

Course Syllabus

KNT2431HF – Church, Ministry and Sacraments Knox College, Toronto School of Theology Fall 2025

Instructor Information

Instructor: John A. Vissers, Professor of Systematic Theology
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Course Identification

Course Number: Course Code KNT**2431HF**
Course Format: *In-person class on-site*
Course Name: Church, Ministry and Sacraments
Course Location: Knox College Academic Wing, Room TBC
Class Times: Thursdays 11:00 am – 1:00 p.m.
Prerequisites: KNT1101 - Reformed Theology in Dialogue

Course Description

This course explores the theology of the church (ecclesiology), ministry, and sacraments in the Reformed tradition, especially in the theology of the Presbyterian Church in Canada. As such, it is first a course in Reformed ecclesiology, an undertaking to do Presbyterian ecclesiology for the church catholic. The course examines the distinctives and emphases of the Reformed and Presbyterian doctrine in relation to other Christian traditions and the context of contemporary global and missional emphases.

As the title suggests, the course has three main parts: (1) the Doctrine of the Church, (2) the Doctrine of Ministry, and the Doctrine of Sacraments. The purpose of the course is for students to understand the church's teaching to practice as ordained ministers in local congregations, presbyteries, synods, and general assemblies.

Course Texts

- Ervine, Clyde. *Respecting Congregations*. Wipf and Stock, 2025 (144 pages)
- Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. Fourth Edition, Eerdmans, 2023 (160 pages)
- *Westminster Confession of Faith* (1646) (WCF), Free Presbyterian Publications, 1994; available online in various sources, including the website of The Presbyterian Church in Canada, www.presbyterian.ca (75 pages)
- *Living Faith: A Statement of Christian Belief* (LF), The Presbyterian Church in Canada, 1984; available in English, French, and Korean online at www.presbyterian.ca (40 pages)
- *Together in Ministry: The Theology and Practice of Ministry in The Presbyterian Church in Canada*, The Life and Mission Agency, 2004. www.presbyterian.ca (70 pages)
- *Confessing the Faith Today: The Nature and Function of Subordinate Standards*, The Presbyterian Church in Canada, 2009; available online under resources at www.presbyterian.ca (25 pages)
- *Declaration of Faith Concerning Church and Nation*, The Presbyterian Church in Canada, 1955; available online under resources at www.presbyterian.ca (3 pages)
- *Called to Covenant: Strengthening Congregation-Presbytery Relationships*, The Life and Mission Agency, PCC, 2004, www.presbyterian.ca (36 pages)

Course Website

Quercus: <https://q.utoronto.ca/> This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Schedule

Week 1: Thursday, September 11

Introduction: What is the church?

Required Reading: 1 Thessalonians 1:1-10; WCF, Chapter 25 & 26; LF, 7.1

Week 2: Thursday, September 18

The Doctrine of the Church

Re

Required Reading: Migliore (Chapter 12, 294-321)

Week 3: Thursday, September 25

The Presbyterian Form of Church Government

Required Reading: WCF, Chapters 30 & 31; The Presbyterian Form of Church Government; *Called to Covenant*, 4-35

Week 4: Thursday, October 2

The Doctrine of Church and State

Required Reading: WCF, Chapter 23; The Declaration of Faith Concerning Church and Nation (Paragraphs 1-12)

Week 5: Thursday, October 9

The Doctrine of Ministry and Ordination

Required Reading: Migliore, 322-327; 345-350; WCF, 25.3; LF, 7.2; Together in Ministry (TIM), 5-68; Confessing the Faith Today, 247-272 (A & P, 2003); Preamble to Ordination Questions, Appendix E (Book of Forms)

Week 6: Thursday, October 16

The Doctrine of the Sacraments

Required Reading: WCF, Chapter 357; Migliore, 327-330; LF, 7.5

Week 7: Thursday, October 23

The Doctrine of Baptism

Required Reading: Migliore, 330-336; WCF, Chapter 28; LF, 7.6

Week 8: READING WEEK (October 27-31 - no class on October 30)

Week 9: Thursday, November 6

The Doctrine of the Lord's Supper (Holy Communion, Eucharist)

Required Reading: Migliore, 336-345; WCF, Chapter 29; LF 7.7

Week 10: Thursday, November 13

The Doctrine of Marriage

Required Reading: WCF, 24; LF, 8.2; PCC "Guidelines Re: Ordination and Marriage," PCC "Session Decisions and Definitions of Marriage"

Week 11: Thursday, November 20

The Doctrine of Death, Resurrection, and Eternal Life

Required Reading: Migliore, 385-412; WCF, 32 & 33; LF, Chapter 10

Week 12: Thursday, November 27

The Church as Mission

Required Reading: Migliore, Chapter 14) 351-384; LF, Chapter 9; 8.3-8.5.

Week 13: Thursday, December 4

The Church as Congregation

Required Reading: Ervine, (1-144).

Course Requirements

1. Attendance and participation. To achieve a thorough understanding of Reformed ecclesiology through interaction with the instructor, the course material and other students, your full involvement during the course is required. Class sessions will consist of lectures, discussions, and student presentations. Students must 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 600 pages, 50 pages per week. Chapters in the book by Migliore introduce ecclesiology, ministry, and sacraments at the

beginning of the course. *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. The other documents are denominational statements from the PCC. Completion of readings weekly is critical to your learning and your success in the course. The amount of reading for this course is not high, but students will be working with several confessional statements and ecclesial documents which require careful attention, and should be read more than once.

3. Weekly Theological Reflections: All students must write seven weekly theological reflections, and one student each week will present their reflections in class as the basis for discussion and further study. The theological reflection should be a three-to-four-page paper (1000 words), double-spaced, 12-point font. The paper should answer the question by reflecting on the document, summarizing key issues, and raising critical questions. The first paper will be Pass/Fail and the remaining six will be worth 10% each of the final grade.

First Assignment: According to Migliore, what are the church's four problems today? Do you agree? Identify and briefly explain two other problems not named by Migliore. Due: September 18.

Second Assignment: What is the Presbyterian form of church government, and how does it differ from congregational and episcopal polities? What are its strengths and what are its weaknesses? Name one experience you have had with Presbyterian polity in your home church, presbytery, or field placement. Due: September 25.

Third Assignment: According to the teaching of the Declaration of Faith Concerning Church and Nation, what are the responsibilities of the church in relation to the state, and what are the limits of the church's authority? Inversely, what are the responsibilities of the state in relation to the church, and what are the limits of the state's authority? Pick one issue of public concern in Canada and discuss how The Declaration of Faith Concerning Church and Nation might shape a Presbyterian's thinking about it (e.g., residential schools, MAID, etc.). Due: October 2.

Fourth Assignment: Based on the preamble and the ordination questions, what is the meaning of subscription to the subordinate standards? What does it mean to you to answer the ordination questions in the affirmative? This theological reflection should focus on the preamble to and the ordination questions in the Book of Forms and the PCC document *Confessing the Faith*. However, it is not intended to be a paper on these documents per se, but rather a paper in which you explore and set out your understanding of what it means to affirm the theological standards of the church. Due: October 9.

Fifth Assignment: According to Presbyterians in Canada, what is baptism, and why do we baptize children? What do you believe concerning this? Due: October 23.

Sixth Assignment: According to Presbyterians in Canada, in what sense is Jesus Christ present in the Lord's Supper? What do you believe concerning this? Due: November 6.

Seventh Assignment: What does the Presbyterian Church in Canada teach concerning same-sex marriage? What do you believe concerning this? Due: November 13.

4. Book Review: All students will write a review of *Respecting Congregations* by Clyde Ervine. The review should be 1200 – 1500 words (5-7 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 summarize the book's central themes, discuss their significance for the theology and practice of the church, ministry, and sacraments, and provide your critical assessment of the ideas and their importance. The review is worth 30% of the course grade. Due: Thursday, December 4.

Course Grading

Participation	10%
Weekly Reflection Papers	60%
Book Review	30%

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

A ⁺	90 – 100	Profound and Creative
A	85 – 89	Outstanding
A ⁻	80 – 84	Excellent: clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations, broad knowledge base.
B ⁺	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 ⁻	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

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 will be uploaded as .pdf or .docx files onto Quercus.

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 immediately.

Completion of coursework: *all coursework (including any late work) must be completed by the end of the 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.

Back-up copies. Please keep back-up copies of all essays that have been submitted online.

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.

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. Using generative AI for success in this course is unnecessary and generally discouraged, though not prohibited. *Students may use AI for editorial purposes or general background information.* The instructor will discuss the ethical use of AI in theological research and writing as part of the class. This course requires you to demonstrate personal and professional knowledge of the material and asks you to be clear and forthright in your theological views, perspectives, and ideas. It requires thinking that only you can do. 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. 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 with any questions you have.

Course Objectives/Learning Outcomes

Ecclesiology in the Reformed tradition is the critical and constructive exploration of the doctrine of the church in Presbyterianism, and its implications and applications for the practice of ministerial leadership. 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 reaching the following objectives in your understanding of the theology of ecclesial practices within The Presbyterian Church in Canada.

In respect of general skills and outcomes for ordained ministry:

- Explain the major themes of reformed ecclesiology as they have developed in a multi-cultural world – i.e., what does Calvin have to do with a post-colonial world?
- Situate the primary doctrines of reformed ecclesiology within an ecumenical context
- Integrate an understanding of reformed ecclesiology and the cultural context with one’s grounding in the faith to demonstrate growth
- Explain one’s own ecclesiology and apply this owned theology to evangelism and social justice
- Demonstrate the ability to apply reformed ecclesiology to a teaching and preaching ministry within a congregation
- Demonstrate the ability to interact respectfully within a situation where competing theological viewpoint are held
- Able to teach a confirmation class or a class for new Presbyterians on the nature and ministry of the church, including the sacraments
- Able to teach a class for new elders on Presbyterian ecclesiology, polity, and ministry
- Able to utilize the appropriate resources to prepare for leading worship, preaching, and celebrating the sacraments
- Able to utilize the resources required to lead a session and congregation in the development of a theologically informed missional plan

Basic Degrees – Knox and TST

<i>This course has the following course-level learning outcomes</i>	
Outcome	Evaluation
Religious Heritage Outcomes <ul style="list-style-type: none"> • able to situate the doctrine of the church within the Reformed tradition • able to describe major distinctives of Reformed ecclesiology • able to discuss the nature, shape and content of at least three major ecclesiological Christian doctrinal symbols as a basis for further theological reflection and exploration • able to articulate the nature of ordained ministry in the Reformed polity and practice 	Weekly Reflection Papers Book Review Class Participation
2. Cultural Context Outcomes <ul style="list-style-type: none"> • able to identify and describe the ways in which Reformed ecclesiology takes shape in diverse cultural contexts • able to discuss the theological issues related to the culture of a congregation in relation to its various community, ecumenical, and denominational contexts 	Click or tap here to enter text. Weekly Reflection Papers Book Review Class Participation
3. Spiritual Formation Outcomes <ul style="list-style-type: none"> • demonstrate a willingness to use thinking, problem solving and decision-making abilities to achieve personal, ecclesial and societal goals • ability and commitment for life-long learning • able to accurately self-assess • able to engage in spiritual practices as integral to church leadership 	Weekly Reflection Papers Book Review Class Participation
4. Capacity for Professional Ministry Outcomes	

<ul style="list-style-type: none"> • able to reflect critically upon the meaning of Christian theology for the practice of ministry and leadership • develop an appreciation for a diversity of theological and ecclesiastical traditions and the way they shape the practice of ministry • begin to integrate (to make consistent interconnections) and communicate Reformed theology in relation to the practice of ministry 	<p>Weekly Reflection Papers</p> <p>Book Review</p> <p>Class Participation</p>
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<p><i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i></p>		
MDiv	MTS	MPS
<p><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.</p> <p><i>Evaluation:</i></p> <p><i>Weekly Reflection Papers</i></p> <p>Book Review</p>	<p><input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines.</p> <p><i>Evaluation:</i></p> <p><i>Weekly Reflection Papers</i></p> <p>Book Review</p>	<p><input 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]</p> <p><i>Evaluation:</i></p>
<p><input checked="" type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith.</p> <p><i>Evaluation:</i></p> <p><i>Weekly Review Papers</i></p> <p>Book Review</p> <p>Class Participation</p>	<p><input checked="" type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information.</p> <p><i>Evaluation:</i></p> <p><i>Weekly Reflection Papers</i></p> <p>Book Review</p>	<p><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.</p> <p>Click or tap here to enter text.</p>

<input checked="" 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>Class Participation</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>Weekly Reflection Papers</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>Weekly reflection papers</i> <i>Book review</i> <i>Class Participation</i>	<input type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
TST BASIC "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge	Demonstrate knowledge and critical understanding of the nature, content, and interpretation of Reformed ecclesiology	Critical Reflection Papers Book review Class Participation

TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
2. Knowledge of methodologies	<p>Ability to articulate what the dominant methodologies are in theology to describe the doctrine of the church</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>	<p>Critical Reflection Papers</p> <p>Book review</p>
3. Application of Knowledge	<p>Ability to employ appropriate methodologies, sources and norms of Reformed ecclesiology to:</p> <ul style="list-style-type: none"> o Engage in respectful dialogue with other ecclesial traditions o Interpret cultural contexts o Communicate theological concepts o Exercise responsible church leadership and able to reflect critically upon one’s own practice 	<p>Critical Reflection Papers</p> <p>Book review</p> <p>Class Participation</p>
4. Communication Skills	<p>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.</p>	<p>Critical Reflection Papers</p> <p>Book review</p> <p>Class Participation</p>
5. Awareness of Limits of Knowledge	<p>Awareness of limits of knowledge in the methods, sources, and articulated norms of Reformed ecclesiology</p>	<p>Critical Reflection Papers</p> <p>Book review</p> <p>Class Participation</p>

TST BASIC "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
	<ul style="list-style-type: none"> • Respectful engagement with sociocultural influences, perspectives of other Christian or other spiritual traditions, and contributions of other scholarly disciplines. 	Class Participation
6. Autonomy and Professional Capacity	Ability to develop and evaluate strategies for ongoing professional development to advance theological knowledge for collaborative teamwork, effective decision-making, moral integrity, academic integrity, and spiritual sensibilities required for specialized leadership.	Class Participation