



FOR CONFIRMATION

PUBLIC

OPEN SESSION

TO: Academic Board

SPONSOR: Sioban Nelson, Vice-Provost, Academic Programs

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PRESENTER:

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DATE: May 2, 2016 for May 9, 2016

AGENDA ITEM: 6 (a.)

ITEM IDENTIFICATION:

Proposal for a new conjoint Master of Arts in Theological Studies, Toronto School of Theology

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs has the authority to recommend to the Academic Board for approval new graduate programs and degrees. (*AP&P Terms of Reference, Section 4.4.a.ii*)

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for recommendation] (March 30, 2016)
2. Academic Board [for approval] (April 21, 2016)
3. **Executive Committee [for confirmation] (May 9, 2016)**

PREVIOUS ACTION TAKEN:

The proposal for the conjoint Master of Arts in Theological Studies received approval from the Toronto School of Theology Academic Council on March 4, 2016.

HIGHLIGHTS:

This is a proposal for a new research master's program in Theological Studies. The proposed M.A. will be offered conjointly by the University of Toronto (U of T) and the Toronto School of Theology (TST).

Background

TST and the seven theological colleges associated with it are institutionally independent of U of T and have their own systems of governance. The relationship between U of T and TST arose as follows:

Whereas European universities from their founding included the offering of degrees in theology as one of their roles, historically, U of T's charter did not include the power to grant degrees in theology. Other institutions in Ontario did have this authority, including the University of St Michael's College, the University of Trinity College, Victoria University, Knox College and Wycliffe College. Under the various federation agreements between these institutions and U of T, these institutions retained that independent authority in respect to degrees in theology, while suspending (where they possessed it) their authority to grant all other degrees.

Provincial policy changed in 1978 to include public support for theological study only where degrees were awarded by public universities. Rather than seeking to secure new, independent authority to confer degrees in theology, U of T agreed to participate with its federated theological partners to confer degrees in theology conjointly with each of them. The University of Toronto Act, 1971 was amended in 1978 to include conjoint degrees, which are “conferred by the simultaneous exercise of the power and authority” of U of T and one of the member institutions of TST.

TST was established in 1969. The purpose of TST is to facilitate effective co-operation among its Member Institutions and between the Member Institutions and U of T and thereby to foster excellence in theological education in Ontario.

Description of the Program

The proposed conjoint M.A. in Theological Studies is a three-session, full-time program that consists of 4.0 FCEs. Students will complete the degree through either coursework or coursework and a master's research paper. The degree program is intended for students who wish to engage in academic inquiry pertaining to the critical self-understanding of a faith tradition in relation to its sacred texts, histories, structures of thought, patterns of communal life, professional practice, social location and public involvement. The program will provide students with the analytical skills, methodological rigour and knowledge base that will enable them to carry out innovative research in theological studies at the master's level. The degree program will have its centre of gravity in Christianity and its perspective will be ecumenical, meaning that graduates will have an appreciation and understanding of the various theological traditions represented by TST's member colleges and faculty.

The master's program will attract those interested in pursuing doctoral studies. It will also appeal to those interested in, or currently in, positions of leadership in ecclesiastical and public-sector institutions who wish to enhance their skills or to research important issues.

The origin of the conjoint M.A. is closely aligned with the existing conjoint Ph.D. in Theological Studies which commenced in September 2015. The PhD program was first envisaged as part of

the 2004 MOA between U of T and TST and was endorsed by the 2012 University of Toronto Quality Assurance Process (UTQAP) review of programs offered conjointly by TST and U of T. This proposal builds on the earlier consultation that took place through the joint Faculty of Arts and Science/TST Working Group as the conjoint PhD proposal was developed. Further consultation on the conjoint MA proposal occurred through the Faculty of Arts and Science Dean's office.

The program was subject to external appraisal on November 7, 2015 and received a very positive report from Professor Amy Laura (Duke Divinity School, Duke University) and Professor Eileen Schuller (Department of Religious Studies, McMaster University). Reviewers in their Appraisal Report recommended the proposed program for approval and made suggestions for improvement. These are reflected in the proposal and described in the TST's administrative response. The report and TST's administrative response to it are included as Appendices to the proposal. The final proposal received approval from the Toronto School of Theology Academic Council on March 4, 2016.

FINANCIAL IMPLICATIONS:

The financial relationship between U of T, TST and its member institutions is governed by a Memorandum of Agreement (MOA).

RECOMMENDATION:

Be It Confirmed

THAT the proposed conjoint M.A. in Theological Studies, as described in the proposal from the Toronto School of Theology dated March 3, 2016, be approved effective for the academic year 2017-18.

DOCUMENTATION PROVIDED:

Proposal for a conjoint M.A. in Theological Studies



University of Toronto New Graduate Program Proposal

Name of Proposed Program:	Master of Arts in Theological Studies
Degree Name and Short Form:	Master of Arts (M.A.)
Program Name:	Theological Studies
Professional Program (yes/no)	No
Unit (if applicable) offering the program:	Graduate Centre for Theological Studies
Faculty / Academic Division:	Toronto School of Theology
Faculty / Academic Division Contact:	Alan L. Hayes
Graduate Unit Contact:	Jaroslav Skira
Anticipated start date of new program:	September 2017
Version Date:	March 3, 2016

New Graduate Program Proposal

**MA in Theological Studies
Graduate Centre for Theological Studies
Toronto School of Theology**

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Developed by the Office of the Vice-Provost, Academic Programs

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1 Executive Summary

The Toronto School of Theology (TST) is proposing the creation of a new research Master's program, to be called the MA in Theological Studies. The degree will be offered conjointly by the University of Toronto (UofT) and each of the participating TST member colleges, within the framework of the Memorandum of Agreement between UofT and TST. It will require full-time study. The program will be administered, supervised and delivered through the TST Graduate Centre for Theological Studies (GCTS). In its standards, policies and procedures, the program will be consistent with those of the University of Toronto as provided under the Memorandum of Agreement between the two institutions.

The Master of Arts in Theological Studies is a companion to the PhD in Theological Studies recently approved (November 2014) by the Ministry of Training, Colleges and Universities (MTCU), and it is rooted in the same intellectual context. Despite the significant cultural shifts of the past number of decades, religion—Christianity included—continues to be a significant factor in the social, cultural, economic and political realities of the day, as it has been in the past, both nationally and globally. TST's proposal for a new MA program in Theological Studies is being put forward with the dual conviction that there is a proper and important place within a public university for critical and constructive theological study and that a university setting is essential for the kind of theological study that TST desires to foster.

The program will be organized around two poles—on one side, the areas of expertise represented by the TST core faculty; on the other, a student's indicated research area. The MA is designed as a one-year program. The substantive purpose of the program is to provide students with the analytical skills, methodological rigour and knowledge base that will enable them to carry out research at the leading edges of their areas of specialization. Such research will be done within an interdisciplinary framework, allowing graduates to apply different research methodologies or approaches to various areas of theological studies. This Master's is a research degree and, as such, is very well suited for those desiring to pursue further research in a doctoral program. The degree would also be suitable for those wishing to pursue further specialized studies for the purpose of academic enrichment in their professional careers.

The impetus for the development of the program was a recommendation from the external reviewers who visited TST in 2012 for the University of Toronto Quality Assurance Process (UTQAP) that, "following upon the establishment of a conjoint PhD program," UofT and TST should "pursue the establishment of a conjoint MA program." Their reasons for recommending conjoint PhD and MA programs included the widespread support that they discerned for such programs, and the hope that, "in the training of the next generation of research scholars" in the area of religion and theology, UofT and TST could thereby collaborate more collegially and share scholarly resources more effectively. TST subsequently was encouraged by the Provost's Office and the School of Graduate Studies to develop a proposal for these programs. The conjoint PhD in Theological Studies received University of Toronto and Quality Council approval in 2013 and MTCU approval in

November 2014, and received its first entering cohort in September 2015.

In developing this Master's level proposal, TST has examined research Master's programs offered by some twenty-eight universities and university-based schools in Canada, the US and the UK. TST also received guidance and advice through a joint Faculty of Arts and Science / TST Working Group, which was set up on the recommendation of the Joint Committee on UofT/TST Relations (a body established by the Memorandum of Agreement between UofT and TST). Extensive consultations have taken place with the Heads of TST's member colleges, as well as with TST faculty members and students.

TST anticipates an annual entering cohort of twenty-six students. This number reflects the following considerations:

- the anticipated strong student demand for the program, projected from surveys conducted by our member colleges, the academic backgrounds of applicants to our PhD program, and our history with our current academic Master's programs. It will draw the kind of students who currently choose the Master of Theology (ThM) program, which will be replaced, and for many qualified students will be a more attractive option than the less advanced Master of Theological Studies (MTS) program, which is a second-entry undergraduate program;
- TST's faculty resources;
- our current experience of post-graduate placement rates.

The program will distinguish itself by its attention to methodological rigour within an interdisciplinary framework and by TST's unique ecumenical, confessionally diverse context.

2 Program Rationale

Overview. The Toronto School of Theology (TST) is proposing the creation of a new research Master's program, to be called the MA in Theological Studies. The substantive purpose of the program is to provide students with the analytical skills, methodological rigour and knowledge base that will enable them to carry out research at the leading edges of their areas of specialization. Such research will be done within an interdisciplinary framework, allowing graduates to apply different research methodologies or approaches to various areas of theological studies. The research skills and knowledge acquired will be ecumenical in nature, meaning that graduates will have an appreciation and understanding of the various theological traditions represented by TST's member colleges and faculty. An ecumenical diversity of such richness is rare in other graduate theological schools.

This Master's is a research degree and, as such, is very well suited for those desiring to pursue further research in a doctoral program. The degree would also be suitable for those wishing to pursue further specialized studies toward academic enrichment in their professional careers. Graduates of our current conjoint ThM program (which the MA would replace) have included persons in positions of leadership in ecclesiastical and related organizations, as well as in the private and public sectors (such as chaplains, teachers, social services workers, among others). The MA will complement and build towards the teaching and research done by faculty in the approved PhD program, all under the aegis of the Graduate Centre for Theological Studies (GCTS), since some courses will allow interaction

between Master's and doctoral students.

TST will administer the program in close consultation with the School of Graduate Studies (SGS) in order to ensure that the program meets the academic standards of the University of Toronto (UofT). TST is a consortium of seven member colleges, and it will draw its faculty resources for the MA program (as it is doing for the new conjoint PhD program) from six of these colleges, within the framework of the Memorandum of Agreement (MOA) between UofT and TST. (The six participating members are Emmanuel College of Victoria University, Knox College, Regis College, the University of St. Michael's College [Faculty of Theology], the University of Trinity College [Faculty of Divinity], and Wycliffe College.) Students successfully completing the program will receive the MA conjointly from UofT and their TST college, in accordance with the MOA. As with all TST's conjoint degree programs, the conjoint MA program will be fully accountable in all academic respects to UofT under the University of Toronto Quality Assurance Process (UTQAP).

As an academic discipline, Theological Studies arises out of and contributes to the critical self-understanding of a faith tradition in relation to its sacred texts, histories, structures of thought, patterns of communal life, professional practice, social location and public involvement. As a consortium, TST represents a diversity of Christian denominational traditions, ecclesiastical constituencies, and theological interests, in an arrangement that intrinsically promotes dynamic theological enquiry. The freedom which TST scholars enjoy to pursue research and to publish their findings is guaranteed by the commitment of TST and its member colleges to open academic discourse, regularly monitored both internally by our common structures of governance and externally by our accrediting agency and by UTQAP reviews. TST's proposed MA program in Theological Studies, like the new PhD, is therefore ideally situated to prepare well-trained graduates and researchers for our pluralistic and global context. The program has been designed in full awareness both of the varied and developing ways in which the theological enterprise has been carried out within university contexts, and of the changing place of religion in our increasingly pluralistic and global context.

The program will be organized in such a way as to build on a student's proposed "area of study". The area of study is understood as the tradition(s) of scholarly discourse which support or limit students' exploration of their research interest. This primary area of study will be identified at admission (often in conjunction with a cognate area) and will serve to guide course selection. The program, which is designed so that it can be completed in one year, will consist of a set of courses (core and elective) with the option of a Master's Research Paper (MRP). Students will be engaged in research elements through their coursework and course assignments, though more sustained research on single topic will be carried out in the MRP. The program will be administered, supervised and delivered by the GCTS, which works closely with SGS. In its standards, policies and procedures, the program will be consistent with those of SGS.

Rationale and context. "Theological Studies" is a family of academic activities, carried out with scholarly skill and integrity, addressing a wide array of questions pertaining to God and the world in relation to God. From another angle, Theological Studies can be seen as a

set of academic activities arising out of the critical self-understanding of a human community (or a family of human communities) that identifies itself on the basis of a particular understanding of God and of its relationship to God. Although Theological Studies so understood could be carried out with respect to a variety of religious traditions, the proposed MA in Theological Studies will have its greatest strengths in Christian studies, reflecting the specializations of most of its participating faculty members. This intention is signalled in the very name “Theological Studies,” since major religions other than Christianity generally use terms other than “theology” to denote their scholarly enterprise.

However, part of the adventure of theological enquiry is that its proper scope, sources, methods, axioms, and ends are contested. What should or should not be regarded as belonging to the subject, what methods should be used, at what points (if any) a confessional perspective should be premised, the different results that come from adopting different presuppositions—these are some of the issues. As was noted by the external reviewers of our PhD program proposal (Francis Clooney and Gilles Routhier), a result of this adventurousness is that the future path of Theological Studies cannot be predicted. In particular, as inter-faith dialogue and the scholarship of comparative theology advance, it seems likely that Christian Theological Studies will increasingly be done with an appreciation of wider inter-faith contexts and influences, and that the character of the discipline, already diverse and untidy, will continue to evolve. The TST faculty has Jewish, Muslim, and Buddhist faculty members, as well as persons specializing in Comparative Theological studies. Moreover, TST has had a close relationship with a prospective Canadian Yeshiva and Rabbinical School, and one TST member college has developed, within the Master of Pastoral Studies, a degree that prepares students for leadership in pastoral care ministries, streams relevant to Muslim and Buddhist practice. The TST student body represents a diversity of faith traditions, and includes people who claim no faith tradition at all and includes persons specializing in Theological Studies outside the Christian traditions or in Comparative Theological Studies. Accordingly, TST’s vision for its MA program in Theological Studies is that it will have its centre of gravity in Christianity as an evolving reality, although its scope will be broader, and its perspective will be ecumenical.

In short, TST does not impose norms for theological enquiry, but, on the contrary, as a consortium of member schools representing a diversity of traditions, ensures a wide and lively dialogue about first principles and their consequences. TST thus affirms UofT’s mission of teaching students to “think clearly, judge objectively and contribute to society,” in a context marked by freedom of speech and of academic enquiry.

Probably all disciplines in the humanities have areas of intersection, but Theological Studies has a particularly close relationship with the academic study of religion. In our Toronto context there is considerable academic interchange and collaboration between the Department for the Study of Religion (DSR) at UofT and TST. Fifteen TST faculty members have status appointments, or in one case a budgetary joint appointment, at the DSR. Many faculty members at DSR have served frequently as examiners of TST doctoral theses. The evolving character of both Religious Studies and Theological Studies, their shifting boundaries, and their overlapping interests make it impossible to absolutize a distinction, but in general it may be said that Theological Studies, unlike the academic study of religion, functions as a “community-engaged scholarship.” That is, its research questions arise from

and are framed in the context of the life of a distinct community of interest, and it constructs knowledge that in principle will be mobilized with benefit to that community. In this respect, Theological Studies can be compared to other academic disciplines that have grown in part out of the needs of professional training and service, for instance in faculties of Law, Education, Social Work, Business, and Public Health.

Both nationally and globally, religion—Christianity included—continues to be a significant factor in the social, cultural, economic and political realities of the day. Although the religious landscape, both in Canada and globally, has changed in dramatic ways since the founding of UofT, and its federation agreements with the faith-based universities and colleges which in 1969 joined in founding TST, religion generally and the Christian tradition in particular continue to represent a significant component of the social, cultural and political landscape. Data from the Canadian census of 2011 indicates that three-quarters of the Canadian population report some religious affiliation, with Christians representing approximately 67% of the total population. To be sure, Christian institutions in Canada no longer occupy the position of status and influence they once did, but they continue to play a significant role in Canadian society in new ways, participating in the public square and contributing to the public good.

One aspect of this new social location is that it is increasingly a shared space. Immigration patterns have not only changed the Christian population in significant ways, but have also led to the growth and development of other religious groups (notably Muslim, Jewish, Buddhist, Hindu, Sikh) within the Canadian social landscape. Canada's increasing readiness since the 1960s to welcome such newcomers has resulted in a religious landscape that is increasingly multi-faith and pluralistic. This, in turn, reflects the larger realities of the global environment. Canada's social, cultural, economic and political life is increasingly experienced in its interconnectedness with global realities, a significant dimension of which involves the role of religion and religions.

Changes in the social location of Christianity in a multi-faith, multi-cultural Canada, and, more broadly, the re-positioning of worldwide Christianity in a post-colonial and globalizing context, have re-shaped Christian self-reflection, identity, practice, and mission, and have affected the premises, objectives, methods, and character of Theological Studies. Examples of recent directions in Theological Studies include the development of the area called Theology of Religions; the transformation of the Theology of Missions; post-colonial interests in Church historiography; the increased sensitivity of Biblical scholars to the socially and religiously pluralistic backgrounds of Biblical literature; freshly constructed models of the relation of faith and culture; the application of critical theory to questions of Christian identity; and the contributions of the social sciences to the interpretation and critique of ecclesial practice. TST has been giving leadership on these frontiers of Theological Studies, taking full advantage of its ecumenical character, its cooperative relationships with Christian, Jewish, Muslim and Buddhist communities of faith in the Toronto area, its location in a multi-cultural metropolis, and its strategic situation in one of the world's great research universities.

The continuing significance of religion has been recognized by UofT in its educational philosophy and policies. From the inauguration in the 1970s of what would eventually become the Department for the Study of Religion, to the establishment in 2007 of the Multi-Faith Centre, to its announcement in 2014 that it would construct a campus building,

between Emmanuel and Trinity Colleges, to house a Jewish museum and its Institute of Islamic Studies, the University has taken significant steps to include religion within its social structures and academic mission. The recently published Catalogue of Humanities, Arts & Cultural Research and Innovation at UofT shows that significant research on religious issues is being carried out in numerous departments and disciplines within the University. And UofT is not alone. A report by the Association of Governing Boards of Universities and Colleges observes (with respect to the situation in the USA) that “after decades of largely ignoring the subject, colleges and universities across the country are re-engaging religion” as an educational concern, and that this re-engagement is occurring not only at religiously affiliated educational institutions but at public universities and private non-religious colleges as well (<http://agb.org/trusteeship/2013/1>).

TST’s proposal for a new MA program in Theological Studies responds to the recommendation in 2012 of a team of external reviewers, commissioned by UTQAP, that the critical self-examination of religious traditions should be embraced as part of the mission of a research-intensive public university in a multi-cultural and pluralistic society. For its part, TST has always understood a university context to be essential to its kind of theological education. A conjoint MA in Theological Studies within the UofT context will significantly strengthen the fruitful interdisciplinary interaction that already exists between TST and scholars and students in several UofT disciplines in the humanities and the social, physical, and life sciences. In the process of developing this proposal, we have had substantial conversations with faculty members in cognate disciplines at UofT who have been enthusiastic about possibilities for cooperation with TST’s proposed program, confirming our vision for interdisciplinary conversation. Situating the MA and the new PhD in this university context will further solidify TST’s and the UofT’s roles as international leaders in graduate education.

Content. Several sub-disciplines have emerged within Theological Studies over the past three centuries in Christian scholarship. The proposed program does not identify them as fields, will avoid separating them with artificial boundaries, and will ensure their mutual engagement. This is a challenging objective, since the sub-disciplines support identifiable international guilds, distinctive traditions of methodological conversation and scholarly issues, and distinct academic journals and readerships. At the same time, we recognize that Theological Studies as a whole benefits from the diverse contributions of these Christian sub-disciplines, and we also recognize that many scholars (though not all) will choose specializations within one of them.

Like the PhD, for the purpose of sketching the character of Theological Studies in its Christian expression, we can identify five sub-disciplines, or sets of academic activities supported by the specializations of TST’s faculty members. The areas of studies include:

(1) The study of sacred and canonical texts, specifically, the Old Testament (or Hebrew Bible) and the New Testament. (This sub-discipline includes studies in languages, historical contexts and processes of development, related literatures, subsequent theological interpretation, pastoral functions, and social effects).

(2) Articulated structures of belief—the study of the structures, contents, premises, and implications of Christian belief and practice. (This sub-discipline includes studies in foundational theology, historical theology, theological ethics, and philosophical theology.)

(3) The study of the history of Christianity, understood in the broadest sense to include the variety of Christian traditions over the ages and throughout the world.

(4) The study of religious practices. (This sub-discipline includes studies in liturgy, homiletics, education and formation, pastoral care, spirituality), pastoral and other religious leadership, and the social organizations in which these occur (such as congregations, faith-based organizations, ecclesial bodies, and ecumenical and interfaith organizations.)

(5) The study of the Christian faith in its relations with wider social and cultural contexts. (This sub-discipline includes social ethics, aesthetics, cultural studies, contextual theology, religion in the public sphere, comparative theology, and inter-faith dialogue).

There is a very sizable research agenda in Theological Studies triggered in large part by documentary discoveries, developments in scholarship and theory, increasing interdisciplinarity, changing social and pastoral contexts, and the increasingly pluralistic and multi-faith character of Western society. Theological scholarship comes to expression in a wide array of publishing outlets and in the usual scholarly forms (monographs, multi-author volumes, journal articles and the like). The CVs of TST faculty members collected in preparation for this proposal, for example, list publications in over 130 peer-review journals. Theological discourse is enhanced and facilitated in an equally wide array of national, North American and international scholarly societies. In Canada, for example, theological discourse is represented in the Congress of the Humanities and Social Sciences, through such societies as the Canadian Theological Society, the Canadian Society of Church History, the Canadian Catholic Historical Association, and the Canadian Society of Biblical Studies.

Although it is a distinct discipline, Theological Studies depends on vigorous, critical interdisciplinary relationships. From the early stages of the movement in the first century of the Common Era, Christian thinkers drew on contemporary philosophy, history, literature, science, medicine, and judicial reasoning to understand the ways of God and the nature of the church. Modern scholars of Theological Studies similarly need to be broadly conversant with many areas of knowledge and diverse academic methodologies. TST's location within UofT helps to facilitate the kind of intellectual environment in which such conversation takes place, which in turn will help to foster greater excellence in theological scholarship. Similarly, given the role that Christian faith has played in history, political and economic discourse, literature, music, and human culture, scholars of Theological Studies have important contributions to make in dialogue with other university disciplines.

In both subject matter and methods of approach, the GCTS is contiguous with several other UofT units. The closest cognate units are the following: the Department for the Study of Religion; the Departments of Classics, History, Near and Middle Eastern Civilizations, and Philosophy; the Centre for Jewish Studies and the Centre for Medieval Studies. In addition, TST faculty members engage in research that draws on and has affinities with research done in other UofT units, including the Departments of Anthropology, English, Psychology, and Sociology, the Faculty of Music, Ontario Institute for Studies in Education, and the School of the Environment. In turn, TST faculty members continue to make significant contributions to a number of these units and, more generally, have expertise that will enable them to make additional contributions to others. TST enjoys good relationships of varying kinds with many of these units, and we intend to ensure that the conjoint MA in

Theological Studies will lead to an enhanced measure of cooperation and collaboration.

The TST, in consultation with the Department for the Study of Religion, has developed a description of Theological Studies in order to be clear within the UofT context as to what belongs to Religious Studies and what belongs to Theological Studies, while recognizing areas of overlap. Much of the content of the description has been used in this section of the proposal. (The full description is contained in Appendix G.).

TST is in a position to build on the experience it has gained in the Master's of Theology (ThM) program, which TST may close if and when the MA is approved. The ThM has been offered conjointly with UofT since the first Memorandum of Agreement in 1978 (and before that, within TST and its predecessor institutions, since the 1940s). Since TST is the largest ecumenical consortium for theological education in Canada and one of the largest and most successful in North America, its ThM has played an important role in preparing graduates for doctoral programs, church organizations, and public and private sector institutions in Canada and internationally. The ThM has promoted advanced academic research as well as the scholarly enhancement of the practice of ministry, and as such, has required that applicants possessed a three-year Master's of Divinity (a professional degree) for admission. TST's MA will continue to require specialized research but in an interdisciplinary and ecumenical context. The nomenclature of the MA will make its purposes clearer in our context, since the ThM, although considered by our accrediting agency to be an academic Master's, has the nomenclature of a professional Master's in our Ontario context. Also, the MA will have broader appeal to a greater array of applicants since it will only require, at a minimum, specialization in a baccalaureate degree, although it will require a higher admission GPA (of B+) than our peers.

Prospects for graduates. In North America and internationally, there is a substantial demand for qualified graduates in Theological Studies. A research Master's is a standard requirement for persons seeking to pursue doctoral studies. It can also serve as a qualification for certain positions of leadership in ecclesiastical and public-sector institutions, or can be an instrument by which persons already in leadership positions can enhance their skills or research important issues. We know that a conjoint MA will attract a substantial number of very qualified applicants. (See below under "Need and Demand".)

Degree nomenclature and program name. This will be an MA program in Theological Studies. As reflected in the program requirements (below), this is a research Master's, for which MA is the appropriate nomenclature. (In Ontario, academic Master's programs are denominated MA or MSc; professional Master's programs have other names.) The MA nomenclature will complement TST's new conjoint PhD, and harmonize TST's graduate degree nomenclature with that of UofT and other peer schools in Ontario. As indicated earlier, since the requirement for admission to the ThM was a three-year Master's of Divinity (a professional degree), in addition to a baccalaureate degree and a research language, the MA will have broader appeal to a greater array of applicants since it will only require, at a minimum, specialization in a baccalaureate degree. For these reasons, TST will weigh whether to close its existing ThM program to admissions once the conjoint MA program begins.

With respect to the program name, "Theology" is an equivocal term in Christian

scholarship in that it refers sometimes to a particular sub-discipline (the study of doctrine or belief structures) and sometimes to the entire discipline (including biblical studies, studies in the history of Christianity, practical theology, and the like). For this reason we have decided to call the program “Theological Studies” as a way of indicating that it includes this wider set of research areas as enumerated above (page 8).

Mode of delivery. The program will be delivered through on-site, classroom-based courses and direct interaction between students and faculty supervisors. For information on how the components of the program contribute towards the achievement of the program’s intended outcomes, please see section 9 below.

Mission. In its mission statement, as a consortium of theological schools, TST commits itself 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; and
- an ecumenical environment for theological education.

From its founding in 1969 (and even before that in previous cooperative structures among the member schools), TST has considered scholarly research to be an essential part of its mission. TST’s commitment to this mission is reflected in this proposal for a conjoint MA in Theological Studies as a program of “scholarly research” at the Master’s level, in an “ecumenical” environment, that will rise to a higher level of “excellence in theological education”. The MA degree will complement the approved PhD (in Theological Studies) degree.

While TST is institutionally separate from UofT and has its own statement of mission, it is intentional in supporting UofT’s mission as well. This intention is formalized in the MOA, and rests historically on structures of university federation in Ontario dating back to provincial legislation of 1887. In particular, TST submits that its proposed MA program will give significant support to UofT’s commitment, as articulated in its statement of Mission and Purpose, to be “an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality,” and to ensure “the provision of a broad range of graduate programs.” In their assessment of TST and its programs for the UTQAP review of 2012, the external assessors stated that “the UofT with TST has the potential to become one of the leading centres of theological and religious studies in the world.” Expanding on this, they held out a realizable vision of TST as “one of the best centres for theological research, teaching and professional education in the world, closely allied to a world class university in a multi-faith, pluralist city, and able, through differentiated collaboration with the UofT, to fulfill responsibilities towards the academy and its disciplines, towards religious communities and towards the local, national and international community.”

TST views the proposal for a conjoint MA in Theological Studies as a significant step towards realizing this vision and thus promoting UofT’s mission, which calls the university to provide “a broad range of graduate programs,” each “of excellent quality.” TST brings

with its own infrastructure and cadre of professors as an additional and valuable contribution to UofT's mission. (A more detailed statement of the contribution of Theological Studies to UofT's mission can be found in Appendix H.)

Distinctiveness. The formal study of theology was an integral purpose of the university as it emerged as a distinct institution in medieval Europe and, while both the university and Theological Studies have changed in ways that would have been unimaginable in twelfth-century Paris or Oxford, theology has had a continuing place within major universities through the intervening centuries and into the present. In some institutions, such as McGill and Yale, Theological Studies is treated as a field within graduate departments of Religious Studies; in others, such as Harvard and Duke, it is housed in a distinct university unit. In designing the proposal for the MA program, we have chosen as comparators other Canadian programs where research Master's degrees in theology are granted by a public university, either unilaterally or in association with another institution, together with a selected number of high-quality university-based research Master's programs in the US and UK. Appendix F contains information for each of these programs on degree nomenclature, a description of the program and admissions requirements.

There are a few similar programs in Ontario. Western University offers an MA program in Theology; it is governed by the School of Graduate and Postdoctoral Studies although its administration is domiciled in Huron University College. Similarly, Wilfrid Laurier University offers an MA in Theology, the program being administered by Waterloo Lutheran Seminary. St. Paul University in Ottawa, by virtue of a federation agreement with the University of Ottawa, offers an MA in Theology (with concentrations in systematic and historical theology; ethics; biblical studies; spirituality; Eastern Christian studies). Also in Ottawa, Dominican University College recently (April 2012) entered into an affiliation agreement with Carleton University, whereby it offers both an MA in Theology and a ThM. Unlike the programs administered by Waterloo Lutheran Seminary, St. Paul University, and Dominican University College, which are denominationally affiliated schools, TST's MA would intentionally operate within an ecumenical consortium of schools.

In Canada, outside Ontario, there are a number of schools that offer a graduate Master's degree in Theological Studies, as either units of graduate studies programs alongside Religious Studies degrees, or as stand-alone programs only offering degrees in Theology. Among universities with large graduate programs are McGill University, Université Laval, and University of Winnipeg. University-affiliated institutions having a stand-alone graduate program in Theological Studies include Atlantic School of Theology (affiliated with St. Mary's University) and Vancouver School of Theology (affiliated with the University of British Columbia).

In the United States, our primary comparator programs are offered by the following universities: Boston University, Emory University, University of Chicago, Claremont School of Theology (Claremont Lincoln University), Duke University, Harvard University, University of Notre Dame, Vanderbilt University, and Yale University. A further significant comparator institution, though not a university, is the Graduate Theological Union (GTU) in Berkeley, which works in close association with the University of California at Berkeley (UCB). (Two program streams lead to a PhD conferred jointly by the GTU and UCB.) Among all these institutions, GTU most closely resembles TST in structural terms as an ecumenical

consortium (of nine separate theological schools) with a significant relationship to a single university. In the UK our selected comparators are the University of Aberdeen, Cambridge University, Durham University, the University of Edinburgh, and the University of Oxford.

There is considerable diversity among these institutions in the way in which Theological Studies is related to the respective universities. One dimension of diversity exists at the program level in the following ways:

- *Institutions offering distinct programs in Theology or Theological Studies:* Concordia University; Dominican University College / Carleton University; Huron University College / Western University; St. Paul University / University of Ottawa; Université Laval; University of Winnipeg; Vancouver School of Theology; Waterloo Lutheran Seminary / Wilfrid Laurier University; Boston University; Duke University; Graduate Theological Union; Harvard University; University of Notre Dame; Aberdeen University; University of Edinburgh.
- *Institutions in which Theology or theological areas form part of a broader program in (or including) Religious Studies:* McGill University; St. Mary's University (with the Atlantic School of Theology); University of Chicago; Claremont School of Theology; Duke University; Emory University; Harvard University; Vanderbilt University; Yale University; Cambridge University; Durham University; University of Oxford.

Another distinction among university MA programs in Theological Studies is that some universities are public and others are private:

- *Public universities:* Concordia University; McGill University; Université Laval; University of Ottawa (with St. Paul University); Carleton University (with Dominican University College); University of Winnipeg; St. Mary's University (with the Atlantic School of Theology); University of California at Berkeley (Graduate Theological Union); Western University (with Huron College); Wilfrid Laurier University (with Waterloo Lutheran Seminary); all of the UK universities.
- *Private universities:* Boston University; Emory University; University of Chicago; Claremont Lincoln University (Claremont School of Theology); Duke University; Harvard University; University of Notre Dame; Vanderbilt University; Yale University.

A third dimension of diversity concerns the religious or denominational affiliation of some of the institutions:

- *Programs offered by denominationally identified institutions:* St. Paul University; Dominican University College; University of Notre Dame (all Roman Catholic).
- *Programs offered by institutions with a denominationally identified participant:* Boston University School of Theology; Emory University's Candler School of Theology; Duke University's Divinity School (all United Methodist).
- *Programs offered by institutions with participating theological schools that describe themselves in other than denominational terms:* interdenominational or multi-denominational (Huron College, St. Mary's University, University of Winnipeg, Vanderbilt Divinity School, Yale Divinity School); non-denominational (Concordia University, University of Chicago Divinity School); non-sectarian (Harvard Divinity School); or multi-faith (Claremont School of Theology [Claremont is also a United Methodist School], Waterloo Lutheran Seminary).
- *Program offered by a consortium or a union of theological schools:* Atlantic School of

Theology; Graduate Theological Union (comprising nine denominational and multi-denominational schools), Vancouver School of Theology.

With respect to the location of TST's proposed MA on this set of axes, it can be classified (i) as a program in Theological Studies (not as an area within a program, such as Religious Studies); (ii) as a program offered conjointly with and accountably to a public university; and (iii) as a program resourced by six of the seven denominationally identified theological schools which comprise the TST ecumenical consortium. In Canada, TST would be one of a very few schools which would offer the MA alongside a PhD in Theological Studies, and in the context of one of the top-ranked universities internationally.

The distinctiveness of the mission of TST, its history and structures of collaboration with UofT units, its ecumenical identity, and its accountability to UofT's academic standards, make our prospective MA program distinctive, attractive, and very strong. The distinctiveness of the proposed MA in Theological Studies also arises in part from the character of TST as the largest ecumenical consortium in Canada and one of the largest and most successful in North America. Unlike schools identified with a single Christian tradition, TST represents a broader ecumenical spectrum of theological tradition and opinion. On the other hand, unlike "interdenominational" schools (not associated with any specific ecclesiastical tradition) or ecumenical union schools (where schools from distinct ecclesiastical traditions merge their resources and identities into a single institution), TST member schools retain their distinct traditions and bring them into lively interaction with each other. Such an arrangement ensures ongoing theological and intellectual diversity, and fosters the respect for diversity of voices, viewpoints and commitments to which the University is also committed.

Partly because of its character—an ecumenical consortium in a university setting—TST has always found it necessary to give concerted attention to issues of method and approach, and of the relationship of theology to other disciplines. Drawing on this tradition and raising it to a new level of excellence, the proposed MA program will be characterized by its attention to methodological rigour within an interdisciplinary and ecumenical framework.

3 Need and Demand

Significant demand for this program is expected from prospective well-qualified students. On the basis of past experience, we anticipate that we will receive somewhere in the order of 40 Master's applications annually. Applicants to the MA would typically possess a Bachelor's degree in Theological Studies or a cognate discipline, or a second-entry undergraduate degree (such as the Master of Divinity or Master of Theological Studies). (To clarify this usage, while the MDiv and MTS are designated graduate degrees by the Association of Theological Schools as recognized by the US Department of Education, in Ontario they are designated as second-entry undergraduate degrees, since admission to them requires previous undergraduate education, but they introduce students to a new area of study.)

A substantial pool of potential applicants to TST degrees is attracted by programs in

Theological Studies and Religious Studies within or associated with Canadian universities. In addition to TST's second-entry undergraduate programs, the following university-based Bachelor's, second-entry undergraduate and Master's programs in theology are offered in Canada. In Ontario: Conrad Grebel University College (MTS degree granted conjointly with the University of Waterloo); Dominican University College (BTh, MTS, MDiv; degrees granted jointly with Carleton University); Huron University College (BTh, MA; both degrees granted by the University of Western Ontario); St. Paul University (BA in theology, MDiv, MTS, MA, PhD, DMin, degrees granted jointly with the University of Ottawa); Queen's School of Religion (BTh, MDiv, MTS; degrees granted by Queen's University); Waterloo Lutheran Seminary (MA, MTS, MDiv, ThM, DMin; degrees granted by Wilfrid Laurier University).

Programs in theological schools elsewhere in Canada include the following: Acadia Divinity College (BTh, MDiv, granted by Acadia University); Atlantic School of Theology (MDiv, MA, granted in conjunction with St. Mary's University); Concordia University (BA); McGill University (BA, BTh, MA, PhD); Regent College (MDiv, MA, ThM; affiliated with the University of British Columbia); Université Laval (BTh, MA, PhD); University of Winnipeg (BTh, MDiv, MA); Vancouver School of Theology (MDiv, MTS; affiliated with the University of British Columbia). In addition, there are some eighteen private and independent theological institutions in Canada offering Bachelor's, second-entry undergraduate, and Master's programs in Theological Studies that are accredited by the Association of Theological Schools in the United States and Canada. Some university Religious Studies programs in cognate areas may also qualify students for admission.

The proposed MA would be seen as a prerequisite degree for doctoral studies, or alternatively, as a capstone year of graduate study following the completion of a first-entry or second-entry undergraduate degree. Further, despite reports of a tightening professional job market, placement data supports the view that graduates of the program will achieve admission into a doctoral program or find employment in their area or specialization. For those seeking employment or academic enrichment, according to a 2011–2012 TST survey, some 80% of ThM graduates had found appropriate employment in academic or church-related institutions within six months of graduation. As noted elsewhere in this proposal, for employers and academic institutions the MA is the preferred and most widely recognized nomenclature for a Master's research degree.

With respect to the question of an annual number of entering students we have sufficient resources, both faculty and administrative, to support an annual entering cohort of twenty-six students (26). Our proposal for a conjoint MA in Theological Studies is based on a core faculty of 24 full members (see further section 11 below). Given the fact that the TST member Colleges are strongly motivated to deploy faculty resources in support of Master's work, we believe that a projected annual enrolment of approximately one incoming student per core faculty member is realistic and supportable. Looking at the issue from the perspective of the program itself, an incoming group of this size will ensure a sufficient number of students engaged in a related area of studies to ensure a healthy peer-group experience. Although we have an ongoing interest in attracting international students, our proposal is based on the assumption of 19 domestic students and 7 international students.

In view of the fact that TST already has a reputation among potential applicants as a

place to do Master’s level Theological Studies, and has faculty resources and academic structures already in place, we do not anticipate any need for a phase-in process. We see no reason to believe that this program will have any impact on enrolment for other SGS research Master’s programs.

Our projections for annual student enrolment (see the following table) are based on the following assumptions: an annual entering cohort of 26; completion rates of 88% after 1 year (23 students), 12% after 2 years (3 students); and an attrition rate of less than 3% (1 student; for the purposes of the projection, the number is not included). Enrolment is projected to meet a steady state in the academic year 2017–2018.

Table 1: Graduate Enrolment Projections

Year in program	Academic year	Academic year*	Academic year	Academic year	Academic year	Academic year	Academic year
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1	26	26	26	26	26	26	26
2		3	3	3	3	3	3
Total	26	29	29	29	29	29	29

*Steady State

4 Admission Requirements

Admission requirements will conform to the standards of the School of Graduate Studies of the UofT, which can be generally summarized as a B+ average in undergraduate studies, strong foundational work in the area of study, and two supportive letters of reference. Applicants will need to demonstrate a readiness for Master’s level work in their chosen area and a strong potential for success, which will normally involve a basic familiarity with the discipline of Theological Studies, a good foundation in their own area of focus, requisite research skills and the ability to complete projects and programs in a timely manner.

For admission to the MA program, an applicant is required to have a Bachelor’s degree in Theology or a major or specialist in Theology or Religious Studies from a recognized degree granting institution, with at least B+ standing (or equivalent).

Because there are relatively few university-standard bachelor’s programs in Theological Studies in Canada, applicants possessing a second-entry degree in Theological Studies (such as the Master of Divinity (MDiv) or Master of Theological Studies (MTS)), representing at least two years of full-time studies or equivalent past the undergraduate Bachelor’s, with a minimum of a B+ standing, may apply. The general experience of North American theological schools is that these second-entry undergraduate programs (which in the U.S.A. are classified as graduate Master’s degrees) provide very sound preparation for graduate study.

Our expectation is that we will receive many more applications for this program than we have spaces. Accordingly, a B+ average is simply a minimum requirement, and the

quality of the applicant's statement of intent and the strength of the applicant's letters of reference will be taken into serious account by our Admissions Committee. During the application process, applicants will meet or correspond with our Graduate Coordinator and with one or more prospective faculty supervisors, and their advice will also be weighed.

Typically there will be no research language requirements for admission into the program, unless the applicant's stated area of focus is one in which a research language, other than English, is required for scholarly access to the primary sources. In such cases, applicants will normally be required to provide evidence of competence in that language. Applicants proposing to focus their research on a biblical text, for example, would likely be required to demonstrate competence in the language of the text (Greek or Hebrew). Competence in a language is defined by TST as the ability to read correctly pertinent texts of moderate difficulty in that language with the use of a lexicon. It is the level of ability typically acquired by the satisfactory completion of a two-semester course in the language at the university level. Such competence in a language may also be demonstrated by passing the respective TST language examination. (In a few cases, a student's need for skills in the use of additional research languages may become apparent after admission in the course of the program; see below, section 5.)

TST will also require applicants educated outside Canada whose primary language is not English to demonstrate fluency in English. This requirement may be satisfied in any of the ways approved by SGS, especially the following: (1) A satisfactory result on the Test of English as a Foreign Language (TOEFL). On the paper-based TOEFL, the minimum satisfactory score is 600 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. (2) 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. Test results that are older than two years at the time of application cannot be accepted. In these circumstances, the applicant must retake the English-language facility test.

As part of their application, potential students will be required to identify, at least in preliminary terms, the nature of the research topic or research interests they would like to explore in a written "statement of intent" (of up to 500 words). In order to admit an applicant, there must be at least one faculty member who is qualified and willing to serve as the student's Master's Research Paper or course program supervisor, in addition to sufficient other faculty resources in the same area and cognate disciplines. Such faculty resources are identified as part of the admissions process, and are listed on the TST website. Also required as part of a complete application are two academic letters of reference.

5 Program Requirements

There are two options for the MA: (i) coursework plus a Master's Research Paper (MRP), or (ii) a course-only option. TST administrative staff, along with the Graduate Coordinator, will advise students on which option best meets their academic and professional goals (particularly for those considering doctoral studies). Both options will require three

sessions of full-time study.

In-program research languages (where required) will be dependent upon the student's research area.

Students will have been deemed to have successfully completed the program when they attain a minimum B+ (77%) cumulative grade-point average.

Program Options

All students will be required to complete a minimum of 4.0 full-course equivalents (FCE) (eight half-unit courses) of study. All courses are graduate-level courses. Through these eight courses students will achieve three essential outcomes:

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

<i>Program Requirements</i>	<u>Option I:</u> Master's Research Paper	<u>Option II:</u> Course-Only Option
TSJ5001H Master's Research Seminar	0.5 FCE	0.5 FCE
Course in Methods & Interdisciplinarity	0.5 FCE	0.5 FCE
Elective Courses	2.0 FCE	3.0 FCE
TST XXXXY Master's Research Paper	1.0 FCE	N/A

Master's Research Paper option: Of the eight courses (4.0 full-course equivalents), one will be a core required course for all students in the cohort (0.5 FCE). A second course will be a methodological course (0.5 FCE), which students will choose, in consultation with their adviser, from among a small list of annual course offerings, depending on their specific research interest. The Master's research paper will count as two units of study (1.0 FCE). The remaining four courses are electives (2.0 FCE).

Course-Only option: Of the eight courses (4.0 FCE), one will be a core required course for all students in the cohort (0.5 FCE). A second course will be a methodological course (0.5), which students will choose from among a small list of annual course offerings, depending on their specific research interest. The remaining six courses (3.0 FCE) are electives, where at least two (1.0 FCE) elective courses must be in the student's area of specialization and will include graduate level research activity.

Relationship to the PhD in Theological Studies

Master's students will be required to engage in scholarly conversation in classes and seminars with each other. They will also be afforded the opportunity to engage in courses

alongside PhD students, with the goal of elevating their level of discourse and stimulating the desire to further deepen research interests. This possibility is available in the course-only or MRP options, both of which lead to doctoral studies.

Please see Calendar copy in Appendix B.

Course Descriptions

TSJ5001 Master's Research Seminar (Required; New)

A cohort course dealing with fundamental aspects of research and scholarship. This course explores the distinctive contexts, methods, and interests of traditional theological disciplines (biblical studies, church history, practical theology, moral theology) as well as their inter-relationships: What does each sub-discipline count as evidence? How does it construct knowledge? What cognate disciplines might extend its insights? How does it address the theological and other challenges of our "globalized" world of the 21st century? Students will explore the task of theological research and writing through all its steps. Attention will be given to the selection and use of scholarly research tools, the identification of appropriate methodology, and the value of interdisciplinarity. Lectures, seminars, workshops. Required of all MA students.

TSJ5xxx Methodology & Interdisciplinary Courses (1 Required) (in development)

The courses in methodology from 5000-series graduate courses will address a number of contested issues in Theological Studies with attention to their practical implications for research, including (a) the normative authority of certain texts for diverse faith communities as seen in an ecumenical and global context, and the hermeneutical implications; (b) the character of the scholarly guilds and their interdisciplinary context, with attention to the implications for method; (c) pre-modern, modern, and "post-modern" approaches to texts, in theory and application; (d) issues of objectivity, subjectivity, and subversion in the construction of knowledge; and (e) the practice of research, criticism, and scholarly reporting.

Elective Courses

Between ten to fifteen elective courses will be offered each year at the graduate level for Master's students. This is a sufficiently large number to give students a range of topics pertinent to provide both breadth and depth of study, but a sufficiently small number to yield class sizes promoting diversity and substantial interchange. Elective courses represent a conjuncture of the current research interests of individual faculty members and faculty research teams, on the one hand, and the intended learning outcomes of the Master's program.

A student's course selection will be guided by the Graduate Coordinator or faculty supervisor with a view to providing breadth in the area of study, and depth in a specialization in either a focused area of the Master's Research Paper (MRP option) or clusters of related courses (in the course-only option). In some cases, students will benefit from graduate courses in a cognate discipline at the University. Where rare circumstances

warrant, a student may be allowed to take one independent research course, depending on the approval of the graduate supervisor and the availability of an appropriate faculty member. However, it is expected that most students will benefit more from seminar courses than from independent research courses.

Considerable discussion has taken place among prospective faculty members concerning the nature and goals of courses that will best support TST's vision for its Master's program. Existing and new courses are identified in Appendix A.

Transfer credit for graduate work completed in another program may be allowed, provided that the courses have not been credited towards another degree. The total allowable transfer credit is 1.0 FCE. Such credit will be granted by the Graduate Centre for Theological Studies, normally upon admission.

Satisfactory performance in the Master's degree requires a cumulative average grade of at least B+ (3.3 CGPA) for all courses taken for graduate credit (including the MRP).

Languages. Many students who will be taking the MA program en route to a PhD program will want to use their year to learn or develop their facility in research languages. In most cases we will want to encourage them, and the Graduate Coordinator will be available to evaluate whether their skills in research languages are sufficient for doctoral admission. TST annually offers non-credit instruction in French and German that need not delay the student in completing the degree. For some ancient languages, such as Ugaritic and Aramaic, credit courses are offered which can form part of the student's regular program. For students who already have a working knowledge of Hebrew, Greek, or Latin, TST and some other UofT departments offer graduate courses in original texts that will strengthen their command of the language. Faculty advisers will guide their students accordingly.

Some students in the program will be required to demonstrate reading ability in a language in which relevant primary texts are written or in which there is important secondary literature. Reading competence will normally be demonstrated by passing language examinations set by the GCTS, or through previous university-level language study. Individual language requirements will be determined by the Graduate Coordinator.

Master's Research Paper (MRP) option. Towards the end of the first semester of studies, a student will develop a very brief MRP proposal, working in close consultation with a faculty supervisor, leading to the writing of the MRP (of about 50 pages). The paper will be evaluated by the faculty supervisor and a second faculty expert in the area.

Please see "**Appendix A**" for a full list of new and existing courses.

Please see "**Appendix B**" for the proposed Graduate Calendar copy.

6 Program Description

Research areas and area of studies. As indicated in section 4 above, at the time of application students will identify, at least in preliminary terms, the nature of the research topic or research areas they would like to explore. In their initial meeting, the Graduate Coordinator or delegated supervisor will work with the student to identify a primary area of study or specialization.

Administration. The program will be administered through TST's Graduate Centre for Theological Studies (GCTS). Specific aspects of program administration will be carried out by TST's Graduate Coordinator, working under the supervision of the GCTS Director. Each student's progress through the program will be supervised by the Graduate Coordinator. There will also be some collaboration with each college's advanced degree or program director.

Time-frame. The requirements of the program, including deadlines for the completion of the several stages of the program, provisions for extensions, and so on, are designed so that they can be completed in one year (three sessions). The normal expectation is that students will begin in September and complete the program by the following August. TST will offer a sufficient number of courses in an appropriate variety of themes and areas in each of the three sessions of the academic year. All requirements must normally be completed within three years from first enrolment.

Whereas Ontario's Quality Assurance Framework requires that graduate students complete a minimum of 2/3 of their courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from amongst graduate level courses. This proposed program complies with this requirement.

Context. A major attraction of the program will be its scholarly setting in Canada's premier theological school, at its largest and most highly ranked university. TST and its colleges regularly sponsor distinguished visiting lecturers, academic events, and book launches. TST faculty members organize regular faculty—student colloquia in certain sub-disciplines of Theological Studies. The TST Graduate Students Association sponsors professional seminars and workshops of various kinds, in such areas as essay writing, funding proposals, publishing, and job searches. It also organizes an annual full-day conference with a keynote lecture and sessions for student and faculty papers and presentations. TST helps subsidize travel for graduate students who will be delivering papers at academic conferences. Several member colleges have graduate students associations that organize conversations, social events, and meetings of various descriptions. Beyond TST, UofT and its departments sponsor countless lectureships, colloquia, workshops, and other events that will be of interest to our students. While all these opportunities are optional, our experience with other graduate programs is that most students take advantage of at least some of them, and benefit significantly from the scholarly and professional formation that they help develop.

7 Fields/Concentrations

The MA in Theological Studies will not have fields.

8 Degree Level Expectations, Program Learning Outcomes and Program Structure

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>EXPECTATIONS: <i>This MA in Theological Studies is awarded to students who have demonstrated:</i></p>		
<p>1. Depth and Breadth of Knowledge</p> <p>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.</p>	<p>Depth and breadth of knowledge is defined in the MA (Theological Studies) as a set of increasing levels of understanding within a student's area of specialization, of its subject matter, methods of approach, primary and secondary sources and historical developments.</p> <p>Students successfully completing the program will be able to demonstrate an awareness of the fields of theological study, and of some aspect of the relationship between theological study and the humanities or social sciences; basic familiarity with a significant number of subjects within their area of concentration; and proficiency in one subject of specialization.</p>	<p>The program design and requirement elements that ensure these student outcomes are:</p> <ul style="list-style-type: none"> - The TSJ5001 Master's Research Seminar immerses students in the debates, issues and methodologies in Theological Studies. - Course electives will expose students to a broad range of subjects and themes within Theological Studies, allowing students also to develop deeper understanding in their own areas of specialization. - Depth of knowledge on a particular topic in Theological Studies will be achieved through two elective courses in the area of specialization (course-only option), or more focused studies in the Master's Research Paper option.
<p>2. Research and Scholarship</p> <p>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship</p>	<p>Research and Scholarship is defined in the MA (Theological Studies) as the ability to identify a new or unresolved question within an area of specialization, to locate that question within a corpus of scholarly research and debate, to assess critically the primary and secondary literature, to adopt or develop</p>	<p>The program design and requirements that ensure these student outcomes are:</p> <ul style="list-style-type: none"> - TSJ5001 Master's Research Seminar helps students locate their specialization in relationship to other theological disciplines. - Methods electives are specifically designed to equip students to begin

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</p>	<p>methods for the interpretation of an area of specialization, and to formulate a thesis and reasoned argument on the basis of the evidence and methodologies. This is reflected in students who are able to produce various forms of research-based scholarly discourse, such as oral presentations, essays, or an MRP.</p>	<p>their own research, adopt relevant methodologies and allow them to practice their research skills through various research essays and papers.</p> <ul style="list-style-type: none"> - The course electives are all designed to equip students with proper research and analytical skills, assist them in applying methodologies and assessing current issues in Theological Studies, both orally and in written class assignments. - The MRP, for students choosing this option, will allow them to develop a more focused process of research, and argumentation. .
<p>3. Level of Application of Knowledge</p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Application of Knowledge is defined in the MA (Theological Studies) as the ability to engage in self-directed or assisted research within Theological Studies. Students successfully completing the program will be able to produce innovative or original analysis within the context of graduate seminars and courses, or within an MRP. In some cases this will include the application of a research language in aid of a student's research program.</p>	<p>The program design and requirements that ensure these student outcomes are:</p> <ul style="list-style-type: none"> - The course electives require students to write academic papers, and to delve deeper into their areas of specialization. This work will also assist those completing a MRP. - Students will also be encouraged to engage in TST's various academic colloquia, lectures and conferences.
<p>4. Professional Capacity/Autonomy</p> <p>a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the</p>	<p>Professional Capacity/Autonomy is defined in the MA (Theological Studies) as the ability to translate the knowledge gained in other research or professional settings. Students successfully completing the program will have sufficient skill, ability and experience to undertake further studies in their area of concentration at the doctoral level; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or</p>	<p>The program design and requirements that ensure these outcomes are:</p> <ul style="list-style-type: none"> - TSJ5001 Master's Research Seminar will demonstrate how various methods and approaches can be applied in different contexts and to different scholarly debates. - The elective and methodology courses, through class discussion and written essays, will allow students to develop skills for clear judgement and academic integrity, as well as encouraging students to

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
broader implications of applying knowledge to particular contexts.	beneficial.	apply their knowledge in courses that relate to the breadth and depth of their field.
<p>5. Level of Communications Skills</p> <p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Communications Skills is defined in the MA (Theological Studies) as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing.</p> <p>Students successfully completing the program will be able to produce standard forms of graduate-level scholarly engagement, both written (e.g., seminar research paper) and oral.</p>	<p>The program design and requirements that ensure these outcomes are the presentation of a student's research, both oral and written, in the required and elective courses. This may include the requirement of developing additional research language skills for some areas. Close faculty supervision in the development of an MRP will also promote this outcome.</p>

9 Assessment of Learning

The overall standard for student assessment will be the above (Section 8) Degree-Level Expectations. This statement conforms to the standards both of the provincial Degree Level Expectations and of the Association of Theological Schools in the United States and Canada, TST's accrediting agency. This statement of program goals and outcomes will be provided to students at the start of their program. They will be expected to take responsibility for their own learning, not simply to meet the explicit requirements of each discrete component of the program. This outcomes statement will be used as the basis for assessment at a number of specific points:

- an entering graduate student questionnaire
- an initial meeting of students with the Graduate Coordinator;
- assessment in coursework;
- a final assessment of DLE's for each individual student, completed by the Graduate Coordinator or MRP supervisor, shortly after the successful completion of the program;
- a self-assessment by program graduates, at graduation.
- on-going annual assessment by faculty for each graduating cohort.

Courses will provide opportunities for on-going assessment of students' abilities in various areas: research skills, critical reasoning, oral communication, scholarly interaction with peers and professors, and scholarly writing. This is done through their various

presentations, classroom participation and written assignments (essays, paper). Students are also monitored to ensure that they maintain the B+ average required in the program.

The MRP option will provide a focused demonstration of a student's ability to marshal the knowledge and skills that he or she has acquired through the various components of the program, and to apply them in the service of a sustained research essay. Assessment of facility in a research language, where required, is also done by faculty members during a student's program of study.

After a student has graduated, TST's GCTS will track a student's career performance, collecting information on placement (six months and two years post-graduation). The GCTS will also engage in on-going program assessment through an annual review by faculty of the above assessment metrics, in addition to tracking student time-to-completion, and admission and graduation grade-point averages. Tracking will also include assessment of faculty effectiveness in teaching, supervision and research. Tracking will provide data for ongoing program evaluation.

10 Consultation

In its preparation of this proposal, TST has engaged in broad conversations internally. These conversations have taken place with faculty groupings and student groupings within each of the six participating member colleges; in TST-wide town hall meetings of faculty; with the heads of the member colleges; in the Advanced Degree (Graduate) Council (our highest unit of academic governance); and in TST-wide meetings of students. Throughout the application process, TST has also maintained very close communications with the School of Graduate Studies and with the Office of the Vice-Provost, Academic Programs at UofT, whose close attention and generous assistance have been invaluable. At every level of consultation, various drafts of this new MA proposal underwent discussion and revision.

As the first step in developing a program application, TST worked closely with the Department for the Study of Religion to crystallize a description of "Theological Studies" that would distinguish it from Religious Studies, without excluding the complementarity and areas of overlap between these two disciplines. This appears as Appendix G.

TST has also benefited from the advice and guidance of a joint Faculty of Arts and Science (FAS)/TST Working Group, chaired first by Robert Baker (Faculty of Arts and Science Vice-Dean, Research and Graduate Programs) and then by Sandy Welsh (FAS Vice-Dean, Graduate Education and Program Reviews). The Group was formed on the recommendation of the Joint Committee on UofT/TST Relations, whose UofT members at the time were Robert Baker, Cheryl Regehr (Vice-Provost, Academic Programs) and Elizabeth Smyth (SGS Vice-Dean, Programs). The Group met formally on nine occasions between Sept. 2012 and Dec. 2013. Members of the Group have also had considerable interchange by email and telephone. The FAS members of the Group were drawn from some of the UofT departments and centres most closely contiguous with Theological Studies: Jewish Studies, Near and Middle Eastern Civilizations, Study of Religion, Medieval Studies, and History. The Working Group has sought assurance that the proposed new program would not have a negative impact on other units or programs. The group has expressed enthusiasm for the possibilities of closer interaction and collaboration that will be opened up by the conjoint

MA in Theological Studies, and its importance in relationship to the conjoint PhD (approved by the MTCU in Nov. 2014).

Copies of the draft application were sent for comment to the heads of several UofT departments in the FAS, representing cognate disciplines. The Dean’s Office of FAS reports a clear consensus of support for this application. Representatives of cognate disciplines will be scheduled to meet with the external reviewers of this proposal.

11 Resources:

11.1 Faculty Complement

For the purposes of this proposal we have identified a set of core faculty members whose academic record will demonstrably meet the demanding standards that would be expected in a graduate unit of the UofT. These professors will constitute the core faculty for our proposal. A full set of CVs can be found in Appendix C.

As will be apparent from the summary in Section 12, the quality of their scholarship is reflected in a substantial list of publications, awards, research grants and other honours. Nine of them have status-only appointments in SGS departments (seven have full graduate status, and two have associate graduate status) and, in addition to their full load of responsibilities at TST, have made significant contributions to various SGS programs.

While each of the core faculty members has a permanent appointment at one of the TST member colleges, the colleges will, in consultation with the faculty member, assign a certain proportion of the faculty member’s time to the GCTS, where they will work under the supervision and authority of the Director of the GCTS. The requirements for membership in the GCTS are consistent with the requirements for UofT graduate faculty membership. The proportion of each faculty member’s time so assigned will depend on his or her graduate workload, including course load, supervisions, and participation in examinations. All faculty members who will be involved in the MA program also participate in the new conjoint PhD.

The list of core faculty members is provided in the table that follows.

Table 2: Faculty Complement (listed alphabetically by category)

CI = Core Instructor

Name	Home unit	Rank	SGS status (if any)	Commitment to other programs at the University of Toronto	Nature of contribution to this program
<i>Tenured</i>					
Phyllis Airhart	TST (Emmanuel)	Full	Full	Religion	CI
Michael Attridge	TST (St. Michael’s)	Associate	Associate	OISE	CI
John Berkman	TST (Regis)	Associate			CI
Michael Bourgeois	TST (Emmanuel)	Associate			CI

Pamela Couture	TST (Emmanuel)	Full			CI
Mario D'Souza	TST (St. Michael's)	Associate	Associate	Leadership, Higher, and Adult Education, OISE	CI
John Dadosky	TST (Regis)	Associate			CI
Darren Dias	TST (St. Michael's)	Associate			CI
Terence Donaldson	TST (Wycliffe)	Full	Full	Religion	CI
Charles Fensham	TST (Knox)	Full			CI
Gill Goulding	TST (Regis)	Associate			CI
Alan Hayes	TST (Wycliffe)	Full			CI
Marsha Hewitt	TST (Trinity)	Full	Full	Religion	CI
Brian Irwin	TST (Knox)	Associate			CI
Ann Jervis	TST (Wycliffe)	Full			CI
William Kervin	TST (Emmanuel)	Associate			CI
Abraham Khan	TST (Trinity)	Full	Full	Religion	CI
Marilyn Legge	TST (Emmanuel)	Associate			CI
Stuart Macdonald	TST (Knox)	Full			CI
Joseph Mangina	TST (Wycliffe)	Full			CI
Pamela McCarroll	TST (Knox)	Associate			CI
John McLaughlin	TST (St. Michael's)	Associate	Associate	Near & Middle Eastern	CI
Bradley McLean	TST (Knox)	Full	Full	Religion	CI
Judith Newman	TST (Emmanuel)	Associate	Full	Religion, Jewish Studies, Near & Middle Eastern	CI
Dennis O'Hara	TST (St. Michael's)	Associate	Associate	Environment	CI
Ephraim Radner	TST (Wycliffe)	Full			CI
Thomas Reynolds	TST (Emmanuel)	Associate			CI

Christopher Seitz	TST (Wycliffe)	Full			CI
Colleen Shantz	TST (St. Michael's)	Associate	Associate	Religion	CI
Jaroslav Skira	TST (Regis)	Associate			CI
Nam Soon Song	TST (Knox)	Full			CI
Michael Stoeber	TST (Regis)	Full	Full	Religion	CI
Glen Taylor	TST (Wycliffe)	Associate	Associate	Religion; Near & Middle Eastern Civilizations	CI
Marion Taylor	TST (Wycliffe)	Full			CI
Mark Toulouse	TST (Emmanuel)	Full	Full	Religion	CI
Leif Vaage	TST (Emmanuel)	Associate	Full	Religion	CI
John Vissers	TST (Knox)	Full			CI
Donald Wiebe	TST (Trinity)	Full			
Jeremy Wilkins	TST (Regis)	Associate			CI
Paul Wilson	TST (Emmanuel)	Full			CI
Non-Tenured					
Barry Graham	TST (Trinity)	Sessional			
Swee Hong Lim	TST (Emmanuel)	Assistant			
Nevin Reda	TST (Emmanuel)	Assistant			
Natalie Wigg-Stevenson	TST (Emmanuel)	Assistant			

11.2 Learning Resources

Please see the following Appendices:

Appendix D: Library statement confirming the adequacy of library holdings and support for student learning

Appendix E: Standard statement concerning student support services.

11.3 Financial Support for Graduate Students

As with other programs within TST, financial aid for students in the proposed MA in Theology will be an internal TST matter, which means that the new program will have no direct budgetary implications for the University.

For the most part, financial aid packages for Master's students (in the form of scholarships, bursaries, research assistantships, and the like) have been provided by the TST member colleges. While this will continue to be the case for the MA in Theological Studies, the GCTS will play a coordinating role, working in close cooperation with the participating colleges. Each of the six TST colleges is prepared to guarantee at least \$3000 per year in financial aid to each Master's student, according to financial need.

In addition to internal sources of financial aid, TST will encourage and assist MA students to seek external sources of funding as well. Orientation events, faculty advisement, the cohort course, and workshops sponsored by the TST Graduate Students Association will promote the principle that learning the skill of constructing a sound funding proposal is a valuable objective in itself, even when funding is not awarded. TST administers the application and adjudication process for Ontario Graduate Scholarships and Social Sciences and Humanities Research Council Master's awards under the auspices of the UofT's School of Graduate Studies. TST also has limited funds (approximately \$45,000 a year) earmarked for graduate scholarships, and also subsidizes conference travel for graduate students who will be presenting papers at academic conferences.

11.4 Space/Infrastructure

The combined resources of TST and the six participating member colleges are more than sufficient to meet the space and infrastructure needs for the proposed program.

- Four of the colleges (Emmanuel, Knox, Regis, Wycliffe) have their own free-standing buildings. The other two (St. Michael's, Trinity) allocate ample space to Theological Studies within their respective institutions. TST itself occupies a building licensed on a long-term basis from the University of St. Michael's College. All of these buildings are located on the downtown St. George campus.
- Program administration will be housed in the TST building.
- There are five separate libraries, independently administered but fully integrated with the UofT library system. (See Appendix D.)
- Together, there are a total of some 35 classrooms and seminar rooms, with a range of instructional technology (smart boards, digital projectors, Skype and WebEx capabilities, etc.).
- Each of the colleges provides study space of one kind or another for graduate students—study carrels (lockable, in a lockable shared room or with lockable storage space—some 75 in total), together with group study rooms and public-access desks and spaces.
- Each college has its own registrarial office and student services personnel.

In addition, TST benefits from a number of resources and services that it receives as a result of its relationship with UofT, including ROSI (its registrarial system), the UofT Portal

and Blackboard learning management system, UofT Libraries, UTORmail, and services for the accommodation of disabilities.

12 Quality and Other Indicators

The attached CVs provide evidence of the sustained research agendas and the substantial scholarly accomplishments of the core faculty for the proposed program. TST faculty have had significant research output in the last 8 years, publishing over 60 monographs or edited books, and over 300 peer-reviewed articles, invited essays or book chapters. TST faculty have also been recognized by various granting agencies and scholarly guilds for their work, generating a number of publication awards or research grants. The diversity of publications, fellowships, appointments as scholars-in-residence, awards, and offices of leadership in scholarly guilds attest to TST’s international reputation, and confirm its ecumenical and scholarly commitments, as well as its contributions to UofT’s high international rankings. TST’s faculty are this ideally situated to support the MA and PhD programs in Theological Studies.

13 Governance Process:

	Levels of Approval Required
Consultation with Provost	
Decanal and Provostial Sign-Off	
	Graduate unit approval
	Faculty/Divisional Governance
Submission to Provost’s Office	
	Academic Policy and Programs
	Academic Board
	Executive Committee of Governing Council
<i>After this approval the program may begin advertising as long as any material includes the clear statement that “No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges Training and University (where the latter is required).”</i>	
	Ontario Quality Council
	Submitted to the Ontario Ministry of Training Colleges and Universities

Appendix A: Courses

A. CORE REQUIRED COURSE

TSJ 5001H Master's Research Seminar (0.5 FCE) (new)

A cohort seminar dealing with fundamental aspects of research and scholarship. This course explores the distinctive contexts, methods, and interests of traditional theological disciplines (biblical studies, church history, systematic theology, practical theology, moral theology) as well as their inter-relationships: What does each sub discipline count as evidence? How does it construct knowledge? What cognate disciplines might extend its insights? How does it address the challenges in a “globalized” world of the 21st century? Students will explore the task of theological research and writing through all its steps. Attention will be given to the scholarly research tools, the identification of appropriate methodology and the value of interdisciplinarity. Lectures, seminars, workshops. Required of all MA students.

B. METHODOLOGY COURSES (A list of courses from which each student selects one)

TSJ 5000 series

Students also will be required to take at least one course that will address issues of methodology pertinent to their proposed research area. Such courses will deal with contested issues in Theological Studies with attention to their practical implications for research, including (a) the normative authority of certain texts for faith communities as seen in an ecumenical and global context, and the hermeneutical implications; (b) the character of the scholarly guilds, their interdisciplinary context, and implications for method; (c) pre-modern, modern, and “post-modern” approaches to texts, in theory and application; (d) issues of objectivity, subjectivity, and subversion in the construction of knowledge; and (e) the practice of research, criticism, and scholarly reporting. These three courses are substantially distinct from each other due to their foci, but their content and methods provide many points of intersection with the various sub-disciplines in theology that will serve to promote inter-disciplinary dialogue in theological studies and cognate areas. The following are the proposed existing and new courses:

TSJ 5011H Theological Method and Hermeneutics (0.5 FCE) (existing)

Emphasis on theological hermeneutics as a strategic way of thinking about the role of texts and traditions in theological reflection; interpretation theories in conjunction with liberal, postliberal, and postmodern theological methodologies, particularly regarding issues of faith, authority, revelation, and religious pluralism.

TSJ 5012H God, Faith, Historiography (0.5 FCE) (new)

Emphasis on historical writing by or about faith communities, particularly the Church; the influence of tradition and meta-narrative, and modern and post-modern methods of constructing knowledge about the past.

TSJ 5013H Critical Approaches to Biblical Texts (0.5 FCE) (new)

Emphasis on exegetical methods intended to expose the sometimes hidden meanings and origins of Biblical texts, including social contexts, issues of historicity, sources, redaction, canonical shape, and opportunities for pastoral application.

C. ELECTIVE COURSES

From ten to fifteen elective courses will be offered each year to support the program. These courses reflect (a) the current research of participating faculty members, individually and collaboratively, which is frequently a reputational draw for M.A. students; and (b) the needs of the Master's program, connected to the critical reflection of faith communities. Graduate courses at TST are characterized by scholarly collaboration, original research, attention to method, and awareness of ecumenical, global, and interdisciplinary contexts. The following is a list of existing elective courses serving TST's graduate programming. It is not a list of courses proposed to be offered every year. Each has a current proponent in the prospective core faculty of the Graduate Centre for Theological Studies.

Studies of texts and artifacts

TST XXXXH Greek Texts of the Early Roman Empire (0.5 FCE)

This course will examine selected Greek texts written under the early Roman Empire (200 B.C.E. - 180 C.E.) for the sake of comparison with writings of earliest Christianity. The purpose is twofold: to familiarize the student with the larger literary context (Greek) of earliest Christianity and to develop the analysis of ancient literary style.

TST XXXXH Wisdom in Second Temple Judaism (0.5 FCE)

This course treats either books (Job, Sirach, Ecclesiastes, Wisdom of Solomon) or thematic aspects (creation, prayer, eschatology) of the sapiential tradition as it evolved in the period 538 BCE - 70 CE with an eye to the relationship of these books to the broader swath of sapiential textual traditions of the era, including the instruction literature from Qumran.

TST XXXXH Scripture & Theology Seminar: The Psalms in the Christian Tradition (0.5 FCE)

A close reading of selected Psalms, according to these categories: a. Psalms in the OT that appear in the NT; b. key psalms within the structure of the Psalter; c. imprecatory psalms; d. popular psalms that do not appear in the NT. Tasks: a. Original language work in Hebrew, Greek, Latin, b. Reading (in translation) of the reception history of the Psalms, including the use of the Psalms in the NT, also c. chiefly Diodore and Theodore, Origen, Chrysostom, Theodoret, Jerome, Augustine, Aquinas, Rashi, Calvin, Luther, moderns, and d. Selected readings in hermeneutics, including Frei.

TST XXXXH Paul's Ethics (0.5 FCE)

This seminar course will provide an introduction to Paul's ethical thinking in the context of the theological fabric of his thought. It will provide an opportunity to read some of the great commentators on Paul's ethics and to discuss the interrelationship between Paul's ethics and his theology.

TST XXXXH Classics of Christian Spirituality (0.5 FCE)

The course develops major themes in the history of Christian spirituality, through a close reading of selections by Plato, Origen, Pseudo-Dionysius, St. Bernard of Clairvaux, St. Gregory of Palamas, Julian of Norwich, St. Ignatius of Loyola, and Dorothy Day.

TST XXXXH Eastern Christian Iconography (0.5 FCE)

Emphasis on the history of the iconoclastic controversy and ecumenical councils, especially for the development of Christology. Readings from Nicaea II, Theodore the Studite, John of Damascus and Theodore Abu Qurrah. Iconography and spirituality. Museum or church site-visit.

Social and institutional perspectives

TST XXXXH Ancient Israelite Religion (0.5 FCE)

A seminar examining features of ancient Israelite religion as reflected in the archaeological and literary evidence. Topics include the origins and nature of Yahweh, other deities in ancient Israel, monotheism, the cult of the dead, divergent perspectives of priestly, royal, deuteronomistic, and prophetic groups.

TST XXXXH Advanced Topics in Medieval Liturgy (0.5 FCE)

This course will invite students to a deep engagement with the historical processes that transformed the loosely organized local liturgical traditions of early medieval Rome and Gaul into a sophisticated pan-European rite. Close study of the various annual cycles of prayers, readings and chants of the Mass and Divine Office, along with the external religious and political pressures that shaped their development over time, will be combined with an investigation of how liturgists and ordinary worshippers of different periods during the Middle Ages interpreted their liturgies as a unified system that both expressed theological truth and was itself a fitting object of theological reflection.

TST XXXXH Early Christian Self-Definition (0.5 FCE)

A study of the developing self-understanding of early Christianity, seen in the context of the process by which the Christian movement separated from its Jewish matrix and developed into a distinct, largely Gentile religion. The major portion of the course will consist of a study of selected Christian literature (up to the mid-second century) with attention to specific issues of self-definition.

Faith and public issues

Religious Peacebuilding (0.5 FCE)

This course investigates the religious grounds for peacemaking today. The evolution of the theological/ecclesial/interfaith discussion of peacemaking will be traced through the 20th century debate between pacifism and just war; conflict resolution and transformation; peacekeeping, peacemaking and peacebuilding; humanitarian aid and development; NGOs and the military; case studies.

TST XXXXH Faith and Culture (0.5 FCE)

The purpose of this course is to survey the contemporary trends in the theology of faith and culture with an emphasis on mission, dialogue, interculturalism, and the emergence of contextual theologies. A major portion of the course will focus on understanding the paradigm shift from a classicist notion of culture to one that has given rise to the various contextual approaches and the so-called "World Christianity(ies)." The course will also highlight certain tensions arising from this context such as the local-universal church tension, the dialogue-evangelism tension, the interculturalism-syncretism tension, and the question of the theology of religions.

TST XXXXH Religion & Public Life in Canada (0.5 FCE)

Seminar exploring patterns of involvement of religion in the public sphere. Traditional assumptions about church and state, impact of 19th-century "disestablishment" and 20th-century pluralism, Catholicism and the state in Quebec, women as religious reformers, the social gospel, Christian populism in the prairies, ecumenical and evangelical approaches to public engagement, implications of constitutional change are among the topics considered.

TST XXXXH Ethics, Animals, and Christian Theology (0.5 FCE)

In the last forty years ethical issues around the care and treatment of non-human animals has steadily grown as a concern in theology. This course will examine the major figures in the development of "animal theology" in Protestant and Catholic theology. Issues in the course will include issues such as intensive agriculture (factory farming), the genetic modification of animals, zoos, pet, vegetarianism and veganism, and a variety of other issues that arise from human interaction with or concern for the well-being of non-human animals.

Doctrine

TST XXXXH Kenosis (0.5 FCE)

Explores Christian Kenosis as an expression of the unconditional love of God made known in Christ. Here the mutual relations of self-giving in the Trinity may be reflected in the lives of human persons. Of key significance is Hans Urs von Balthasar's appreciation of the paschal mystery. Also in dialogue are: Sarah Coakley, John Paul II and Thomas Merton.

TST XXXXH Transformative Dynamics of Grace (0.5 FCE)

Participants explore the biblical sources, historical development, systematic elaboration, ecumenical context and transformative social implications of the doctrine of grace. Written assignments are varied in order to help participants sort out the different tasks involved in doing theology and progress toward a final synthetic case study.

TST XXXXH The Nature of Religious Thought (0.5 FCE)

Examination of the nature of theology from its emergence with the ancient Greek philosophers to its establishment as an academic enterprise in the middle ages.

TST XXXXH Religious Pluralism as Theological Challenge (0.5 FCE)

Challenges of religious pluralism to Christianity appearing from outside Christianity, and responses to it. How do other world religious traditions think about Christianity or religions for

that matter? What are the theoretical problems of religious pluralism and the response to them from within Christianity?

TST XXXXH The Church Evangelical and Catholic (0.5 FCE)

This course explores a range of proposals in contemporary ecclesiology across the ecumenical spectrum. Special attention will be given to questions surrounding the Church's concretely historical character, as in the ecclesiology of "practices" and its critics. Authors read include Ratzinger, Jenson, Hauerwas, Cavanaugh, Radner and Healy.

TST XXXXH The Unity of the Church: Theologies of Ecclesial Oneness (0.5 FCE)

This course will examine how Christians and Christian traditions have understood and justified the first "mark of the Church", her unity. This will include an examination of the historical constraints on such understandings. Key writings from the early Church, Eastern Orthodoxy, Western traditions (Catholic and Protestant), and ecumenical authors will be read.

Method and theory

TST XXXXH Hermeneutics and Critical Theory (0.5 FCE)

An exploration of the intersection of hermeneutics with the critical theory of some of Europe's most influential theorists in such areas as post-Heideggerian phenomenology, Frankfurt School, ideological criticism, Lacanian theory, Poststructuralism and Postcolonial criticism.

TST XXXXH Historiography (0.5 FCE)

Studies in the theory of history and methods of historical study and writing, related mainly to Christianity.

TST XXXXH Critical Theory of Religion from a Psychoanalytic Perspective (0.5 FCE)

Inquiry into the role and meaning of religion in a post/metaphysical, post/secular time within the frameworks of critical theory, psychoanalysis and ethics. Authors include Horkheimer, Adorno, Benjamin, Freud, Habermas and their theological/religious interlocutors, i.e. Charles Davis, Elisabeth Schüssler Fiorenza, Hent de Vries.

Practical theology

TST XXXXH Rhetoric and Poetics for Preaching (0.5 FCE)

Literature in classical and contemporary rhetoric and poetics with a view to more imaginative preaching.

TST XXXXH Cultural Context & Catholic Leadership (0.5 FCE)

This course will examine the Catholic Church's understanding of culture and context as it applies to and in relation to a Christian understanding of leadership. The association between education, culture and its context, and leadership will also be explored. An understanding of how growth and conversion into responsible and authentic adulthood becomes the integral foundation that links cultural context and Catholic leadership.

Appendix B: Graduate Calendar Copy

Theological Studies

Faculty Affiliation

Toronto School of Theology

Degree Programs Offered

MA in Theological Studies.

PhD in Theological Studies.

(Both degrees are granted conjointly by the University of Toronto and member schools of the Toronto School of Theology.)

Overview

As an academic discipline, Theological Studies arises out of and contributes to the critical self-understanding of a faith tradition in relation to its sacred texts, histories, structures of thought, patterns of communal life, professional practice, social location and public involvement. As a consortium, TST represents a diversity of Christian denominational traditions, ecclesiastical constituencies, and theological interests. Its faculty and student body also include persons of other faiths, as well as persons unaffiliated to a faith community. Situated within the University of Toronto, with which it is affiliated, TST is committed to the highest standards of free scholarly enquiry and academic research and discourse. Its faculty members are among the leaders of their disciplines and professional societies, and their research takes account of the varied and developing ways in which the theological enterprise is carried out. In short, TST's commitment is to promote dynamic theological enquiry that serves the academic community, communities of faith, and our global society. TST's proposed MA program in Theological Studies is ideally situated to prepare well-trained graduates and researchers for our pluralistic and global context.

MA students engage issues of research and scholarly method at an advanced level in a cohort setting, and then pursue individualized programs organized around their research interest and "area of study," often in conjunction with a cognate area. The area of study is understood as the tradition(s) of scholarly discourse which support or limit students' exploration of their research interest. The program, which is designed so that it can be completed in one year, comprises a set of courses (core and elective) with the option of a Master's Research Paper. The substantive purpose of the program is to provide students with the analytical skills, methodological rigour, and knowledge base that will enable them to carry out innovative research at the leading edges of their areas of specialization. In practical terms, the primary purpose of the program is to give graduates the preparation they will need for success in doctoral studies, or the academic enrichment that they seek for their professional vocation or career. The program distinguishes itself by its attention to methodological rigour within an interdisciplinary framework and by the unique ecumenical context provided by the Toronto School of Theology.

Contact and Address

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Graduate Centre for Theological Studies

Toronto School of Theology

47 Queen's Park Crescent East

Toronto, Ontario M5S 2C3

Canada

Degree Programs

Master's of Arts (MA) in Theological Studies

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy TST's additional admission requirements stated below.
- For admission to the MA program, an applicant is normally required to have a Bachelor's degree in Theology or a major or specialist in Theology or Religious Studies from a recognized degree granting institution, with at least B+ standing (or equivalent).
- Alternatively, an applicant may present a second-entry degree in Theological Studies, such as the Master of Divinity (MDiv) or Master of Theological Studies (MTS), representing at least two years of full-time studies or equivalent past the undergraduate bachelor's, with a minimum of a B+ standing (or equivalent).
- Prospective applicants who believe that they have equivalent preparation are invited to consult with the Graduate Coordinator about their credentials.
- Typically, there are no language requirements for admission into the program, unless the primary sources for the proposed area of study are in a language or languages other than English. In such cases, applicants may be required to provide evidence of competence in at least one language other than English.
- Applicants must arrange for two academic letters of reference.
- Applicants must submit a brief statement of interest (not exceeding 500 words), identifying their research interests or proposed area of study.

Program Requirements

There are two options for the MA: (i) coursework plus a Master's Research Paper, or (ii) coursework only. The Graduate Coordinator will advise students on which option best meets their goals (particularly for those considering doctoral studies in the future).

Option 1: Coursework and Master's Research Paper (MRP)

For this option, students complete 4.0 full-course equivalents (FCE) including:

- TSJ 5001H Master's Research Seminar (0.5 FCE)
- A methodology course (0.5 FCE)
- 4 elective courses (2.0 FCE)
- The MRP (1.0 FCE)

Students will be deemed to have successfully completed the program when they complete these requirements with a minimum cumulative average of B+ (3.3 CGPA).

Option 2: Coursework only

Students complete 4.0 FCEs including:

- TSJ 5001H Master's Research Seminar (0.5 FCE)
- A methodology course (0.5 FCE)
- 6 elective courses (3.0 FCE)

Students will be deemed to have successfully completed the program when they complete these requirements with a minimum cumulative average of B+ (3.3 CGPA).

- **Languages:** During their program, students in both options may be required to demonstrate reading ability in a language in which relevant primary texts are written, or in which there is important secondary literature. Reading competence will normally be demonstrated by passing language examinations set by the Graduate Centre for Theological Studies. Language study will be recommended for those considering doctoral studies. Individual language requirements will be determined by the Graduate Coordinator.
- **Program Length:** 3 sessions full-time (Fall/Winter/Summer).
- **Time Limit:** 3 years

Course List

- Core course:
 - TSJ 5001H Master's Research Seminar
 - TSJ 5002Y Master's Research Paper (*MRP-option students only*)
- Methodology Courses
 - [See **Appendix A**]
- Elective Courses
 - [See **Appendix A**]

Graduate Faculty

CI = Core Instructor

Name	Home unit	Rank	SGS status (if any)	Commitment to other programs at the University of Toronto	Nature of contribution to this program
<i>Tenured</i>					
Phyllis Airhart	TST (Emmanuel)	Full	Full	Religion	CI
Michael Attridge	TST (St. Michael's)	Associate	Associate	OISE	CI
John Berkman	TST (Regis)	Associate			CI
Michael Bourgeois	TST (Emmanuel)	Associate			CI
Pamela Couture	TST (Emmanuel)	Full			CI
Mario D'Souza	TST (St. Michael's)	Associate	Associate	Leadership, Higher, and Adult Education, OISE	CI
John Dadosky	TST (Regis)	Associate			CI
Darren Dias	TST (St. Michael's)	Associate			CI
Terence Donaldson	TST (Wycliffe)	Full	Full	Religion	CI
Charles Fensham	TST (Knox)	Full			CI
Gill Goulding	TST (Regis)	Associate			CI
Alan Hayes	TST (Wycliffe)	Full			CI
Marsha Hewitt	TST (Trinity)	Full	Full	Religion	CI
Brian Irwin	TST (Knox)	Associate			CI
Ann Jervis	TST (Wycliffe)	Full			CI
William Kervin	TST (Emmanuel)	Associate			CI
Abraham Khan	TST (Trinity)	Full	Full	Religion	CI
Marilyn Legge	TST (Emmanuel)	Associate			CI
Stuart Macdonald	TST (Knox)	Full			CI

Joseph Mangina	TST (Wycliffe)	Full			CI
Pamela McCarroll	TST (Knox)	Associate			CI
John McLaughlin	TST (St. Michael's)	Associate	Associate	Near & Middle Eastern	CI
Bradley McLean	TST (Knox)	Full	Full	Religion	CI
Judith Newman	TST (Emmanuel)	Associate	Full	Religion, Jewish Studies, Near & Middle Eastern	CI
Dennis O'Hara	TST (St. Michael's)	Associate	Associate	Environment	CI
Ephraim Radner	TST (Wycliffe)	Full			CI
Thomas Reynolds	TST (Emmanuel)	Associate			CI
Christopher Seitz	TST (Wycliffe)	Full			CI
Colleen Shantz	TST (St. Michael's)	Associate	Associate	Religion	CI
Jaroslav Skira	TST (Regis)	Associate			CI
Nam Soon Song	TST (Knox)	Full			CI
Michael Stoeber	TST (Regis)	Full	Full	Religion	CI
Glen Taylor	TST (Wycliffe)	Associate	Associate	Religion; Near & Middle Eastern Civilizations	CI
Marion Taylor	TST (Wycliffe)	Full			CI
Mark Toulouse	TST (Emmanuel)	Full	Full	Religion	CI
Leif Vaage	TST (Emmanuel)	Associate	Full	Religion	CI
John Vissers	TST (Knox)	Full			CI
Donald Wiebe	TST (Trinity)	Full			
Jeremy Wilkins	TST (Regis)	Associate			CI
Paul Wilson	TST (Emmanuel)	Full			CI
Non-Tenured					
Barry Graham	TST (Trinity)	Sessional			
Swee Hong Lim	TST (Emmanuel)	Assistant			

Nevin Reda	TST (Emmanuel)	Assistant			
Natalie Wigg-Stevenson	TST (Emmanuel)	Assistant			

Appendix C: Faculty Curricula Vitae

[Submitted under separate cover].

Appendix D: Library Statement



University of Toronto Libraries Statement for
A Master's of Arts in Theological Studies, a conjoint degree with the University of Toronto
Toronto School of Theology, Graduate Centre for Theological Studies, 2015

Context: The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked third among academic research libraries in North America, behind Harvard and Yale.¹ The research and special collections, together with the undergraduate libraries, comprise almost 11.5 million print volumes, nearly 5.5 million microform volumes, and more than 17,000 journal subscriptions, in addition to a rich collection of manuscripts, films, and cartographic materials. The system also provides access to more than 1 million electronic resources in various forms including e-books, e-journals, and online indices, and increasingly supports access via personal handheld devices.² There are numerous collection strengths in a wide range of disciplines reflecting the breadth of research and instructional programs at the University. The University of Toronto Library system has an annual acquisition budget of \$25 million. The strong collections, facilities and staff expertise attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries ³					
	2008-09	2009-10	2010-11	2011-12	2012-2013
ARL RANK	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Columbia	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)
4	Toronto (4th)	Columbia	Michigan	Columbia	Columbia
5	Michigan	Michigan	Columbia	Michigan	Michigan

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries					
	2008-09	2009-10	2010-11	2011-12	2012-2013
	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY
	4/Toronto	3/Toronto	3/Toronto	3/Toronto	3/Toronto
	16/Alberta	11/Alberta	11/Alberta	10/UBC	18/Alberta
	26/British Columbia	24/British Columbia	16/British Columbia	15/Alberta	24/UBC
	34/Montreal	31/Montreal	32/Montreal	18/McGill	30/McGill
	40/McGill	37/McGill	38/McGill	32/Montreal	35/Montreal

¹ Chronicle of Higher Education, "Library Investment Index at University Research Libraries, 2011 – 2012." In the Almanac of Higher Education, 2013.

² Figures as of 2010 taken from UTL's "What's new in E-Resources" page <http://main.library.utoronto.ca/eir/EIRwhatsnew.cfm> and UTL's annual statistics <http://discover.library.utoronto.ca/general-information/about-the-library/annual-statistics>

³ Association of Research Libraries Statistics, 2013

Space and Access Services: The Library system provides a variety of individual and group study spaces and computer facilities for both undergraduates and graduates in the 10 central and 23 divisional libraries on the St. George, Mississauga, Scarborough and Downsview campuses. These include the six libraries supported by Toronto School of Theology (TST) colleges, of which some reserve a number of carrel and locker spaces specifically for TST students. Study space and computer facilities are available twenty-four hours, five days per week at one location, Robarts Library. The three largest libraries in TST colleges are open more than 80 hours per week. Web-based services and electronic materials are accessible at all times from campus or remote locations, through the U of T based Scholars Portal and other leading edge digital services.

Instruction & Research Support: The Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting basic and advanced degree level expectations for the ability to gather, evaluate and interpret information. These services are aligned with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education⁴ and consistent with the Accreditation Standards of the Association of Theological Schools in the United States and Canada.

Program Specific Instruction: Instruction occurs at a variety of levels for theology students, both within courses and as independent library offerings, and is provided by librarians in TST libraries, who also serve as UTL liaison librarians for Christianity. TST libraries variously facilitate formal instruction integrated into the class schedule and hands-on tutorials related to course assignments. A few examples include instruction in the use of the ATLA Religion database for basic degree students in *the History of Christianity I* course at Emmanuel; sessions at Wycliffe for advanced degree courses in Historiography and Galatians and basic degree courses such as *Foundations of Theological Enquiry* and *Introduction to the Old Testament* and collaboration between librarians and faculty to present a workshop on *Research and Writing for Theological Studies* for basic degree students at Trinity. The Library, through its liaison librarians, customizes feeds of library resources which appear prominently in Portal/Blackboard course pages. The Knox librarian, e.g., supports the *Global History of Christianity* course through its Blackboard site. Numerous research guides have been prepared by TST librarians, some of which are linked to the UTL website as well as appearing on local college library websites: e.g., from the St. Michael's library: *Patristics; Christianity and Film*; from the Graham Library: *Writing a Theological Book Review*.

Collections: Many college and other campus libraries collect materials that support TST programs: the largest collection of materials, especially for doctoral programs, is centrally located in the Robarts Library and the TST libraries hold significant complementary collections which are often both unique (notably in denominational, pastoral, and spiritual fields) or in sufficiently high demand to require multiple copies on campus to meet program needs. Print periodicals in theological fields are also largely held in TST libraries, though many relevant titles, particularly in cognate or other subjects, are in the central UTL collections. Collections are purchased in all formats to meet the variety of preferences and needs of our current students and faculty. In collaboration with the TST libraries, the University of Toronto Library is committed to collecting both print and electronic materials in support of theological studies at the University of Toronto.

Journals: The TST libraries endeavour to acquire all journals indexed in the ATLA Religion Database that are deemed important for TST programs in theology, church history, and biblical and pastoral studies when these journals are not otherwise available in central UTL libraries, and to identify significant new

⁴ Association of College & Research Libraries. *Information Literacy Standards*. ACRL, 2006.

titles in consultation with faculty in order to ensure that the University of Toronto Libraries provide comprehensive and timely access to needed journals in their field. We are committed to providing online, remote access to journals in theology where possible and to retaining one copy on campus of print holdings that have been acquired. The ATLA Serials database (which now includes 200 major journals in full text), JSTOR, and other digital aggregations of humanities and social science journals include a large percentage of the most important journals for theological studies.

Monographs: The University of Toronto Library maintains comprehensive book approval plans with 53 book dealers and vendors worldwide. These plans ensure that the Library receives current academic monographs from publishers all over the world in an efficient manner. The TST libraries contributes funds to support the extension of the UTL approval plans to cover monographs needed for theological studies, particularly in Christianity, that are not otherwise defined in the subject scope for the approval plans. UTL also acquires monographs for programs in religious studies, Jewish studies, philosophy, classics, psychology, history, art, music, and other fields that are relevant to theological studies. In addition, individual librarian selectors at UTL select unique and interesting scholarly material overlooked by standard approval plans. These selections include contributions to the collections of the Thomas Fisher Rare Book Library, special requests from faculty, and individual ebooks and ebook packages, including complete collections of ebooks from the following publishers: Oxford University Press, Cambridge University Press, major US University Presses and Canadian University Presses. In this way, the Library continues to acquire more than 120,000 book titles per year.

Preservation, Digitization, and Open Access: The University of Toronto Library supports open access to scholarly communication through its institutional research repository (known as T-Space), its open journal and open conference services, and subscriptions to open access publications. In addition to acquiring materials in support of, the Library is also, in cooperation with the Internet Archive, digitizing its monograph holdings published before 1923. The first major UTL digitization project focused on texts in the field of religion, many thousands of which were supplied by the TST college libraries. These books are available without charge to anyone with access to the Internet through the Scholar's Portal e-Book platform.

Key Databases: UTL provides access to the ATLA Religion Database with ATLA Serials (ATLAS), Old Testament Abstracts, and, with TST funding, to Religious and Theological Abstracts, New Testament Abstracts, and Catholic Periodical and Literature Index. Many other databases in humanities, social sciences, and sciences to which UTL subscribes are also extremely useful for the various disciplines relevant to TST programs.

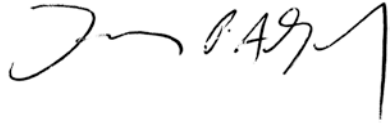
Special Collection Highlights: To support specific program commitments in the various TST colleges T libraries have developed a number of special collections: e.g., Wesleyana and Hymnology (Emmanuel), Counter Reformation and Newman (SMC), Richard Hooker and the Book of Common Prayer (Trinity/Wycliffe), Christian spirituality and the Lonergan Research Institute (Regis). In addition, the Fisher Rare Book Library collections significantly enhance resources for theological studies: e.g., the newly-acquired collection of editions of Foxe's Martyrs and, as manifest in a recent major exhibition, holdings for the study of the Bible in English.

Current Gaps: There are no major gaps, but denominations not represented among TST schools are less comprehensively reflected in the collections. Historic affiliation agreements with the Institute for Christian Studies, McMaster University, Waterloo Lutheran Seminary, and Conrad Grebel University College have resulted in a degree of explicit dependence on these schools for Christian Reformed, Baptist, Lutheran, and Mennonite resources.

Developed by the Office of the Vice-Provost, Academic Programs

Prepared by Linda Corman, Trinity College Librarian, May 12, 2013, revised by Caitlin Tillman, Associate Chief Librarian for Collections, March 16, 2015

Submitted by Larry Alford, Chief Librarian, University of Toronto Libraries, March 16 2015

A handwritten signature in black ink, appearing to read "Larry Alford". The signature is stylized and cursive, with a large initial "L" and "A".

Appendix E: Student Support Services

The principal student support resource for student advisement and program counselling is the Graduate Coordinator of the Graduate Centre for Theological Studies. This officer is a graduate faculty member seconded part-time from his or her budgetary college. (The office is currently held by Dr. Bradley McLean of Knox College, who is seconded at 40% full-time equivalent.) The Graduate Coordinator interprets academic policy, processes petitions, approves course extensions and leaves of absence according to regulations, addresses deficits in student academic performance, effects resolution where misunderstandings arise between students and supervisors or instructors, trains and oversees student program counsellors, and generally assures that students receive excellent academic oversight and attention.

The Graduate Coordinator is assisted by the Graduate Centre Assistant; the latter is a full-time continuing TST staff position. (This appointment is currently held by Dr. David Wagschal.) Typically the Graduate Assistant handles routine enquiries from students about procedures, regulations, deadlines, registration processes, and the like, and our service standard is that we reply to such enquiries within one business day. More complicated questions are escalated to the Graduate Coordinator.

Each student will have a designated faculty program counsellor to offer academic advisement, including advice for course selection. In the case of students who will be electing Master's Research Papers, the program faculty counsellor will normally be their prospective MRP supervisor; for other students, it will be a faculty member appointed as program counsellor for this purpose. MA students will need knowledgeable advice in selecting the best courses for their program objectives, from the very large number of offerings published by TST and SGS. The faculty program counsellors will be commissioned by and accountable to the Graduate Coordinator, and as a group they will meet personally with the Graduate Coordinator once or twice a year, and maintain close contact at other times, in order to ensure consistency in the application of policy and administrative processes.

Because of our affiliation with UofT, TST students have access to certain campus services and co-curricular educational opportunities that complement the formal curriculum. These services are supported partly by student fees and partly by TST's reimbursements to UofT. These services include email accounts, learning technology, and Accessibility Services. TST graduate students are expected to hold a referendum in the near future to decide whether to opt into the Compulsory Non-Academic Incidental Fees. If the students decide to opt-in, they will be entitled to access to all services offered by the Division of Student Life (services delivered and supported by the departments of Academic Success, Career Centre, Centre for International Experience, Centre for Community Partnerships, First Nations House, Health and Wellness, Multi-faith Centre, Student Housing Office and Student Leadership and Development); Athletics and Recreation; Hart House; and the services provided by their representative student union, the University of Toronto Student Union.

MA students will be members of TST's Graduate Students Association ("TGSA"), which provides student support and advocacy; administers workshops in professional development,

grants applications, and career planning; hosts social events; and in many years sponsors a full academic conference for faculty members and students. The TGSA is supported financially by student fees. It has office space in the TST building. We are aware that our graduate students will benefit from common social space, which we propose to develop before the program begins, probably in September 2017.

Every MA student will be registered in one of the six participating member TST colleges. Each of these colleges has its own community life, unique ethos, distinctive practices, and organized student society. Many graduate students have mentoring or administrative roles in these communities. Each college offers bursary assistance and financial counselling, orientation for entering students (in addition to TST orientation), social activities, clubs and organizations, student lounges and study space, intramural athletics programs, teaching assistantships, community worship, retreats, opportunities for pastoral care and spiritual direction, internet connectivity, and housing.

A well stocked, fully serviced, discount theological bookstore called “Crux” is located in a wing of Wycliffe College, at the centre of the downtown campus of the University of Toronto.

The Office of English Language and Writing Support (ELWS) at UofT provides graduate students with advanced training in academic writing and speaking. By emphasizing professional development rather than remediation, ELWS helps students cultivate the ability to diagnose and address the weaknesses in their oral and written work. ELWS offers four types of instruction designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, and website resources.

Registrarial services and related academic student services are provided by the registrars of the member TST colleges, and by the TST Registrar and Manager of Academic Services. The registrars meet together monthly and coordinate policies and procedures. Registrarial services at TST are fully aligned with those of UofT.

Appendix F: Comparator Programs

Preamble: There exists a diversity among a number of TST's peer institutions as to the nomenclature of one or two year graduate research Master's degrees. The most common nomenclature includes the MA. (Master of Arts), Master's of Theology (ThM), and Master of Sacred Theology (STM).

CANADA

ATLANTIC SCHOOL OF THEOLOGY

MA (Theology & Religious Studies) (1 year)

Description: "Offered jointly through the Atlantic School of Theology and Saint Mary's University. This program brings together two complementary, interdisciplinary programs, Theology (AST) and Religious Studies (SMU). Graduate students will experience a diverse and rich field of expertise in the study of theology and religion. Students will have a unique opportunity to explore and articulate the relationship between Theology and Religious Studies, especially as the fields have evolved both within Canada and internationally. The focus of the program will be research on religious and theological issues and religious communities regionally, nationally and internationally in order to recognize the importance of the multicultural, religiously plural realities of Canada, the Americas and many nations around the world. Students will be able to pursue a thesis-based MA designed to qualify for admission to doctoral programs or a course only program."

Admission: BA in Religious Studies or Theology, or a first degree in Theology (Master's in Divinity, for example).

CONCORDIA UNIVERSITY

MA (Theological Studies) (1 year)

Description: "The Theological Studies Departmental identity consists of the following key areas:

Interdisciplinary Scholarly Research in Ethics, Religion and Sciences, Interreligious Dialogue, as well as Religion and Politics. The program is structured to enable students to apply contemporary methods of research to theological questions so as to arrive at valid personal knowledge. There are two program options in the Master's degree: with thesis and with research papers."

Admission: A solid undergraduate preparation with a range of competence similar to that demanded of Major students at Concordia, and a B average in the Theology segment of their undergraduate studies.

DOMINICAN UNIVERSITY COLLEGE (CARELTON UNIVERSITY)

MTh (1 year)

MA (2 years)

Description: “Graduate studies in theology can be undertaken in one year (Master in Theology) or in two years (Master of Arts in Theology). These studies aim to further an undergraduate level education. Students will further their reflection on a theme approached at the undergraduate level, study some of the principal issues concerning the Church, or undertake a multidisciplinary reflection on a given subject (exegesis, theology, philosophy, history).”

Admission

To the MA: BTh degree with B (75%) average

To the MTh: BTh with B- (70%).

HURON COLLEGE (WESTERN UNIVERSITY)

MA (Theology) (2 yrs.)

Description: “The degree will ... develop research skills in written coursework and, particularly, in the preparation of a thesis constituting at least half of the workload you will undertake in the degree, providing an excellent foundation for further study to the doctoral level, or a capstone for an MA taken as a terminal degree.” Areas: Subject areas: Systematic Theology, Public and Political Theology, Historical Theology, Theological Ethics, Comparative Religious Ethics, Biblical Studies, and Practical and Pastoral Theology. The degree also affords an opportunity to engage in Interdisciplinary study, in Comparative Theology (particularly in Western Religion), and in methodological issues in the study of Religion (e.g., Religion and modern science).

Admission: A four-year degree in Theology from an accredited institution with a minimum average of 75% (or the equivalent in Religious Studies or in an allied subject, such as Classics, History, English, Philosophy), followed minimally by the equivalent of 12 half-courses (6.0 course load) in the Master of Theological Studies with a minimum average of 78% *or* a Master of Divinity or Master of Theological Studies degree with a minimum average of 75% in the last two years of study.

MCGILL UNIVERSITY

MA (1 year)

Description: “The purpose of the MA (thesis) degree is to encourage advanced study and research in one of the disciplines of religious studies for those who wish to become scholars or teachers, or will be engaged in some field of religious or public service.”

Admission: Applicants must possess a BA with a Major or Honours in Religious Studies or a Bachelor of Theology (BTh), or a Master of Divinity (MDiv) degree normally with a minimum CGPA of 3.3/4.0 (B+) from an accredited university or college. Applicants with fewer than 30 appropriate credits in Religious Studies or Theology are normally required to take a Qualifying Term or whole Year before entering the MA.

ST. PAUL UNIVERSITY (UNIVERSITY OF OTTAWA)

MA (1 year)

Description: “The MA program is intended for candidates who already have a good basic formation in Theology, with courses in various areas of Theology such as systematic theology, history, biblical studies, ethics and spirituality. It is designed to allow these students to gain greater familiarity with the various research methods in Theology, and to begin a specialization in a particular area, while promoting an integration of the theological formation already acquired. The program prepares students to teach at undergraduate level, to undertake doctoral studies in Theology, and to assume diverse administrative responsibilities in institutions or organizations requiring a formation in religious studies or theology (7 courses + paper).” Areas: Biblical Studies, Ethics, Systematic and Historical theology, Spirituality, Eastern Christian Studies.

Admission: To be admitted to the MA program the candidate must hold an honours bachelor's degree (60 credits in theology) or its equivalent, with a minimum 70% (B) average; a candidate who holds an honours bachelor's degree, with a minimum 70% (B) average but who has completed less than 60 credits in theology (or their equivalent) will be required to do a Qualifying Year prior to enrolment in graduate courses.”

UNIVERSITY OF LAVAL (FACULTÉ DE THÉOLOGIE ET DE SCIENCES RELIGIEUSES)

MA (Theology) (2 years)

Description: “The Master's program in theology (with a research essay) allows one to explore the latest developments in fields of Theological Studies and to integrate such knowledge in studies. The Master's degree in theology has these objectives: to acquire a knowledge of methods of specialized research; to form critical judgments on theoretical and practical issues;

Developed by the Office of the Vice-Provost, Academic Programs

to develop approaches and skills required for theological reflection; to address clearly and coherently an intellectual idea, both written and orally.”

Admission: BTh, or an equivalent degree. Average GPA of 3 of 4.33 (B).

UNIVERSITY OF WINNIPEG

MA (THEOLOGY) (2 years)

Description: “The Master of Arts (Theology) offers three areas of concentration: Dialogue Theology; Biblical Studies; Historical Theology; Christian History. Requires a thesis.”

Admission: BA in a subject closely related to Theology, such as Religious Studies, Classics, Philosophy, English or History with 3/4.0 (or B average). This implies that about two-thirds of all undergraduate courses should have been devoted to cognate subjects.

STM (1 year)

Description: “The Master of Sacred Theology (STM) Degree is a post-MDiv professional degree which enables students to specialize in one area or discipline of theological study.”

Admission: MDiv Degree or its equivalent with at least a grade point average of 3.25 (B) from a recognized theological seminary. Applicants may be required to demonstrate proficiency in a language appropriate to their chosen area of study.

WATERLOO LUTHERAN SEMINARY (WILFRID LAURIER UNIVERSITY)

ThM (closed)

MA (2 years)

Description: “The program has two fields: Spiritual Care and Psychotherapy (SCP) and Christian Studies (CS). Both fields provide students with extensive skills in research. Further to this, the SCP field prepares students for careers in psychotherapy, while the CS field allows students to explore areas of interest in preparation for either further graduate studies or leadership within faith based organization. The MA degree program normally involves two years of full-time studies or its equivalent in part-time studies. Each student is required to complete satisfactorily 16 half-credit courses or their equivalent.”

Admission: The requirements for admission include a Bachelor's degree (normally with a minimum grade point average of B) from a recognized accredited university or university college.

UNITED STATES OF AMERICA

BOSTON COLLEGE (School of Theology & Ministry)

THM (1 year)

Description: “Th.M. gives graduates a chance to return to studies and look into specific issues more deeply or to continue developing certain ministerial competencies.” Areas: Option A: requires concentrating in one of the theological disciplines and culminates in a thesis. Students can concentrate in Biblical Studies, Church History, Historical-Systematic Theology, Moral Theology, Pastoral Theology, or Spirituality. Option B: Ministerial Focus, for those who want to focus their degree on ministerial and practical objectives.

Admission: MDiv or equivalent (with B+ average).

BOSTON UNIVERSITY

STM (1 year)

Description: “This is a degree program is a second-level graduate professional degree for those who wish to pursue a year of more advanced coursework focusing on a particular discipline. Area A: Biblical & Historical Studies, Church history, Mission studies, New Testament, Hebrew Scripture. Area B: Philosophy, Theology & Ethics; Social and theological ethics; Theology. Area C: Religion, Culture & Personality, Pastoral psychology. Area D: Ministry in Church & Society

Admission: First-level graduate professional degree and have a minimum grade point average of 3.0.

CANDLER SCHOOL OF THEOLOGY (EMORY UNIVERSITY)

ThM (1 year)

Description: “This is a one-year program of study beyond the master of divinity. The ThM is designed for students who wish to deepen their knowledge in a particular area of study in order to enhance their vocation or ministry. The ThM is intended both for international students who wish to broaden their education through the experience of studying abroad and for domestic students who wish to gain greater expertise in an area of ministry or study.” Areas: Theological Studies, Theological Discipline Interdisciplinary or Comparative Studies.

Admission: Admission to the ThM program requires a Bachelor's degree from a regionally accredited college or university, and a Master of Divinity, or another first-level Master's degree with a grade point average of at least 3.0 (B).

CLAREMONT SCHOOL OF THEOLOGY

MA (2 years)

Description: "The MA offers students the opportunity to develop skills and/or cultivate knowledge most relevant to the world in which we live. With options to either engage theological studies broadly or to focus in on a specific research field (with a thesis or Master's research paper) or practice, the MA degree is designed to serve students with a variety of vocational and educational goals, including preparation for doctoral studies. Areas: Biblical Studies, Ethics, Politics & Society, Interreligious Education, Pastoral Counselling, Philosophy of Religion, Religious Education, Spiritual Care, Spiritual Formation, Theology, Urban Studies, World Religions

Admissions: Normally a bachelor's degree in theology or religious studies.

DUKE DIVINITY SCHOOL

ThM (1 year)

Description: "The Master of Theology (ThM) degree is designed for graduates of accredited theological schools who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study. 8 courses, with thesis option."

Admission: A bachelor's degree from a regionally accredited college or university; with an MDiv degree (or the equivalent) from an accredited theological institution; who have attained at least an overall B+ (3.25/4.0).

GRADUATE THEOLOGICAL UNION (BERKELEY)

ThM (1 yr.)

Description: Only offered by the Jesuit School of Theology: "The Master of Theology degree is a one-year program in advanced theological study beyond the Master of Divinity degree, and is available in almost any area of specialized interest, so that students acquire a depth of knowledge and practical skills within a particular area of concentration; develop a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice; recognize the

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interplay between faith and culture in addressing theological and / or pastoral issues that emerge in diverse cultural contexts. “

Admission: MDiv or equivalent with 3.0/4.0 (B) average.

MA (2 years)

Description: “The purpose of the program is to provide a basic understanding of theological or religious studies for further graduate study or for general academic purposes. Areas: Art and Religion, Biblical Languages, Biblical Studies, Buddhist Studies, Christian Spirituality, Cultural and Historical Studies of Religion, Ethics and Social Theory, History, Homiletics, Interreligious Studies, Islamic Studies, Jewish Studies, Liturgical Studies, Orthodox Christian Studies, Religion and Psychology, Systematic and Philosophical Theology.”

Admission: Undergraduate degree 3.0/4.0 (B) average.

HARVARD DIVINITY SCHOOL

MTS (2 yrs.)

Description: The master of theological studies (MTS) program is a two-year full-time degree that enables students to explore deeply and broadly the languages, literatures, thought, institutions, practices, normative claims, and structures of a variety of theological fields and religious traditions. The program may be preparatory work for a doctoral program in religion or related discipline, or as a means to approach another field or profession, such as law, journalism, public policy, education, arts, or medicine, from a perspective enriched by theological study. Research language required.”

Admission: Normally, a bachelor’s degree.

ThM (1 year)

Description: “The program is especially recommended for students who seek to gain additional competence for the ministry beyond that provided by the master of divinity degree. It is equally appropriate for those who, after some years in ministry, teaching, or another field, wish to return to a theological institution to clarify their thinking, to prepare themselves for new tasks, or to acquire further competence in a specific area of study.” Areas: African and African American Religious Studies New Testament and Early Christianity, Buddhist Studies Philosophy of Religion, Comparative Studies Religion and the Social Sciences, East Asian Religions Religion, Ethics and Politics, Hebrew Bible/Old Testament Religion, Literature, and Culture, Hindu Studies Religions of the Americas, The History of Christianity South Asian Religious Traditions, Islamic Studies Theology, Jewish Studies Women, Gender, Sexuality, and Religion.

Admission: MDiv or equivalent (normally three years of graduate study).

UNIVERSITY OF NOTRE DAME

MTS (2 yrs.)

Description: “The program prepares students for doctoral work in theology, and provides in-depth theological preparation for those who plan to teach theology at the high school level. Five areas: Biblical Studies, History of Christianity, Liturgical Studies, Moral Theology and Systematic Theology. Research language required.”

MA (4 summers only)

Description: “The program responds to a student’s desire for advanced theological training and the goal to be a theological resource for others. The M.A. degree will prepare you for such roles as serving the Church or diocese, teaching theology at the high school level, or ministering to people in contexts like health care and social work.”

Admission: Bachelor’s degree (in theology or related disciplines and/or the social sciences).

VANDERBILT UNIVERSITY (DIVINITY SCHOOL AND GRADUATE DEPARTMENT OF RELIGION)

MA (1 year)

Description: “The M.A. program is designed to enable students to explore personal interests or vocational options, to acquire a background for teaching at the secondary level, and/or to attain a foundation for further studies at the doctoral level. A thesis is required.” Areas: Ethics and Society, Hebrew Bible, Historical Studies, History and Critical Theories of Religion, Homiletics and Liturgics, Jewish Studies, New Testament and Early Christianity, Religion, Psychology, and Culture, Theological Studies.

Admission: Baccalaureate degree.

UNIVERSITY OF CHICAGO DIVINITY SCHOOL

MA (in Religious Studies) (A.M.R.S.) (1 year)

Description: “This is a concentrated program in the academic study of religion for those in other fields or professions (e.g., law, medicine, business, journalism, the arts), or those who seek greater knowledge in the study of religion.”

MA (2 years)

Description: "The A.M. program is a two-year foundational program in the academic study of religion for students who wish to acquire the requisite skills to develop a research agenda for doctoral study, or to establish a basis for a career in such related fields as education, publishing, government service, nonprofit work, etc."

Areas: Constructive Studies in Religion, Religious Ethics, Philosophy of Religion, Theology, Historical Studies in Religion, Bible, History of Christianity, History of Judaism, Religion and the Human Sciences, History of Religions, Anthropology and Sociology of Religion, Religion and Literature, Islamic Studies, Religions in America.

Admission: Normally, a bachelor of arts (BA) degree, or its equivalent, with a good academic record from an accredited college or university. No requirement either to have majored or to have done concentrated work in religious studies during their undergraduate course of study, although broad training in the liberal arts is expected.

YALE DIVINITY SCHOOL (YALE UNIVERSITY)

STM (1 year)

Description: "It may be used for advanced training for a specialized form of Christian service (such as college or university ministry; chaplaincy in industry, institutions, and the armed services; urban or inner-city ministry; ecumenical leadership; the directing of continuing education; home missions; foreign missions; or ministry to the elderly). The STM program may also be used as a year of specialized work in one of the theological disciplines or as preparation for doctoral studies. Areas: Asian Religions, Bible, Black Religion in the African Diaspora, Ethics, History of Christianity, Liturgics, Philosophical Theology, Religion & the Arts, Second Temple Judaism, Theology, Women's/Gender/Sexuality Studies, and World Christianity/Missions [as well as for MAR, below]."

MAR (Religion) (2 yrs.)

Description: "Yale Divinity School offers the Master of Arts in Religion (MAR) degree both as a comprehensive and a concentrated program. The comprehensive MAR degree prepares students for many forms of lay ministry or service (secondary teaching, college or hospital chaplaincy, non-profit management, religion writing, to name but a few of the paths our graduates pursue), while the concentrated MAR degree often serves as a preparation for doctoral study."

Admission: Bachelor's undergraduate major or minor in theology or religion.

YALE UNIVERSITY (DEPARTMENT OF RELIGIOUS STUDIES)

MA (1 year)

Description: “The MA (Theology) is granted only en route to the PhD Students in Theology are expected to exhibit control of a range of literature, thinkers, and problems in three different areas, systematic theology, history of Christian doctrine, and one of the following: philosophy of religion/philosophical theology, history of philosophy in the West, or the history of religious thought in a tradition other than Christianity.” Areas: American Religious, History Ancient Christianity, Asia, Religion, Islamic Studies, Jewish Studies, Hebrew Bible, Philosophy of Religion, Religious Ethics, The

Admission: Previously taken basic courses in the field and in related historical and/or cultural environment.

UNITED KINGDOM

UNIVERSITY OF ABERDEEN

MTh (1 yr.)

Description: “The Masters in theology [MTh] in Systematic Theology intends to give students with a first degree in Theology or who have undertaken graduate work in a cognate field an opportunity for advanced study of Christian Theology. Students in the program acquire the skills and knowledge of the discipline necessary for independent postgraduate research and teaching in the field, and for many students it serves as an avenue to the PhD.” Offered as course/thesis track or as a one year intensive research/thesis only track in either Divinity and Religious Studies. MTh degrees exist in: Biblical Studies, Church History, Ministry and Mission, Theological Ethics, Systematic Theology.

Admissions: Upper 2nd class Honours degree or equivalent in Divinity/Theology.

UNIVERSITY OF CAMBRIDGE

MPhil (1 yr.)

Description: “Advanced study in Theology and Religious Studies (with a thesis) across the full range of disciplines with a strong focus on research, allowing both for specialization and for interdisciplinary approaches. The MPhil is designed for students who wish to study their subject of interest at an advanced level, but also to enable those who wish to undertake further research at the doctoral level to acquire the necessary skills and understanding.” Specializations: Old Testament, New Testament, Christian Theology, History of Christianity,

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Philosophy of Religion, Religious Studies, Late Antiquities, World Christianities, Scriptural Language.

Qualifying degree: 1st class or upper 2nd –class honours degree with marks of at least 67% or a GPA of at least 3.8; or performance at an equivalent level in an honours degree.

DURHAM UNIVERSITY

MA (1 year)

Description: Theology and Religion

Fields or areas: “A stand-alone research degree with a thesis, but also an ideal preparation for a PhD or other research degrees.” Concentrations: Biblical Studies, Christian theology (optional concentrations in Catholic or Anglican theology), Religion and Society, Theology and Religion, Spirituality, Theology, and Health.

Admissions: A good upper 2nd class honours degree or equivalent (for example GPA 3.7) in Theology, Religious Studies or a related discipline.

UNIVERSITY OF EDINBURGH

MA Theology (1 year) or MTh (1 year)

Description:

MA: “The MA Theology (formerly MA Divinity) offers academic study of the Christian religious tradition, with the opportunity to concentrate in specific subject areas. The program is suitable for a variety of career aspirations, and can also serve as the basis for further study at postgraduate level.” Also offered are: MA in Philosophy & Theology; MA in Divinity & Classics.

MTh: “The Master’s Theology (MTh) is appropriate for students with an academic training in Divinity/Religious Studies or other related subjects, who wish to pursue a special topic. It can serve as a gateway to more advanced research, such as a PhD degree.” Concentrations: Research degrees allow focus in Biblical Studies, History of Christianity, Religious Studies, World Christianity or Theology and Ethics.

Admissions: In general the University requires a good honours degree or its equivalent (i.e. 3.5+ GPA) in an area related to the MTh/MPhil.

UNIVERSITY OF OXFORD

MSt (1 yr.)

Developed by the Office of the Vice-Provost, Academic Programs

Description: “The Master of Studies (MSt) offers an intensive period of advanced study in a chosen field with a rigorous training in relevant research methods (with research essays, exams and a thesis).” Concentrations: Old Testament, New Testament, Biblical Interpretation, Philosophical Theology, Modern Theology, Reformation Theology, Scholastic Theology, Patristic Theology, Issues in Theology, Christian Ethics, Ecclesial History, Eastern Christian Studies, the Study of Religion, Judaism and Christianity in the Greco-Roman World, Science and Religion.

Admissions: A 1st-class or an upper 2nd-class undergraduate degree (or equivalent international qualifications) in Theology, Religious Studies or a closely related field. Minimum GPA 3.7/4.0.

Appendix G: Description of Theological Studies

The following description of Theological Studies was developed by TST, in consultation with academic officers at the Department for the Study of Religion. The description was developed in the interests of clarifying how Theological Studies is to be differentiated from religious studies in a university context. The description draws rather heavily on the Subject Benchmark Statement on theology and religious studies adopted by the Quality Assurance Agency for Higher Education in the United Kingdom.

“Theological studies” refers to a family of academic activities addressing a wide array of questions pertaining to God and the world in relation to God. These activities include the interpretation of sacred texts, the history of faith communities, the identification, interpretation, analysis, and evaluation of doctrinal expressions and affirmations of belief, and the theory and skills of ministry and professional practice.

Part of the adventure of theological enquiry is that its proper scope, sources, methods, axioms, and ends are contested. What should or should not be regarded as belonging to the subject, what methods should be used, at what points (if any) a confessional perspective should be premised, the different results that come from adopting different presuppositions - these are some of the issues. The Toronto School of Theology does not impose norms for theological enquiry, but, on the contrary, as a consortium of member schools representing a diversity of traditions, ensures a wide and lively dialogue about first principles and their consequences. The ability to engage with 'inside' and 'outside' perspectives is important, and theological enquiry can involve believers, non-believers, and seekers.

In addition to academic enquiry, the Toronto School of Theology provides professional training to those preparing for religious leadership in Christian denominations, in social institutions such as hospitals, prisons, and the armed forces, and in para-church organizations.

The Toronto School of Theology is committed to hospitality towards and dialogue with schools and educational programs representing non-Christian commitments. Since, in today's world, many public issues have a religious dimension, democratic societies have an interest in ensuring that debate among persons of diverse religious commitments is well-informed and of high quality.

The Toronto School of Theology understands a university context to be essential to its kind of theological education. Historically, theology was at the heart of the medieval university. By the time the modern university took shape at Berlin in 1809, post-Enlightenment rationalism had raised the question whether theology belonged there at all, but the subject was able to justify itself as one that owed allegiance to general standards of rationality and academic freedom, while providing professional training of clergy for the state church. The influence of this German model has meant that theology has been in intensive dialogue with other subject disciplines ever since, and the Christian tradition, in its scriptures and history, has been subject to vigorous examination and argument wherever theology is represented on a university campus. At Toronto, for historic reasons dating back to the first statute for the University of Toronto in 1849, which excluded any “teachship of divinity,” the Toronto School of Theology is institutionally distinct from the University of Toronto. But the Toronto School of Theology works closely with the University, which is represented in the governance of the TST and

administers quality assurance of most of its programs. All degree programs in the Toronto School of Theology operate at a post-baccalaureate educational level.

The TST and all seven of its member colleges are accredited by the Association of Theological Schools in the United States and Canada, a membership organization of over 250 schools. Our accreditation is normally for a ten-year term, and renewal requires each school to conduct a comprehensive institutional self-study and to receive a site visit giving evidence of compliance with accrediting standards.

Appendix H: Theological Studies & the University's Mission

The following statement has been taken from TST's UTQAP self-study (December 2011).

Between 1849, when the provincial legislature prohibited the teaching of divinity at the University of Toronto, and 1978, when the legislature authorized the University of Toronto to grant conjoint degrees in theology, there were conflicting and changing views as to whether Theological Studies had any place in the University's life at all. Today that debate is largely (though not completely) in the past. In 2011–2012 it can be plausibly maintained that Theological Studies have never been more important than they are today to the University's mission both within Canada and to the international community.

The University's statement of mission and purpose is a document of about 1200 words in nine sections, approved by Governing Council in 1992 and published at <http://www.utoronto.ca/about-uoft/mission-and-purpose.htm>. A much more recent statement, less authoritative but significant, is the vision articulated in the University's advancement campaign "Boundless," which was launched in November 2011 as the largest fund-raising campaign in Canadian university history. A third reflection of the University's goals and values in respect of religious study is the thoughtful reasoning that led the University's governance to approve the Multi-Faith Centre for Spiritual Study and Practice, which opened in 2007.

A few key points can be mentioned.

- *Educating religious discourse in the public forum.* The University's purpose statement affirms that in a liberal democracy universities are the custodian of a vital right: freedom of speech and research, including provocative challenges to cherished beliefs. If one then adds, with Charles Taylor in *A Secular Age*, that democracy requires citizens and groups to "speak the language in public debate that is most meaningful to them," and that this language is sometimes religious, then Theological Studies supports the University's mission by educating, testing, supporting, and interpreting religious discourse in the public forum.
- *Modelling peaceful religious engagement.* In its "Boundless" campaign, the University is highlighting its leadership in preparing global citizens who can help build successful, diverse, open societies. The challenging but respectful conversations about the issues and contexts of faith which are modeled in Theological Studies, not only among historically antagonistic Christian groupings but now also with our Jewish and Muslim partners, can help show a religiously torn world a path to peace.
- *Participating in global theological scholarship.* The mission statement of the University of Toronto begins by affirming its commitment "to being an internationally significant research university." The strong theological faculties and programs at TST put the University of Toronto family in the company of many of the other great universities of the world, including Cambridge, Oxford, Durham, Edinburgh, London, Yale, Harvard, Chicago, Emory, Duke, McGill, Paris, Tübingen, Heidelberg, Berlin Humboldt, and Göttingen.
- *Strengthening religious leadership.* The University of Toronto is committed to collaborating with the professions and educating people who will contribute

constructively to society. Theological studies contributes to this mission by preparing capable, compassionate, and creative leaders for churches and other faith communities, and for faith-related social service and world development organizations.

- *Serving the University's values.* The University's rationale for its Multi-Faith Centre rightly identified "a burgeoning interest among students and faculty in spiritual practice, dialogue and study." It recognized the academic significance of faith and religion, and presented a vision for the contribution which the University might make to ending religious conflict worldwide by providing opportunities for persons of different faiths to learn from each other. Theological studies at TST shares these values.
- *Honouring the traditions of University federation.* The University affirms that it will "continue to value its inheritance of colleges and federated universities." For all three federated universities and four of the federated colleges, Theological Studies is at or near the heart of their *raison d'être*.

Appraisal Report

New Graduate Program Proposal for MA in Theological Studies

December 2015

Introductory Remarks

Our recommendation is that this proposal for a new program “MA in Theological Studies” should basically be accepted. In our appraisal, we raise questions and offer suggestions to help the program reach its full potential.

The proposal that there should be a MA in Theological Studies offered conjointly by the University of Toronto and the participating Toronto School of Theology member colleges has been around for some time. Already in 2012 the external reviewers who visited TST for the UofT Quality Assurance Process recommended the establishment both of a conjoint PhD degree and “possibly also a conjoint MA” (UTQAP Review Summary October 2012). The Appraisal Report for the PhD in Theological Studies (Francis X. Clooney, Gilles Routhier, August 2013) concluded with the sentence “We also appreciate the value of constructing ... a new MA program in tandem with and in a sense preparatory for the new PhD.” The conjoint PhD was given first priority and received approval from both university and government bodies in 2013 and 2014. With the admission of the first cohort of students for the PhD in Theological Studies in the fall of 2015, it is not surprising that a proposal for establishing the conjoint MA degree should come forward at this time.

In our review, we have operated with the premise that the MA in Theological Studies is “a companion to the PhD in Theological Studies” (p. 3 of the Proposal). That is, much of the framework for the relationship between UofT and TST was already established with the Memorandum of Agreement, and then more specifically worked out in terms of details when the conjoint PhD was put in place. Hence we understand that we are not being asked to evaluate nor to discuss the viability and academic justification for a graduate degree in Theological Studies nor the standards, policies and procedures that make joint degrees between UofT and TST a possibility. In addition the establishment of a Graduate Center with TST and the negotiation of the relationships between that Center and the individual colleges fundamentally took place over the past three-to-five years. We noted that major sections of the proposal that we were given to consider are taken *verbatim* from the 2013 Proposal for the conjoint PhD degree. We have written our response against this background. This shapes to a large extent the aspects of the proposal we think need comment and those that do not need comment. That is, we do not discuss sections of the proposal that simply repeat what has already received approval and acceptance for the PhD, except insofar as a detail relates specifically to the proposed MA degree.

Given that the first cohort of PhD students was only admitted in September 2015, and this program proposal was basically prepared during the summer of 2015, it is clear that we are not able to benefit from any reflection on the PhD experience. We will comment only on admission numbers, and the way these numbers may relate to resources available to the MA program.

Within this framework, we have attempted to use the evaluation criteria set before us by the University of Toronto as a guide, and to discuss relevant items presented in the template.

Objectives

The MA degree is consistent with the mission of the TST, to provide “critical reflection and scholarly research on matters of Christian faith, practice and ministry”; to provide “excellence in theological education and formation for various ministries in Church and society”; and to “provide an ecumenical environment for theological education.” It is also consistent with the self-understanding of the TST corporation, which “serves the member colleges of the TST consortium by fostering “formal and informal ecumenical exchange, within and outside the classroom”; promoting “academic, professional, and interdisciplinary collaboration among the faculty of the member institutions”; by administering and coordinating “a variety of academic programs”; by managing “a variety of collaborative relationships, especially with the University of Toronto”; and by enhancing “in appropriate ways the resources available for academic programs in theology and for lifelong learning in ministry.”

A strong case can be made for such a research degree as a preparation for pursuing further research in a doctoral program. This point is clear.

The MA is *also* presented as “suitable for those wishing pursue further specialized studies toward academic enrichment in their professional careers,” that is, the MA is meant to serve students currently registered in the ThM program who are pastors, chaplains, teachers, and social services workers. It is not clear to us that the MA can replace the ThM for this particular group of students. Many of these particular students are currently part-time students who have another full-time ministry or employment. The MA, as proposed, will be offered only for full-time students. Will the MA in fact eliminate this category of applicant or reduce such applications to the predictably small number who have the opportunity for full-time study? While we recognize the impetus to stream-line and reduce the number of degree programs, we would recommend further consideration for programs to meet the constituencies served by the ThM. The TST will need to discern whether the consortium wishes no longer to fulfill this niche, whether it sees the Doctor of Ministry as taking over this niche, as has been suggested, or whether other decisions are needed to serve this particular type of student. For example, should the TST continue a ThM program to serve part-time students, rather than ending the ThM as proposed in the report? It is not clear to us at this time that the DMin program is, as arranged at present, an apt substitute for the current ThM program. We assume that administrators for the TST will be able strongly to discourage students from the foolhardy scenario of attending a full-time MA program while attempting to maintain a teaching, pastoral, or social service position. Another possibility we raised during our on-campus visit is that the TST request in collaboration with UofT part-time MA study in particular circumstances, with the full-time MA remaining the default.

The MA is standard nomenclature for an academic degree. The designation gives some clarity about the nature of the degree and differentiates it from the multiple professional degrees. This can be especially important if students are applying to enter a PhD program at a secular or public

university, given that such institutions are often unfamiliar with more church orientated nomenclature (MTS, MPS, ThM) and sometimes reluctant to accept degrees with such names.

Admission requirements

A careful and standard adjudication of admission requirements will be key to the viability and academic standards of the program. This is of particular import since this is a one-year degree. At least in the first years of the program's existence, it will be necessary to take every care to distinguish it from the previous MA degree of St. Michael's University College that had a very different set of entrance requirements.

The admission requirement of a BA with a major/specialization in Theology or a BTh degree is standard and will be the easiest to evaluate. Likewise, those students coming with a MTS or MDiv degree. However, it is likely that many – perhaps even most – of the candidates will not have such degrees. Canadian schools who offer a BA with a major in Theology or a BTh degree (especially English-language schools) are relatively rare, and their graduates are few. We suspect that more students will apply with a BA in Religious Studies or in a “cognate discipline.” This will require careful evaluation of the student's background in order to ascertain that they have covered, in a substantive way, the basic introductory materials necessary to undertake seminars at the graduate level and to be ready to graduate in one-year genuinely claiming a masters-level competence in Theological Studies. The range of courses offered in BA Religious Studies degrees vary greatly in scope, depth and conceptualization. Some programs would be an excellent preparation; others (where the student has done primarily Eastern Religions or general thematic courses in Religion and Culture) may not provide the required background. Although p. 16 of the proposal specifies an undergraduate degree in Theology or Religious Studies, we were given the impression during the on-campus visit that undergraduate degrees in other disciplines would be considered (e.g., History, Philosophy). We raised the question of what will happen with students who do not meet this level, and were assured that they would be directed to the MTS degree or to at least some sort of make-up year. This places a major task on the Director of the Graduate Centre. The director and/or a deputy will need to have sufficient time to adjudicate what could be a large number of application files.

In the proposal, p. 16, it is stated that the plan is only to admit students for whom research interests relate with one of the listed faculty “qualified and willing to serve as the students' MRP supervisor or course program supervisor.” This plan implies considerable interaction with potential supervisors *before* acceptance into the program – presumably to be coordinated by Graduate Coordinator. This again requires a sufficient commitment of time. This is especially the case given that students coming from a BA are less adept at discerning and contacting potential supervisors.

In our discussions, we tried to ascertain why the admission average is set at B+. We did not receive a fully satisfactory answer. We noted that an A- is required for admission for the PhD in Theological Studies. Also, an A- is the minimum for acceptance into the MA in the Department of Religion. It would be less than ideal that this new MA degree become a “fall back” for students who do not have the average or who are not accepted into the Centre of Religion

program. There may well be valid reasons for setting the admission standard at B+, but these reasons need to be articulated.

Structure

One of the most fundamental decisions is to make this a one-year, three term, MA. In our on-campus discussions, we raised repeatedly concerns about the rationale for a one-year MA versus a two-year MA. We sensed that there is a strong commitment on the part of both administrations (the TST and the UofT) to a one-year degree. Obviously, there is considerable diversity within both the Canadian and the entire North American scene of one-year and two-year MAs, as noted in the survey included in the report. There is also diversity within the UofT itself. According to statistics given to us during our on-campus meeting, almost exactly half of Humanities one-year MA programs at the UofT are one year. The major reasons for the choice for a one-year MA seems to be the desire to streamline the progress forward for students who are going on to a PhD program. There are also financial considerations in funding of students for a second-year, but we did not receive a clear picture of the significance of financial considerations in the decision for a one-year program.

Given the option for a one-year MA, it is imperative that certain things be in place and assured to make a one-year program strong and viable:

- 1) As noted above, strict application of the admission requirements.
- 2) Adequate course selection in all semesters. This applies to the total, overall offerings, and such that students are able to take seminars in their area of specialization. This is particularly true for students who are choosing the course-only option as outlined in the program proposal. We heard some concerns about the number of courses available at the graduate level in the summer session. See discussion of the relationship between 5000 and 6000 level courses below. At our request, we were given during our visit a list of summer graduate level courses offered in 2013, 2014, and 2015. We note that there were very few, and often virtually no courses at the 5000 level offered in the summer. Of the eight courses listed for 2015, three seem to have been cancelled, according to the TST website. The viability of the program will depend on a commitment to make courses available. We recommended during our visit, and continue to suggest, that the TST provide pedagogical honoraria, to encourage faculty to develop new courses for the summer term.
- 3) Adequate and timely faculty supervision. We were particularly concerned about the availability of supervisors for the MRP. General oversight seems to rest at the level of the TST Graduate Director, who appears to be the one who deals with the student at the time of application, in terms of the choice of courses, and whether to go the project or the non-project program route.
- 4) For students in the biblical area, it may well be that they want or need to do additional language work. This may be part of a graduate seminar, although this depends on the

level of language proficiency required. If students wish to start a second language as preparation for a PhD application, this would be another significant commitment in this one year of study.

Program Content

It does not seem that there is any significant claim to unique curriculum or program innovations or creative components in the proposal that are substantially different from the PhD program

As with the PhD, the distinctiveness is the ecumenical nature of TST.

The proposal claims that the MA will have its “centre of gravity in Christianity, although its scope will be broader and its perspective will be ecumenical.” It is not clear to us what this means as a statement of purpose or in actuality. In this context, the proposal mentions the prospective Canadian (Jewish) Yeshiva and Rabbinical School. Does a proposal for collaboration exist at this stage? Emmanuel College has developed and is in the process of developing programs in Muslim studies and Buddhist studies. As far as we can ascertain from the website, these are basic degree programs and basic degree courses. Is it being proposed that these inter-faith emphases will also have an advanced degree component, as seems to be suggested by the currently advertised position in Chinese Buddhism at Emmanuel? This position includes teaching, supervising and giving research direction to TST Advanced Degree students (Th.M., M.A., and Ph.D.). This seems a controversial hire, as far as we can ascertain from our campus-visit, with program development on many levels that go far beyond our mandate and the MA proposal *per se*. However, it impinges on what the MA proposal envisions as a “broader scope” for the degree.

One of the strengths of the conjoint MA is that it offers students the opportunity to take graduate courses in any relevant department from the vast resources of UofT. See the proposal, p. 19, “in some cases students will benefit from graduate courses in a cognate discipline at the University”. How much will this be encouraged? Will students tend to take only TST graduate courses? How easy will it be for an incoming MA student to learn of courses other than those at TST itself?

We have concerns about the cohesion of the MA program and whether the proposal reflects adequate attention to a shared learning experience for students in the program. A TST distinctive is the ecumenical collaboration between colleges. The seven member colleges have maintained their own distinctive identity and, as far as we can ascertain, faculty from these distinctive colleges are committed to collaboration across traditions. Each library in each college reflects both the particular tradition of its origin and also hospitality across traditions. This combination of particularity and tradition-centered collaboration in theological education is rare. We might go so far as to call what the TST holds – from buildings to human-resources – *unique*. An MA program worthy of these resources will enable students to learn from one another and experience together the incarnate gifts of learning-in-person. To be blunt, an MA program worthy of the TST should not be an in-and-out, check-the-box, educational venture. There is currently only one required core course, the Master’s Research Seminar TS5001, which students in a given cohort will take together. We encourage the TST administration to seek other strategies to build

collaboration within a yearly cohort. This could involve monthly MA seminars held at each of the six participating colleges, with a simple incentive of fellowship and good food, to bring MA students together for reflection across traditions and disciplines. Regardless of the strategy, we encourage the administration to attend to this as an issue of basic stewardship.

It is not clear to us how the list of courses in the proposal was pulled together. Is this a compilation of 5000 level courses that have been offered over the past years? As the appraisal of the PhD program notes on p. 3, the list of courses seems to be just this – a list, without an intentional reflection of pedagogical purpose across the MA program. These courses will be taken with doctoral students, and thus will provide a larger and more diversified graduate cohort. If we understand correctly, the MA students may also take 6000 level courses, and these will be made up of doctoral students as well as basic degree students taking these courses at 3000 level. How will the administration attend to MA students sufficiently to guide them toward completion in three terms?

For students who choose to do a major research project, the MRP is to be 30-50 pages. Although the length of the paper is not determinant of value or depth of research, 30 pages does seem minimal for a masters level degree. 30 pages is the usual length for an honors/specialization bachelor level thesis.

Finally, we underscore the concern listed on p. 4 of the PhD appraisal: “Nevertheless, we also urge that there be a concerted plan for engaging the faculty in collaboration with the Religious Studies Department, lest it be taken for granted that Religious Studies is in the abstract friendly, or a resource to be appreciated only from afar.” Anyone in a theological discipline who has worked in a university setting for more than a year can easily attest to the fact that there are pressures built into the distinction between Religious Studies and the theological disciplines. This is not an idiosyncratic concern. We were not reassured during our on-campus visit that there is “a concerted plan” for collaboration. On the contrary, it seems to us there are fissures that will ramify without an intentional plan for collaboration and transparent communication.

Mode of Delivery

There does not seem to be an online or non-standard forms of delivery anticipated at this time.

Assessment of Teaching and Learning

Assessment is standard form.

One query. Is the allowance for two reading courses optimal? This allowance provides the opportunity for a more individuated program and the pursuit of special interests. Given what we have been told about faculty load and the demands of an unusually and unexpectedly large initial PhD cohort of students, how likely is it that faculty will want to offer reading courses for MA students? Does this allowance represent a good use of faculty resources, especially if some seminars currently offered have already low enrollments (five or less), as was reported during our on-campus visit?

Resources

We are concerned over the projected number of admitting 26 students every year. This concern was intensified when we were told that 40 PhD students were accepted into the PhD program in September 2015, far beyond the projected 24. This PhD cohort will now extend over the next four years. Admission offers versus acceptance rates will need monitoring. Even if this number is brought down in subsequent years, the combined MA and PhD places a significant burden on faculty – who in our discussions expressed stress about their present workload. Faculty voiced a commitment to “make it happen” – to do “whatever is needed” for this new MA program. However commendable this might be in the short term, it is not clear that such an increased faculty load can be sustained or is even desirable. This attention to numbers is of particular concern in terms of an MA program. There is a natural tendency to give priority to PhD students and their need for supervision. Will there be adequate faculty resources for MA students, so that MA students are not perceived simply as a burden or “if there is time”?

Each school commits a minimum of \$3000.00 in financial assistance for each student for one year, although we were assured that in specific cases this will often be higher. Due to the large number of doctoral students, we were given to understand that MA students will probably have little chance of supplementing this amount with a teaching assistantship. This will place the TST MA program “in the middle” of what appears to be practice in Canada: that is, between schools who do not guarantee any funding at the MA level, and other schools that fund MA students at a much higher rate (up to \$10,000-15,000). More emphasis could be placed on encouraging prospective MA students to apply for external financial aid for which they are eligible (SSHRC, OGS).

On p. 28 of the proposal, reference is made only to space for “doctoral students” – as copied from p. 32 in 2013 PhD proposal. We were assured that actual, specified, MA gathering space would be made available to MA students before the launch of the MA program. This seems particularly important, given the unusually large number of PhD students matriculated in the initial year of the PhD.

The list of faculty in 11.1 is the same as approved in 2013/2014 for the PhD program, with the addition of Pamela Couture (a recently appointed faculty member at Emmanuel College). Given that the faculty listed in the proposal have already been approved as instructors and supervisors for the PhD program, it seemed unnecessary for us to spend a great deal of time evaluating their qualifications to work at the MA level. Of much greater concern is whether faculty resources are adequate in terms of numbers and time for taking in this number of students on a yearly basis. Since we do not have access to numbers of students currently in the ThM or the MA at St. Michael's College, it is difficult to know how much of an increase in supervision is involved. This will be dependent, of course, on how many students choose the MRP route. Again, the unusually large number of PhD students in the initial year of that program necessitates focused attention to the resources for proposed MA students.

As noted earlier, the impact on faculty resources will depend to some extent on whether there will be only one specific seminar for MA students. The default seems that MA students will simply increase the size of currently offered seminars. Is there faculty agreement that more than a one-term seminar is advisable? The development of a Master's Research Seminar as a

new course will require faculty resources and time, whether this is taught by one person or, given its nature, probably team-taught in some way. We note that there are two new courses on Methods to be developed TSJ 5012H, TSJ 5013H. Faculty resources are needed not only for supervision of MRP but also as second readers for the MRP. It is not clear to us how faculty load for this task will be distributed fairly.

In our meeting with librarians, we were assured that they have little concern about adding a MA program at the numbers anticipated.

Quality and Other Indicators

The proposal for a new MA program conjoint between the TST and the UofT has the potential to be a high-quality MA program, with an excellent faculty already in place. The logistics of the six colleges – from first-rate libraries to central hospitality space to outstanding faculty with distinctive gifts – all of these blessings warrant intentional stewardship. We have raised questions and concerns for your consideration that need attention if the program is to fulfill its potential.



Toronto School of Theology
Administrative response to the report of the external reviewers
DRAFT, February 21, 2016

Dear Sioban,

I'm delighted that the external reviewers of our program proposal for an M.A. in Theological Studies have reported favourably. In their report filed on December 7, 2015, they recommended the acceptance of the proposal, with "suggestions to help the program reach its full potential". They affirm that this program "has the potential to be a high-quality M.A. program, with an excellent faculty already in place," and supported by "first-rate libraries" and "central hospitality space".

The reviewers were diligent and discerning, and we valued their insights. Their report includes approximately twenty suggestions, some of them overlapping. In many cases these are simply requests for clarification. A few are suggestions that they ask TST to keep in mind as the program develops, but that don't require immediate attention. A few are matters which were new ideas for us, which we've happily accommodated. A few were requests to review specific provisions of the proposal to be sure that they represented best practices.

The report has been studied by the heads of our TST member colleges, by our Graduate Studies Council (GSC) and by our Academic Council, and each of these groups has given it considerable attention. University representatives are members of the GSC and the Academic Council, and were involved in those respective discussions. No large revisions were required to the proposal, but we've made a few changes in the light of the reviewers' report. These have been approved by TST governance. I'll offer here a response to the reviewers' specific suggestions.

1. *Faculty resources.* Our program proposal included the CV's of twenty-four of our faculty members, representing those who were qualified for full graduate status when our Graduate Centre for Theological Studies became operational in 2014, and when the process of developing the M.A. proposal began. We should have included, in addition, faculty members with associate graduate status and those who have been qualified for full status since 2014. We regret this deficiency. Without the full range of CV's, we gave the misleading impression that the extent of our faculty resources was smaller than it actually is. As a result, at several points the reviewers raised the question whether TST had a sufficient faculty complement to support the projected student enrolment. The answer is that we do, and our revised proposal includes the CV's of twenty additional qualified faculty members.

2. *Admissions requirements: evaluating the preparation of applicants.* In principle the M.A. program in Theological Studies is best suited to graduates of a B.A. program in Theological Studies, but in practice, there are very few B.A. programs in Theological Studies in Canada or the United States that are university-related, or of university quality. Thus our proposal provided that we'd give consideration to applicants who presented second-entry undergraduate work in Theological Studies, or undergraduate work in cognate disciplines. The reviewers acknowledged that such flexibility was legitimate and suitable, but raised the concern that it could be hard for us, on a case-by-case basis, to adjudicate the readiness of applicants with alternative preparation.

Our graduate admissions committee has already had some practice in this area, and we plan to develop consistent guidelines for admissions equivalencies, as we develop further experience. In general, we would look for ten university-level half-courses in Theological Studies. The area of Theological Studies includes Old Testament (Hebrew Scriptures), New Testament (Christian origins), systematic or doctrinal theology, theological ethics, philosophy of religion, and the history of Christianity. Courses in these areas can typically be found in a variety of university departments, such as religious studies, history, Near and Middle Eastern Civilizations (or equivalent), Jewish studies, classics, and philosophy. Courses in other disciplines might qualify, in the judgment of the admissions committee. For instance, in art history, music history, literature, cultural studies, sociology, and anthropology, courses sometimes focus on Christian or other religious themes and expressions in ways that would support a student's preparation for graduate work in Theological Studies. Applicants lacking this preparation could not be admitted, but our Graduate Coordinator would advise them on opportunities for study in other institutions or programs. In the case of applicants with minor academic deficiencies, we would suggest propaedeutic possibilities.

3. *Admissions requirements: academic averages.* In line with SGS practice, our proposal provided that a B+ average in previous work would be required for admission into our M.A. program. The reviewers wondered whether this should be raised to an A--. In part this concern was based on the misunderstanding that the Department for the Study of Religion requires an A – in previous work; actually the DSR requires a B+ average overall, but an A – average in the final year of prior study. After considerable discussion, we've decided to maintain the general policy of requiring a B+ average. Given that different colleges and universities can have quite different standards as to what constitutes an A – or a B+, and given that there are other indicators of academic potential besides a cumulative GPA, such as reference letters and statements of intent, we'd like our admissions committee to be able to look at a range of indicators before identifying the best students. We expect to have many more applications than spaces for the proposed program, and the minimum GPA requirement alone won't be decisive.

4. *Admissions requirements: availability of faculty supervision.* Our program proposal provided that applicants would be accepted only where TST could ensure a willing faculty supervisor in their area of interest. In addition to the question as to whether TST had sufficient faculty resources (addressed in point #1 above), the external reviewers raised two concerns. First, matching applicants with supervisors would be a time-consuming process.

They are right; but we already take this care with our Ph.D. applicants, and we have the resources to extend it to M.A. applicants. Second, they note that, compared to Ph.D. applicants, “students coming from a BA are less adept at discerning and contacting potential supervisors.” To be clear, we won’t be expecting applicants to identify potential faculty supervisors on their own; the TST Graduate Coordinator will give leadership in this process. On our website, in our literature, and on our application forms for admission, we will encourage enquirers, before submitting an application form, to consult with the Graduate Coordinator (currently Dr. Bradley McLean) or the Graduate Assistant (currently Dr. David Wagschal) about their prospective area of interest. The Graduate Coordinator or Graduate Assistant will often know whether faculty resources are available in the applicant’s area of interest, or otherwise will refer the matter to an appropriate faculty member, making sure to follow up if the faculty member is delayed in responding. We do recognize that some M.A. applicants will want to use the early part of their program to clarify their research interests; in such cases, we can work with applicants to discern whether their likely alternatives would have faculty coverage.

5. *Summer courses.* Our M.A. is conceived as a twelve-month program. We expect that the typical pattern for many students will be that they will complete their required coursework during the eight months from September to April, and then use the summer to write their Master’s Research Paper. However, not all students will choose the MRP option; some will do extra coursework instead, and will likely want to do it in the summer. The external reviewers wondered whether TST could provide them with sufficient course options. In the recent past we’ve offered from eight to twelve summer graduate courses. With the new M.A. program, eight summer courses would be too few, though we believe that twelve to sixteen could be sufficient, if they were the right twelve courses. We agree with the reviewers that careful planning in this area will be essential before 2018, when the first M.A. cohort will be looking for summer courses. The heads of our participating member colleges, in consultation with their faculty members, have agreed to ensure that sufficient graduate coursework will be available.

6. *Provision for language study.* The reviewers note that since one of the purposes of the M.A. program is preparation for a Ph.D. program, many students may want an opportunity during their M.A. program to learn new research languages, or to develop their facility in languages in which they already have a foundation. Such opportunities are certainly very possible within the proposed program, and we’ve emended the proposal to make that clear. Some ancient languages, such as Ugaritic and Aramaic, are already offered as credit courses, since their study can require special academic skills in linguistics and textual interpretation. Also, for students who already have a working knowledge of Hebrew or Greek, we have courses in textual interpretation that will help them improve their facility. Modern languages such as French and German are already offered by TST (and by others) on a non-credit basis, and students can include them in their schedule, usually without lengthening their time to completion.

7. *Student academic advisement.* The reviewers recognized that the success of the M.A. program will depend in some measure on the quality of the faculty guidance they receive in course selection. In another part of their report, they raise the overlapping

concern that students might not have a full awareness of the University courses that might be open to them. On this latter point, we note that for many decades some University students have taken TST courses, and some TST students have taken University courses, and in the light of our UTQAP review of 2012, which recommended greater academic interchange between U of T and TST, we've reaffirmed the value of these arrangements. Our program proposal therefore envisioned that our M.A. students would in some cases take University courses, with proper permissions. The reviewers were happy with this provision, but wondered how our students would discover pertinent available courses. We see no problems here in principle, since both TST and SGS course descriptions are readily accessed on-line, with searchable functions. Also most of our faculty advisers are well networked not only within TST but also in one or more University departments. We think that this concern can best be addressed on an administrative level, by ensuring that our Graduate Coordinator and other faculty advisers are aware of University options.

8. *Cohort development.* The reviewers noted one required course in the M.A. curriculum which would help develop the cohort identity of each entering class, but encouraged us to consider additional strategies. While another required course could be added, we think that this would disadvantageously reduce the scope of course selection that students need to pursue their particular areas of interest, which typically require specialized knowledge and specific academic skills. However, TST has been developing regular faculty-student colloquia (currently in liturgics and patristics), and we have an active graduate students association (as do several of our member colleges) which plays a vital role in providing opportunities for fellowship and interchange, activities of various kinds, and professional training.

9. *Curricular rationale for course offerings.* The reviewers noted that TST offers quite a large number of graduate courses, but worried that these courses often simply seemed to reflect the interests of the instructors, and did not reflect a coherent curricular rationale. We recognize the importance of this observation. It needs to be qualified, however, since, given that we'll be admitting only those students whose proposed areas of study align with faculty interests, our students will want courses reflecting faculty interests. Indeed, the wide variety of graduate courses offered at TST can be seen as a strength. Moreover, the available courses do reflect a coherent rationale, as we've made clearer in this revision of the proposal by presenting the courses differently. As will now be more readily seen, the courses are distributed appropriately over the sub-disciplines of Theological Studies, and cluster around several significant themes which are cross-disciplinary, inviting inter-disciplinary study.

Graduate courses at TST numbered in the 5000s are typically open only to M.A. and Ph.D. students. Rarely, a student in what we call basic degree programs (second-entry programs) is allowed entrance, but requires the permission of the instructor, the permission of the Graduate Coordinator, and the permission of his or her college of registration to do so. This option is attractive only to the most motivated students, since a graduate course has a much heavier workload than a basic degree course, but a basic degree student will receive only basic degree credit for it. In addition, we also have some courses with parallel course identifier numbers in both the 3000s and 6000s (e.g., TRH3550 and TRH 6550), which

are open both to advanced basic degree students and graduate students. Course requirements are heavier for graduate students. These 3000/6000 courses are being reduced in number, and there is a proposal to end them entirely, except where there is a specific rationale for them, as when such a course involves graduate students in mentoring basic degree students. We have thought it best not to state a firm limit on the number of such courses that students can take, given the range of student interests and availability of courses, but we envision that the Graduate Coordinator will direct most students away from taking more than one or two of them.

10. *Program advisement.* M.A. students will come under the general program supervision of the TST Graduate Coordinator, who will have suitable authority under the provisions of the *M.A. Handbook* to approve program extensions, grant leaves of absence, mitigate certain program requirements, and the like. He or she (currently Dr. Bradley McLean) will also serve as general program adviser. The external reviewers asked in their report, "How will the administration attend to MA students sufficiently to guide them toward completion in three terms?" The general answer to this question is that the Graduate Coordinator, assisted by the Graduate Assistant, will monitor the programs of M.A. students. In addition, building on experience in the past in related matters, we intend to develop a cadre of assistant M.A. program advisers who will be faculty members in the six participating TST member colleges, who will meet with M.A. students at least once per semester. The Graduate Coordinator will meet at least annually with the assistant M.A. program advisers to promote consistent procedures and standards across the participating colleges.

11. *Length of the Master's Research Paper.* Our original proposal envisioned MRP's of from thirty to fifty pages, and the reviewers thought that the stated minimum was too short. We agree, and have revised the program proposal to provide for MRP's of about fifty pages.

12. *Individual reading and research courses.* Our original proposal provided that M.A. students could arrange up to two individual R&R courses during their program. The reviewers expressed a concern that, first, an excess of R&R courses would negatively impact faculty workloads, and that, second, an important benefit of an M.A. program is peer interchange, which is lost in private arrangements. We agree, and have revised the program proposal to provide that only one R&R course will normally be permitted to M.A. students.

13. *External funding.* The reviewers expressed the hope that we will encourage our M.A. students to apply for external funding. We agree with this concern. We've made an emendation in our program proposal accordingly, and will ensure that this is addressed administratively in our letters of admission, orientation events, faculty advisement, and cohort course.

14. *Distinct M.A. "space".* On page 7 of their report, the reviewers seek assurance that "actual, specified, MA gathering space would be made available to MA students before the launch of the MA program." We recognize the importance of this suggestion, and are

following up administratively. There are several possibilities for a central hospitality space, either in the TST building itself, or through the generosity of one of the participating colleges. The reviewers noted, in this regard, an error on p. 28 of our proposal, in which we spoke of space for “doctoral” students where we intended “graduate” students; this error has been corrected in the revised version.

15. *The focus and scope of the program.* In some ways TST functions as a centre for Christian studies parallel to Centre for Jewish Studies at U of T, and the currently developing vision at U of T for something like a centre for Islamic Studies. But Christian scholarship often requires a sense of the wider historical and theological faith contexts of Christianity. In particular, all parties recognize that Judaism, Christianity, and Islam have a complicated history of common texts and extra-canonical traditions, mutual influence, rivalry, and misunderstanding, and that many topics in Christian studies need to be addressed within a wide horizon. Accordingly, TST has had Jewish faculty members for many decades, and more recently we’ve appointed Muslim and Buddhist instructors. (Our Muslim and Buddhist instructors work mainly in our second-entry undergraduate programs, especially the Master of Pastoral Studies.) Our sense of the need for inter-faith encounter has been reinforced by the rising need in Canada for spiritual care workers who can appreciate different faith traditions, in order to work effectively in hospital, prison, military, and other institutional settings, and in family therapy practices.

Our program proposal gave expression to this tension between the Christian focus and the inter-faith context by saying that the proposed program would have its “centre of gravity in Christianity, although its scope will be broader and its perspective will be ecumenical.” In part this responded to the concern of the external reviewers of our Ph.D. program proposal in 2013. This earlier set of reviewers acknowledged that our current resources were overwhelmingly Christian, but also warned that Christian theology required dialogue with other theologies, and that we shouldn’t try to guarantee that a purely Christian perspective could continue indefinitely to be the programmatic norm of theological studies. “Part of the adventure of theological enquiry,” they wrote, is that, “while looking back to tradition,” it also “opens into a future that cannot be predicted in advance.”

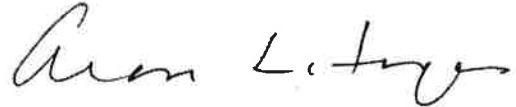
The reviewers of our M.A. program proposal raised similar concerns in their report, with the understanding, as they told us verbally, that these aren’t matters that can be prescribed in a program proposal, but that they should be on our agenda in the years moving forward. A particular area of possible tension is that things that interest scholars at TST interest people in many U of T departments; and this state of affairs can lead either to tensions and friction, or to fruitful collaboration. In particular, “anyone in a theological discipline who has worked in a university setting for more than a year,” the reviewers write, “can easily attest to the fact that there are pressures built into the distinction between Religious Studies and the theological disciplines.” They suggest that the way forward isn’t to define distinctions in a territorial way, but to develop “an intentional plan for collaboration and transparent communication.”

We welcome this suggestion, which is already implicit in Appendix "G" to our program proposal, the statement of the relation between Theological Studies and the Study of Religion as worked out in discussions in 2012 between TST and the Department for the Study of Religion. It can be noted that TST and DSR already have a very cordial and mutually beneficial relationship. Fifteen TST faculty members have status-only appointments in DSR, and one faculty member has a budgetary joint appointment in both DSR and Emmanuel College. Over the years DSR has offered courses cross-listed to TST. Faculty members at DSR have frequently served on our thesis examination committees, as TST faculty members have done at DSR. We look forward to a future that will likely involve both further collaboration and further differentiation, with potentially exciting possibilities.

16. *Future of the Master of Theology degree program.* The reviewers suggest that the Th.M. might be better suited than the M.A. for professional development for ministerial practitioners. This matter can best be addressed after the M.A. program has been in operation for two or three years, at which point educational needs will likely become clearer, and data for program assessment will become available.

The process of external review has been extremely valuable. It has given us greater clarity in a number of areas, and has given us sound direction in strengthening our proposal and in preparing administratively for the new program. It has also reinforced our perception that this is a potentially very beneficial program that will meet a clear educational need. On behalf of TST, I want to thank you and your staff for the careful attention and wise assistance they have given us through this whole process.

Sincerely,



Alan L. Hayes
Director



Professor Alan Hayes,
Director, Toronto School of Theology

Re: Appraisal Report, Proposed new conjoint MA in Theological Studies

Dear Alan,

I am pleased to receive the appraisal of the proposed MA in Theological Studies. This new program would be delivered by the TST; the degree would be conferred conjointly by TST and the U of T through the combined exercise of our separate degree granting authority.

Your administrative response to the appraisal nicely summarizes the report and highlights specific suggestions made by the reviewers. In response to reviewer recommendations, you have revised the program by lengthening the major research paper to 50 pages and reducing the number of individual reading and research courses students may take from 2 to 1. The reviewers raised issues regarding applicant and student support by academic advisers, the size of the faculty complement and the graduate course offerings and their scheduling. Your administrative response clarifies these issues, in particular the role of the TST Graduate Coordinator in assisting applicants and students. You have also revised the proposal to present the graduate courses within logical curricular themes and added faculty who have been qualified for graduate program participation since 2014. The reviewers mentioned the ecumenical nature of the proposal and noted the importance of having an intentional plan for collaboration and communication with the University's cognate units and programs. I am pleased you affirmed the ecumenical aspects of the proposed program through the administrative structure and also confirmed the importance of collaboration with colleagues.

The reviewers noted that the program resources—such as the excellent faculty, libraries and unique ecumenical collaboration between colleges—create a potentially high-quality MA program. I will be pleased to recommend this new research master's program to governance for approval, following approval at the Divisional level.

Sincerely,

Sioban Nelson
Vice-Provost, Academic Programs

cc.

Jaroslav Skira, Director, Graduate Centre for Theological Studies, TST

Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Jennifer Francisco, Coordinator, Academic Change, Office of the Vice-Provost, Academic Programs

Locke Rowe, Dean, Graduate Studies and Vice-Provost, Graduate Research and Education, SGS

Elizabeth Smyth, Vice Dean, Programs, SGS