

## 2. Certificate in Theology and Interreligious Engagement

<b>Baccalaureate/Bachelor's degree: Honours (DLE)</b>	<b>TST General Degree-Level Expectations (DLE's) for Second Entry Undergraduate Certificate Programs</b>  The student will be able to demonstrate:	<b>Learning Outcomes for Certificate in Theology and Interreligious Engagement (CTIE) Program:</b>  This certificate is awarded to students who have demonstrated the following:
<p><b>1. Depth and breadth of knowledge</b></p> <ul style="list-style-type: none"> <li>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of discipline;</li> <li>b) Developed understanding of many of the major fields in a discipline including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</li> <li>c) Developed ability to:                             <ul style="list-style-type: none"> <li>i. Gather, review, evaluate and interpret information; and</li> <li>ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</li> </ul> </li> <li>d) Developed, detailed knowledge of and experience in research in an area of the discipline;</li> <li>e) Developed critical thinking and analytical skills inside and outside the discipline; and</li> <li>f) Ability to apply learning from one or more areas outside the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed and critical comprehension of the methods, sources, and norms of the faith tradition(s) represented by the member College, including, a respectful, comparative dialogue with Christian belief(s) or other spiritual tradition(s).</li> </ul>	<ul style="list-style-type: none"> <li>• General knowledge and understanding of at least 2 religious traditions, other than Christianity;</li> <li>• Broad understanding of some of the major fields in comparative theology, theologies/ philosophies of religion, spiritual and ministerial practices;</li> <li>• Ability to identify, gather, review, and evaluate information and significant interpretations in at least one religious tradition's text, context, spirituality and practice, and theological perspective; and</li> <li>• Understanding of religious diversity from a Christian theological perspective.</li> </ul>
<p><b>2. Knowledge of methodologies</b></p> <p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>a) Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>b) Devise and sustain arguments or solve problems using these methods; and</li> <li>c) Describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed ability to employ and interrelate two or more dominant methodologies in an area of focus (e.g. scriptural, historical, practical, systematic, etc.) and to evaluate their role in developing theological arguments; and</li> <li>• Ability to critically engage current scholarship on methods, sources and norms of the faith or spiritual tradition(s) engaged by the member College.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• identify distinctive methodologies in the various areas of a belief tradition;</li> <li>• Describe how two or more methodologies can function in a sustained argument; and</li> <li>• Analyze methodologies applied in relevant scholarship in a course and adopt or reject those methodologies in the student's own writing;</li> </ul>

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<p><b>3. Application of Knowledge</b></p> <p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ol style="list-style-type: none"> <li>Develop lines of argument;</li> <li>Make sound judgments in accordance with the major theories concepts and methods of the subject(s) of study;</li> <li>Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</li> <li>Where appropriate use this knowledge in the creative process; and</li> </ol> <p>The ability to use a range of established techniques to:</p> <ol style="list-style-type: none"> <li>Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>Propose solutions;</li> <li>Frame appropriate questions for the purpose of solving a problem;</li> <li>Solve a problem or create a new work; and</li> <li>Make critical use of scholarly review and primary sources.</li> </ol>	<ul style="list-style-type: none"> <li>Ability to employ appropriate methodologies, sources and norms of at least one faith/spiritual tradition to: <ul style="list-style-type: none"> <li>Engage in respectful dialogue with other disciplines and faith/spiritual traditions;</li> <li>Interpret cultural contexts;</li> <li>Formulate theological arguments;</li> <li>Communicate theological concepts;</li> <li>Exercise responsible citizenship, and social leadership; and</li> </ul> </li> <li>Critical use of established concepts and techniques to address problems and analyze contextual concerns.</li> </ul>	<p>Ability to:</p> <p>Develop lines of argument appropriate to the interdisciplinary and interreligious nature of the program;</p> <p>Analyze information; and</p> <ul style="list-style-type: none"> <li>Make use of scholarly reviews and primary sources.</li> </ul>
<p><b>4. Communication Skills</b></p> <p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>	<ul style="list-style-type: none"> <li>Ability to foster a safe and respectful environment within which to communicate arguments and analyses effectively and collegially, orally and in writing, to a range of different audience.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>accurately reflect the views of other religions; and</li> <li>represent one's own religious views in a multi-religious context;</li> </ul>
<p><b>5. Awareness of Limits of Knowledge</b></p> <p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>	<ul style="list-style-type: none"> <li>Awareness of limits of knowledge within the methods, sources, and articulated norms of faith/spirituality.</li> <li>Respectful engagement of socio-cultural influences, perspectives of other faith/spiritual traditions, and contributions of other scholarly disciplines.</li> </ul>	<p>Understanding of the diversity of Christian theological approaches and engagements with different faith communities and a recognition that engaging this diversity tends to disrupt settled opinion;</p> <p>Recognition that it is not possible to fully and adequately represent one's own religious beliefs, let alone those of another religion; and</p> <ul style="list-style-type: none"> <li>Ability to articulate the limits of the theology and practice of dialogue and of language, concepts, analogues across different religious traditions.</li> </ul>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>Qualities and transferable skills necessary for</p>	<ul style="list-style-type: none"> <li>Ability to develop and evaluate strategies for ongoing professional</li> </ul>	<ul style="list-style-type: none"> <li>Qualities and transferable skills necessary for further study.</li> </ul>

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<p>further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>a) The exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>b) Working effectively with others;</li> <li>c) Decision-making in complex contexts;</li> <li>d) Ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</li> <li>e) Behaviour consistent with academic integrity and social responsibility.</li> </ul>	<p>development to advance the emotional maturity, collaborative teamwork, effective decision-making, moral integrity, academic integrity, and spiritual sensibilities required for specialized leadership.</p>	