

3. Master of Pastoral Studies (MPS)

Streams: **Social Service** at Emmanuel College
Spiritual Care at Emmanuel College
Worship and Preaching at Emmanuel College

Foci: **Buddhist Studies, Christian Studies, Muslim Studies** (must be registered in Social Service or Spiritual Care streams) at Emmanuel College
Social Ministries, Spiritual Care, Preaching and Worship at Knox College

Category 2 Certificate: **Spiritual Care and Psychotherapy** in conjunction with the MPS degree program (must be registered in Spiritual Care stream [Emmanuel] or Spiritual Care focus [Knox])

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following	Learning Outcomes for Master of Pastoral Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:
<p>1. Depth and breadth of knowledge</p> <p>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;</p> <p>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;</p> <p>c) Developed ability to:</p> <p>i. Gather, review, evaluate and interpret information; and</p> <p>ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p> <p>d) Developed, detailed knowledge of and experience in research in an area of the discipline;</p> <p>e) Developed critical thinking and analytical skills inside and outside the discipline; and</p> <p>f) Ability to apply learning from one or more areas outside the discipline.</p>	<ul style="list-style-type: none"> • Developed and critical comprehension of the methods, sources, and norms of the faith tradition(s) engaged by the member College, including, a respectful, comparative dialogue with Christian belief(s) or other spiritual tradition(s). 	<ul style="list-style-type: none"> • Developed and critical understanding of their religious or spiritual heritage, including its sacred texts; history; traditions of thought/tenets of the faith; faith-based ethics; cultural and multi-faith contexts; and practice of spiritual-religious leadership; • Developed awareness of current issues in global religious thought, life, and practice; • Developed a thorough understanding of theory and practice of psycho-spiritual therapy and spiritual care-Spiritual Care & Psychotherapy Stream (SCP); • Developed comprehensive and discriminating familiarity with at least one tradition within their faith focus; and • Developed knowledge and familiarity with diverse religious/spiritual traditions.
<p>2. Knowledge of methodologies</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> <p>d) Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques:</p> <p>e) Devise and sustain arguments or solve problems using these methods; and</p> <p>Describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>	<ul style="list-style-type: none"> • Ability to articulate what the dominant methodologies are in an area of focus (e.g. scriptural, historical, practical, systematic, etc.) and to evaluate their role in developing theological arguments; • Ability to critically engage current scholarship on methods, sources and norms of the faith or spiritual tradition(s) engaged by the member College. 	<ul style="list-style-type: none"> • Ability to explain critical distinctions between authoritative primary sources and relevant secondary sources for the study of their respective religious or spiritual heritage and the practice of spiritual leadership; • Ability to apply techniques of enquiry, interpretation, analysis, and construction to primary and secondary sources in order to test premises and perspectives and to acquire knowledge; • Critical evaluation of current research and interpretation in the study of sacred texts, theology/ tenets of the faith, the history of their religious or

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		spiritual tradition, and faith-based ethics within their tradition, and integrate this with established understandings in spiritual care/ spiritually integrated psychotherapy, social services, or congregational leadership; and <ul style="list-style-type: none"> • Ability to conduct library research, develop and support a sustainable argument in written form, or in application to specialized spiritual leadership practices such as spiritual care/ spiritually integrated psychotherapy, social services, or congregational leadership.
<p>3. Application of Knowledge</p> <p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ol style="list-style-type: none"> a) Develop lines of argument; b) Make sound judgments in accordance with the major theories concepts and methods of the subject(s) of study; c) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) Where appropriate use this knowledge in the creative process; and <p>The ability to use a range of established techniques to:</p> <ol style="list-style-type: none"> a) Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) Propose solutions; c) Frame appropriate questions for the purpose of solving a problem; d) Solve a problem or create a new work; and e) Make critical use of scholarly review and primary sources. 	<ul style="list-style-type: none"> • Ability to employ appropriate methodologies, sources and norms of at least one Christian or spiritual tradition to: <ul style="list-style-type: none"> ○ Engage in respectful dialogue with other disciplines and traditions; ○ Interpret cultural contexts; ○ Formulate theological arguments; ○ Communicate theological concepts; ○ Exercise responsible citizenship, and social leadership; and • Critical use of established concepts and techniques to address problems and analyze contextual concerns. 	<p>Ability to:</p> <ul style="list-style-type: none"> • Apply classroom learning, research skills, theological/ spiritual reflection and communication under supervised experiences; • Explain critical perspectives on, and practical expertise in, the tasks of spiritual leadership as applied to pastoral practice; • Identify an issue in their practice in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative approaches to it whether in spiritual care/spiritually integrated psychotherapy, social services or congregational leadership; • Apply diverse methods to the cultural contexts of the student's specialization; and • Provide evidence of critical self-awareness with regard to their own and other faith perspectives and practices of spiritual care/therapeutic practices in a variety of contexts.
<p>4. Communication Skills</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"> • 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 audiences. 	<ul style="list-style-type: none"> • Ability to plan and carry out effective and collegial communication both verbally and in writing; • Developed communication skills that include the demonstration of growth in personal faith, emotional maturity, moral integrity, and public witness; and • Ability to plan, design and carry out initiative, responsibility, and

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		accountability in personal relationships and group contexts.
5. Awareness of Limits of Knowledge 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.	<ul style="list-style-type: none"> • Awareness of limits of knowledge within the methods, sources, and articulated norms of faith/spirituality. • Respectful engagement with socio-cultural influences, perspectives of Christian or other spiritual traditions, and contributions of other scholarly disciplines. 	<ul style="list-style-type: none"> • Ability to analyze the 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 spiritual leadership/care or therapy, respectful of insights from the spectrum of theological traditions and socio-cultural backgrounds; • Ability to conduct public spiritual leadership/care or therapy through growing critical self-awareness as informed by diverse knowledge and experience; • Appreciation of the uncertainties inherent in both faith/value-based and non-confessional academic interpretations of religious or spiritual tradition; and • Critical self-awareness of developing pastoral/therapeutic/ healing and professional capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of spiritual leadership.
6. Autonomy and Professional Capacity Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> a) The exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) Working effectively with others; c) Decision-making in complex contexts; 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 e) Behaviour consistent with academic integrity and social responsibility. 	<ul style="list-style-type: none"> • Ability to develop and evaluate strategies for ongoing professional development to advance the emotional maturity, collaborative teamwork, effective decision-making, moral integrity, academic integrity, and spiritual. sensibilities required for specialized leadership. 	<ul style="list-style-type: none"> • Developed intellectual, affective, and professional capacities required for a life of spiritual leadership in the helping professions; • Exemplified emotional maturity, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations; • Ability to explain an account of the premises, character and commitments of a specific religious tradition (Christian, Muslim or Buddhist) and to situate it theologically, in terms of how it relates to the larger traditions of thought within the given tradition; • Ability to plan, design and carry out spiritual leadership for public and spiritual/religious settings; • Ability to analyze the variety of pathways and spiritual practices within a religious tradition, and an ability to reflect critically on their own sense of vocation to spiritual leadership; and

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		<ul style="list-style-type: none"> • Ability to develop strategies to foster spiritual/psycho-spiritual growth, well-being of self and others, and demonstrate capacity for self-reflexive and spiritual practices to promote therapeutic and healing goals within communities of faith and/or other professional contexts.