

MTS	
Overall Learning Objectives	Degree-level Expectations
<p>Foundational objectives. The first phase of the program introduces students to the foundational principles and methods of theological studies.</p> <p>Specialized and advanced objectives. The M.T.S. gives opportunity for more focused and advanced study in an area of a discipline or in an interdisciplinary theme. This feature makes the program appropriate as preparation for advanced study.</p> <p>Individual colleges or groups of colleges may define interdisciplinary streams within the M.T.S., so that students with common interests may join in communities for focuses research and discourse. Currently Wycliffe College has a stream in global and urban development.</p>	<p><u>1. Depth and Breadth of Knowledge</u></p> <p><i>Breadth.</i> Students will develop a systematic and discriminating understanding of the Christian heritage, including its scriptures; history; theological themes, issues, and disputes; cultural and multi-faith contexts; and mission and ministry. They will be aware of current issues in global Christian thought, life, and practice.</p> <p><i>Depth.</i> Students will develop a focused knowledge of a specific area within one of the theological disciplines, or of an interdisciplinary theme, or of the premises, methods, and purposes of theological reflection.</p> <p><u>2. Research and Scholarship</u></p> <p>Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of the Christian religious heritage. . They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in order to test premises and perspectives and to acquire knowledge. They will be able to evaluate current research and interpretation in the study of Scripture, theology, and the history of Christianity, and compare it with established understandings. They will be able to report research systematically and intelligibly, and develop and support a sustained argument in written form.</p> <p><u>3. Level of Application of Knowledge</u></p> <p>Students will be able to situate an issue, or an instance of an issue, that is new to them, in its historical, cultural, and theological context. They will be able to engage it academically and to conduct independent, critical, and accurate research on it.</p> <p><u>4. Professional Capacity/Autonomy</u></p> <p>Students will demonstrate ethical behaviour consistent with academic integrity, in the classroom, in their research, and in their other educational activities. They will give consistent evidence of personal responsibility and social concern, and will take initiative to solve problems and help others. They will be able to profit from constructive criticism of their academic work. They will be able to apply their understanding of the premises, character and commitments of diverse forms of Christianity to their engagement with issues having implications for faith.</p> <p><u>5. Level of Communication Skills</u></p> <p>Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able both to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing.</p> <p><u>6. Awareness of Limits of Knowledge</u></p> <p>Students will be able to make use of insights of the humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education. They will recognize ways in which varied expressions of Christian belief and practice are shaped by cultural contexts and the experience of other faiths. They will recognize the uncertainties inherent in both faith-based and non-confessional academic interpretations of Scripture and Christian teaching.</p>