

**Theological and Practical Curriculum Outcomes**  
**Knox College**  
**Revised Curriculum, January 2004**

**Biblical Studies**

- identify key dates and places related to the Bible and describe the historical time periods in which biblical literature developed [RH]
- identify types of literature in the Bible and discuss the various theologies reflected in individual texts, books and sections of the Bible [RH]
- discuss interactions between the historical contexts and the literature and theology of individual texts, books and sections of the Bible [RH]
- describe and compare the various research and interpretive methods used in Biblical studies to explicate and interpret texts [RH]
  
- describe the ancient cultural contexts in which biblical literature developed and discuss the interactions between the ancient cultural contexts and the literature and theology of individual texts, books and sections of the Bible [CC]
- describe the different contemporary cultural contexts in which Scripture is used and discuss the interactions between contemporary cultural contexts and the interpretation of Scripture [CC]
  
- integrate interpretive methods, religious heritage and cultural context with one's own grounding in faith to demonstrate growth [PSF]
- apply one's understanding of Scripture to justice, social and ecclesial issues in the world today [PSF]
  
- apply various standard translation techniques in one biblical language to produce an acceptable translation of Biblical texts using lexical aids and apply a reading knowledge of one Biblical language to explicate and analyze Biblical texts [CM]
- apply research methods and interpretive methods to explicate, analyze, and interpret Biblical texts [CM]

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## **Systematic Theology**

- identify and describe key symbols within systematic theology, particularly those central to the Reformed tradition **[RH]**
- describe four perspectives on Christian Atonement both ancient and modern **[RH]**
- define key methodological concepts related to systematic theology **[RH]**
- describe the major themes of systematic (reformed) theology **[RH]**
  
- situate the primary doctrines of systematic (reformed) theology within an ecumenical context **[CC]**
- describe the role of historical context and cultural diversity in the formation of theological perspectives **[CC]**
  
- integrate an understanding of systematic theology and the cultural context with one's grounding in the faith to demonstrate growth **[PSF]**
- explain one's own theology and apply this owned theology to justice, social and ecclesial issues in the world today **[PSF]**
  
- apply systematic theology to a teaching and preaching ministry within a congregation **[CM]**
- interact appropriately within a situation where competing theological viewpoints are held **[CM]**
- engage one's theology appropriately within the court system of one's own denominational structure **[CM]**

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## Church History

- identify key periods and events and cultural contexts in the church's history [RH]
- define key methodological concepts related to history (primary sources, secondary source, historiography) [RH]
- analyze an historical argument [RH]
- construct an historical argument using primary and secondary sources [RH]
- identify different spiritual practices in the history of the church [RH]
  
- describe reformed distinctives that grew out of the reformation period [CC]
- describe situations where faith affected the world [CC]
- describe situations where the world affected faith [CC]
  
- relate reformed distinctives to one's own faith [PSF]
- relate one's understanding of personal spiritual practices to spiritual practices within the Reformed tradition [PSF]
  
- analyze contemporary issues using historical knowledge and method to arrive at an appropriate conclusion [CM]

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## **Christian Ethics**

- identify the major themes and approaches to Christian ethics **[RH]**
- describe one school of Christian ethics **[RH]**
- describe ethical themes within the Old and New Testaments **[RH]**
  
- situate one school of Christian ethics within its cultural context **[CC]**
- explain biblical ethical values within their cultural context **[CC]**
  
- define one's operative ethical system and apply it to justice, social and ecclesial issues in the church today **[PSF]**
- relate one's understanding of ethics and the culture in which one lives to one's own grounding in faith to demonstrate growth **[PSF]**
  
- apply ethical themes and values to various contexts within congregational and community life **[CM]**
- act ethically in various situations within congregational and community life **[CM]**

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## **Religions in Dialogue**

- describe approaches to the relationship between the Christian Faith and other religions [RH]
- describe at least one encounter with people of other religions [RH]
  
- describe the present cultural context in North America and Canada and its impact on an understanding of the relationship between Christian Faith and Culture [CC]
- formulate coherent Christian responses to the engagement of secular culture and different religions [CC]
  
- demonstrate an ability to engage people of other faiths in respectful dialogue [PSF]
- demonstrate an ability to engage people in secular culture in respectful dialogue [PSF]
  
- demonstrate an ability to give leadership within congregational and denominational communities in dialogue with other faiths and religions [CM]

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## **Preaching**

- describe the place and theology of preaching in the Reformed tradition **[RH]**
- describe basic elements/movements in a sermon, especially in the Reformed tradition **[RH]**
- describe the relationship of preaching to the whole of the worship liturgy **[RH]**
- describe the relationship of preaching to the other theological disciplines including exegesis, theology and pastoral care **[RH]**
  
- situate the roles and styles of preaching in various cultural contexts, and evaluate these in relation to the Reformed theology and understanding of preaching **[CC]**
- situate and evaluate roles and styles of preaching in relation to the cultural change from a primarily written culture to one that is influenced by modern technologies **[CC]**
  
- articulate one's own theology and understanding of preaching in relation to Reformed heritage **[PSF]**
  
- demonstrate ability to use a Biblical text in preaching **[CM]**
- demonstrate ability to understand congregational context and to preach within a particular context **[CM]**

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## **Worship and Music**

### **Outcomes--Preaching/Worship and Music**

- describe worship structures and liturgical options in use in the church historically and currently, especially in the Reformed tradition **[RH]**
- describe the role of the Psalms in the history of Christian music and worship **[RH]**
- identify the seasons of the church year; describe musical and liturgical opportunities in each **[RH]**
- identify theological emphases in hymns from different historical periods, including our own **[RH]**
  
- describe alternative worship music styles in the context of contemporary culture and spirituality **[CC]**
- compare worship life (including music) in a church of under 100 members with worship life in a larger church **[CC]**
- identify different types of congregational and personal spirituality **[CC]**
- demonstrate positive appreciation of difference and variety in spiritual experience and perception of others **[CC]**
- create inclusive worship services that reflect in music and liturgy an awareness and appreciation of cultural and spiritual variety **[CC]**
  
- describe and share the influence of music in one's own spiritual life; relate this description to one's spiritual profile **[PSF]**
- demonstrate the ability to write insightful and appropriate prayers for public worship **[PSF]**
  
- Analyze hymn texts critically both as poetry and as theological documents **[CM]**
- Demonstrate theological perception, pastoral sensitivity and dramatic awareness in constructing a service and choosing hymns for services **[CM]**
- Describe a fruitful working relationship between clergy and musician, demonstrating a clear understanding of the musician's pastoral role in the congregation **[CM]**

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## Christian Education

- define the issues of Christian Education in modern church and society [RH]
  - explain the importance of Christian Education from key church historical periods [RH]
  - list different theories of Christian Education in contemporary Christian Education [RH]
  - describe major developmental theories, including faith growth [RH]
  - describe various teaching methods and learning ways for each age level [RH]
  - define the role of teacher and the role of pastor as a teacher [RH]
  - state the important theories of selecting curriculum for Christian Education [RH]
- 
- identify one's own educational cultural context [CC]
  - compare contemporary church culture to the culture of important educational periods in church history [CC]
  - discuss educational theories in relation to one's own cultural context [CC]
  - apply human developmental theories to one's own cultural context [CC]
  - review written church curriculum in one's educational cultural context [CC]
  - apply teaching and learning methods in one's context [CC]
  - identify various approaches for studying the Bible in people's particular cultural context
- 
- apply two educational theories to one's own educational design to show growth [PSF]
  - relate human developmental theories to one's own growth and other's growth [PSF]
  - demonstrate spiritual growth as a teacher [PSF]
- 
- demonstrate teaching skills appropriate to each age level and faith stage [CM]
  - demonstrate leadership skills in various congregational groups [CM]
  - demonstrate appropriate group process and discussion skills [CM]
  - show self-confidence as a teacher in teaching adults [CM]
  - design a lesson to teach the Bible considering important components for teaching and learning [CM]

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## **Pastoral Care**

- describe and compare the principal theories of personal growth, family relations and human/social interaction appropriate to pastoral care **[RH]**
- describe and compare principal theories and practices of pastoral care and counseling in the Christian tradition **[RH]**
- describe and compare family systems principle/theory in relation to the student's theological tradition **[RH]**
- 
- demonstrate ability to be sensitive to the three generational family of cultures and traditions different from one's own **[CC]**
  
- assess one's own three generational family using family systems principles and its influences on one's own motivation, functioning, leadership and faith formation **[PSF]**
- integrate spiritual issues/questions in pastoral care and counseling situations **[PSF]**
- demonstrate ability to self assess one's functioning in a pastoral role from one's theological tradition **[PSF]**
  
- demonstrate ability to offer life cycle ministry using family systems principles to nurture a parishioner's growth in faith **[CM]**
- demonstrate effective and appropriate verbal and non-verbal expression in pastoral care communications with parishioners/those seeking pastoral care **[CM]**
- demonstrate ability to appropriately refer parishioners/those seeking counseling to appropriate care providers **[CM]**
- demonstrate ability to respond perceptively and appropriately to pastoral care and counseling needs **[CM]**
- demonstrate ability to self evaluate one's role in the delivery of pastoral care **[CM]**

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### **Congregational Studies / Field Education**

- provide leadership in worship congruent with the religious tradition of the denomination within which one is a candidate **[RH]**
- prepare and preach sermons that communicate clearly and integrate scripture, religious heritage and life **[RH]**
- describe the mission and sacramental life of the community of faith and participate in the service and leadership of that mission and sacramental life **[RH]**
- articulate, show respect for, and evaluate the denominational and congregational heritage within which one works **[RH]**
  
- articulate an understanding of and analyse the local congregational culture of the congregation, the denomination and the cultural context within which these operate **[CC]**
- show respect for and participate in the congregational cultures in a way that integrates life and faith **[CC]**
  
- articulate and use one's own identity and self-understanding in ministry **[PSF]**
- demonstrate a piety congruent with the catholic Christian and denominational tradition **[PSF]**
- articulate a call to ministry **[PSF]**
  
- show care for others and act in a compassionate manner towards others, including people of different backgrounds, ages, and perspectives **[CM]**
- give leadership and take initiative **[CM]**
- work well within the diversity of the church **[CM]**
- deal with conflict in a constructive manor **[CM]**
- self-assess with reasonable accuracy **[CM]**
- work under supervision, set goals with clear evaluative dimensions, and use the supervisor and lay advisory groups to learn and grow in ministry competencies **[CM]**

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