CONTINENTAL
T H E O L O G I C A L S E M I N A R Y

Bachelor in Pentecostal Theology and Biblical Studies

2023-2024
Academic Handbook

Bachelor 1•Bachelor 2• Bachelor 3

TABLE OF CONTENTS

Section: 1
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Section: 2
Pedagogical Foundations

A. THE GENERAL AIMS OF THE DEGREE PROGRAMME

Continental Theological Seminary (CTS) provides students with an environment where they will be able to prepare themselves for professional involvement both inside and outside the church, using the academic knowledge and practical skills developed while studying here. Specifically, the student will develop the ability to think analytically and critically about theological and practical issues in Christian life and service and express these with clear communication skills. As students study and research the development, thought, and practice of Pentecostalism and biblical studies, they will be able to apply this knowledge and continue in further research and studies according to their own interests and abilities. See Section 4 for more details.

B. LEARNING OUTCOMES

The seminary's degree programme is designed according to a set of general principles called *Learning Outcomes*. These are the goals for learning at each stage of the degree and are more complex for each level. Levels 1, 2, and 3 correspond to the first, second and third years, though part-time students may complete the degree over a period of up to five years, which is the maximum time allowed. See Section 4 for more details.

C. SUDENT INVOLVEMENT

To achieve these learning outcomes, students take an active role in their own learning, building a portfolio of skills and methods rather than simply collecting information. The quality and success of the learning experience depends on the students' own commitment and involvement. The central task of the Teaching Staff is to foster the students' ability to learn independently in a critical manner, which is a skill students will use for the rest of their lives.

Students' work loads consist of more than the hours spent in the classroom. Beyond the lectures, there is:

1. Careful preparation for the lectures, which includes reading and writing to organise ideas for group discussion;
2. Active participation during lectures, which includes discussion, taking notes, asking questions, and active listening to both the professor as well as the other students;
3. Independent study following the lecture, which includes additional reading and rereading and rationally organising notes and ideas captured during the lecture.

For further information see Section 7.

In addition to the work surrounding attending lectures, students will also engage in scholarly research in order to make oral presentations, write research essays, critical reflection essays, and book reports, engage in online discussions, and take oral and written examinations.

Section: 3
Academic Structure

A. THE ACADEMIC AFFAIRS COMMITTEE

The Academic Affairs Committee (AAC), comprising the Provost, the Deans, the Registrar, members of the Teaching Staff, the Librarian, and the President of the Student Association Council, is chaired by the Academic Dean and meets monthly to discuss academic programme-related matters. The committee makes recommendations to the Teaching Staff on student-related issues and academic matters referred to it by the Leadership Team or the Teaching Staff. In addition, it is the responsibility of the Committee to:

1. Monitor the study progress of students, the grading of courses, and the use of library and other educational resources.
2. Make decisions on applicants when the applicant's ability to follow higher education is in question.
3. Report to and form part of the Examination Board.

B. EXAMINATION BOARD

Chaired by the Examinations Officer, the Examination Board is comprised of the Registrar, the Academic Dean, the Vice President of Academics, the Provost and all of the examiners. At its meetings, the awards to be made to the graduating students are decided.

C. TEACHING STAFF MEETINGS

There are regular meetings of the Teaching Staff, under the chairmanship of the Academic Dean at which a wide range of academic matters is discussed. There is also an annual Teaching Staff retreat for two days each September for pedagogical training and to make preparations for the forthcoming academic year.

D. STUDENT REPRESENTATIVES

Each year student representatives are elected. The President of the Student Association Council is expected to bring to the attention of the Academic Affairs Committee concerns expressed by their fellow students. Student representatives are also requested to be available when the Board of Trustees convenes. Additionally, each student receives a course evaluation at the end of each course, which is completed anonymously and received by the Academic Dean. This information is discussed during curriculum review and also with the individual professor during their annual evaluation.

Section: 4
The Academic Programme

A. LEARNING OUTCOMES

The degree of Bachelor in Pentecostal Theology and Biblical Studies provides a solid theological and biblical education. It introduces the students to personal research in the areas of instruction of the courses, the seminars, and the assigned theological research papers.

The Programme Learning Outcomes are the general principles upon which the Bachelor in Pentecostal Theology and Biblical Studies Programme is designed. What the student is to do at the end of each level of the programme is described by the Level Learning Outcomes. These intended outcomes enable the students and the Teaching Staff to concentrate on the learning outcomes of each level as the student progresses through the degree.

B. PROGRAMME LEARNING OUTCOMES

At the end of the Bachelor in Pentecostal Theology and Biblical Studies programme students will be able to:

1. Apply knowledge of biblical Hebrew and NT Greek for Research and Pentecostal Exegesis;
2. Demonstrate knowledge of Pentecostal epistemology, logical thinking and argumentation;
3. Critically discuss biblical texts applying exegetical methodologies as an expression of a biblical Pentecostal hermeneutical framework to texts from OT and NT books;
4. Accomplish research, analysis and synthesis issues of systematic Pentecostal theology, particularly from a Pentecostal perspective seen within the wider context of other potential perspectives;
5. Understand and critically interpret essential issues of the history of Pentecostal theology and the church from the beginning to the present time;
6. Explain and practice Pentecostal church ministry in the areas of Pentecostal music, liturgy, and missiology;
7. Demonstrate theoretical and practical competencies in the complex area of pastoral Pentecostal theology, psychology, counseling and preaching;
8. Make judgments in the context of Christian Ethics, particularly in a Pentecostal context.
9. Gather and interpret relevant data in cross-cultural communication in an international Pentecostal context;
10. Critically evaluate and combine knowledge and insights in teaching religion, Bible and Pentecostal Theology in a church and non-church context;
11. Use academic norms in form, content and methodology for independent research and essay writing based on primary and secondary sources in order identify a complex theoretical problem in the area of Bible and Pentecostal Theology and suggest a convincing solution by using critical, analytical, logical, well-informed and creative thinking in the context of writing a BA thesis.

C. LEVEL LEARNING OUTCOMES

Learning Outcomes progress from level to level as follows:

Level 1 (Bachelor 1) Learning Outcomes

On successful completion of Level 1, students will:

1. Demonstrate knowledge of biblical Hebrew or NT Greek;
2. Demonstrate knowledge of Pentecostal epistemology, logical thinking and argumentation;

3. Understand and critically interpret essential issues of the history of Pentecostal theology and the church from the beginning to the 20thcentury;
4. Explain and practice Pentecostal church ministry in the areas of Pentecostal music, liturgy, and missiology.
5. Gather and interpret relevant data in cross-cultural communication in an international Pentecostal context;
6. Demonstrate understanding of pedagogy as a preparation to teaching religion, Bible and Pentecostal Theology in a church and non-church context;

Level 2 (Bachelor 2)Learning Outcomes

On successful completion of Level 2, students will:
1. Apply knowledge of biblical Hebrew and NT Greek for Research and Pentecostal Exegesis in the framework of level 2 courses;
2. Apply knowledge of Pentecostal epistemology, logical thinking and argumentation acquired on level one to biblical texts and theology of courses taught on level 2;
3. Critically discuss biblical texts, applying exegetical methodologies as an expression of a biblical Pentecostal hermeneutical framework to texts from OT and NT books;
4. Accomplish research, analysis and synthesis of issues of systematic Pentecostal theology in the framework of courses taught on level 2;
5. Explain and practice Pentecostal church ministry in the areas of Pentecostal music, liturgy, and missiology in the framework of courses taught on level 2;
6. Gather and interpret relevant data in cross-cultural communication in an international Pentecostal context in the framework of courses taught on level 2;
7. Critically evaluate and combine knowledge and insights in teaching religion, Bible and Pentecostal Theology in a church and non-church context in the framework of the courses taught on level 2;
8. Use academic norms in form, content and methodology for independent research and essay writing based on primary and secondary sources in the framework of the courses taught on level 2.

Level 3 (Bachelor 3)Learning Outcomes (=Programme Learning Outcomes)

On successful completion of Level 3, students will:
1. Apply knowledge of biblical Hebrew and NT Greek for Research and Pentecostal Exegesis in the framework of level 3 courses;
2. Apply knowledge of Pentecostal epistemology, logical thinking and argumentation in the framework of level 3 courses;
3. Critically discuss biblical texts applying exegetical methodologies as an expression of a biblical Pentecostal hermeneutical framework to texts from OT and NT books in the framework of level 3 courses;
4. Accomplish research, analysis and synthesis of issues of systematic Pentecostal theology in the framework of level 3 courses;
5. Understand and critically interpret essential issues of the history of Pentecostal theology and the church from the 20th century to the present time;
6. Explain and practice Pentecostal church ministry in the areas of Pentecostal music, liturgy, and missiology in the framework of level 3 courses;
7. Demonstrate theoretical and practical competencies in the complex area of pastoral Pentecostal theology, psychology, counseling and preaching;
8. Make judgments in the context of Christian Ethics, particularly in a Pentecostal context.
9. Gather and interpret relevant data in cross-cultural communication in an international Pentecostal context in the framework of level 3 courses;
10. Critically evaluate and combine knowledge and insights in teaching religion, Bible and Pentecostal Theology in a church and non-church context in the framework of level 3 courses;

11. Use academic norms in form, content and methodology for independent research and essay writing based on primary and secondary sources in order to identify a complex theoretical problem in the area of Bible and Pentecostal Theology and suggest a convincing solution by using critical, analytical, logical, well-informed and creative thinking in the context of writing a BA thesis.

Section: 5
Programme Outline
Pentecostal Theology and Biblical Studies

A. LEVEL ONE (Bachelor 1)

SEMESTER ONECORE MODULES
LA   BiblicalGreek I (5)
HI   History of Church and Pentecostal Theology: From the Beginning to Reformation (6)
BI   Biblical Pentecostal Hermeneutics (5)
TH   Fundamental Pentecostal Theology (4)
PH   Pentecostal Epistemology I (3)
RE   Study Skills (2)
MU   Voice I/Choir (1)

GENERAL ELECTIVES
CM   Inter-religious Dialogue (4)
ED   Introduction to Psychology (4)
MI   Cross-Cultural Communication (4)
MU   Piano I (4)

SEMESTER TWOCORE MODULES
LA   Biblical Greek II (5)
HI   History of Church and Pentecostal Theology: From the Reformation to 20th Century (6)
TH   Systematic Pentecostal Theology: Christology, Soteriology and Hamartiology (6)
BI   Old Testament Pentecostal Exegesis: Studies in Historical Books (4)
PH   Pentecostal Epistemology II (3)

GENERAL ELECTIVES
ED   Pedagogy (4)
MI   Introduction into Pentecostal Missiology (4)
MU   Piano II (4)
MU   Voice II (4)

B. LEVEL TWO (Bachelor 2)

SEMESTER ONECORE MODULES
LA   Biblical Hebrew I (5)
LA   Biblical Greek III (3)
TH   Pentecostal Systematic Theology: Ecclesiology/Eschatology (6)
BI   Old Testament Pentecostal Exegesis: Studies in Pentateuch (6)
BI   New Testament Pentecostal Exegesis: Studies in the Gospel of John (4)
BI   New Testament Pentecostal Exegesis: Studies in the Synoptic Gospels (4)

GENERAL ELECTIVES
TH   Pastoral Pentecostal Theology (4)
MI   Contemporary European Beliefs (4)
MU   Church Music Administration (4)

MU   Piano III (4)

SEMESTER TWOCORE MODULES
LA   BiblicalHebrew II (5)
LA   BiblicalGreek IV (3)
BI   New Testament Pentecostal Exegesis: Studies in the Book of Romans (6)
TH   Systematic Pentecostal Theology: Pneumatology (6)
MU   Pentecostal Music, Liturgy and Worship (4)

GENERAL ELECTIVES
MI   Pentecostal History of Missions (4)
MU   Music History & Literature (4)
MU   Piano IV (4)

C. **LEVEL THREE (Bachelor 3)**

SEMESTER ONE CORE MODULES
LA   Biblical Hebrew III (3)
TH   Christian Ethics (6)
BI   Old Testament Pentecostal Exegesis: Studies in the Prophets (6)
BI   New Testament Pentecostal Exegesis: Studies in the Letters to Corinth (6)
RE   Thesis I (5)

GENERAL ELECTIVES
CM   Pentecostal Homiletics (4)
MI   Church Growth Principles (4)
MU   Music Theory I (6)

SEMESTER TWO CORE MODULES
LA   Biblical Hebrew IV (3)
BI   New Testament Pentecostal Exegesis: Studies in the Book of Acts (6)
HI   History of Church & Pentecostal Theology: 20th Century to Present (6)
BI   Poetic Literature (5)
RE   Thesis II (5)

GENERAL ELECTIVES
BI   New Testament Pentecostal Exegesis: Studies in the Epistle to the Hebrews (3)
CM   Pastoral Counseling (4)
MI   World Religions (4)
MU   Music Theory II (6)

Section: 6
Programme Assessment

A. DETAILED ASSESSMENT PATTERN -- *Marking Criteria*

LEVEL 1 (BACHELOR 1)

Bachelor in Pentecostal Theology and Biblical Studies Assignment Marking Criteria	
Mark	Criteria
17-20	Work showing some of the following: particular creativity or originality in presentation and/or content, wide-ranging coverage of concepts or views, critical engagement with views discussed. It would be unrealistic to expect a student at this level to produce a higher standard of work.
15-16	Well organised, clearly expressed work which is focused on the task. Well-argued using an appropriate method and relevant evidence which is in the main accurately cited. Demonstrates a solid grasp of key concepts; shows clear signs of awareness of other views (where these exist) and leads to a conclusion which follows from the discussion.
13-14	Work showing evidence of planning. Some awareness of other views. Appropriate method, mainly focused on the task, with an adequate grasp of some key concepts. Sources in the main accurately cited. Written in comprehensible language.
10-12	Work showing some grasp of a few concepts with little or no awareness of other views. Some accurate citation of sources. Limited or partial focus on the task. An unsophisticated structure, written in intelligible language.
Passing Mark: 10	
8-9	Lacking structure. Content of little relevance to the task. Little or no accurate citation of sources. Unclear or confused use of language.
0-7	Little or no attempt at structure. Content substantially irrelevant to the task, perhaps containing serious misunderstandings or errors.

LEVEL 2 (BACHELOR 2)

Bachelor in Pentecostal Theology and Biblical Studies Assignment Marking Criteria	
Mark	Criteria
17-20	Work showing some of the following: particular creativity or originality in presentation and/or content, particularly wide coverage of concepts or views, wide reading, good critical engagement with views or material discussed. It would be unrealistic to expect a student at this level to produce a higher standard of work.
15-16	Work which is well focused on the task, showing a solid grasp of main concepts, an awareness of differing views and their arguments, signs of further reading (where appropriate), and critical engagement with the views discussed. Well-reasoned conclusions drawn from the discussion. Clearly structured in grammatical and fluent language, showing almost entirely accurate and judicious citation of relevant sources and bibliography.
13-14	Work showing evidence of a competent grasp of some key ideas, perhaps with some signs of further reading and mainly focused on the task. Some critical engagement with views discussed. Conclusion follows from the discussion. Organised and written in clear language, displaying mainly accurate citation of relevant sources and bibliography.

10-12	Limited grasp of some key ideas, showing little critical engagement with these ideas. Little evidence of further reading. Limited or partial focus on the task. Some signs of structure, written in comprehensible language.
Passing Mark: 10	
8-9	Unclear or confused structure. Poorly expressed. Content lacking in relevance. Poor or partial citation of sources.
0-7	Little or no structure. Content substantially irrelevant and/or serious misunderstandings or errors. Unclear or confused language.

LEVEL 3 (BACHELOR 3)

Mark	Criteria
	Bachelor in Pentecostal Theology and Biblical Studies Assignment Marking Criteria
17-20	Superior work, evincing relatively outstanding evidence of knowledge of the pertinent literature or other appropriate source(s). It would be unrealistic to expect a student at this level to produce a higher standard of work.
15-16	Competent work demonstrating a grasp of taught material and signs of further reading. Some evidence of independence of thought. Tendency to general argument with some use of supportive evidence/illustration.
13-14	Work showing basic but limited understanding of relevant concepts, method and content. Some but not extensive evidence of critical reasoning. Unsophisticated argument/presentation and/or merely partial response to the task set.
10-12	An attempt at the task showing recognition of what was required for the assessment, but seriously lacking in method or content and/or ability to organise thought and to keep to the task set. May contain significant errors and misconceptions.
Passing Mark: 10	
0-9	Excessively brief work or substantial proportion of irrelevant material, or the task misunderstood (or twisted). Poor organization and content, and/or serious misconceptions or errors.

B. GRADING CRITERIA FORESSAYS
Essays will be marked according to the following criteria:

STRUCTURE *Definition: How you introduce, develop and conclude your argument in response to your title.*

17-20	Unfolds an argument logically. Proposes the candidate's argument clearly and develops it systematically. Conclusion expresses the candidate's own judgment in a mature way.
15-16	Well-argued. Different arguments presented clearly. Introduction sets out problem(s) and method of approach. Concludes with a synthesis that is not just a summary.
13-14	An attempted argument, even if it does not always flow smoothly, with a conclusion summarizing the position argued.
10-12	A discussion of relevant points in some order.
0-9	A collection of points without apparent structure.

KNOWLEDGE AND UNDERSTANDING *Definition: How you show your grasp of relevant issues and concepts.*

17-20	Deep and detailed knowledge and understanding. Sophisticated use of concepts/technical terms. Shows wide-ranging awareness of context, and an independent approach to the issues raised. Makes interesting and/or original connections across material.
15-16	Good knowledge and understanding with accurate and well-contextualised use of

	concepts/technical terms. Shows awareness of the implications of issues raised. Shows some independent judgment.
13-14	Essay shows general knowledge and understanding. Issues are discussed and concepts/technical terms are used but not always appropriately.
10-12	Essay is working in the right area, but the candidate has not identified the key issues and/or has handled material inaccurately.
0-9	Essay misses the point of the title/question. Material has been misunderstood and concepts/technical terms are mishandled.

USE OF SOURCES *Definition: How critically and accurately you handle primary and secondary sources.*

17-20	Wide-ranging use of sources, some at least located by the candidate. Argument based directly in primary sources, drawing on critical analysis of secondary interpretations. Critiques secondary writer's use of evidence.
15-16	Critical use of primary and secondary sources, showing ability to make comparisons between different secondary interpretations, to quote aptly and to reference accurately.
13-14	Use of and reference to several sources, though summarizing rather than analysing.
10-12	Partial use of sources, with inconsistent referencing.
0-9	Use of lecture notes and own opinion, without evidence of adequate reading.

STYLE *Definition: How clearly and correctly you write; Grammar, punctuation, academic conventions (e.g. footnotes, bibliography); Proofreading.*

17-20	Excellent standard of work. Efficiently and logically written, without unnecessary complication. Standard of written English is virtually impeccable. Carefully word-processed with judicious use of academic conventions.
15-16	Good standard of written English. Generally well presented, with very few errors of form and style.
13-14	Moderately good standard, though room for improvement in matters of stylistic expression and/or grammar and punctuation.
10-12	Needs to be improved in most respects. Writing is insufficiently developed for the undergraduate essay.
0-9	Unacceptable or inappropriate style and/or command of written English.

C. COMPENSATION PATTERN

A student who fails up to two modules will be allowed to re-sit final examinations and to re-submit coursework. The only exception to this rule occurs in the case of students who may be compensated for a failure no lower than 9 by a mark of more than 11 in another module and by a failure no lower than 8 by a mark of more than 12 in another module. Thus, for example, a student who obtained 8 in two modules would, if he or she obtained 12 in two other modules, be allowed to graduate with the weighted average in the normal way. Compensation may not apply to more than two failed modules.

The student must have a minimum average of 12 for the year (including the failed modules) to earn the credits attempted. Otherwise, the student would be required to re-take all failed modules to make up the failed credits.

D. RE-ASSESSMENT PROCEDURE

A student who fails a module or modules will be allowed to re-sit the module(s) in question before the start of the next academic year, usually in September (September Exam Session). If the re-assessment of the module(s) in question is satisfactory, the student may proceed to the next level.

The CTS policy for re-assessment (resit) is to allow students with any failing mark on an exam, whether written or oral, to re-sit the examination during the re-sit examination period in September.

Likewise, students who received a failing mark on an essay (or other written assessment), submitted by the official deadline during the academic year, are eligible to re-sit the essay during the re-sit examination period in September.

E. POSTPONEMENT OF EXAMS
It is possible for students to choose to postpone taking an exam, whether written or oral, during the regularly scheduled examination period to the September Exam Session by a sign in process as follows:

1. Students must sign in on the scheduled day and time of the exam with the professor.
2. Students must sign in in person, unless they are sick, in which case email communication is acceptable. The student is then required to submit a medical certificate to the professor and Examination Officer for the date in question upon his/her return to normal activities.
3. A student may not sign for a fellow student.
4. Students who do not sign in at the regularly scheduled examination time relinquish their opportunity to take the exam in September, and therefore would receive a mark of "0" for the exam.
5. Students who postpone an examination until the September Exam Session do so with the understanding that there is no possibility to re-sit a postponed exam if a failing mark is received.
6. Students who postpone an examination until the September Exam Session may not be eligible to participate in the June graduation activities, including the graduation ceremony.

F. APPEALS
The following information is provided in order to clarify the procedure with regard to appeals. It is important to read the Background Information in order that you might correctly understand the Appeals Procedure itself.

a. BACKGROUND INFORMATION
All examinations and essays are initially graded by the professor responsible for the module in question. At the annual Examination Board session, a final decision is made with regard to the grade awarded to each student for each module and, in the case of those graduating, the class of degree to be awarded to each student.

b. APPEALS PROCEDURE
In seeking to understand the appeals procedure it is important to bear in mind the significance of the Examination Board meeting referred to in the paragraph above.

1. Students who are dissatisfied with the grade awarded for a particular piece of work should talk things over informally with the professor in question and follow the appeals procedure. The appeals procedure is explained in the Examination Regulations.

2. Having in mind the strict regulations set in place and the research and teaching load carried by the professors, we encourage the students to initiate the appeals procedure only when the result is greatly out of harmony with the grades usually achieved and is likely to affect the Degree Classification they are finally awarded. For more information, please see the appeals section of the Educational Regulations, Section 6.

Section: 7
The European Credits Transfer System (ECTS) and the
Marking System

A. CREDITS (ECTS)

Each Bachelor's course has been allocated a certain number of credits (ECTS). Each full-time student in the Bachelor's degree programme must take between 56 and 64 ECTS annually in order to progress normally.

Credits must not be confused with marks. When a student passes a module that is worth 6 credits (ECTS) the student will receive 6 ECTS for any mark 10 or above. However, because a 6-credit (ECTS) module takes more load than a 4-credit (ECTS) module, the multiplied mark for the 6-credit module will count more, as seen in the following Level Two example:
:

	ECTS	Mark	Mark after multiplication
History of Church and Pentecostal Theology:			
From the Beginning to the Reformation	6	14	84
Systematic Pentecostal Theology:			
Christology, Soteriology, Hamartiology	6	15	90
Pneumatology	6	16	96
Pentecostal Music, Liturgy and Worship	4	16	64
New Testament Pentecostal Exegesis:			
Studies in the Epistle to the Hebrews	3	15	45
New Testament Pentecostal Exegesis:			
Studies in the Book of Romans	6	14	84
Introduction into Pentecostal Missiology	4	13	52
Cross Cultural Communication	4	12	48
Pedagogy	4	12	48
Old Testament Pentecostal Exegesis:			
Studies in the Prophets	6	13	78
Biblical Greek I	5	12	60
History of Church and Pentecostal Theology:			
From the Reformation to the 20th Century	6	15	90
Total	**60 ECTS**	**13.98**	**Total: 839**

Section: 8
Attendance

A. **ATTENDANCE**

Regular attendance is an important part of a student's profile and is integral to the learning process. Students who are absent for medical reasons from a midterm, final exam, or miss an assessment deadline of any kind must inform the appropriate professor(s) as soon as possible and a medical certificate or a suitable explanation for the absence must be given within seven days of the absence. For more detailed information on missing examinations, please see Section 6E.

In order that their performance during a course can be assessed, students must:

- **attend all lectures and seminars**
- **show that they have completed the work for the course**
- **hand in their work on time**
- **perform adequately in the final assessment**

Section: 9
Submission of Work for Assessment

A. PREPARING WRITTEN WORK FOR SUBMISSION
1. Students must submit all work by the due date.
2. For details related to the specific assessment, please refer to the appropriate template on the library home page.

Chicago style is the official standard for all written assignments at Continental Theological Seminary. Students should consult the latest edition of the Chicago Manual of Style [CMOS] to ensure conformity. Additionally, students should consult the latest edition of the SBL Handbook of Style [SBLHS] when citing and discussing ancient texts and related secondary/tertiary sources. Students may find the latest edition of A Manual for Writers of Term Papers, Theses, and Dissertations [Turabian] to be a helpful introduction to the research process and the use of Chicago style in academic writing. Both the SBLHS and Turabian conform to the CMOS.

The CMOS presents two methods of citation: notes and bibliography and author-date. It is the policy of Continental Theological Seminary to use the notes and bibliography method for all submitted assignments.

The V. G. Greisen Memorial Library provides several resources, including style guide sheets (QuickGuides) and document templates for student use. In addition, the latest edition of the style guides listed above can be found in the library Reference Collection.

B. SUBMISSION OF WORK ON TIME
Essays, theses, and other written assignments must be submitted by the stated deadline. Essay and thesis deadlines are stated on the Academic Calendar and other assignment deadlines will be determined by the professor of the module. Failure to follow the submission regulations may result in a penalty on the final mark.

1. For essay submission please carefully note the following regulations:
   a. Essays must be submitted to the professor before midnight of the deadline date.
   b. Essays must be submitted by email to the professor's ctsem.edu email address, along with the report generated by Turnitin Similarity.
   c. Essays must be submitted in both Word and PDF formats.
   d. The Word and PDF file names should be formatted as follows: Your last name, first name, module, project (e.g. SMITH, John Studies in Pentateuch Essay).
   e. Essays must be submitted to Turnitin Similarity via the link provided by the professor prior to submission (see Section 9G).
   f. Essay submissions must be accompanied by a completed and signed Essay Submission Sheet (to be provided by the Academic Office).

2. All other written assignments such as book reviews follow the same procedure as for an essay, except an Essay Submission Sheet is not required.

3. For thesis submission please carefully note the following regulations:
   a. The thesis must be submitted by email to the professor by midnight of the stated deadline.
   b. The thesis must be submitted in both Word and PDF formats.
   c. The Word and PDF file name should include: Your last name, first name, Thesis

(e.g. SMITH, John Thesis).

  d. The thesis must be submitted to Turnitin Similarity via the link provided by the professor prior to submission (see Section 9G).

  e. Thesis submissions must be accompanied by a completed and signed Essay/Thesis Submission Sheet (to be provided by the Academic Office).

4. The student is advised to keep copies of all digital work in at least two places for security.

5. Essays will be accepted up to 3 days after the deadline with a 5% reduction per day off the final mark. Essays will not be received beyond the third day. All extension requests must be accompanied by a medical certificate or by a written request to the Academic Office who will refer the case to the Academic Affairs Committee.

C. LENGTH OF THE ESSAY/THESIS
The length of an essay is determined by the level of the module.

Level One	1500 words
Level Two	1750 words
Level Three	2000 words
Thesis	8000 words

The written work (essay/thesis) will be penalised up to:
- 5%   for over 10% excess
- 10%   for over 20% excess
- 20%   for over 30% excess
- Fail   for over 40% excess

Word count excludes appendices, bibliography and genuine footnotes.

D. REPRODUCTION AND DISTRIBUTION OF THESIS
Upon registration, students grant CTS a nonexclusive right to reproduce and distribute their thesis. This allows CTS a limited, non-exclusive, royalty-free license to reproduce the student's work, in whole or in part, in electronic form to be posted (for example) in the CTS Library database or the Dimitrov Research Center and made available to the general public at no charge. CTS does not own the copyright to the student's work; the student retains that right. It is at the sole discretion of CTS if the school decides to reproduce and disseminate a particular thesis and, if the seminary desires to do so, it will communicate this with the student. Such reproduction and dissemination will in no way jeopardize a student's ability to publish his/her thesis if so desired. If a student desires to publish their thesis, they must wait until after they receive their final grade at the annual internal board meeting. Additionally, the school requires that they implement all relevant feedback provided by the first and second markers before doing so, as this will strengthen the quality of research and its association with CTS.

E. PLAGIARISM
Plagiarism is the act of presenting someone else's work as one's own (whether intentionally or unintentionally) without proper citation or acknowledgement. This includes using others' work, notes obtained from lectures, and published sources such as books, reports, journal articles, and digital sources. Plagiarism can also occur when one mistakenly assumes that certain information is common knowledge and does not require citation. Plagiarism is a serious academic offense as it involves academic dishonesty and the theft of others' work.

Direct quotations are an essential part of academic research and writing. These involve placing the words of the original author in quotation marks and citing them according to appropriate style guidelines (see above). Citation is required to indicate that certain material in your work came from another source. Citations are mandatory, even when the source material is not quoted directly.

Paraphrasing is the use of another's work in one's own words and must therefore involve more than merely taking a piece of text from a particular source and substituting words or phrases with other words or phrases. Similar to paraphrasing is summarizing which involves restating the main points of longer passages in one's own words. Paraphrasing or summarizing without proper citation or acknowledgement is also considered plagiarism.

Self-plagiarism occurs when a student submits all or part of a work that they have previously submitted without proper acknowledgement.

Penalties for plagiarism may range from mark deduction (with or without allowing resubmission), to disciplinary measures such as suspension or expulsion. The Teaching Staff will determine the appropriate measures for all instances of plagiarism, considering the year of the student, the proportion of the work which has been plagiarized, the number of previous infractions, and the apparent intent of the student.

This policy is applicable for any coursework submitted for assessment, including but not limited to theses and essays.

Students should be aware that AI-generated material may also constitute plagiarism. See the following for more details.

F. **ARTIFICIAL INTELLIGENCE**
Artificial Intelligence (AI) powers various tools that automatically generate content. These tools come in many forms and are integrated into software available today. It is beneficial for students to become familiar with these tools to enhance their studies. However, the inappropriate use of these tools may be considered plagiarism. This policy describes acceptable practices for the use of AI at Continental Theological Seminary.

Students may enhance their studies using Artificial Intelligence in a variety of ways. Tools may assist with proofreading, exploring research topics, or developing study materials. AI may only be used to increase the quality of original writing, research, and study materials.

Research and writing are fundamental disciplines of higher education. The use of Artificial Intelligence may discourage the development of important study skills. Therefore, AI may not be used to generate material for submission; students must use their own writing for the submission of academic work. The submission of such materials is considered plagiarism and will be addressed accordingly.

The current state of Artificial Intelligence presents several ethical considerations including inaccuracy, the perpetuation of bias, and intellectual ownership. AI may not be used as a source for research.

The use of Artificial Intelligence in education is developing rapidly. There are instances of the use of AI which this policy may not address directly. If you have questions regarding the use of AI, please speak to your professor for additional clarification.

G. **TURNITIN SIMILARITY SOFTWARE**
Every written submission needs to be submitted via the Turnitin Similarity Report. This programme examines each written work and provides information about similarity to other written works as well as analyses the writing for the involvement of Artificial Intelligence. The purpose of this software is to protect a student from intentional and/or unintentional plagiarism.

The professor provides a link for the assignment to be uploaded. When the link is clicked, a

simple submission interface will appear, which requires the student's name and email address. A "select file" button to upload the written work will also be available. Pressing the "select file" button allows the student to navigate to the document they will upload to Turnitin Similarity.

The first time an upload is submitted, the student will need to agree to the End-user License Agreement. This is accomplished by using the checkbox to signal agreement. Turnitin software then conducts a quick check to ensure the student is not a robot.

At this point, the "submit" button will allow the document to be uploaded to Turnitin Similarity from which the professor will access the document. An email will be sent to the student when the file has been processed by Turnitin Similarity.

H. FEEDBACK

Feedback on your work will be given to you on an 'Essay Report Form' which you will receive from the lecturer at an appointed time.

Section: 10
Miscellaneous Requirements

A. **SUBMITTING ESSAYS**
You will be given the topic(s) of the essay(s) at the beginning of each module. You will also be informed of the deadline date and time for handing the essay in. In the interests of fairness, so that one student does not have more time to complete an essay than another, the Seminary takes these deadline dates very seriously. It is therefore extremely important that you hand your essays in on time. It's better to be 3 weeks early than 3 minutes late!

Please note that the Seminary may refuse to accept an essay if:

1. it is submitted after the deadline time/date, or
2. the length of the essay is not within the acceptable boundaries, or
3. the instructions on the cover sheet have not been correctly followed.

B. **RETURNING ESSAYS**
When essays have been marked lecturers will return them to students at an appointed time in order that students may read the lecturer's comments. Lecturers will:
   a. distribute the essays at an appointed time and be available for discussion or questions;
   b. give the student a copy of the front side of the Essay Report Form containing his/her feedback on the essay and the provisional mark;
   c. submit the essays at the appointed time to the Academic Office.

C. **EXAMINATIONS**
Students are given the Academic Calendar at the beginning of each school year, which indicates examination periods. During the semester, the lecturer will inform you of the exact date and time of the examination(s) for that module.

In connection with written exams, please remember the following:
1. Please be sure to arrive 5 minutes early for each exam. Latecomers will not be allowed to take the exam. A student in this situation must appeal to the Academic Affairs Committee.
2. No books, notes etc. may be brought into the examination room.
3. The student's full name must be written on the examination booklet.
4. The student is to ensure that the questions have been numbered correctly.
5. Do not use pencil. Use a blue or black pen. Write legibly. Illegible writing may result in failure.
6. If more than one examination booklet is used, please ensure that all your booklets are stapled together at the top left-hand corner.
7. If an exceptional circumstance requires the student to leave the room, the student is to confer with the examiner.

In connection with oral exams, please remember the following:
1. Individual examination periods are scheduled with each student by the module organizer before the exam date.
2. Students may be asked to come earlier than the appointed examination time for preparation.
3. Upon his/her arrival the student chooses or is given the examination questions and has some written preparation time. The written preparation serves as an aide to the student and will not be taken into consideration by the examiner. The final mark is based only on the

student's oral presentation.
4. Students are not allowed to bring any type of study aid or resource with them other than those permitted by the module organizer.

D. GENERAL CONDITIONS
Progression from one level to the next will only be for students who:

1. have attended the seminary regularly in accordance with Seminary Educational Regulations.
2. have demonstrated by their conduct and academic results their worthiness.
3. have paid all their fees, fines and subscriptions in full or according to the established payment plan. Part-time studies are paid in full. Any individual payment plan must be submitted to and approved by the administration.
4. have satisfied the academic requirements set out in this document.

E. GRADUATION REQUIREMENTS
The seminary has established the following requirements for graduation:

1. Completion of the final 60 credits at CTS before graduation.
2. Completion of all academic requirements set forth in this Academic Handbook.
3. Maintain a student status in good standing.
4. The student account must be paid-in-full.
5. Completion of the graduation application.
6. The student must receive approval for graduation.
7. The student shall attend the commencement exercises.

Section: 11

Level 1 (Bachelor 1)
Modules

2023 – 2024

BIBLICAL GREEK I

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	**5**	**LA 101**	**Christy McDougall**

General Description

A study of the essentials of the New Testament Greek noun system and present-tense verbs, including phonology, morphology, syntax, and basic vocabulary.

Content

The course introduces the student to an overview of the declension system including nouns, articles, prepositions, adjectives, and pronouns, to present-tense verbs, and to basic rules of syntax and phonology.

Learning Outcomes

On successful completion of the module, students will be able to:
1. Demonstrate an understanding of the basic Koine Greek grammar of the noun system, i.e. first, second and third declension, prepositions, adjectives and pronouns.
2. Demonstrate an understanding of the basic Koine Greek grammar of present-tense nouns, including tense, voice, and indicative mood.
3. Display knowledge of a basic vocabulary.
4. Read, understand, and translate basic verses that correspond to the covered material.
5. Understand pertinent New Testament Greek translation tools.

BIBLICAL GREEK II

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 2	**5**	**LA 102**	**Christy McDougall**

General Description
This course is a continuation of Biblical Greek I. Students will complete their study of the basics of New Testament Greek grammar with the coverage of verbs, increase their knowledge of vocabulary, and practice translation skills.

Content
The course introduces the students to verbs in all tenses, voices, and moods, including participles, infinitives, and subjunctive and imperative moods. More complex sentences comprising a widened vocabulary will allow an increase of knowledge in the semantic area.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Demonstrate an understanding of basic Koine Greek indicative verbs.
2. Demonstrate an understanding of basic Koine Greek participles, infinitive verbs, and verbs in the subjunctive and imperative moods.
3. Demonstrate knowledge of adverbs.
4. Compare and contrast the usage of Greek and English tenses.
5. Demonstrate a solid progression of knowledge in the area of vocabulary.
6. Apply grammatical, syntactical and semantic theory to translation.

HISTORY OF CHURCH AND PENTECOSTAL THEOLOGY: FROM THE BEGINNING TO THE REFORMATION

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**6**	**HI 101**	**Brent Colby**

General Description
This course explores the historical development and theology of the Christian church from its origins in Palestine to the pre-Reformation era. A Pentecostal methodology is utilized to examine the historical context and theological developments of the church.

Content
This course evaluates the significance of Christ's teachings as the foundation of the church. It also explores the cultural developments present during its inception, including the early tension between Jewish and Gentile Christians, the decisive role of the Holy Spirit in initiating and sustaining the church's growth, and the various church councils, creeds, and theological debates. The course further investigates the Western and Eastern schism in Christianity, including the key contributors to its separation. Additionally, it examines the impact of Islam, medieval Christianity, the Renaissance, and humanism in shaping the church.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Explain major historical developments during the time period and their relationship to the development of church theology.
2. Discuss the Church Councils of the period, their theological formulations, and the controversies they aimed to correct.
3. Articulate a Pentecostal approach to methodology concerning the historical development of major theological formulations, particularly regarding the Trinity, Christology, and Pneumatology.
4. Explain the main theological positions, theological influences, and contributions of important church fathers and theologians during the period.
5. Identify and explain the importance of major church movements and their theological significance to the ongoing work of the church.
6. Demonstrate how historical events impacted and shaped the developments of both Western and Eastern churches.
7. Describe the historical and theological factors of the Renaissance period that laid the foundation for the later Reformation in Europe.

HISTORY OF CHURCH AND PENTECOSTAL THEOLOGY: FROM THE REFORMATION TO THE 20TH CENTURY

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	**6**	**HI 102**	**Joseph Dimitrov**

General Description
This course aims to discuss the history of the Christian church from the beginning of the Protestant Reformation to the present from a Pentecostal perspective.Emphasis will be given to the historical events and theological evolution that occurred during the pre-reformation, reformation, and post-reformation periods. Developments within the Roman Catholic and Eastern Orthodox churches will be explored but a primary focus will be upon Protestant influence within Western Europe and the United States.

Content
Emphasis will be given to critical analysis in the two themes in particular: Reformation and Revivalism. The theological evolution, which developed during these centuries will be critically evaluated and exploration will be done on any core or marginal pneumatological aspects of the various movements. The Roman Catholic and Eastern Orthodox theological positions will also be critically appraised, but the main focus of the course will be on Protestant developments in Western Europe and the United States. A significant part of the class discussions will be devoted to an analysis from a Pentecostal perspective.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Explain and interpret distinctive historical and current theological views as opposed to Pentecostal beliefs.
2. Define the influences that caused and carried out the Reformation.
3. Outline the social, theological and missiological aspects discerned in this period of Christian history that became pre-cursors of Pentecostalism.
4. Analyse critically the results and the concerns of the significant revivals within the last 500 years affecting current Pentecostal theological positions and practices.

BIBLICAL PENTECOSTAL HERMENEUTICS

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**5**	**BI 106**	**Brent Colby**

General Description

A study of the principles and methods of biblical interpretation with emphasis upon Pentecostal interpretations and research. A definition of the task of hermeneutics, a clarification of current critical issues and a discussion of the critical assumptions encountered are included.

Content

Hermeneutics is a foundational course for proper interpretation of the Bible. This course is an introduction to the historical development, principles, methodology, and current trends in hermeneutics, including Pentecostalism. The focus of this course will be upon an understanding of historical precedents and the proper application of established hermeneutical principles. Since this course is only foundational, further research is highly recommended.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Define the fundamental issues of Biblical interpretation and specific Pentecostal/Spiritual interpretative techniques.
2. Outline the historical development of hermeneutics and pneumatological understanding.
3. Survey and research the various approaches and schools of thought in the development of hermeneutical principles in light of Pentecostalism.
4. List the principles of proper Biblical interpretation.
5. Apply the fundamental principles of hermeneutics for a proper interpretation and application of the Bible for today's Pentecostal ministry.

OLD TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN HISTORICAL BOOKS

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	4	BI 110	Ishak Ghatas

General Description

This course will introduce students to the literature of the Old Testament Historical Books from the perspective of biblical theology. The course will examine theological themes and give particular attention to how this literature contributes to a Pentecostal pneumatology.

Content

This course will focus on the historical and cultural contexts of the Historical Books and develop contemporary applications. Select passages containing significant themes and subjects will be examined with an eye to their importance for Pentecostal theology.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Know the general outlines of the history of Ancient Israel as described by the Bible.
2. Appreciate the relevance of the Historical Books for Pentecostal theology.
3. Apply the Historical Books to the world, the church, and their own lives.

FUNDAMENTAL PENTECOSTAL THEOLOGY

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	4	TH 101	Christy McDougall

General Description

This course provides an introduction to the various disciplines of Christian theology, including Systematic, Biblical, and Exegetical Theology. It emphasizes that the narrative texts representing God's involvement in history are applicable for believers today. The various theological concepts are informed by research from a Pentecostal perspective.

Content

This course is an introduction to the methodology and content of Christian theology. Various branches of theological method will be explored, which include biblical, narrative, systematic, and exegetical theologies. The major theological approaches, perspectives, systems, concepts, and themes will be examined, with an emphasis on the distinctive Pentecostal contributions to current theological themes. Much of the lectures and discussion will be concentrated on Bibliology and Theology Proper, the doctrine of God.

Learning Outcomes

On successful completion of the module, students will be able to:
1. Describe the nature and tasks of Systematic, Biblical, and Exegetical Theology.
2. Describe the nature of God, especially in His relationship with humanity.
3. Define the function of biblical revelation in the Christian faith, along with the nature and origin of Scripture.
4. Explain the basic tasks of exegesis and hermeneutics and the perspectives and strengths that Pentecostal hermeneutics brings.
5. Understand the Pentecostal approach to the exegesis of biblical narrative literature.
6. Outline the scope of God's plan throughout the entire Bible according to tenets of Biblical Theology.

SYSTEMATIC PENTECOSTAL THEOLOGY: CHRISTOLOGY, SOTERIOLOGY, HAMARTIOLOGY

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	6	TH102	David Courey

General Description

This course finds its unity in the aim of God to overcome the fundamental obstacle between the Divine and humanity, that is, sin (hamartiology). He does this through a profound plan of salvation (soteriology), which he sets in order through the incarnation of his Son (Christology). The class is taught from a Pentecostal perspective.

Content

The course begins with a short description of the interlocking and overlapping dimensions of systematic theology showing how these three aspects fit within the whole, and particularly, how the pneumatological perspective enhances traditional views. Then beginning with an overview of the nature and progress of sin, it considers certain problems raised by sin including personal, social, and cosmic consequences. Turning to a consideration of the solution of the problem, the course enquires into the nature of Jesus as man and God, and the role of Christologies from above as well as Christologies from below. This leads to a discussion of the project of salvation, its extent and its limits, as well as various models of atonement, and its application.

Learning Outcomes

On successful completion of the module, students will be able to:
1. Understand the possibilities in a pneumatological perspective on this central area of theology.
2. Sense mystery and beauty of the divine plan with regard to sin, the Saviour and salvation.
3. Recognize the centrality of grace in the divine plan.
4. Grasp the significance and limits of Spirit Christology
5. Be motivated to proclaim the full gospel of salvation.
6. Describe approaches to the Christological mystery.
7. Evaluate atonement theories.
8. Come to terms with approaches to the application of salvation.
9. Assess the relations of many of these concepts to the teachings of Pentecostal theology.

PENTECOSTAL EPISTEMOLOGY I

Taught in:	**ECTS:**	**Module No:**	**Module Organiser:**
Semester 1	**3**	**PH 101**	**David Courey**

General Description

This course deals with the major elements in how Pentecostal Christians understand the basis of their faith and beliefs within both western and nonwestern cultures. This includes the larger discussion of the history of epistemology within the western philosophical and Christian traditions, the biblical and theological foundations of the certainty of Pentecostal knowledge, and how the current issues within the field of epistemology come to bear on how Pentecostals evangelize and preach the gospel within Post-Christian secular western cultures and in other non-western cultures.

Content

This course covers three major areas of epistemology. It first sets a foundation for understanding the history and development of epistemology in the western tradition as well as other methods of epistemology in the nonwestern traditions. Secondly, it addresses the historical development of epistemological approaches within Pentecostalism in relationship to their respective cultural and philosophical contexts. Third, it begins to lay a foundation for developing a robust Pentecostal epistemology for both the emerging secular contexts of the west and the increasing hostility towards Christianity in the southern and eastern contexts.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Understand the basic relationship between faith and reason that western culture has propagated since the Enlightenment.
2. Suggest significant arguments to support one's Christian beliefs from within a Pentecostal framework.
3. Understand the difference between modernism and postmodernism as well as their respective influences on Pentecostal Christian epistemology.
4. State the reasons for the validity of faith and Christian experience from a non-foundational point of view.
5. Articulate a specific biblical theology from the narrative of Scripture that validates a Pentecostal epistemology for evangelism and preaching within Post-Christian secular cultures.
6. Describe the contributions that narrative and biblical theology has had for a Pentecostal epistemology and why the two are so closely connected and mutually beneficial.
7. Reflect on the philosophical treatment of the divine from a Pentecostal perspective.

PENTECOSTAL EPISTEMOLOGY II

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	3	PH 102	David Courey

General Description

Epistemology II – Apologetics builds on the origins of knowledge and philosophy in Epistemology II as it relates to the knowledge of God, His nature, and His creative works. This course seeks to define the distinction between justified belief and personal opinion. The task of the church and individual believer in defending and commending the Christian faith has been complicated by the gradual shift from modernity to post modernity worldviews over the past century. Fortunately, however, it has also presented the opportunity of a Pentecostal approach to epistemology to be heard and received. In distinction from its precursor Epistemology I, this course presents a specifically apologetic approach to the Christian faith.

Content

This course will examine four main epistemological approaches to Christian apologetics and survey numerous strategies that can be used in defense of the Christian faith. The purpose of this course is highly practical in nature. It's design and aim will be to better equip the student with the tools to share one's Christian faith in the existential environment of a postmodern culture that rejects absolute truth. In the development of an effective apologetic, it will survey the four possible approaches building on the epistemological foundation of Pentecostalism. Throughout, it will endeavour to confront and answer to the contemporary challenges to Christian belief, including the issue of pluralism, the problem of evil, and the question of eternal destiny.

Learning Outcomes

The student who has successfully completed the course will be able to:
On successful completion of the course the student should be able to:
1. Appreciate both the challenge and opportunity the postmodern worldview presents to traditional apologetics.
2. Understand the connection between epistemology and apologetic approaches.
3. Consider the value of a distinctly Pentecostal epistemology and understand how it responds to postmodern sensitivities.
4. Strengthen and affirm the student's personal Christian faith.
5. Confidently provide an informed response to the common objections to Christianity
6. Incorporate a strong apologetic dimension to one's preaching and teaching.

INTRODUCTION TO PSYCHOLOGY

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 2	**4**	**ED102**	**TBA**

General Description
This course provides a broad overview of Psychology as a field of study in the context of Pentecostal research. Students will explore key figures in the history of psychology and their impact on psychology as a discipline will be discussed. Various theoretical perspectives in the field of Psychology will be discussed as potential resources for Christian ministry.

Content
This course is a basic introduction to the study of psychology from a Pentecostal perspective. Basic theories in Cognitive Psychology, Biological Psychology, and Educational Psychology will be discussed as potential resources for Christian ministry, education and research. Overall, the course attempts to show how a basic knowledge about how the human mind functions, the biological basis of behaviour, and specific theories of learning can help the Christian minister and/or educator in their tasks of teaching and Christian formation (discipleship).

Learning Outcomes
On successful completion of the module, students will be able to:
1. Understand the broad terrain of psychology as an academic discipline.
2. Identify key persons and their impact on the study of psychology.
3. Understand various theories about the nature of cognitive development.
4. Understand the biological basis of behaviour as a modality of cognitive function.
5. Understand the value of learning theory for assisting in the tasks of teaching and learning comprehension.
6. Evaluate the benefits of psychology (with its related disciplines) as a resource for Christian Pentecostal education, addressing relational conflict, and the task of Christian formation in the Church.

PEDAGOGY

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	4	ED 101	Johanna Wyrwal

General Description

Since the beginning Pentecostalism has been known for its emphasis on personal conversion and spiritual growth. This course lays a foundation for awareness of the possibilities of supporting spiritual growth through teaching ministries. It offers basic skills that are necessary in designing and applying a purposeful educational program for all age groups in the context of a local church.

Content

This course provides an understanding of the basic concepts of education as they relate to church life and matters of spiritual growth in the context of Pentecostal ecclesial context. It summarizes the biblical, theological, historical and philosophical foundations for teaching of the Scripture in the local church. The course also encourages a student to initiate and improve teaching ministries for all age groups in his/her local church. It familiarizes the student with the needs of various age-groups and proposes both educational objectives and teaching methods as to how those needs could be met. The course equips the student to design a curriculum, as well as evaluate and administrate the educational efforts of the teaching ministries within the local church. The emphasis is, therefore, laid on the practical application of educational insights to the teaching ministries in the context of a local church.

Learning Outcomes

On successful completion of the module, the student will be able to:
1. Evaluate the educational potential for spiritual growth found in church life for all age-groups.
2. Analyse the theological, biblical and historical foundations of Christian Education.
3. Describe needs of various age groups in reference to the social and psychological development.
4. Identify special needs of children and youth within urban context.
5. Formulate educational objectives and a curriculum in a context of a local church.
6. Describe the roles of administration and evaluation within the teaching ministries in a local church.
7. Discuss safety procedures necessary for teaching ministries in the church.
8. Prepare an exegetically and pedagogically appropriate lesson on a selected topic to an age-group of one's choice.

CROSS-CULTURAL COMMUNICATION

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**4**	**MI 101**	**Wendy Beery**

General Description

This course will explore how communication systems work, examine the challenges of cross-cultural communication, and provide the student with a basis for effective communication in all cultures. This course examines Pentecostal perspectives on the subject matter encouraging research in the field. The course also discusses insights won from Pentecostal Biblical exegesis and Pentecostal missiological praxis.

Content

The course introduces the basics of communication theory and deals with cultural differences as they relate to the missionary, the message, and the biblical community from a Pentecostal perspective. Special emphasis is given to important issues such as the dynamics of culture, social interaction, the socialization process, value systems, and the ways of communicating theological knowledge in other cultures drawing on current research in this area.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Define and apply terms pertaining to cross-cultural communication.
2. Explain the process of communication reflecting current trends of research in the field.
3. Discuss insights won from Pentecostal biblical exegesis and Pentecostal missiological praxis concerning cross-cultural communication.
4. Develop a relationship with a person of another culture.
5. Analyse one's own cultural preferences and values.
6. Apply cross-cultural terms to real life situations.
7. Identify one's own cultural verbal and non-verbal communication habits as a basis for improving communication in cross-cultural settings.
8. Identify cultural values and behavioural norms that exist in a specific group of people.
9. Become interculturally competent and develop an integrated communication strategy in order to be able to meaningfully discuss one's own theological knowledge with someone of another culture.

INTRODUCTION TO PENTECOSTAL MISSIOLOGY

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	4	MI102	Kevin Beery

General Description

This module seeks to outline a biblical rationale and the theological imperative for world evangelization. It provides an introduction to world missions that moves from the biblical basis and theological foundations toward research in the field, contemporary strategies, methodologies, movements, and trends with a focus on practical application. The pneumatological origin and mandate of missions will be discussed. Special attention will be given to the particular Pentecostal approach and historical development of missions based on the indigenous principle.

Content

This module presents an introduction to the theology, history, culture, and methods of Christian mission with an emphasis on historical and current Pentecostal mission strategies. In addition, it introduces students to cross-cultural communication, both for contextualization of the Christian faith and for conducting research in this field. Students will gain a general understanding of the interdependent relationship between the sending organization, those who are sent, and those who receive them.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Articulate a foundational biblical theology of missions (*missio Dei*).
2. Display an awareness of cultural history, religious backgrounds, and principles of contextualization, including an understanding of syncretism, and how these concepts apply to church planting in a cross-cultural setting.
3. Discern personal motives for entering the mission of God informed by relevant research.
4. Adopt a learning posture when entering a new culture. This entails confronting personal feelings of ethnocentrism in order to communicate with those of another culture as equals.
5. Understand the dynamics of living, ministering, and developing relationships in a cross-cultural context.
6. Explain the indigenous principle of missions and how it relates to the phenomenal world-wide growth of Pentecostalism during the twentieth century.
7. Articulate the particular contributions Pentecostalism has made in world-wide mission strategy historically and currently.

INTER-RELIGIOUS DIALOGUE

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**4**	**CM101**	**Forrest Spears**

General Description

A study of personal and church evangelism and discipleship designed to equip believers to train carry out these skills related to personal evangelism and simple, reproducible discipleship models for small group and one on one.

Content

Evangelism and discipleship should be primary activities of a New Testament church, leaders, and believers. Each member should be motivated to witness, disciple, and train others to do so. It is imperative for church leaders to know how to witness so that they can win others to Christ and thus, model evangelism for their church members. The goal is to equip all of the members of the church to share their faith effectively with others and to train members to do effective follow-up and discipleship. Evangelism and discipleship are viewed as one holistic process. Students will study and carry out evangelism as part of the class.

Learning Outcomes

On successful completion of the module, students will be able to:
1. The student will understand the biblical basis and human need for personal evangelism and discipleship
2. The student will learn how to present the gospel contextually and effectively on a one-on-one basis as part of their lifestyle.
3. The student will learn methods to disciple and equip others to evangelize.
4. The student will learn to understand and analyze various schools of thought regarding the efficacy of various processes of evangelism and discipleship.
5. The student will learn how to evaluate theologically various personal evangelism and discipleship methodologies.
6. The student will learn where and how to obtain resources and materials for personal evangelism and discipleship.

VOICE I/CHOIR

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	4	MU 103	GlenJohnsen

General Description
This module is a basic introduction to singing techniques, breathing techniques, singing in harmony and voice-training within the context of choir practices. The course aims to encourage students to deeper research on the technical sensor motor aspects of singing. The music material covered are key music pieces that are relevant and useful for Pentecostal church services.

Content
The group of students studies singing, breathing and harmony techniques together in accordance with recent research in the field. The pieces covered are for example "The Lord bless you and Keep you (Numbers 6:24-26)," (interpreted by the Altar of Praise Chorale, 2013) and "No, Nothing" (interpreted by the Christ Church Choir; Start It Up & Give Him Praise; 2007). A final concert is part of the evaluation.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Learn breathing techniques, singing techniques, and singing in harmony.
2. Inform himself or herself about current trends and copyright issues by means of research.
3. Accomplish sheet-reading with few errors.
4. Get acquainted with typical music-choir pieces within the Pentecostal church context.
5. Sing in tune in harmony with the group.
6. Plan a musical concert together with others.
7. Get acquainted with singing in front of people during a concert.

VOICE II

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	4	MU104	Glen Johnsen

General Description

This module requires Voice I/Choir as basis and is an individual voice-teaching approach within the context of Pentecostal worship. This course deepens the knowledge acquired in Voice I/Choir in the fields of singing techniques, breathing techniques, singing in harmony and voice-training with the professor. The music material covered are key music pieces that are relevant and useful for Pentecostal church services and stimulates further research in this area.

Content

The student will study scales, classical pieces and music known from Pentecostal worship contexts and train thereby his/her voice and singing techniques. The student will create his/her own harmony-voice to several music pieces and present them in the final presentation-exam in front of a jury. The student will do independent research in the sensor motor aspects of singing.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Deepen his/her knowledge in the field of breathing techniques, singing techniques, and singing in harmony through research and practice.
2. Compose and improvise simple harmony-voices to music pieces commonly used in Pentecostal worship settings.
3. Accomplish sheet-reading with few errors.
4. Get acquainted with typical music-pieces within the Pentecostal church context.
5. Sing in tune in harmony with the professor.
6. Get acquainted with singing in front of people during the singing-test in front of a jury.

PIANO I–IV

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1/2	**4**	**MU**	**Glen Johnsen**

General Description
This course is designed to acquaint the student with the basic elements of playing piano for a church context. The student gets acquainted with the instrument (Piano I), and gradually builds up his/her skills over four semesters in total (Piano II-IV). The student will be introduced to beginner and intermediate classical pieces and to guide a music worship session within a Pentecostal church context. The student is expected to present his acquired skills before a jury, to exercise and do research in the phase of preparation. The student will be involved in Christmas and Spring concerts.

Content
The course provides an understanding of the elementary and intermediate stages of piano playing. Piano I offers an introduction to the posture and basic techniques of piano play, playing scales and simple beginner pieces. This course encourages music practice and research into the techniques of piano playing. Piano II-IV includes music-reading and application through practice with simple classical pieces and songs common in the context of Pentecostal worship.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Know the basics about the piano and about one's posture while playing.
2. Play a basic melody (Piano I) and beginner to intermediate classical pieces, including songs common for Pentecostal worship (Piano II-IV).
3. Acquire a basic understanding of sight reading and simultaneous playing with minimal errors.
4. Acquire beginner to intermediate competencies of piano play.
5. Play the piano in front of a jury and audience.
6. Explain the diversity within global Pentecostal music style.

STUDY SKILLS

Taught in:	ECTS:	Module:	Module Organiser:
Semesters 1&2	2	RE 101	Joseph Dimitrov

General Description

The course familiarizes students with the art of writing an academic essay in theology. It helps them learn how to formulate a theological research question, to engage in limited research in the field of theology, to develop a coherent line of argumentation by knowing how to paraphrase and summarise the ideas of important authors, as well as critically evaluating the research material, and finally, to compose a bibliography with primary and secondary sources relevant to chosen topic. The course will include lectures, practical work and class discussions.

Content

The module is an introduction to the conceptual terminology used for guiding learning. It informs the students of research techniques, tools and the use of the Turabian documentation style. The students learn how to use the CTS Library and the electronic theological database.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Understand how to use the resources for research and incorporate them into his or her research essays.
2. Understand and make use of the basic research tools and working instruments of theology.
3. Learn the skills to do research in, and write papers on, theological subjects, and to familiarize oneself with the faculty's reference system for writing scholarly texts.
4. Know how to consult the Turabian source manuals and incorporate the style accurately into all written essays.
5. Understand the learning process and goals in use at CTS and apply them in his or her own studies during the entire time of learning at CTS.

Section: 12

Level 2 (Bachelor 2)
Modules

2023 – 2024

BIBLICAL HEBREW I

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**5**	**LA 201**	**Edmund Schlak**

General Description

This course will provide an introduction to the basic grammar, morphology, and vocabulary of biblical Hebrew. It will prepare students for further study, translation, and exegesis of the Hebrew Old Testament.

Content

This course will follow an introductory grammar of biblical Hebrew. Students will be introduced to the noun system (including adjectives, prepositions, and pronouns) and part of the Hebrew verbal system.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Recognize and translate over 250 Hebrew words.
2. Analyze and translate Hebrew nominals, verbless clauses, and some verbal forms.
3. Understand the basic syntax of biblical Hebrew narrative.

BIBLICAL HEBREW II

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	**5**	**LA 202**	**Edmund Schlak**

Description

This course is a continuation of Biblical Hebrew I. Students will learn the remainder of the verbal system, increase their vocabulary, and increase their proficiency and precision in translation. The students exercise Biblical Hebrew in a context of Pentecostal research.

Content

Students will complete the remainder of the introductory grammar used in the first semester. After learning all of the derived verbal stems, the remainder of the semester will be spent translating selected texts. Special attention will be given to the syntax of Hebrew narrative.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Translate biblical Hebrew narrative.
2. Parse all Hebrew verbs.
3. Understand the syntax of biblical Hebrew narrative.
4. Be equipped for further study of the Hebrew Bible.
5. Exercise Biblical Hebrew in a context of Pentecostal research.

BIBLICAL GREEK III

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	**3**	**LA 203**	**Christy McDougall**

General Description

This course offers a study of intermediate grammar and syntax of New Testament Greek. The student gains insight for translation and interpretation from a selection of New Testament texts that inform Pentecostal research. Emphasis is given to texts that address various works of the Holy Spirit.

Content

The course will include the translation of key pneumatological New Testament texts from different New Testament writers with an in-depth study of the following grammatical elements: cases, tenses, moods, voices, infinitive and subjunctive constructions and participles. Attention will be given to individual writing/linguistic style, exegetical questions, and Pentecostal concerns based on linguistic considerations.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Discuss in-depth grammatical and syntactical phenomena.
2. Demonstrate increased knowledge of Greek vocabulary.
3. Translate a selection of intermediate New Testament passages and discuss some differences in writing style.
4. Demonstrate a better understanding of Pentecostal Pneumatology based on the study of specific Greek texts that have a particular bearing on that perspective.

BIBLICAL GREEK IV

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 2	**3**	**LA 204**	**Christy McDougall**

General Description
This course offers a study of advanced grammar and syntax of New Testament Greek. Focus will be on translation and exegesis of large portions of New Testament texts. Translation theory will be part of the comparison and assessment of different translations in order to facilitate the student's choices for his/her own philosophy of translation.

Content
Class lectures will focus on discourse analysis, writing style, and translation theory within the process of translation, with an introduction to the issues of textual analysis. Attention will be given to the translation and exegesis of a key pneumatological text.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Discuss advanced grammatical and syntactical phenomena.
2. Demonstrate knowledge of advanced Greek vocabulary.
3. Evaluate different translations.
4. Translate full passages from New Testament books and discuss exegetical points based on translation.
5. Apply an advanced linguistic understanding of the Greek text to exegetical decisions and assessment of commentaries.
6. Be able to articulate some textual issues in various texts.

PENTECOSTAL SYSTEMATIC THEOLOGY: ECCLESIOLOGY/ ESCHATOLOGY

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	6	TH 201	Johanna Wyrwal

General Description

This course aims to familiarize the student with essential concepts within the doctrines of ecclesiology and eschatology. The main emphasis is placed on developing a biblical and theological basis for the doctrines practiced by the Church. Essential issues in the ecclesiological discussion during the history of the church will be addressed. The Pentecostal ecclesial identity forms the theological starting point for this course. Using the Pentecostal theological framework, informed by sound research, other doctrinal views concerning ecclesiology will be explored and evaluated in order to gain a broad overview of various Christian ecclesiastical traditions. Further, some emphasis is laid on identification and evaluation of those elements of eschatology that relate to the Pentecostal theological framework.

Content

This course contains a thorough examination of the following aspects of the Church: its historical beginnings, nature, mission, organization, ordinances, and destiny. The course begins by researching and defining Pentecostal ecclesial identity. This is followed by examining essential New Testament descriptions of the nature, purpose, and practices of the church. The development of doctrines as well as topics in the current discussion such as ecumenism and the unity of the church, are evaluated using the Pentecostal theological framework. Concerning eschatology, themes such as the motivational force of eschatology within Pentecostal ecclesial identity will be addressed.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Describe the main features of the Pentecostal ecclesial identity and compare it to other ecclesial identities.
2. Describe the essential areas of discussion in ecclesiology.
3. Define relevant key terms, concepts and their historical development in these areas.
4. Identify the biblical and theological basis for the doctrines practiced by the Church in the variety of ecclesiastical traditions.
5. Define and evaluate both common and distinct elements that Pentecostal ecclesiology has with other Christian traditions informed by sound research.
6. Identify and describe the components of eschatology that are relevant for the Pentecostal ecclesial identity.

OLD TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN PENTATEUCH

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**6**	**BI201**	**Ishak Ghatas**

General Description

This course is to explore major themes in the five books of the Pentateuch. It offers a compositional and structural of the 'Five Books of Moses'; Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. It provides a broad introduction to the history of God's act in creation, dealing with the nations, Abraham and his descendants as expressed in the Pentateuch. This course will be taught from a Pentecostal perspective informed by Pentecostal research, with appropriate recognition given to the work of the Spirit in this section of Scripture.

The study necessitates a close reading of the entire Torah, with a primary emphasis laid upon an understanding of the meaning of the constituent texts and their contents within their historical, social, literary contexts, and canonical approach to hermeneutics.

Content

There will be a focus on the historical-cultural context, contemporary application and research. Stress will also be laid on the revelation of God's character and redemptive plan for all humanity. The content will be taught through the lens of a Pentecostal perspective with appropriate recognition given to the work of the Spirit in this section of Scripture.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Knowing the true God; creator, redeemer, judge, and covenant promise giver.
2. Understanding the involvement of God in the history of humans.
3. Grasp familiarity with the narratives, messages and major themes of each book in the Pentateuch.
4. Gain insight into how to read the first five books of the Old Testament intertextually, and how to critically understand how the Pentateuch contributes to the story of salvation.
5. How to exegete the text of the Pentateuch for theological insight and practical application.
6. The course will point to the importance of the Pentateuch, its place in Jewish literature, its impact on Western Civilization, Christianity and Islam

NEW TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN THE GOSPEL OF JOHN

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	4	BI 202	Edmund Schlak

General Description

The module is an in-depth study of the Gospel of John. Careful attention will be given to the historical settings of the contents of the book and the audience to whom it was written. Important truths from the text will be discovered and applied both to call students into a more meaningful personal experience of the life of God(a theme which is referred to 36 times in the book) and to enhance their future preaching and teaching.

Content

This module will both be a careful study of the historical setting of the Gospel of John and an exegetical study of the entire book. It will be an examination of the development of unbelief in Israel in Jesus' day and spiritual lessons learned from it. The module will lay special emphasis as John does on the need for personal belief and commitment to the Lord Jesus Christ. John's Gospel is much than an academic, religious treatise. It is a call to commitment to the Savior. As Rikk Watts says about this Gospel "we are all on trial." The content will be examined from a Pentecostal perspective with appropriate recognition given to the person and work of the Spirit in this epistle.

Learning Outcomes

On successful completion of the module the student will be able to:

Cognitive ("educate"): This course will enable the student to:
1. Demonstrate an understanding of where the Gospel of John fits into salvation history.
2. Describe the main Christological, Soteriological and Pneumatological themes such as the life of God in John.
3. Convey the passion for commitment to Christ which John demonstrates.
4. Acquire a deeper love for Jesus and desire to make his glory known to others.
5. Acquire a Pentecostal perspective with appropriate recognition given to the person and work of the Spirit in this epistle.

Attitudinal ("enrich"): By the conclusion of this course the student will appreciate:
1. The passionate desire that John has for his readers to fully commit to Jesus.
2. The interest that Jesus takes in the widest range of individuals.
3. The magnificent blessing of the life of God which is available to all humanity.

Behavioral ("equip"): The student will go on to:
1. Increase the depths of his/her commitment to Jesus after realizing John's depth of commitment.
2. Passionately communicate to others in personal witness and preaching this need for a meaningful commitment to Jesus.
3. Allow the life of God to practically impact his/her life on a daily basis.

NEW TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN THE BOOK OF ROMANS

Taught in:	**ECTS:**	**Module No.:**	**Module Organiser:**
Semester 2	**6**	**BI204**	**Sonja Hanke**

General Description
This course is an exegetical study of the epistle of Romans with emphasis on the theological debate of exposition. Key issues will be discussed including sin, justification and sanctification.

Content
There will be a focus on the historical-cultural context, with special emphasis on Paul's life, character, and ministry as they relate to this epistle. A study will be made of the key theological issues pertinent to salvation, such as sin, justification, and sanctification.

Learning Outcomes
The purpose of this course is to help students understand the historical, social, religious and theological context within exegesis of Romans On successful completion of the module, students will be able to:
1. Discuss the specific contributions of this epistle toward Biblical theology.
2. Trace the major theological themes of Romans.
3. Identify the context of the circumstances and debates in which the Paul attempts to address.
4. Relate the problems reflected in the epistle to contemporary situations.

SYSTEMATIC PENTECOSTAL THEOLOGY: PNEUMATOLOGY

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 2	**6**	**TH202**	**David Trementozzi**

General Description

This course is a study about the doctrine of the Holy Spirit (pneumatology). The nature and significance of a Pentecostal approach to pneumatological reflection will be discussed and related to a broad spectrum of theological topics and concerns.

Content

This course will discuss key issues in the study of Pneumatology from a distinctly Pentecostal perspective. Emphasis will be given to the person of the Holy Spirit within the Trinity, the historical development of the doctrine of the divinity of the Spirit, the work of the Holy Spirit in the Old and New Testaments, the work of the Holy Spirit in salvation, justification, sanctification, the Baptism of the Holy Spirit, spiritual gifts, ecclesiology, and eschatology. Global and contextual pneumatologies will be discussed as well as an introduction to key contemporary Pentecostal theologians and their pneumatological contributions will be covered.

Learning Outcomes

The purpose of this course is to help students understand the person and work of the Holy Spirit and engage in pneumatological theological reflection across a multidisciplinary context. Upon completion of this course, students will be able to:

1. Understand the history of pneumatology as a theological discipline. This includes understanding the key role of the ecumenical councils of the early Church and which ones were especially significant and why.
2. Explain the Old and New Testament teaching on the person and work of the Holy Spirit.
3. Understand the meaning and significance of "Pentecostal" pneumatology.
4. Understand the relationship of a "Pentecostal" view of pneumatology as related to the following key theological themes: Salvation, Justification, Sanctification, Spirit-Baptism, Spiritual Gifts, Ecclesiology, and Eschatology.
5. Identify various emphases in global expressions of Pentecostal pneumatology and be able to recognize examples of contextual pneumatologies and what issues they are addressing.
6. List at least three contemporary Pentecostal theologians and what have been their unique contributions in pneumatological studies.

PENTECOSTAL MUSIC, LITURGY AND WORSHIP

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	4	MU 201	Glen Johnsen

General Description
This course intends to better equip potential ministers, musicians and worship leaders for ministry in the contemporary Pentecostal movement and to encourage excellence in the fields of music and worship informed by relevant research of the subject matter.

Content
The course examines a biblical and theological understanding of worship. Major themes included in the module are the following: Old Testament considerations, New Testament Church practices, Pentecostal worship and the Gifts of the Spirit, and some major Charismatic theologies of worship, expressed in the teaching of prominent Pentecostal/Charismatic writers and worship leaders.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Attain a theological and empirical understanding of the significance of music and worship in the church historically and today.
2. Make a distinction between biblical principles and cultural expression of worship from a Pentecostal perspective informed by relevant research.
3. Discuss similarities and possible differences between the concepts of liturgy and worship.

NEW TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN THE SYNOPTIC GOSPELS

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	**4**	**BI 206**	**Gary Laing**

General Description

This course offers an introduction to the study of the three synoptic gospels. The narrative of Jesus is at the heart of Christian belief, and for this reason, it is also at the heart of academic study…among unbelievers and believers alike. The course provides a background for better understanding the text of the Gospels and offers helpful approaches to critical and historical questions. Half of the course will approach the text of the Gospels in an overview of the life, teaching and ministry of Jesus.

Content

It is a study over the biblical record of Christ's birth and early life, his ministry life, death, resurrection, and ascension to Heaven. The ministry of Christ is not taught in a chronological order and from a Pentecostal perspective, rather through three particular emphases: His interaction with people, His teaching and preaching, and His miracles. The content is arranged to help students evaluate the arguments for or against the historicity and authenticity of particular events and sayings of Christ found in the synoptic gospels.

Learning Outcomes

Following successful completion of this course, he/she will be able to:

1. Understanding the Gospel Literary Genre.
2. Defend the reliability of the gospels.
3. Knowing and using critical methods faithfully to Scripture.
4. Appreciate the historical, social and religious context in which Jesus found himself.
5. To worship God for the ministry of His son, demonstrated by his miracles, wisdom & passion.
6. To deepen personal knowledge of Jesus as we encounter him in the synoptic gospels.

PASTORAL PENTECOSTAL THEOLOGY

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	4	TH 203	Brent Colby

General Description
This course examines the Biblical and practical aspects of pastoral ministry. The foundation of the course comes from an exegetical study of 1 & 2 Timothy and Titus (English text) with an emphasis on applying the meaning of the texts in the contemporary church. Significant time will also be spent exploring contemporary paradigms of pastoral ministry. Among the topics explored will be the pastor's call, qualifications, duties and relationships with an emphasis on his/her mandate to equip people for the ministry to the Lord, the church and the world while ensuring appropriate self and family care. The pastor's counseling responsibilities particularly in the area of marriage and family will also be explored. Special consideration will be given to the pastoral implications of the doctrine and policies of the Assemblies of God. As such, a Pentecostal perspective will be focused on with appropriate recognition given to the work of the Spirit in the Pastoral Epistles.

Content
Among the topics explored will be the pastor's call, qualifications, duties and relationships with an emphasis on his/her mandate to equip people for the ministry to the Lord, the church and the world while ensuring appropriate self and family care. The pastor's counseling responsibilities particularly in the area of marriage and family will also be explored from a Pentecostal perspective. Special consideration will be given to the pastoral implications of the doctrine and policies of the Assemblies of God. As such, a Pentecostal perspective will be focused on with appropriate recognition given to the work of the Spirit in the Pentateuch.

Learning Outcomes
On successful completion of the module, students will be able to:
Cognitive ("educate"): This course will enable the student to:
1. Demonstrate an understanding of Biblical teaching concerning the pastor's qualifications, role, privileges and responsibilities both to the Lord and the congregation of God's people.
1. Describe the practical steps to effectively minister in the 21st century world.
2. Understand the contemporary pressures peculiar to the pastor and his/her family.
3. Formulate a foundation for counseling.
4. The content will be examined from a Pentecostal perspective with appropriate recognition given to the work of the Spirit in these books.

Attitudinal ("enrich"): By the conclusion of this course the student will appreciate:
1. The unique demands, joys and challenges of pastoral ministry.
2. That the illuminating, empowering ministry of the Holy Spirit is readily available in facing the challenges of pastoral ministry.
3. The importance of meaningful and accountable relationships with God, family and ministry peers.

Behavioral ("equip"): The student will go on to:
1. Carry out his/her calling with humility, compassion and dependence on the Lord.
2. Conduct with a measure of competence Spirit-led services and ceremonies associated with pasturing.
3. Provide Spirit-anointed pastoral leadership that results in both spiritual and numerical growth in the congregation.

CONTEMPORARY EUROPEAN BELIEFS

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**4**	**MI 204**	**Forrest Spears**

General Description
This course is designed to acquaint students with the prevailing belief systems in modern Europe. By the end of the course, the students will understand the history and worldview of each belief system and how to successfully interact with those who follow them.

Content
The module will cover the main belief systems in Europe, including but not limited to Protestantism, Catholicism, Orthodoxy, Secularism, Islam, Atheism, and New Religious Movements. Each movement will be analyzed in the light of a biblical Pentecostal theology.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Relate the historical development and influence of the belief system in Europe.
2. Compare and contrast the various belief systems with biblical Pentecostal theology.
3. Suggest ways of introducing Christ to a person in a particular belief system.
4. Accomplish research in the area of contemporary European belief systems.

PENTECOSTAL HISTORY OF MISSIONS

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	4	MI 202	Wendy Beery

General Description
This module seeks to outline the historical development of Pentecostal missions from the beginning of the 1st century until today. The module discusses the roots of modern-day Pentecostal missions, which can be found in the pneumatological understanding of relevant key figures throughout history, in the theology of missions of Pentecostal revival movements, and in the missiological self-understanding of the Spirit-driven church throughout history.

Content
The historical roots of post-modern Pentecostal missions are researched and traced, including first century missions as documented in Acts, the advancement of the gospel through martyrdom, and the change in missions under Constantine. The course includes study of several key figures of Christian missions through the ages such as Ulfilas, the missionary to the Goths (311-383), Saint Patrick (385-493), Augustine of Canterbury (early 500s-604), Willibrord (658-739), David Livingstone (1813-1873), and Hudson Taylor (1832-1905), stressing their theologies and perspectives on the Holy Spirit in missions. Included in this course is the discussion of modern-day Pentecostal missions, the missionary endeavour of Pentecostal individuals, and revival movements such as those that sprung from the Azusa street revival.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Articulate a historically founded Pentecostal history of missions informed by relevant research.
2. Develop an awareness of the Pentecostal history of missions, key events, revivals, and key figures from the 1st century to the 21st century, with their vision on missions.
3. Discern between effective and ineffective missions principles displayed through historical examples.
4. Learn how to trace a Pentecostal theme throughout history that substantially shaped our self-understanding of Pentecostal missions.
5. Evaluate several historical examples on the basis of Pentecostal biblical exegesis to formulate an informed position concerning a Pentecostal history of missions.

CHURCH MUSIC ADMINISTRATION

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	4	MU203	Glen Johnsen

General Description

A study of contemporary approaches to the planning for and administering of music ministry programs in the local church. Special attention is given to issues in the field of philosophy of worship, current available resources, and personal development from a Pentecostal perspective.

Content

This course will identify the different potential roles of a music minister in the church and developing the skills necessary in order to succeed. Special attention is given to music ministry assessment within a Pentecostal context, self-evaluation, development of skill sets, location of resources, and long-term vision and planning. The student gets acquainted with media, PowerPoints and applications for music presentation and research for updates.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Effectively communicate their own philosophy of worship with adequate Biblical support won from Pentecostal biblical exegesis.
2. Understand and appreciate the different roles and responsibilities of a music minister in the modern church from a Pentecostal perspective.
3. Identify their personality type and understand the potential challenges this brings to the role of music minister.
4. Effectively evaluate and organize a church music ministry, proposing an operational model that works within the church's philosophy of leadership.
5. Identify the challenges of differing opinions of music styles in worship settings and identify and locate resources to navigate those challenges.
6. Use media, Power Points and applications for music presentation in a church setting.

MUSIC HISTORY & LITERATURE

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	**4**	**MU 204**	**Glen Johnsen**

General Description
Asurvey of musical development, including early schools of sacred and secular composition, development of instruments, vocal and instrumental forms and their influence in the development of church music from a Pentecostal perspective.

Content
A concise history of the Western "classical" tradition in music, dealing with both music in relation to general cultural history and the history of musical styles interpreted within a framework of Pentecostal worship music. The course concentrates on (1) the most significant historical, philosophical, and artistic influences on music in the various periods of music history and (2) the major principles of and models for musical expression.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Evaluate the development of music within a given cultural context and make applications for a Pentecostal worship context informed by sound research.
2. Identify and describe the main periods of historical musical development.
3. Identify the prominent composers in each period and their seminal works.
4. Demonstrate an understanding of musical styles across eras.
5. Accurately describe the characteristic style of each period. (as it relates to the presentation of melody, rhythm, harmony, dynamics, form, etc.)
6. Explain the influence of musical historical development on the genre of contemporary church music and its common practice.

Section: 13

Level 3 (Bachelor 3)
Modules

2023 – 2024

BIBLICAL HEBREW III

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**3**	**LA 301**	**Sonja Hanke**

General Description
This course is designed to increase the student's ability to read the Hebrew Old Testament. Key passages that are relevant for Pentecostal research are studied. Students will enlarge their vocabulary, deepen their knowledge of Hebrew syntax, and refine their exegetical skills.

Content
This course will focus on intermediate to advanced grammatical, syntactical and morphological aspects of the Hebrew language. A variety of texts from various genres of the Hebrew Old Testament will be examined to inform current Pentecostal research.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Translate Hebrew prose and poetry with the aid of a standard lexicon.
2. Demonstrate knowledge of advanced vocabulary.
3. Understand the fundamentals of Hebrew syntax.
4. Exegete and translate selected passages including passages relevant for Pentecostal research.
5. Understand and use the critical apparatus to the Hebrew Bible.

BIBLICAL HEBREW IV

Taught in:	Credits:	Module:	Module Organiser:
Semester 2	**3**	**LA 302**	**Sonja Hanke**

General Description

This course will continue to increase the student's ability to read the Hebrew Old Testament and to evaluate the exegetical basis of some Pentecostal theological writings. Special attention will be given to helping students translate and do exegesis within a wide variety of texts. These readings are informed by research concerning Old Testament background issues.

Content

This course will continue development of the students' understanding of grammatical, syntactical and morphological aspects of the Hebrew language. A variety of texts from various genres of the Hebrew Bible will be examined. Amongst others, these include passages relevant for Pentecostal research.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Translate difficult passages of Hebrew with the aid of a standard lexicon.
2. Demonstrate further knowledge of advanced vocabulary.
3. Understand intermediate issues of Hebrew syntax.
4. Exegete and translate selected passages especially those relevant for Pentecostal theology and research.
5. Understand and use critical apparatus to the Hebrew Bible.

NEW TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN THE LETTERS TO CORINTH

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	**6**	**BI 302**	**Christy McDougall**

General Description

This course consists of an exegetical study of 1 & 2 Corinthians, with emphasis on the social setting of the letter's receivers, the rhetorical form of the letters, the theological and pneumatological dimensions, and the resulting implications for the modern church from a Pentecostal perspective.

Content

Special emphasis will be given to the historical-cultural background of the Corinthian letters, Paul's corrective teaching to the problems in the Corinthian church, the contributions of 1st and 2nd Corinthians to New Testament theology, and the application of these letters to Pentecostal churches in today's world.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Discuss the influences of Roman and Greek culture and theology on the Corinthian church.
2. Explain the development of Paul's rhetoric in answering the problems of the Corinthian church.
3. Derive Paul's theology and ethics by the use of proper hermeneutical principles from any given passage in 1st and 2nd Corinthians.
4. Assess the specific contributions of the Corinthian letters to systematic theology, with emphasis on Pentecostal Pneumatology.
5. Suggest parallels between the issues presented in 1st and 2nd Corinthians and contemporary Christianity.

OLD TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN THE PROPHETS

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**6**	**BI 301**	**Kevin Beery**

General Description

This module outlines the historical context and messages of the Old Testament Prophetic Books, Isaiah through Malachi. Their prescriptive and predictive elements are examined. The module examines the place of the Old Testament prophets in biblical history and theology and evaluates the New Testament use of the prophetic message. Special attention will be given to understanding the genre of prophetic literature and how these texts contribute to Pentecostal theology.

Content

The place of each prophetic book will be considered against the backdrop of the history of the Ancient Near East, the particular history of the Nation of Israel, and salvation history. God's involvement and longsuffering with the People of God and their neighbors will clearly be seen. The module lays a very strong foundation for properly understanding the person and work of Jesus Christ, the promised Messiah, and the eventual outpouring of the Spirit of God.

Learning Outcomes

On successful completion of the module, students will be able to:
1. Recount the historical setting of each of the Prophetic Books.
2. Summarize the overarching themes of the prophets.
3. Detail the unique aspects of each prophet's message.
4. Grasp the relevance of the Prophetic Books' message to the contemporary Church and world.
5. Describe how the prophets set the stage for the coming Messiah and the Kingdom of God.
6. Evaluate and contribute to Pentecostal research in the field.

CHRISTIAN ETHICS

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	6	TH 301	Johanna Wyrwal

General Description
This course introduces the student to the Christian moral formation. The Bible itself contains a large variety of different kinds of moral material. Also different strands of Christian tradition have offered different interpretations of the Bible concerning the matters of morality. Pentecostalism has typically emphasized the importance the Scripture as a formative and normative source in the area of ethics. Therefore, the first aim of the course is to draw attention to a careful exegetical process which is necessary when the Bible is applied to contemporary moral questions. Secondly, themes such as morality, moral reasoning, moral responsibility, and diverse ethical theories are introduced in order to provide concepts/terminology that are necessary for academic contemplation on moral issues. The third emphasis of this course is to examine Christian ethical foundations and their application to contemporary ethical matters. Specific features of Pentecostal theology and phenomena are reflected upon when they are relevant to either the ethical reading of the Bible or the ethical questions at hand.

Content
This course draws attention to the exegetical and hermeneutic principles that should be taken into consideration when applying biblical material to ethical questions. It also offers theoretical insight to various themes relating to morality. Emphasis is also given to practical issues and the dynamics of ethical decision-making, when it comes to applying the Bible to contemporary moral questions such as e.g. abortion, euthanasia, sexual ethics, civil obedience, and environmental ethics. The Pentecostal theology, phenomena, and the interpretations of the Scripture are evaluated in connection to these questions.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Identify different types of ethical material found in the Bible.
2. Discuss the importance of applying sound hermeneutic and exegetical principles to biblical ethics.
3. Identify factors that relate to formation of morality.
4. Exhibit awareness concerning coherent thinking patterns in moral decision-making.
5. Integrate biblical principles with contemporary ethical problems.
2. Develop a firm biblical and theological framework for personal decision-making.
3. Reflect on the influence of the Pentecostal theology, phenomena and the interpretations of the Scripture to the practical ethical questions.
4. Accomplish research in the area of Christian ethics.

NEW TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN THE BOOK OF ACTS

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	**6**	**BI 304**	**Edmund Schlak**

General Description
The course examines the Book of Acts focusing on the birth and development of the apostolic church, its relationship with Judaism and the broader Greco-Roman culture, and the progress of the missionary enterprise. Special emphasis is given to the dynamic role of the Holy Spirit.

Content
This course is designed as a book study of the Book of Acts. The focus of the course will be directed at understanding the text of the Book of Acts within its historical, geographical, and cultural setting as well as within its modern ecclesiological, missiological, and hermeneutical context. The students will address the issues faced by the early Church as the Gospel moved from its Palestinian-Jewish setting into the Greco-Roman world of the first century. The course will be divided into two parts; thematic and textual studies.

Learning Outcomes
One successful completion of the module, students will be able to:
1. Outline broadly the content of the book of Acts and its pneumatological emphasis.
2. Describe the book of Acts within its first century historical, cultural, and physical setting.
3. Define the challenges and issues posed to the early Jewish followers of Jesus as they took their message into the Greco-Roman world and as influenced by the Spirit.
4. List doctrinal principles for today's Pentecostal Church.
5. Identify the main spiritual topics and practices dealt with in the Acts of the Apostles, and their practical application in the church and the modern world.

HISTORY OF CHURCH & PENTECOSTAL THEOLOGY: 20TH CENTURY TO PRESENT

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	6	HI301	David Trementozzi

General Description

A study of the historical and theological roots of the modern global Pentecostal movement and its ongoing development are explored. The course highlights major events and people in the movement's history. Special focus will be given to key historical themes, beliefs, and practices that have consistently characterized the Pentecostal-Charismatic movement. The module will be generally comprised of lectures, practical work, and class discussions. The professor will present lecture material and act as facilitator in class discussion.

Content

This study provides a broad foundation of the Pentecostal-Charismatic movement's history of major events and peoples. Additionally, key theological beliefs and practices of the movement will be considered. Areas of content will generally include historical, social, and theological foundations that nurture the emergence and continuing growth of the global Pentecostal-Charismatic movement. New trends in Pentecostal scholarship will be covered, including the influence of various contextual theological perspectives.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Define the major historical, social, and theological contexts for the emergence and continuing growth of the global Pentecostal-Charismatic movement.
2. Identify the basic background and major personalities behind the presence of Pentecostalism, especially in the North American and European contexts and speak knowledgeably about their unique contributions to Pentecostalism.
3. Recognize the complex challenges facing Pentecostals and charismatics today.
4. Recognize new and emerging trends in Pentecostal scholarship.

POETIC LITERATURE

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	**5**	**BI303**	**Edmund Schlak**

Description

The purpose of this course is to provide a general understanding of Old Testament poetic and wisdom literature, concentrating on representative main texts of the five poetic books of Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon.

Content

This course involves a critical analysis of the five poetic books from a Pentecostal perspective with a comparative study within those books of the three wisdom texts: Job, Proverbs, and Ecclesiastes. Special emphasis will be given on the theological similarities and differences of these books and the hermeneutical approach to their texts will be discussed.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Discuss the basis for classifying poetic and wisdom literature in the Old Testament.
2. Identify the theological significance of each of the poetic and wisdom books.
3. Discuss and apply a hermeneutic for reading and applying the wisdom literature.
4. Begin to develop a hermeneutic for reading and applying the Psalms and the Proverbs.

THESIS I& II

Taught in:	ECTS:	Module:	Module Organiser:
Semesters 1 & 2	**10**	**RE 301 /RE 302**	**Brent Colby**

General Description
This course is designed to expose the student to the process and methods needed to write a research thesis. Students will learn how to determine the question that will provide a perimeter for their research. They will learn how to develop a bibliography. Various research methods will be considered.

Content
Each student is required to investigate, in substantial depth, a topic related to their named honors degree and submit a report or other form of evidence for assessment. The student should demonstrate skill in independent thought and critical analysis with the ability to evaluate and collate data. They need to gain an understanding of the difference between primary and secondary sources.

Introduction to Research
Introduction: the meaning of research. Understanding and communicating experience, investigating, solving problems, extending knowledge, communicating conclusions. The meaning and utility of theory. General approaches, methods and problems encountered in research. Planning for research. Relationships with supervisors.
Departure points and destinations: purpose. Frames of reference. Disciplinary perspectives. Framing research questions; specifying objectives. Types of solution or outcome. Identify unchangeable facts. Making assumptions. Relationships to existing or conventional knowledge and practice
Methodology/Research techniques: the relationship between the question posed and the answer research concludes. Utilizing existing knowledge and theory. Sources of information. Investigation techniques. Primary and secondary sources. Generating data. How to approach practical problems. Analyzing research information and data; qualitative and quantitative techniques; statistical methods and tools.
Drawing conclusions: interpreting information. Using data. Reasoning. Evidence. Proof.

Thesis Timeline
1. Thesis induction.
2. Students identify potential thesis supervisors either on basis of known research interests of staff (notes) or by recommendation. Initial planning and literature search. Preparation of thesis proposal on a proforma.
3. Submission of proposal (signed by proposed research supervisor) to course coordinator.
4. Meeting of thesis committee to consider proposals:
    a. proposal agreed and students proceeds with thesis; or,
    b. proposal referred for re-working and resubmission.
5. Notification to student of outcome.
6. Final resubmission date for referred proposals.
7. Meeting of thesis committee to consider resubmitted proposals.
8. Notification to student of outcome.
9. Conduct primary search and gather additional secondary data.
10. Complete research and data analysis.
11. Complete write-up of thesis in final draft form of 8,000 words for approval by supervisor.
12. Final submission date for thesis; to be handed to course coordinator.
13. Two bound copies presented in accordance with guidelines.
14. Marked by first and second markers.

15. All marks collated by thesis committee, monitoring for consistency and quality, oral examination (if necessary, thesis sent to external examiners.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Develop skills of working independently.
2. Compile their own bibliography of different types of sources from a range of appropriate information sources (e.g. library catalogue, electronic databases, web etc.)
3. Define an issue in the study of theology, missions, and Christian education and develop their skills of analyzing and formulating an argument in interpretation of that source material.
4. Identify appropriate research methodologies suitable for different types of research questions and for research conducted for various different purposes.
5. Show their ability to use categories critically whether derived from within or outside the tradition or subject being studied.

NEW TESTAMENT PENTECOSTAL EXEGESIS: STUDIES IN THE EPISTLE TO THE HEBREWS

Taught in:	**Credits:**	**Module:**	**Module Organiser:**
Semester 2	3	BI305	Johanna Wyrwal

General Description

The course on the Epistle to the Hebrews focuses on exegetical analysis of the Epistle to the Hebrews. Beyond pneumatology and spiritual experiences, Pentecostalism has typically laid an emphasis on Christology (Jesus as a Savior, Baptizer in the Spirit, Sanctifier, Healer and Soon Coming King). Further theological emphases have been the Arminian soteriology and eschatological world view that has stimulated and motivated the mission of the church. The exegetical study of the Epistle to the Hebrews provides a research-based framework to address and evaluate these central Pentecostal theological tenets anew.

Content

The course on the Epistle to the Hebrews will survey the historical and cultural context of the Book of Hebrews within the development of Early Christian literature. The course will also address the unique relationship of Hebrews to the Old Testament in reference to common themes, terminology, quotations and allusions. The exegetical study, however, will focus on the exploration of the rich rhetorical and theological themes of the book. These features will be brought into connection with the Pentecostal theological tradition and to the present Pentecostal ecclesial identities in order to critically evaluate them in the light of the Epistle to the Hebrews. The course encourages deeper research on the subject matter.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Explain the significance of the historical and cultural settings, genre and structure of the Book of Hebrews for its exegesis.
2. Research and analyse variety of aspects that reflect the unique relationship of Hebrews to the Old Testament.
3. Recognise the uniqueness of the Book of Hebrews in the context of early Christian literature.
4. Explain the use of variety of rhetorical patterns and theological emphases found in Hebrews.
5. Exegete the text of the Book of Hebrews in order to understand its central message and movement of thought, as well as its contribution to Christology, Soteriology and Christian living.
6. Evaluate how traditional Pentecostal theological emphases and the unique ecclesial identity can benefit from the exegesis of the Book of Hebrews.

PENTECOSTAL HOMILETICS

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	4	CM 301	Forrest Spears

General Description

An introduction to the art of homiletics with a particular emphasis on the methodology of Pentecostal preaching. The aim is to teach the student how to analyze a biblical text homiletically in order to establish an outline that is both true to the text, through exegesis, and contemporary as well as specific to the preacher's audience and therefore both biblical and relevantly applied.

Content

To acquaint the ministerial student with the biblical, spiritual, intellectual, and social requisites of personal preparation for the ministry of preaching: to educate the student in both the spiritual insights, and the mechanical techniques of sermon preparation, so that he/she may successfully fulfill this major role of ministerial calling. A careful study is given to the technical side of the sermon and its preparation. A survey is made of the biblical and theological definition and function of preaching, the major classifications of sermons, and the various kinds of sermon outlines. An emphasis is placed on the examination of the relationship between a narrative style of preaching and recent trends in Pentecostal preaching. Emphasis is given to the preparation and presentation of student-prepared sermon outlines and their presentation in class.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Describe the main classification of sermons and their characteristics.
2. Relate how the biblical narrative impacts the need for the Spirit-empowered preaching of Christ.
3. Demonstrate how each genre of Scripture is to be used in creating a narrative flow within the sermon that brings "death" and "resurrection" in the lives of the hearers.
4. Analyze a biblical text so that the underlying main idea and exegetical outline can be identified.
5. Create a bridge from the exegetical idea to the homiletical idea.
6. Construct a homiletical idea that is concise, biblical, logical, and communicative.
7. Understand the need for having only one main idea for one sermon.
8. Describe the function of each part of a sermon, such as introduction, body and conclusion.
9. Understand the developmental parts of the divisions, such as discussion, illustration, application.
10. Describe the elements that have traditionally been seen as the hallmarks of Pentecostal preaching and the theological explanations given for its support.
11. Write an outline for and preach an expository sermon.
12. Write an outline for and preach a narrative sermon.

PASTORAL COUNSELLING

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 2	**4**	**CM 302**	**Brent Colby**

General Description

This course provides comprehension of the whys and wherefores of efficient pastoral counselling from a Pentecostal perspective informed by relevant research. The pastoral counsellor evaluates chances and challenges of our post-modern society and church communities based on Pentecostal biblical exegesis and informed by strategies and findings from psychology, psychotherapy and sociology. Objective of Pentecostal pastoral counselling is to give safe and contextualised advice to the counselled, to restore peace to those suffering from psychological, social and economic conflict, and to cultivate mentorship that makes itself redundant by furthering autonomy.

Content

Key principles for a counselling contract are established to guarantee respectful and safe interaction: defining areas of responsibility, defining the scope and limits of offered counselling, respecting privacy and personal decisions, working hand in hand with local authorities and psychotherapists.

Special emphasis will be given to the research of the controversy concerning the role of scripture and spiritual gifts in the process of counselling from a Pentecostal perspective. Specific subjects that will be dealt with are sexuality and marriage, the education of children, relationships with adolescents, addictions and self-discipline, fear, depression and suicide, serious illness, death and grief.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Develop a fundamental understanding of man as a creation of God;
2. Possess a general understanding of pastoral counselling and its techniques;
3. Recognise the similarities and the differences between secular psychotherapy and Pentecostal pastoral counselling in order to (a) encourage *cooperation* on a local level and to (b) emphasise the *unique role, value and importance* of the pastoral counsellor's work informed by Pentecostal biblical exegesis.
4. Be capable of using Biblical concepts in pastoral counselling with a view to helping counselees make correct choices and utilise the talents that God has given them in order to strengthen themselves.
5. Conduct pastoral counselling professionally and ethically.
6. Distinguish between a person with problems whom you are able to help and someone who needs to be urged to seek professional psychological aid.
7. Assess the so-called "Spirit-led" pastoral counselling.
8. Accomplish research in the area of Pastoral Counselling.

CHURCH GROWTH PRINCIPLES

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**4**	**MI 302**	**Forrest Spears**

General Description
Church Growth Strategies is exploring components of a healthy growing church, integrating Biblical principles of healthy church development, and assimilating strategies for church revitalization and church planting.

Content
This course seeks to address the question: What are the essential elements that need to exist to promote healthy church growth? Students will examine various church models and discuss the underlying Biblical principles that form the foundation of church growth. The elements of Church planting in a multicultural setting will be explored.

Learning Outcomes
On successful completion of the module, students will be able to:
1. 1 Assess the essential qualities needed to grow a healthy church.
2. Create an adaptable model where the church can effectively implement those qualities into a church growth strategy with full consideration of church expression, culture, and setting.
3. Develop a healthy and balanced understanding of church growth and success.
4. Appraise the action steps that should be taken to ensure continued church growth in challenging situations.
5. Identify the growth strategies in the New Testament expressed through church planting, discipleship and multiplication, and thoughtfully create a model that is culturally relevant in a student's own current or potential future ministry context.

MUSIC THEORY I

Taught in:	ECTS:	Module:	Module Organiser:
Semester 1	**6**	**MU301**	**Glen Johnsen**

General Description

This course is designed to acquaint the student with the basic elements of western music and to equip students for music ministry in the local church. The student is also introduced to music styles of Pentecostal worship in the west and other countries; he or she is encouraged to research and study the subject matter.

Content

The course provides an understanding of scales and keys, intervals and chords, and rhythmic and pitch aspects of music notation, as well as introductory experiences at the keyboard and in sight singing. Particular emphasis is placed upon styles of Pentecostal worship in the west and other countries informed by current research.

Learning Outcomes

On successful completion of the module, students will be able to:
1. Compose a basic melody.
2. Acquire a basic understanding of music composition through research and study.
3. Acquire basic piano skills, including major scales and keys.
4. Sight read with minimal errors.
5. Analyze basic chord progressions.
6. Explain the diversity within global Pentecostal music style.

MUSIC THEORY II

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	6	MU 302	Glen Johnsen

General Description

Based on the subjects learned in Music Theory I, this course continues to develop the student's mastery of the basic elements of western music and to equip students for music ministry in the local church. The student is also introduced to music styles of Pentecostal worship in the west and other countries informed by relevant research.

Content

Pre-requisite – Music Theory I. This course contributes to a further understanding of scales and keys, intervals and chords, and rhythmic and pitch aspects of music notation, along with continued experiences at the keyboard and in sight singing. This semester includes the study of diatonic seventh chords and the analysis and writing of small compositional forms. Particular emphasis is placed upon styles of Pentecostal worship in the west and other countries,

Learning Outcomes

On successful completion of the module, students will be able to:
1. Compose music consisting of a quality melody & accompanying harmony.
2. Improve general understanding of music composition.
3. Improve piano skills, including major and minor scales and keys.
4. Sightreadwithaccuracy.
5. Analyze chord progressions.
6. Analyze and write 4-part composition.
7. Explain the diversity within global Pentecostal music style.

PASTORAL EPISTLES

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 2	**4**	**BI 304**	**TBA**

Description

This course aims at understanding the theological and practical teaching of the Pastoral Epistles (I and II Timothy and Titus). The goal is to give instruction on how both the church and the church leadership including pastors should function today. A Pentecostal perspective will be focused on with appropriate recognition given to the work of the Spirit in the Pastoral Epistles.

Content

This course will give an in-depth exegetical study of the content of the Pastoral Epistles. There also will be an examination of the historical context of these epistles, noting the purpose of their writing and the desired actions by the recipients. This course will also give detailed explanations of the theology taught in these epistles as well as the guidelines for operating the church.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Demonstrate an understanding of the facts of Bible introduction including date and authorship.
2. Demonstrate an understanding of the Biblical teaching concerning the pastor's qualifications, role, privileges and responsibilities both to the Lord and to the congregation of God's people.
3. Demonstrate an understanding of the nature of the NT offices of bishop, deacon, deacon's wife and elder.
4. Appreciate the unique demands, joys and challenges of pastoral ministry.
5. Appreciate that the illuminating, empowering ministry of the Holy Spirit is readily available in facing the challenges of pastoral ministry.
6. Appreciate the importance of meaningful and accountable relationships with God, family and ministry peers.
7. Carry out his/her calling with humility, compassion and dependence on the Lord.
8. Integrate the knowledge of Biblical truth into both personal life and preaching/teaching.
9. Provide Spirit-anointed pastoral leadership that results in both spiritual and numerical growth in the congregation.

PRISON EPISTLES

Taught in:	ECTS:	Module:	Module Organiser:
Semester 2	**5**	**BI 306**	**TBA**

Description

This course is an exegetical study of the four Prison Epistles of Paul: Ephesians, Philippians, Colossians and Philemon.

Content

The course will be a focus on the historical, cultural and theological contexts of the Prison Epistles and Paul's teaching on various theological and practical topics. These topics include Christology, Soteriology, Ecclesiology and the life of Christ in believers in practical expression.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Discuss the specific contributions of the Prison Epistles toward Biblical theology.
2. Trace the major theological themes of Ephesians, Philippians, Colossians, and Philemon.
3. Identify the context of the circumstances and debates in which Paul attempts to address in each of the Prison Epistles.
4. Specifically understand the indicative/imperative approach that Paul uses to speak pastorally and apostolically and incorporate this approach into his/her ministries.
5. Effectively relate the problems/challenges reflected in the Prison Epistles to contemporary situations.

THE BOOK OF REVELATION

Taught in:	**ECTS:**	**Module:**	**Module Organiser:**
Semester 1	**4**	**BI 302**	**TBA**

Description
This course is designed as a study of the book of Revelation. Primary importance will be given to its historical setting, the apocalyptic genre, its symbolical language and its main theological themes.

Content
Students will learn a methodology for working with and interpreting apocalyptic literature within its historical framework. The student will be exposed to Revelation's frequent Old Testament allusions as well as its own distinct features.

Learning Outcomes
On successful completion of the module, students will be able to:
1. Distinguish the historical setting of Revelation as it relates to the author's purpose of writing.
2. Discuss the main features of the apocalyptic genre and how they help in interpreting Revelation.
3. Critically assess John's hermeneutical approach towards the Old Testament.
4. Analyze the main theological themes of the book of Revelation.
5. Make accurate applications of Revelation to our contemporary world.

Section: 14
Learning Resources

V. G. GREISEN MEMORIAL LIBRARY

All library policies are subject to change at the discretion of the Library Director, the Vice President of Academics, or the President of CTS. Any changes will be posted. Full policies can be found in the Library Operations and Policies Manual.

A. LIBRARY HOURS

When the library is open it is always staffed, either by the Librarian, a member of staff, or by a student assigned to the library. Library opening hours are posted on the library door as well as on the library page of the CTS website.

In the event of a shortened week, national holidays, or seminary holidays/breaks, the hours of operation will be adjusted and posted.

B. LIBRARY HELP DESK

The library Help Desk offers a number of services and resources to assist CTS students in their coursework and research. These include a series of *Quick*Guides and *Quick*Bibs that are available in print or on the library website. Students can also arrange to meet with a member of the library staff for a one-on-one reference interview to discuss any aspect of research.

C. BIBLEWORKS

The library has one copy of Bibleworks installed on a computer in the Reference Room. It is available on a first come, first serve basis. Library users are allowed to use the computer for other reasons, but priority will be given to those needing access to Bibleworks.

D. COPIES AND SCANNING

There is a photocopy machine available in the library for all library users. Making photocopies requires the use of a copy card, which is available for purchase in the library. The cost for a copy card is €10.00 (= 100 copies). The photocopy machine can also be used to make scans (saved as PDFs). Making scans also requires the use of a copy card, but it does not take any value away from the card.

E. LIBRARY COLLECTIONS AND RESOURCES

The library has a variety of collections and resources available to students. In addition to the main stacks, there is a reference collection, periodical collection, thesis collection, and audio/visual collection, among others. The library also offers access to online resources such as the ATLA Religion Database with ATLASerials, the Perlego Online Library, and the Logos Remote Research Library.

F. COURSE REFERENCE

Required textbooks for Bachelor modules are placed in Course Reference for in-library use only.

G. BORROWING ITEMS FROM THE LIBRARY

Listed below are the checkout limits for some of the primary library collections.

	Main Stacks	Audio/Visual	Reference Stacks	Periodicals
BA Students	7 items / 14 days	3 items / 3 days	In-library use only	In-library use only
Library Guests	In-library use only	In-library use only	In-library use only	In-library use only

H. RENEWALS AND RE-CHECKOUTS

Books from the Main Stacks may be renewed for one additional checkout period unless they have been placed on hold by another library user. After that time, they must be returned to the library.

Library users must wait a period of 48 hours to check-out an item they have recently returned.

Audio/Visual materials may not be renewed.

I. FINES AND FEES

Students and library guests are liable for any fines or fees accrued.

Item Type	Fines/Fees
Regularly circulating books	€0.25 per day
Audio/Visual Media	€1.00 per day
Lost item replacement fee [see below]	Cost of item, plus €5.00

Lost Items—The final amount of a lost item fee will be set according to the current market price for a new copy of the lost item and will include a $5.00 processing fee. For example, if the total cost for a new copy of the lost item is €43.00 (including shipping), the final lost item fee will be €48.00. If a replacement item cannot be ordered (due to an item being out of print, etc.), the fee amount will be established by the Library Director. Lost item fees will be waived if the lost item is found and returned before a replacement copy is ordered, in which case the accrued overdue fines will be applied instead of the lost item fee. Overdue fines will never exceed the cost of replacement.

J. LIBRARY ACCOUNT HOLDS

CTS students or library guests with fines or fees in excess of €5.00 will have their borrowing privileges suspended.

K. LIBRARY CONDUCT

The V. G. Greisen Memorial Library provides library users with spaces and environments conducive to learning, study, and research. Persons who violate library rules will be given a verbal warning. If the misconduct continues, the individual may be asked to leave.

This is not an exhaustive list of behavioural standards and other issues may present themselves periodically. Such issues will be addressed by library staff as necessary.

Noise—The library does not enforce a strict quiet policy. Library users should refrain from excessively loud talking or shouting. Cell phones use is not permitted. Headphones must be used for listening to music or watching videos in public spaces.

Food and Drink—Food is not permitted in the library. Drinks are also not permitted, except for water bottles (with a cap).

Library Furniture—Library users should be respectful of library furniture and refrain from

moving objects from their designated locations.

Misuse of the library, including unauthorized borrowing or stealing of library materials may result in loss of library privileges or expulsion from CTS.

L. CONFIDENTIALITY
The V. G. Greisen Memorial Library protects the confidentiality of user records. The only circumstance when user information will be divulged is with a formal request from the CTS President or the Vice President of Academics.

M. INTERNET ACCESS
1. Introduction: Internet access is provided on the CTS campus through WiFi and ethernet.

2. Access to the Internet: Students can access the internet through their personal device (laptop, phone, etc.) or through one of the public computer workstations located in the computer lab or library.

To access the internet and CTS email, students will receive a unique username and password, which must not be disclosed to anyone as designated by policy.

3. Network Features:
Public computer workstations are equipped with Microsoft Windows operating system.

The Greisen Library website is accessible through the main seminary website (www.ctsem.edu). Students can use the library website to search the catalogue and access library databases along with other library services and resources.

Print costs are managed by the cashier and paper management software. Each student is given a paper usage allotment for printing on network printers. If exceeded, the student must pay for print costs according to usage.

4. Personal Devices: Students may use CTS WiFi for their personal computing devices and phones. Students are responsible for installing and maintaining up-to-date anti-malware software, as well as configuring adequate security and privacy settings on their personal devices. The seminary accepts no responsibility for disruption on personal devices.

Appropriate usage of CTS WiFi in content and volume is mandated by policy

6. Assistance: When assistance is required for seminary-related technical network and system problems, email ITadmin@ctsem.edu. Student colleagues who are knowledgeable concerning software and processes will be happy to assist when requested.

N. CTSEM.EDU EMAIL USAGE
Email is the key way that staff communicates with students. All students are assigned a CTS email address (ctsem.edu) which will be used for all official correspondence from the seminary administration, as well as Teaching Staff. It is the student's responsibility to check their CTS email address regularly and to inform the IT administrator if they have problems with this email address.

O. ACADEMIC LEARNING ACCOMMODATIONS
It is the policy of Continental Theological Seminary to provide reasonable academic learning accommodations to qualified individuals with documented disabilities. The Seminary will adhere to all applicable laws, regulations, and guidelines to provide reasonable flexibility measures to qualified students.

Section: 15
Educational Regulations

Section 1. Rights, Responsibilities and Degree and Credit Contracts

Article 1. Continental Theological Seminary (CTS) has been registered by the Belgian Flemish government since 25 November 2005 as an institution for higher education in Flanders according to the Higher Education Act of April 4, 2003, especially article 8, as amended by the decree of March 19, 2004.

The Seminary has a Protestant-Evangelical-Pentecostal identity and offers Bachelor's and Master's degrees in the field of Bible, systematic and Pentecostal theology. The theological education provides formation for pastors, missionaries, teachers, chaplains and preachers serving Evangelical and Pentecostal churches affiliated with the *Synode Fédéral des Églises Protestantes Évangéliques de Belgique* as well as other European Evangelical bodies, which are officially recognised in their own country.

Article 2. Having in mind the Protestant-Evangelical-Pentecostal distinctiveness of CTS and on the basis of their academic formation and experience, CTS teaching staff members are devoted to constantly increase their educational and research competencies in areas of their discipline of teaching and to remain in contact with churches, missions and other institutions that provide ministry or job opportunities for CTS graduates. The teaching staff is also committed to provide academic and ministry services for Protestant-Evangelical-Pentecostal churches in Belgium and Europe.

Article 3. The distinctive nature of CTS as an institution and the specific character of the course of study, which it offers, expect teaching staff members and students to demonstrate good faith and adherence to the principles and guidelines listed in the Community Life Statement and the Statement of Faith accepted by the institution. It is expected from the students that they would respond with such interpretation to the ethical and moral principles of the seminary reflected in the organised academic, spiritual and social activities. Students who enrol for the course of study are expected to fulfil the academic requirements as stipulated in *Articles 7-11* and that they will put in 30 hours per ECTS credit point at an academic work level.

Article 4. When enrolling, students register for a given course of study through a concrete form of a contract. The standard contract is the degree contract with a view to obtaining a degree. The degree contract is for a full-time course of study, which the student fulfils in each academic year.

A degree contract for a part-time course of study may be concluded on social, medical or economic grounds. This type of contract may be extended over a longer period of time. Usually this period may be lengthened up to six academic years. The interpretation of the degree contract is the task of the Academic Affairs Committee (see *Article 14*).

The credit contract is intended for students desiring to follow a module or group of modules. However, this is not applicable for Bachelor's theses.

The contracts consist of a precise description of the programme, individual decisions of the Academic Affairs Committee, and necessary references to the Examination Regulations. Possible modifications of these contracts may be allowed only after consultation with the Academic Affairs Committee.

Article 5. A high standard of personal behaviour and diligence is expected of each student while he/she attends Continental Theological Seminary. The student, who causes intentional damage upon the image of CTS as an Evangelical, academic, financially sound institution, may incur a disciplinary sanction. The following guidelines are pursued when disciplinary action is applied:

a) Interview by Staff Member: In response to a breach of the rules or standards of the seminary, minor disciplinary action may be undertaken. Where appropriate or in the event of a serious infraction, a student may be referred to the Rector.
b) Referral to the Rector: The Rector may carry out such discipline as necessary and may refer the matter to the teaching staff.
c) Referral to the teaching staff: In the event of a serious breach, the Teaching staff shall have full powers of suspension or expulsion and may also, where appropriate, inform the parents and/or pastor of the home church of a student of the disciplinary action which has been undertaken. The teaching staff imposes the disciplinary sanction by a two-thirds majority vote. The student has the opportunity to view his/her record and to defend himself/herself. Appeal of the suspension and expulsion is possible according to *Article 19.*

Article 6. If a student considers that the provisions described in *Article 2* are not met, they may submit a complaint to the Rector's Council. The Council considers the concern and renders a decision. Appeal of this decision is possible according to *Article 19.*

Article 7. Applicants who want to enrol in the Bachelor's degree programme, must, besides a satisfactory knowledge of English, have at their disposal, at least:

a) A Belgian diploma from secondary school, issued under the authority of the Flemish-speaking Community, the French-speaking Community or the German-speaking Community of Belgium;
b) Or a Belgian diploma of short-course higher education issues under the authority of any of the above-mentioned Belgian communities.
c) Or a foreign diploma, which is declared to be equivalent to one of those mentioned above;
d) Or a foreign diploma from a country for which no declared equivalence has been made, but which in that country gives access to academic education. In this case, conditional admission will be granted.

Article 8. Applicants, who want to enrol in the Bachelor's degree programme, must have a satisfactory knowledge of English. In order that a candidate may be admitted to the Bachelor's programme he/she must meet one of the following conditions:

a) A proof that at least one year of his/her secondary or higher education has been successfully completed in English and/or
b) Submission of acceptable test scores from one of several available English proficiency exams. The Admissions Office will instruct applicants which English exam they must successfully complete.

Article 9. The applicant is responsible for the delivery of officially declared equivalencies and the like. The file should be successfully completed and received in the admissions office no later than 31 August for enrolment for the next academic year, and 1 December for enrolment for the Spring Semester of the current academic year.

Section 2. Registration for the Different Study Programs

Article 10. The Bachelor's programme, with instruction in English, comprises 180 ECTS credit spread over three programme years (minimum 56, maximum 64 ECTS credits per year) and leads to the Bachelor in Pentecostal Theology and biblical studies.

Article 11. The content, objective, and attainment levels of the Bachelor's programme are organised in a progressive manner for each programme year (level of studies). The final attainment levels are as follows:

The graduate of the Bachelor in Pentecostal Theology and biblical studies degree programme:

1. Apply knowledge of biblical Hebrew and NT Greek for Research and Pentecostal Exegesis;
2. Demonstrate knowledge of Pentecostal epistemology, logical thinking and argumentation;
3. Critically discuss biblical texts applying exegetical methodologies as an expression of a biblical Pentecostal hermeneutical framework to texts from OT and NT books;
4. Accomplish research, analysis and synthesis issues of systematic Pentecostal theology, particularly from a Pentecostal perspective seen within the wider context of other potential perspectives;
5. Understand and critically interpret essential issues of the history of Pentecostal theology and the church from the beginning to the present time;
6. Explain and practise Pentecostal church ministry in the areas of Pentecostal music, liturgy, and missiology;
7. Demonstrate theoretical and practical competencies in the complex area of pastoral Pentecostal theology, psychology, counselling and preaching;
8. Make judgements in the context of Christian Ethics, particularly in a Pentecostal context;
9. Gather and interpret relevant data in cross-cultural communication in an international Pentecostal context;
10. Critically evaluate and combine knowledge and insights in teaching religion, Bible and Pentecostal Theology in a church and non-church context;
11. Use academic norms in form, content and methodology for independent research and essay writing based on primary and secondary sources in order identify a complex theoretical problem in the area of Bible and Pentecostal Theology and suggest a convincing solution by using critical, analytical, logical, well-informed and creative thinking in the context of writing a BA thesis.

Section 3. Adjusted programme

Article 12. For a student who is allowed to take courses within one academic year that together form less than two thirds of a normal year of study, the Academic Affairs Committee makes up this lack by means of an individualised educational programme up to the normal amount of ECTS credit points.

Article 13. The student may submit to the Academic Affairs Committee a complaint against the assessment of an adapted programme, preparatory programme, linking programme or individualised educational programme. The Academic Affairs Committee along with the Rector's Council hears the relevant persons and renders a decision. Appeal of this decision is possible according to *Article 19*.

Article 14. In some cases, requirements of the programmes may be reduced through exemption (see *Article 18*) or transfer. The Academic Affairs Committee makes the decision for the individual student in consultation with the student no later than the third week after the beginning of a semester. The decision is based on the following criteria: the level, the relation to the programme already followed by the student, and the technical scheduling possibilities for the courses. In general, the student is referred to the student handbooks for scope, content, objectives, level and possible special admission requirements for courses. Since the content, objective, and attainment levels of the Bachelor's programme is organised in a progressive manner for each programme year, the student must follow the modules as they are sequenced by study years. If a student has successfully completed a module or modules in a previous programme of study, the Academic Affairs Committee may grant exemptions. This instruction must have been at the same level, with approximately the same objectives and the same or perhaps slightly smaller scope. Exemptions are still considered as a favour for the student, and not a right.

Article 15. For the deliberation criteria students and teaching staff are referred to the examination regulations. For students who fall too far behind in their studies, measures of study progress control will be set up by the Academic Affairs Committee.

Article 16. If the Student Association Council can provide evidence that for the average student the number of hours spent on a part of the instruction does not correspond with the designated number of ECTS credits, the Academic Dean will then take appropriate measures with the input from the Academic Affairs Committee.

Section 4. Organization of the academic year

Article 17. The academic year begins in September and ends on the eve of the next academic year. The Seminary does not provide services on legal holidays, Christmas and Easter holidays or the Student Internship week. Limited services are offered on Saturdays, Sundays and during the summer months.

Section 5. Regulations for student participation

Article 18. The Student Association Council offers students the privilege and responsibility of serving the student body by coordinating activities and representing student needs to the administration and teaching staff. The Student Association Council is in regular consultation with the Student Life Director and the Academic Affairs Committee through the Academic Dean. If disputes arise, the Student Association Council may submit a complaint to the Rector's Council. This administrative body hears the relevant persons and renders a decision. Appeal of this decision is possible according to *Article 19*. The Student Association Council has the right to be heard by the Board of Trustees. The participation of the students in the decision-making process is limited to the participation of delegates of the Student Association Council in sessions of the Academic Affairs Committee.

Section 6. Appeals

Article 19. Application of the procedures stated in *Articles 5, 6* and *14* of the education regulations provides the possibility for addressing an appeal to the Board of Trustees of the seminary. After hearing all the concerned persons, the Board of Trustees shall make a decision.

Section: 16
Examination Regulations

Section 1. General provisions

Article 1. Objectives

The examination regulations establish the guidelines and the rules which ensure a smooth and correct course of examinations and regulate the passage to the following year of study and the attribution of a degree by the institution.

The main objective of an examination is to evaluate the skills and the competences that a student has obtained in a specific module (unit of course). Each examination should be organized in such a way that the student has full opportunity to demonstrate these required skills and competences. Therefore, each examiner and all relevant committees of the seminary have the constant task to guarantee an optimally organized examination for each module. The examination, the submission of completed research on an assigned topic and presence during contact hours are the essential components of the educational experience at the seminary.

Each examiner is required to attribute a grade for their module. On its part, the Examination Board evaluates whether the student fulfils all of the requirements to complete a year of study or alternatively to be awarded a degree. The Examination Board also verifies the requirements, which are set by the Academic Affairs Committee. Decisions made by the Academic Affairs Committee concerning individualized study programmes or courses taken at another institution, cannot be reassessed by the Examination Board.

Since these things are quite sensitive in nature, the members of the Examination Board (as well as others present: the Ombudsperson, the administrative secretary or secretaries) are obligated to maintain as confidential the details of the deliberation. After the deliberation session of the Examination Board the student is informed of the grades of the individual courses and the final results. These regulations concern all modules at CTS.

Section 2. Organization of the Examinations

Article 2. Ordinary examination periods

Following a proposal of the Academic Dean, the Examination Board approves the examination periods every year at the annual Teaching Staff Retreat, taking place before the beginning of the academic year.

There are three ordinary examination periods per academic year. For the Bachelor's program the first period takes place at the end of the first semester in January. The second period is organized at the end of the second semester in June. The third examination period is called "examinations re-sit" and is organized in September after the summer vacation.

The evaluation from research papers (essays) counts as a part of the final grade for the courses as indicated in the individual course descriptors for the Bachelor's program. The date of submission for these essays is proposed by the Academic Dean at the annual Teaching Staff Retreat and determined by the Examination Board.

Article 3. Limitation of examination possibilities
A student may take an examination no more than twice in an academic year over the same module or part of a module and these in the designated periods of the first and second examination periods (except for weighty reasons with the approval of the Examination Officer).

Article 4. Inscription and registration

The degree contract determines which modules the student will follow, and the student confirms this enrolment by payment. This also implies automatic enrolment for the examinations for the modules.

Enrolment for the re-examinations (re-sits) occurs at the latest three weeks after the proclamation from the first and second examination periods. Whoever does not enrol for the re-examinations, automatically forfeits the right to participate in the re-examinations of the third examination period. Students who have not satisfied their payment obligations forfeit their right to participate in the examinations. In this case examinations that have been taken are considered as not taken.

Whoever during the examination period will have taken all the examinations for a specific study year, is also registered by means of a separate form for the Examination Board of that study year.

Article 5. Examination schedule

The complete and detailed examination schedule will be published before the beginning of the first and second examination periods. For the third examination period this takes place at least two weeks before the beginning of the examination session.
Examination schedules are to be drafted by the Academic Office, which notifies all the examiners. The examiners' availability must considerably exceed the minimum required examination time. The Ombudsperson, who keeps contact with the student representatives in relation to the examination schedule, must be involved in drafting the definitive version of the examination schedule. Examiners and students adhere strictly to the established examination schedules. Examinations may be shifted only under exceptional circumstances within the specific part of the examination period and the Ombudsperson is making the new arrangements in consultation with the Academic Office.

Section 3. Examination Board

Article 6. Composition of the Examination Board

The Examination Board consists of an Examination Officer who is the chairperson, a secretary and all of the examiners. The Rector of the Seminary appoints the Examination Officer and this person is selected from among the independent academic personnel. The Academic Secretary is not a member of the Examination Board but participates without the right of vote in the deliberations.

Section 4. Examination Procedures

Article 7. Initial information

The lecturers provide detailed information in their module descriptors about the content and objectives of the module, the examination material and the evaluation methods, including the relative weighting of any separate parts of the course for which a partial grade is assigned.

Article 8. Forms of examinations

The accepted examination forms are oral and written examination. Mixed forms are also possible. However, the form of examination is determined by the Examination Board on the recommendation of the lecturer of the particular module.

The examination must be representative of the subject matter of the module.

For extenuating circumstances, a student may receive permission from the Examination Officer to take the examinations in other than the established way, provided that they request this before the beginning of the examination period.

For written examinations (including assignments) the student may obtain access to the corrected documents up to three months after the proclamation of the results.

Article 9. Location of the examination

All examinations are to be organized in a room located on the CTS campus or the classrooms of the school study-centres, except in special circumstances determined by the Examination Officer.

Article 10. Participation in and suspension of examinations

A student who does not participate in all the examinations or suspends participation (for example, due to illness of the student or death of a family member) reports this immediately in writing to the Academic Office. The Academic Office informs the concerned examiners.

Section 5. Deliberation

Article 11. Preparation

The grades from an examination are communicated to the Academic Office. For the examinations in January this occurs at the latest within two weeks following the examination and for the examinations in June at the latest one week before the deliberation.

Article 12. Attendance of regular members

The members of the Examination Board participate in the deliberation and sign the attendance list. Only extraordinary reasons can justify absence from the deliberation. A member who is unable to attend informs the Examination Officer of this as soon as possible. The Examination Board's decision is valid when a majority of members are present.

Article 13. Confidentiality

The members of the Examination Board and all persons present at the deliberation are obligated to keep the deliberation and the voting as confidential. The final assessment and the grades of individual courses may be communicated to the student.

Article 14. Eligibility to vote

All members of the Examination Board participate concerning each student in the deliberation and they all have a deciding vote. The Examination Ombudsperson shall take part in the deliberation proceedings with a consultative vote.

Article 15. Scope of assessment

Each student who has registered is assessed.

Article 16. Determination of examination result

The Examination Officer proposes the total examination result for each student. In exceptional cases, the Examination Board may change an examiner's proposed mark or assessment if this is considered to be clearly unreasonable. In this case the decision of the Examination Board should be well founded. If the disputed grade involves an examiner who is absent from the deliberation session, then they should be first consulted before any decision is made.

The Examination Board decides by simple majority of those entitled to vote. If a member of the Examination Board so requests, the result is voted by secret ballot. In the balloting invalid votes and abstentions are not counted. A tie-vote counts in favour of the student.

Article 17. Overall examination result (Classification)

The Examination Board autonomously determines an overall examination result (classification) for each student who is assessed by it. The following mentions are possible:

- Passed with highest honours if the average is above or equal to 19;
- Passed with high honours if the average is above or equal to 17;
- Passed with distinction if the average is above or equal to 15;
- Passed satisfactorily (10-14)
- Passed (at 10)
- Admitted to the final stage
- Failed (for normal reasons)
- Failed (due to irregularities, with right of transfer)
- Failed (due to irregularities, without right of transfer)
- Suspended (due to irregularities)

Calculation of the percentages is based on the original grades, including the failed courses.

Article 18. Binding criteria

In the determination of the overall examination result the following binding criteria apply:
- The student who for a specific module has not been absent more than 10 % of the module contact hours without a valid reason and for the examination or a composite assessment obtains at least 10 passes this course. In applicable cases the attendance requirement may be relaxed.
- The student who passes all the modules passes the academic year.
- A student who has not participated in all the examinations (whether not taken, unannounced not taken, or suspended) cannot be declared to have passed.

Article 19. Explanation of specific examination results

If a student is declared "failed (due to irregularities, without right of transfer)" or "suspended", it means that irregularities have occurred (see *Article 20*).

A student is declared "admitted to the final stage" when at the end of the first and second examination period he/she has passed all modules in the last year of the Bachelor's programme but has not completed the Bachelor's thesis.

Article 20. Irregularities

Each examiner informs the Examination Officer about every irregularity committed in an examination or in written assignments that may influence the final decision of the Examination Board. The student cannot be refused to finish the examinations (including the concerned examination) in anticipation of a pronouncement by the Examination Board.

The Examination Officer shall meet the student prior to any decision regarding irregular conduct. The Ombudsperson could also be present in this meeting if the student requests so.

When an irregularity has been committed in an examination or in written assignments, the Examination Board may decide to declare the student "failed" for that particular module (and without further deliberation, but with right of transfer) or for the whole examination period (without right of transfer). The Examination Board evaluates the existence of premeditation. If an irregularity has been committed with premeditation, the student may be suspended. Suspended students may only take the examinations again after concluding a new contract. An unannounced absence from an examination can well lead to the evaluation "failed," but can in itself not lead to loss of the right of transfer.

Article 21. Deliberation report

The report of the deliberation will be drawn up and signed by the Examination Officer and the secretary of the Examination Board. This report includes: (1) the attendance list; (2) the examination result for each student with motivation for it; (3) evidence of compliance with the "irregularities" (*Article 20*); (4) all the examination and written assignment marks which are attached to the report or placed in a secure electronic file; and (5) the motivated decisions in connection with "disputes" (*Article 36*).

The Examination Officer or the secretary of the Examination Board makes the report of the deliberation available for inspection to individual students insofar as it concerns them.

Section 6. Communication and consequences of examination results

Article 22. Proclamation

Following the deliberation, the Examination Officer makes the decision of the Examination Board public for each student.

There is a deliberation meeting of the Examination Board following the first examination period. After the results have been determined by the Examination Board, the secretary of the Examination Board communicates to each student the examination marks, the written assignment marks and final grade for each module.

For the second and third examination periods the time of communication of the examination marks and written assignments is no later than two weeks following the official announcement. The results that have not been collected by students within a certain period of time are sent by the secretary of the Examination Board through electronic mean. Students have ten calendar days within which to appeal beginning from the date on which the results were made public.

Article 23. Communication of results

The secretary of the Examination Board informs the students in writing of the results within two weeks following the proclamation. This applies only if all outstanding bills to CTS owed by the student have been paid.
The following information is being communicated to the students:
- whether they have passed;
- the results of the assessment for each module;
- the overall examination result (in conformity with the terms of *Article 17*);
- whether and which modules they have to re-sit.

Article 24. Discussion of results

Following the proclamation of the results of a given examination period, students who request access to their examination and written assignment papers will be allowed this access by the examiners who would also be available to the students for discussion of the results. The examiner

communicates to the Academic Office the arrangement regarding the discussion of the results. No copy of the examination or written assignment paper shall be given out.

Article 25. Saving of examination and written assignment papers

After the deliberation session of each examination period, the examiners keep the examination and written assignment papers for possible discussion with students regarding the results and then they submit them to the Academic Office. The academic office keeps the examination and written assignment papers for a period of three years.

Section 7. Compensation and re-assessment procedure

Article 26. Compensation

A candidate who fails up to two modules will be allowed to re-sit final examinations and to re-submit a written assignment (the essay or another kind of coursework). The only exception to this rule occurs in the case of candidates who may be compensated for a failure no lower than 9 by a mark of more than 11 in another module and by a failure no lower than 8 by a mark of more than 12 in another module. Thus, for example, a student who obtained 8 in two modules would, if he or she obtained 12 in two other modules, be allowed to graduate with the weighted average in the normal way.

Article 27. Re-assessment procedure

A student who fails a module or modules may be allowed to re-sit the module(s) in question before the start of the next academic year, usually during the third examination period in September. If the re-assessment of the module(s) in question is satisfactory, the student may proceed to the next level after the decision made by the Examination Board. A student who fails to gain 60 ECTS credits in a given academic year even after re-sitting the module(s) in question may, however, proceed to the subsequent academic year provided that he/she has gained not less than 50 ECTS credits for that particular year. A student will be considered to have satisfactorily completed the Degree when he or she has earned 60 ECTS credits at Level One (*Bachelor 1*) and 60 ECTS credits at Level Two (*Bachelor 2*) and 60 ECTS credits at Level Three (*Bachelor 3*).

Section 8. Examination arrangements for special groups

Article 28. Individual circumstances

For students in full-time employment or students with a serious disability a provision is made that in exceptional individual circumstances like these they may be allowed to spread examinations between the regular examination periods. If this is allowed, the students are not exempted from fulfilling all the requirements for the examinations and written assignments. Should the need arise the Academic Dean, after consultation with the lecturers involved, will make a special arrangement.

Article 29. Consecutive deliberation

If a student is allowed to take courses within one academic year that together form less than two thirds of a normal academic year and supplements this with an individualized education program to attain a normal quantity of ECTS credits, he/she must obtain assessment for two different academic years during a subsequent deliberation period. The deliberation for this purpose must occur in logical sequence. Deliberation for a subsequent academic year is not possible if the student did not pass a preceding academic year. This also applies to part-time students and students in adapted, preparatory and linking programs.

Section 9. Examination Ombudsperson

Article 30. General task description
The Ombudsperson acts as the mediator between examiners and students. He or she may in no case examine the students for whom he or she acts as Ombudsperson.

Article 31. Availability

At the beginning of each academic year the students will be communicated where and when the Ombudsperson is available.

Article 32. Right to information

In order to be able to accomplish the assigned task properly, and prior to the deliberation of the Examination Board, the Ombudsperson has the right to information concerning each examination. This information is to be held in strictest confidence. It is the task of the Academic Dean to ensure the independence and authority of the Ombudsperson. Disputes concerning the authority or independence of the Ombudsperson should be submitted to the Academic Dean by the examiners or by the Ombudsperson.

Article 33. Participation in the deliberation

The Ombudsperson, not being an examining member of the Examination Board, participates without voting rights at its deliberation.

Section 10. Dispute Regulations

Article 34. Mediation

Irregularities and conflicts between examiners and students that hinder the correct course of examinations will be communicated to the Examination Officer by the Ombudsperson, or by the persons concerned. The Examination Officer mediates and takes, as needed, interim measures to guarantee the correct course of the examinations. The Examination Board makes the final decision. It may hear beforehand the student who, through the mediation of the Examination Officer or the Ombudsperson, so requests.

Article 35. Technical errors

The Examination Officer immediately corrects technical errors that are discovered up to ten days following the proclamation and which are not of a nature to impact the decision made by the Examination Board.

Errors or irregularities, which affect the validity of a decision made by the Examination Board, are submitted to the Examination Board, which is called by its chairperson (the Examination Officer) to hold an extraordinary session. This Examination Board session could be also called for at the request of the Ombudsperson in coordination with the Academic Affairs Committee. The new decision of the Examination Board is made known as specified in *Article 22* (proclamation) and communicated by the Examination Officer to the Ombudsperson, who in turn informs the student in writing.

Article 36. Disputes

Students may informally consult with the Examination Officer if they feel that a decision made by the Examination Board has violated their rights. If this informal consultation does not lead to a desired result, the student may register a written appeal before the Academic Dean within five

days following the consultation. The Academic Dean shall hear all parties involved in the dispute and if the appeal is unfounded it may be rejected. The student should be notified of this decision within a period of fifteen days. If, however, the appeal made by the student is well-founded then the Examination Officer or the Ombudsperson, in coordination with the Academic Affairs Committee, can decide that the Examination Board will meet again and this must take place at the most fifteen days following the receipt of the written complaint of the student. The student will be notified of the new decision within the same period. Further appeal following this decision is possible in conformity with the CTS Educational Regulations.

Article 37. Incompatibilities

If for the cases in question in *Article 34* (mediation) and *Article 36* (disputes), the Examination Officer or the Academic Dean is directly concerned by the decision, he or she is replaced by the oldest member of the Examination Board.

Section 11. Final provisions

Article 38. Amendments

The examination regulations could be amended only by the Board of Trustees, following consultation with the teaching staff of the seminary.

APPENDIX

The Unfair Practice Procedure:
Continental Theological Seminary

The following procedure is established for an unfair practice:

1. The first or second marker suspects or finds proof that the candidate is liable to unfair practice.
2. The marker informs in writing (e.g., e-mail) immediately the respective examination officer and the dean as well as the student in written form.
3. The Examination Officer decides, in consultation with the respective dean, whether there is a *prima facie* case.
4. The Examination Officer informs the Registrar about the unfair practice case.
5. The Examination Officer informs the candidate in writing of the allegation and refers to the unfair practice regulations/procedure published in the Academic Manual. The candidate is also informed that a Committee of Enquiry will be constituted to consider the case.
6. The Registrar forms and calls a Committee of Enquiry to consider the case and informs the candidate about the date, place and time of the meeting.
7. The Examination Officer reports about the results of the Committee of Enquiry meeting.

Note: All the evidence of unfair practice should be distributed to the members of the Enquiry Committee and the candidate prior of the meeting by the Examination Officer or the Registrar. The candidate has to inform the Registrar whether he/she will be present in the meeting and the name of the person who is accompanying him/her (if that is the case).