

## Course Syllabus - DRAFT

### KNT1101HF REFORMED THEOLOGY IN DIALOGUE

Knox College, Toronto School of Theology

Fall 2024

*"It is simple, but true, to say that theology has only one, single problem: God. We are theologians for the sake of God; if we are not, then we ought not to call ourselves theologians at all. God is our dignity. God is our agony. God is our hope."*

Jürgen Moltmann

#### ***Instructor Information***

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Instructor: John Vissers, Professor of Systematic Theology

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Office Hours: by appointment

Teaching Assistant: TBC

#### ***Course Identification***

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Course Number: KNT1101HF

Course Name: Reformed Theology in Dialogue

Course Format: Synchronous Online

Class Time: Thursdays, 2:00 p.m. – 4:00 p.m. (1400-1600) EST

Prerequisites: None. This course is a core foundational requirement in the M.Div., MTS, MPS programs.

#### ***Course Description***

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***This course is an introduction to Christian theology in the Reformed tradition.*** It introduces students to the central categories of Christian doctrine (teaching) as these doctrinal loci have been developed by Reformed Christians in the history of the Christian tradition. This discipline is called Systematic Theology or Christian Dogmatics.

The course will focus on historic biblical and theological themes as they were expressed in the 16<sup>th</sup> century Reformation, especially its Calvinist trajectory; set within the context of the history of the Christian tradition; and in dialogue with other Christian traditions, such as Roman Catholic theology, Eastern Orthodox theology, other Protestant theologies, and Indigenous theologies.

The course also considers how some of these themes find expression in contemporary theologies (e.g., feminist, liberation, postcolonial, ecumenical, etc.) and are being reconstructed with reference to modern, postmodern, and decolonial reassessments of the classical tradition in the 21<sup>st</sup> century global context of the Christian churches.

The course focuses on two foundational theological themes: (1) the knowledge of God and (2) the works of God. We will explore what it means to know God, the nature and being of the God whom Christians claim to know, and what it is that God has done—and is doing. Put differently, we will critically examine the doctrinal language Christians have used to articulate their faith in God and the meaning of the Christian message (i.e., Gospel). In pursuit of these questions, the course examines the following topics:

#### Part 1: The Knowledge of God

- the nature and method of theology as thinking and talking about God
- the meaning of revelation as the self-disclosure of God
- the authority and interpretation of Holy Scripture as the 'Word of God'
- the existence (being) of God
- the attributes of God and perfections of God
- the triunity of God (Trinity)

#### Part 2: The Works of God

- the doctrine of creation, providence and evil (theodicy)
- the nature of being human (theological anthropology and hamartiology)
- the person and work of Christ (Christology)
- the person and work of the Holy Spirit (pneumatology)
- salvation and the Christian life (soteriology)
- the church (ecclesiology)
- the future and the meaning of Christian hope (eschatology)

*The basic purpose of this course is to learn the discipline of thinking deeply about God and thinking critically about the teaching of the Reformed tradition.*

## Course Resources

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### Required Course Texts

- Migliore, Daniel. *Faith Seeking Understanding: An Introduction to Christian Theology*. Grand Rapids: Eerdmans, 4th Edition, 2023 (568 pages) **Migliore**
- Woodley, Randy S. *Indigenous Theology and the Western Worldview: A Decolonized Approach to Christian Doctrine*. Grand Rapids, Michigan: Baker Academic, 2022 (141 pages) **Woodley**
- Kerr, Hugh T. *Calvin's Institutes: A New Compend*. Louisville: Westminster/John Knox Press, 1989 (180 pages) **Kerr**
- *Living Faith: A Statement of Christian Belief*. Wood Lake Books: The Presbyterian Church in Canada, 1984 (39 pages) [www.presbyterian.ca](http://www.presbyterian.ca) (What We Believe) **LF**
- *The Westminster Confession of Faith* [www.presbyterian.ca](http://www.presbyterian.ca) (What We Believe) **WCF**

### Course Website

This course uses Quercus for its course website. To access it, go to the U of T Quercus login page and login using your UTORid and password. Once you have logged into Quercus using your UTORid and password, look for the **My Courses** module, where you will find the link to the website for all your Quercus based courses. (Your course registration with ACORN gives you access to the course website Quercus). Students who have trouble accessing should consult Quercus information or ask the Teaching Assistant for further help.

### Course Schedule

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## PART ONE: THE KNOWLEDGE OF GOD

### Week 1: Thursday, September 12

Introduction: Christian Dogmatics in the Reformed Tradition

**Week 2: Thursday, September 19**

Theological Method: The Nature and Task of Christian Dogmatics

Required Reading: Migliore, Chapter 1 (1-20); *Living Faith*, Chapter One (5-6).  
H.T. Kerr's *Calvin's Institutes: A New Compend*, 17-20.

**Week 3: Thursday, September 26**

Theological Epistemology: (1) The Meaning of Revelation

Required Reading: Migliore, Chapter 2 (21-46); Kerr, 21-27; *The Westminster Confession of Faith*, 1.1. Woodley, ix-7 (Preface, Opening Interview).

**Week 4: Thursday, October 3**

Theological Epistemology: (2) The Authority of Holy Scripture

Required Reading: Migliore, Chapter 3, (47-67); Kerr, 28-33; *WCF*, 1.2-1.10; *LF*, Chapter 5 (14-15); Woodley, 9-52 (Chapter 1: The Myth of History and Progressive Civilizations)

**Week 5: Thursday, October 10**

Theology Proper: (1) The Being and Act of the Living God

Required Reading: Migliore, Chapter 4 (68-71); Kerr, 34-35; *WCF*, 2.1.  
Woodley, 53-88 (Chapter 2: Comparing Western and Indigenous Worldviews)

**Week 6: Thursday, October 17**

Theology Proper: (2) The Attributes/Perfections of the Living God

Required Reading: Migliore, Chapter 4 (88-99); *WCF*, 2.2.  
Woodley, 89-117 (Chapter 3: Decolonizing Western Christian Theology).

**Week 7: Thursday, October 24**

Theology Proper: (3) The Triunity of the Living God

Required Reading: Migliore, Chapter 4 (72-88); Kerr, 36-40; *WCF*, 2.3; Woodley, 119-134 (Closing Interview).

*READING WEEK, October 28-November 1, No Class on Thursday, October 31.*

## PART TWO: THE WORKS OF GOD

### **Week 8: Thursday, November 7**

Theological Cosmology: Creation and the Providence of God

Required Reading: Migliore, Chapters 5 & 6 (100–152); Kerr, 41-43, 48-51; WCF, 4.1–5.7; LF, 2.1 (6-7).

Recommended Reading: Migliore, Chapter 10 (245-265).

### **Week 9: Thursday, November 14**

Theological Anthropology: The Doctrine of Humanity

Required Reading: Migliore, Chapter 7 (153-177); Kerr, 44-47, 55-71; WCF, 6.1-6.6; LF, 2.2-2.5 (7-9).

### **Week 10: Thursday, November 21**

Christology: The Person and Work of Christ

Required Reading: Migliore, Chapters 8 & 9 (178-244); Kerr, 72-80; WCF, 8.1-8.8; LF, 3.1-6 (9-12).

### **Week 11: Thursday, November 28**

Pneumatology: The Person and Work of the Holy Spirit

Required Reading: Migliore, Chapter 11 (266-293); Kerr, 83-107; WCF, 9.1-18.4; LF, Chapters Four (13-14) and Six (15-16).

### **Week 12: Thursday, December 5**

Ecclesiology and Eschatology: The Church and Last Things

Required Reading: Migliore, Chapter 12 & 15 (294-321; 385-412); Kerr, 113-137; WCF, Chapters 25,26,32,33; LF, 7.1-10.7 (16-29).

## Course Requirements

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**1. Attendance and participation.** In order to gain a thorough introduction to the discipline of Christian theology through interaction with the instructor, the teaching assistant, the course material and other students, your full involvement during the course is required. Class sessions will consist of lectures and discussions. Students should attend all classes, and must attend at least 80% of classes to be eligible for credit, i.e., not more than two absences. Participation is worth 10% of the final grade based on a student participation self-evaluation. The instructor reserves the right to adjust this self-evaluation.

**2. Thoughtful and careful completion of the required readings.** All students are expected to obtain and/or have access to the course texts and complete the weekly readings. Readings must be done ahead of class; students should be prepared to discuss the readings in class. The total number of pages in the readings for this course is approximately 840, or 70 pages per week. The book by Migliore provides the basic outline of the doctrinal themes week by week. The text by Woodely provides a critical assessment of Western thought by an Indigenous theologian. *Living Faith* is the basic statement of Christian belief authorized by The Presbyterian Church in Canada. The *Westminster Confession of Faith* is an historic doctrinal summary of Reformed theology. Kerr's brief compendium provides essential basic readings from Calvin. Completion of readings weekly is critical to your learning and your success in the course.

**3. Critical Analysis Papers:** Students will submit five short critical analysis papers in the first half of the course. These papers are based on the course readings and focus on major questions and themes in Reformed theology. The papers will be graded at 5% each for a total of 25% of the course grade. You should write about 500 – 600 words (2 – 3 pages, double spaced, 12 point-font) for each paper. These papers are not research essays. They are designed as exercises in summative and critical thinking. The goal is to demonstrate your understanding of the reading and offer critical analysis and reflection. You should offer a concise summary exposition. Set out the theological issue(s) under consideration. Raise critical questions. Identify the significance of the question for Christian faith. These papers should represent your thinking based on your reading of the text under consideration.

**First Paper:** According to Migliore, what is theology as faith seeking understanding? (Migliore, Chapter 1). Due: Thursday, September 19.

**Second Paper:** According to Migliore, what is revelation, and what is its significance for the Christian faith? (Migliore, Chapter Two). Due: Thursday, September 26.

**Third Paper:** According to Migliore, what are the problems that confront classical theism today? (Migliore, Chapter 4). Due: Thursday, October 10.

**Fourth Paper:** According to Migliore, is the classical doctrine of the Trinity biblical? (Migliore, Chapter 4). Due: Thursday, October 17.

**Fifth Paper:** According to Migliore, what are the attributes of God, and what do they say about who God is and what God is like? (Migliore, Chapter 4). Due: Thursday, October 24.

**4. Book Review:** Students are required to write a review of the class text *Indigenous Theology and the Western Worldview: A Decolonized Approach to Christian Doctrine* by Randy S. Woodley. The review should be 1000 – 1200 words (4-5 pages), double-spaced and typed, 12 point font, and formatted as a proper book review (i.e. with title, author, publisher, page number, etc.). The review should contain a summary of the main ideas of the book, a discussion of their significance for Reformed theology and the church, and your own critical assessment of the ideas and their significance. The review is worth 20% of the course grade. Due: Thursday, November 7.

**5. Theological Essay:** Students will write a paper on one doctrinal theme in Reformed theology from the second half of the course. This paper is worth 25% of the course grade and should be 2000 – 3000 words (8 – 10 pages) double-spaced and typed, 12 point font. This paper provides an opportunity to explore one theological doctrine in greater depth. Topics are to be chosen from among the chapters below in Migliore (Please confirm your topic with the Instructor. Due: Thursday, December 5.

- The Good Creation
- The Providence of God and the Mystery of Evil
- Humanity as Creature, Sinner, and New Being in Christ
- The Person and Work of Christ
- Confessing Jesus Christ in Context
- The Holy Spirit and the Christian Life
- The Church as the New Community
- Christian Faith and Religious Pluralism
- Christian Hope

**6. Final Examination:** Students will sit a final examination for the course on Thursday, December 12, during exam week, from 2:00 to 4:00 p.m. Details will be confirmed in class. The examination is worth 20% of the final grade.

### ***Course Grading and Evaluation***

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Participation	10%
Critical Analysis Papers	25%
Book Review	20%
Theological Essay	25%
Final Examination	20%

The course will be graded according to the grade scheme of the TST and Knox College basic degree handbooks:

A <sup>+</sup>	90 – 100	Profound and Creative
A	85 – 89	Outstanding
A <sup>-</sup>	80 – 84	Excellent: clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations, broad knowledge base.
B <sup>+</sup>	77 – 79	Very good
B	73 – 76	Good: good critical capacity and analytic ability; reasonable understanding of relevant issues, good familiarity with the literature
B <sup>-</sup>	70 – 72	Satisfactory: adequate critical capacity and analytic ability; some understanding of relevant issues and with the literature
FZ	0 – 69	Failure: failure to meet the above criteria

## **Course Policies**

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**Handbooks:** Policies for courses are contained in the TST Basic Degree Handbook (You can find the TST Basic Degree Handbook at <http://www.tst.edu/content/handbooks>) and the Knox Student Handbook (You can find the content of the Knox College Student Handbook at <https://knox.utoronto.ca/documents>).

**Class attendance.** Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence. Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.



**Class recording.** Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

**Upload assignments:** All assignments are to be uploaded either as .pdf or .docx files onto Quercus. **Back-up copies.** Please keep back-up copies of all essays that have been submitted online.

**Late Policy.** Basic Degree students are expected to hand in assignments by the date given in the course outline. Please check the Late Policy in the Knox College Student Handbook and the TST Basic Degree Handbook. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner. This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); when facing such difficulties students must consult the Instructor or the Teaching Assistant immediately.

**Completion of Course work:** all course work (including any late work) must be completed by the end of term, the due date is the Thursday of examination week. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an extension be considered and this must be authorized by the Academic Dean and reported to the Basic Degree Committee and the Faculty of Knox College. students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN.

Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

**Inclusive Language.** Knox College has an inclusive language policy, available at [https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy\\_Use-of-Language-Policy-and-Glossary\\_221003.pdf](https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf).

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to their head of college or delegate according to the Graduate program Handbook linked from <http://www.tst.edu/academic/resources/forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**Use of Generative AI, e.g., ChatGPT.** With the advent of publicly accessible generative AI (GenAI) tools, U of T has been assessing the technological landscape and updating relevant guidelines and protocols as needed. The University will be collecting and sharing the guidelines and protocols as they become available. Additional resources are regarding GenAI usage by faculty, students, researchers, and staff are posted at <https://ai.utoronto.ca/>.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from me may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs must be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

**A note about “trigger” warnings:** You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter.

In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

**Consultation:** Please do not hesitate to consult the Instructor or the Teaching Assistant with any questions you have.

## **Course Learning Objectives/Outcomes**

Systematic theology (dogmatics) is the critical and constructive exploration of Christian doctrines and their implications for the faith and practice of the Christian religion in its diverse ecclesial and global expressions. Through a program of lectures and discussions, as well as engagement with a series of theological readings, this course is intended to assist you in understanding the theological foundations of the Christian tradition and to begin to explore the meaning of that tradition critically and constructively, in preparation for various practices of Christian ministry in church and society, and/or further study. The course is a survey course in the basic degree program with the following learning outcomes and designated learning expectations:

**Basic Degrees – Knox and TST**

<b><i>This course has the following course-level learning outcomes</i></b>	
<b>Outcome</b>	<b>Evaluation</b>
<p><b>Religious Heritage Outcomes</b></p> <ul style="list-style-type: none"> <li>• able to define Reformed dogmatic theology and situate it within the theological tradition of the Christian church</li> <li>• able to describe major distinctives of Reformed theology</li> <li>• able to discuss the nature, shape and content of at least six major Christian doctrinal themes and symbols as a basis for further theological reflection and exploration</li> <li>• able to articulate the nature of faith and reason in the Reformed Protestant experience of God</li> </ul>	<p>Critical Analysis Papers Theological Essay Class Participation Final Examination</p>

<p><b>2. Cultural Context Outcomes</b></p> <ul style="list-style-type: none"> <li>• able to identify and describe the ways in which Reformed Christian doctrine takes shape in diverse cultural contexts</li> <li>• able to describe the apologetic, kerygmatic, and liberationist functions of Reformed theology in the twentieth century</li> <li>• able to articulate how the development of particular doctrines was shaped by their historical context</li> <li>• able to identify critical issues with at least three major Reformed doctrines in relation to Scripture, tradition and cultural contexts</li> </ul>	<p>Click or tap here to enter text.  Critical Analysis Papers  Theological Essay  Book Review  Class Participation</p>
<p><b>3. Spiritual Formation Outcomes</b></p> <ul style="list-style-type: none"> <li>• acquire basic skills in the areas of oral, written and conceptual theological analysis and argument</li> <li>• able to identify the connections between Christian doctrine and moral action</li> <li>• able to identify and describe the traditional Reformed understanding of piety (spirituality)</li> <li>• begin to develop an ability to identify one's own theological presuppositions, and critically reflect upon them</li> </ul>	<p>Critical Analysis Papers  Theological Essay  Book Review  Class Participation</p>
<p><b>4. Capacity for Professional Ministry Outcomes</b></p> <ul style="list-style-type: none"> <li>• begin to reflect upon the meaning of Christian theology for the practice of ministry and leadership</li> <li>• develop an appreciation for a diversity of theological and ecclesiastical traditions and the way they shape the practice of ministry</li> <li>• begin to integrate (to make consistent interconnections) and communicate Reformed theology in relation to the practice of ministry</li> </ul>	<p>Critical Analysis Papers  Theological Essay  Book Review  Class Participation</p>

<b>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</b>		
<b>MDiv</b>	<b>MTS</b>	<b>MPS</b>
<input checked="" type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i>	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i> <i>Final Examination</i>	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i> <i>Final Examination</i>
<input type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input checked="" type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i> <i>Book Review</i>	<input type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i> <i>Final Examination</i>
<input type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input checked="" type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> <i>Class Participation</i>	<input type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
<input checked="" type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God's work and justice in a diverse and changing world. <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i> <i>Book Review</i>	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i> <i>Final Examination</i> <i>Book Review</i> <i>Class Participation</i>	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> <i>Critical Analysis Papers</i> <i>Theological Essay</i> <i>Final Examination</i> <i>Class Participation</i>

TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<b>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></b>		
<b>1. Depth and Breadth of Knowledge</b>	Demonstrate knowledge and critical understanding of the nature, content, and interpretation of Reformed Protestant theology, including a respectful, comparative dialogue with Christian belief(s) or other spiritual traditions.	Critical Analysis Papers Theological Essay Book Review Final Examination Class Participation
<b>2. Knowledge of methodologies</b>	<p>Ability to articulate what the dominant methodologies are in systematic theology and to evaluate their role in developing theological arguments;</p> <p>Ability to critically engage current scholarship on methods, sources and norms of the Reformed faith;</p> <p>Ability to evaluate critical distinctions between authoritative primary sources and relevant secondary sources for the study of the Reformed tradition;</p>	Critical Analysis Papers Theological Essay Book Review
<b>3. Application of Knowledge</b>	<p>Ability to employ appropriate methodologies, sources and norms of Reformed theology to:</p> <ul style="list-style-type: none"> <li>o Engage in respectful dialogue with other disciplines and traditions;</li> <li>o Interpret cultural contexts;</li> <li>o Formulate theological arguments;</li> <li>o Communicate theological concepts;</li> <li>o Exercise responsible citizenship, and social leadership; and</li> </ul> <p>• Critical use of established concepts and techniques to address problems and analyze contextual concerns.</p>	Critical Analysis Papers Theological Essay Book Review Final Examination Class Participation

<b>TST BASIC “DEGREE LEVEL EXPECTATIONS”</b>	<b>CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)</b>	<b>CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS</b>
<b>4. Communication Skills</b>	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.	
<b>5. Awareness of Limits of Knowledge</b>	Awareness of limits of knowledge in the methods, sources, and articulated norms of Reformed theology • Respectful engagement with sociocultural influences, perspectives of other Christian or other spiritual traditions, and contributions of other scholarly disciplines.	Critical Analysis Papers Theological Essay Book Review
<b>6. Autonomy and Professional Capacity</b>	Ability to develop and evaluate strategies for ongoing professional development to advance theological knowledge for collaborative teamwork, effective decisionmaking, moral integrity, academic integrity, and spiritual sensibilities required for specialized leadership.	Class Participation