



Student Name: _____ Began program: _____

First Supervisor: _____

Area of Emphasis: _____

Committee members: _____

The completion of the Mastery Checklist is a requirement for graduation.

Purpose

McMaster Divinity College's niche for its PhD program is to develop graduates who are motivated and empowered by the resources and life of the Christian tradition. As scholars they will have accomplished the knowledge base, skills, and original thought of a research university PhD degree. As teachers they will have the practiced ability to effectively communicate what they have discovered in classroom and professional settings. As persons they will have developed life patterns to continue to well serve and grow professionally. The following requirements to highlight progress toward the PhD are listed below, and then under the headings of scholar, communicator, and person.

Program Standards and Progress

Each PhD student is a unique person with a singular set of strengths and interests that will be developed and evaluated by the student's doctoral committee. That committee will establish the unique requirements to best prepare the particular student. In common to all who earn a PhD from McMaster Divinity College will be achievement of at least the following standards with excellence. Providing this checklist to student and supervisor, and tracking progress at fulfilling it, will give a sense of basic agenda and standing. When the supervisor or another committee member ascertains that a standard has been achieved, she or he initials and dates that standard. Sign-offs can be on the basis of evident accomplishment before enrollment. Since each standard is to be met with excellence, it is expected that all committee members will concur and sign-off on each requirement. In exceptional cases where affirmation is not unanimous, the director of the program will confirm whether the standard has been met. Eventually the checklist will also serve as a helpful template for faculty recommendations on behalf of the student.

Responsibility for Completion

It is the student's responsibility to progress toward the degree and the mentor's to evaluate that progress. Both mentor and student should track accomplishments with the mentor holding the official record and providing regular copies to the student and committee members. By April 30 of each year in the program, the supervisor will send to the Registrar's Office a copy of this checklist for each of her or his students. The form should be signed and dated by the student as well to assure and document awareness of standing. Mentor initials that at least the minimum requirements found in the MA/PhD Handbook have been met. If not, please note here or in an attachment what is missing.

Year one _____ Year two _____ Year three _____
 Year four _____ Year five _____ Year six _____

Mentor signature _____ Date _____

Student signature _____ Date _____

KNOWING

SCHOLAR: knowledge base, skills, and original thought at the level of an elite research university PhD degree

	Mentor	Committee	Grades
Completed the following courses with a B- or better course grade:			
Research Methods	_____	_____	_____
Pedagogical Seminar	_____	_____	_____
Interdisciplinary Seminar	_____	_____	_____
PhD Seminar 1 in area of emphasis _____	_____	_____	_____
PhD Seminar 2 in area of emphasis _____	_____	_____	_____
PhD Seminar 3 in area of emphasis _____	_____	_____	_____
Directed Study 1 _____	_____	_____	_____
Directed Study 2 _____	_____	_____	_____
Dissertation topic approved by committee before the last two seminars or directed study courses are completed.	_____	_____	
Research competence in Greek or Hebrew (note: some areas and committees will require Greek <i>and</i> Hebrew)	_____	_____	
Research competence in a modern language			
German _____	_____	_____	
French _____	_____	_____	
Dissertation proposal approved by Faculty	_____	_____	
Comprehensive Examinations:			
Exam Topics 1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
Comprehensive oral exam	_____	_____	_____

BEING

Life patterns to continue to serve well and grow professionally

Vocational practice objectives and reflection on that experience for each enrolled semester of course work (please list below as accomplished, and file for reference, vocational practice objectives and reflective reports for each semester)

Demonstrated consistent engagement in and service to the church or church-related ministries for at least two years of residency. Location, title of service, start and end dates:

Over the years of working with the student, committee members have seen evidence of interpersonal skills important to professional service such as engaged listening, conveying accurate praise and criticism with grace, being able to speak the truth in face of opposition, and working as a team with others.

Candidate can articulate the way the program has shaped his/her theology.

Candidate and mentor have discussed ways to establish a life pattern to continually develop professionally.

DOING

Has joined two of the most important professional societies in the PhD discipline and attended at least one annual meeting.

1. _____
2. _____

Has presented research at a professional society meeting.

Meeting: _____

Title of Presentation: _____

Date: _____

Personally met (positively and memorably) at least three leaders in one's chosen field who are not affiliated with McMaster. Name and occasion:

1. _____
2. _____
3. _____

Has participated in McMaster Divinity College Colloquy on Dissertation Writing and Research.

Dissertation contributed new and useful knowledge to the field as recognized by the doctoral committee, outside examiner appointed by the Academic Dean, and the Academic Dean.

Successful oral examination of dissertation.

Has outlined and can articulate a five-year research plan following completion of dissertation.

Has had material (book review, article, etc.) accepted for publication.

Has prepared a professional resume and curriculum vitae.

Knows how to compose an effective cover letter.

Can effectively interview for placement.

Established a list of five referees ready to speak on student's behalf:

Name, title, institution

1. _____
2. _____
3. _____
4. _____
5. _____

TEACHING: the practiced ability to convey skills and information

Participated in McMaster Divinity College Colloquy on Teaching _____

Developed three course syllabi or equivalent entitled:

1. _____
2. _____
3. _____

Demonstrated ability to lead and understand the effectiveness of a variety of different communication methods and technologies such as tutorial, seminar, discussion, lecture, and internet. _____

Can create and implement student assignments, exams, and other evaluation instruments that reward student learning with constructive fairness and clarity. _____

The above requirements can be changed by McMaster Divinity College.