

M.Div	
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.</p> <p>(1) <i>Religious heritage:</i> Students develop a comprehensive and discriminating understanding of Scripture, including its text, historical development, and interpretive possibilities; doctrine, engaged both historically and systematically; and the history of the Church, including its institutions, cultural expressions, and forms of mission.</p> <p>(2) <i>Cultural context:</i> Students develop an understanding of the cultural realities and structures within which the church lives and carries out its mission. They draw on the insights of the arts and humanities, the natural sciences, and the social sciences.</p> <p>(3) <i>Leadership:</i> Students develop skills of ministerial and public leadership. Depending on the requirements of the member college, these skills may include preaching, worship leadership, pastoral counselling, and Christian education. During their program, students are supervised in ministry placements.</p> <p>(4) <i>Formation of character:</i> Each college includes in its M.Div. program goals related to what Plato, Aristotle, and other classical Greek writers understood as <i>paideia</i>, the education of people into the true form of a healthy human nature. Among the values denoted by a Christian <i>paideia</i> are love of God and neighbour, moral integrity, self-discipline, civic and global responsibility, commitment to justice, and spiritual discernment. Among the various ways in which colleges address formation are community worship, spiritual direction, small group processes, retreats, informal conversation, social events, and works of compassion and justice.</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 practice of ministry. They will be aware of current issues in global Christian thought, life, and practice.</p> <p><i>Depth.</i> Students will develop a more comprehensive and discriminating familiarity with at least one particular Christian tradition.</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 and the practice of ministry. 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>In supervised experiences in ministry, students will apply classroom learning and skills in research, theological reflection, and communication. They will gain critical perspective on, and practical expertise in, the tasks of ministerial leadership. They will be able to identify an issue in the practice of ministry in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative pastoral approaches to it.</p> <p><u>4. Professional Capacity/Autonomy</u></p> <p>Students will develop the intellectual, affective, and professional capacities required for a life of pastoral leadership. They will demonstrate emotional maturity, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations. They will be able to give a reasonable account of the premises, character and commitments of a faith tradition and to situate it theologically. They will seek to develop capacities of leadership as construed in a faith tradition, and competence in requisite tasks in pastoral or other ministerial settings.</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 and in the practice of ministry. 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>