

## 6. Master of Arts in Ministry and Spirituality Program (MAMS)

<b>Baccalaureate/Bachelor's degree: Honours (DLE)</b>	<b>General Degree-Level Expectations (DLE's) for Basic Degree Programs:</b>  This degree is awarded to students who have demonstrated the following:	<b>Learning Outcomes for Master of Arts in Ministry and Spirituality Program (MAMS):</b>  This degree is awarded to students who have demonstrated the following:
<p><b>1. Depth and breadth of knowledge</b></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> <ol 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> </ol> <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"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Developed, critical, comparative comprehension of the methods, sources, norms and practices of two schools of spirituality; and</li> <li>• Critical understanding of the implications of social sciences for the development of theories and practices of spirituality.</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> <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"> <li>• 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; 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>	<ul style="list-style-type: none"> <li>• Ability to employ and interrelate contextual analysis and one other methodology to compare major figures and disciplines of spirituality in world religions;</li> <li>• Critical, personally articulated understanding of the relationship of religious experience with the methods, sources and norms of world religious traditions; and</li> <li>• Practiced ability to participate in the methods and disciplines of prayer and contemplation.</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 Christian or spiritual tradition to: <ul style="list-style-type: none"> <li>Engage in respectful dialogue with other disciplines and 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>	<ul style="list-style-type: none"> <li>Ability to use anthropological, psychological, sociological and theological insights to enter and accompany others in their worlds of meaning to: <ul style="list-style-type: none"> <li>Identify and empathize with an other's horizon of meaning;</li> <li>Ask open ended and evocative questions; and</li> <li>Engage in reflective leadership and join/lead others in a process of spiritual discernment to identify and respond to specific ministerial needs.</li> </ul> </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 audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to practice contemplative listening and to facilitate others in the process of contemplative dialogue.</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; and</li> <li>Respectful engagement with socio-cultural influences, perspectives of Christian or other spiritual traditions, and contributions of other scholarly disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>Critical ability to identify the limitations of their cultural context and its implications for their expression of belief and experience of other faith/spiritual traditions; and</li> <li>Ability to articulate and evaluate their own operative theology.</li> </ul>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ol style="list-style-type: none"> <li>The exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> </ol>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Traits of the professional praxis of ministry, including: <ul style="list-style-type: none"> <li>Adoption of a code of ethics;</li> <li>Identifying and maintaining personal boundaries;</li> <li>Developing a self-care strategy;</li> <li>Establishing and maintaining a</li> </ul> </li> </ul>

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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  Behaviour consistent with academic integrity and social responsibility.		peer network for support and referrals; and ○ Establishing a context of ongoing professional supervision.