entity outside the TST is bound to the policies of that institution. Students wishing to take an SGS course must get appropriate approval from the UofT Division/Faculty and submit a copy of the applicable UofT form to the DMin Office prior to the published deadline for the semester that the academic activity takes place. For SGS courses, SDFs are not routinely assigned and extensions cannot be granted beyond the end of the trimester following the end of the course (except, on rare occasions, with the approval of the Admissions and Programs Committee of SGS). If issued an extension by SGS or another entity outside the TST, the student must submit a copy of all relevant documentation to the DMin Office.

2.21 Financial Assistance

Students requesting financial aid may apply for bursary assistance. Information concerning bursary assistance can be found on the TST website. Students should also contact their college to explore other financial aid opportunities.

2.22 Tuition Fees and Other Charges

A schedule of approved tuition fees is published annually on the TST website (<https://www.tst.edu/academic/financial-information/current-tuition-fees>).

Section Three – DMin Program Outline

3.1 Chart Sequence of Study for the DMin Program (Note: The 2018 Summer Residential will follow a revised schedule from the standard chart below.)

Phase I: Orientation

Year 1: Spring-Summer

Week One (April) – Admissions Process

Introduction and Orientation
 The DMin Program and Handbook
 Applied Research
 Collaborative Learning
 Practical Matters: TCard; Registration (ACORN); Communication; Portal/Quercus
 Library Introduction and Tour
 Next Steps

Phase II: Coursework

Week Two

Week Three

Morning Session	Afternoon Session	Morning Session	Afternoon Session
<u>TSM5020H</u> (Core Course 1) Contextual Theology	Theological Reflection in Problem Based Learning	<u>TSM5020H</u> (Core Course 1) continued	The Individual Learning Plan (ILP)

Assigned Core Course Work (ILP to be approved by December)
 Continuation of Collaborative Learning Group and Ministry Base Group
 September – Begin Elective Courses
 April – MBG Report

Year II: Summer

Week Four

Week Five

Morning Session	Afternoon Session	Morning Session	Afternoon Session
<u>TSM5021H</u> (Core Course 2)	Comprehensive Preparation	<u>TSM5021H</u> (Core Course 2) continued	Comprehensive Preparation
Theology of Ministry			

Assigned Core Course Work, Elective Courses
 Continuation of Collaborative Learning Group and Ministry Base Group
 April – MBG Report
 Comprehensive Paper and Examination

Year III: Summer

Week Six

Week Seven

Morning Session	Afternoon Session	Morning Session	Afternoon Session
<u>TSM5022H</u> (Core Course 3)	Thesis Proposal Preparation	<u>TSM5022H</u> (Core Course 3) continued	Thesis Proposal Preparation
Qualitative Research and Design			

Phase III: Thesis Requirements

Collaboration with Thesis Proposal Committee
 Thesis Proposal and Evaluation
 Action-in-Ministry and Thesis

Section Four — Program Components and Evaluation Procedures

4.1 Summer Residential

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

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

4.2 Self-Study and Peer Collaboration

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

The Collaborative Learning Group (CLG): The CLG is composed of students who have entered the program concurrently. The purpose of this peer group throughout the first three years of the program is to support students in their program and to aid in the student's critical reflection on their practice of ministry and research interest. In the third year each student chooses a representative from the group who continues with him/her in a consultative capacity for the duration of the student's studies. Depending on the enrolment numbers, students may be divided into smaller groups in order to facilitate easier peer collaboration. The formation of the CLG occurs during the first residential periods. *At this time, the CLG drafts a "communication covenant."* The intention of this agreement is to provide support to the student during the program through ongoing group correspondence. In addition, cohort building days will be scheduled collaboratively by the group during the first residential period.

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

4.2.1 Purpose of the MBG

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

4.2.2 Choosing the Group Members

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

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

4.2.3 Expectations

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

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

4.2.4 Format of the Meetings

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

- prayer;
- an update report by the student;

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

4.3 Coursework

Students are required to take two core courses and four graduate degree academic courses in the first two years of the program. Deepening personal and professional integration, social analysis, theological reflection, and qualitative research methodology are emphasized through the coursework. The primary objective of the coursework is the development of the student's ability to relate theory and practice with respect to her/his practice in ministry, the articulation of a coherent theology of ministry, and the identification and design of the DMin thesis proposal. In order to complete the four advanced degree electives, students may enroll in regular graduate degree courses (i.e., 5000 and 6000 level), or take reading and research courses (i.e., 7000 level). However, if the student is completing these courses from a distance, they must be taken as reading and research courses (i.e., 7000 level), depending on the availability of faculty. Courses also may be taken at another recognized university (see §2.20). Those taken at another institution must receive prior approval from the student's College Faculty Advisor and the DMin Director. Furthermore, the instructor must have the equivalency of either a full or associate graduate faculty appointment with the Graduate Centre for Theological Studies (GCTS). The costs of such courses are the responsibility of the student and are not included in DMin program tuition fees unless the course is taken at an affiliate college during the Fall/Winter semesters.

4.3.1 Three Core Courses

TSM5020H – Contextual Theology

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

TSM5021H – Theology of Ministry

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

TSM5022H – Qualitative Research and Design

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

4.3.2 Four Electives

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

4.4 The Individual Learning Plan (ILP)

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

Developing the Individual Learning Plan (ILP):

4.4.1 Personal Identification:

Include your name, student ID, address, phone, college of registration, and a short statement that articulates who you are.

4.4.2 Introductory Section

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

4.4.3 DMin Learning Objectives:

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

4.4.4 Applying DMin Resources to Realize Objectives

- a. **The Collaborative Learning Group (CLG):** Based on your experience thus far, please make a brief reference to the CLG and how you might see it serving your learning objectives.
- b. **The Ministry Base Group (MBG):** Provide a brief description of your MBG including its members, your reason for selecting said members, expectations regarding meeting times, procedures, methods of evaluating your DMin work in relation to your practice of ministry context, etc. State how you see the MBG serving your learning objectives.
- c. **Three Advanced Degree Core Courses:** For each of the three following courses, please provide the course number, title, professor and a brief indication of how you see them serving your learning objectives.
 - *TSM5020H: Contextual Theology*
 - *TSM5021H: Theology of Ministry*
 - *TSM5022H: Qualitative Research and Design*
- d. **Four Additional Advanced Degree Courses Related to Student's Research Interest:** For each of these elective courses specify the projected title, professor, time frame, description, specific learning objectives, and methods of evaluation. Professors for these courses must have either a full or associate graduate (AD) faculty appointment with the Graduate Centre for Theological Studies (or their equivalent in another university context). If an elective is a reading and research

course please specify the possible title, professor, time frame, description, and specific learning objectives. The *Reading and Research Course* form is available on the TST website.

- e. It is singularly important that the courses be chosen or shaped by your research interest in order to provide the challenging perspectives, theoretical knowledge, and skills needed to carry out your DMin research. Avoid the temptation of choosing electives courses that are too divergent from your research interest. Courses are intended to equip you to establish your theology of ministry, generate sources to be used in the thesis, carry out your research interest, and used in the writing of the comprehensive paper (see §4.6).

4.4.5 Other Remarks:

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

4.4.6 The ILP Approval Process:

The student will work on their ILP individually first. Early drafts will be submitted to the CLG for critical evaluation and revisions. When the final text is ready, the student will submit a digital copy of their ILP to the DMin Office for circulation to the ILP Evaluation Committee. For those students not within commuting distance of the TST, the evaluation will take place via teleconferencing. After the evaluation, each student will receive a copy of the *ILP Evaluation* form for his/her records.

4.5 Evaluating the Individual Learning Plan (ILP)

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

4.5.1 Discernment of the Research Interest

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

4.5.2 Focus and Coherence

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

the plan for equipping the student to study his/her research interest, which leads, in their third year to an even more focused thesis question.

4.5.3 Adequacy of the Plan

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

4.5.4 Practicality

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

4.5.5 Options for Evaluating the Individual Learning Program

Accept with no required changes. The committee may offer suggestions, but no changes are required.

Accept with minor corrections required. The committee must state *where* and *why* changes are necessary. The DMin Director supervises revisions.

Non-acceptance. This judgment is a warning that the direction of the ILP has serious problems. The student should re-consider participation in the DMin program. If the student decides to continue, a new document must be submitted to the DMin Office within **three months** of the initial evaluation. The original committee, if possible, will evaluate the revised ILP.

4.6 The DMin Comprehensive Paper and Oral Defence

Upon completion of all coursework, with the exception of *TSM5022H: Qualitative Research and Design*, the student must complete a 30-40 page comprehensive paper. **When the student is ready to write the paper**, s/he will (1) register for the comprehensive stage (TSM5023H) by filling out and submitting the *DMin Comprehensive Registration* form to the DMin Office, and (2) will contact the DMin Director, who will convene and chair a DMin Comprehensive Examining Committee. The student will collaborate with his/her Comprehensive Examining Committee *only* at the beginning stage of the comprehensive to review the student's coursework and determine how the student may enhance the theory, bibliography, and direction of the final paper. When the student determines that the paper is ready for examination, s/he will contact the DMin Director who will reconvene the Comprehensive Examining Committee for the examination. Successful completion of the comprehensive will determine the student's ability to begin the thesis proposal. Upon successful completion of the comprehensive, the work of the Comprehensive Examining Committee is complete.

4.6.1 Purpose

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

The comprehensive examination is intended to lead towards the student's thesis proposal. Thus, 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; the student is expected to demonstrate the cross-disciplinary links between theology and the cognate discipline(s).

The DMin comprehensive paper must be written without detailed consultation from the Comprehensive Examining Committee. The paper is defended in an oral defence before this committee. There is no grade for the examination, but is either approved or not approved, and includes a brief assessment of the examination.

4.6.2 Elements in the Paper

A. Current Context of Ministry (3-5 pages):

- a brief description of your current context for the practice of ministry, including your particular ministerial responsibilities;
- a brief description of the nature and purpose of ministry, as it is applicable to your particular field of ministry (e.g., ordained, lay, education, chaplaincy, social work, etc.,);
- a critical analysis of your current ministry context and practical approach to ministry: this would include a reflective presentation of the resources of the DMin program (e.g., theological, biblical, historical, and pastoral resources) engaged in a meaningful dialogue with extra theological resources (e.g. psychology, sociology, art, science, etc.) so to demonstrate that you have an enriched capacity to probe and understand your practice of ministry more deeply;
- a brief, coherent treatment of the relationship between your theology of ministry and your developing research interest in the DMin program.

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

- a statement of your research interest and project, and review and synthesis of the scope of the research literature that supports this project;
- an articulation of a thesis statement indicating the theoretical framework that grounds and informs your practice of ministry and subsequent research interest;
- a critical analysis of the *breadth* of the area of specialization which indicates your ability to undertake independent research and demonstrates your familiarity with areas that lie outside your specific specialization;
- a clear demonstration that you understand the *integrity* of your area of specialization by making use of its methods, norms, and sources;
- an identification of the *context* of the area of specialization, by recognizing its dependence on the wider life of the Church, other academic cognate disciplines, and various epistemic presuppositions, including your own personal perspective.

C. Conclusion (2-3 pages):

- a brief treatment of the next steps you will undertake and your hopes for your research.

D. Selected Bibliography (6-10 pages):

- your bibliography must be current as well as foundational, and should include books, periodical literature and electronic resources.

4.6.3 Style and Format

Both the paper and the bibliography must adhere to correct essay style and form as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations Edition 8* (Chicago: University of Chicago Press, 2013). The comprehensive paper must have a cover page, be typed, and double-spaced. It

must be in correct form regarding margins, font size, quotations, references, paraphrasing, footnoting, spelling, grammar, and punctuation. With respect to composition, the paper must be clear, comprehensive, coherent, and cohesive. The paper must have highlighted headings and a clearly developed theme/thesis presented in a scholarly manner.

4.6.4 Time Limit to Complete Comprehensive Stage

It is expected that the student will complete the comprehensive stage of the DMin program by the end of their second year. However, the student must make the first attempt at the comprehensive examination within three years of entrance into the DMin program (or, if the student has had a leave of absence, at a commensurately later date). If the student will not be able to meet this deadline, s/he must, before the deadline, request an extension. The DMin Director may grant an initial one-year extension. To request such an extension, the student must complete the appropriate form (i.e., *Request for an Extension to Complete Comprehensive Examination [first extension]*). If the student requires a second year's extension, s/he must complete the appropriate form (i.e., *Request for an Extension to Complete Comprehensive Examination [subsequent extension]*) and submit it to the college Graduate Director and DMin Director for approval. If the student requires a third year's extension, he or she must make the request to the DMin Director through the college Graduate Director, providing a letter 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.

4.6.5 Requirements for Completion of Comprehensive Stage

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

1. **Minimum Grade Average.** In order to advance to the thesis proposal stage of the program, a student must pass his/her comprehensive examination (including the oral evaluation) and must obtain an overall CGPA of at least a 3.3 in the coursework stage of the program.
2. **Failure.** In the event that the student fails the comprehensive examination on the first attempt, s/he may take a supplementary examination, which must be held within **three months** of the initial evaluation. 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 and will be withdrawn according to the policies and procedures of §2.12 (*Grades*).

4.7 Evaluating the DMin Comprehensive Paper

When the comprehensive paper is ready for examination, students must send a digital copy of the paper to the DMin Office. The DMin Office will forward the paper to the student's Comprehensive Examining Committee. This committee may elect to have additional readers examine the paper where appropriate. The DMin Office sets the time and place for the oral defence of the comprehensive paper. The examination will take place via teleconferencing for those students not within commuting distance of the TST.

The oral defence of the comprehensive paper, with the DMin Director as chair, will be approximately two hours in length. After the examination, the examiners will determine whether the student has met the requirements established in *The DMin Comprehensive Paper and Oral Defence* (see §4.6), and whether the student has the skills to successfully complete the DMin thesis. If minor corrections are required in order for the student's comprehensive paper to be approved, the student will make the required changes and submit them to their College Faculty Advisor. The College Faculty Advisor must in turn inform the

DMin Director that the student has made the requested corrections. In the case of failure, the comprehensive examination may be repeated only once within three months of receiving the results of the first comprehensive examination (see §4.6.5.2). The DMin Comprehensive Examining Committee must reconvene and re-examine the revised comprehensive paper.

Once the comprehensive examination is complete, the chair of the DMin Comprehensive Examining Committee will submit the *DMin Comprehensive Approval* form directly to the DMin Office. The DMin Office is responsible for entering the comprehensive approval on ROSI. The DMin Office will then forward a copy of this form to the student's college of registration and to the student for their records.

4.8 The DMin Thesis Proposal and Oral Defence

At the beginning of the DMin thesis proposal stage, students must complete the DMin Thesis Proposal Committee form found on the TST website and send it to the DMin Office. The DMin Director will confirm the committee correctly constituted as per §1.4.8. The purpose of the DMin thesis proposal is to set forth the research problem and the thesis statement. It contains a clear statement of the ministry base context, the theoretical framework and theological assumptions at work in the study, the Action-in-Ministry to be undertaken, the qualitative research method for conducting and analyzing the project, projected outcomes, the Research Ethics protocol, and a working bibliography. The thesis proposal evaluation consists of a written thesis proposal followed by an oral defence. When the student and his/her Thesis Supervisor deem that the proposal is ready, it will be examined by the Thesis Proposal Committee, with feedback provided to the student, and the results forwarded to the DMin Director. The proposal should be submitted at the end of the third year of the program (the comprehensive must be completed *before* the thesis proposal can be examined). The thesis proposal, excluding bibliography and appendices, must be typed, double-spaced, and no more than 4000 words in length. The proposal must include a title page (see Appendix 2).

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

Chapter 1: Introduction (background and context with thesis statement)

Chapter 2: Theoretical Exploration: Theology of Ministry and the Area of Specialization

Chapter 3: Methodology (of Action-in-Ministry)

Chapter 4: Results (of Action-in-Ministry)

Chapter 5: Analysis and Application of Results and Limitations of the Study

Chapter 6: Conclusion, Implications and Further Questions

It is between the student and the Thesis Supervisor to determine how the essential components of the thesis proposal (listed below) will fit within the basic chapter breakdown of a quality DMin thesis.

Essential Components of the Document:

4.8.1 Background and Context of the Applied Research Thesis

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

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

4.8.2 Thesis Statement

The thesis statement is a proposition that you intend to demonstrate in the course of the thesis. It responds to the research problem you have defined. The thesis statement must be verifiable and, in principle, falsifiable. The body of the thesis must be organized to demonstrate the truth of your claim. When writing the thesis statement, state the problem as briefly and concisely as possible. For example, “Through this study I will show w and x, by doing y and z...” Or, “In this study I will argue a in order to demonstrate b and c...” The thesis statement is fundamental because it is the lens from which the rest of the proposal is read for adequacy, clarity, coherence, and value. Expand on the statement as appropriate, including related questions or hypotheses you have about your study that you intend to explore.

Criteria for an Acceptable Thesis Topic

An acceptable thesis topic will meet the following criteria:

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

4.8.3 Theoretical Framework and Assumptions Involved in the Study

a. Theory at Work in the Study

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

b. Assumptions Operative in the Study

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

4.8.4 Action-in-Ministry Component

Foundational to the DMin thesis is the Action-in-Ministry and qualitative analysis. Action-in-Ministry is a research project carried out within your ministerial context that incorporates qualitative research methods in order to gain understanding and insight into a thesis statement clearly and succinctly expressed in the thesis proposal. Qualitative research is a social science research method that builds theory inductively through the qualitative analysis of data rather than through quantitative or statistical measurement. Data is derived in a variety of ways and the Action-in-Ministry can include one or a combination of pilot programs, observational studies, and interviews depending on the specific question of inquiry. You will analyze and categorize the data from the Action-in-Ministry to determine how the theory that emerges from it corresponds to and/or challenges of your ministry experience as well as your social and theological theory base and incorporate your findings into an original and substantive DMin thesis.

The intent of such a project is service to the church community, the development of ministerial practice, and a contribution to other practitioners. It focuses on human experience and intentional theological

reflection on this experience. It is a means to professional knowledge of a specific area of ministry and for the goal of communal development and dialogue.

Describe the specific Action-in-Ministry you will carry out in order to investigate your research problem. In order to accomplish this objective, you must address the following questions: What shall I do and why? Where and how will the qualitative research occur? Who will participate and why? How will they be chosen? How will I function in this Action-in-Ministry? It is necessary to outline the Action-in-Ministry from start to finish in terms of its phases or processes, and to give a projected time line, including preparation, execution, and completion.

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

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

4.8.6 Ethics Review for Research with Human Subjects Protocol

Following the approval of the thesis proposal and prior to commencing the Action-in-Ministry component of the program, the University of Toronto's Research Ethics Board (REB) must approve all research on human subjects (see <http://www.research.utoronto.ca/>). Research on human subjects may not be carried out without prior REB approval. Any research on human subjects carried out without REB approval may not be used in the final thesis. DMin student REB protocols are submitted through the TST. See also the Student Guide on Research Involving Human Subjects on the SGS website: <http://www.sgs.utoronto.ca/facultyandstaff/Pages/Research-Involving-Human-Subjects.aspx>.

NOTE: As of October 2017, the UofT changed its REB application process. REB applications for the submission and review of human ethics protocols now uses an online system called My Research (see <http://www.research.utoronto.ca/faculty-and-staff/research-ethics-and-protections/humans-in-research/>). For information on how DMin students submit a REB protocol, please consult the TST website. Once the protocol is approved by the UofT's REB, you must send a copy of the approval form to the DMin Office.

4.8.7 Risks and Limitations of the Study

State briefly what you understand to be the limitations of your study and the risks you might encounter that would hinder completion. Your protocol you must state how you will handle the ethics of research on human subjects. What ethical issues are involved in your study and how will you deal with them? You must be extra vigilant around the issues of confidentiality and "power-over" relationships that exist within the ministerial context and must attempt to mitigate these as much as possible.

4.8.8 Contributions of the Study

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

4.8.9 Bibliography

Provide a list of the literature and other resources, whether published or unpublished, that are relevant to your study. Be sure to use correct bibliographical form (see §4.10.2 for more information on style and correct form).

4.8.10 Appendices

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

4.8.11 Time Limit to Complete Thesis Proposal Stage

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

4.8.12 Requirements of Completion of Thesis Proposal Stage

The DMin Thesis Proposal is either approved or not approved. Where the Thesis Proposal Committee requires modifications in the thesis proposal, the student must submit a revised version of the proposal within three months. Failure of the revised proposal to meet the approval of the committee will be reported to the Academic Committee of the CSM and will result in the student's withdrawal from the program. If the Thesis Proposal Committee considers that the resubmitted thesis proposal is not a revision of the first proposal but a new proposal, the chair will so advise the Academic Committee of the CSM, in writing, and a new thesis proposal evaluation will be scheduled. The aforementioned policies and procedures continue to apply in this case as well.

Immediately following the examination, the chair of the Thesis Proposal Committee will submit the *Thesis Proposal Evaluation* form to the DMin Office. The DMin Office will ensure appropriate record of the committee's decision, as prescribed above, and will send a copy of the evaluation form to both the student and their college registrar for their records.

4.9 Evaluating the DMin Thesis Proposal

4.9.1 Objective

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

4.9.2 Procedures

Following the completion of the DMin Comprehensive and Oral Defence, when the student is ready to write the thesis proposal, the student will contact the DMin Office to request that a Thesis Proposal Committee (see §1.4.8) be established and approved by the DMin Director. Once approved, the student will contact the Thesis Supervisor in order to gain guidance and establish parameters for the thesis proposal. Although the student may consult the Thesis Proposal Committee as s/he develops their proposal, the Thesis Supervisor will be the student's main source of academic consultation.

When the Thesis Supervisor and student deem the thesis proposal ready for evaluation, the student must submit a digital copy of the thesis proposal paper to the DMin Office. After receiving the paper, the DMin

Office will forward it to the student's Thesis Proposal Committee. The DMin Office sets the time and place for the oral defence of the thesis proposal. The examination may take place via teleconferencing for those students not within commuting distance of the Toronto School of Theology.

Two hours will be set-aside for the thesis proposal evaluation. After the examination, the examiners will determine whether the student has met the requirements in accordance with *The DMin Thesis Proposal and Oral Defence* (see §4.8).

4.10 The DMin Thesis

The culmination of the DMin program is the design and completion of a substantive and significant written thesis that integrates the Action-in-Ministry drawn from the student's practice of ministry. The written thesis can take many forms, depending on the particular focus and research methodology of the study. It must take into account, however, the essential components of an applied research thesis as outlined in the approved thesis proposal (see §4.8). Whatever is decided in terms of chapter organization, the thesis must be written clearly and coherently so that the reader can follow the study and discern how its conclusions are reached. The thesis addresses an integration of theory and an Action-in-Ministry that is well designed in respect to practical research, social analysis, and theological reflection. The applied research must comply with UofT/TST regulations concerning ethics in the use of human subjects in research. The candidate collaborates regularly with her/his Thesis Supervisor in the development of his/her thesis.

The Thesis Supervisor supervises the development and carrying out of the applied research thesis. *The Thesis Supervisor represents the Toronto School of Theology and bears the primary responsibility for direction and supervision of the DMin candidate's work.* The Thesis Supervisor supervises the candidate in the development of the thesis proposal, the Action-in-Ministry, and the written document in preparation for the final oral examination. *The Thesis Supervisor has primary oversight for the academic quality of the thesis.*

If the Thesis Supervisor is not satisfied that the thesis should proceed to examination, the Candidate may, after advising the Thesis Supervisor of his/her intention to do so, seek the permission of the Director, GCTS, to send the thesis to examination without the approval of the Thesis Supervisor.

4.10.1 Components of the Written Document

The DMin thesis must include:

- a description of the candidate's ministry context and the researched action in the practice of ministry;
- a well-focused and clear statement of the research problem and the reasons for the study;
- a clear indication of the theoretical framework(s) operative in the study: biblical, historical, pastoral, and theological dimensions; other theory bases or cognate disciplines, as applicable, such as personal, educational, psychological, sociological, and organizational bases; the candidate's theology of ministry;
- a clear indication of the research methodology employed, including data collection, analysis, interpretation, and evaluative procedures;
- a description, analysis, and interpretation of the results of the Action-in-Ministry through which the research problem is worked out;
- the major findings of the study and their significance for theology, the church and society and for others engaged in a similar practice of ministry;
- all relevant reference and bibliographical sources employed;
- a copy of the approved thesis proposal in the appendix;

- conformity to the tenets of scholarly writing including a clear, cohesive, and persuasive argument;
- style of presentation;
- correct grammar, punctuation, and spelling;
- proper form for quotations, reference notes, and bibliography;
- the appropriate use of appendices.

4.10.2 Style and Format of the Written Document

Style guidelines must be followed – e.g., as set out in Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., (Chicago: University of Chicago Press, 2013) and supplemented by *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008). See chapter 14 of this latter reference for a helpful guide to inclusive language expected in the DMin program and on the elimination of sexual, racial, and stereotyping in written communication.

The thesis should not be more than 50,000 words, excluding appendices and bibliography. Should a thesis exceed 50,000 words, no professor is under obligation to read or examine it, nor is the TST obliged to find a professor who is willing to do so.

The thesis must be typed, double-spaced, and printed double-sided on 8 1/2 by 11 inch twenty pound paper of good quality in a clear type of letter quality or laser print. Candidates must follow the Thesis template provided on the TST website prior to TSpace submission: <https://www.tst.edu/academic/thesis-submission-convocation-information>. Reference notes must appear at the bottom of the page (footnotes) or at the end of the text (endnotes) and before the appendices.

The final document must be submitted with a Title Page (see Appendix 3), an Abstract of the thesis following the title page, of a maximum of 1 page, double-spaced, 11 point font. A Table of Contents follows the Abstract.

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

Finally, the student submits five unbound copies of the thesis (as described above) and a PDF copy of the thesis to the GCTS Office. In addition, the student must ensure that the approved thesis proposal is included in the appendix of their thesis submission. The submitted thesis must be contained in a letter-size expandable envelope. The expandable envelopes must 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 must have a re-sealable flap.

4.11 DMin Thesis Examination and Oral Defence

Procedures Prior to the DMin Oral Defence:

Two months prior to thesis submission, the Thesis Supervisor, in consultation with the candidate, must suggest the names of the other examiners. These shall include: The Thesis Supervisor, the Committee Examiner, the TST Examiner, a faculty person from the UofT appointed by the School of Graduate Studies, and two possible External Examiners with sufficient expertise in the area of research. A brief *Curriculum Vita* of the External Examiner may be required. The Thesis Supervisor submits these names to the DMin Director using the *DMin Thesis Examination Board Request* form on the TST website. The DMin Director will submit the proposed examining committee to the Academic Committee of the CSM for approval, which will be forwarded to the GCTS Office.

Just prior to thesis submission, the Thesis Supervisor assesses the candidate's final text according to §4.10. The Thesis Supervisor will subsequently submit a brief letter to the DMin Director stating that the thesis is ready to proceed toward defence.

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

The GCTS Office arranges the time and date of the thesis defence. The defence lasts approximately two hours, during which each of the examiners will have an opportunity to ask questions of the student regarding the thesis. When the discussion is over, the examiners will determine whether the thesis and the candidate's responses during the examination are of sufficient quality to confer upon the student the Doctor of Ministry degree.

The GCTS Office, in conjunction with the DMin Office, will coordinate the thesis examination and arrange the date for the oral defence. Normally, the oral defence takes place at the TST building. Any travel and accommodation expenses incurred are the responsibility of the candidate.

The GCTS Office, having been sent the approved thesis examination committee, begins the thesis defence process by contacting the preliminary readers and requesting the participation of the External Examiner. The TST GCTS Director will confirm the appointment of a UofT Examiner.

1. **Preliminary evaluation of the thesis.** Normally there are three preliminary graduate (AD) faculty readers: The Thesis Supervisor, the Committee Examiner, and the TST Examiner. The preliminary examiners must be asked by the Thesis Supervisor to serve on the Thesis Examination Committee and given four to five weeks to read the DMin thesis by the GCTS Office. If they are not available, then other qualified examiners must be sought.
2. **Preliminary reports.** The TST Examiner and the Committee Examiner submit a clear statement as to whether or not the thesis should proceed to defence. The TST Examiner also submits a report on the thesis, which is typically from three to five pages single-spaced plus corrigenda. These reports are submitted to the GCTS Office. *An examiner's judgment that the thesis is ready for oral defence does not necessarily imply that the examiner will pass the thesis after the oral defence is completed.*
3. **Assessment of the preliminary reports.** If the three preliminary readers agree that the thesis is ready for oral defence, the examination proceeds. If the three preliminary readers agree that the thesis is not ready for oral defence, the candidate must revise the thesis to meet the objections of the preliminary readers. If the three preliminary readers disagree whether the thesis is ready for defence, the TST DMin Director may consult with them to seek consensus in recommending the next step, which may be (a) that the examination will proceed or (b) that the student will make revisions. If revisions are to be made, the student must submit a written indication of the changes that have been made (normally, by providing a general description plus a list of pages, though a highlighted copy or electronic version may also be acceptable). If after examining the revised thesis the examiners disagree, the thesis should go forward to defence. However, if they agree that it should not go forward to defence, it should not proceed. The candidate has the right to require that the examination go ahead.
4. **Further examination.** If, after the assessment of the preliminary reports, it is determined that the examination will proceed, the GCTS Office distributes copies of the thesis to the UofT Examiner and External Examiner, together with copies of the authorized thesis proposal. The GCTS Office

then determines the date and location for the oral defence. The UofT Examiner **does not write a report** but will write a letter to the Associate Dean of Humanities at the School of Graduate Studies advising of his/her examination of the thesis. The External Examiner submits a written appraisal of the thesis, which is typically from three to five pages single-spaced plus corrigenda.

5. Additional Information.

- The Director of the DMin program is normally present. If the DMin Director is not available, a suitable representative must attend in their stead (e.g., the GCTS Director or member of the CSM).
- The Graduate Director of the student's college of registration chairs the oral defence and oversees the proceedings (see §1.4.9). If the college Graduate Director cannot be present, s/he must appoint another faculty person from the student's college of registration to chair the thesis examination who has TST full graduate status.
- If the UofT Examiner cannot be present, then the TST GCTS Director will contact the Associate Dean of Humanities at the Office of the School of Graduate Studies to appoint a replacement for the examination.
- A quorum of four examiners is required to continue with the thesis defence. However, one examiner may be counted towards the quorum in the case where he or she, though not physically present, participates in the oral examination through telecommunications. If quorum cannot be reached, the thesis defence must be rescheduled by the GCTS Office.
- The written evaluations are provided to the examiners at the oral defence.
- The written evaluations are not shared with the student before the oral defence but are given to the student at the conclusion of the examination.
- The only visitors permitted to attend the examination are TST faculty members and registered TST graduate (AD) students. The candidate may also invite one guest. All visitors attending the examination may enter the examination room when the candidate enters and must leave the room once the candidate has completed his/her defence. Only the examination committee remains in the room during the *in camera* sessions.
- Recording policy: The unauthorized use of any form of device to audiotape, photograph, video record or otherwise reproduce the doctoral exam is prohibited.

4.12 DMin Thesis Oral Defence Agenda and Procedure

1. At the start of the defence, the chair asks the candidate and visitors to leave the room. The chair will provide ample time for the examiner's reports to be read. The chair arranges the order and length of questioning (usually the Thesis Supervisor, followed by the External Examiner, then the Committee Examiner, TST Examiner, and UofT Examiner, with ten to fifteen minutes for the first round and a second round of about five minutes each).
2. The candidate and visitors are invited to return; the candidate makes a brief presentation on the thesis and its relation to the whole ethos of the DMin program.
3. Questions and discussion by the examiners then follows in the order and length decided above.
4. Questions and comments by others present may be allowed if desired and as time permits.
5. Summary response by candidate, if desired.
6. The DMin candidate and visitors leave the room.

7. The chair explains the recommendations upon which the committee members are to vote and guides the discussion that follows. A candidate passes if the decision is unanimous or if there is not more than one negative vote or abstention. Discussion and decision among these following options:
 - a. **Pass with no conditions.**
 - b. **Pass with minor corrections** (e.g., typographical errors, punctuation, etc.).
 - c. **Pass with minor modifications** (e.g., clarifications of textual material or the qualification of research findings and conclusions). These modifications are to be supervised by a subcommittee set up at the examination. A time limit of three months from the date of the defence is allowed. A letter from the Thesis Supervisor stating that the revisions have been made is sent to the DMin Director. If the sub-committee's approval is not unanimous, a reconvened examination is required.
 - d. **Major revisions required.** The Action-in-Ministry is approved, but major revisions are required in the text. The nature of the revisions shall be made explicit. The examination, by the same committee, insofar as possible, is adjourned until the time set by the committee. The candidate has up to one year to make corrections and revisions. At the reconvened examination, the candidate passes if the decision is unanimous or there is not more than one negative vote or abstention. If the candidate does not meet this requirement s/he fails. The candidate is ineligible for further DMin candidacy at the Toronto School of Theology.
 - e. **Fail.**
8. The examiners fill out voting ballots, and the chair of the DMin defence completes the Chair's Summary form and the Exam Report form. The candidate and visitors are invited back and informed of the decision.

4.13 Due Dates for Submission of Thesis Copies

While theses may be submitted at any time, the following deadlines have been established for those wanting to graduate at the next convocation. Deadlines for submission are published each year under "Key Academic Dates" at <http://www.tst.edu/academic/key-academic-dates>. Even if the candidate meets the deadlines, no guarantee can be given that unforeseen circumstances will not prevent the candidate from graduating at the next convocation. Therefore, the candidate should submit the thesis well in advance of the deadline. The entire examination process typically takes between 3-4 months, and longer over the Summer session, and providing that a Final Oral Examination Committee has been approved by the Academic Committee of the CSM and confirmed by the GCTS.

4.13.1 For a Spring Convocation

By October 1st, the candidate's Thesis Supervisor must submit to the DMin Director the *Request for a DMin Final Oral Examination Committee* form with names of suggested examiners. This form can be found on the TST website. Following §1.5.9, the thesis cannot be submitted until the DMin Final Oral Examination Committee is formed and approved by the Academic Committee of the CSM. Once approved, the student may submit their thesis to the GCTS Office by the deadline stipulated on the TST website and as per the instructions set out in §4.10.2.

4.13.2 For a Fall Convocation

By March 1st, the candidate's Thesis Supervisor must submit to the DMin Director the *Request for a DMin Final Oral Examination Committee* form with names of suggested examiners. This form can be found on the TST website. Following §1.5.9, the thesis cannot be submitted until the DMin Final Oral Examination Committee is formed and approved by the Academic Committee of the CSM. Once approved, the student

may submit their thesis to the GCTS Office by the deadline stipulated on the TST website and as per the instructions set out in §4.10.2.

4.14 Admission to a Master's Program

A student who has not yet submitted the thesis may be considered for admission to the Master of Theology (Option II) program. Students accepted to the ThM (Option II) program must complete all of the normal master's degree requirements, or their equivalent, in order to be awarded the master's degree. Normally, course credits accumulated in the DMin program are counted towards course requirements in the ThM program, and an extended essay written for one of the courses in the DMin program is presented in fulfillment of the extended essay requirement of the ThM program (Option II). In other cases, a completed comprehensive examination may be deemed as equivalent to the extended essay requirement if it fulfills the degree level expectations of the ThM (Option II). Students who already possess a ThM degree from one of the TST colleges are not eligible under this paragraph. Students who are admitted to the ThM (Option II) program and wish to resume DMin study must make a new application to the DMin program. This paragraph is subject to the ThM (Option II) program continuing to admit students.

4.15 Final Steps Leading to Graduation

4.15.1 Submission of Electronic Copies (TSpace)

When the Candidate has made such revisions as have been required by the examination committee, he or she must upload the final digital version of the Thesis onto TSpace, the University of Toronto's on-line digital repository, and submit a Theses Non-Exclusive License Form in hard-copy to the GCTS Office. Such uploads must be done well in advance of a college's date of convocation and by the individual deadlines established by the GCTS Office. TST colleges will not confer the degree until the GCTS Office has confirmed that the digital thesis has been formatted according to the regulations specified in the Electronic Thesis & Dissertation Manual and "Thesis Template", successfully uploaded to TSpace, and the TSpace fee paid. Instructions and deadlines about digital thesis submissions and TSpace are available through the GCTS Office and at www.tst.edu.

4.15.2 Additional Conditions for Graduation

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

4.15.3 Name for Graduation

Students approved for graduation will graduate under the name specified on Repository for Student Information (ROSI). This name appears on all marks reports provided to student on various occasions throughout each academic year. The student may request a change or correction of name through her or his college registrar on a form prescribed for that purpose, which must be accompanied by supporting documentation. Such requests must be made a minimum of 6 weeks prior to the date of the convocation ceremony.

4.15.4 Indexing with Research in Ministry (RIM)

The American Theological Library Association (ATLA) produces a publication entitled *Research in Ministry: An Index to Doctor of Ministry Theses and Projects* (RIM) which is also available upon request. This service provides an opportunity for others to be aware of DMin research and learn from subsequent findings. After successfully completing the oral defence and having made required corrections to the final text, candidates wishing to submit their thesis to RIM should fill out the RIM submission form and send two

copies of it to the DMin Office. The DMin Office will forward a copy of the form to the American Theological Library Association so that the candidate's thesis is catalogued in the RIM database. The submission form can be accessed on the ATLA website.

4.15.5 Payment of Required Fees

A college may suspend a candidate's eligibility to graduate and may withhold a candidate's degree parchment and academic transcripts, where the candidate has outstanding tuition fees, unpaid library fines, or other indebtedness to the college, another TST college, or the UofT. The candidate must check with the college of registration to be sure that all fees, whether regular or special, such as those connected with graduation, are paid in full.

Section Five — Appeals, Discipline, and Complaints

5.1 Academic Appeals

5.1.1 General considerations

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

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

5.2 Guiding Principles

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

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

5.2.1 Timely resolution

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

5.2.2 Confidentiality

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

5.3 Channels of Recourse

Dispute Concerning	Step 1: Informal Resolution	Step 2: Initial Appeal	Step 3: TST Appeal	Step 4: Uoft Appeal
Grades (courses)	Instructor of course	DMin Director	Academic Appeals Committee	
Individual Learning Plan, Comprehensive, or Thesis Proposal Committees	DMin Director	CSM Academic Committee	Academic Appeals Committee	Governing Council
Individual Learning Plan, Comprehensive, or Thesis Proposal Exams	DMin Director	CSM Academic Committee	Academic Appeals Committee	Governing Council
Doctoral Examination	N/A	N/A	Academic Appeals Committee	Governing Council
Termination of Candidacy	N/A	N/A	Academic Appeals Committee	Governing Council
1st and 2nd extension (courses)	DMin Director	GCTS Director	Academic Appeals Committee	Governing Council
1st and 2nd extension (program)	DMin Director	GCTS Director	Academic Appeals Committee	Governing Council
Additional extensions (courses)	DMin Director	GCTS Director	Academic Appeals Committee	Governing Council
Additional extensions (program)	DMin Director	GCTS Director	Academic Appeals Committee	Governing Council
Other	DMin Director	CSM Academic Committee	GSC Academic Appeals Committee	Governing Council

5.3.1 Informal and Formal resolution

Every attempt should be made to resolve the matter informally (Step 1 in the table above). Students are encouraged to meet with an appropriate adviser, in the following order: the college Graduate Director, the DMin Director, the GCTS Director, TST Director, 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.

5.3.2 Disputed grade

Instructor Reread or Reassessment

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

Appeals relating to non-written work

1. Where the appeal is taken from a grade based on non-written work, the appeal shall go directly to the Academic Appeals Committee. The Academic Appeals Committee shall have before it any submissions from the student and instructor relating to the appeal of the assessment (the "assessment record").

Second Reader Assessment for Grade Appeals Based on Written Work

1. Where the appeal is of a grade based on written work, the DMin Director shall arrange for an assessment of the written work by a second reader, chosen by DMin Director after consultation with both the instructor and the student. The second reader shall have appropriate expertise in the subject matter of the written work. The DMin Director, shall give the student's written reasons

for the appeal to the second reader and a copy shall be provided to the Instructor. The DMin Director shall also give the instructor's written explanation of the grade to the second reader and a copy shall be provided to the student.

2. When reviewing the written work, the student's written reasons for the appeal and the instructor's explanation of the appeal (the "grade appeal record"), the second reader shall apply the standard of whether a reasonable marker could have reached the same conclusion as the instructor did in the same circumstances. In applying the standard, the second reader may consider other materials relating to the course, such as the written work of other students, and the course outline in the syllabus. The second reader shall render a recommendation on the written work within 30 days of receiving the grade appeal record.
3. If, after reviewing the grade appeal record, the second reader decides that a reasonable marker could not have reached the same conclusion, the second reader shall recommend a grade for the written work that he or she believes a reasonable marker would have assigned. A second reader may recommend a change of grade by either increasing or decreasing it. The second reader shall give reasons for his/her decision, either to affirm or change the grade, for approval to the DMin Director. The DMin Director shall assign the final grade.

5.3.3 Disputed decision of the supervisory committee, general examinations committee, or thesis supervisory committee (except for decisions made by the Admissions Committee)

In respect of the matters named in this regulation, the student has recourse first to the DMin Director, and initiates the appeal by letter at Step 2. The DMin Director, at his/her discretion, may refer to the matter to the CSM Academic Committee for review. 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 Academic Appeals Committee (following the procedure outlined in §5.5).

5.3.4 Appeal of Extensions (courses, program, examinations)

The student may appeal the decision regarding extensions to courses, examination timelines, or program extensions. The appeal is directed according to the steps 1 and 2, with final recourse being an appeal to the GSC Academic Appeals Committee (following the procedure outlined in §5.5). At Step 2, the DMin Director, at his/her discretion, may refer to the matter to the CSM Academic Committee for review.

5.3.5 Disputed evaluation of a thesis

The student may only appeal the evaluation of a thesis or final oral examination to the GSC Academic Appeals Committee at Step 3 (following the procedure outlined in §5.5).

5.3.6 Timelines

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

5.3.7 Right of Appeal to the UofT Academic Appeals Committee

All conjoint degree students have the right to appeal the final result of a TST appeals process (Step 3) to the Academic Appeals Committee of Governing Council of the University of Toronto. Further information is available on the University website at <http://www.governingcouncil.utoronto.ca>.

5.4 Academic Appeals Committee

The Academic Appeals Committee hears academic appeals from TST graduate (AD) students. It has power to issue the final decision. Conjoint degree students have the right to appeal to the Academic Appeals Committee of the Governing Council of the University of Toronto (§5.3.7).

5.4.1 Membership

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

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

Student and faculty members of panels must disclose any conflict of interest they may have, with respect to involvement in the decision being appealed or any connection to the student appellant. Members of panels are expected to avoid the appearance of impropriety by recusing themselves from hearing issues to which they have a specific tie.

5.5 Procedures for TST Appeals

5.5.1 Initiation of the Appeal

The student (or former student qualified under §5.1) initiates the appeal by filling in the form provided online at www.tst.edu. The submission of an appeal should include the following: identification of the decision being appealed; name or names of the person or persons who made the decision, if known; the resolution being sought; reasons that the original reason is thought to be incorrect and that the proposed resolution is more appropriate; a list of supporting documentation, if any; and copies of the supporting documentation in the student's possession. The appellant is advised to consult the student legal assistance centre on campus or other qualified counsel when preparing the statement of appeal (see <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/rights-and-responsibilities.htm>).

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

In the case of a matter under §§5.3.2-4, the appeal must be received by the TST Registrar within three months of the appellant's receipt of notification of the decision made at Step 2. In the case of a matter under §5.3.5, the appeal must be received by the TST Registrar within three months of the date of the final oral examination.

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

5.5.2 Right of Withdrawal

The student may withdraw the appeal at any time.

5.5.3 Withdrawal due to Non-Response

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

5.5.4 Additional Documentation

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

5.5.5 Acknowledgment of receipt

Within 10 business days of the receipt of the appeal by the TST Registrar's Office (or, in the period between June 1 and August 31, within sixty calendar days), the TST Registrar sends a letter to the appellant acknowledging receipt of the appeal. If the Registrar identifies any deficiencies in the appeal or its documentation, the Registrar may set a deadline by which such deficiencies must be addressed if the appeal is to go forward. The letter should also indicate that the appeal will be conducted according to the regulations set out in this Handbook.

5.5.6 Response of interested parties

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

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

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

Once the hearing date has been scheduled [see §5.6 below], any other submissions are due at least 10 days prior to the date of the scheduled hearing.

5.5.7 Offering alternative resolution

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

5.6 Hearing

5.6.1 Purpose

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

5.6.2 Arrangement of the hearing

If the matter has not otherwise been resolved without a hearing in accordance with §5.3, and once the TST Registrar has received responses from all interested parties under §5.5.6 (or when the deadline for responses has passed) and a reply from the Appellant (if one is forthcoming), the TST Registrar arranges a hearing of the matter before the Academic Appeals Committee at a reasonable time, giving the student notice at least seven days in advance of the date, time, and place of the hearing. Normally the appeal should be heard within sixty days of the receipt of all of the appeal materials.

5.6.3 Procedures for the Hearing

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

5.6.4 Disposition

The GSC Academic Appeals Committee may:

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

5.6.5 Decision

The decision of the Academic Appeals Committee is final and the GSC Academic Appeals Committee has power to issue the decision. The Chair of the GSC Academic Appeals Committee will communicate the decision in writing within thirty days to the appellant and the respondent. The letter accompanying the decision from the Registrar will remind the appellant of the right of further appeal. A conjoint degree student has the right to appeal to the Academic Appeals Committee of the Governing Council of the University of Toronto. (See §5.3.7.)

5.6.6 Further reporting

The TST Registrar will communicate the decision to the DMin Director, (or Director, TST).

5.7 Discipline and Complaints

1. **Academic Discipline.** Every DMin student registered at the TST is subject to the disciplinary jurisdiction of the University of Toronto in respect to academic matters including plagiarism,

forging of academic documents and cheating on examinations or papers. Offences and sanctions are prescribed in the UofT *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 (i.e., Dean, Principal, or President) of the student's college of registration. Copies of the full *Code of Behaviour on Academic Matters* are available through the GCTS Office or can be found on the University of Toronto website (<http://www.governingcouncil.utoronto.ca/>).

2. Policy on Sexual Violence and Sexual Harassment

All members of the TST community should have the ability to study, work, and live in a campus environment free from sexual violence, including sexual assault and sexual harassment. To guard against sexual violence and harassment, the Governing Council of the University of Toronto has approved the Policy on Sexual Violence and Sexual Harassment. All complaints will be guided by a spirit of fairness to each party through an impartial reporting and hearing process. Under the policy, complainants have the right to seek a remedy and respondents have the right to know both the allegations and the accuser. The highest standards of confidentiality are maintained, except in cases of risk of imminent and serious harm to members of the university community or where required by law. Please contact your respective college or TST concerning the application of this policy to TST students, faculty and staff.

The full text of the *Policy on Sexual Violence and Sexual Harassment* is available at www.governingcouncil.utoronto.ca/policies.

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

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

The full text of the *Code of Student Conduct* is available on the University of Toronto website.

4. Grievances.

1. **Matters for Grievance.** Any member of the TST faculty, TST staff, or TST student body may lodge an informal or formal complaint when that member has reason to believe that TST or anyone acting on behalf of TST has acted in a way that is inconsistent with any of the established policies of TST for faculty, staff or students and that has hindered the member's ability to perform his/her duties effectively. Grievances include, but are not limited to:
 - a) non-academic grievances against TST faculty members;
 - b) grievances against TST staff members;

- c) non-academic grievances against TST students that do not fall under any discipline codes;
 - d) dissatisfaction with non-academic TST administrative decisions or policies;
 - e) grievances regarding TST facilities, offices, services;
 - f) a policy or procedure of TST contravened.
2. **Eligibility for Grievance.** Any faculty member, staff member, student, or voluntary member of a committee or board of the TST, or any person who has been so within the previous eight months may lodge a formal grievance complaint under §5.7.4 of DMin Handbook.
 3. **Informal Complaint.** Before a formal grievance procedure is initiated, every effort should be made to resolve the dispute through an informal discussion with the person immediately involved or that person's supervisor. The complaint should be discussed within fifteen working days of the incident or circumstances giving rise to the complaint. The person to whom complaint is made shall make an appropriate response to the complainant, either orally or in writing, within one week of the discussions; and if the person to whom complaint is made is the supervisor, then the supervisor shall respond also to the person against whom the complaint is made.
 4. **Responsible Person for Formal Grievance.** A formal grievance complaint is made in the first instance to the TST Director. If the grievance complaint is against the TST Director, it is made to the chair of the TST Grievance Committee.
 5. **Determination of Jurisdiction.** If the responsible official determines that the complaint is not within the jurisdiction of the TST, s/he declines to accept the complaint, and may suggest to the grievor an alternate means of redress.
 6. **Grievance Committee.** The TST Grievance Committee comprises four members, of whom one is designated the chair. The committee includes representatives from faculty, administration, and staff. The TST Director appoints members to three-year overlapping terms, with at least one new member being appointed each academic year; the TST Director shall inform the Board of Trustees of the appointment at the Board's first meeting in the Fall semester. 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 grievor or the one being grieved against, an alternate will be appointed. Decisions of the Grievance Committee shall be by simple majority. The chair shall have a second vote in case of a tied decision.
 7. **Formal Grievance Stage.** The first stage in any formal grievance procedure is to complete a *TST Grievance* form in which the complainant states the matters in dispute, the provision or interpretation of the policy that has been violated, the efforts that have been made to resolve and redress the grievance, and the remedy sought. The form must be signed by the grievor and presented to the chair of the Grievance Committee (or his/her alternate if the chair is the one being grieved against).

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

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

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

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

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

8. **Appeals.** Should either party to the grievance wish to appeal the decision of the TST Director, a written appeal must be presented to the chair of the Grievance Committee, who will invite responses from the other parties, and submit the appeal, the replies, and other documentation to the Executive Committee of the Board of Trustees for their final adjudication of the matter. If a member of the Executive Committee is either the one who instituted the grievance or the one being grieved against, they will be replaced by another member of the Board.
 9. **Records of Grievances.** Records of formal grievances and their disposition will be kept in the office of the TST Director and will be made available, subject to privacy provisions, for review by the Association of Theological Schools of the United States and Canada, and other appropriate persons.
5. **Standards of Professional Practice Behaviour.** For more information about Standards of Professional Practice Behaviour for students at the Toronto School of Theology see the following link: <https://www.tst.edu/about/policies-trc-calls-action>.

Appendices

Appendix 1

Learning Outcomes for the DMin Program

NOTES:

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

Degree Expectations

Graduates of the DMin program will show a **deepening of personal and professional integration, social analysis, theological reflection, and qualitative research methodology** in order to **relate theory and practice** with respect to ministry by completing a project of **specialized original research** furthering their **vocation of ministry**.

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes
<p>1. Depth and Breadth of Knowledge</p> <p>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.</p>	<p>Students successfully completing the program will be able:</p> <ol style="list-style-type: none"> 1. To develop a comprehensive understanding of a context of ministry; 2. To identify a research question in the practice of ministry, describe the contours of the subject area(s) related to that question, and analyze and evaluate local and global contexts for ministry; 3. To demonstrate knowledge of scholarly and professional literature 	<p>The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are as follows:</p> <p>The program entrance requirements ensure that students admitted to the program have a solid base of knowledge on which to build. All of the components of the program are designed to ensure students attain basic knowledge of their area of concentration.</p>

	<p>related to the research question;</p> <p>4. To construct and complete an action-in-ministry study designed to answer the research question in relation to the context for ministry.</p>	
<p>2. Research and Scholarship</p> <p>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgements on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>	<p>Students successfully completing the program will be able:</p> <ul style="list-style-type: none"> • To formulate a research question in the practice of ministry reflecting an awareness of the current state of relevant scholarship; • To relate the research question to a particular ministry context. • To construct bibliographies which demonstrate the depth and breadth of subject area(s) in theological studies and cognate disciplines relevant to the research question; • To understand and apply qualitative methods of research. • To make appropriate use of knowledge and methods in appropriate sub-disciplines of theological studies and cognate fields. • To develop and implement a qualitative, action-in-ministry original research project. • To evaluate and interpret the research outcomes in relation to the state of current knowledge in the area, and to interpret and describe its potential 	<p>The program design and requirements that ensure these student outcomes for research and scholarship can be described as follows:</p> <ul style="list-style-type: none"> • The Individual Learning Plan is developed during the first year of the program, and the student identifies a research question in relation to relevant scholarship. • The Collaborative Learning Group is composed of students entering the program concurrently, and supports critical reflection on their practice of ministry and their research question. • The core course “Research Methods” enables and verifies the development of a critical understanding of qualitative and other methods of research. • In elective courses students demonstrate research and writing skills. • The Comprehensive Exam and Oral Defence require substantive bibliography related to the student’s areas of interest, and demonstrate the ability of the student to engage in scholarly research. • The Thesis Proposal and Oral Defence verify the student’s preparedness to implement an Action in Ministry project rooted in qualitative methodology. • The Thesis and Oral Defence evaluates and interprets the

	contribution to broader ministry contexts.	research outcomes in relation to theoretical and theological subject area(s); to the student's particular ministry context, and describe its potential contribution to broader ministry contexts.
<p>3. Level of Application of Knowledge</p> <p>The capacity to a) undertake pure and/or applied research at an advanced level; and b) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials;</p>	<p>Students successfully completing the program will be able:</p> <ol style="list-style-type: none"> 1. To engage in self-directed research activity, 2. To make self-critical use of applicable academic skills and techniques, 3. To contribute to the development of these skills in relation to professional ministry. <p>These skills include:</p> <ul style="list-style-type: none"> • Proficiency in the use of library and electronic resources and the construction of a bibliography; • Application of scholarly research methods appropriate to a research question; • Analysis and evaluation of academic and professional literature relating to the practice of ministry; • The ability to undertake an applied research project. 	<p>The program design and requirements that ensure these student outcomes for level of application of knowledge are as follows:</p> <ul style="list-style-type: none"> • The primary program requirement that will demonstrate a student's ability to undertake research at an advanced level is the successful completion of the thesis. • With respect to the development of professional skills, coursework, the Comprehensive Paper and Oral Defence demonstrate the ability to integrate professional insights with academic study.
<p>4. Professional Capacity and Autonomy</p> <p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal</p>	<p>Students completing the program will be able:</p> <ul style="list-style-type: none"> • To demonstrate critical self-awareness of their practice of ministry; • To demonstrate independent initiative, 	<p>The program design and requirements that ensure these student outcomes for professional capacity/autonomy can be described as follows:</p> <ul style="list-style-type: none"> • The entrance requirements, including at least 3 years of

<p>responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research;</p> <p>d) The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>	<p>personal responsibility, collegial cooperation, and ethical behaviour consistent with established academic and professional standards;</p> <ul style="list-style-type: none"> • To relate a particular practice of ministry to broader contexts and realities of ministry; • To teach and share insights within professional and ministerial settings; • To demonstrate personal and spiritual maturity. 	<p>ministry experience, and the prerequisite degree (M.Div. or equivalent) will ensure that the students have foundational awareness of ministerial vocation, the broad context for ministry, and their specific context for ministry.</p> <ul style="list-style-type: none"> • Courses, the Comprehensive Paper and Comprehensive Oral Exam, the Thesis Proposal and Thesis Proposal Oral Exam, and the Thesis and Thesis Oral Exam demonstrate critical awareness of broad and specific ministry contexts, as well as the ability to engage in research that benefits ministry. • The ethics component of the Research Methods course, as well as an approved Research Ethics Board Protocol (REB) demonstrate an awareness of ethical issues in ministry and scholarship. • The Ministry Base Group provides an initial opportunity to share insights and knowledge with the ministry community, as does interaction with the Collaborative Learning Group. Through these interactions, students demonstrate a self-critical awareness of their own practice of ministry. Students are encouraged to find other opportunities to share their research with the broader ministry community. • Personal and spiritual maturity are fostered through interaction with the collaborative learning group, the ministry base group, and reflective aspects of the core courses, as well as through reflective aspects of Comprehensive Paper and Oral Defence, the Thesis Proposal and
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		Oral Defence, and the Thesis and Oral Defence.
<p>5. Level of Communication Skills</p> <p>The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>	<p>Students successfully completing the program will be able:</p> <ul style="list-style-type: none"> • To give expression to complex research issues, as appropriate to an audience; • To communicate analyses and conclusions, in oral and written forms, to both scholarly and professional audiences; • To write logically constructed and clear research papers conforming to accepted standards of style for academic writing; • To present and summarize papers orally in a clear and effective manner; • To communicate effectively with both professional peers and participants in the ministry context. 	<p>The program design and requirements that ensure these student outcomes for level of communication skills are as follows:</p> <ul style="list-style-type: none"> • The Individual Learning Plan communicates the student's goals for the program related to their specific research interest. • Coursework, including seminars, presentations and papers demonstrate oral and written communications skills. • Participation in the Collaborative Learning Group demonstrates peer communication. • Leadership of the Ministry Base Group demonstrates the ability to share research insights with members of the ministry context. • The Comprehensive Paper, the Thesis Proposal, the Research ethics approval (REB) and the Thesis demonstrate the ability to summarize and communicate effectively in writing. • The Oral defence of the Comprehensive Paper, the Thesis Proposal and the Thesis demonstrate the ability to orally summarize and explain the student's scholarly research.
<p>6. Awareness of Limits of Knowledge</p> <p>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</p>	<p>Students successfully completing this program will be able:</p> <ul style="list-style-type: none"> • To analyze and articulate the limitations of a research project in the practice of ministry; • To recognize global and ecumenical perspectives that challenge the premises and perspectives of the practice 	<p>The program design and requirements that ensure these student outcomes for the DMin program include:</p> <ul style="list-style-type: none"> • Coursework and thesis standards requiring interdisciplinary experience and learning. • Peer interaction and learning with the Collaborative Learning Group in which students are required to articulate global and ecumenical perspectives.

	of ministry in a particular context.	<ul style="list-style-type: none">• Interaction with the Ministry Base Group in which the student critiques the theological context in light of their learning from other aspects of the program.• The thesis should clearly delineate the limitations of qualitative research, and the limited applicability of the research.
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Appendix 2

DMin ILP/Comprehensive/Thesis Proposal Sample Cover Page

[Title]

by
[Name]

DMin ILP [or] Comprehensive [or] Thesis Proposal
Submitted to the DMin ILP [or] Comprehensive [or] Thesis Proposal Committee
Toronto School of Theology
In partial fulfillment of the
DMin ILP [or] Comprehensive [or] Thesis Proposal Evaluation and Oral Defence

[Date]

Appendix 3

DMin Thesis Sample Cover and Abstract Pages

(Template available [here](#))

« Title -- Capitalize the first letter of each and every significant word. This must be identical to your approved, examined title. »

by

« Your Name – exactly as recorded on ACORN/TST-SIS »

A Thesis submitted to the Faculty of «... [Please see the TST [ETD Manual](#) for the wording of the thesis submission paragraph for your degree.] »

© Copyright by « Your Name » « Year of Convocation » [Note there are no commas in this line]

« Thesis Title »

« Your Name exactly as recorded on ACORN/TST-SIS»

« Full official name of degree (spelled out) (see Degree Handbook) »

« College name and the University of Toronto » OR [for USMC PhD and MA] « University of
St. Michael's College »

« Year of Convocation »

Abstract

« Abstract text goes here. Maximum 350 words for doctoral theses, 150 words for master's, excluding header material. Do not include graphs, charts, tables, or illustrations in the abstract.

Must be true double-spaced. »