

4. Master of Religious Education (MRE)

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 Religious Education (MRE) 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> iii. Gather, review, evaluate and interpret information; and</p> <p> iv. 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"> • Foundational knowledge of Scripture a well as a broad understanding of the historical and theological development of at least one Christian tradition represented in the Toronto School of Theology; and • Foundational knowledge of Christian ethics of at least one Christian tradition, and be able to give a reasoned theological response to contemporary ethical and social issues.
<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>a) Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p> <p>b) Devise and sustain arguments or solve problems using these methods; and</p> <p>c) Describe and comment upon 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"> • Integrated critical and constructive theological reflection into the content and processes of educational ministry; and • Ability to critique and evaluate educational, social, and behavioural sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs.
<p>3. Application of Knowledge</p> <p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>a) Develop lines of argument;</p> <p>b) Make sound judgments in accordance with the major theories</p>	<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; 	<ul style="list-style-type: none"> • Ability to theologically analyze educational programming in terms of its design, administration and assessment.

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<p>concepts and methods of the subject(s) of study;</p> <p>c) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</p> <p>d) Where appropriate use this knowledge in the creative process; and</p> <p>The ability to use a range of established techniques to:</p> <p>a) Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</p> <p>b) Propose solutions;</p> <p>c) Frame appropriate questions for the purpose of solving a problem;</p> <p>d) Solve a problem or create a new work; and</p> <p>e) Make critical use of scholarly review and primary sources.</p>	<ul style="list-style-type: none"> ○ 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>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"> ● Good oral and written communication skills within a context of making sound theological arguments for course assessment and any summative assessment selected.
<p>5. Awareness of Limits of Knowledge</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"> ● 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 articulate how religious education theories and programs can address current social contexts, and what they cannot address; and ● Ability to describe how religious education can fit within the broader context of pastoral ministry of at least one Christian tradition.
<p>6. Autonomy and Professional Capacity</p> <p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) The exercise of initiative, personal responsibility and accountability in both personal and group contexts;</p> <p>b) Working effectively with others;</p> <p>c) Decision-making in complex contexts;</p> <p>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</p> <p>e) Behaviour consistent with academic integrity and social responsibility.</p>	<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"> ● Ability to articulate how one can integrate theological study with educational ministry.