

THE INSTITUTE FOR CHRISTIAN STUDIES

ICS JUNIOR MEMBER HANDBOOK

2024-2025



THE INSTITUTE FOR CHRISTIAN STUDIES

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WHAT IS A JUNIOR MEMBER?



1. WHAT IS A JUNIOR MEMBER?

At ICS, we refer to students as “Junior Members” and faculty as “Senior Members.” This nomenclature reflects the ICS’s desire to be an intensional academic community of co-learners in which students assume active leadership roles in the areas of pedagogy, scholarship, and academic administration.

A Junior Member is an MA, MA-EL, MWS-ART, or PhD student at ICS who pursues Christian scholarship in conjunction with Senior Members. As a Junior Member, you become an integral part of the ICS community, participating in seminar-style classes on campus or remotely. As a Junior Member, you will seek to investigate matters of philosophical, theological, and/or educational importance from a holistic Christian perspective. As a Junior Member, you will be paired with a Senior Member as a Mentor and advisor who will walk with you, support you, and challenge you on your academic journey at ICS.

As a Junior Member, you are invited into the core of the ICS community. In class, for example, you are invited to take risks. You are invited to voice your difference of opinion or to nuance another’s opinion. Similarly, you are invited to join with fellow Junior and Senior Members in their lively discussions on a variety of topics. Amid these discussions, you are integral to the generation of ideas.

Conversations in the MA and PhD program engage the leading edge of contemporary discussion in the disciplines of philosophy and theology, driving the Reformational intellectual tradition forward. Conversations in the MA-EL program engage students in reflection on what it means to be a Christian educator, and how that impacts one’s pedagogical practice so that it may reflect our love for God and for our neighbours. Conversations in the MWS-ART program encourage students to reflect on what it means to be Christians who are aesthetically engaged, whether as artists or in other fields of endeavour, and consider the variety of ways the arts intersect with religion and theology across histories, cultures, philosophies, denominations, and disciplines.

As a Junior Member at ICS, you are invited to seek the wisdom of faculty members, incorporating a variety of resources into your own research and practice. You are also invited into the social and spiritual life of ICS. You are invited into conversations in our hallway and offices, ranging from playful banter to more serious conversations concerning personal spiritual struggles and practices. Finally, you are invited to participate in reshaping ICS itself. You are invited to voice concerns and affirmations and to translate those concerns into real change. In this way, you are invited to propose new ways of doing things, transposing ICS’s intellectual tradition to new contexts in a changing world.

WHY STUDY AT ICS?



2. WHY STUDY AT ICS?

PRESIDENT'S WELCOME

Are you a seeker of wisdom who desires to learn in an environment where your faith is welcomed as an integral part of a deep, transformative learning experience? Do you wish your faith to grow richer and more mature, less defensive, and more world-embracing? Welcome to the Institute for Christian Studies!

ICS is an intimate and unique Christian graduate school with a charter to grant the MA and PhD in philosophy (including an Educational Leadership stream in our MA program), as well as the MWS-ART (Master of Worldview Studies in Art, Religion, and Theology). At ICS we do scholarship differently. ICS's founders were shaped in the Kuyprian stream of the Reformed intellectual tradition, and believed that an independent Christian graduate school, working in the light of scriptural revelation, could serve as an essential academic witness to God's plan to heal and transform a good yet suffering world. For over five decades now, ICS has promoted this radically Christian approach to the scholarly task, forming leaders for the academy and larger society, and aiding the cultural discernment of contemporary Christians from all walks of life. Our alumni are in leadership positions around the world, and we want you to join their ranks.

Studying at ICS, you will discover a vibrant place for learning, where the expertise of experienced and widely-published faculty combines with the intimacy of a small school to create a hospitable academic community that welcomes the whole person. Located in the Knox College building at the heart of the historic University of Toronto Campus, ICS places one of the world's greatest academic library collections at your fingertips, and allows you to explore these texts in an environment that emphasizes the integrality of faith and intellectual inquiry. Our affiliation with the Toronto School Theology also allows you to participate in authentic faith-based dialogue between philosophy and theology.

Studying at ICS will challenge you. You will be encouraged to tarry with questions for which even your professors don't have ready answers. You will learn how to struggle, in faith, with the big questions of life and society that our secular world too seldom asks. We are so convinced of the importance of embracing these big, challenging questions that we work hard every day to create a supportive intellectual community that enables you to join this collective effort as part and parcel of your faithful and joyous response to the God who promises to redeem all of life.

This handbook will give you a firm grasp of ICS's curriculum and programs, and a strong sense of the learning experience you will undertake as an ICS student. Thanks for stopping by. We're glad you're here!

RONALD A. KUIPERS

ICS President and Professor, Philosophy of Religion

ACADEMIC DEAN'S WELCOME

Let me add my welcome to that of Ron Kuipers, our President! I am grateful and delighted that you are joining our community as a student member and a fellow scholar. I pray that you will indeed find us to be (as we say in our Mission Statement below) a school where the gospel's message of renewal shapes our pursuit of wisdom and (as we say in our Academic Policy Criteria, also below) a school where you can bring your whole being to bear on your scholarship.

This Junior Member Handbook is designed to answer the most important general questions you may have about studying at ICS. I recommend that you read through the whole of the Junior Member Handbook. If you are considering whether or not to apply for admission to ICS, such a read-through will give you a good sense of how we do things at ICS. If you are in the process of applying, such a read-through will answer most of your procedural questions (see, in particular, [Section 3](#)) and will allow you to identify the remaining questions that you need to ask our Academic Registrar. If you have recently received admission to one of our programs, such a read-through will acquaint you with the next steps that you will take as you become a part of our community, will allow you to identify some of the questions to consider in conversations with your Mentor, and will give you a sense of the contours of the years that await you as a scholar in our community (see, in particular, the subsection in [Section 5](#) that is relevant to your program).

The Junior Member Handbook is also designed to describe the ethos of ICS. I encourage you to allow the Junior Member Handbook to guide you into our shared approach to being a scholarly community, and in this regard you may find our educational creed and mission statement, our academic policy criteria, and the notes from Senior Members describing why we love teaching at ICS—all here in [Section 2](#)—particularly helpful, along with the descriptions of our programs in [Section 5](#).

And the Junior Member Handbook (along with our Senate Handbook and Senior Member Handbook, for which see more in [Section 14](#) below) is designed to document the academic policies that articulate our shared commitments and mutual responsibilities as a community. These policies provide helpful affordances and healthy boundaries as we hone our craft and craft our selves as scholars in community. As such these policies should serve you as useful points of reference throughout your time in a program of study at ICS, just as they guide me in my administrative work as Academic Dean.

Please reach out to me (at academic-dean@icscanada.edu) or our Academic Registrar (at academic-registrar@icscanada.edu) with your questions about the contents of this Junior Member Handbook, and with related questions not answered here. We look forward to hearing from you!

GIDEON STRAUSS

Academic Dean and Associate Professor of Worldview Studies

MISSION STATEMENT AND EDUCATIONAL CREED

Scholarship at ICS is guided by a contemporary Mission Statement, as well as an historical Educational Creed that was adopted in the 1950's by the membership of the Association for the Advancement of Christian Scholarship, the organization that founded ICS. The Educational Creed is included in ICS's bylaws, and serves as a confessional statement for ICS.

MISSION STATEMENT

The Institute for Christian Studies is an interdisciplinary graduate school where:

- The gospel's message of renewal shapes our pursuit of wisdom
- Scholars focus on the intersection of Reformational philosophy and contemporary scholarship and society

EDUCATIONAL CREED

Believing that Scripture reveals certain basic principles intensely relevant to education, we confess:

- **Life:** that human life in its entirety is religion. Consequently, scholarly study unfolds itself as service either of the one true God or of an idol
- **Scripture:** that Scripture, the Word of God written, in instructing us of God, ourselves and the structure of creation, is that integral and active divine Word or Power by which God, through his Spirit, attaches us to and enlightens us in the Truth, which is Christ
- **Christ:** that the Christ of the Scriptures, the Word of God incarnate, is the Redeemer and Renewer of our life in its entirety and therefore also of our theoretical thought
- **Reality:** that the essence or heart of all created reality is the covenantal communion of human beings with God in Christ
- **Knowledge:** that true knowledge is made possible by true religion and arises from the knowing activity of the human heart enlightened through the Word of God by the Holy Spirit. Thus religion plays its decisive ordering role in the understanding of our everyday experience and our theoretical pursuits
- **Scholarship:**
 - that the diligent pursuit of theoretical thought in a community of scholars is essential to the obedient and thankful response of God's people to the cultural mandate. The task of the scholar is to give a scientific account of the structure of creation and thereby promote a more effective ordering of the everyday experience of the entire community
 - that because of God's gracious preservation of creation after the fall, those who reject the Word of God as the ordering principle of life provide many valuable insights into the common structure of reality; nevertheless, the central religious antithesis of direction in life remains. We therefore reject the possibility of the synthesis of scripturally-directed thought with any other system of thought

- **Academic Freedom:** that scholarly pursuits are to be undertaken in the God-given freedom of a complete and voluntary submission to the Word of God and the divine laws that govern human life. The responsible freedom of the scholar must be protected against any constraint or domination of the church, state, industry or other societal structure
- **Summary:** that all scholarship pursued in faithful obedience to the divine mandate will heed the normative direction of God's Word, will acknowledge his Law to which creation in all its spheres is subject, and will bow before Christ's Kingship over all scientific work

ASPIRATIONS FOR THE ACADEMIC LIFE OF ICS

1. ICS shall foster a living culture of openness, flexibility, and grace.
2. ICS shall allow Senior Members and Junior Members to bring their whole being to bear on their scholarship.
3. ICS shall presume Christian faith as the starting point from which Senior Members engage the world.
4. ICS shall prioritize relational pedagogy, and shall enable and encourage one-to-one mentoring and tutoring and appropriately collaborative and communal scholarship.
5. ICS shall enable and encourage projects that involve partnering with kindred organizations, while requiring regular questioning on the part of our community of what constitutes kinship for us.
6. ICS shall enable and encourage creative, integrative, and rigorous interdisciplinary scholarship, while requiring regular questioning on the part of our community of what constitutes scholarly creativity, integration, and rigour.
7. ICS shall create a safe and inclusive community, celebrating the uniqueness of each member, persistently recognizing, broadening, and deepening the diversity within our community, constituting an academic space in which members are safe to learn, question, and disagree.
8. ICS shall enable and encourage lasting, ever-renewing scholarship that listens to and impacts the wider community, while requiring regular questioning on the part of our scholarly community of what constitutes that wider community for our members and for us as a school.

WHY I LOVE TEACHING AT ICS: LETTERS FROM SENIOR MEMBERS

NIK ANSELL

One of the many things I enjoy about teaching at ICS is the experience I often have in a class discussion when I'm aware of being an ongoing student whose own thinking is expanding: thanks to what I am hearing and thanks to what I find myself to be saying. For me, this is very much a part of what it means to be Junior Members and Senior Members working together in a shared venture.

RONALD A. KUIPERS

I love teaching at ICS because I love being part of a Christian academic community that values thoughtfulness, takes risks, and courageously explores what it means to be human in God's good yet suffering world.

Teaching at ICS allows me to explore with students the question of what it means to identify as a person of faith today. What does it mean to be a Christian in a secular, or indeed postsecular, age? What is the best way for Christian voices to participate in public discussions of social justice and the common good? How might one's identification with an ancient religious tradition still speak in meaningful ways to the issues that humankind in all its diversity currently faces?

I love teaching at ICS because we encourage ourselves to tarry with these questions and not settle for easy or formulaic answers. In doing so, we engage and learn from the philosophical and intellectual contributions of non-Christian thinkers in addition to Christian ones. In addition, exploring these questions with the tools of the reformational philosophical tradition—which teaches us that faith shapes a holistic pattern of living and so is much more than simply a matter of intellectual believing—helps open these questions in exciting, fruitful, and existential ways.

Finally, I love teaching at ICS because it allows me to take up Ludwig Wittgenstein's challenge to speak an old language that yet belongs to our contemporary world. In so doing, I hope to help students engage the work of retrieving redemptive possibilities for our current social malaises, possibilities that our current culture has trouble imagining.

REBEKAH SMICK

I love teaching at ICS because I believe it occupies a unique position in graduate education today. Higher education has always been compelled by an ideal of rigorous truth seeking. But, the kind of truth seeking that tends to dominate graduate education is one circumscribed by the truths associated with a particular area of specialized knowledge. The grander project of fitting those truths to the ultimate truths that often compel students to pursue scholarship in the first place or commit themselves to a particular area of study is of very little consequence in the academy today, if not actively discouraged.

In such a context, ICS's commitment to bringing ultimate faith concerns to bear on what it is that we study creates a unique and exceptional environment, one where students feel completely free to ask ultimate questions in the graduate setting while simultaneously examining their own worldview. Class discussions at ICS have an urgency and vibrancy that is missing in other graduate institutions and student work simply has a depth that is exceptional. For those of us who pursued the academic life precisely because of its promise of greater understanding, such results are deeply gratifying.

GIDEON STRAUSS

I love teaching at ICS because it affords me opportunities to work with critically reflective practitioners, to engage in integrally Christian scholarship, and to hone my craft as I craft my self as a scholar in community.

A significant proportion of our students at ICS are teachers and school administrators studying in a course, a certificate, or a degree in our Educational Leadership program. And all of our students are skilling themselves up for their craft—be that, for example, teaching math in middle school or serving as the vice principal of a school, managing a design company or embarking on a career in academic scholarship. It is a delight and a privilege to equip these students with tools, skills, and approaches for *praxis*—that is, theoretically-informed critically reflective practice.

As we say in our Mission Statement, ICS is an interdisciplinary graduate school where the gospel's message of renewal shapes our pursuit of wisdom. As such we invite our students to join us in the exploration of what it means to practice integrally Christian scholarship. And it *is* an exploration: to borrow from Mary Doria Russell's Pope Gelasius III, we are doing our scholarship *semper reformanda*, always busy reconsidering and refreshing the tradition we have inherited from the founding generation of ICS scholars. It is an exploration that starts out, not from the dogma concerning the autonomy of theoretical thought critiqued by the philosopher Herman Dooyeweerd (who deeply influenced our founding generation), but from an assurance that our world—and we within it—are beloved of God. And it is an exploration that continues on in the assurance that this divine love holds together—integrates—all the things that make up this beloved world, including our scholarship and our selves.

And so, as we say in our Academic Policy Criteria, ICS is a school where I can bring my whole being to bear on my scholarship. As I hone my craft as a scholar (an observant participant, a reader, a writer, a teacher), I craft my self (with my scholarship serving as critical self-reflection on my practice as a scholar, and also on my practice as a citizen, a buyer and seller of goods and services, a parent, a partner, a worshipper... and serving as philosophical consideration of that which holds all these aspects of my whole being together); as I craft my self, I hone my craft as a scholar—and at ICS, I get to do so in community.

BOB SWEETMAN

ICS is a place that hosts a community of scholars dedicated to encounter as both learner and critic the socially and culturally dominant understandings of our world in a way that is ever sensitive to and so honest about the deep spirit at play in those understandings. The students, who come from far and near because they see in such a community and scholarly vocation an answer to the longing of their hearts and the shape of their minds, are unspeakably precious. The chance to be at such work, together, equally so. What more could a scholar of faith ever ask for?

EDITH VAN DER BOOM

I love teaching at ICS because I have the opportunity to live out my philosophy of education, which is rooted in the belief that each student is uniquely created by God and that education should celebrate both diversity and community. I believe that Christian schools need to be places of inclusive education where solid foundations are provided for all students both spiritually and academically. Learning should be an experience that brings joy and a sense of belonging for students in a class that integrates academic and social-emotional learning.

The Master of Arts (Philosophy) in Educational Leadership (MA-EL) program at ICS provides educators with the opportunity to develop their thinking and pedagogy through Biblically-based teaching. It allows them to develop the gifts that they have in the context of their practice. The program encourages educators to design innovative classrooms to provide opportunities that develop skills through active learning and connecting skills to a real-life context.

This graduate program embraces a growth mindset in each student's journey of learning. As such it motivates students to seek out new challenges, to be inspired by the success of others, to persist when they encounter stumbling blocks, and to develop a lifelong love of learning. In doing so, we help students discover how they can best use their God-given talents and gifts in service to the Lord.

WHAT IT WAS LIKE FOR ME TO STUDY AT ICS: A WORD FROM SOME GRADUATES

In the future the Academic Dean will invite contributions from graduates of ICS to include in this section of the Junior Member Handbook.

HOW DO WE
WELCOME NEW
JUNIOR MEMBERS
AT ICS?



3. HOW DO WE WELCOME NEW JUNIOR MEMBERS AT ICS?

If you are interested in studying at the Institute for Christian Studies, we invite you to familiarize yourself with the information that follows in this Junior Member Handbook about the admissions process. You are always welcome to contact our Registrar at academic-registrar@icscanada.edu.

For postal purposes our mailing address is:

**Institute for Christian Studies
59 St. George Street
Toronto, ON M5S 2E6
Canada**

To apply for admission to ICS, use the form available for the particular program of study that you wish to follow. These forms are available as downloadable PDFs on the ICS website (www.icscanada.edu) under the Admissions tab, or on request from the Registrar. In addition to a completed application form, you will need to provide additional items to complete your application package. The items required for each program of study are listed below under the heading for the particular program.

Application timelines differ for the various programs at ICS. The timelines are described below under the heading for each program.

Current information about tuition fees and other program costs, as well as about financial aid, is available on the [ICS website](http://www.icscanada.edu) under the Admissions tab.

As explained above, students admitted to the MA and PhD programs of ICS are considered to be Junior Members of the Institute, which comes with the rights and privileges described in this Junior Member Handbook. Such Junior Membership begins, not upon admission to a program of study at ICS, but on the first day of Orientation after admission to a program of study at ICS. More information about Orientation follows below in [Section 4: The Academic Year](#).

ADMISSION TO THE ICS MWS-ART

For more information about the ICS MWS-ART, see **Section 5** below: *[How Do We Learn at ICS?](#)*

The prerequisites for admission to the ICS MWS-ART are a four-year baccalaureate degree or its equivalent with an overall average of B+, and proficiency in English.

To apply for admission to the ICS MWS-ART, please send a package that includes the following directly for the attention of The Registrar by mail or email (see the addresses above):

- ✓ A completed ICS MWS-ART Application Form
- ✓ A Statement of Purpose of 500 to 1,000 words in which you explain both why you want to study at ICS as an institution of higher learning and why you want to study in the ICS MWS-ART program in particular
- ✓ An academic writing sample (preferably a research paper of 10 to 20 pages)

In addition, arrange for official transcripts from all of the post-secondary institutions at which you have studied and **two** letters of academic reference and **one** letter of personal reference to be sent directly to the ICS Registrar.

If English is not your first language, please provide a TOEFL **or** IELTS score. Your TOEFL score must be sent directly to ICS by the issuing office, using the code number **9541**. Depending on the TOEFL testing method the following minimum scores are acceptable to meet the English prerequisite for admission to the MWS-ART at ICS: 100 (Internet), 250 (Computer), 600 (Paper). The minimum acceptable score on the IELTS Academic test is 7.0, with at least 6.5 for each component.

The ICS Registrar must receive your complete application package by no later than **February 1**, along with a non-refundable application fee of \$90 (CAD). The non-refundable fee for applications received after February 1 is \$120 (CAD). In both cases the fee can be paid by cheque or credit card. Incomplete application packages will not be considered for admission to the ICS MWS-ART program.

If the Registrar receives your complete application package and application fee by February 1, then the Registrar will inform you of your admission status and, if applicable, financial aid status, by no later than **March 1**. If the Registrar received your complete application package and application fee after February 1, then the Registrar will inform you of your admission status no later than 30 days after having received the package and fee.

When you are admitted to the MWS-ART program at ICS, the Registrar will send you a copy of Bob Sweetman's book *Tracing the Lines: Spiritual Exercise and the Gesture of Christian Scholarship* (Wipf and Stock, 2016), which we ask you to read before Orientation.

ADMISSION TO THE ALL-ONLINE ICS MWS

At present ICS is not admitting students into versions of the MWS other than the MWS-ART.

ICS does offer continuing education courses that may be taken with a view to meeting the requirements of the Christian School Teacher Certificate (CSTC) in Ontario and equivalent requirements in other jurisdictions or to receive credits towards advanced standing in the MA-EL. Some of these continuing education courses may be eligible towards the all-online ICS MWS, should that program be re-activated, but ICS does not at present make any commitments in this regard.

Information about continuing education opportunities at ICS, and in particular with regard to the requirements of the CSTC, are available on the [ICS website](#) under the Academics tab.

ADMISSION TO THE ICS MA (PHILOSOPHY)

For more information about the ICS MA (Philosophy), see **Section 5** below: [*How Do We Learn at ICS?*](#)

The prerequisites for admission to the ICS MA (Philosophy) are a four-year baccalaureate degree or its equivalent with an overall average of B+, and proficiency in English.

To apply for admission to the MA (Philosophy), please send a package that includes the following directly for the attention of The Registrar by mail or email (see the addresses above):

- ✓ A completed MA (Philosophy) Application Form
- ✓ A Statement of Purpose of 500 to 1,000 words in which you explain both why you want to study at ICS as an institution of higher learning and why you want to study in the ICS MA (Philosophy) program in particular
- ✓ An academic writing sample (preferably a research paper of 10 to 20 pages)

In addition, arrange for official transcripts from all of the post-secondary institutions at which you have studied and **two** letters of academic reference and **one** letter of personal reference to be sent directly to the ICS Registrar.

If English is not your first language, please provide a TOEFL **or** IELTS score. Your TOEFL score must be sent directly to ICS by the issuing office, using the code number **9541**. Depending on the TOEFL testing method the following minimum scores are acceptable to meet the English prerequisite for admission to the MA (Philosophy) at ICS: 100 (Internet), 250 (Computer), 600 (Paper). The minimum acceptable score on the IELTS Academic test is 7.0, with at least 6.5 for each component.

For you to be eligible for consideration for financial awards you must also complete the Financial Aid Application Form, available as downloadable PDFs on the [ICS website](#) under the Admissions, or on request from the Registrar, and the ICS Registrar must receive your complete application package by no later than **February 1**, along with a non-refundable application fee of \$90 (CAD). The non-refundable fee for applications received after February 1 is \$120 (CAD). In both cases the fee can be paid by cheque or credit card. Incomplete application packages will not be considered for admission to the ICS MA (Philosophy) program.

If the Registrar receives your complete application package and application fee by February 1, then the Registrar will inform you of your admission status and, if applicable, financial aid status, by no later than **March 1**. If the Registrar received your complete application package and application fee after February 1, then the Registrar will inform you of your admission status no later than 30 days after having received the package and fee.

When you are admitted to the MA (Philosophy) program at ICS the Registrar will send you a copy of Bob Sweetman's book *Tracing the Lines: Spiritual Exercise and the Gesture of Christian Scholarship* (Wipf and Stock, 2016), which we ask you to read before Orientation.

ADMISSION TO THE ICS MA (PHILOSOPHY) IN EDUCATIONAL LEADERSHIP (OR MA-EL)

For more information about the ICS MA-EL, see **Section 5** below: [How Do We Learn at ICS?](#)

The prerequisites for admission to the ICS MA-EL are a four-year baccalaureate degree or its equivalent with an overall average of B+, and proficiency in English.

To apply for admission to the MA-EL please send a package that includes the following directly for the attention of The Registrar by mail or email (see the addresses above):

- ✓ A completed MA-EL Application Form
- ✓ A Statement of Purpose of 500 to 1,000 words in which you explain how the ICS MA-EL will contribute to the pursuit of your educational and professional goals
- ✓ An academic writing sample (preferable a research paper of 10 to 20 pages) **or** sample of professional work (e.g., a unit plan or project plan)

In addition, arrange for official transcripts from all of the post-secondary institutions at which you have studied and **two** letters of academic or professional reference and **one** letter of personal reference to be sent directly to the ICS Registrar.

If English is not your first language, please provide a TOEFL **or** IELTS score. Your TOEFL score must be sent directly to ICS by the issuing office, using the code number **9541**. Depending on the TOEFL testing method the following minimum scores are acceptable to meet the English

prerequisite for admission to the MA-EL at ICS: 100 (Internet), 250 (Computer), 600 (Paper). The minimum acceptable score on the IELTS Academic test is 7.0, with at least 6.5 for each component.

The ICS Registrar must receive your complete application package by no later than **April 1** (for Fall or Summer admission) or **November 1** (for Winter admission), along with a non-refundable application fee of \$90 (CAD). The non-refundable fee for applications received after April 1 or November 1 is \$120 (CAD). In both cases the fee can be paid by cheque or credit card. Incomplete application packages will not be considered for admission to the ICS MA-EL program.

ICS reviews all applications and notifies candidates of the results up to 5 weeks after it receives a complete application and prior to the program start date.

When you are admitted to the MA-EL program at ICS, the Registrar will send you information about the pre-reading required before the start of your program.

ADMISSION TO THE ICS PHD

For more information about the ICS PhD, see **Section 5** below: *How Do We Learn at ICS?*

The prerequisites for admission to the ICS PhD are a master's degree and proficiency in English.

To apply for admission to the ICS PhD *if you are not an ICS MA graduand or graduate* please send a package that includes the following directly for the attention of The Registrar by mail or email (see the addresses above):

- ✓ A completed PhD Application Form
- ✓ A Statement of Purpose of 500 to 1,000 words in which you explain both why you want to study at ICS as an institution of higher learning and why you want to study in the ICS PhD program in particular
- ✓ An academic writing sample (e.g., a research paper or thesis excerpt)

In addition, arrange for official transcripts from all of the post-secondary institutions at which you have studied and **three** letters of academic reference and **one** letter of personal reference to be sent directly to the ICS Registrar.

If English is not your first language, please provide a TOEFL **or** IELTS score. Your TOEFL score must be sent directly to ICS by the issuing office, using the code number **9541**. Depending on the TOEFL testing method the following minimum scores are acceptable to meet the English prerequisite for admission to the PhD at ICS: 100 (Internet), 250 (Computer), 600 (Paper). The

minimum acceptable score on the IELTS Academic test is 7.0, with at least 6.5 for each component.

To apply for admission to the ICS PhD *if you are an ICS MA graduand or graduate* please hand deliver or send a package that includes the following directly for the attention of The Registrar by mail or email (see the addresses above):

- ✓ A completed PhD Application Form
- ✓ A Statement of Purpose of 500 to 1,000 words in which you explain both why you want to study at ICS as an institution of higher learning and why you want to study in the ICS PhD program in particular

ICS MA graduands and graduates applying for the ICS PhD program are not required to include an academic writing sample, transcripts, letters of academic reference, or TOEFL/IELTS scores in their application packages.

For you to be eligible for consideration for financial awards, for both ICS MA graduand/graduate and other PhD applicants, you must also complete the Financial Aid Application Form, available as downloadable PDFs on the [ICS website](#) under the Admissions tab, or on request from the Registrar, and the ICS Registrar must receive your complete application package by no later than **February 1**, along with a non-refundable application fee of \$90 (CAD). The non-refundable fee for applications received after February 1 is \$120 (CAD). In both cases the fee can be paid by cheque or credit card. Incomplete application packages will not be considered for admission to the ICS PhD program.

If the Registrar receives your complete application package and application fee by February 1, then the Registrar will inform you of your admission status and, if applicable, financial aid status, by no later than **March 1**. If the Registrar received your complete application package and application fee after February 1, then the Registrar will inform you of your admission status no later than 30 days after having received the package and fee.

With the exception of ICS MA graduands and graduates, when you are admitted to the PhD program at ICS the Registrar will send you a copy of Bob Sweetman's book *Tracing the Lines: Spiritual Exercise and the Gesture of Christian Scholarship* (Wipf and Stock, 2016), which we ask you to read before Orientation.

ICS EMAIL ACCOUNTS

Junior Members and other ICS students are assigned ICS email accounts upon admission to a program, certificate, or course. These accounts are primarily intended for academic purposes, and students are encouraged to use private email addresses for other purposes.

Employees and students are allowed to create personal email signatures (e.g. title, full name, program).

Note that using inappropriate language (such as racially/culturally insensitive words, or profanities) may result in an account suspension.

Student accounts remain active after a Junior Member or Special Studies Student has completed their studies at ICS. Alumni and former ICS students can request to have their accounts deleted via the Academic Registrar.

Staff accounts attached to a person remain active for 14 days after the staff member has completed their employment at ICS. The account will be deleted or forwarded to the appropriate supervisor on the 15th day. Staff accounts attached to a position are normally forwarded to the successor of the position.

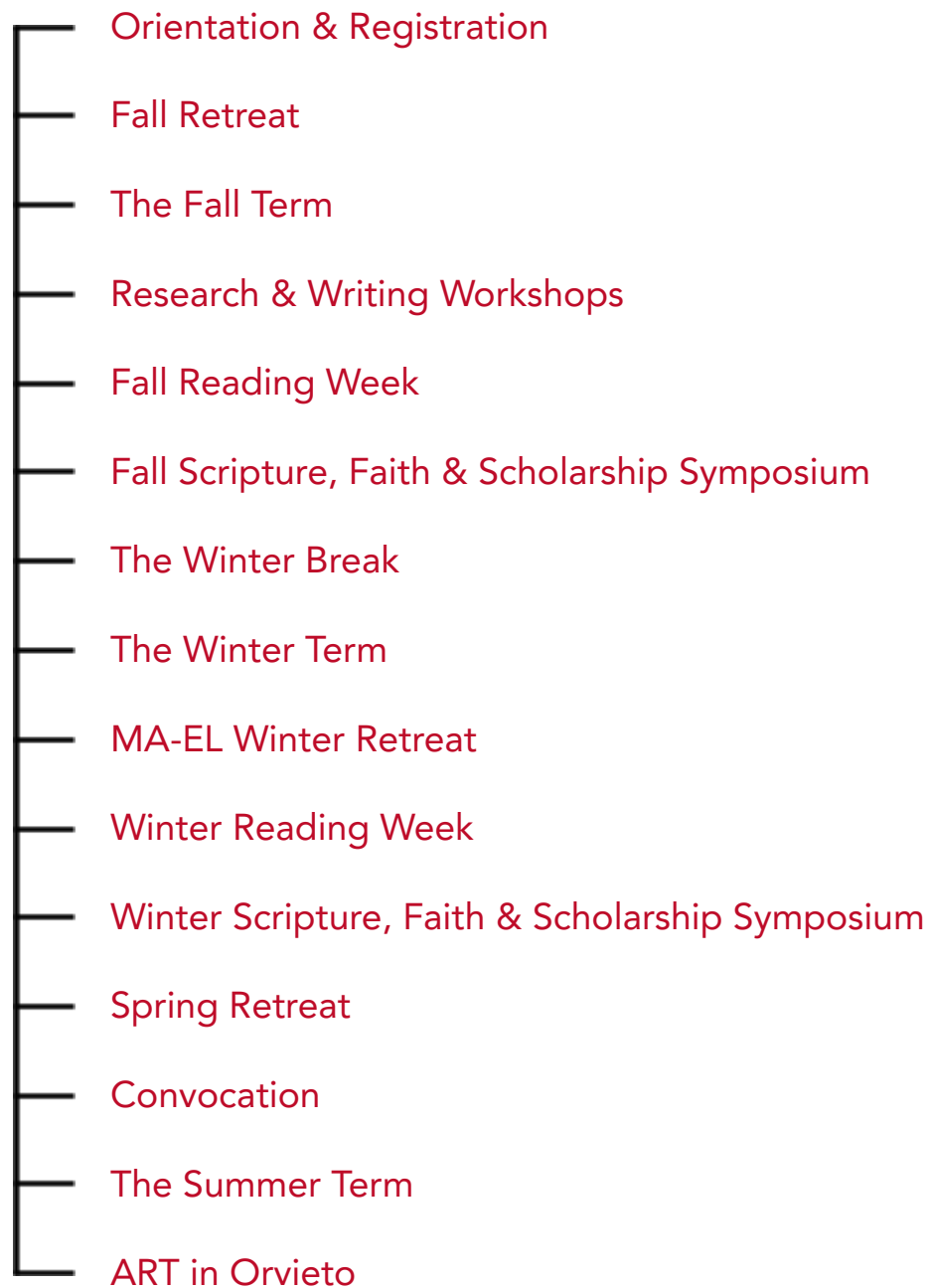
Faculty accounts remain active after the faculty member has completed their employment at ICS, unless the faculty member requests to have the account deleted.

If an employee or a student is deceased then the family can request to have the ICS email account deleted.

THE ACADEMIC YEAR AT ICS



4. THE ACADEMIC YEAR AT ICS



A List of Deadlines

ORIENTATION & REGISTRATION

ORIENTATION

All new Junior Members in a degree program are required to attend Orientation sessions prior to Registration each fall, normally scheduled in the week following Labour Day. Orientation is also open to, and recommended for returning Junior Members.

The primary purpose of Orientation is to introduce new Junior Members to the Institute and its tradition of Christian scholarship; to provide an overview of learning and other resources available within the city of Toronto, the University of Toronto, and at ICS; to familiarize new Junior Members with important academic policies and practices; and to build a sense of community. Returning Junior Members are also invited to Orientation Week, in order to renew acquaintances and to receive updates on changes in policy and practice.

REGISTRATION

Registration for new and returning Junior Members occurs during Orientation Week. Students must register for their chosen courses, and pay the appropriate tuition instalment to be eligible to attend class.

During orientation, Junior Members will be assisted to complete the registration process, which involves:

- meeting with their faculty advisor to select courses
- meeting with the Registrar to provide necessary contact information, and to confirm course selection and tuition and fees payment
- meeting with a finance officer to pay tuition, and to make any necessary arrangements for the release of financial aid

RETREAT

Near the beginning and end of each academic year, Senior Members, Junior Members, and members of the administrative staff attend a retreat together. Full time Junior Members are expected to attend; part time Junior Members are invited and encouraged to do so.

The purpose of the Fall retreat is to set the tone for the academic year and help build community; the Spring retreat provides a time for debriefing. Activities may include times of sharing, group discussion, informal conversation, worship, meditation, and entertainment. The cost of the retreat is borne by ICS.

RESEARCH & WRITING WORKSHOPS

Resources for Research Methods and Writing: During the academic year, resources are made available in the library and on the ICS intranet by the Librarian to assist Junior Members in developing their skills in current research methods. Junior Members, especially those starting out in graduate studies for the first time are strongly encouraged to avail themselves of these resources, though this is not compulsory. In addition, the librarian and the CPRSE will organize training for Junior Members in library resources, research best practices, and academic writing.

TERMS

The Institute's academic year is normally structured as follows:

Fall Term: 13 weeks beginning the week after Labour Day weekend

Winter Term: 13 weeks beginning after New Year's Day/the second week of January

Summer Term: May 1 - August 31

READING WEEK

A reading week is scheduled in each of the fall and winter terms, and it normally coincides with that of the Toronto School of Theology. The reading week is not counted in the 13-week term.

SCRIPTURE, FAITH & SCHOLARSHIP SYMPOSIUMS

These symposiums are organized by the Academic Office and the CPRSE, and are offered once each Fall and Winter term. All MA and PhD Junior Members in their first and second year of studies are expected to attend.

CONVOCATION

The ICS community assembles for the purpose of granting degrees at least once per year, normally at a time set to coincide with meetings of the Senate and Board of Trustees of the Institute. Convocation may also be called to hear the inaugural or exaugural addresses of Senior Members, as well as the addresses of honorary degree recipients.

ART IN ORVIETO

Art, Religion, and Theology (ART) is a 3-week summer residency program in Orvieto, Italy. The residency is for artists, writers, teachers, researchers, journalists, media professionals, workers in the art and culture sector, church workers, and workers in other religious institutions. Offerings include an academic course on the role of art and imagery in the Protestant, Catholic, and Orthodox traditions; a visual artists' workshop, and a writers' workshop. All offerings may be taken for credit or audited. The residency especially supports student exploration of the possible role of religion and theology in arts related vocations.

A LIST OF DEADLINES

JM Deadline:		
Last day students can register for courses		<i>1 week after course starts/before 2nd session for intensives</i>
JM Deadline:		
Request changes to audit / credit status		<i>4 weeks after course starts/before 5th session for intensives</i>
JM Deadline:		
Withdraw from courses without penalty		<i>5 weeks after course starts/before 6th session for intensives</i>
JM Deadline:		
Submission of outstanding coursework		<i>6 weeks after course finishes</i>
SM Deadline:		
Final grades submission to Registrar		<i>9 weeks after course finishes</i>
Application Deadlines:		
MA, MWS-ART & PhD		<i>February 1</i>
MA-EL		<i>April 1 & November 1</i>

Monitoring the Calendar of Events and Deadlines: Changes and additions to the calendar of academic deadlines and events are posted to the “Academic Calendar,” which is available on the [ICS website](#) under the Academics tab. In the case of a discrepancy in published dates, the online academic calendar will be considered correct. It is the responsibility of every Junior Member to check the online calendar frequently.

HOW DO WE
LEARN AT ICS?



5. HOW DO WE LEARN AT ICS?

INTRODUCTION TO THE MA (PHILOSOPHY) AND PHD (PHILOSOPHY) PROGRAMS OF STUDY

ICS's MA and PhD programs are designed to guide Junior Members who wish to explore and equip themselves for a vocation in integrally Christian scholarship whether because they wish to pursue that calling in the university environment as a professor or researcher, or because they are called to a career in which post-graduate training in disciplined Christian thought and writing is a valuable component. The MA is designed to guide Junior Members to a beginning competence in which they acquire a significant field awareness and proficiency, including the development of their own scholarly voice. The PhD is designed to further train Junior Members whose vocation to integral Christian scholarship has been confirmed at the master's level. The doctoral program is specifically designed to guide Junior Members to that level of expertise that equips them above all for an academic life as professor or researcher.

Both the MA and PhD programs of study are divided into four distinct components:

1. Foundations Courses that provide an overarching, biblically-directed philosophical and spiritual frame with transdisciplinary import for the scholarly questions and concerns that are pursued at the Institute for Christian Studies and for the requisite scholarly competences such investigations require.
2. Elective Courses through which a Junior Member, in consultation with their Mentor, will build up a coherent disciplinary and interdisciplinary competence in the field in which they will also write a thesis.
3. Interdisciplinary Seminars in which Junior Members are to contribute their growing field competence in communal exploration of “hinge-issues”¹ at play in contemporary culture and society.
4. A structured opportunity to develop a thesis proposal, and subsequently to write and formally defend the proposed thesis.

¹ Attending to “hinge-issues” has long been part of how ICS has articulated its aims. The *Academic Calendar* of 1995/97 states: “ICS strives to make a strategic contribution to this reintegration [of human life, culture, and learning] by concentrating its scholarly efforts on *issues which are the hinges on which understandings of reality turn*” (p. 19, emphasis added; cf. the reference to “issues upon which the doors of understanding hinge” in the *Academic Calendar* of 2001-2002, p. 16). The *Graduate Bulletin* of 2004-2005, in its section on “Our Convictions,” further elaborates as follows: “ICS promotes an interdisciplinary approach. In order to attend to the trace of spiritual struggle, we work to identify the *hinge* issues in and across the humanities and the social sciences. *These hinge issues and ideas are the pivotal questions from which the doors of our understanding hang, swinging open and shut.* When exploring these issues in conversation with the leading figures and movements, both contemporary and historical, we can see clearly what ideas shape life in conformity with the Christ revealed in scripture” (p. 9, second emphasis added). See also **Section 15** of this handbook: *Dooyewords: An ICS Lexicon*.

FIELDS OF STUDY

In this program overview, the term “field” refers to an area of study that has disciplinary as well as interdisciplinary foci. One might think of such fields as overlapping neighbourhoods that are home to a particular academic discipline that informs and inflects, even as it is enriched by, the multidimensional meaning of existence as also attended to by neighbouring disciplines. Fields of study that currently receive special attention in ICS course offerings are:

- Aesthetics, Hermeneutics, and Philosophy of Discourse
- Anthropology and Ethics
- History and Historiography of Philosophy
- Knowledge, Truth, and Learning
- Philosophy of Religion and Philosophical Theology
- Social and Political Thought
- Theology and Biblical Studies

Within these foci, Junior Members will encounter and make their way among pertinent disciplinary approaches represented in the respective competences of the ICS faculty. At present, Senior Members who do their primary teaching within this program have expertise in: theology, philosophy (in the disciplinary sense), aesthetics and art history, religious studies, the history of ideas, biblical studies, and philosophical historiography.

Together, the combination of interdisciplinary attention and pertinent disciplinary focus will constitute the field of study of a Junior Member in either the MA or PhD program. This field will connect to the fields of other Junior Members and the Senior Members in and through the framing of scholarly life and endeavour provided by the foundations courses required in both the MA and the PhD program.

SOURCES OF PROGRAM COURSEWORK

Courses that fulfill program requirements can come from several sources. foundations courses and the Interdisciplinary Seminar will almost always be supplied by ICS itself. Elective courses will also normally be identified from ICS course offerings. Elective courses can also be drawn from Toronto School of Theology offerings if they prove to be apropos a Junior Members field of study. At present, a Junior Member can fit two TST courses within their program of study in both the MA and PhD. In addition, a Junior Member can transfer graduate credits equivalent to two semester-long courses into a MA or PhD program of study with the approval of their Mentor, the Registrar, and the Academic Dean. No credits may be transferred from any degree program already completed.

MODES OF DELIVERY

The weekly graduate seminar constituting 13 three-hour seminar classes in a semester has been the central mode of delivery (or the “signature pedagogy”) for ICS courses in its MA and PhD programs. These courses have historically been held on-campus and in person, but will as of the Fall 2023 term only be made available on-line synchronously using Zoom as well as asynchronously using the resources provided by Google Classroom. In addition, some course options are available via Spring and Summer intensives that use a hybrid delivery model, using both synchronous and asynchronous modes of delivery, and course credit can be arranged where appropriate via Guided Readings of varying lengths to be given varying amounts of course credit. Guided Readings can take the form of a tutorial version of courses that a Senior Member has in their teaching cycle but which would otherwise not be available during the Junior Member’s program years, or can be tailored to Junior Member need whether with the Junior Member’s thesis project in mind, or to address gaps that become apparent in the Junior Member’s background formation (this is often important for Junior Members who come to ICS with disciplinary training that is outside of philosophy and theology). As of the Fall 2023 term there will be no residency requirement for ICS Junior Members in the MA program or for ICS Junior Members completing course work in the PhD program, except as specifically stated below for the pre-dissertation literature review and formal dissertation proposal.

MENTORS AND ADVISORS

The Institute for Christian Studies strives to establish an individual mentoring relationship for each Junior Member with a Senior Member in their field of study. Mentors at ICS are more than faculty advisors. In addition to guiding Junior Members through their program requirements, an ICS Mentor assists their Junior Members fully to develop their abilities as emerging scholars.

In view of the curricular changes noted above, the role of Mentors in course selection for MA and PhD Junior Members has acquired enhanced significance, as is detailed below under the relevant program descriptions.

MA IN PHILOSOPHY

PROGRAM DESCRIPTION

The Institute for Christian Studies awards an MA (Philosophy) to Junior Members who, having been accepted into the MA (Philosophy) program, successfully complete a program of 14 units,² constituting the equivalent of two years of full-time study,³ as follows:

² One “unit” equals one semester course of 13 three-hour sessions or its workload equivalent. In a calculation of “credit hours” which is based on the number of hours of class-time per week in a semester-length course, one “unit” equals three “credit hours” and the entire program encompasses 42 “credit hours.”

³ Normally, Junior Members will need to allow for a period of about 26 months to fulfill all pre-convocation program requirements, inclusive of the thesis defense. See “[List of Deadlines](#)” below.

MA COMPONENTS	UNITS
Foundations Courses:	
Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation	<i>1 unit</i>
Religion, Life, and Society: Reformational Philosophy	<i>1 unit</i>
Meaning/Being/Knowing: The Disciplinary and Interdisciplinary Implications of a Christian Ontology	<i>1 unit</i>
Field Electives	<i>6 units⁴</i>
Interdisciplinary Seminar	<i>1 unit</i>
Guided Reading in Thesis Area and Thesis Proposal	<i>1 unit</i>
Thesis and Defense	<i>3 units</i>

For information about grading, please refer to the *ICS Grading Template* in this handbook.

COURSE SEQUENCING

Foundations Courses: (1) Biblical Foundations, (2) Religion, Life, and Society; and (3) Meaning/Being/Knowing constitute the foundations courses within the MA program. Biblical Foundations and Religion, Life, and Society will normally be taken in the Fall term of the Junior Member's first year. Meaning/Being/Knowing will normally be taken in the Winter term of the Junior Member's first year. This ensures that each MA candidate will have a formal grounding in an orientation to Scripture that can inform and energize their engagement with the Reformational philosophical tradition, and a thorough introduction to that tradition in two passes, so to speak, one that works to place its critical and systematic proposals in an historical context, and a second that explores its development of an integral ontology that flows from a spiritual openness to the Scriptures and that can frame Junior Member study of their chosen field.

Field Electives: Field electives are to be chosen by Junior Members under the guidance of their Mentors in such a way that the combination of disciplinary knowledge and skills combines with interdisciplinary concern such as those listed in the [introduction to this section](#) to form a coherent field of research and scholarship. They should be spread throughout the Junior Member's two years of study, normally three per academic year and in such a way as to protect the Winter Term of the second year for thesis research and writing. This should be worked out with the guidance of the Junior Member's Mentor in a way that best serves the program of the Junior Member in question. Normally, at least four of the six electives will fall within one's field

⁴ In the event that a Junior Member must start from scratch to acquire a foreign language to fulfill ICS's foreign language requirement (see "[Language Requirement](#)" later in this section), Junior Members may, with the approval of their Mentors, substitute a foreign language course, ordinarily one aimed at graduate students who need to meet a foreign language requirement such as those put on by the Toronto School of Theology.

(as listed above), while courses not classified as such will provide topical or textual relevance to a JM's thesis research, or will fill out their foundational (field-informing) philosophical competence, historical knowledge, and perspectival awareness.

Interdisciplinary Seminar: ICS will put on one Interdisciplinary Seminar in the Winter Term of each academic year. Junior Members can choose to take the IDS in the Winter Term of their first or second year with the guidance of their Mentors. A Junior Member can always elect to take the IDS in each year if the topic or required texts fit well with their identified field of study or thesis research.

Guided Reading in Thesis Area: This Guided Reading is normally to be taken in the Fall term of the second year of a Junior Member's program and shall culminate in the production and approval of a formal thesis proposal.

PROGRAM SELECTION AND COURSE PLANNING

The development of the Junior Member's field of study with its interdisciplinary focus and disciplinary approach in choosing the electives that provide a context for beginning competence within that field will be done by the Junior Member in close consultation with and on the recommendation of the Mentor. The intent will be to balance the depth that a disciplinary approach provides with the breadth of one's interdisciplinary focus. Coherence will flow from the spiritual and philosophical framing of the enterprise provided by the program's foundations courses.

The role of the Mentor in course selection can be specified as follows: the Mentor will assist the Junior Member to identify a field with interdisciplinary focus and disciplinary approach, and courses that would serve best to develop the Junior Member's beginning competence in the field. The criteria that will be used in this work will be two-fold: what course choices will best prepare the Junior Member for professional academic work and wider service, and what will best energize the Junior Member and support the eventual thesis project as soon as this is known.

GENERAL COURSE REQUIREMENTS

Reading: Junior Members are normally assigned between 30 and 60 pages (or four hours) of required reading per course, per week. Depending upon the degree of difficulty and other considerations, the number of pages assigned may vary upward or downward.

The standard total amount of reading normally expected for a MA semester course is 1250 pages, inclusive of course paper research. Thus, in addition to weekly class readings, Junior Members are expected to complete further reading of up to 850 pages per course (depending on how much weekly reading has been assigned), related specifically to the course theme or essay. Normally, most of this will be oriented toward their course papers.

Guided Readings: As stated above, Guided Readings can directly support Junior Member thesis projects or can be used to fill in gaps in background, especially with respect to the disciplinary components of the field in which they are located. Guided Readings can be taken for credit as a full unit as is the case with the Guided Reading in Thesis Area. Such a Guided Reading will require 1250 pages of readings supplemented by other writing in preparation for a number of tutorials to be determined by Junior Members, their Mentors, and the Senior Member in question (if other than the Mentor).

Guided Readings can also be taken for less credit, particularly when filling background *lacunae*. This is a way of reading major works within the canon of the discipline most central to one's field and eventual thesis project. Such Guided Readings would typically have about a third of the reading of a one-unit course, and a proportionate level of other work including tutorial sessions. Three such Guided Readings would be equivalent to one unit of the MA program. Longer Guided Readings may be arranged, governed by the same principle. Requirements for a maximum of two (of the six) elective units may be fulfilled in this way (one if a Junior Member requests program credit for learning a foreign language from scratch, on which see "**Language Requirement**" below).

Papers: The normal requirements for a course often include an essay of 4000–6000 words. Instructors may at their discretion supplement the essay with other modes of learning, or substitute other modes of assessment.

Each year, at the discretion of the instructor(s), the essay requirements for two seminars in a Junior Member's program may be combined into a single research paper of 8000 words.

Guided Reading in Thesis Area: This course is supervised by the Junior Member's Mentor, and is designed to produce a formal thesis proposal of 10-15 pages of text and bibliography, to include:

- the identification and justification of the problem or topic to be treated
- a proposed chapter organization, and rationale
- a basic bibliography, identifying principal target texts, and a range of materials that illumine both the texts and issues to be taken up in the thesis

LANGUAGE REQUIREMENT

Junior Members in the MA program are required to demonstrate reading knowledge of a foreign language germane to their field, to their thesis, or subsequent life ambitions.⁵

⁵ The latter clause is written with ESL Junior Members in mind. If their hope is to pursue their careers in their natal language for example, then English may count as their language requirement as it is a foreign language for them, and the language of instruction at the Institute for Christian Studies. However, ESL Junior Members hoping to move from the MA to a PhD program at ICS (or elsewhere) are strongly advised to acquire an appropriate language beyond English or their native tongue.

The selection of a foreign language is made in consultation with, and requires the approval of, the Junior Member's Mentor.

A Junior Member must fulfill their foreign language requirements prior to the thesis examination. A standard form is available from the Academic Office. The Mentor will consult with the Junior Member to decide upon a method to assess the Junior Member's proficiency. Ordinarily this will involve passing a language course such as those offered at the Toronto School of Theology, aimed at graduate students. In exceptional circumstances assessment will occur in another way, for example, the demonstrated ability to make use of a text in this language which has been set as a required reading for a course.

If Junior Members come to their MA program at ICS needing to acquire their foreign language 'from scratch,' they may apply to receive one unit of credit for following an appropriate language course and passing with a B- or better (70 and up). Unlike other units of credit in this program, this will appear on the Junior Member's Academic Transcript as a "Pass" (rather than via a letter grade).

THESIS

Length: The MA thesis should fall between 17,000–25,000 words, inclusive of notes and bibliography. The Junior Member and Mentor are together responsible for the observation of these limits. Any expected deviation must be approved by the Academic Dean well in advance of the completion of the thesis. The Junior Member and Mentor are to submit the grounds for their request in writing.

Research: Thesis research requires approximately 1300 pages of new reading. The thesis may be partly based on research and writing completed for seminars in the Junior Member's field of emphasis. At least half the thesis should be based on new research.

Thesis Committee: The thesis committee usually consists of the Mentor and one other Senior Member who serves as the internal reader of the thesis. Ordinarily the internal reader must approve both the thesis proposal and an acceptable draft of the thesis prior to its submission to an external examiner.

It may be that a Junior Member develops interest in a thesis project that falls outside their Mentor's field of competence. In such a case it is possible for a Junior Member to request that a different faculty member serve as their thesis supervisor. Normally that suggestion should be raised, in the first instance, with the Junior Member's Mentor. It would then be the Mentor's role to identify an appropriate supervisor and inform the Academic Office of the change.

Timing and Deadlines: The deadline for formal submission of the MA thesis is ordinarily **July 31 of the second year of the program**. The thesis examination is ordinarily held **by the**

following October 15. Extensions to the deadline for thesis submission may be requested, with grounds. Thus, Junior Members must either submit an acceptable draft of their MA thesis by **July 31 of their second year**, or submit an extension request to the Academic Dean (over the signature of their Mentor) **by July 31**.

Mentors are responsible for tracking Junior Members' progress toward the completion of the MA thesis and identifying a likely date of completion. To this end, Mentors must have met with Junior Members whose MA theses they are supervising by the same date on which course work for spring semester courses is due (i.e., around May 24). Mentors will submit a standard form (available from the Academic Office) recording the meeting and its outcome to the Registrar **by May 31**.

Any deviation from this pattern requires the written approval of the Academic Dean prior to the relevant deadline(s). The scheduling of first and subsequent drafts of the thesis is, within these parameters, at the discretion of the Mentor in consultation with the Junior Member.

Additional Supervision Fees

Junior Members in the ICS MA and PhD programs shall usually be supervised in their thesis or dissertation work by an ICS Senior Member, in which case the cost of supervision shall be included in the usual degree tuition fees for their program. Junior Members may, in their application for submission to the program or in a separate application up to the end of the Summer term of their first year in the program (in the case of the MA) or up to the end of the Summer term of their second year in the program (in the case of the PhD), apply to the Academic Dean for permission to be supervised by a Senior Member emeritus, an adjunct faculty member, or a cross-appointed faculty member of ICS. Should such an application be approved, the Junior Member shall be charged an additional thesis or dissertation supervision fee, at a rate to be determined annually by the Academic Office in consultation with the President and the Director of Finances.

List of Deadlines: (for full details see **Section 6: “*Protocol for the MA Thesis Examination.*”**)

Deadline for consulting with Mentor about appropriate external examiner	<i>January 31 of Year 2</i>
Approximate deadline for meeting with Mentor about progress on thesis	<i>May 24 of Year 2</i>
Deadline for Mentor to submit record of this meeting to the Registrar	<i>May 31 of Year 2</i>
Junior Member's deadline for submitting an acceptable draft of the MA thesis	<i>July 31 of Year 2</i>

Usual deadline by which Mentor must send a final draft to external examiner	<i>August 31 of Year 2</i>
Usual deadline by which the oral exam should be completed	<i>October 15 of Year 2</i>

External Examiner: Six months prior to the projected completion date of the thesis, the Mentor and Junior Member will consult about the selection of an external examiner. The Mentor is responsible for inviting the external examiner, and for seeing that they receive a copy of the completed thesis, and the relevant protocol, at least 4 weeks prior to the oral examination. Upon agreeing to serve, the external examiner will send the Mentor their current *curriculum vitae*, which will be filed with the Registrar in the Junior Member's thesis examination file. The Junior Member should not contact the external examiner personally about the thesis.

External examiners should be well-qualified, impartial, and experienced individuals, and have an arm's length relationship with the Junior Member. They should have established reputations in the area of the thesis research. If there is any question about the competence or suitability of a proposed external examiner, the Mentor should consult with the Academic Dean before extending an invitation.

The external examiner submits a written evaluation of the thesis at the time of the oral examination. The content of the report is confidential and should not be discussed with the Junior Member prior to the oral examination. After the exam is completed and a grade has been decided, the Mentor will distribute copies of the report to the members of the examination committee. After the examination, this evaluation is shared with the Junior Member and with the Academic Dean. The chair of the examining committee ensures that a copy is sent to the Registrar and is placed in the Junior Member's file.

For the examination to go forward, both the Mentor and the external examiner must agree, *ten days prior* to the scheduled examination date, that the thesis is defensible and worthy, on its own merits, to receive a passing grade. Should the external examiner identify possible significant problems with the thesis, the Academic Dean will meet with the Mentor and the chair of the examining committee to determine the seriousness of the concerns, and to prescribe a course of action.

The external examiner will be paid an appropriate honorarium (\$150.00) plus approved travel expenses, compensation that the Mentor will present at the end of the oral examination. *One week prior* to the oral examination, the Mentor will contact the Registrar to process the honorarium, as well as a cheque to cover approved travel expenses. Funds for external examiners are budgeted by the Academic Office.

Logistical arrangements: Logistical arrangements for the oral examination of MA theses and PhD dissertations shall as of the Fall term of 2022 be made by the Academic Office (in particular, by the Academic Registrar) rather than by the thesis or dissertation supervisor, but only after the examination committee has been chosen.

Committee Preparation: The oral thesis examination committee consists of the mentor, the internal reader, and the external reader. Oral examinations for the MA and PhD shall as of the Fall term of 2022 be chaired by the Academic Dean or by a Senior Member appointed by the Academic Dean in consultation with the thesis or dissertation supervisor. This does not apply to the PhD pre-dissertation examination, as this examination is normally chaired by the thesis supervisor.

The Academic Office shall annually issue a guide to ICS exams for each of the MA and the PhD that can be shared with external examiners and used as a shared reference by everyone involved in a thesis or dissertation exam, in which the protocols for such exams are explained clearly, simply, and in accordance with current policies.

Examinations are closed to guests. Tape recording of the examination is not permitted. Before the candidate is invited in, the examiners exchange information and comment on the thesis. Each examiner writes down (but does not yet report) a letter grade for the thesis (A+, A, A-, B+, B, B-, No Pass). The examiners determine the format of the examination, including: the order in which participants will ask questions; the time available to each examiner in the first round of questions; the number of rounds; whether each examiner will take a turn alone or whether other examiners may join in on someone else's turn.

The Examination: The candidate is invited in, and the chair leads in prayer. The examination proceeds for about 60 to 90 minutes, after which the candidate is excused.

Post-Examination Evaluation: The examiners, each in turn, reveal their previously assigned thesis mark, and indicate their assessment of the impact of the examination on the final grade. The chair records the examiners' comments on the academic quality of the thesis, and the candidate's supporting knowledge as demonstrated in the examination. If the external examiner is not present, the chair shares their written report at this time.

The examiners decide whether or not to recommend or require revisions prior to the submission of bound copies of the thesis. They may also recommend that the thesis be made available as an ICS publication, and whether changes need to be made for these purposes. The chair then reads a draft report to the examiners, and receives further comments and suggestions.

Communication of Results to Candidate: The candidate is invited back into the room, and the chair communicates the grade and the elements of the report. The examiners are given an opportunity to add remarks, and the candidate is given an opportunity to respond. All examiners are encouraged to give a written copy of their comments on the thesis, and their key examination

questions, to the candidate after the examination. Following a successful defense, the Junior Member will make any corrections and revisions requested by the examiners.

Records: The chair prepares a summary evaluation, including the grade, and submits it to the Registrar for inclusion in the Junior Member's file. The report of the external examiner is also placed in the candidate's file.

The chair also provides to the Editor of *Perspective* basic information on the thesis (title, a 25–30 word summary of the contents) and, if appropriate, a few comments drawn from the summary evaluation indicating key aspects of the examiners' assessment.

Thesis Distribution: Three unbound copies of each master's thesis are to be placed on deposit with the Library of the Institute, two to be added to the ICS collection, and one for the Canada Thesis Portal of the Library and Archives of Canada. A brief abstract of the thesis should also be provided for use by UMI's Dissertation Abstracts Index. The cost of production, binding and submission to the Canada Thesis Portal is borne by the Junior Member.

Copyright and any permission to reproduce student theses are subject to the provisions of the Institute's Policy on Intellectual Property. In addition, the National Library of Canada requires the author to sign a "Non-exclusive License to Reproduce Theses," at the time the thesis is submitted.

Grading Scale: For information about grading, please refer to pp. 74-75 of this handbook, the [*ICS Grading Template*](#).

MA External Status Policy: MA Junior Members are allowed three years (or equivalent if the JM is part-time). When Junior Members have not completed and defended their thesis within the 3-year limit (or its equivalent) of the MA program, they will assume "External" status, until they are prepared to defend their thesis.

External status is regarded as an inactive term in relation to tuition costs. External status means that annual tuition and registration fees will not be required of the Junior Member. The Junior Member, may, however work to complete their thesis and then petition for reinstatement. This means that, upon submission of a Mentor-approved draft of the thesis, payment of a Reinstatement Review Fee of \$150 (equivalent to an External Examiner honorarium) and at the discretion of the Academic Dean, a Junior Member can be reinstated for the purpose of establishing a thesis defense. Academic support during the external status period is available to Junior Members at the discretion of their respective Mentors.

The Junior Member will be required to pay appropriate tuition/registration fees for the academic year in which reinstatement is granted and will be registered as a full-time student for that academic year (although at our post-program rate).

Since a reinstatement can be awarded only once, the Academic Dean will only consider a request when the thesis is submitted as stated above.

PHD IN PHILOSOPHY

PROGRAM DESCRIPTION

The Institute for Christian Studies PhD program is organized along two tracks. It runs a conjoint PhD with the Vrije Universiteit Amsterdam (henceforth VUA) and an ICS-only track. The conjoint program with the VUA is administered on the VUA side by the Philosophy Department within the Faculty of the Humanities (*Geesteswetenschappen*), and admittance to this track (at the dissertation-writing stage) is subject to securing both a VUA promotor or co-promotor as well as separate admittance to the VUA PhD program. The ICS/VUA track is most appropriate for PhD candidates who aim to prepare themselves as university scholars and professors of Philosophy. The ICS-only track is most appropriate for those scholarly callings in fields that centre on other disciplines viewed within the philosophically primed frame provided by ICS's biblically-directed integral ontology and consequent understanding of the coherence of the encyclopedia of the scholarly disciplines. Both programs are mixed programs with a coursework and examination component designed to further develop the competences acquired at the master's level to the point where the candidate is able to demonstrate an appropriate expertise to write the dissertation the candidate will have proposed. Consequently, both the conjoint ICS/VUA and the ICS-only program track require the equivalent of two years of full-time study to complete nine courses, formal dissertation, and a culminating pre-dissertation examination. Junior Members should expect to commit the equivalent of an additional three years of full-time work to the preparation for and writing of the dissertation itself.

ICS foundations courses provide a biblically-directed spiritual and philosophical frame for the PhD program as a whole. If Junior Member candidates have received their MA elsewhere, they will be required to take these courses as program requirements. Junior Member candidates with an ICS MA will have taken at least two of the three foundations courses as part of their MA program of study. They do not have to take these courses again. The entirety of the program is designed to ensure that Junior Member candidates have the requisite field expertise to write the dissertation they will come to propose, and that they have an appropriate breadth of knowledge to equip them for a career as a university-level researcher, lecturer or professor. For example, Junior Member candidates in the ICS/VUA conjoint track will make sure to use their coursework to round out an appropriate philosophical competence covering dissertation-appropriate themes and figures, on the one hand, and texts from the different historical eras of the philosophical tradition, on the other. The coursework component of both tracks of the program appears as follows:

PHD COMPONENTS	UNITS
Foundations Courses:⁶	(3 total)
Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation	1 unit
Religion, Life, and Society: Reformational Philosophy	1 unit
Meaning/Being/Knowing: The Disciplinary and Interdisciplinary Implications of a Christian Ontology	1 unit
Field Electives⁷	4-8 units⁸
Interdisciplinary Seminar	1 unit
Pre-Dissertation Literature Review and Proposal in the proposed dissertation area	1 unit
Language Course⁹	1 unit
Dissertation and Defense	15 units

Junior Members whose previous work does not provide sufficient preparation for aspects of the ICS doctoral program may be required to complete additional units.

For information about grading, please refer to pp. 74-75 of this handbook, the [ICS Grading Template](#).

GENERAL COURSE REQUIREMENTS

Reading: Junior Members are normally assigned between 30-60 pages (or four hours) of required reading per course, per week. Depending upon the degree of difficulty and other considerations, the number of pages assigned may vary upward or downward.

The standard total amount of reading normally expected for a doctoral semester course is 1500 pages, inclusive of course paper research. Thus, in addition to weekly class readings, Junior Members are expected to complete further reading of up to 1100 pages per course (depending on how much weekly reading has been assigned), related specifically to the course theme or essay. Normally, most of this will be oriented toward their course papers.

⁶ For Junior Member candidates who did not take the foundations courses at the MA level.

⁷ All programs should end up with the same number of units. Therefore, Junior Member candidates whose MA was taken at ICS will take two-to-three elective courses (see “Year One” under [“Sequencing”](#) below) as a substitute for the program units taken up by foundations courses in the case of candidates whose MA was from elsewhere. Moreover, if any Junior Member already has two appropriate languages other than English, they may substitute another elective course for the language course.

⁸ See p. 36 of this handbook, footnote 2.

⁹ See further under [“Doctoral Language Requirements”](#) below.

Papers: The normal requirements for a course often include an essay of 5000-7000 words.

At the discretion of the instructor(s) and the Junior Member's Mentor, the essay requirements for two courses may be combined into a single research paper of 10,000-12,000 words, the total additional reading for which must satisfy the requirements for two full courses.

Pre-Dissertation Literature Review and Formal Dissertation Proposal: This literature review is undertaken in the area of concentration, usually in the Spring term of the second year, and is supervised by the Mentor. Its objective is the production of a viable dissertation proposal. Junior Members in the ICS-only track of the PhD program are required to be resident in Toronto, Canada for the duration of the academic year during which they are working on their literature review and dissertation proposal as well as for the first academic year after their admission to the dissertation stage of the program. This two-year residency requirement is intended to secure access for these Junior Members to all of the library resources negotiated by ICS, to provide convenient opportunities for formal and informal academic mentoring to these Junior Members, and to encourage the development of academic community and professional networks for these Junior Members.

Toward this end, the normal requirements include:

- 1500-page review of the literature, including at least two (2) book-length works
- dissertation proposal of at least 15 pages (4500 words) plus bibliography, to contain the following rubrics:
 - ✓ Title of Project
 - ✓ Thesis Statement
 - ✓ Abstract of Argument
 - ✓ Aim of Project
 - ✓ Location in Conversation
 - ✓ Tentative Chapter Outline
 - ✓ Working Bibliography

SEQUENCING

The normal sequencing for completing program requirements, whether in the conjoint ICS/VUA or the ICS-only stream, is as follows:

YEAR ONE:

**PREREQUISITE 1: Biblical Foundations:
Narrative, Wisdom, and the Art of Interpretation**

*(for candidates who are not
graduates of the ICS MA program)*

PREREQUISITE 2: Religion, Life, and Society: Reformational Philosophy	<i>(for candidates who are not graduates of the ICS MA program)</i>
PREREQUISITE 3: Meaning/Being/Knowing: The Disciplinary and Interdisciplinary Implications of an Integral Christian Ontology	<i>(for candidates who are not graduates of the ICS MA program and for those graduates for whom this was not a part of their ICS MA program)</i>
3 Electives OR 5–6 Electives	<i>(for candidates who <u>are not</u> graduates of the ICS MA program)</i> <i>(for candidates who <u>are</u> graduates from the ICS MA program)</i>
YEAR TWO:	
Interdisciplinary Seminar	
Elective	
Language Course OR Elective	<i>(if necessary)</i> <i>(if not necessary)</i>
Pre-Dissertation Literature Review in Dissertation Area culminating in Formal Dissertation Proposal	
PRE-DISSERTATION EXAM AND PROGRAM YEARS THREE, FOUR, AND FIVE:	
Pre-Dissertation Exam	
Dissertation and Defense	

PROGRAM MENTORING AND DISSERTATION DIRECTION

Junior Members are assigned a faculty advisor upon admission into the doctoral program. The Junior Member together with their faculty advisor constructs an individual program of study in line with the doctoral candidate's interest and goals. Part and parcel of that construction is the identification of which doctoral stream best fits the interests and goals of the Junior Member candidate. This decision will normally be taken in the first year of the candidate's residency requirement. If a Junior Member candidate has decided on an ICS-only PhD they will be provided a supervisory committee in the Fall of the candidate's second year. This committee is to be made up of three Senior Members, the Mentor/dissertation supervisor and two other Senior

Members whose areas of competence dovetail best with the dissertation interests of the candidate in question. This committee will be responsible (1) to approve the candidate's formal dissertation proposal, (2) to constitute the ICS members of the candidate's pre-dissertation examination committee, and (3) ordinarily, to function as the dissertation committee of the candidate upon successful completion of the pre-dissertation examination. Whenever warranted, dissertation committee membership can be extended beyond the Senior Member ranks to include willing scholars whose involvement with ICS constitutes the equivalent of faculty status—adjunct faculty, emeriti Senior Members, current Senators and Distinguished Associates, or any TST faculty with AD status.

In the event that a Junior Member doctoral candidate chooses the conjoint ICS/VUA track, the candidate will work with their ICS Mentor/dissertation supervisor to attract a VUA faculty member with appropriate competence and interest to serve as the candidate's eventual VUA *promotor* or dissertation supervisor. Ideally ICS and VUA supervisors will work with the Junior Member candidate to produce their formal dissertation proposal and to establish the themes and reading lists for the pre-dissertation examination process. If it takes time to attract a VUA *promotor*, this work will be done by the candidate and their ICS supervisor supplemented when advantageous by another faculty member with appropriate status and expertise, until a VUA *promotor* has been secured. Finalization of the candidate's dissertation proposal will only occur when the VUA supervisor concurs with the ICS supervisor's judgment (made prior to the organization of the pre-dissertation exam) that the proposal is acceptable.

In both the ICS-only and the conjoint ICS/VUA stream, progress in fulfilling program requirements and stages will be monitored annually at the end of the Spring term of each academic year, using a form developed for this meeting to be signed by the ICS Mentor in the case of the conjoint ICS/VUA stream or by the members of the supervisory committee in the case of the ICS-only stream. Once the Junior Member candidate is enrolled at the VUA, the VUA will arrange for all requisite VUA monitoring from its side. The ICS monitoring meeting is to occur annually until the dissertation is formally submitted for defense. The forms used to document these meetings are to be placed in the Junior Member file.

DOCTORAL LANGUAGE REQUIREMENTS

Each Junior Member in either doctoral stream is required to demonstrate reading proficiency in at least two languages, other than English, which are relevant to their field research, dissertation work, or life aims. Students are to consult with their Mentor in the selection of languages for this purpose.

A Junior Member must fulfil their foreign language requirements prior to undergoing the pre-dissertation examination. A standard form is available from the Academic Office. The Mentor will consult with the Junior Member to decide upon a method to assess the Junior Member's proficiency. Ordinarily this will involve passing a language course such as those

offered at the Toronto School of Theology, aimed at graduate students. In exceptional circumstances assessment will occur in another way, for example, the demonstrated ability to make use of a text in the chosen language which has been set as a required reading for a course or by passing a language exam such as those provided by the Toronto School of Theology. Unlike other units of credit in this program, this will appear on the Junior Member's Academic Transcript as a "Pass" (rather than via a letter grade).

DOCTORAL PRE-DISSERTATION EXAMINATION

Formal preparation for the pre-dissertation examination takes place upon completion of the pre-dissertation literature review, and begins with the identification of an extensive bibliography for review.¹⁰ Normally, Junior Members are to complete the entire pre-dissertation examination process within six months.¹¹

The pre-dissertation examination includes both a written and an oral component, which together cover the agreed bibliography and the materials included within the formal dissertation proposal. As noted above, the candidate's foreign language competence can also be assessed in this context.

Candidates must successfully complete the written component before passing to the oral examination. Successful completion of both components is a prerequisite for admission to the dissertation phase of both doctoral streams.

ADMISSION TO DISSERTATION STAGE OF THE PROGRAM

Once a Junior Member has successfully completed the pre-dissertation examination, the procedure for admission to the dissertation stage of the program is as follows. If the Junior Member is on the ICS-only track, they are automatically admitted to the dissertation stage of their program. If, on the other hand, the Junior Member in question is on the conjoint ICS/VUA track, upon successful conclusion of the pre-dissertation examination process the ICS and VUA supervisors will arrange to have the Junior Member candidate presented to the Chair of the Department of Philosophy of the VUA (or the VUA liaison if that person is different from the Philosophy Chair) for formal registration at the VUA and formal assignment of a VUA supervisor as VUA *promotor*, a registration prepared for by the filling of a co-tutelage agreement and by provision of other information by the two institutions and the candidate in question as

¹⁰ A detailed description of the process for the pre-dissertation work and examination can be found under [*Protocol for the Doctoral Pre-Dissertation Examination*](#) in **Section 6** of this handbook.

¹¹ The text of the Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies in [**Appendix A**](#) of this handbook sets out the procedures for admission to the dissertation stage under the conjoint ICS/VUA stream of the doctoral program. In the ICS-only stream, PhD candidates, who have successfully negotiated the pre-dissertation examination process, continue to work on the research and writing of their proposed dissertation under the direction of their Mentor/dissertation supervisor with the help of the other members of the dissertation supervisory committee.

stipulated in the [Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies](#). Normally the VUA *promotor* will be a member of the faculty of the Department of Philosophy, but if the proposed dissertation topic and the qualifications of the interested VUA promotor recommend it, the ICS supervisor and the VUA faculty who is interested in serving as the VUA *promotor* will propose that the VUA faculty in question be appointed as the VUA *promotor* even if they are from a department other than Philosophy.

Inscription into the VUA's Hora Finita system marks the candidate's official registration at the VUA. For further details of policy and procedure, regarding the establishment of a dissertation committee (*leescommissie*) and other matters, both ICS Mentors and Junior Members should consult the full text of the Framework Agreement between the Vrije Universiteit in Amsterdam and the Institute for Christian Studies in [Appendix A](#) of this handbook.

DISSERTATION

The dissertation is the focal point of doctoral studies. It must demonstrate advanced competence in the topic researched and the areas germane to it, and show promise of the author's ability to make an articulate and independent contribution to the relevant field of academic study.

In the ICS-only stream of the doctoral program, the members of the dissertation supervisory committee will consult with each other and the candidate regarding the dissertation proposal already prior to the pre-dissertation examination. After the examination they will continue to consult about the development of a schedule for the submission, reading, and return of chapters. The schedule then functions as a guideline for the actual production of the dissertation to be used in the context of the annual dissertation committee meetings with the candidate.

In the conjoint ICS/VUA track, the ICS and VUA supervisor will consult with each other and the candidate to confirm the final form of the dissertation proposal and to develop a schedule for the submission, reading, and return of chapters. When the dissertation proposal and schedule have been approved, the two supervisors will inform the Academic Dean of ICS and include the schedule in the dossier of materials that accompany the co-tutelage agreement that allows for the Junior Member candidate's registration at the VUA.¹²

Either the candidate or one of the supervisors (ICS/VUA) or supervisory committee (ICS-only) may propose that the dissertation proposal and/or schedule be changed. Such changes require the mutual agreement of the candidate and supervisors (ICS/VUA) or committee (ICS-only).

The dissertation must meet formal criteria (length, style, etc.) set by the examining institution.

¹² Cf. the Agreement for a Joint Doctoral Degree Under the Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies in [Appendix B](#) of this handbook

COMPENSATION FOR DISSERTATION PRODUCTION AND DEFENSE BY JUNIOR MEMBERS ON THE ICS/VUA TRACK

In the case of Junior Member candidates in the ICS/VUA track, a modest financial compensation is paid by the VUA, following the dissertation defense and once the degree has been awarded, to assist with the cost of printing and reproducing the dissertation, and assist with the cost of a return trip to Amsterdam for the defense as stipulated in the co-tutelage agreement and in the Agreement for a Joint Doctoral Degree Under the Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies ([Appendix B](#) of this handbook).

PhD External Status: PhD Junior Members are allowed seven years of full-time study. When Junior Members have not completed and defended their dissertation within the 7-year limit of the PhD program, they will assume “External” status, until they are prepared to defend their thesis.

External status is regarded as an inactive term in relation to tuition costs. External status means that annual tuition and registration fees will not be required of the Junior Member. The Junior Member, may, however work to complete their dissertation and then petition for “reinstatement”. This means that, upon submission of a Mentor-approved draft of the dissertation, payment of a Reinstatement Review Fee of \$150 (equivalent to an External Examiner honorarium) and at the discretion of the Dean, a Junior Member can be reinstated for the purpose of establishing a thesis defense. Academic support during the external status period is available to the Junior Members at the discretion of their respective Mentor.

The Junior Member will be required to pay appropriate tuition/registration fees for the academic year in which reinstatement is granted and will be registered as a full-time student for that academic year.

Since a reinstatement can be awarded only once, the Dean will only consider a request when the dissertation is submitted as stated above.

INTRODUCTION TO THE MA (PHIL) IN EDUCATIONAL LEADERSHIP (MA-EL) PROGRAM OF STUDY

The MA (Phil) in Educational Leadership (MA-EL) is a graduate program rooted in the Christian faith for K-12 teachers and school administrators. We equip educational leaders to create innovative, challenging, and just learning environments through classroom instruction, professional coaching, and peer-supported projects that contribute to God's redemptive work. It builds the capacity of Christian educators to grow in their roles and be influencers within the contexts of their schools, school jurisdictions, and education networks. Combining ICS's rich history in integrally Christian scholarship with the commitment to inquiry-based learning, this program inspires and equips educators to create innovative, challenging, and just learning environments that contribute to God's redemptive work in the world.

We welcome diversity. We are relational and collaborative as we design and teach courses that are deeply contextualized and relevant to educators. We provide multiple options for educators to respond to their learning in the form of projects that are relevant to their practice. We allow Junior Members to take courses when it is most suitable for their schedule, providing multiple courses each term.

PROGRAM DESCRIPTION

This program is a typical 42-credit hour (14 units) course of study offered part-time and building on one's current work as an educational leader. Our program is delivered through mostly asynchronous online courses with the Biblical Foundations course being offered synchronously. Each Junior Member receives individualized mentoring throughout their time in the program. All courses involve some live, interactive online events that will be recorded for those who are unable to attend an event. Communication with instructors is done through discussion boards on Google Classroom and/or email.

The following four concentrations are possible in this program:

- **INSTRUCTIONAL LEADERSHIP** — An instructional leadership concentration for K-12 teachers
- **SCHOOL ADMINISTRATION** — An organizational concentration for current and prospective school administrators
- **LITERACY** — A literacy concentration offered in partnership with Calvin University
- **INCLUSION** — An inclusive practice concentration offered in partnership with Calvin University

This program includes 10 term courses that are offered on a regular basis. It can be completed in one of the following ways:

3 + 1:	<i>This program can be completed in three years and one month with one course being taken each term for 10 terms. Note that a Praxis and Project are required in addition to the 10 course credits.</i>
At Your Own Pace:	<i>This program can be completed at your own pace with courses being taken when it best suits your schedule.</i>

COURSE REQUIREMENTS

The courses laid out in the table below make up the MA-EL program. Most courses are offered each year except for the concentration courses that are offered on a two/three-year schedule. All asynchronous courses include six online events with more online events. Fuller descriptions for current and upcoming MA-EL courses, including specifics about course format, can be found in our [Course Catalogue](#).

MA-EL COMPONENTS	UNITS
Foundations Courses	(2 total)
Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation	1 unit
What is Christian About Christian Education?: Reformational Philosophy	1 unit
Immersive Courses	(5 total)
Called to Teach: Learning and Formation	1 unit
Lead From Where You Are	1 unit
The Craft of Reflective Practise	1 unit
Cultivating Learning Communities of Belonging	1 unit
Celebrating Joyful Learning	1 unit
Project and Praxis	(4 total)
Project	2 units
Praxis	2 units
Concentration-Specific: Instructional Leadership	(3 total)
Deeper Learning: From Wonder to Inquiry to Practise	1 unit
Transformative Teaching	1 unit
Guided Study on Project Question	1 unit

Concentration-Specific: School Administration	(3 total)
How to Coach a Strong Team	<i>1 unit</i>
How to Finance a Vision	<i>1 unit</i>
How to Govern a School	<i>1 unit</i>
Concentration Specific: Inclusion	(3 total)
Pathways to Inclusion: Re-examining Beliefs about Learners	<i>1 unit</i>
Designing Instruction for Successful Learning	<i>1 unit</i>
Perspectives, Programs, & Policies: Developing Inclusive Schools	<i>1 unit</i>
Concentration Specific: Literacy	(3 total)
Reading Assessment and Responsive Instruction	<i>1 unit</i>
The Early Literacy Learner, at Home and in School	<i>1 unit</i>
Literacy Learning After the Early Years: Middle School Children, Adolescents, and Adults.	<i>1 unit</i>

GRADING

For information about grading, please refer to pp. 74-75 of this handbook, the [*ICS Grading Template*](#).

COURSE FORMATS

Courses in the MA-EL program follow one of these two formats:

1. ONLINE ASYNCHRONOUS WITH SIX SYNCHRONOUS SESSIONS

During these courses students will:

- ✓ Write reflective responses to the assigned readings
- ✓ Participate in forum discussions
- ✓ Complete a project that applies their understanding of the course
- ✓ Respond to the projects of other course participants
- ✓ Share their project with an authentic audience

In addition, six online, interactive Zoom sessions will be scheduled by the instructor based on students' time zones and availability.

2. ONLINE SYNCHRONOUS SESSIONS

Only the Biblical Foundations course meets synchronously. Sessions take place once a week throughout the given term for a three-hour online class.

PARTICIPATION IN THE RESIDENCY

Junior Members taking one of the following courses, Called to Teach, Deeper Learning, or Transformative Teaching, will have the opportunity to apply their project work from the **Residency** towards their course requirements. Junior Members who choose this project option will not receive their final grade until they have completed their project at the Residency. Please note that Junior Members who choose this option are not required to apply for an extension as outlined in the Junior Member Handbook.

PROGRAM TRACKER AND PROGRAM COMPLETION PLAN

A MA-EL Program Tracker is completed by the Junior Member and their Program Advisor each term. It is shared with the Registrar as a formal record of the completion of course requirements (see the *MA-EL Program Tracker Template* on pp. 76-77 of this handbook). The Program Tracker is filed in Junior Member's records by the Academic Registrar.

Junior Members are responsible for completing a Program Completion Plan, with the guidance of their Program Advisor (see the *Program Completion Plan Template* on p. 78 of this handbook). Program Completion Plans should be reviewed with one's Mentor at the end of each term.

CELEBRATION OF LEARNING

Many of the courses you will take in the MA-EL program will ask you to end with a Celebration of Learning. The purpose of this is to share your learning with an authentic audience. It is recommended that you clarify with your instructor who that authentic audience is before planning your event.

THE PROJECT AND PRAXIS

Another unique feature of the MA-EL program is the completion of a Project and Praxis which together serve as the equivalent of an MA literature review and thesis.

The Project is an opportunity for MA-EL Junior Members to **contribute to the innovation of educational leadership practice**—drawing on the deeper learning they are doing, as facilitated by the MA-EL, as people of God's story engaged in real work that shapes the world.

The intention is that Junior Members in the Instructional Leadership Concentration will draw on the courses Deeper Learning and Transformative Teaching, as well as the Guided Study on Project Question, in working on their Project. Junior Members in the School Administration Stream will draw on the "How to..." courses in planning for their Project.

To embark on the work for the Project, Junior Members will work with their MA-EL Mentor to develop first a **250-word Project Interest Statement** that will describe broadly what they want to accomplish by means of the Project. In collaboration with their Mentor they will then develop a **1,500-word Project Proposal** for review and approval by a Project Proposal Committee consisting of their Mentor, another ICS faculty member who teaches in the MA-EL program, and an expert practitioner with significant experience relevant to their Project.

The format of research, documentation, and presentation of the Project is negotiable. At a minimum, the Project product should include a document or presentation for an authentic audience (as that term is used in the MA-EL program) and a theoretical paper that explains the document or presentation (for consideration by the Project Examination Committee). Some possibilities for the document or presentation include a professional development workshop, a podcast series, video documentation, a curriculum, an extensive playbook, a conference paper, or a journal article.

The project prerequisite course for each of the concentrations is as follows:

- **Instructional Leadership**—Deeper Learning: From Wonder to Inquiry to Practice
- **School Administration**—Lead From Where You Are
- **Inclusion**—Pathways to Inclusion: Re-examining Beliefs about Learners
- **Literacy**—Reading Assessment and Responsive Instruction

The Praxis is an opportunity for each Junior Member in the ICS MA-EL program to **engage in theoretically informed reflection on their practice as an educational leader**—drawing on the deeper learning they are doing as people of God's story engaged in real work that forms self, as facilitated by the MA-EL. In short, it considers the Junior Member's professional development and identity.

The starting point for the Praxis is the 4,500-7,000 word final paper produced for the course ***The Craft of Reflective Practice***, and students will begin work on their Praxis in the Winter term following their completion of this course. While Junior Members may propose an alternative format and process to their mentor and program evaluation committee, the final Praxis text will ordinarily be an 8,500-12,500 word revision and expansion of this paper. The paper has the following parts:

- An introduction that explains what critically reflective practice is
- **The story of the work day you have**
- Critical reflection on the story of the work day you have
- **The story of your life**
- Critical reflection on the story of your life
- **The story of your work community or tradition**

- Critical reflection on the story of your work community or tradition
- **The story of the work day you want**
- Critical reflection on the story of the work day you *want* with regard to the elements of the work day you *have* that need attentive *maintenance* and intentional *innovation*
- A conclusion that summarizes what you have learned from critical reflection on your practice by means of these four stories, and that considers the implications for your own professional development

Junior Members will work on their Praxis in consultation with their mentor, ordinarily at the following pace.

Winter term

Thicken stories and deepen critical reflections with reference to a reading of Caine, Clandinin & Lessard (2022) and Clandinin (2016).

Summer term

Thicken stories and deepen critical reflections with reference to a reading of Gherardi (2019) and Nicolini (2012).

Fall term

Thicken stories and deepen critical reflections with reference to a reading of Britzman (2003) and MacIntyre (2016).

Winter term

Rewrite text with reference to a reading of Ghodsee (2016) and Harris (2017).

At this point Junior Members should have a text ready for consideration by their program evaluation committee. Ordinarily Junior Members will submit their completed Praxis text to their evaluation committee in time for an evaluation alongside their Project, which may be neatly coordinated or may allow additional time for further refinement of their Praxis text beyond the schedule recommended above.

Since different aspects of the required reading will resonate with different Junior Members, and since the practices in which each Junior Member is engaged are unique to their circumstances, each Praxis will be unique both in terms of the particulars of research and writing involved and in terms of the resultant text.

The format of documentation and presentation of the Praxis is negotiable. Usually it will take the form of a written text presented for discussion with an MA-EL program evaluation committee in the format and produced by the method described below, but Junior Members are welcome to propose alternatives. Together the MA-EL Praxis and Project serve as the equivalent of a thesis in other versions of the ICS MA. At present an ICS MA thesis is required to be 17,000 to 25,000 words in length. This means that the Praxis should, somehow, in both content and length, be the equivalent of half of an MA Thesis. In terms of length, that means the equivalent of 8,500 to 12,500 words. When the documentation of the Praxis takes the form of a written text, it must be a Google document (formatted in Times New Roman font at a font size of 12 with a line size setting of 1.15) and meet [APA 7](#) style requirements (in particular with regard to citation and the reference list).

Junior Members and their mentors will review the current research ethics policies of ICS every term and ensure that they are in compliance, and that their work is done with attentive and reasoned care and with an awareness of the vulnerabilities involved.

Reference List

Junior Members are required to read the complete texts of the following books during their ICS MA-EL program, as scheduled above, in support of their Praxis.

Britzman, Deborah P. (2003). *Practice makes practice: A critical study of learning to teach*. (Revised Edition.) SUNY Press.*

Caine, V., Clandinin, D. J., & Lessard, S. (2022). *Narrative inquiry: Philosophical roots*. Bloomsbury Publishing.

Clandinin, D. J. (2016). *Engaging in narrative inquiry*. Routledge.

Gherardi, S. (2019). *How to conduct a practice-based study: Problems and methods*. (2nd edition). Edward Elgar Publishing.

Ghodsee, K. (2016). *From notes to narratives: Writing ethnographies that everyone can read*. University of Chicago Press.**

Harris, J. (2017). *Rewriting*. (2nd ed.). Utah State University Press.**

MacIntyre, A. (2016). *Ethics in the conflicts of modernity: An essay on desire, practical reasoning, and narrative*. Cambridge University Press.

Nicolini, D. (2012). *Practice theory, work, & organization: An introduction*, pp. 77–102. Oxford University Press.

* Required for purchase by all students participating in *The Craft of Reflective Practice*.

** Required for purchase by Junior Members participating in the Writing Workshop.

Committee Members for Project and Praxis

MA-EL committees are made up of two internal members and one external member. The internal members will include the Director and one instructor from the MA-EL program. The external member on an MA-EL committee need not have a PhD but must have a specified an adequate level of experience as either a practitioner or a scholar that is appropriate to the project of the Junior Member.

The Junior Member's committee will meet virtually during the following three stages for approval and to offer advice:

1. Proposal Approval
 - a. 1,500-word project proposal presented to the committee
 - b. 1,500-word praxis proposal presented to the committee
2. Draft Feedback Conference on Project
3. Final Presentation and Assessment
 - a. Project & Praxis documentation (e.g., playbook, curriculum, podcast series)
 - b. Project & Praxis Celebrations of Learning
 - c. 1,000-word theoretical paper about Project
 - d. Conversation with committee about how to apply Project and Praxis to professional life

Committee members should anticipate a 90-minute to 3-hour meeting commitment for each of the three phases, with preparatory reading of any related writing (i.e., interest statements, proposals, bibliographies, and eventual papers or other project documentation) being shared by the Junior Member prior to the agreed upon meeting time.

Serving on the committee of an MA-EL Junior Member would be similar to serving on the thesis committee of an MA Junior Member. The ICS pays a small honorarium of \$150 to committee members for their services.

MA-EL Mentoring Model

The MA-EL mentoring model for Junior Members (JMs) is made up of three parts: the program advisor, the Praxis mentor, and the Project mentor.

Program Advisor

As Director of the MA-EL program, Edith van der Boom will serve all students in the role of program advisor. In this role, Edith will help JMs create a program completion plan and keep JMs' Program Trackers up to date. After JMs have successfully defended their Praxis and Project the program advisor will ensure that all required changes and/or corrections are completed prior to convocation.

Praxis Mentor

As the instructor of *The Craft of Reflective Practice*, Gideon Strauss will serve as Praxis mentor to all JMs in the MA-EL program. Mentoring will begin after JMs have successfully completed the *Craft of Reflective Practice* in the form of participation in a Praxis cohort who will meet together with Gideon once a term.

Project Mentor

JMs will be assigned to a Project mentor according to their program concentration. Students pursuing a concentration in School Administration will be mentored by Gideon Strauss. JMs pursuing a concentration in Instructional Leadership, Literacy, or Inclusion will be mentored by Edith van der Boom.

MENTORING

Each Junior Member in the MA-EL program will be mentored by one of the Senior Members in the program and will receive a mentoring agreement from their Mentor. Junior Members will be expected to check in with their Mentor during a one-to-one session at least once a month. If Junior Members are having difficulties with the mentorship, please refer to the [Mentorship Policy](#) as outlined in **Section 6** of this handbook.

Each January, all Junior Members in the MA-EL program will gather together, either online or in person, for a retreat. During this annual retreat, Junior Members will participate in community-building activities as well as share projects, and give feedback on each other's work.

Sample MA-EL Mentoring Agreement

This is an example of a set of basic expectations for the working relationship between MA-EL Junior Members and their Senior Member Mentors.

1. **You as a graduate Junior Member will own the process of graduate study.** Be familiar with the formal requirements and best practices for graduate study, and for working on your MA-EL at the Institute for Christian Studies (ICS) in particular, and meet or exceed these

requirements at your own initiative. These requirements include, but are not limited to, the relevant ICS policies and protocols.

2. Graduate study is full of wonder and delight, and very hard. **Please take care of yourself, and in particular of your health**, in the face of the demands that your studies will make of you. Maintain or develop habits of adequate sleep and exercise and a healthy diet. Maintain nourishing relationships with friends, family, fellow scholars, and people in your faith community. Consider working with a therapist and/or a spiritual director.
3. During your first course, and with reference to the MA-EL Program Tracker, you will develop a rough draft of a **written MA-EL Completion Plan**.

During your first Fall term as an MA-EL Junior Member, and no later than the end of *November*, please elaborate your Completion Plan so that it shows in some detail and with clear milestones **what your learning goals are for your MA-EL, as well as how and when you intend to meet these goals over the course of your time in the program**. Completion includes doing all of your course work, doing the necessary reading, research, and writing for your MA-EL Praxis and Project, and designing, delivering, and presenting your Project.

We recommend conversations with current and former ICS MA-EL Junior Members for advice as you work on this plan, and your MA-EL Mentor will gladly make introductions to this purpose at your request.

4. At a minimum **check in with your MA-EL Mentor monthly** for 50 minutes, starting in the first month of your first term of study.

Schedule these MA-EL Check-in meetings with your MA-EL Mentor in advance for your whole program (using Google Calendar and your ICS Google account), and subsequently review and adjust the dates for each term with your Mentor in your first meeting of that term.

The key purposes for these meetings are to ensure that your Mentor gives you adequate academic support, to build momentum toward the timely completion of your praxis and project, and to provide opportunities to discuss new learning.

5. Please **provide your program Mentor with a written learning report at least seven days in advance of each scheduled monthly meeting**.

Write the report as a Word or Google document, and forward or share it by email. In your report please evaluate what you have learned since our previous monthly meeting, measured against the learning milestones identified in your MA-EL Completion Plan (once we've agreed on that plan). This part of your report will usually be 250-500 words in length, and written clearly and concisely.

In each monthly report (except for the first monthly report of each term, when you will possibly not have enough reading done to meet this expectation) please further include a section of 100-250 words on each major assignment in your current course, as well as on the present state of your work for your MA-EL Praxis and MA-EL Project, in which you very succinctly answer the following four questions (which we borrow from Harris, 2017,

mentioned below, see page 100) with regard to the current state of your work on each: (a) What do you want to accomplish with this assignment? (b) How can you build on the strengths of your current draft? (c) How might you acknowledge other points of view and possibilities with regard to your position or argument? (d) What are the implications of what you have to say?

These reports are the backbone of our learning collaboration and over time become a concise record of your development as a reflective practitioner.

6. By no later than three months after beginning the MA-EL program as an MA student, please **read Joseph Harris's book *Rewriting: How to Do Things with Texts*** (Utah State University Press, second edition, 2017). Harris describes the approach we will expect you to take in turning your reading into writing during this MA-EL program.

We also recommend that you read Francis-Noël Thomas and Mark Turner's book *Clear and Simple as the Truth: Writing Classic Prose* (Princeton University Press, second edition, 2011). Thomas and Turner will help you reflect on your own style as a reflective practitioner who writes about your practice. The style they recommend is particularly appropriate for a leadership practice playbook if you are a student in the MA-EL School Administrator stream.

7. At least seven days in advance of our scheduled monthly meetings every *December* and *May* please also **provide your Mentor with a 1,000-word written reflection on your growth as a reflective practitioner**, with an emphasis on your understanding of the interaction of faith, Scripture, and professional practice in your own life and work.

WRITING WORKSHOPS

Writing is an important skill for both a teacher and practitioner. Through the use of writing workshops we will be educating people so that they can be more thoughtful practitioners and scholarly practitioners. Specifically, the learning goals for the writing workshops include the following:

1. To mentor Junior Members in academic writing at a graduate level
2. To help students think and pull together/integrate their learning
3. To ensure that Junior Members are familiar with APA 7 style requirements
4. To provide profound means towards building a reflective practice
5. To introduce Junior Members to opportunities for academic publication
6. To communicate to others through both course work (e.g., playbooks, papers) and one's profession (e.g., journals)

All students in the MA-EL program are encouraged to participate in the writing workshops even though they may not be submitting their own work in progress. Specific dates for these workshops will be noted in the ICS calendar.

ACADEMIC CALENDAR

During the Fall and Winter terms, the MA-EL program will follow the ICS Academic Calendar with the exception of Winter Reading Week. Since most MA-EL Junior Members are classroom teachers, a March Break will be scheduled rather than the Winter Reading Week break. The Summer term will begin one week after the end of Winter term and continue until the last week in June. Both Junior Members and their instructors will take the month of June off. During the second week of August, classes will resume with three consecutive Zoom sessions offered during the morning on Tuesday, Wednesday, and Thursday of that week.

Course Evaluations

Course evaluations will be given to Junior Members by the Academic Registrar at the end of each course. Evaluations will be shared with the instructor after all final marks have been submitted to the Academic Registrar.

CHRISTIAN EDUCATOR CERTIFICATES

INTRODUCTION

These certificate programs are for Christian educators who want to explore their calling as leaders in education and build their skills to create meaningful learning communities. The courses offered for this certification align with our commitment to being:

- Biblically informed and focused on the love embodied by Christ;
- Deeply contextualized and relevant for educators;
- Aligned with your own professional passion; and
- Rooted in wisdom and a sound methodology.

The *ICS Christian Educator Certificate* program helps students practise leadership that is intrinsically Christian and aligns with their own faith through graduate-level courses. Educators with this certification have been taught the skills needed to align their practice to the vision of their school such that a Christian educators certificate is a trustworthy standard by which Christian schools can evaluate.

Educators can choose one of two concentrations, the School Administration or the Instructional Leadership. Within each concentration, educators will complete four courses. This certificate program can serve as a gateway into the ICS Master of Arts in Philosophy in Educational Leadership (MA-EL) program.

CERTIFICATE IN SCHOOL ADMINISTRATION

School Administration courses are designed for administrators and those who would like to become an administrator who would like to continue to develop their Christian worldview in the context of leading schools, who are committed to leadership marked by vision, character, and adaptivity, and who are committed to cultivating learning communities of Belonging. This certificate program is comprised of the following four courses:

- Lead From Where You Are
- How to Coach a Strong Team
- How to Finance a Vision
- Cultivating Learning Communities of Belonging

(Note: How to Govern a School can replace How to Coach a Strong Team or How to Finance a Vision)

CERTIFICATE IN INSTRUCTIONAL LEADERSHIP

Instructional Leadership courses are designed for classroom teachers who desire to continue to develop their Christian worldview in the context of their teaching through the integration of faith and practice, are committed to meeting the needs of all learners, and have a growth mindset and desire to practise student-led learning. This certificate program is comprised of the following four courses:

- Called to Teach
- Deeper Learning
- Cultivating Learning Communities of Belonging
- Lead From Where You Are

(Note: Transformative Teaching can be taken in place of Deeper Learning)

SCHOOL ADMINISTRATION COURSES

Lead From Where You Are: Making a Difference in the Face of Tough Problems, Big Questions, and Organizational Politics

Leadership is not about personality, authority, position, influence, or power as such. Leadership is an art, a craft, a practice, to which everyone is called sometime or other, in widely different situations. Leadership can be practiced with varying degrees of authority, from any position, at varying scales of influence, and with varying access to different sources of power. Leadership is the work of motivating a group of people to act in certain ways as they shape what they share.

In this course, we will explore two kinds of leadership, positional leadership, and contributory leadership, and two kinds of leadership practices, algorithmic leadership practices, and heuristic

leadership practices. Positional leadership is the kind of leadership that comes with a particular, recognized position in a group, and contributory leadership is the kind of leadership that you can contribute regardless of your position in a group. Algorithmic leadership practices are those leadership practices for which there are clear, commonly agreed-upon procedures and goals, and heuristic leadership practices are those leadership practices for which there are not (or not yet) clear, commonly agreed-upon procedures and goals and that demand imaginative discernment. We will attend to leadership with regard to both making beneficial change happen and ensuring needed maintenance.

How to Coach a Strong Team: Leading People, Building Instructional Capacity, and Securing Accountability

How to Coach A Strong Team is a course for current and aspiring school administrators who want to cultivate their people skills. The course will focus on the competencies involved in having crucial conversations and coaching colleagues for professional development purposes, while also providing opportunities for learning about the competencies relevant to talent acquisition and employment termination. The backbone of the course will be a series of meditations (in the Reformational philosophical tradition) on being human: imaging God in the world.

How to Coach A Strong Team is a remote learning course consisting of six synchronous sessions including three school visits and a debriefing session with an expert practitioner, thirteen weeks of asynchronous online interaction, and the writing of a playbook by each student taking the course for credit.

How to Finance a Vision: Setting Direction and Managing Change within Financial Limitations

How to Finance a Vision is a course for new and aspiring school administrators. The course provides frameworks and tools for leadership in making the connections between the vision of a school, the budgeting process, and fundraising.

The course starts with an introduction to Henri Nouwen's spirituality of fundraising. It continues with an introduction to the basic financial documents that a principal should be able to read and to other documents relevant to schools. It explores the art of communicating the story told by school budgets as a necessary element of fundraising. It concludes with the processes necessary to gain competency in working with both school boards and staff (with an emphasis on financial and advancement staff) on the financial aspects of school management.

How to Govern a School: Board Governance, Decision-Making, and Community-Engagement

How to Govern a School is a course for new and aspiring principals, school leadership teams, and school boards. The course provides frameworks and tools for leadership in educational governance.

The course introduces participants to the work of nurturing the relationships among the school's stakeholders, with a focus on the pivotal relationship between the board and the executive leadership team (or, in smaller schools, the principal). Different approaches to the work of the board are considered, with particular attention to the stewardship of the school's vision, mission, and values, to the strategic formulation of policy and the monitoring of executive performance, and to accountability to the school's parents and supporting community.

Cultivating Learning Communities of Belonging

Cultivating Learning Communities of Belonging is a course for instructional leaders and school administrators in consideration of both school and classroom cultures. Course content will include attention to social and cultural contexts, racial justice, Indigenous perspectives, human sexuality, and restorative practices and how these topics impact and form school and classroom cultures.

This course seeks to help students find clarity in answers to the following questions:

- What is the relationship between the daily behaviour of educational leaders and the cultures of schools?
- How do we awaken our students' knowledge, creativity, and critical reflective capacities in our schools and classrooms?
- How do racism and other forms of oppression underlie achievement gaps and alienation within our schools?
- How can classroom learning be linked to larger movements seeking to effect change in the community?
- How can school culture be a vehicle for social change?
- How do we cultivate learning communities of belonging in our schools?

INSTRUCTIONAL LEADERSHIP COURSES

Called to Teach: Learning and Formation

Called to Teach is a course that will inspire and support K-12 educators in their own personal journey of learning. Participants will consider a deeply Christian vision for their lives as educators and reflect on teaching practices in light of faith and spiritual practices. It is intended to guide educators on an inner journey as they pursue a path of refreshment and renewal in their work within Christian education.

This course seeks to answer the following questions:

- What is my calling as an educator?
- How should I intentionally live out my calling to teach?

Deeper Learning: From Wonder to Inquiry to Practise

Deeper Learning is a course for instructional leaders. It explores learning as a journey from

wonder to inquiry to action. This course seeks to help Christian educators develop Deeper Learning within the context of:

1. *A celebration of the learner* - What does it mean to be created in God's image?
2. *A mindfulness towards learning design* - How do curriculum, instruction, and assessment inspire us to live out our lives as Kingdom Ambassadors who are intentional about character formation and loving our neighbours?
3. *A responsiveness to culture* - How do we embody our mission in every aspect of school life and live it out in God's world?

Transformative Teaching: The Role of a Christian Educator

Transformative Teaching is a course for instructional leaders as they consider their roles as Christian educators called to be transformers of society and culture. In this course, we will consider constructivism (a dominant educational theory in the twenty-first century that informs student-centred pedagogies such as Project Based Learning) through the lens of Scripture and investigate the assumptions that it makes. We will explore our calling as Christian educators as we consider Christian practices within our teaching.

This course seeks to help Christian educators find clarity in answers to the following questions:

- *Context*: Who am I called to be as a Christian educator in my particular place and time?
- *Constructivism*: How does constructivism inform my practice?
- *Culture*: How do Christian practices inform our teaching?

Cultivating Learning Communities of Belonging

Cultivating Learning Communities of Belonging is a course for instructional leaders and school administrators in consideration of both school and classroom cultures. Course content will include attention to social and cultural contexts, racial justice, indigenous perspectives, human sexuality, and restorative practices and how these topics impact and form school and classroom cultures.

This course seeks to help students find clarity in answers to the following questions:

- What is the relationship between the daily behaviour of educational leaders and the cultures of schools?
- How do we awaken our students' knowledge, creativity, and critical reflective capacities in our schools and classrooms?
- How do racism and other forms of oppression underlie achievement gaps and alienation within our schools?
- How can classroom learning be linked to larger movements seeking to effect change in the community?
- How can school culture be a vehicle for social change?
- How do we cultivate learning communities of Belonging in our schools?

Lead From Where You Are: Making a Difference in the Face of Tough Problems, Big Questions, and Organizational Politics

Leadership is not about personality, authority, position, influence, or power as such. Leadership is an art, a craft, a practice, to which everyone is called sometime or other, in widely different situations. Leadership can be practiced with varying degrees of authority, from any position, at varying scales of influence, and with varying access to different sources of power. Leadership is the work of motivating a group of people to act in certain ways as they shape what they share.

In this course, we will explore two kinds of leadership, positional leadership, and contributory leadership, and two kinds of leadership practices, algorithmic leadership practices, and heuristic leadership practices. Positional leadership is the kind of leadership that comes with a particular, recognized position in a group, and contributory leadership is the kind of leadership that you can contribute regardless of your position in a group. Algorithmic leadership practices are those leadership practices for which there are clear, commonly agreed-upon procedures and goals, and heuristic leadership practices are those leadership practices for which there are not (or not yet) clear, commonly agreed-upon procedures and goals and that demand imaginative discernment. We will attend to leadership with regard to both making beneficial change happen and ensuring needed maintenance.

MASTER OF WORLDVIEW STUDIES IN ART, RELIGION, AND THEOLOGY (MWS-ART)

Currently, there is one concentration available within the MWS program: **Art, Religion, and Theology**.

In this MWS concentration, students will participate in the critical study of the long, sometimes alienated, relationship among art, religion, and theology. What it means to be Christians who are aesthetically engaged, whether as artists or in other fields of endeavour, will be considered alongside the points of intersection among art, religion, and theology across histories, cultures, philosophies, denominations, and disciplines. This concentration aims to develop a philosophically and religiously attuned awareness of art's character and capacities as well as offer a framework for the ways art might engage with religion and theology today.

A special feature of this program is a required 3-week residency in Orvieto, Italy where the core foundational course for the program, *Art, Religion, and Theology*, is routinely taught.

The concentration is for artists, teachers, researchers, journalists, media professionals, workers in the art and culture sector, church workers, and workers in other religious institutions. It especially supports student exploration of the possible role of religion and theology in arts related vocations.

PROGRAM DESCRIPTION

Junior Members will complete a total of eight units. Up to three units may be electives taken in the Toronto School of Theology (TST).

The eight units include:

MWS-ART COMPONENTS	UNITS
Foundations Courses:	(3 total)
Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation	1 unit
Art, Religion, and Theology (in Orvieto, Italy)	1 unit
Religion, Life, and Society: Reformational Philosophy OR World-Viewing	1 unit
Recommended Elective:	(1 total)
Theology, Spirituality, and the Arts (TST)	1 unit
Two Arts-Related Electives:	(2-4 total)
from an approved list of eligible ICS or TST courses	2-4 units
Action Project (two-course equivalent):	(2 total)

e.g., Artist Workshop (in Orvieto, Italy) OR Arts Internship (in Toronto or other approved location)	<i>1 unit</i>
AND	
Final Summative Paper	<i>1 unit</i>
OPTIONAL: Major Research Paper	OR
A Junior Member may substitute an integrative Major Research Paper worth two courses for the Action Project with the approval of the MWS-ART director.	<i>2 units</i>

The foundations courses offer coherence and breadth and help build community among ICS Junior Members. The recommended elective course helps Junior Members engage with the community of TST graduate students. The two additional electives allow Junior Members to give special shape to their program. The Action Project serves to unify the program. At the start of their studies, and in consultation with the MWS-ART director, Junior Members identify an action-oriented project which they pursue throughout the duration of their program and which helps give focus and direction to their studies.

COURSE SEQUENCING

The MWS-ART may be taken either full- or part-time. The duration of the program for full-time students is one year, September to September.

A typical course schedule for a fulltime student, arranged by terms, is as follows:

FALL TERM	
Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation	<i>Required</i>
World-Viewing OR Religion, Life, and Society: Reformational Philosophy	<i>Required</i>
Theology, Spirituality, and the Arts in TST	<i>Recommended Elective</i>
Elective: in ICS or TST	<i>Elective 1</i>
WINTER TERM	
Elective: in ICS or TST	<i>Elective 2</i>
Action Project: Arts Internship	<i>Option 1</i>

SUMMER TERM

Art, Religion, and Theology: Theologies of Art in the Christian Tradition (in Orvieto) *Required*

Action Project: Artist Workshop (in Orvieto) *Option 2*

Summative Reflection on Action Project OR Major Research Paper *Required*

For information about grading, please refer to pp. 74-75 of this handbook, the [*ICS Grading Template*](#).

MASTER OF WORLDVIEW STUDIES

ICS intends to extend its MWS offerings beyond the MWS-ART in the years ahead, depending on emerging opportunities and priorities. At the current time, however, ICS will only offer those MWS courses that are part of the MWS-ART.

CONTINUING EDUCATION

ICS intends to extend its educational offerings beyond courses that are part of its MWS, MA (including the MA-EL), and PhD programs in the years ahead, depending on emerging opportunities and priorities. At the current time, however, ICS will only offer continuing education opportunities that consist of auditing a part or the whole of existing ICS courses in its degree programs, or taking such courses (individually or as part of an ICS certificate program) for credit as a professional development opportunity.

SPECIAL STUDIES

The Special Studies option is designed for those who wish to undertake graduate studies without having to meet degree or certificate requirements. Special Studies students have to submit a registration form for each course in which they want to enrol. The prerequisite for enrolling in an ICS course for graduate credit is a four-year baccalaureate degree (or its equivalent). Special Studies students must provide official transcripts, unless the student is taking the course for audit.

Special Studies students may apply to enter a certificate or degree program. Applicants must meet the admission requirements of the program in question, following the normal application procedure, and paying the regular application fee. If admitted, they must structure the balance of their program so as to adhere as closely as possible to the course sequencing prescribed for their program of study.

ICS GRADING TEMPLATE AND PROGRAM TRACKERS



ICS GRADING TEMPLATE

ICS GRADING TEMPLATE				
<i>Numerical Grade</i>	<i>Grade Point</i>	<i>Letter Grade</i>	<i>Grasp of Subject Matter</i>	<i>Furthermore...</i>
A+ to A-	EXCELLENT – student shows original thinking, analytic and synthetic ability, critical evaluation, broad basis of knowledge			
90 - 100	4.0	A+	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; master of an extensive knowledge base.
85 - 89	4.0	A	Outstanding	As above
80 - 84	3.7	A-	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
B+ to B-	GOOD – student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature			
77 - 79	3.3	B+	Very good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; Good familiarity with the literature.
73 - 76	3.0	B	Good	As above
70 - 72	2.7	B-	Satisfactory as a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.

Other				
0 - 69	0	NP	No Pass	Failure to meet above criteria
	0	INC	Incomplete	Student failed to complete work by stated/extended deadline
		EXT	Extension	Extension granted for incomplete coursework
	0	WDL	Withdrawal	Student withdrew from the course
<p>(This grading template follows that used by the Toronto School of Theology.)</p> <p>Incomplete Work and Extensions</p> <p>Junior Members and other students who do not complete their coursework by the prescribed deadline will automatically receive a grade of Incomplete. This grade can be reversed if the student negotiates an extension, and submits their work by the annual “final deadline”. Otherwise the grade of Incomplete becomes a permanent part of the student’s academic record, and its corresponding grade point of zero (0) is worked into their grade point average (GPA).</p> <p>Extensions may be granted at the discretion of the instructor. It is the responsibility of the student to seek the written approval of the instructor and the Academic Dean for a new deadline. “Request for Extension” forms are available from the Academic Office, and must be returned to the Registrar at least two weeks before the deadline for final coursework submission.</p> <p>Junior Members who complete their work before the annual “final deadline,” but who have not negotiated an extension in advance, and in writing, will have their grade docked by one notch¹³ for each week, or part thereof, the paper is late.</p>				

¹³ That is, A+ work will receive an A; A work an A-, and so on. For grade notches, see the [Grading Scale](#) in **Section 6** of this handbook.



MASTER OF ARTS (PHIL) IN EDUCATIONAL LEADERSHIP (MA-EL) PROGRAM TRACKER

Junior Member: _____ Mentor: _____

MA-EL Stream: _____

I. Foundations Courses (2)

SM	Course	Term	Grade
	Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation		
	Leadership in Context: Reformational Philosophy Applied		

II. Immersive Courses (5)

SM	Course	Term	Grade
	Called to Teach: Learning and Formation		
	Lead From Where You Are		
	The Observant Participant		
	Cultivating Learning Communities of Belonging		
	Celebrating Joyful Learning		

IIIA. Instructional Leadership Stream Courses (3)

SM	Course	Term	Grade
	Deeper Learning		
	Transformative Teaching		
	Guided Study on Project Question		

IIIB. School Administration Stream Courses (3)

SM	Course	Term	Grade
	How to Coach a Strong Team: Leading People, Building Instructional Capacity, and Securing Accountability		
	How to Finance a Vision: Setting Direction and Managing Change within Financial Limitations		
	How to Govern a School: Board Governance, Decision-Making, and Community Engagement		

(over)



IV. Praxis and Project (2)			
SM	Course	Term	Grade
	Praxis		
	Project Title:		

V. Comments	

Signature: _____

Date Filed in Student Folder:



**MASTER OF ARTS (PHIL) IN EDUCATIONAL LEADERSHIP
(MA-EL) PROGRAM COMPLETION PLAN**

Name: _____

Expected Date of Completion: _____

Goals for Completing MA-EL: _____

Term	Goal(s)	Coursework	Notes

HOW DO WE
SUPPORT AND
EVALUATE
ACADEMIC
PERFORMANCE
AT ICS?



6. HOW DO WE SUPPORT AND EVALUATE ACADEMIC PERFORMANCE AT ICS?

At ICS we aim to support the academic performance of our Junior Members in three ways. In the first place, we articulate in policy a number of clear expectations around academic performance. In the second place, we establish in policy a number of procedures that introduce flexibility into programs of study that are available to Junior Members, should the need arrive. In the third place, we establish evaluative criteria and various consequences for failing to meet expectations.

EXPECTATIONS

ICS expectations mark out what we expect Junior Members to do as course and program participants and extends to the consequences of failure to meet expectations.

ATTENDANCE POLICY

Regular attendance at all class sessions is expected of all Junior Members as a requirement of each course.

- ✓ In order to successfully meet the requirements of a 13-session course at ICS, Junior Members may miss no more than four class sessions.
- ✓ Junior Members are responsible for contacting their instructor in advance of their upcoming absence. Failure to do so will result in an unexcused absence, except in the case of a proven emergency.
- ✓ Unexcused absences will have a negative effect on the class participation percentage of the course grade.
- ✓ The policy on missed classes is institutionally enforced. The Registrar shall assign an “Absent Fail” to Junior Members missing four or more class meetings.
- ✓ Since online posting is the means of verification of course involvement/participation in asynchronous distance mode, completed participation in the assigned work for ten out of thirteen weeks are required to demonstrate sufficient participation for courses offered in distance mode.

In addition, a Junior Member’s continuing eligibility for most financial aid programs (Canada Student Loans, OSAP, and those offered by ICS), is dependent upon active participation in their program of study.

COURSE REQUIREMENTS POLICY

Most courses at ICS are seminar-based. Course requirements are set by the instructor, and generally include, without restriction:

- ✓ active participation in all classes, including evidence of preparedness for class and contribution to seminar discussions
- ✓ a prescribed amount of required and recommended reading
- ✓ class presentation(s) and/or short reflection papers
- ✓ a major essay of a prescribed length

Junior Members are made aware of course requirements during the first class-session of each course.

DEADLINES FOR SUBMISSION OF COURSEWORK (AND COURSE GRADES) INCLUDING ANNUAL “FINAL DEADLINE” POLICY

Junior Member Deadlines

Deadlines for the submission of course assignments and papers are set by the instructor. The due date for major course essays must fall between the third and the sixth week after the end of the term in which the course was offered.

Senior Member Deadlines

An instructor must notify Junior Members in advance if they are unable to evaluate and return written work within three weeks of submission. Instructors who require longer than one month to return grades must seek the approval of the Academic Dean for a revised reporting schedule.

Annual Junior Member ‘Final Deadline’

Except in the most extraordinary circumstances, work for the Fall and Winter terms may not be submitted after the last weekday in July. In the case of Summer courses, the last possible date to submit coursework is the last weekday in August.

Annual Senior Member ‘Final Deadline’

Senior Members are required to submit grades for Fall and Winter courses to the Academic Office no later than the last weekday in August. Grades for Summer courses must be submitted by the last weekday in September.

INSTITUTIONAL SUPPORTS

ICS provides a number of ways in which Junior Member programs can be supported by institutional flexibility in specific foreseeable circumstances such as changes in the direction of Junior Member academic interest or life circumstances. In addition, it provides programmatic support to Junior Member programming, extending what can be studied at ICS via Guided Readings of different kinds and providing the right individual mentoring through ICS programs of study.

With regard to the first of these sets of institutional supports, please see [Section 5](#) of this handbook.

GUIDED READING POLICY

There are two different categories of Guided Readings: **general Guided Readings**, which may be taken as part of a Junior Member's required coursework; and **thesis-/dissertation-specific literature review Guided Readings**, which must be completed as part of the MA thesis/PhD dissertation process. The former may be taken to fill a gap in a student's coursework; the latter must be taken as a required course towards thesis/dissertation completion. Subject to Senior Member availability and approval of the Academic Dean a Junior Member may complete their literature review with a Senior Member other than their faculty Mentor.

Guided Reading credits normally require 1250 pages of reading. The method of assessment for a Guided Reading course is determined by the instructor, in consultation with the Junior Member. (See [Section 5, Introduction to the MA and PhD Programs of Study](#)).

Junior Members and Senior Members should expect to meet for a minimum of six hours during the course of a Guided Reading.

A "Guided Reading Course Proposal," negotiated by Junior Member and Senior Member (including required readings, and methods of assessment), is to be submitted to the Academic Dean through the Registrar.

MA Program

Guided Reading in Thesis Area (see [Section 5, MA Program Description](#)): This course is supervised by the Junior Member's Mentor, and is designed to produce a formal thesis proposal of 10-15 pages plus bibliography, to include:

- Identification and justification of the problem or topic to be treated
- A proposed chapter organization, and rationale
- A basic bibliography, identifying principal target texts, and a range of materials that illuminate both the texts and issues to be taken up in the thesis

PhD Program

Pre-Dissertation Literature Review (see [Section 5, PhD Program Description](#)): This literature review is undertaken in the Junior Member's field, usually in the Winter term of the second year, and is supervised by the Mentor (conjoint ICS/VUA stream) or the supervisory committee (ICS-only stream). Its object is the production of a viable dissertation proposal. To this end, the normal requirements include:

- 1500-page review of the literature, including at least two (2) book-length works;
- Dissertation proposal of at least 15 pages (4500 words) plus bibliography, to contain
 - ✓ Administrative Matters (fields for pre-dissertation examination)
 - ✓ Fields (including themes and figures)
 - ✓ Title of Project
 - ✓ Statement of thesis/theses
 - ✓ Abstract of Argument
 - ✓ Aim of Project
 - ✓ Location in Conversation
 - ✓ Tentative Chapter Outline
 - ✓ Working Bibliography

MENTORSHIP POLICY

Preamble

The Institute for Christian Studies strives to establish an individual mentoring relationship for each Junior Member with a Senior Member in their field of study. Mentors at ICS are more than faculty advisors. In addition to guiding Junior Members through their program requirements, an ICS Mentor assists their Junior Members fully to develop their abilities as emerging scholars.

Assignment of Advisors and Mentors

During the admission process each incoming Junior Member will be assigned an advisor for the first term of study. Normally, this advisor will be the Senior Member deemed most likely to serve as the Mentor thereafter. They will guide the incoming student through the early stages of program design and course selection.

There will be an opportunity near the end of the first term to evaluate the relationship, and either to confirm the advisor as the ongoing Mentor, or to make a change. To this end, the Registrar will consult with all new program students in the final month of their first term and recommend changes to the Academic Dean. The Academic Dean will convene a meeting with the Senior Members involved where a change is requested by a Junior Member, to approve or deny the

request. The Senior Members will complete a Mentor Assignment form, and the Junior Member will be informed by the Registrar of the decision taken.

Disputes and Subsequent Changes

In cases of disagreement as to the most appropriate advisor or Mentor, a final decision will be made by the Academic Dean. Junior Members in any program may request a change of advisor or Mentor at any time by approaching the Academic Dean/the Registrar.

Responsibilities of Mentors

Each advisor/Mentor will develop their own style of mentorship. Amongst the standard responsibilities are the following:

- Meet each Junior Member at the start of their program to provide advice about their program of study.
- Maintain contact with the Junior Member on a regular basis (with a monthly frequency during academic terms).
- Ensure that the Junior Member understands what is involved in preparation for graduate courses, graduate research and paper writing, and the production of thesis or dissertation proposals.
- Help the Junior Member develop and maintain research and writing schedules.
- Keep track of the Junior Member's overall progress, and encourage the Junior Member to work to deadline.
- Report absences of four consecutive weeks to the Registrar.
- Advocate for a Junior Member to other instructors or administrators when such appears desirable.
- Normally serve as the primary supervisor of the master's thesis or the dissertation proposal.
- Continue thesis or dissertation supervision during a sabbatical or other long-term leave, and (in consultation with the Academic Dean) make arrangements for other Senior Members to carry out specific mentoring tasks during such periods.

Junior Member Expectations

- Junior Members may seek their Mentor's advice at any time.
- The Mentor is the person a Junior Member will first approach with problems or difficulties, including those arising in relation to other faculty when these cannot readily be resolved. It is normally the responsibility of the Junior Member to initiate such a request for help.
- Junior Members may expect the Mentor to fulfill their stated responsibilities, and should notify the Academic Dean if this is not the case.

Junior Member Responsibilities

- Junior Members are responsible for taking full advantage of the opportunities the mentoring relationship affords. This includes initiating contact when such would be fruitful.
- Junior Members are to advise their Mentor and the Office of the Registrar as soon as possible of any proposed deviation from the normal progress of a degree program as outlined in the Junior Member Handbook, or as previously agreed upon with their Mentor.

EVALUATION

ICS policies with regard to the evaluation Junior Member work extends beyond articulating the protocols around grading and the criteria used to grade but also the effect on grading of Incomplete or late work, the procedures around remediating work evaluated as unsatisfactory and the criteria under which a Junior Member would be dismissed for academic performance.

GRADING SCALE

ICS GRADING TEMPLATE				
<i>Numerical Grade</i>	<i>Grade Point</i>	<i>Letter Grade</i>	<i>Grasp of Subject Matter</i>	<i>Furthermore...</i>
A+ to A-	EXCELLENT – student shows original thinking, analytic and synthetic ability, critical evaluation, broad basis of knowledge			
90 - 100	4.0	A+	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; master of an extensive knowledge base.
85 - 89	4.0	A	Outstanding	As above
80 - 84	3.7	A-	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
B+ to B-	GOOD – student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature			

77 - 79	3.3	B+	Very good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; Good familiarity with the literature.
73 - 76	3.0	B	Good	As above
70 - 72	2.7	B-	Satisfactory as a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
Other				
0 - 69	0	NP	No Pass	Failure to meet above criteria
	0	INC	Incomplete	Student failed to complete work by stated/extended deadline
		EXT	Extension	Extension granted for incomplete coursework
	0	WDL	Withdrawal	Student withdrew from the course

See also *Section 5, ICS Grading Template and Program Trackers* in this handbook.

EFFECT OF INCOMPLETE WORK AND EXTENSIONS

Junior Members who do not complete their coursework by the prescribed deadline will automatically receive a grade of Incomplete. This grade can be reversed if the Junior Member negotiates an extension and submits their work by the annual “final deadline.” Otherwise, the grade of Incomplete becomes a permanent part of the student’s academic record, and its corresponding grade point of zero (0) worked into their grade point average (GPA).

Extensions may be granted at the discretion of the instructor. It is the responsibility of the Junior Member to seek the written approval of the instructor and the Academic Dean for a new deadline. “Request for Extension” forms are available from the Academic Office, and must be returned to the Registrar at least two weeks before the deadline for final coursework submission.

REMEDIATION OF UNSATISFACTORY GRADES

Junior Members who submit unsatisfactory work prior to the annual “final deadline” may, at the discretion of the Instructor, be given an opportunity to revise and resubmit their work.

A Junior Member who receives either a permanent Incomplete or a final grade of No Pass, must substitute an additional unit to meet their program requirements or, in the event of a course which is a requirement for graduation, repeat the course. A Junior Member may repeat a course only once.

It is not permitted to repeat the thesis in the MA program.

DISMISSAL ON ACCOUNT OF ACADEMIC PERFORMANCE

Junior Members enrolled in an ICS program who fail to maintain an adequate standard of academic performance will be required to withdraw from their program of study. Any of the following combinations of grades constitutes grounds for dismissal under this rubric:

- Two (2) No Passes
- One (1) No Pass plus two (2) Incompletes
- Three Incompletes
- Failure of the master's thesis examination
- Two (2) successive No Passes in either the written or oral components of the doctoral pre-dissertation examination

PROTOCOL FOR THE MA THESIS EXAMINATION

TIMING AND DEADLINES

The deadline for formal submission of the MA thesis is ordinarily **July 31 of the second year** of the program. The thesis examination is ordinarily held by **the following October 15**. Extensions to the deadline for thesis submission may be requested, with grounds. Thus, Junior Members must either submit an acceptable draft of their MA thesis by July 31 of their second year, or submit an extension request to the Academic Dean (over the signature of their Mentor) by July 31. The July 31 deadline for an acceptable draft allows for further revisions to occur in August, before a final draft is sent to the external examiner.

Mentors are responsible for tracking the progress of Junior Members toward the completion of the MA thesis and identifying a likely date of completion. To this end, Mentors must have met with Junior Members whose MA theses they are supervising by the same date on which course work for spring semester courses is due (i.e., around May 24). Mentors will submit a standard form (available from the Academic Office) recording the meeting and its outcome to the Registrar **by May 31**.

Any deviation from this pattern requires the written approval of the Academic Dean prior to the relevant deadline(s). The scheduling of first and subsequent drafts of the thesis is, within these parameters, at the discretion of the Mentor in consultation with the Junior Member.

EXTERNAL EXAMINER

Six months prior to the projected completion date of the thesis, the Mentor and Junior Member will consult about the selection of an external examiner. The Mentor is responsible for inviting the external examiner, and for seeing that they receive a copy of the completed thesis, and the relevant protocol, **at least 4 weeks prior** to the oral examination. Upon agreeing to serve, the external examiner will send the Mentor their current curriculum vitae, which will be filed with the Registrar in the Junior Member's thesis examination file. The Junior Member should not contact the external examiner personally about the thesis.

External examiners should be well-qualified, impartial, and experienced individuals, and have an arm's length relationship with the Junior Member. They should have established reputations in the area of the thesis research. If there is any question about the competence or suitability of a proposed external examiner, the Mentor should consult with the Academic Dean before extending an invitation.

The external examiner submits a written evaluation of the thesis to the Mentor at the time of the oral examination. The content of the report is confidential and should not be discussed with the Junior Member prior to the oral examination. After the exam is completed and a grade has been decided, the Mentor will distribute copies of the report to the members of the examination committee. After the examination, this evaluation is shared with the Junior Member and with the Academic Dean. The chair of the examining committee ensures that a copy is sent to the Registrar and is placed in the Junior Member's file.

For the examination to go forward, both the Mentor and the external examiner must agree, ***ten days prior*** to the scheduled examination date, that the thesis is defensible and worthy, on its own merits, to receive a passing grade. Should the external examiner identify possible significant problems with the thesis, the Academic Dean will meet with the Mentor and the chair of the examining committee to determine the seriousness of the concerns, and to prescribe a course of action.

The external examiner will be paid an appropriate honorarium (\$150.00) plus approved travel expenses, compensation that the Mentor will present at the end of the oral examination. ***One week prior*** to the oral examination, the Mentor will contact the Registrar to process the honorarium, as well as a cheque to cover approved travel expenses. Funds for external examiners are budgeted by the Academic Office.

COMMITTEE PREPARATION

The oral thesis examination committee consists of the Mentor, the internal reader, and the external reader, and is chaired by a Senior Member who is not a member thereof. Examinations are closed to guests. Tape recording of the examination is not permitted. Before the candidate is

invited in, the examiners exchange information and comment on the thesis. Each examiner writes down (but does not yet report) a letter grade for the thesis (A+, A, A-, B+, B, B-, No Pass). The examiners determine the format of the examination, including: the order in which participants will ask questions; the time available to each examiner in the first round of questions; the number of rounds; whether each examiner will take a turn alone or whether other examiners may join in on someone else's turn.

THE EXAMINATION

The candidate is invited in, and the chair leads in prayer. The examination proceeds for about 60 to 90 minutes, after which the candidate is excused.

POST-EXAMINATION EVALUATION

The examiners, each in turn, reveal their previously assigned thesis mark, and indicate their assessment of the impact of the examination on the final grade. The chair records the examiners' comments on the academic quality of the thesis, and the candidate's supporting knowledge as demonstrated in the examination. If the external examiner is not present, the chair shares their written report at this time.

The examiners decide whether to recommend or require revisions prior to the submission of bound copies of the thesis. They may also recommend that the thesis be made available as an ICS publication, and whether changes need to be made for these purposes. The chair then reads a draft report to the examiners, and receives further comments and suggestions.

COMMUNICATION OF RESULTS

The candidate is invited back into the room, and the chair communicates the grade and the elements of the report. The examiners are given an opportunity to add remarks, and the candidate is given an opportunity to respond.

All examiners are encouraged to give a written copy of their comments on the thesis, and their key examination questions, to the candidate after the examination. Following a successful defense, the Junior Member will make any corrections and revisions requested by the examiners.

The chair prepares a summary evaluation, including the grade, and submits it to the Registrar for inclusion in the Junior Member's file. The report of the external examiner is also placed in the candidate's file.

The Mentor provides the editor of *Perspective* basic information on the thesis (title, a 50–100 word summary of the contents).

THESIS DISTRIBUTION

Three unbound copies of each master's thesis are to be placed on deposit with the Library of the Institute, two to be added to the ICS collection, and one for the Canada Thesis Portal of the Library and Archives of Canada. A brief abstract of the thesis should also be provided for use by UMI's Dissertation Abstracts Index. The cost of production, binding and submission to the Canada Thesis Portal is borne by the Junior Member.

Copyright and any permission to reproduce student theses are subject to the provisions of the Institute's Policy on Intellectual Property. In addition, the National Library of Canada requires the author to sign a "Non-Exclusive License to Reproduce Theses" at the time the thesis is submitted.

GRADING SCALE

ICS uses the following grading scale, which is also used at the Toronto School of Theology at the University of Toronto (ICS is affiliated with TST):

A+ 90-100% 4.0	Profound and Creative. Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; master of an extensive knowledge base.
A 85-89% 4.0	Outstanding. As above.
A- 80-84% 3.7	Excellent. Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
B+ 77-79% 3.3	Very good. Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B 73-76% 3.0	Good. As above.
B- 70-72% 2.7	Satisfactory at a post-baccalaureate level. Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.

PROTOCOL FOR THE DOCTORAL PRE-DISSERTATION EXAMINATION

PREAMBLE

The successful completion of the doctoral pre-dissertation examination is a prerequisite for admission to the dissertation phase of the doctoral program in both the ICS-only and ICS/VUA streams.

The examination is not to be understood as a comprehensive examination in the classic sense. Rather, it is designed to demonstrate the candidate's mastery of signal works addressing the central and supporting figures and topics about whom and which the candidate proposes to write the dissertation, and their readiness to do so.

The examination consists of both a written and an oral component. Candidates must successfully complete the written examination before proceeding to the oral exam.

The entire process, from planning to the examination itself, is expected to take between four to six months.

The Institute for Christian Studies recognises that research and the dissemination of new knowledge and understandings are vital to the mission of the academy. Such research includes all forms of funded and unfunded scholarly and creative work.

The Institute is bound by the highest standards of diligence, honesty, and integrity in all aspects of the scholarly research it undertakes, including proposals, the conduct of research, reporting, and publication. In this regard, it is important for the Institute to have a clearly articulated standard for ethical research practices. This need is evidenced by the adoption of standards for ethical research throughout the scholarly community, and by every major Canadian funding agency, including the Social Sciences and Humanities Research Council (SSHRC), NSERC and MRC, who have established a "Tri-Council Policy Statement (TCPS) on Ethical Conduct for Research Involving Humans." Any research project of the Institute involving humans will be subject, at a minimum, to the relevant requirements of the Tri-Council Policy Statement, as well as to such standards of ethical review as are required by the relevant granting agency. The requirement to conform to the ethical requirements of granting agencies applies to any research project undertaken.

No workable policy can comprehend the specifics of every conceivable situation. In the interpretation and enforcement of the policy which follows,¹⁴ ICS expects and depends upon the good sense, trust, collegiality, and commitment to justice which ought to characterize any academic community.

¹⁴ Portions of this policy have been adopted and adapted from the following documents: McGill University Policy on Research Ethics (1995); University of North Carolina at Chapel Hill Policy and Procedures on Ethics in Research (rev. 2001); Oxford Brookes University Research Policy (2003); Queen's University Code.

EXAMINATION COMMITTEE

In the conjoint ICS/VUA stream, once a Junior Member PhD candidate has completed all of their course work, and written the PhD dissertation proposal (to be submitted after a successful pre-dissertation examination to the chair of the Department of Philosophy of the VUA and eventually to the VUA supervisor (if one is assigned) for a second and final approval), the candidate and Mentor together will identify and secure an examination committee. The committee will include:

- **THE MENTOR** (*competent in the central and supporting figures/topics addressed by the proposed dissertation*)
- **TWO OTHER INTERNAL MEMBERS** whether other Senior Members or anyone that has the equivalent of ICS faculty status—adjunct faculty, emeriti Senior Members, any current ICS Senator or Distinguished Associate, any TST faculty with AD status (*competent in at least some of the central and supporting figures/topics addressed by the proposed dissertation*)
- **AN EXTERNAL EXAMINER** (*competent in the central figures/topics addressed by the proposed dissertation*)

In the ICS-only stream, once the PhD candidate has completed all of their course work, and had their PhD dissertation proposal approved by their supervisory committee, the candidate and Mentor together will identify and secure an examination committee. Normally, the committee will include:

- **THE THREE MEMBERS OF THE CANDIDATE'S SUPERVISORY COMMITTEE**
- **AN EXTERNAL EXAMINER** (*competent in the central figures/topics addressed by the proposed dissertation*)

READING LIST

Once the Examination Committee is in place, the candidate will compile, under the Mentor's guidance, a gross list of books, book chapters and articles from the bibliographical section of the formal dissertation proposal, and the required texts of any course that the candidate took during the course-work part of the program. The list is to be organized under three headings:

1. Major figure(s) intrinsic to the background of the dissertation proposal
2. Major themes or topics brought up in the dissertation proposal
3. Figure(s) addressing themes or topics of the dissertation proposal from other historical periods and other disciplinary clusters than those identified in 1. above

The candidate and Mentor/dissertation supervisor then cull the gross list to approximately 30 items.

The culled list must then be confirmed by the other three examiners, at which point a date for the oral examination should be set.

WRITTEN EXAMINATION

Format and Timing

Two weeks before the date set for the oral examination, the candidate will be given eight questions: four formulated by the Mentor and two each by each of the other two internal examiners.

The candidate has one week to complete essay-responses to four of the questions, choosing two of the Mentor's questions, and one each of the other internal examiner's questions. All four essays are to be submitted to the Mentor one week prior to the oral examination date.

- Your (four) essays should be double-spaced, with any block quotations in single-spaced form.
- Please use footnotes not endnotes. These should be single-spaced. They can be minimal or fuller in form, as you choose.
- Reproducing each question ahead of your response is recommended.
- Adding a bibliography to each essay is optional.
- While these guidelines do not stipulate an upper limit to how much you may write, 8–12 pages per essay (exclusive of the reproduced question and bibliography [should you supply one]) is an acceptable page-range. Please use 12-point font. (You may use a smaller font for footnotes.)

Evaluation

The Mentor is to distribute copies of the examination papers to the other examiners, who will report their assessment to the Mentor.

Should the evaluations expose serious problems with the essays, the committee will then decide whether the examination should proceed to the oral component. If they decide the examination should be halted, they are to produce grounds, and as concrete a sense as possible as to what would constitute a successful written component of the examination. The Mentor is to relay the committee's decision and advice to the candidate. The Mentor also advises the candidate that they may rewrite the failed examination, but that a second No Pass is final.

Candidates who pass the written examination proceed to the oral examination.

ORAL EXAMINATION

Committee Preparation

Before the candidate enters, the examiners decide upon the order in which they will ask questions. Normally, the order is: internal examiners, external examiner, Mentor.

The Examination Proper

The candidate is invited into the room. Introductions are exchanged, and the Mentor leads in prayer.

The Mentor invites the candidate to speak for approximately ten minutes to introduce the nature of the dissertation and its significance for the candidate and pertinent scholarly fields. This presentation may be prepared ahead of time.

The examination will usually have two rounds, a first and more formal round, in which each examiner questions the candidate for approximately 15 minutes, and a second less formal round, to last roughly half an hour.

The second round gives the examiners an opportunity to ask follow-up questions. The intent is for the round to develop into a philosophical conversation in which all participate freely.

At the conclusion of the second round the candidate will be asked to leave and the examiners will decide if the candidate has passed or failed.

Communication of Results to Candidate


The candidate is readmitted, and informed of the results.

If the candidate is judged not to have passed, meaning that the examiners are unconvinced that the candidate is ready to write the dissertation, the committee must determine what is required for the candidate to earn a pass. The committee will then inform the candidate that the examination has been adjourned. The Mentor is responsible both to relay to the candidate what the committee understands as necessary for a pass, and to inform the candidate that it is permissible to sit the oral examination a second time. In this event, the Mentor is responsible for reconvening the examiners and candidate at a later date.

If, after the second attempt at the oral examination, the committee judges that the candidate has not passed, the Mentor will advise the candidate of this fact. A second failure is final.

THE DEAN'S AWARD

All Junior Members who publish at least one article in a peer-reviewed academic journal or present at least one paper at a learned society conference during their program of study at ICS qualify for the Dean's Award, which award they will receive upon the conferral of their degree, normally as a part of the celebrations during the ICS Convocation. The responsibility for informing the Academic Office of such publication or presentation is that of the Junior Member, who will provide the necessary information by email to the Academic Registrar no later than one month before the date of the Convocation at which their degree will be conferred.



7

HOW DO I MAKE CHANGES TO MY PROGRAM AT ICS?

7. HOW DO I MAKE CHANGES TO MY PROGRAM AT ICS?

Course and program changes must be registered through the Academic Office, in writing, with the required approvals. It is the responsibility of the Junior Member to ensure that prescribed deadlines are observed (see [Section 4, A List of Deadlines](#) in this handbook).

All course changes require the signature of the Mentor. The required form is available from the Registrar's Office.

CHANGING BETWEEN AUDIT AND CREDIT

Junior Members who wish to change from audit to credit, or vice versa, must complete a Course Change Request, available from the Registrar's Office, and secure the signature of their mentor or faculty advisor. Students not registered in a program of the Institute, who switch from audit to credit with the permission of the instructor and the Academic Dean, must ensure that they have complied with admission requirements to submit transcripts of all post-secondary work to the Registrar's Office. Changes between audit and credit must be submitted to the Registrar's Office no later than the fifth session of the course.

Any student switching from audit to credit must make arrangements to complete all assignments which were due prior to the change. Part time students may either owe or be owed a fee differential.

CHANGING PROGRAM OR STATUS

A Junior Member who wishes to change programs (e.g. from MWS to MA, or vice versa) must have the approval of their Mentor or thesis supervisor, and the Academic Dean. In cases where the Junior Member is switching to a program with more onerous academic demands, a formal application for admission to the new program must also be made. A request to change program must be made in writing, and forms for this purpose are available from the Registrar's office.

A Junior Member who wishes to change status (*i.e.*, between full time and part time study) must sign and submit a form, available from the Registrar's Office, and secure the signatures of the Mentor and Academic Dean.

It should be noted that a Junior Member's eligibility for most financial assistance programs is compromised or voided by a reduction to part time studies. The Financial Aid Officer of ICS is obligated to advise the proper agencies of changes in status.

CHANGE OF MENTOR

Junior Members who wish to work with a different Mentor should approach the Academic Dean to discuss the matter. In either case, the current Mentor, the new Mentor, and the Academic Dean must give their approval to the new arrangement. Forms to request a change of Mentor are available from the Registrar's Office, and must be signed by all concerned parties and submitted for inclusion in the Junior Member's file.

LEAVE OF ABSENCE AND READMISSION

A leave of absence may be granted in extenuating personal, family, or medical circumstances. Leaves are granted by the Academic Dean on the advice of the Mentor, **for up to one year at a time**. Those requesting leave for medical reasons must provide a letter from a physician specifying why the leave is required. There is an annual maintenance fee of \$150 for persons on leave. A Junior Member who returns from a leave of absence does not need to be readmitted to the program. However, that Junior Member must notify the Registrar **at least eight weeks prior** to resumption of studies. Junior Members who take a leave between the completion of their course work and their thesis defense will be expected to pay full tuition annually until the thesis is submitted.

It should be noted that a Junior Member on leave loses their student privileges, and is no longer eligible for government loans. The Financial Aid Officer is obliged to report the Junior Member's withdrawal to the appropriate agency.

TERMINATION AND READMISSION

Junior Members who formally withdraw from a program of study may seek readmission at a later date, by following the normal application process. The application of previously acquired credits to the new admission will be subject to the judgment of the Academic Dean.

JUNIOR MEMBER READMISSION PROCEDURE

If a Junior Member who has been away from a program more than two years wishes to seek readmission, they are required to apply in writing to the Admissions Committee via the Registrar. Applications for Junior Members seeking readmission are available from the Registrar's Office, and must be submitted **at least eight weeks before** the semester in which the student is seeking to gain readmission.

Applications for readmission are assessed on the following criteria:

- ✓ Suitability to current program offerings

- ✓ Mentor availability
- ✓ ICS transcripts to date
- ✓ Reason for leaving
- ✓ Length of absence

COURSE CANCELLATION AND RECONFIGURATION

A course by an adjunct faculty member or sessional instructor is normally required to meet an enrollment threshold. In any decision to cancel a course, due consideration will be given to the needs of Junior Members who require a particular course to complete their program. In such cases, an effort will be made to arrange a tutorial or reading course, or a comparable external course with tutorial guidance from a Senior Member.

Courses taught by full time Senior Members normally require a minimum enrolment of three tuition-paying students. If enrolment totals three or fewer, the course may be restructured as a tutorial or Guided Reading course, at the discretion of the Senior Member. The tutorial approach will be given special consideration in the case of Junior Members who need a specific course in order to fulfill their program requirements.

FINANCIAL ASSISTANCE & TUITION AT ICS



8. FINANCIAL ASSISTANCE & TUITION AT ICS

Full time Junior Members (as defined on the [*Declaration of Full Time/Part Time Status for ICS Junior Members*](#) form at the end of this section) enrolled in the MA/PhD program may apply for ICS financial assistance.

INTERNAL FUNDING

ICS offers the following types of financial opportunities:

- A limited number of scholarships and bursaries, for which students may apply
- Work-study assignments within the Institute, for which students may apply
- Research and teaching assistantships, for which students may apply

The Financial Aid Application Form for internal financial aid is available on the [ICS website](#) under the Admissions tab, or on request from the Registrar, and must be submitted by **February 1** in order to be considered. Applications should be submitted to the Registrar.

Receipt of a financial award is conditional upon the Junior Member maintaining an adequate standard of academic performance. Failure to maintain an adequate standard of academic performance includes any of the following:

- Failing courses or tutorials equal to six credits
- Not completing courses or tutorials equal to nine credits within the time allowed
- Failing courses or tutorials equal to three credits AND not completing courses or tutorials equal to six credits within the time allowed
- Failing the master's thesis examination
- Failing the doctoral pre-dissertation examination

EXTERNAL FUNDING

In addition, students are strongly encouraged to pursue financial support from Canadian or American government funding agencies, such as the Ontario Student Assistance Plan (OSAP) or the Canada Student Loans Program (CSL). American students can apply using the Free Application for Federal Student Aid (FAFSA).

Junior Members at both the master's and doctoral level may apply for fellowships granted by the Social Sciences and Humanities Research Council of Canada (SSHRC), though master's students need to apply individually, not through ICS. ICS reserves the right to set internal deadlines for institutional applications.

Applicants for internal scholarships and bursaries are expected to produce written evidence of efforts to secure external funding (other than loans). The diligence with which applicants have pursued available sources will be a factor in allocations of these forms of financial assistance.

TERM OF ELIGIBILITY

There is a maximum term of eligibility for financial assistance, which is observed both internally and by government agencies:

- PHD — 5 years
- MA — 2 years

For further information see the ICS website (www.icscanada.edu) and contact the Registrar & Financial Aid Officer (academic-registrar@icscanada.edu).

TUITION & FEE COLLECTION

Tuition may be payable in installments, and the first of which must be received one week prior to the commencement of classes. Full time Junior Members are expected to pay all institutional fees in September (during Registration). Other fees are to be paid in four equal installments in September, November, February, and April.

Amounts owing may be paid by cash, cheque, credit card or e-transfer.

Students who have not paid their tuition may be refused admission to their classes. ICS will not release transcripts or graduation diplomas to or for any student who is in arrears.

WITHDRAWALS & TUITION REFUNDS

Any Junior Member who gives written notice to ICS within two days of having signed a registration agreement that he or she rescinds that agreement, will be refunded 100% of all fees paid for the period of registration.

Any Junior Member who gives written notice, but more than two days after signing a registration agreement, that he or she does not intend to begin a program, or who, without providing written notice, does not attend the first ten consecutive days of the program, will receive a full refund of all fees paid, less an administration fee not to exceed the maximum amount allowable by law. Students enrolled part time will be assessed the same administrative fee prorated on the basis of a full time load of 4 courses per semester.

Any Junior Member who withdraws from a program, or part of a program, prior to the midpoint in a term (generally the 7th week of term) is entitled to a refund equal to the proportion of tuition not yet earned by ICS, less an administrative fee not to exceed the maximum amount allowable by law.

Junior Members who withdraw after the seventh week of a term shall forfeit the right to any refund in tuition or other fees for that semester.

The Institute for Christian Studies will refund in full the tuition fees, for the period for which a student is currently registered, for a program or part of a program which is discontinued or suspended.



DECLARATION OF FULL TIME/PART TIME STATUS FOR ICS JUNIOR MEMBERS

September 1, 20____ - August 31, 20____

In accordance with the most recent version of the Academic Handbook for Junior Members I attest that:
(choose one option)

- ☐ 1. I am pursuing my studies as a full time occupation and identify myself as a full time student, i.e.
 - (a) My Mentor considers me to be a full time student.
 - (b) I am geographically available and visit the campus regularly.
 - (c) I regard myself as a full-time student. I regard my other time commitments as being compatible with this role.
- ☐ 2. I will be engaged in academic activity, but on a part time basis (up to 2 courses per semester).

Note:

A Junior Member who wishes to change status (i.e. between full time and part time study) must sign and submit a Change of Program or Status form, available from the Academic Office, and secure the signatures of the Mentor and Academic Dean.

It should be noted that a Junior Member's eligibility for most financial assistance programs is compromised or voided by a reduction to part time studies. The Financial Aid Officer of ICS is obligated to advise the proper agencies of changes in status. (Changes, Section 4)

- ☐ 3. I will NOT be engaged in academic activity directed toward my degree during this period. I request that a Leave of Absence form be sent to me.

Note:

There is an annual maintenance fee of \$150 for persons on leave. A Junior Member who returns from a leave of absence does not need to be readmitted to the program, however, that Junior Member must notify the Registrar at least 8 weeks prior to resumption of studies. Junior Members who take a leave between the completion of their course work and their thesis defense will be expected to pay full tuition annually until the thesis is submitted. (Changes, Section 6)

Date

Signature

Program

Name – Please print

Please sign this declaration and submit it to the ICS Registrar during Registration Week.

HOW DOES
ICS TAKE CARE
OF MY STUDENT
RECORDS?



9. HOW DOES ICS TAKE CARE OF MY STUDENT RECORDS?

The academic records of Junior Members are the property of the Institute for Christian Studies. It is the responsibility of the Institute to set and implement appropriate policy relating to their safekeeping and disclosure. In so doing, ICS commits itself to meet or exceed the requirements of regulatory bodies to which it is accountable.

The purpose of this policy is to establish a consistent yet flexible framework to:

- Ensure that Junior Members and alumni of ICS have as much access to their own academic records as is feasible and justifiable
- Protect Junior Members' right to privacy in respect of access to their academic records by third parties, whether internal or external to the Institute for Christian Studies
- Keep the confidence of persons who have provided information to the Institute under promise of confidentiality

STORAGE MEDIA

Some student records, particularly those generated prior to admission, are kept in paper format only. Personal information, grades, and course evaluations are stored both electronically and in a Junior Member's paper file. In the event of a discrepancy between a paper and electronic grade, the paper grade shall be considered correct.

CONTENT OF ACADEMIC RECORDS

The Institute for Christian Studies collects and maintains information in its Junior Member files which is needed to ensure the effective administration of its academic programs, to monitor student progress, and to comply with the requirements of government, International Student Program (ISP) and student funding agencies.

To this end, the following kinds of information, without limitation, are retained in a student's academic record:

PERSONAL INFORMATION	Name, contact information, student number, citizenship, and (after admission) SIN (Social Insurance Number)
MATERIALS RELATING TO A STUDENT'S ADMISSION	Letters of reference, transcripts, English proficiency test scores, academic or professional sample, statement of purpose, admissions committee comments, copies of correspondence, including email correspondence, copies of the letter of offer and of the student's contract with ICS

MATERIALS RELATING TO ACADEMIC PROGRESS	Documents related to registrations, course enrolment, extensions, registration and course enrolment forms, program trackers, changes of status and the like
MATERIALS RELATED TO ACADEMIC PERFORMANCE	Grades, and evaluative comments, records of attendance, academic awards, any record of disciplinary measures taken against the student in respect of any ICS policy
FINANCIAL INFORMATION	Applications for financial assistance, student loan documents, tuition owed

ACCESS TO INFORMATION

ADMISSIONS DOCUMENTS

As part of its admissions process, relevant documents in an applicant's dossier will be circulated to members of the Admissions Committee, and to all other Senior Members if the Committee thinks the applicant is qualified enough for full consideration.

Information received by ICS under promise of confidentiality, as for example from referees, is to be used by those for whom it was intended, and is in no circumstances to be shared with third parties, including the student. A student who is not accepted is not entitled to see or have summarized the materials sent in support of their application. Any reason given for the rejection of the application must protect the confidence of referees.

FINANCIAL INFORMATION

The financial information submitted by students seeking a financial award from ICS will be reviewed by members of the Financial Awards Committee. Thereafter, documents related to the financial circumstances of Junior Members' financial assistance, and loan documents are kept by the Financial Aid Officer (FAO). It is accessible only to the designated financial award officers of the Institute, and to persons engaged by ICS to perform compliance and enrolment audits as required by law.

Other information related to income tax requirements as set out by Canada Revenue Agency (CRA) shall be kept separate from the rest of a Junior Member's academic record. It is accessible only to the Director of Finance of the Institute, and to persons engaged by ICS to perform compliance and enrolment audits as required by law.

Should there be a breach of confidentiality, the FAO and/or Director of Finance will consult immediately with the President, who shall respond to the breach in a timely manner with an effective response according to their discretion.

STUDENTS AND ALUMNI

Students and alumni may see their own transcripts, course evaluation forms, program trackers, registration forms, or any other document in the file to which the student has, or should have, affixed their signature.

THIRD PARTIES INTERNAL TO ICS

The Registrar of ICS shall have custody of all academic records. Records may be viewed by a Junior Member's Mentor or thesis/dissertation supervisor, the Academic Dean, administrative staff of the Academic Office, any Senior Member who has been asked by the Junior Member in question to write a letter of reference, or who wishes to consult the file for purposes related to the performance of their duties. Medical information related to a student's academic performance will be shared with third parties only with the consent of the Junior Member involved.

Notwithstanding the right of a Senior Member or other third party to information contained in the Student Manager database, the only persons who shall have direct access to the database itself are the Registrar, the Academic Dean, administrative staff of the Academic Office, and the Manager of the database. Requests for information contained therein must be directed to the Registrar or Academic Office. No student, even if that person is in the employ of the Institute, may have access to the files of any other student currently enrolled at ICS, without the express permission of that Junior Member.

THIRD PARTIES EXTERNAL TO ICS


ICS requires the personal request or consent of Junior Members or alumni before releasing their transcripts, confirmations of enrolment, or other academic documents to any member of the public or other external agency. ICS will in no case release any document to which the student is not entitled.

Notwithstanding these provisions, records will be produced upon receipt of a court order, or to fulfill the requirements of compliance and enrolment audits. ICS will also confirm the receipt or non-receipt of a degree to persons or agencies seeking to validate qualifications which have been claimed by a Junior Member or past student of the Institute.

Should there be a breach of confidentiality, the FAO will consult immediately with the President, who shall respond to the breach in a timely manner with an effective response according to their discretion.

TRANSCRIPTS

Junior Members may request copies of their own transcripts. No transcript requested by a Junior Member will be released to the Junior Member or third party until the Junior Member's tuition and fees are paid in full. Transcripts will be provided free of charge to Junior Members currently registered in a program. Alumni and past students who request official transcripts must pay the transcript fee (see the ICS website for current [Tuition & Fees](#)). These fees are applicable each time a request is made.

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HOW DO
WE APPROACH
RESEARCH
AT ICS?

10. HOW DO WE APPROACH RESEARCH AT ICS?

HOW TO WORK WITH YOUR MENTOR

For guidelines for working with your Mentor please see the description of your program in **Section 5** of this handbook. For information on how to change Mentors please see **Section 6, Mentorship Policy** in this handbook. This subsection may be extended in future editions of this handbook.

HOW TO USE THE LIBRARY

THE LIBRARY COLLECTION

The ICS Library is a 60,000-volume collection centred on reformational and foundational studies, philosophy, philosophy of the disciplines, biblical studies, and the Calvinian tradition (*e.g.* Groen van Prinsterer, Kuyper, Dooyeweerd, Vollenhoven, and Rookmaaker). It includes the collections of Herman Dooyeweerd, M.C. Smit, Bernard Zysstra, and George Vandeveld. There are Dutch materials, dissertations from the VUA, student papers, theses and papers, and faculty publications.

The library acts as a central repository for ICS Senior and Junior Member publications and presentations. Senior and Junior Members are encouraged to submit their journal articles and presentations into the ICS Institutional Repository (ir.icscanada.edu). The ICS catalogue is now entirely integrated into the University of Toronto Library catalogue (onereach.library.utoronto.ca). Senior and Junior Members, both on-campus and distance, with valid University of Toronto credentials may use the University's libraries, borrow books, and access e-resource indexes and journals.

Due to space restrictions, the library collections are currently housed in two locations. Monographs and journals pertaining to ICS courses are located in the main library at 59 St. George Street, in the basement of Knox College. The majority of the library collections—including older journal titles, monographs, rare books, and archival materials—are located at 625 Concession Street, Hamilton, ON. It is recommended that you make an appointment with the librarian if you need to do research at the Hamilton location.

ICS LIBRARY MISSION STATEMENT

The mission of the ICS Library is to serve the research needs of ICS Senior and Junior Members and staff by acquiring materials in appropriate and sufficient quantity, depth and diversity to support teaching and research in the subject areas of the curriculum. Because of the unique focus of the Institute on foundational and interdisciplinary studies from a Christian perspective, we

also recognize the importance of maintaining archival materials and documents for use outside of our community.

LOAN PERIODS BASED ON PATRON TYPE

Please refer to the below table for the loan period associated with the type of patron. For instance, ICS's Junior Members who are graduate students, may borrow a book for 90 days, as can Senior Members or faculty.

PATRON TYPE	LOAN PERIOD	MAX POTENTIAL LOAN PERIOD	ITEM LIMIT
Graduate students	90 days	Unlimited	200
Faculty members	90 days	Unlimited	200

LOAN CATEGORIES

The ICS Library supports ICS Senior and Junior Members, adjunct faculty, Toronto School of Theology students taking ICS courses, and other students at the University of Toronto. In order to maximize access to information resources, the following loan categories and loan periods are in place. These are harmonized with the University of Toronto system so patrons may have slightly different privileges depending on their relationship with the University:

CATEGORY	LOAN PERIOD
Regular Materials (“Stacks” items) <i>(such as books)</i>	90 days (3 months) with two renewals (14 days each)
Reserve Materials <i>(usually for courses currently in session; located on the Course Reserve shelf at the front of the library)</i>	Required reading materials may be borrowed for 3, 5, 24, or 72 hours and include Course Reserve items; Recommended reading materials on the Course Reserve shelf may be borrowed for 5 days.
Reference Materials <i>(journals, special collection items, rare books, tapes and reels, and uncatalogued materials)</i>	Not available for loan; can be consulted in the library. This includes dictionaries and encyclopedias.

Long-Term Loans	Requests for long-term loans should be negotiated with the librarian
Audio/Video Loans	14 day loan with no renewals
Archival Documents	Not available for loan; can be consulted in the library with special permission from the Librarian.

HOLDS ON LIBRARY ITEMS

Currently, the ICS Library does not offer the ability for patrons to place holds on items. If this changes in the future, communication will be sent.

The University of Toronto Library system does allow holds.

- You may request a hold on items that are in the library as well as items which are checked out
- Items in storage: Requests may also be placed through LibrarySearch.
- To request a hold, sign in to [LibrarySearch](#) and find the item you want
 - Select the “GET IT” option to request (requires UTORid and login).
 - When a patron requests a hold on a checked out item, the current borrower's loan period will shorten to 14 days, and they will get an email asking them to return it.
 - When a patron’s holds are ready, they will be notified by email, and will have approximately 7 days to pick it up.
 - Patrons can request items for pickup at the holding library, or for [pickup at another library](#).
- As ICS Junior Members who have paid for an external borrower card from the University of Toronto library system are considered other users, they can place up to 10 concurrent hold requests before having to pick up items.
- **Exception:** Short term loan items, including Course Reserves, are not requestable, i.e., holds cannot be placed on them.

BORROWING POLICY

All materials leaving the ICS Library for any reason must be checked out by library staff. While it has been the practice for patrons and faculty to ask for an ICS staff member in the office to sign out materials in the absence of the Librarian, it is the ICS staff member’s decision to agree to a) open the Library area to patrons, and b) to make a record of the signed out material in the red/burgundy Circulation Log binder. If ICS staff do not feel comfortable or are otherwise occupied in a situation when the Librarian is not on-site, they are free to inform patrons to please

email the librarian and to come back on a Wednesday or make an alternate arrangement to sign out the material they wish to check out. Faculty can open the Library and retrieve materials they need, and we ask that they fill out a record in the red/burgundy binder so that the Librarian can input this into the library's check-out system when on-site again.

ICS staff members who sign out materials to anyone should record all the pertinent details of the patron in the red/burgundy 'Circulation Log' binder on the Librarian's desk. This includes their UofT barcode number, name, email, and information about the item including its title, call number, and more, and the staff member must also initial or add their name to indicate who signed out the material. Senior Members/faculty wishing to sign out items from the Library do not require an ICS staff member to sign a book out to them. However, the Librarian requests that Senior Members please send an email to the librarian@icscanada.edu email so that the checked out material can be logged in Alma, the back-end library software management system. The Librarian will assign the appropriate loan period and due date, i.e. 90 days, December 15.

ICS Senior and Junior members as well as staff have priority to access. Faculty and students from the Toronto School of Theology colleges and the University of Toronto may also borrow ICS library materials at the discretion of the ICS Librarian. Special borrowing privileges may on occasion extend to other patrons on a case-by-case basis.

Borrowed materials must be returned directly to the ICS Library. When the Library is closed, materials may be left in the office area of ICS with a staff member. Staff should bring these items to the Librarian when the Library re-opens on Wednesdays when possible.

Special Access Note: Please also note that from time to time when Knox or University of Toronto employees or other ICS staff need the Library to be opened in order to access the Utility room or for extra space needs due to student activities, such as Thesis defenses, ICS staff may open the Library with a key and should always be sure to close the door and turn off the lights before leaving at the end of the workday.

Note: If another user requests a checked out item, the borrower who has this item must return it to the ICS Library after 28 days.

OVERDUE POLICY

The prompt return of all materials is strongly encouraged, in order to ensure that all members of the ICS community have equal access to materials. Borrowers are responsible for returning loan items by closing time on the due date. Email notices will be sent for overdue items. Junior Members must return all borrowed materials to the Library by the day of their thesis defense, and all library fines must be paid in order to graduate.

FINES

When a patron's fines and/or fees reach \$25.00 or greater, Library privileges are withheld until the item(s) is returned and the amount owing has been paid. Privileges are also withheld when short term loan items – including course reserves – are overdue by 24 hours or more. Please refer to the following table that outlines the amount of fines that will be charged if items are not returned by their due date:

FINES	COST
Regular books or media	\$0.50 per day per item
Course reserves & short-term loans	\$0.50 per hour per items
Recalled items	\$2.00 per day per item

If a patron returns their book on the due date, a fine will not be charged. When notice has been given, and items have not been returned within a reasonable amount of time (2 weeks), the item(s) will be considered lost and a replacement charge will be assessed in addition to the overdue fine. Library privileges will be withheld until fines are paid.

HOW TO PAY

- ICS patrons must contact the Robarts Fine Office at 416-978-5350.
- If an ICS patron borrowed an item from a library other than Robarts (i.e. Kelly Library, Emmanuel College, Trinity, Knox, and so on), it's best to visit the circulation desk of that specific library that the item was borrowed from.

LOAN FORGIVENESS CATEGORIES

If an ICS patron wishes to find out whether a specific fine or loan-related penalty can be appealed, documentation may be required to reduce or forgive fines. To dispute fees, contact the library from which the item originated.

Please note that the following reasons are not considered valid for fine forgiveness or reduction:

- Forgot the due date
- Did not receive a courtesy or overdue notice
- Was unaware of library policies
- Borrowed the item for someone else
- Returned late by someone else
- Did not report TCard stolen

LOST ITEMS

Fees for lost and damaged items are charged to cover the cost of replacing or repairing the item. Additional fees could be charged depending on the situation.

Items which are not returned within 42 days of the due date will be deemed lost, and a lost fee will be assigned.

Returning items in a damaged condition will result in damaged item fees.

FEES	COST
Lost book or media	\$145 per item
Lost bound journal	\$145 per item
Damaged item repair fee	\$45 per item

To dispute fees, contact the library from which the item originated.

HOW TO PAY

- ICS patrons must contact the Robarts Fine Office at 416-978-5350.
- If an ICS patron borrowed an item from a library other than Robarts (i.e. Kelly Library, Emmanuel College, Trinity, Knox, and so on), it's best to visit the circulation desk of that specific library that the item was borrowed from.

BIBLIOGRAPHIC INSTRUCTION

The Librarian will introduce the library collections, policies, and guidelines to new Junior Members during orientation week. Each course syllabus (located online on the ICS website) will indicate library resources pertaining to the course, unless course materials are supplied via Google Classroom. Junior Members are encouraged to seek the assistance of the Librarian when they have difficulties in locating pertinent resource materials or in formulating their research strategy for electronic or print indexes.

INTER-LIBRARY LOANS

In the event that a resource is not available through the ICS or UofT libraries, ICS patrons may request inter-library loans through the Librarian. Inter-library loan costs generated by the loaning libraries may be charged to the patron. It may take up to 2 to 3 weeks for books to arrive.

Periodical or journal articles normally arrive within 1 week. The period may be longer if the request for material is from a country outside of Canada.

INTERNET ACCESS

The Library has one computer terminal available for the use of Junior Members. This machine provides internet access. However, printing is unavailable. Students can use the library computer to access the ICS catalogue, the University of Toronto online catalogue, or any other Internet resources related to research. There is also a study space in the Library for students to bring their own devices.

PRINTING AND SCANNING

Please note that the ICS Library does not provide printing services. If a patron needs to print something, they can load funds onto their T-Card if they have purchased one as an external borrower, or go to Robarts Library to request a [guest print/copy card](#). Printing in black & white costs \$0.15 per page. Patrons can find a list of all of the libraries that offer printing services as well as printing costs [here](#).

The ICS Library does not offer scanning services. If ICS patrons require those, they may go to any of the University of Toronto library branches, including Robarts, and ensure that they have a USB key or memory stick in advance. **Please note:** while scanning is free, it is illegal to scan any images or text that are not your personal intellectual property unless you have the express written consent of the owner of that property. It is the responsibility of the person scanning the images or text to obtain any required permissions. See [Copyright resources and links](#) for more information.

JUNIOR MEMBER THESES

Upon completion of their thesis defense:

Each Junior Member will deposit two paper copies and one electronic copy (in PDF format) of their thesis with the Librarian. Two copies will be bound for the library thesis collection, while the electronic copy will be uploaded to the ICS Institutional Repository. Once the thesis is in the repository it will be harvested by the Library and Archives Canada (LAC) for the Theses Canada Portal.

An abstract must accompany each thesis. An abstract for a master's thesis should be no more than 150 words, and an abstract for a doctoral dissertation should be no more than 350 words.

Junior Members must also sign the *LAC Theses Non-Exclusive License* and the *ICS Theses Non-Exclusive License Form* to grant permission for their thesis to be archived. These documents should be deposited with the Librarian.

PRESENTING AND PUBLISHING

The Institute for Christian Studies provides Senior and Junior Members with many opportunities to conduct unique research projects that integrate faith and learning, tackling big questions through inquiry animated by academic, existential, and social motivations. Through their research, ICS Senior and Junior Members contribute to their disciplines, to interdisciplinary scholarship, to the Reformational tradition, to the ICS scholarly community, and to their own careers. ICS's Centre for Philosophy, Religion, and Social Ethics (CPRSE) strives to promote Junior and Senior Member presentations, publications, and public outreach projects through a number of possible avenues such as the *Critical Faith* podcast, *Ground Motive* blog, *Perspective* magazine, and the *Currents in Reformational Thought* book series. In addition, the CPRSE supports Junior Members by providing research and writing workshops, as well as employment opportunities as Research Assistants on the community-based research projects that the CPRSE pursues.

As a graduate student, you are jumping into and taking part in a larger scholarly conversation, one that precedes you and will succeed you. In this light, you should consider yourself as a potential contributor to this larger conversation. One way to do this is by sharing the results of your academic research with a wider audience, either through conference presentation or journal publication.

That is to say, while your philosophical essay may begin its life as a course paper, it does not need to end there. You can go on and submit that paper for presentation at a plethora of academic conferences held every year, often organized under the auspices of such professional societies as the American Academy of Religion, the Society for Christian Philosophers, etc. [Philevents.org](https://philevents.org) is a good place to go and look for upcoming conferences that might fit your particular topic. Developing a course paper for conference presentation also gives you the opportunity to incorporate the feedback you received from your professor after grading it. Think of a conference presentation, then, as a chance to workshop your original paper and make it stronger, all while travelling to exotic destinations like Buffalo, NY, and meeting other smart people interested in the same intellectual inquiries that fascinate you!

Finally, with the feedback you receive from the larger scholarly community you meet at a conference, you should have what you need to hone the article to a level that makes it worthy of journal publication. There are many peer-reviewed journals to which you can submit your now finely-tuned essay. [Philpapers.org](https://philpapers.org) has an absolutely massive archive of philosophical journals, and is an interesting, if intimidating, place to start looking for a suitable publication destination for your work.

While the prospect of sharing your work with a wider academic audience may seem daunting, never fear, the CPRSE is here to help you navigate the heady waters of academic presentation and publication! If you have any questions about the process, please reach out to the CPRSE office and we will be happy to guide you on the steps you need to take to enter the exciting world of academic publication!

ETHICAL RESEARCH PRACTICES

Research ethics at ICS is governed by the Tri-Council Policy Statement *Ethical Conduct for Research Involving Humans* (TCPS2 2018). ICS Junior Members intent on conducting research involving living human participants shall familiarize themselves with TCPS2 2018 and shall ensure that the research meets the standards established therein.

Junior Members embarking on any research on living subjects or any research involving living human participants with the intention of dissemination of the results (by formal or informal publication in any medium or by use in teaching or public speaking) shall submit a brief statement of research interest for review by the Research Ethics Board (REB), using the ICS Research Interest Submission Form (to be developed by the REB). The REB shall notify the Junior Member if a research proposal must be submitted for review by the REB. If the Junior Member is unsure whether their proposed research would fall under this stipulation or not, it is their responsibility to familiarize themselves with the relevant sections of TCPS2 2018 and to speak with a current ICS member of the REB. If any doubt remains, the aforementioned brief statement of research interest must be submitted to the REB.

Junior Members intent on conducting research involving living human participants, in which the participants have a reasonable expectation of privacy, in which the researcher(s) is/are in direct contact with participants and/or stage(s) an intervention in participant behaviour, and/or in which participants may be identified in the dissemination of results, shall—subject to the approval of their research supervisor—submit a research proposal for review by the REB, using the Ethics Review Submission Form (to be developed by the REB).

When required in terms of TCPS2 2018 to obtain consent from research participants, Junior Members shall use the ICS Informed Consent Letter template and Consent Form (to be developed by the REB).

Junior Members may—subject to the approval of their research supervisor—appeal decisions of the REB to the Chair of the ICS Senate. The Chair of the Senate shall appoint an ad hoc Appeal Committee as stipulated elsewhere in these policies.

Please also refer to the policies with regard to ethical research practices in the Senior Member Handbook and the Senate Handbook.

STYLE

At ICS we follow the current edition of **APA Style** for writing in our MA-EL program and the current edition of the **Chicago Manual of Style** for writing in our other programs. We recommend the current edition of Turabian (*A Manual for Writers of Research Papers, Theses, and Dissertations*), the research tool **Zotero**, and consultation with your instructors and Mentors.

We encourage Junior Members to use the serial comma (also known as the Oxford comma).

PERSPECTIVE MAGAZINE, GROUND MOTIVE FORUM, AND THE ICS PODCAST, CRITICAL FAITH

Among the suitable avenues for publication and communal scholarship available to Junior Members at ICS are *Perspective* magazine, the *Ground Motive* blog, and the *Critical Faith* podcast:

Perspective originally operated as the ICS newsletter in 1967, and was a prominent venue for communicating the latest news about ICS events, publications, and research with the broader community. Since its inception, *Perspective* has developed into an important way for Senior and Junior Members to share their ideas beyond the walls of the classroom. Today, it is a twice-yearly thematic print publication which features contributions from Senior and Junior Members, alumni and other members of the ICS community, and academic partners from other institutions. It is a great venue for Junior Members to make aspects of their research more popularly available, to explore new ideas, and to enter into larger conversations on current issues. All Junior Members are invited to submit 800-1000-word essays, reflections, and meditations to the *Perspective* editorial team during their time at ICS.

Ground Motive is our institutional blog, sponsored and moderated by the Centre for Philosophy, Religion, and Social Ethics (CPRSE). This online forum aims to host and foster quality online dialogue on subjects of relevance to ICS's institutional mission. It engages pressing questions of life and society as they arise out of the scholarship of our community, and promotes conversations that are open, thoughtful, and respectful. All Junior Members are invited to submit blog posts, as well as to comment on any previous postings and on the comments others have left. Debate and exploration of differences are encouraged! If you are interested in being involved in the blog's editorial team, or would like to suggest ideas for themes or foci, please reach out to the CPRSE team.

Critical Faith is our institutional podcast, which explores the intersection of faith, scholarship, and life. In our episodes, we have conversations with researchers, activists, educators, and other community members on topics related to ICS courses, Junior and Senior Member research, current events, and diverse institutional public outreach initiatives. Along the way, we will also

let ourselves be troubled by some hard questions about our own traditions, spiritualities, and communities. *Critical Faith* attends closely to the everyday life and work of Senior and Junior Members, who are invited to regularly contribute to the podcast. Employment opportunities are also available for Junior Members who would like to further assist in the production of the podcast—to generate and suggest content, host interviews, and to record, edit, and promote episodes. If you are interested in being involved in the podcast, please reach out to the CPRSE team for available positions.




HOW DO I ACCESS
LEARNING OPPORTUNITIES
AT INSTITUTIONS WITH
WHICH ICS COLLABORATES?

11. HOW DO I ACCESS LEARNING OPPORTUNITIES AT INSTITUTIONS WITH WHICH ICS COLLABORATES?

ICS Junior Members may register for courses through the Toronto School of Theology to the extent allowed in **Section 5** of this handbook. Junior Members are encouraged to meet foreign language requirements through classes available at the TST when possible. Meeting language requirements in this way does not count toward the two courses that students may take at the TST to fulfill course requirements. For information with regard to the registration procedure, please consult with the Academic Registrar (academic-registrar@icscanada.edu).

Junior Members also have the opportunity to participate in the joint PhD program of ICS and the Vrije Universiteit Amsterdam (VUA), with regard to which please see **Section 5, PhD in Philosophy** in this handbook, and consult with your Mentor and the Academic Office. The texts of the Framework Agreement between ICS and the VUA are included as **Appendix A** and **Appendix B** to this Junior Member Handbook. Junior Members are alerted to the requirement of studying on location in Amsterdam for at least six months of this joint PhD program.

ICS students in the MA-EL program will have the opportunity to participate in courses with The Christian Teacher Academy (<http://www.teacheracademy.ca/courses.html>) as a means to completing course project requirements. If students choose this option they are required to inform their instructor who will in turn register them for the course with the cost of the course being covered through their tuition. Students who choose this project option as a part of Winter courses will not receive their final grade until the end of August. Please note that it is not necessary in these instances to apply for a course extension.

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HOW ELSE
CAN I
CONTRIBUTE
TO LIFE
AT ICS?

12. HOW ELSE CAN I CONTRIBUTE TO LIFE AT ICS?


The most important contribution Junior Members make to life at ICS is their everyday scholarship: reading, writing, fieldwork, participation in courses, and interacting with their Mentors in relation to the preceding. As mentioned in [Section 10](#) of this handbook, Junior Members can extend their scholarship by contributing to our *Perspective* magazine, *Ground Motive* blog, and *Critical Faith* podcast.

ICS also offers Junior Members a limited number of Research Assistantships and Teaching Assistantships, as needed by the school and as our financial resources allow. Details with regard to these opportunities are available from the Academic Office.

Junior Members serve as elected representative officers on the ICS Board, Senate, and Academic Council, and the committees of the Academic Council, including the standing committees of the latter—the Educational Policy Committee (EPC), Library and Scholarship Committee (LSC), and Community Life Committee (CLC). There is one Junior Member position on the Board, two on the Senate, two on the Academic Council, one on the EPC, one on the LSC, and two on the CLC. All Junior Members are eligible both to serve in these positions and to vote in the election of these officers. The election is conducted annually by the Academic Office at the start of the Fall term. The term for all of these Junior Member positions is twelve months from the publication of election results by the Academic Office.

Junior Members also serve as members of the ICS Research Ethics Board, appointed by the Senate at the recommendation of the Academic Council, following policies included in the Senate Handbook.

An additional fifteen minutes of scheduled zoom time at the close of each online class session is designated for the purposes of freeform post-class student discussion. The purpose of this optional drop-in time would be to purposely curate an environment that mimics “hall-way” talk, in which students are able to discuss frustrations, confusion, or insights in an informal setting without the presence of Senior Members. This time can be indispensable for independent student growth. It can function as a time to riff ideas adjacent to course content, and especially to admit insecurities or confusions that students are otherwise uncomfortable making during class time in the presence of Senior Members. As such, it is important that the Senior Member or other instructor excuse themselves at the end of class time, but leave the room open and available to meet this need. This time would be announced as optional but available during the first class session of each course.

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WHAT DO I
DO WHEN
THINGS GO
WRONG?

13. WHAT DO I DO WHEN THINGS GO WRONG?

Please take note of the [ICS Workplace Anti-Violence and Harassment Policy](#).

STUDENT GRIEVANCE AND APPEALS PROTOCOLS

A grievance is:

- any complaint brought under this policy by a member or members of the ICS community arising from the interpretation or application or alleged violation of an Institute policy or procedure
- any complaint brought under this policy by a member or members of the ICS community arising from the action(s) of another member or members of the ICS community which are deemed by the complainant to be injurious to their person or academic reputation, or are deemed by the complainant to be contrary to the Institute's commitment to community and mutual concern as expressed in the Preamble and the Institute's Code of Ethics

The maximum length of time that may elapse between the date the complaint is brought and the date a decision is issued by ICS is three months.

GRIEVANCE PROCEDURES

A person who believes that an action to which this policy is applicable has occurred may exercise one or more of the following options for resolution:

Grievances Pertaining to Injurious Actions

In the case of a grievance arising from the action(s) of another member of the ICS community perceived by the complainant to be injurious their person or academic reputation, or deemed by the complainant to be contrary to the Institute's commitment to community and mutual concern as expressed in the Preamble, the complainant may:

- Discuss the matter directly with the person deemed by the complainant to have committed the action; or
- Discuss the matter with the person who has supervisory responsibility for the person who they feel has committed the action. (In the case of Senior Members and Junior Members this person shall be the Academic Dean. In the case of the Academic Dean being a party to the complaint, the person who has supervisory responsibility shall be the President.)
- The complainant will be provided with a standard form of complaint which must be completed in order to continue with the complaint. This form will include names, dates, places, and possible witnesses involved in the alleged action(s). The respondent will then be notified that a complaint has been lodged.

Once an official complaint has been lodged, both complainant and the respondent are entitled to have the counsel of their choice present at all subsequent meetings, and to speak on their behalf.

The supervisor will respond to a written complaint according to their discretion by:

- meeting and advising both parties; or
- mediating between both parties; or
- choosing another party to mediate; or
- referring the matter directly to the President

If a resolution is reached at any stage of any of these procedures, the resolution will be recorded on the complaint form, and the complainant and respondent will be provided with a copy.

Grievances Pertaining to the Breach or Interpretation of Policy

In the case of a grievance arising from the interpretation or application or alleged violation of an Institute policy, practice or procedure:

- A Junior Member complainant should first take up the matter with their Mentor or the Registrar and complete a complaint form. If the complaint concerns a decision of the Mentor, the Junior Member may bring the complaint to the Registrar or the Academic Dean. If the complaint concerns the Academic Dean, the complaint may be brought to the President.
- An instructor complainant should first take up the matter with the Academic Dean and complete a complaint form. If this is inappropriate to the complaint, or if the complaint concerns the Academic Dean, the complaint may be brought to the President.

The supervisor (or in cases which have been referred to the President, the President) will respond according to one or more of the procedures outlined above. From this point forward, both the complainant and the respondent are entitled to have a third party of their choice present in any meeting to adjudicate the complaint.

If a resolution is reached at any stage of any of these procedures, the resolution will be recorded on the complaint form, and the complainant and respondent will be provided with a copy.

Repeat Complaints

If a complaint is lodged while a record of a complaint of a similar nature concerning the same respondent is on file, the matter shall be referred directly to the President. The President will strike an ad hoc committee consisting of three persons, one nominated by the complainant, one by the respondent, and the third by the first two. The task of this committee will be to meet with each party, to make a judgment, and to advise the President concerning a course of action.

During any of the procedures provided above, no record of the complaint will be placed in an employee or Junior Member file unless a reprimand or disciplinary response is determined to be appropriate in the circumstances. In such a case, a description of the reprimand or discipline shall be provided, in writing, to the person receiving the reprimand or discipline and a copy included

in the person's employee or Junior Member file.

APPEALS

Should a complainant or respondent wish to appeal a decision made during resolution, they may contact the Chair of the Senate if the complaint is a matter of academic policy or procedure, or the Chair of the Board of Trustees if the matter not does not concern academic policy or procedure. Grounds for the appeal must be stipulated in writing.

Appeals must be filed within 30 days of the completion of the last applicable step of the procedures outlined above. A grievance will be deemed to have lapsed if not appealed in this time frame.

Appeals will be dealt with at the first Senate or Board meeting after an appeal is filed. The Senate and Board will normally finalize their decision concerning an appeal at the meeting at which the matter was first placed on the agenda. If the matter is held over to the subsequent meeting the appellant will receive an explanation in writing.

The decision of the Senate or Board concerning an appeal will be final.

MISCONDUCT IN RESEARCH

Also see **Section 10** of this Junior Member Handbook, *[How Do We Approach Research at ICS?](#)*

Senior Members and other instructors, Junior Members and other students, and staff of the Institute for Christian Studies have a positive duty to avoid misconduct in research. It is understood that neither honest error, nor honest differences in the interpretation or judgment of data shall be adjudged to constitute misconduct.

Misconduct in research includes the following:

FABRICATION OR FALSIFICATION OF DATA

Researchers have an obligation to exercise due diligence in ensuring an accurate reading and representation of materials which they use.

PLAGIARISM

In accordance with stated policy on academic honesty, researchers have a positive duty to acknowledge their sources.

UNDECLARED CONFLICT OF INTEREST

A conflict of interest arises where the researcher has a material interest of any kind, including (without limitation) personal, financial, or career-related interests, that may conflict with their other duties under this policy. Where such a conflict arises, the researcher must immediately disclose it, in writing, to the Academic Dean, or in the case of the Academic Dean, to the President, as well as to all other properly interested parties, in accordance with the highest standards of honesty and integrity.

BREACH OF CONFIDENTIALITY

When researchers are requested to maintain confidentiality with respect to information provided by another, they have an obligation to do so, using such information appropriately and in the manner authorized by the person(s) who supplied it.

MISUSE OF RESEARCH FUNDS

Where a granting agency provides guidelines on the disbursement and use of research funds, both researchers and administrative personnel must follow those guidelines scrupulously. Regardless of the source of research funding, it is not permitted to divert any of the research resources for personal or any other use, except in cases where the grant or contract specifically provides otherwise.

FAILURE TO ACKNOWLEDGE FUNDING

Subject only to donor stipulations to the contrary, all public and private funding sources used in the conduct of research should be acknowledged in resulting publications. Researchers must in any event disclose all sources of funding, in writing, to the Professional Status Committee.

FAILURE TO REPORT MISCONDUCT

All members of the ICS community have a strict moral obligation to report such breaches of this policy as come to their attention. Failure to do so is itself a violation, and subject to the same range of penalties as any other breach of this policy.

GENERAL PROCEDURE FOR DEALING WITH ALLEGATIONS OF MISCONDUCT

Any allegation of misconduct under this policy shall be taken seriously, and treated expeditiously. Proved allegations shall be cause for such disciplinary procedures as generally apply to the offender.

JUNIOR MEMBER AS ACCUSED PARTY

Junior Members shall be subject to the full investigative provisions of this policy, whether the research in question is published, about to be published, a work for hire, or supported by third party grants. All other breaches of this policy by Junior Members shall be treated as academic offences, and handled in the first instance by the instructor, who may consult with the Academic Dean.

Work which fails to acknowledge the contribution of others will not be accepted and may result in a reduction of the Junior Member's grade, the assignment of a "No Pass," or, in a serious case, termination of the Junior Member's program.

ALLEGATION OF MISCONDUCT

Anyone having reason to believe that any individual accountable under this policy has engaged in misconduct in research should consult informally and in confidence with the Academic Dean. If it is deemed that the matter merits further investigation, the Dean shall immediately notify the accused individual of the alleged misconduct.

DEAN OR PRESIDENT AS ACCUSED PARTY

In cases where the Academic Dean is the accused or accusing party, the person initiating this informal consultation shall speak with the President of ICS, who will assume all roles assigned under this policy to the Academic Dean.

Where the President is the accused party, the person initiating the allegation shall consult first with the Academic Dean. If in the Dean's judgment, the matter warrants further investigation, the Dean will at that time inform the Chair of the Board of Trustees, who will undertake all roles in this Policy normally lodged with the President.

FIRST STAGE RESOLUTION: INFORMAL DISCUSSION

The Academic Dean shall first convene a meeting of those who are involved, and an attempt shall be made to resolve the matter by reasonable discussion amongst themselves. Should the allegation be disproved, or otherwise satisfactorily resolved, the matter shall be dropped, and any written references thereto removed from the record of the accused person, and destroyed.

Should the accused person admit the truth of the allegation, they shall be subject to such disciplinary procedures as may properly apply to their position, to the seriousness of the offence, and the context. Should the truth or seriousness of the allegation remain in dispute, the Academic Dean shall see that a formal, written complaint is made, and delivered to the Academic Council for further investigation.

SECOND STAGE RESOLUTION: INTERNAL REVIEW

An ad hoc committee struck by the Academic Council shall review the allegation before it, and seek the considered response of the person accused. For the purposes of any such investigation, neither the accused person nor the accuser may sit as a member of the ad hoc committee. If this committee determines that there is no substance to the accusation, it will dismiss the allegation, and remove all record of the matter from the accused person's file. If this committee determines that there is substance to the allegation, and the accused person acknowledges the same, it will forward the matter to the President, with or without recommendations for appropriate disciplinary measures. If the committee determines that there is substance to the allegation, but cannot reach an agreement with the accused party as to the nature of their misconduct, it shall advise the Academic Council to strike a Board of Inquiry.

THIRD STAGE RESOLUTION: EXTERNAL REVIEW

The Board of Inquiry shall consist of three persons external to the Institute for Christian Studies, whom the Academic Council deem competent to adjudicate the matters in question, and at least one of whom shall not be a sitting member of the Senate of ICS, or its Board of Trustees. The Board of Inquiry shall investigate the matter independently, according to the principles of natural justice, and its findings shall be final. The Board will deliver its report to the President. It may make a recommendation as to appropriate sanctions, should the accused be found to have violated the terms of this policy, but the decision as to disciplinary measures rests with the President.

SANCTIONS

Disciplinary measures will be based upon such factors as the seriousness and magnitude of the misconduct, the degree of public scandal which may have been caused, the readiness of the offending party to admit and make restitution for the misconduct, and the extent to which the breach was calculated, culpably careless, or inadvertently careless. Sanctions will be proportionately more severe in the case of a repeat offence. They may range from a private or public reprimand to dismissal for cause. Allegations of misconduct which are admitted or upheld by the procedures outlined in this policy shall in any case form part of the permanent record of the employee or Junior Member in question.

EXONERATION

Individuals who are exonerated by this process are entitled, as they see fit, to ask for a clear and public statement by the Institute for Christian Studies to that effect. This statement shall be drafted by the President and the exonerated party, in language which is acceptable to both, and shall be circulated as widely as the exonerated party deems necessary.

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WHERE DO
I FIND THE
REST OF ICS'S
ACADEMIC
POLICIES?

14. WHERE DO I FIND THE REST OF ICS'S ACADEMIC POLICIES?

This Junior Member Handbook supersedes all previous policy on the matters that it addresses, except insofar as it allows Junior Members to appeal (with regard to the structure of their program of study) to the Junior Member Handbook in effect during the year of their admission to the Institute for Christian Studies, and with the consideration that this handbook must be read in harmony with the current Senate Handbook and Senior Member Handbook, together with which it constitutes the academic policies of our school. The Senate Handbook includes the Acts of the Ontario Legislative Assembly in terms of which ICS has its charter to grant degrees, the By-laws of ICS, as well as the policies in terms of which the Senate itself conducts its business. The Senate-approved versions of all three academic policy handbooks are maintained by the Academic Office and are available in the Google Drive folders of the Academic Dean to anyone with an ICS email address. The version of this Junior Member Handbook most recently approved by the ICS Senate is published on the ICS website ([Intranet](#)).

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DOOYEWORDS: AN ICS LEXICON

15. DOOYEWORDS¹⁵: AN ICS LEXICON

59 St. George:	The street address of ICS
Academic Council:	The Academic Council (AC) is a representative body of Senior Members, Junior Members, and academic officers that works on the academic policies of ICS
ad hoc committee:	You will at some point during your time at ICS be drafted by the Academic Council to serve on an ad hoc committee to help address an issue that is not in the remit of the standing committees of the Academic Council
Bib Found:	Biblical Foundations, one of the foundational courses required of all ICS Junior Members
Course Reserve:	Library items that are required or recommended reading for current ICS courses and to which, as a result, limited lending rules apply; Course Reserve items can be found in the front stack in the ICS library
CLC:	The Community Life Committee of the Academic Council assists the Academic Office in the work of nurturing and curating opportunities for robust academic community in both formal and informal ways
CPRSE:	The Centre for Philosophy, Religion, and Social Ethics enables and supports research at ICS
Critical Faith:	The weekly podcast of the CPRSE
CSL:	The Canada Student Loans Program provides repayable loans and non-repayable grants to help Canadian students pay for their post-secondary education
EPC:	The Educational Policy Committee is a committee of the Academic Council with particular responsibility for the drafting of academic policy and the review of curriculum
FAFSA:	The Free Application for Federal Student Aid form used by American students to apply for federal financial aid for graduate school

¹⁵ A *hapax legomenon* (Ronald A. Kuipers, personal communication, March 5, 2020).

FAO:	Financial aid officer; this can refer to either the Director of Finance or the Registrar
FICS:	Friends of ICS, and independent non-profit in the USA that has as part of its mandate financial support of ICS
foundations course:	While most courses at ICS will attend to foundational issues in relation to their subject matter, a foundations course is foundational for a program of study (such as the ICS MA, MWS, PhD); consequently, such courses are program requirements
grade notch:	A grade notch is the difference between, for example, an A and an A+, or between a B- and a B.
Ground Motive:	The blog of the CPRSE
hinge-issues:	Attending to “hinge-issues” has long been part of how ICS has articulated its aims. The <i>Academic Calendar</i> of 1995/97 states: “ICS strives to make a strategic contribution to this reintegration [of human life, culture, and learning] by concentrating its scholarly efforts on <i>issues which are the hinges on which understandings of reality turn</i> ” (p. 19, emphasis added; cf. the reference to “issues upon which the doors of understanding hinge” in the <i>Academic Calendar</i> of 2001-2002, p. 16). The <i>Graduate Bulletin</i> of 2004-2005, in its section on “Our Convictions,” further elaborates as follows: “ICS promotes an interdisciplinary approach. In order to attend to the trace of spiritual struggle, we work to identify the <i>hinge</i> issues in and across the humanities and the social sciences. <i>These hinge issues and ideas are the pivotal questions from which the doors of our understanding hang, swinging open and shut.</i> When exploring these issues in conversation with the leading figures and movements, both contemporary and historical, we can see clearly what ideas shape life in conformity with the Christ revealed in scripture” (p. 9, second emphasis added). Also see Section 5 (p. 33) of this handbook.
ICS:	The Institute for Christian Studies
IDS:	The Interdisciplinary Seminar, a communal element of scholarly life at ICS
IR:	The Institutional Repository, the digital collections of ICS
ISP:	The International Student Program of the Ontario Ministry of Colleges and Universities grants postsecondary institutions the

status as a Designated Learning Institution for the purposes of the Immigration and Refugee Protection Act 2001 and Regulations

Junior Member:

A Junior Member is an MA, MA-EL, MWS-ART, or PhD student at ICS who pursues Christian scholarship in conjunction with Senior Members (see also **Section 1** (p. 9) of this handbook)

kinship:

having a connection with; this connection can be on disciplinary, geographical, professional, religious, principled, or other grounds. Hence, the ICS could have “kinship” with philosophical organizations (like SPEP or the Ricoeur Society), with organizations in Toronto or Ontario (like Yonge Street Mission or University of Toronto), with other educational organizations (like Edvance), with other Christian organizations (like The King’s University or Calvin University), or with organizations committed to similar principled causes (like Citizens for Public Justice, Caritas Canada, or EduDeo).

Knox:

A seminary of The Presbyterian Church in Canada, Knox College is a federated college of the University of Toronto, a founding member of the Toronto School of Theology, and the hosts of ICS at 59 St. George

LSC:

The Library and Scholarship Committee is a committee of the Academic Council with particular responsibility for drafting policies with regard to library and archival collections

MA-EL:

The Educational Leadership stream in the ICS MA (Philosophy) program

Mentor:

The Senior Member assigned to assist a particular Junior Member through their program at ICS

MWS:

The Masters in Worldview Studies, a degree program ICS offers in terms of its charter from the Legislative Assembly of Ontario

MWS-ART:

The Art, Religion, and Theology stream in the ICS MWS

NSLDS:

The National Student Loan Data System (NSLDS) is the United States Department of Education's central database for student aid

OSAP:

The Ontario Student Assistance Program (OSAP) is a financial aid program of the Canadian province of Ontario

REB:

The Research Ethics Board of ICS

Ref Phil:	Reformational Philosophy, one of the foundational courses required of all ICS Junior Members
scholarly creativity:	scholarship (broadly construed along lines similar to Boyer’s model) that is marked by both novelty (doing something that has not yet been done before) and generativity (doing something that prompts the creative thinking of others). This is not confined to “research of discovery”; there can also be such novelty and generativity in scholarships of application, of integration, of pedagogy, etc.
scholarly integration:	scholarship (broadly construed) that is marked by the synthesis or pulling together of multiple bodies of knowledge, information, methodologies, spheres of influence, time periods, cultures, or aspects of life so as to show a connection between these seemingly disparate areas. This connection can be prior to the distinctions being brought together (as in the case of trans-disciplinarity) or can be post-distinction (as in the case of interdisciplinarity).
scholarly rigour:	rigour pertains to the clarity and accuracy with which one describes or elucidates the phenomena in question. This will look different according to different methodologies and in different disciplines.
Senior Member:	An ICS faculty member
SFS:	The CPRSE’s biennial Scripture, Faith, and Scholarship Symposium
SSHRC:	The Social Sciences and Humanities Research Council of Canada is a Canadian federal research-funding agency that promotes and supports post-secondary research and training in the humanities and social sciences; it is one of three major federal granting agencies that together are referred to as ‘the tri-council’
The Academic Office:	The Academic Dean and the Registrar
The Breezeway:	The most beautiful part of Knox
The Common Lounge:	The Knox kitchen and lounge, open for use to ICS
The Learning Studio:	A small space in the Lower Level of the academic wing of Knox, used by ICS for classes and meetings
The Lower Level:	The part of Knox in which ICS is situated
The Rotunda:	The entrance atrium of the academic wing of Knox

The Undergraduate Workshop:

An annual academic workshop ICS offers to undergraduate students

TST:

The Toronto School of Theology is an ecumenical centre for graduate-level theological education affiliated with the University of Toronto, comprised of seven member colleges in the Roman Catholic, Anglican, and Reformed traditions and four other affiliated institutions

unit:

One “unit” equals one semester course of 13 three-hour sessions or its workload equivalent. In a calculation of “credit hours” which is based on the number of hours of class-time per week in a semester-length course, one “unit” equals three “credit hours” and the entire program encompasses 42 “credit hours.” (See also [Section 5](#) (p. 35, footnote 2) of this handbook)

UofT:

The University of Toronto

wider community:

The communities which impact and are impacted by the ICS, but which may not see themselves as “part of” the ICS (e.g., they may not be members of the ICS in any formal sense). These communities can be conceived of religiously (e.g., the Church universal), philosophically (e.g., professional philosophers; academic philosophy in various disciplinary and sub-disciplinary guises), geographically (e.g., the immediate areas surrounding where ICS members live or work), professionally (e.g., the school and parent communities within which many of our MA-EL Junior Members work), politically (e.g., Canadian society), or more.

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CURRENT
ICS
CONTACTS

16. CURRENT ICS CONTACTS

The following officers of ICS are mentioned in the Junior Member Handbook. To contact the current incumbents of the mentioned offices, please use the following email addresses:

PRESIDENT: Ronald A. Kuipers | president@icscanada.edu

ACADEMIC DEAN: Gideon Strauss | academic-dean@icscanada.edu

ACADEMIC REGISTRAR: Parker Cotton | academic-registrar@icscanada.edu

ASSOCIATE DIRECTOR, CPRSE: Héctor Acero Ferrer | haceroferrer@icscanada.edu

DIRECTOR OF FINANCE: Harley Dekker | hdekker@icscanada.edu

DIRECTOR, MA-EL PROGRAM: Edith van der Boom | evanderboom@icscanada.edu

DIRECTOR, MWS-ART PROGRAM: Rebekah Smick | rsmick@icscanada.edu

LIBRARIAN: Anita Siraki | librarian@icscanada.edu

FINANCIAL AID OFFICER FOR THE OSAP: Parker Cotton

FINANCIAL AID OFFICER FOR THE NSLDS: Harley Dekker

A large, bold, red capital letter 'A' serves as a background graphic for the page. It is centered and occupies most of the vertical space.

APPENDICES

APPENDIX A - FRAMEWORK AGREEMENT FOR THE JOINT ICS/VUA PHD



Preamble

The Vrije Universiteit Amsterdam (VU) and the Institute for Christian Studies in Toronto (ICS) have enjoyed a longstanding collaboration with regard to a program of doctoral studies, doctoral thesis supervision, and thesis examinations. In 1997 this collaboration was formalized in a five-year Agreement “regulating the thesis-defence (‘promotie’) of ICS graduates at the VU.”

In 2002 the two parties agreed to extend this Agreement for five years, or until such time as changes in the Institute’s degree-granting authority warranted a revision of the Agreement. The Government of Ontario’s decision in December 2004 to authorize ICS to grant the PhD (Philosophy) degree brought about such revision. A new Agreement replaced the Agreement “regulating the thesis-defence (‘promotie’) of ICS graduates at the VU” and reflected the commitment of the VU and the ICS to further develop their collaborative relationship in the area of doctoral studies, making it possible for ICS doctoral candidates to pursue a joint degree.

The present Agreement replaces the previous one, and accords with the newest VU Doctorate Regulations as well as with those of the ICS. The starting date is 1 March 2018.

Framework Agreement for the joint supervision of Doctoral theses

between

Vrije Universiteit Amsterdam (VU)

De Boelelaan 1105
1081 HV Amsterdam
The Netherlands

represented by its **rector, Prof. Vinod Subramaniam**

and

Institute for Christian Studies (ICS)

59 St. George St
Toronto, ON Canada
M5S 2E6

represented by its **President, Prof. Ronald Kuipers**
hereinafter, ‘the partner institutions’

considering,

- Bill Pr. 14 of the Legislature of the Province of Ontario;
- Doctoral Program Policies within the Institute for Christian Studies' Junior Member Handbook;
- The Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en wetenschappelijk Onderzoek, WHW*), in particular article 7.18;
- Doctorate Regulations of VU Amsterdam, in particular articles 34 and 35.

All parties agree to the following:

1. *Cotutelle agreement*

The partner institutions will sign an individual convention for each of the doctoral candidates that wishes to start the joint supervision of a doctoral thesis. This convention, in accordance with the provisions of the articles of this Framework Agreement, will specify:

- a. the name of the doctoral candidate and of the two supervising full professors;
- b. the joint research programme between the universities involved;
- c. the training and supervision plan for the Doctoral candidate;
- d. which University and department will be hosting the doctoral candidate;
- e. the division of study periods between the partner institutions;
- f. details of the final examination.
- g. health and insurance coverage of the doctoral candidate;
- h. a financial arrangement that fits the following general rule: In each individual case the VU, i.e. the faculty in which the thesis defence will take place, will cover the travel and lodging costs related to the doctoral defence for (i) the candidate, (ii) the ICS supervisor or co-supervisor, (iii) the ICS member involved in the opposition during the promotion ceremony, as well as (iv) the costs for the public defence (reception and dress) and (v) for producing the required number of copies of the doctoral thesis in the format required by the VU.

Where possible and when such is required, additional arrangements will be made to cover travel and lodging costs for the candidate to meet and consult with the VU co-supervisor or supervisor during the writing and revision of the thesis. The participation of the VU and ICS in these costs will be determined by the VU and the ICS well in advance.

2. *Admission criteria*

The doctoral candidate will have to satisfy the entrance criteria of both partner institutions and will be registered in both partner institutions.

3. *Supervision*

The doctoral candidate will carry out the research under the guidance of two responsible supervisors, at least one for each of the partner institutions.

4. *Length*

The doctoral candidate will be required to spend a period of at least 6 months (not necessarily uninterrupted) at the Vrije Universiteit, Amsterdam. The training and supervision plan for the doctoral candidate will identify the scheduling of the study periods among the two Universities, as agreed upon by the supervisors and the Doctoral candidate.

5. *Research Plan*
An individual research plan will be prepared, including topic, overall objectives of the project, time plan and approach.
6. *Training Programme*
The doctoral candidate will have to satisfy the regulations of the partner institution regarding the training programme. The Doctoral candidate shall devote at least 30 Student Credits (equivalent of 840 hours) to training. The partner institution may grant an exemption covering all or parts of the training programme.
7. *The Dissertation*
The doctoral thesis will be written in English. It can be written in another language upon permission of the partner institutions.
8. *Doctorate Committee*
At VU, upon approval of the supervisors, a Doctorate Committee shall be composed that is responsible for assessing the quality of the doctoral candidate's dissertation as a whole. The Doctorate Committee shall be composed of at least five members; at least two members of the Doctorate Committee shall be affiliated with a university other than the partner institutions. The supervisors may not be appointed as members of the Thesis Committee.
9. *Public defence*
The public defence of the dissertation will take place at the Vrije Universiteit, Amsterdam. The doctoral thesis will be discussed in English.
10. *Thesis front page*
The front page of the thesis will be set up according to the rules and regulations of VU. Cooperation with the ICS and the conferral of the joint doctoral degree shall be mentioned on the thesis front page.
11. *Diploma*
Upon successful defence of the dissertation, the doctoral candidate receives a diploma of the institution where the defence has taken place. On the diploma, reference is made to the cooperation between the partner institutions and the joint nature of the degree.
12. *Degree*
In agreement with the legislation of the Netherlands and in agreement with the legislation of Canada, upon successful defence of the dissertation, Institute for Christian Studies and Vrije Universiteit will jointly confer the degree of: Doctor of Philosophy.
13. *Financial arrangements*
Contributions to the expenses of the doctoral candidate that are related to the doctoral programme and/or to the doctoral defence, shall be discussed and agreed upon by mutual written consent of all parties. The written consent is part of the individual *cotutelle* agreement.
14. *Insurance*
All doctoral candidates under this Framework Agreement shall comply with the obligation to take the necessary steps to be sufficiently covered by international health insurance and other necessary or mandatory insurance.

15. *Intellectual Property*

The intellectual property rights of the thesis and the publication, the use and protection of the research results shall be safeguarded in accordance with the current regulations of the countries involved in this Agreement.

16. *Dispute resolution*

Any dispute arising under or in connection to this agreement is resolved by amicable discussion between the parties.

17. *Enforcement and period of validity of the agreement*

This Agreement shall be effective from the signature date and shall continue implicitly year after year until the request of termination by either partner institution, giving no less than twelve months' notice to the other party. The termination of this Agreement will not entail the forfeiture of the joint supervision for those doctoral candidates who will have started their individual convention before the date of termination.

**Signatures for the Framework Agreement for the joint supervision of Doctoral theses between
Vrije Universiteit Amsterdam and the Institute for Christian Studies Toronto**

For Vrije Universiteit

Amsterdam,

Vrije Universiteit Amsterdam
Rector Magnificus
Prof. V. Subramaniam

For the Institute for Christian Studies

Toronto,

Institute for Christian Studies
President
Prof. R. Kuipers

APPENDIX B - TEMPLATE FOR INDIVIDUAL JOINT ICS/VUA PHD AGREEMENTS



Agreement for a Joint Doctorate Degree under the Framework Agreement

Between

Vrije Universiteit Amsterdam (VUA)

De Boelelaan 1105
1081 HV Amsterdam
The Netherlands

represented by its Rector, Prof. V. Subramaniam
and by the Dean of the Faculty of Humanities, Prof. M. ter Hark
and

Institute for Christian Studies

59 St. George St
Toronto, ON Canada
M5S 2E6

represented by its President, Prof. R. Kuipers

hereafter, ‘the partner institutions’

Concerning the research work carried out by [name doctoral candidate], duly referred to as ‘the
doctoral candidate’,

taking into account,

the Framework Agreement for the co-tutelage of Doctoral theses between VUA and Institute for
Christian Studies, signed [specify date].

The partner institutions agree to the following:

1. *Supervision*

The doctoral research work is jointly supervised by:
[name and position] (VUA)

Faculty: [specify]
[name and position] (ICS)

within the context of a formal collaboration between both professors. The partner institutions aim at a substantial - however not necessarily equal – contribution to the supervision of the doctoral candidate. The supervisors confer regularly with regard to the progress of the doctoral candidate's research.

2. *The PhD candidate*

The doctoral candidate's personal information:

Name and initials:

Date of birth:

Place of birth:

Nationality:

3. *Home institution*

The home institution of the doctoral candidate is [specify]. The home institution is responsible for overall administration. If applicable, the PhD candidate also needs to follow up the administrative procedures at the partner institution. The home institution will verify that relevant procedures of [specify other institution] have been followed as well.

4. *Admission*

The doctoral candidate is registered at both institutions according to their respective rules and regulations. [Name PhD candidate] is doing his/her PhD research work at [Name partner] since [date], and at VUA since [date]. A copy of this Joint Doctorate Degree Agreement will be delivered to both partner institutions with the request for admission.

5. *The training and supervision plan*

- a. The content of the training and supervision plan shall be agreed upon by mutual consent of all parties;
- b. The home institution is responsible for the overall follow up of the training and supervision plan. She commits to report regularly about the progress of the doctoral candidate to the partner institution.

6. *Research periods*

The doctoral candidate shall spend research periods of [specify (at VU research periods should be at least 6 months, not necessarily uninterrupted)] at both partner institutions. The delineation of research periods shall occur by mutual consent between the doctoral candidate and the supervisors. Expected end date of the doctoral programme is [month, year].

7. *The doctoral dissertation*

The subject of the doctoral dissertation is [specify]. The doctoral dissertation is written in [specify language] and consists of [specify: set of papers/monograph/summaries].

8. *(Public) defence*

The public defence will take place at the Vrije Universiteit Amsterdam under the rules and regulations of the institution where the dissertation is to be defended.
The doctoral thesis will be discussed in English.

Degree

In agreement with the legislation of the Netherlands and in agreement with the legislation of the Province of Ontario, Canada, upon successful defence of the dissertation, ICS and VUA will jointly confer the degree of: Doctor of Philosophy

9. *Diploma*

Upon successful defence of the dissertation, the doctoral candidate receives a diploma of the institution where the defence has taken place. On the diploma reference shall be made to the cooperation between the partner institutions and the joint nature of the degree.

10. *Financial arrangements*

Contributions to the expenses of the doctoral candidate that are related to the doctoral programme and/or to the doctoral defence, are agreed upon by mutual written consent of all parties. a budget including travel expenses, printing costs and other costs is added to this agreement (appendix or schedule below). Each partner will cover its own financial costs pertaining to the defence, unless otherwise stipulated in the written consent.

11. *Insurance*

The doctoral candidate shall comply with the obligation to take the necessary steps to be sufficiently covered by international health insurance and other necessary or mandatory insurance.

Signed,

Toronto,

Institute for Christian Studies

The President

Prof. R. Kuipers

Amsterdam,

Vrije Universiteit Amsterdam

The Rector

Prof. V. Subramaniam

Dean of the faculty

Prof. [Name]

Faculty of [specify Faculty]

The Dean

Prof. [Name]

Witnessed,

The Supervisor

Prof. [Name]

Faculty of [specify Faculty]

The Supervisor

Prof. [Name]

(if applicable) Supervisor 2

[title, name]

Faculty of [specify Faculty]

(if applicable) Supervisor 2

[title, name]

ICS Faculty and VUA Faculty of [specify Faculty]

The candidate

[name]