



Study Guide Master of Theology General

2020-2021



Theological University Kampen

REFORMED CHURCHES

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SECTION 1: INSTITUTION GUIDE

Character

The TUK offers three degree programmes, which are accredited and acknowledged by the Dutch government. The available programmes are the bachelor's programme Theology, the master's programme Theology (general) and the master's programme Theology with a view to becoming a minister within the Reformed Churches (Liberated) and the Netherlands Reformed Churches. The university is also permitted to offer a PhD programme and is equipped to supervise a PhD project. The university receives subsidies from the Dutch government.

The TUK is an institution of the churches and is initiated by the Reformed Churches (liberated) of the Netherlands. One of the main functions of the university is, therefore, to equip ministers to serve these churches. As of 2018, the ministerial training of the Netherlands Reformed Churches has been integrated into the Ministry Master at the TUK, as a result of which the Netherlands Reformed Churches are also being facilitated. Besides this, the university is also a simplex-ordo institution. This is to say that the academic training and the spiritual and practical (in preparation for the ministry office) training are integrated, not separated.

A. Segments and organisation

Examination Review Committee

The Examination Review Committee has been charged with, among other things, granting exemptions, providing study recommendations, the admission to the bachelor's and master's programmes, determining fraud and stipulating sanctions in the case of fraud. Appeals to the Examination Review Committee can be submitted at the latest 10 days before the meeting:

examencommissie@tukampen.nl

The Examination Review Committee consists of:

- vacant (Chair)
- Dr R.T. te Velde (administrative secretary)
- Professor J.H.F. Schaeffer
- E.M. Zijlstra-de Vries LL.M (external member)
- J.A.G. Bosman MA (alumnus, external member)
- E. Blokland-de Groot MSc (consultant)
- L.E.R. de Ruiter MA (assistant secretary).

For the current composition, please consult the TU Kampen website.

University Representative Council

The University Representative Council (UR) is the representative council of the TUK. The UR looks after the interests of students and staff. The UR has right of consult or right of approval on several subjects concerning policy, education, personnel & organisation. The regulation of the UR can be found on the TUK website. The University Representative Council consists of the following persons (situation June 2020, elections have been postponed due to the Covid-19 measures):

Staff segment

- Drs G.D. (Geert) Harmanny, Chair
- Dr J.M. (Hans) Burger, member
- Drs J.J.A. (Jos) Colijn, member

Student segment

- J.L. (Jacolien) van Eekeren, member
- O.I. (Olaf) Smidt, member
- N. (Nico) Snijder, secretary

Minutes secretary

L.M. (Lotte) van den Burg

Programme Committee

The Programme Committee advises the Board of Directors regarding the Degree Programmes and the education. The Programme Committee also has right of approval on some points. The meetings of the Programme Committee are attended by the education director. The charges and powers of the Programme Committee are in general:

- right of approval concerning modifications of the Education and Examination Regulation of the programme concerned;
- periodic discussion of the results of the evaluation of subjects;
- making recommendations concerning quality standards to be met by the education;
- making recommendations concerning possible re-assessment of the curriculum.

The Programme Committee consists of:

Staff segment

- Drs E. (Elizabeth) Blokland - de Groot (education coordinator)
- Dr J.M. (Hans) Burger, member
- Drs I.D. (Ieke) Haarsma
- Drs H. (Hayo) Wijma

Student segment

- K. (Kasper) de Graaf (Ministry Master student and minutes secretary)
- M. (Marijke) de Groot (Ministry Master student)
- F. (Femke) van Loo (General Master student)
- S. (Sarah) Jonker (Bachelor student)
- J.R.R. (Jan Rinke) Medendorp (Chair and Bachelor student)

Complaints desk

The TUK has set up a facility to which students can present a matter in writing.

This facility is the e-mail address: klachtenloket@tukampen.nl. The secretarial office manages this e-mail address and is responsible for passing the matter on to the authorised committee. A matter can be a complaint or a dispute (see below). It goes without saying that a student should first contact the person to whom the matter is related or the one who, due to their position, is most qualified to deal with it. In the case of a complaint of a sensitive nature, however, or if discussing the matter with the person involved does not produce the desired result, it is then appropriate that the student should go directly to the complaints desk.

Complaint

An expression of grievous discontent by a student or employee regarding a service, conduct, action or situation which complainant has experienced in his or her dealings with the institution and for which they cannot find a solution within the institution's organization. 'Omission' also constitutes a conduct.

Dispute

A difference of opinion between a person and an authorized party within the university organisation. As a rule, a dispute is preceded by a decision. A dispute can, for example, be a difference of opinion concerning the height of the institution tuition fees, reimbursement of expenses, etc. In that case, the dispute will be presented to the Disputes Committee.

A dispute can also be related to the assessment of an examination. In that case, the dispute will be dealt with by the Examination Appeals Board.

Disputes Committee

The consideration of a dispute by the Disputes Committee leads to a recommendation to the Board of Directors, who will make a final decision concerning the matter. The Committee will attempt to ascertain whether an amicable settlement between parties is possible. Regarding a ruling on a dispute, the student can follow the external appeal procedure, the Appeals Tribunal for Higher Education (CBHO) against this ruling. The Regulation Disputes Committee TUK can be found on the TUK website.

Examination Appeals Board

The Supervisory Board has established an Examination Appeals Board. This board comprises an independent Chair, a member proposed by the teaching staff and a member proposed by the University Representative Council; for each member there is also a substitute member. The Examination Appeals Board deals with appeals against decisions of rejection, decisions concerning the determination of ECTS credits obtained, decisions with a view to admission to examinations and decisions of the Examination Review Committee and examiners. The regulation of the Examination Appeals Board can be found on the website. The notice of appeal can be submitted through klachtenloket@tukampen.nl. The notice of appeal should be submitted within the required term of six weeks after announcement of the decisions against which appeal is being made.

Confidential adviser

In a good and stimulating work and educational environment, collegiality, respect and attention for the other are matters appropriate to normal ambulatory relations. Undesirable behaviour (harassment) can lead to these relations becoming seriously disturbed, as a result of which employees and students can no longer function in a pleasant, safe and good manner. Everyone who identifies a form of undesirable behaviour or harassment in the work- or educational environment and prefers not, or not yet, to bring this up with the person or persons concerned, can contact one of the confidential advisers.

Harassment concerns:

Sexual harassment: undesired sexual advances in the form of requests for sexual favours or other verbal, non-verbal or physical conduct (including unsolicited sending, or consciously viewing within sight of others, of pornographic images or texts through the internet or other means).

Aggression and violence: bullying, mental or physical harassment, making threats or attacking others.

Discrimination: any form of speaking out about, performing actions against, or making decisions regarding persons, which are offending to those persons because of their race, religion, gender, philosophy of life and/or sexual orientation, or making distinctions based on these factors.

The Theological University has two confidential advisers: one internal and one external confidential adviser. The confidential adviser is independent and this independence is safeguarded by the employer. He/she acts as a sounding board and go-between. The confidential advisers specifically do not act as umpires and do not make decisions themselves. However, is possible for the confidential adviser to, where necessary making use of third parties, make recommendations or mediate between parties. Anonymity is thereby absolutely guaranteed.

Internal confidential adviser

As internal confidential adviser has been designated: Myriam Klinker-De Klerck:

038-447 17 34 (work)

06-18040608 (private)

mgpklinker@tukampen.nl

Charges/powers of the internal confidential adviser are, in particular:

- acting as a soundboard
- where necessary, providing themselves with insight in the broader context of the problematic situation by hearing and analysing the records and the opinion of other people involved;
- where appropriate, referring the complainant to other authorities;
- ensuring a confidential treatment of data;
- after having obtained the complainant's authorisation, looking for and mediating towards an (informal) solution;
- on their request, assisting the complainant in lodging a written complaint and possibly in the formal settlement thereof;
- if desired or necessary, proposing temporary measures concerning the complainant or accused to the Board of Directors;
- giving solicited or unsolicited advice to the Board of Directors, on the contents and the functioning of generally applicable regulations concerning the university personnel policy.

External confidential adviser

As external confidential adviser has been appointed:

W.C. de Vries

06-205 949 89

wcdevries@outlook.com

Charges/powers of the external confidential adviser are, in particular:

- providing education on harassment;
- making recommendations to staff members and students who have identified harassment;
- ensuring an adequate shelter for the one complaining of being a victim of harassment;
- when appropriate, referring complainant to other social care institutes;
- ensuring a confidential treatment of data;
- after having obtained authorisation from the complainant, looking for and mediating towards an informal solution;
- on their request, assisting the complainant in lodging a written complaint and possibly in the formal settlement thereof;
- if desired or necessary, proposing temporary measures concerning the complainant or accused to the Board of Directors.

B. Degree Programmes

The degree programmes reside internationally under the study discipline 0221 Religion. The level according to the European accreditation framework is level 7. There are no separate part-time student groups, these students take the study together with the day education, but spread out over two years.

1. Bachelor of Theology (BT)

2019 saw the commencement of the new Bachelor of Theology programme. This bachelor is partly based on the bachelor package that was developed with a view to the, new to be formed, GTU, a joint project by the orthodox-reformed theology educations, which was unfortunately unable to proceed. For the TU Kampen the aim of this education was to reduce fragmentation (the over-rigorous integration of subjects led to several small sub-subjects). There was also a need for more room for elective subjects in the third year, as a result of which the mandatory minor with a view to the ministry education came to expire. In addition, more room was made for other than traditional tracks, with more of an eye for theology in society and the interaction with other sciences. With this the TU wishes to appeal to a larger group of students. In the new Bachelor of Theology, each period has a transcending theological topic from one or more disciplines. Also, the *Studium Generale* for all students and lecturers in the bachelor (in which also lecturers discuss theological and current topics together) has been adopted from the GTU-proposal.

Final attainment levels Bachelor of Theology (BT)

Graduates possess the following Learning Outcome qualifications, organized in the domains listed below:

Theological knowledge:

1. insight into the nature of theology and the manner in which, in theology, there is an ongoing spiralling interaction taking place between its different dimensions: practical-empirical, tradition-historical, Biblical-theological, contextual-systematic and practical-concretizing;
2. insight into the place and vocation of theology within the whole of the sciences and within the ecclesiastical, social, cultural and religious reality;
3. basic knowledge of, and insight into, the seven most important theological disciplines (including their relevant topics, conceptions and methods), namely: Old Testament, New Testament, church history, systematic theology, practical theology, theological ethics, missiology;
4. elementary knowledge of, and insight into, non-theological subject fields connected to these disciplines, such as Biblical languages, philosophy, religious sciences and social sciences.

Academic skills:

5. command of basic academic skills within the framework of theological presentations of questions, analysis of source material and profession-specific methods: acquiring and processing information, argumentation, communication, written and oral communication (in the presence of a broad audience of specialists and non-specialists);
6. the beginning ability to arrive at a methodically sound judgement in the field, resulting, among others, in the supervised writing of a bachelor's final assignment based on, among other things, the weighing of relevant scientific and possibly social and ethical aspects;
7. the skill to recognise the religious and/or theological dimension of social issues, and critically evaluate these issues from a theological perspective.

Continuation of final attainment levels

		BACHELOR THEOLOGY 2020-2021										PART-TIME		
		FULL-TIME YEAR 1		FULL-TIME YEAR 2		FULL-TIME YEAR 3		FULL-TIME YEAR 4		FULL-TIME YEAR 5		PART-TIME		
		EC		EC		EC		EC		EC		EC		
		The One God		Representing your Faith		The Intractable Bible		Variable theme		Variable theme		Following Christ Today		
		EC		EC		EC		EC		EC		EC		
Main route	BT-TKW1A	2.5	2.5	BT-BH1B	Biblical Hebrew 1B	5	2.5	BT-BH1C	Biblical Hebrew 1C	2.5	2.5	BT-BH1D	Biblical Hebrew 1D	2.5
	BT-ST1A	5	5	BT-NG1B	New Testament Greek 1B	2.5	2.5	BT-NG1C	New Testament Greek 1C	2.5	2.5	BT-NG1D	New Testament Greek 1D	2.5
	BT-PT1A	2.5	2.5	BT-NT1B	New Testament 1	2.5	3.5	BT-OT1C	Old Testament 1	3.5	3.5	BT-KG1D	Church History 1	5
	BT-GW1A	5	5	BT-LNW1B	Listening to the Word 1B	1.5	1.5	BT-LNW1C	Listening to the Word 1C	1.5	1.5	BT-ES1D	Ethics and Spirituality 1	5
		10		2.5		2.5		5		5		10		
Main route	Man after 'the Death of God'		EC		EC		EC		EC		EC		EC	
	BT-ST2A	5	5	BT-PT2B	Practical Theology 2	5	5	BT-NT2C	New Testament 2	3.5	3.5	BT-MIS2D	Missiology	7.5
	BT-WA2A	2.5	2.5	BT-OT2B	Old Testament 2	2.5	3.5	BT-LNW2C	Listening to the Word 2C	1.5	1.5	BT-GP2D	Religious Psychology	2.5
	BT-KG2A	2.5	2.5	BT-LNW2B	Listening to the Word 2B	1.5	1.5	BT-FH2C	Philosophy of Hermeneutics	2.5	2.5			
		5		2.5		2.5		5		5		0		
Traditional Theology Theology en Society	Meaning of existence/Philosophy		5		5		5		5		5		5	
	BT-KT-BH2A	2.5	2.5	BT-KT-BH2B	Biblical Hebrew 2B	2.5	2.5	BT-KT-BH2C	Biblical Hebrew 2C	2.5	2.5	BT-KT-HER2D	Biblical Hermeneutics	3.5
	BT-KT-NG2A	2.5	2.5	BT-KT-NG2B	New Testament Greek 2B	2.5	2.5	BT-KT-NG2C	New Testament Greek 2C	2.5	2.5	BT-KT-LNW2D	Listening to the Word 2D	1.5
	BT-RS-ZE	5	5	subject divided across A and B		5	5	BT-RS-DS	Digital society	5	5	subject spread across C and D		5
		5		5		5		5		5		0		
Main route	Minor ¹		EC		EC		EC		EC		EC		EC	
	BT-PPV3			BT-PPV3	Personal Professional Development 3 ²	2.5	2.5	BT-ES3C	Ethics and Spirituality 2	2.5	2.5	BT-BP	Bachelor assignment ²	10
	BT-KT-PT3C			Minor		5	5	BT-KT-PT3C	Practical Theology 3	2.5	2.5	BT-KT-OTM3D	Relationship OT and NT	5
	BT-KT-BH3C			BT-KT-BH3C	Biblical Hebrew 3	2.5	2.5	BT-KT-NG3C	New Testament Greek 3	2.5	2.5			
		15		15		15		10		5		5		15
		15		15		15		10		5		5		15
		85		85		85		85		85		85		85

¹ Part-time students can spread the minors across year 4 and 5.

² Part-time students can take these subjects in Period A and B.

Shaping (academic, personal, professional):

8. the beginning capacity to present themselves as independent theologian and function as such in practices of church, society, faith and science;
9. the beginning capacity to reflect on the ambulatory with themselves, with others and with God and the willingness to grow in this ambulatory.
10. being capable of independent orientation on relevant master educations and/or relevant professional sectors.

Follow-up possibilities

By far the most students with a bachelor in Theology follow up with a Master's programme. The TUK itself has two connecting masters, with various graduation specializations.

For the Master of Arts (Ministry Programme) the intake requirement is that you have taken the traditional route in the bachelor; also for the graduation specializations New Testament and Old Testament this route is assumed.

You can also, after your bachelor at the TUK, easily step into a theological master's programme at another institution. If you have chosen the route Religion and Society in the bachelor, complemented with a minor in a subject field of your choice, then you can in many cases also choose a non-theological master's programme. For further information on the switch to another university or study direction, contact the study adviser.

One or two students stop after the Bachelor of Theology programme and find a theological or other working environment.

2. Bachelor of Theology programme 'old' (BA; third year)

The still running (since 2010) Bachelor of Theology programme comprises a two-year basic education, in which students orientate themselves on the different fields of theology and on several integrated topics.

BACHELOR YEAR 3				TOTAL 60 ECTS CREDITS			
	Period 3A	ECTS	Code		Period 3B	ECTS	Code
<i>Example of input</i>	Ministry Minor			<i>Example of input</i>	Ministry Minor		
	Practical Theological Ecclesiology	2	BA3aPT		Philosophical Antropology	1.25	BA3bAW1
<i>Other possibilities:</i>	Biblical Hermeneutics	2	BA3aBY	<i>Other possibilities:</i>	Religious Psychology	1.25	BA3bCG1
	Homiletics	1.5	BA3aHOM		Poimenics	2	BA3bPOI
<i>- Educational Minor</i>	Missiology-Diaconate	3	BA3aMD	<i>- Educational Minor</i>	Practical Assignment	2	BA3bPO
<i>- Free Minor</i>	Personal Functioning ¹	1	BPF2	<i>- Free Minor</i>	Theme week 3B	1	BA3bTW
	New Testamentic Greek 3 ⁴	4	BA3aNG		Biblical Hebrew 3 ⁴	4	BA3bBH
					Room for elective	5	
		12	ECTS			14	ECTS
	Period 3C	ECTS			Period 3D	ECTS	
Period module	Ethics/ Systematic Theology			Period module	Bachelor assignment		
	Integration theme Ethics	2	BA3cIE		Bachelor assignment	13	BA3dBF
	Ethics	3	BA3cET		Studium Generale ²	1	BA3dSG
	Systematic Theology	4	BA3cST	Personal development	Mentorate ³	0.5	BMR1
	Philosophy of Science	2	BA3cWF		Study skills ³	0.5	
	Spirituality	2	BA3cSP				
	Methodology	1	BA3cMT				
	Theme week in monastery context	1	BA3cTW				
		15	ECTS			14	ECTS

¹ Lectures Personal Functioning continue in Block 2.

² De SG-activities can be done throughout the whole bachelor.

³ Mentorate includes study skills (BA1) and mentorate conversations (BA1-3). The gained points are calculated in Period 3D.

⁴ Greek and Hebrew are spread across Period A and B.

In the third year (3A-B), the student chooses a **minor** connected to the work field in which the student wishes to become involved after completion of the study and, if required, the appropriate follow-up studies. For students who are preparing themselves for the ministry master there is an internal ministry minor.

During the three years of the bachelor's program, specific attention is paid to development of the ambulatory with the Bible, acquiring academic skills and the spiritual and personal development of the student. The education has been set up as a full-time day education. More on the content of the Bachelor of Theology programme can be found in the Student Guide of the bachelor's programmes.

Final attainment levels Bachelor of Theology (BA)

Graduates have the following Learning Outcome qualifications, organized in the domains listed below:

Theological knowledge:

1. insight into the nature of theology and the manner in which in theology a continuing movement takes place between source (Bible) and context, with church history as intermediary.
2. insight into the place and vocation of theology within the whole of the sciences and within the ecclesiastical, social, cultural and religious reality;
3. basic knowledge of, and insight into, the six most important theological disciplines (including their relevant topics, conceptions and methods), namely: bibliology, church history, systematic theology, practical theology, theological ethics, missiology;
4. elementary knowledge of, and insight into not-theological fields connected to these disciplines, with an emphasis on the biblical languages.

Academic skills:

5. command of basic academic skills within the framework of theological presentations of questions and profession-specific methods: argumentation, communication, written and oral communication, formation of a judgement.

Academic attitude, personal development:

6. the beginning capacity to practise different theological disciplines in an integrated manner by focussing these on concrete sub-areas and topics from the field of faith, church, society and science;
7. the beginning capacity to reflect on the ambulatory with themselves, with others and with God and the willingness to grow in this ambulatory.

Rapport to the employment market; professional formation:

8. the beginning capacity to work, as a practitioner of theology, in one of the following professional fields: ministry, theological specialist, theological research worker, church worker, teacher.

Follow-up possibilities

By far the most students with a Bachelor in Theology follow this up with a Master's programme. The TUK itself has two connecting masters, with various graduation specializations.

For the Master of Arts (Ministry Programme) the intake requirement is that you have taken the traditional route in the bachelor; also for the graduation specializations New Testament and Old Testament this route is assumed.

You can also, after your bachelor at the TUK, easily switch to a theological master's programme at another institution. For further information on the switch to another university or study direction, contact the study adviser.

One or two students stop after the Bachelor of Theology programme and find a theological or other working environment.

3. Master of Arts (Ministry Programme) (MTP)

The renewed Ministry Master commenced in 2018. This master can be taken full-time or part-time. The master offers a firm line providing the student will skills to serve the churches. The learning path Personal Professional Shaping contains Homiletics, Interpreting from the Source and the Practical path (internship). Besides this, two theological subjects are offered in each period in large entities of 7.5 or 3.5 ECTS credits. The third year is dominated by the specialization, final internship and graduation. The part-time variant, too, moves along the following schedule.

This master MTP is now running for the third year. More on the content of the Master of Arts (Ministry Programme) can be found in Student Guide of the Master of Arts (Ministry Programme).

Final attainment levels Master of Arts (Ministry Programme) (MTP)

Graduates have the following Learning Outcome qualifications, organized in the domains listed below:

Theological knowledge:

1. thorough knowledge of, and insight into, the theological disciplines.
2. specialist knowledge of, and insight into, one of the theological disciplines.

Academic skills:

3. advanced command of academic skills, and the competence to, through independent methodical research, contribute to and form a judgement on the development of theology;
4. the ability to communicate this theological knowledge and these skills in a scholarly manner in an oral or written presentation to a public of specialists and/or non-specialists.
5. capable of communicating the gospel (to Christians and non-Christians) faithfully and effectively in the present-day context, and of interpreting the present-day context and people's lives in the light of the gospel.
6. capable of reacting, from theological expertise and at an academic level, to questions arising from the practice of church, culture and theology.

Academic attitude, personal development:

7. capable of dealing with the contemporary religious, philosophical, interdenominational and internal church plurality in a responsible manner in the light of the reformed tradition.
8. capable of reflecting on the ambulatory with themselves, with others and with God and competent to integrate office, profession and person.

(continuation final attainment levels after next page)

Rapport to the employment market; professional formation:

Graduates are competent to start practicing the office of church minister and

- A. are competent to practice the various tasks (for Christians and non-Christians) of a minister, namely: proclamation; arranging and leading of services, spiritual leadership, teaching and guiding, pastorate; communication of and defence of the Christian truth in the public field; playing a leading role in the organisation and the growth of the congregation.
- B. have a healthy spiritual attitude and practice, in line with the reformed tradition, showing love for and devotion to God and His Word, his congregation and the world.
- C. have successfully endured a (partially external) assessment, in which the focus has been particularly on personal characteristics considered necessary for the functioning as a church minister .

Follow-up possibilities

With the Ministry Master you can become a minister in the Reformed Churches (Liberated) and the Netherlands Reformed Churches. The master also provides a good basis for a PhD research. For students wishing to become spiritual counsellor, the TUK offers a route in collaboration with the PThU in Groningen.

Besides ministry and spiritual counsellor, students find non-theological or theological working environments in different places, for example as policy maker, journalist, church worker, missionary worker, teacher, etc.

4. Master of Theology (General Programme) (MTA)

The Master of Theology (General Programme) is directed towards the academic practice of Reformed theology. The education programme offers deepening and specialization within one of the disciplines of theology. From the start, the student chooses one of the majors. While one common module of 5 ECTS credits is to be taken by all students, the student can take the modules of his or her own graduation major during the rest of the programme. The majors are:

- Old Testament;
- New Testament;
- Identity, Ethics and Society (IES)
- Master Church and Mission in the West (MCMW);
- Church History;
- Master of international Reformed Theology (MIRT); *Cancelled for 2020-21.*
- Systematic Theology (*not planned for 2020-21*);
- Master of Christian Spirituality (MASP; *new in 2020-21*).

The programme is offered in full-time day education or part-time day education, in which the programme can be taken in 2 years (30 ECTS credits per year).

More on the content of the Master of Theology (General Programme) can be found in the Student Guide of this master.

Final attainment levels Master of Theology (General Programme)

Graduates have the following Learning Outcome Qualifications, organized in the domains listed below:
Theological knowledge:

1. have advanced knowledge of, and insight into, terms, theories, methods and paradigms within one of theological disciplines.

Academic skills:

2. are able to autonomously integrate knowledge and insights into the Reformed tradition and contribute, from the own position, to the evaluation and development of that tradition;
3. can autonomously conduct methodical research within one of the fields of Reformed Theology;
4. are able to connect the research in the chosen area to the whole of theological science.
5. Are able to cooperate with other scholars, and integrate and apply relevant insights from non-theological scholarly disciplines to the field of theology;
6. Are able to apply their theological knowledge and insights to contribute to the forming of a judgement and problem solving, regarding complex ecclesiastical and social issues.

Academic attitude, personal development:

7. capable of reporting the research effectively to their peers and to the broader public in a well-structured thesis.
8. Possess a self-critical, transparent and serving attitude when conducting research and in presenting the results to peers as well as to the broader public.

Rapport to the employment market; professional formation:

9. are capable, from academic theological knowledge and skills, of bearing responsibilities and taking up tasks in Christian, ecclesiastical and social areas.

Follow-up possibilities

With the Master of Theology (General Programme) several follow-up directions are possible.

Graduates find a theological or non-theological work environment in various positions, for example as policy maker, journalist, church worker, missionary worker, teacher, etc.

Also , in some cases, you can follow up with a PhD study after the General Master programme.

5. Premasters

The premasters have been composed from a number of modules from the bachelor stage. This to prepare for a general master or the ministry master.

6. Promotion studies

After completing the master's program, it is also possible to continue the studies in the direction of a PhD research program, provided that the lecturer of the subject is prepared to supervise the research and the research proposition had been approved. Further information on applying for a PhD programme can be found at the secretarial office.

Taking loose modules

Under certain conditions, it is possible for interested parties to take loose modules from the bachelor's or master's theology programmes. For students in higher education it is also possible to take a theological minor. See <https://www.tukampen.nl/portal-informatiepagina/losse-vakken-volgen> for further information.

C. Studying

Dates from the Academic Calendar 2020-21

Thursday	20 August 2020	Graduation ceremony international students
Monday	31 August 2020	Opening meeting in small gathering
Wednesday	30 September 2020	Graduation Ceremony
Monday	7 December 2020	Dies
Wednesday	3 March 2021	Graduation ceremony
Thursday	1 July 2021	Closing of the year
Friday	2 July 2021	Team outing
Thu/Friday	26/27 August 2021	Team days staff

Midday service:

Thursday 31 March 2021

Thursday 3 June 2021

Open Days:

Thursday 1 October 2020

Thursday 11 February 2021

Thursday 25 March 2021 (open evening master's)

Thursday 22 April 2021

Holidays/free days (no lectures):

Christmas holidays: 25 December 2020 till 1 January 2021

Good Friday: 2 April 2021

2nd Easter Day: 5 April 2021

May holidays: 26 till 30 April 2021

Liberation Day: 5 May 2021

Ascension Day: 14 May 2021

TU closed: 15 May 2021

2nd Pentecost Day: 24 May 2021

Special weeks

Block week OT MA2: 21-24 December 2020

Diaconate internships MA2: 4-8 January 2021

Retreat week BA3/MA3: 12-16 April 2021

SG week BA1&2: 12-16 April 2021

Lectures and exam periods: see the following overview

Chapel

Chapel gatherings are usually held during lecture periods. In other weeks a gathering will be in a smaller set-up ('Midday prayer'). During holidays no gatherings are held. Chapel is always arranged by two persons, with a small formation of musicians, and will show variations in liturgical design, possibly supported by multimedia resources. As a result of Covid-19 measures the implementation can differ. The aim of the Chapel celebrations is to reinforce the spiritual fellowship of theology students and lecturers. We need to be directed towards God in our work and life in order to expect everything from him in our lives. Only in this way can we discover, in service of our Lord, what is necessary for ourselves, for the other and for God world. In these celebrations we wish to share the faith with each other, place ourselves before God, praise Him and listen to Him. From this we can give meaning to our own lives by reaching out to the other, inside and outside our community.

Study load

An academic year consists of 42 weeks of 40 hours of study. The study load defines how much time is spent on (components of) the study. The study load is expressed in credits according to the European Transfer Credit system (ECTS credit). One full-time academic year equals 60 ECTS credits. One ECTS credit indicates 28 hours of study.

The study load includes:

- a attending lectures, work groups, seminars, instruction gatherings, speeches, formative days, etc.;
- b the preparation and follow-up work for activities mentioned under a;
- c taking exams, making reports, assignments, sermons, theses, etc.
- d practical activities, including preparation and follow-up work;
- e literature study, particularly concerning assessments and examinations;
- f other activities which are mentioned in the study programme.

The study load of activities such as doing assignments and practical exercises is expressed in the study programme in hours. When a study component has been completed successfully, the student is granted study credits (ECTS credits).

Cohort

When dividing the subjects across the academic years and lecture periods, and when composing the lecture calendars, it is assumed that the student attends the lectures in the academic year in which they are offered, belonging to the cohort in which the student is positioned (year in which the student commenced the study):

- this provides a sound study path, doing justice to the relation between the subjects, and in which the advancement of knowledge and acquisition of skills takes place in a well-balanced manner.
- this provides the support of a year context and it stimulates the mutual exchange of knowledge and experience;
- this encourages keeping up the study pace.

For this reason, when composing the lecture calendars, students who have missed, or partly missed, a series of lectures in an earlier academic year are in principle not taken into account. In such cases students must themselves ensure that they still receive the relevant information.

The student must take into account in the study planning tutorials and other lectures, where presence and active participation is mandatory.

In the case of a delay in study, the intention is that the student carries on with the study components from the following academic year and that they catch up gradually with the delayed work. For some study components, however, threshold conditions have been fixed. In order to take these components,

other components have to have been successfully completed. If one does not meet the threshold conditions, one must postpone participation until the next round.

If the study delay has become so serious that an unworkable situation arises, it is recommended that the student contact the education coordinator to compose a personal study programme. This also applies when the student foresees that he or she, due to illness or other circumstances, for shorter or longer time cannot attend lectures and/or examinations.

Students who wish to take lectures/modules not belonging to the cohort in which the modules are offered, must register for these lectures.

Study information and (study) guidance

For information on the study, regulations and provisions or submitting appeals to the Examination Review Committee, the student can contact the education coordinator E. Blokland-de Groot MSc. She also holds the position of **student coach** where study problems are involved.

Contact for administrative student matters: Ms J.M.M. Sinnema.

Mentoring

Mentoring for the Bachelor's programme

Mentoring is, in the first place, aimed at learning to reflect, study skills and study guidance. This takes place within the framework of a component of the education programme PPV1. As of academic year 2020-2021 (the start of the second track) a new component is added: accompanying the student in distinguishing God's calling for the student's life. It is good when theologians who are not becoming a minister also learn to connect their study to possible life vocations. At the same time it is good, too, for the often young theologians who flow on to the ministry master to receive guidance in the process leading to this choice.

Beside this component, interwoven in the study programme, mentorship also has two other focusses of attention:

- a. Sympathising with and personally accompanying the student, in general and in particular when the circumstances (study and personal) demand it. When these exceed their possibilities, the mentor will refer the student to the student counsellor or student pastor.
- b. Where possible, promoting the bonds within a year group. Last mentioned will, considering the present often more mixed composition of the academic years automatically receive less attention than formerly. Nevertheless, an element of this remains of value for the climate within a year group.

In order to achieve these goals, the mentor will therefore conduct a personal conversation with the students twice per academic year and will organize a group activity at least once a year.

Bachelor cohort 2020:	K. van Bekkum
Bachelor cohort 2019:	J.H.F. Schaeffer
Bachelor cohort 2018:	E.A. de Boer
Bachelor cohort 2017:	J.M. Burger
Bachelor cohort 2016:	R.T. te Velde.
Bachelor cohort 2015 and earlier:	W.H. Rose, A.L.Th de Bruijne
Premaster:	E. Blokland-de Groot

Mentoring for Master of Theology (General Programme)

The study coordinator is mentor for the students during the whole time of registration. Their task is to sympathise with and personally accompany the students, in general and in particular when the circumstances (study and personal) demand it. When these exceed their possibilities, the mentors will refer the student to the student counsellor or student pastor.

Mentoring for the Ministry Master

Mentoring during the ministry master has its own profile, in consistency with the learning paths which are aimed at practice and development. Besides this, the task of the mentor is to sympathise with, and personally accompany the students in general and in particular when the circumstances (study and personal) demand it. When these exceed their possibilities, the mentors will refer the student to the student counsellor or student pastor.

Students keep their mentor during the whole master's programme. The division of first-year master's students among the teaching staff is announced at the start of the year. Contact person: C. van Dusseldorp.

Examinations and assessments

For each component in the education there are two occasions on which to take the examination. If one has not taken part on the first occasion, then one only has the resit opportunity left. If this is not used, or the result is insufficient, then one must wait for the opportunities in the following academic year.

The student then participates in the module such as presented in the new academic year. The exam or assessment requirements will be replaced by the requirements of the new programme, unless otherwise stipulated by the education.

For resit exams for subjects that no longer exist there is a 'right of transition': after the season in which the subject was last given, the opportunity will still be provided during one *year* to resit the exam in the old manner.

The dates of examinations and assessments are all mentioned on Sakai. Written examination all start at 12:00 hours, unless otherwise stipulated. At the exam students need to prove their identity with their student card

There might be components in the study that do not conclude with an assessment or examination but for which participation is mandatory. As a rule, a proof of participation (testimonial) is provided for these components. This proof is granted following sufficient attendance and sufficient participation. For attendance the 80% rule applies: meaning that there was at least 80% attendance in the component concerned. The participation should be judged sufficient by the lecturer.

Registering for exams or resits

1. Students must register for exams and resits no later than 10 workdays before the exam through TrajectPlanner.
2. Should students, after the registration period has closed, decide not to take the course, exam or resit for which they registered, students must cancel the registration through TrajectPlanner. A now-show at an exam or resit results in a lost chance and a ND mark (= not taken part).

Rules during exams

The invigilator must be present 20 minutes before commencement of the examination.

- Students are allowed to enter the exam room 15 minutes before commencement of the examination.
- The examination starts at exactly 12:00.
- Students may only leave the room 30 minutes after commencement of the examination.
- Latecomers are given the opportunity to join up to 30 minutes after commencement of the exam. They get no extra time for doing the exam
- If a student has to take 2 exams on one day, he will start at 11:00 and continue without a break up to 15:00 maximum.
- Going to the toilet is only allowed in exceptional cases, whereby the examination must be handed to the invigilator during the absence.
- The invigilator has the duty of ensuring that the examination takes place in an orderly fashion and that there is peace and quiet in the room.
- Bags, coats and phones (switched off) need to be left outside the room.
- Students are seated spread out across the room.
- Students prove their identity with a student card (or, by exception, with valid proof of identity).
- Students receive an assignment paper, work paper and an evaluation form.
- After the exam everything must be handed in (work paper and assignment and evaluation form).
- The invigilator lets the student place their initials on the record of proceedings.
- Students have a maximum of 2 hours for an examination, unless otherwise stipulated.
- A quarter of an hour before conclusion, the invigilator will announce that there are 15 minutes left to answer the questions.
- After conclusion, the invigilator signs the record of proceedings and hands in all papers (work papers and assignments) in a closed envelope. In addition, he or she separately hands in all reports of proceedings and evaluation forms.

Study recommendation

In the bachelor education a study recommendation is given after completion of the first-year curriculum to give a timely indication of whether the student is suited to the theological study. This study recommendation can advise to continue the study, but can be also recommended stopping the study. The study recommendation can also give a binding negative study recommendation. In that case, the student's registration will be terminated. The regulation for giving a study recommendation after the first-year curriculum is available on the university website.

Screening & coaching Dixit voice-, pronunciation- and presentation training

As theology student you are trained for a profession in which you will often be using your voice. Whether you wish to become a minister, teacher of religion, pastoral worker or something completely different: your voice is a precious instrument, which you should appreciate and learn to play well. Besides, there can be problems or training needs regarding intelligibility/articulation, breathing, attitude, pace of speech, intonation, use of voice, tension, performance anxiety etc. To recognise and tackle symptoms, problems and training needs in one or more of these areas, we offer the opportunity of a screening for speech therapy. From this screening, a recommendation will follow and as a result of that, in consultation with the student, a plan will be made to tackle the problems; you can then make regular appointments (approximately once every six weeks) with Nynke Duijzer-Algra of Dixit to follow an improvement trajectory and do everything possible to become a good speaker. For does a good message not deserve a good speaker? In the future there will also be a collaboration with Hester Hogendoorn, who gives theatre lessons, and students can then be referred from one to the other.

Studium Generale (for old bachelor and MTP)

Objective of the *Studium Generale* is that, through activities outside the regular programme, students work at broadening and deepening their knowledge at an academic level.

During their bachelor programme, students have three years to gain a total of ten *studium generale* points. Master's students also have three years to secure these points. Students of the Master of Theology (General Programme) have one year (full-time) or 2 years (part-time) to obtain 5 *studium generale* points.

The points can be gained, among other things, by attending the following activities at an academic level:
- Promotions (internal, external) – Guest lectures – Symposia – Public Lectures – Workshops/ seminars – Conferences, enz.

Students may choose from several activities, which can be proposed by the university or by the students themselves. The university provides an up-to-date calendar noting the possible activities and the number of *studium generale* points to be earned. Students may also propose an activity, but this must be done in consultation with the *studium generale* coordinator.

After each activity, the student will write a short report (of one A4 maximum) with a description of the activity, a reflection and a connection with the various components of the theological education. The report must be handed in to a teacher connected with the activity, or, otherwise, to the *studium generale* coordinator, Dr R.T. te Velde. Once this report has been approved, the student will receive a signature on his or her *studium generale* card.

Education and Examination Regulation and remaining regulations

An Education and Examination Regulation (OER) has been established for each degree programme, in which the education programmes and routine regarding the education have been determined. Here one can find, for example, the procedures for requesting exemptions and the agreements regarding assessment. Certain components have been developed in a separate regulation. The OERs and other regulations are digitally available on the TUK website. See also part 3 of each Student Guide.

Registration for the education and tuition fees

Registration

Students register each year before commencement of the academic year for the duration of one academic year. The registration period runs up to and including 31 August of the current academic year. (Re-) registrations take place by means of study link: www.studielink.nl .

Tuition fees

The legally determined tuition fees for the academic year 2020-2021 amount to € 2143, -. Students who register for the first time in the first year of the bachelor's programme at a subsidised academic institution pay half the tuition fees: € 1071.50.

The part-time tariff is € 1870. This tariff only applies to students who follow the master's programme and are registered as a part-time student (the student can then take a maximum of 30 ECTS credits per year).

The university provides students with digital educational materials and copyrights need to be paid for these educational materials. This regards substantial sums. Apart from this, the university has taken out an insurance for students. For all these facilities, the university is allowed to demand a contribution from the students. The tuition fees are therefore completed with a personal contribution of € 85, -. This contribution is determined annually by the university.

The institution tuition fees have been fixed at € 6000. For the nominal duration of a study, part-time students pay the institution tuition fees of € 3000, and after the nominal duration of a study, the student pays the complete institution tuition fees. The student will receive a letter explaining

which tuition fees need to be paid. On the TUK website one can also find a decision tree showing which tuition fees are applicable.

Payment in instalments

Payment in instalments is only possible if an authorization form (debit order) is submitted. There are ten instalments: from the last week of August, for the duration of ten months, every last Friday of the month, a proportional amount will be collected from the bank account registered, whereby the first collection includes the administration fee. The extra cost for payment in instalments is € 25, -.

The advantages of payment in instalments are:

- the collection of the instalments take place from August up to and including March in the last week of every month;
- the moment on which the authorisation (debit order) form is handed in, is considered to be the moment on which the payment obligation has been fulfilled.

Study progress

All students can consult their study progress by means of Trajectplanner. Study results are registered by the teacher. The student can submit an appeal to the student administration desk if their study results have been registered incorrectly.

Conclusion of the study

Thesis

Further information on the thesis can be found in the Thesis Regulation (see Sakai).

Conferment of the Bachelor of Theology degree

As soon as all study components have been completed, the bachelor's degree will be awarded at the first possible opportunity:

- the student must request the conferment of the degree at the student administration desk.
- the conferment of the degree is published on the announcement board.

The degree awards take place, for both the bachelor's and the master's degree programmes, in October and March.

Students who are not able to attend the degree award ceremony, can pick up their degree at the student administration desk after the graduation ceremony.

Conferment of Master of Arts (Ministry Programme) degree

The Examination Review Committee assesses whether a student has completed the study with good result. The following three points are considered:

1. The study in the general stage

The study at the general stage of the master's programme is assessed on the basis of gained results.

2. The study at the specialization stage

Attention is paid to:

- a. the final mark for the graduation presentation granted by the Assessment Committee based on the mark for the graduation thesis and the mark for the graduation presentation.

b. the final mark for the literature study and the other activities during the specialization stage. Both final marks are mentioned on the appendix accompanying the degree.

3. The practical development

The practical development is assessed by means of the final conversation following the ten-week internship in a congregation. The assessment will be done in the qualifications: insufficient, sufficient or good. Students who have been assessed with at least 'sufficient' for this component, receive an appendix to the degree, the '*Aantekening praktische vorming*' (Appendix Practical Development) with which they can apply for the ecclesiastical examination.

Examination without Appendix Practical Development

Those who were not able, or allowed, to receive the appendix proving sufficient practical development, do not have a final conversation.

Only the assessment of the study at the general stage and at the specialization stage then apply.

Besides this, an internship or study route must have been taken as substitute for the 10-week internship in a congregation. If students have completed these components, then they can receive a declaration of graduation and will, on application, be awarded the master's degree at the next award ceremony.

Conferment master's degree

As soon as all study components have been completed, the master's degree will be awarded at the next opportunity - with or without practical appendix:

- the student must request the conferment of the degree at the student administration desk.
- the student receives timely communication of the time of the degree award;
- the degree award is published on the announcement board.

The degree awards take place, for both the bachelor's and the master's degree, in October and March. Students who are not able to attend the graduation ceremony, can pick up their degree at the student administration desk after the graduation ceremony.

The rector will mention in his speech whether it concerns a sufficient or an excellent performance (possible 'cum laude'). Performance indicators are the marks for the majors/specializations and the final mark for the thesis with graduation presentation.

The rector also mentions which students have received the Appendix for Practical Development.

Declaration of graduation all degree programmes

As soon as the student has met all conditions of the examination, the rector can provide a declaration of graduation. The declaration can be requested at the student administration desk.

Termination of registration

At completion of the study, the student himself must apply in writing for termination of the registration as of the first day of the following month. By completion of the study we mean the date of the last study action, not the degree award. That can be the graduation presentation or the taking of an examination. The application must be submitted before the 15th of each month or directly after the last study action.

If the student does not request termination of registration after completion, the registration remains valid up to and including 31 August. Students who conclude their study ad interim, are required to inform the student administration desk of this. Interim termination of registration must take place in writing.

In case of (expected) long-term illness or circumstances which can lead to prevention of the study, it is good to contact the student administration desk staff and the education coordinator as soon as possible, as they can advise in these matters.

DUO communication

Students must themselves communicate to a DUO service point wither the degree certificate has been obtained or wither the study has been (perhaps temporarily) suspended. A declaration of graduation can be requested at the student administration desk.

Study abroad from the TU

In view of the increasing internationalization of education and research, and the existing contacts between TUK and a number of foreign theological institutions, the policy of the Board of Directors is to encourage – particularly master's – students wishing to study abroad. This encouragement can result in a limited financial compensation of conferred costs being made available.

Conditions for approval and support for a stay abroad are:

- a. It concerns students with a maximum study delay of 30 ECTS credits and at least a 7 as average mark;
- b. The student has studied for at least one year at the TUK;
- c. The student is doing Bachelor 3, Ministry Master 2 or 3, or the General Master.
- d. The foreign programme must constitute a component of the TUK curriculum;
- e. The choice of foreign institution must occur in consultation with the educational coordinator and be approved by the Board of Directors;
- f. A programme proposal must be presented on time to the Examination Review Committee for approval;
- g. All formalities must be arranged by the students themselves (a step-by-step plan with overview of funds where grants may be requested, is available).

Financial support;

- a. can take place after approval by the Board of Directors of the student's proposed budget;
- b. provided that one adheres to the agreed program and
- c. consists of a compensation of travel and housing expenses of 25% of the total costs, with a maximum of € 2,500.

Application

If the student wishes to apply, it is recommended that he first consult the International Office. After this, the official application will follow, consisting of a well-motivated request to International Office, accompanied by an estimate of the costs. International Office will then decide on the application, in consultation with the Board of Directors. The student may submit the letter (digitally is allowed) to the International Office (international@tukampen.nl). Applications must be submitted, at the latest, three months before commencement of the study abroad.

Erasmus students

The TU Kampen offers Erasmus+ students opportunity to study in Kampen for a period of three to twelve months. Tuition fees are not required by the Theological University. Your home institution will give you full academic recognition for the awarded credits at the Theological University. Therefore, a Learning Agreement between your home institution and the Theological University Kampen should be prepared, stipulating the programme to be followed. Please contact the Erasmus coordinator at your home institution for guidance.

There is quite a variety of subjects you can study as an exchange student, both in our Bachelor's and Master's programme.

For Bachelor students we maintain a flexible system: many modules can be taught either in Dutch or English, depending on the students in the class. The main idea of the exchange in the Bachelor's programme is to obtain international experience and to become immersed in a different culture and institution. The programme will be discussed on a personal level.

For the Master's programme, international students typically choose a specialization in a specific subject or topic. Combinations of modules from different disciplines are possible.

You have to have been selected for an Erasmus exchange by your home institution. If you are considering studying in Kampen, you can contact us at international@tukampen.nl and ask for more information.

Our international officer, Drs Jos Colijn, will help you with questions regarding choosing modules in English and the content of the exchange programme. Klaas Vroom MA is ready to help with practical issues, such as housing and budgets. Please email us at international@tukampen.nl. Make sure to contact us at least six months ahead of time.

D. Facilities

The university has several facilities, such as ICT, library and reading rooms. There is also a space to relax with coffee and tea, but no meals are provided. The TU does not provide a campus or living accommodation for students either.

ICT, e-mail and online lectures

At registration, every student receives a user account and a university e-mail address.

With the user account the student can log in on the various computers in the university and the library, and the various university systems:

- SAKAI: the Electronic Learning System of the TUK;
- Progress: the student progress and registration system of the TUK;
- Roster Eduflex, the TUK schedule software;
- the MS Teams environment for online lectures.

Employees of the university use the e-mail address provided by the university in all their communications with students. The university expects students to check their TUK e-mail address daily to inform themselves of communications or information. It is possible, if so wished, to have e-mails forwarded to a private e-mail address, this can be requested at the student administration desk.

For the use of the printers, compensation is required per page. To be able to print, students must load an amount onto their account. This can be done by cash payment at the desk in the library. For grey-scale prints a compensation of €0.05 applies per page, for colour prints a compensation of €0.20. Printing can be done with the student card.

ICT-problems can be reported to bibliotheek@tukampen.nl .

Library and reading rooms

Library

The visiting address of the library is Groenestraat 160, Kampen.

Postal Address is Broederweg 15, 8261 GS Kampen, Phone 038-4471720. E-mail:

bibliotheek@tukampen.nl

The catalogue can be consulted on <http://tukampen.on.worldcat.org>.

The library is open on Monday, Tuesday and Friday from 09:00-17:00 hours, Wednesday and Thursday from 09:00-21:00 hours. NB: the lending desk is open on Monday till Friday from 09:00-17:00 hours. Consult the library's website for current visiting hours concerning holidays.

Lending

Lending books that are in the university's possession is free. Requested books are collected every hour between 10:00 and 16:00 hours. A reminder charge applies when exceeding the lending period. In the case of an application for a book from another library, the university mediates. The costs for this mediation (€6.50 per book) are for the account of the applicant.

Reading room, magazine room and bibliographic department

The general reading room, the magazine room and the bibliographic department are accessible on Monday, Tuesday and Friday from 09:00-17:00 hours, Wednesday and Thursday from 09:00-21:00 hours.

The books and magazines placed in these departments are not lent.

S. Greijdanus chamber

In this reading room the main literature (manuals, textbooks, grammars, dictionaries etc.) in the field of Semitics and Judaica has been collected. The chamber is named after professor S. Greijdanus (1871-1948), who repeatedly pointed out the importance of these studies for theology.

This chamber is accessible Monday till Friday from 09:00-16:45 hours (on request). The books and magazines in his chamber are not lent.

R.J. Dam chamber

This study room contains the main literature (manuals, text books, grammars, dictionaries etc.) in the field of New Testament auxiliary sciences: culture, history and Hellenistic religions; Hellenistic Judaism; the text of the New Testament and Patristics.

The chamber bears the name of Dr R.J. Dam (1896-1945), who had served the university since 1937 as a lector in the classical languages, until the German occupier took his life.

This chamber is accessible Monday till Friday from 09:00-16:45 hours (on request). The books and magazines in this chamber are not lent.

Prof. D. Deddens Kerkrecht Centrum (Church Polity Centre)

This study chamber contains main literature (manuals, church orders, Acts and Proceedings, commentaries, etc.) in the field of Church Polity. Moreover, the study room contains a vast collection on the church history of Anglo-Saxon countries in general and of Presbyterianism and other non-conformist movements in particular. The greater part of the books in this study room come from the library of professor Deddens himself. Professor Deddens worked at the Theological University from 1979 to 1988 as Professor of Church History and Church Polity.

This chamber is accessible Monday till Friday from 09:00-16:45 hours (on request). The books and magazines in this chamber are not lent.

E. Quality assurance

Evaluation of the education programme

It is of great importance for the education and also for the students that the quality of the education is maintained at a high standard. For this reason the education is always evaluated according to a quality control system. This system consists among other things. of a number of evaluation tools.

The most important evaluation tools, which students may experience:

- module evaluations (concerning lectures, examinations, study load);
- period conversations (about the period as a whole);
- curriculum evaluations (about the education as a whole);
- internship survey (concerning the final internship);
- alumni survey (concerning the education as a whole from the point of view of the graduate).

Besides an important internal improvement function, the evaluation of the education programme also has a function in the justification of quality to the outside (visitation/accreditation). For this reason the input of students is very important. They will regularly be asked to cooperate in the different evaluations.

Outcomes of evaluations go to the Programme Committee and are, if necessary, communicated in the TU-Weekly, the weekly TUK newsletter.

Section 2: Student Charter 2020-2021

This is the English version of the Student Charter of the Theological University of Kampen,
published on the university website.
It is a translation of the original Dutch version, which should be considered authoritative.

Endorsed by the University Representative Council :
Determined by the Board of Directors :

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Introduction

This is the Student Charter as referred to in Article 7.59 of the Higher Education and Research Act (WHW). The Student Charter informs students at the Theological University of Kampen (TUK) of what can be expected of the University and what the University expects from them. The Charter contains a description of the rights and obligations of students and of the university's facilities.

The Education and Examination Regulations (OER) of the various faculties provide additional information and must be seen, according to aforementioned Article 7.59, as (part of) the degree programme-related section of the Student Charter.

Adoption and availability

The Board of Directors will ascertain annually whether and to what extent the charter requires revision according to current legislation. The (amended) Student Charter will be published on the university website at the start of the academic year. The Board of Directors will communicate any significant interim changes in the TUK news-letter. The Student Charter is determined by the Board of Directors with the consent of the University Representative Council and the Programme Committee. The regulations referred to in the Student Charter are published on the university website or on Sakai, the electronic learning system.

The Education and Examination Regulations as referred to in Art. 7.13, sub. 1 (WHW) are likewise published on the website.

This Student Charter is valid as of 1 September 2020.

1. General Information Theological University of Kampen

1.1 Mission and vision

The Theological University operates from the framework of the reformed confessions in the service of the gospel of Jesus Christ.

All those connected to the university perform their labour in awareness of their dependence on the triune God, Father, Son and Holy Spirit, trusting in the coming of God's Kingdom through Jesus Christ. This hope grants us the strength to work enthusiastically and in good spirits at fulfilling our mission. Students, lecturers and supporting staff enjoy a sense of fellowship by their faith in the gospel and by their willingness to render themselves in the service of the gospel.

The university performs its tasks for the church which, according to the word of Jesus Christ, is "*the light of the world*". The TUK is sensitive to the context of globalization and secularization in which the church lives and for the church's missionary calling and international ecumenical task.

This identity of the TUK results in three important characteristics of education and research:

1. Theological education and scholarly research are carried on in the context of a living relationship with God. All knowledge is related to spiritual knowledge of God. Throughout the education, the focus is on various academic disciplines of theology, as well as spiritual and personal development in relation to God and each other;
2. Theology requires a close reading of, and listening to, the Bible. The Bible is indispensable as God's revelation through which we can come to know Him. It is also vital for knowing the realities of church and creation, which are related to God. The Bible is decisive for all subjects studied. Personal reading of the Bible is practiced;
3. Theology is seen as being directly connected to the life of the Christian congregation as it exists in the world. This is expressed, among others, in the choice of subjects, literature and assignments.

In all programmes, the connection of Bible to life plays a central part. That also means that the study and interpretation of the Bible are constantly applied to the tasks of the church and Christians in their contemporary context.

The university is attentive to signals coming from the context of the churches and is prepared to learn from these. Work at the university is characterized by excellent cooperation between students, professors and supporting staff, directed towards establishing a productive academic atmosphere of work and thought, based on Christian spirituality and open communication, allowing all to fully contribute. All those involved are willing to devote themselves to this cause in recognition of the imperfect nature to which Christian fellowship, too, is subject. The university seeks to cooperate with related organisations, both national and foreign, in recognition of the vital importance of such cooperation for the proper fulfilment of its task.

1.2 Degree Programmes at the TUK

The TUK offers three academic degrees, which are accredited and acknowledged by the Dutch government. The programmes offered are a bachelor's degree in Theology, a master's degree in Theology (general) and a master's degree in Arts (Ministry Programme) with a view to ministry within the Reformed Churches (Liberated) (GKv) and the Netherlands Reformed Churches (NGK). The university is also able to offer a theological research profile and supervision of a PhD programme. The Theological University receives subsidies from the Dutch government.

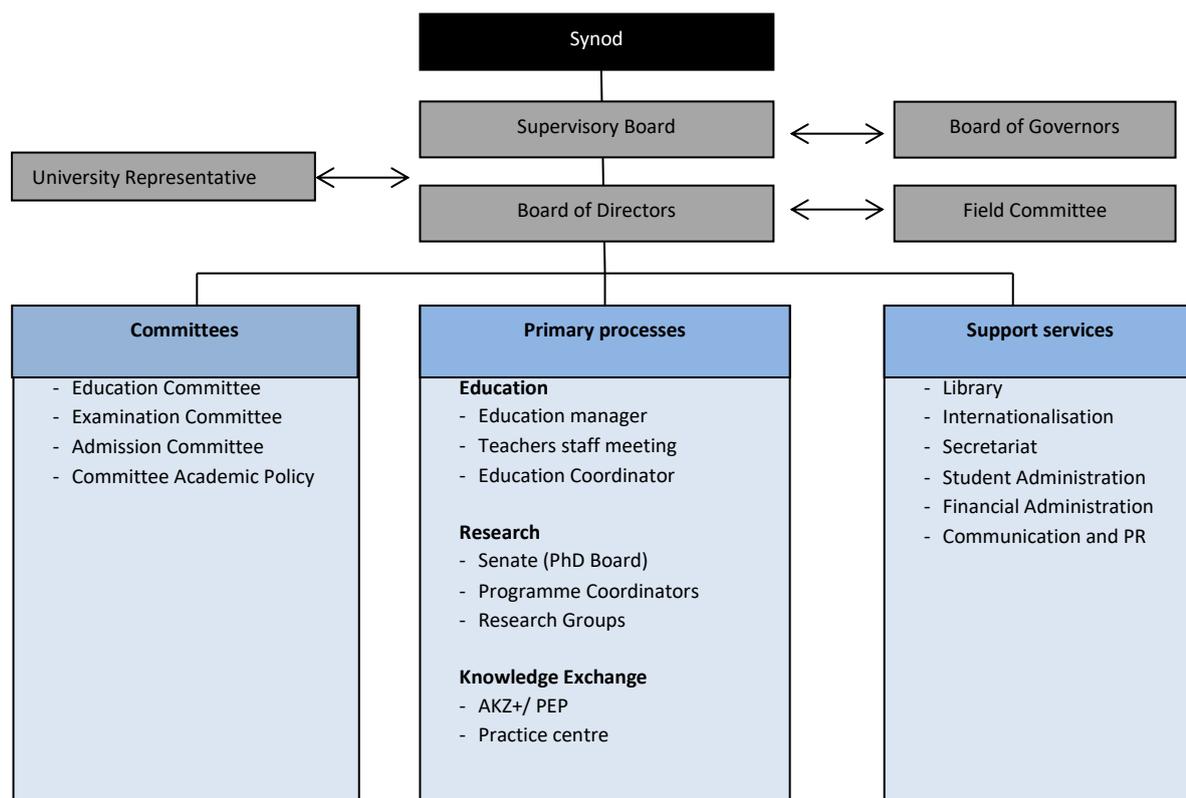
The TUK is an institution of the churches and was founded by the Reformed Churches of the Netherlands (Liberated). One of the main functions of the university therefore is to train pastors to serve these churches. As of 2018, the Netherlands Reformed Churches (NGK) Ministry Training has been integrated with the Ministry master’s programme, meaning that the TUK may now also serve the Netherlands Reformed Churches (NGK). That being said, the university is also a *simplex-ordo* institution. This means that the academic training and the spiritual and practical (preparation for office) training are integrated, not separated.

1.3 Identity of the TUK and admission

The TUK operates from a reformed conviction of life as formulated in Chapter 1.1 of this charter. At admission, students will be requested to sign a statement indicating a respectful attitude to the reformed character of the university and promising not to violate this of his/her account.

1.4 Organisation Structure

The General Synod of the Reformed Churches (Liberated) directs, for an important part, within the qualitative limits of the government policies, the identity and course of the university. The Supervisory Board (plus the Board of Governors, which advises the Supervisory Board regarding the Reformed identity) and the permanent academic staff are appointed by, or by charge of, the Synod, (which, in turn, consists of the chosen representatives of the churches). The Organisation Structure of the university is as follows:



In the external management of the TUK, both the Supervisory Board and the Board of Governors are closely connected to the ins and outs of the university. The Supervisory Board normally convenes six times a year (more often in a year in which a general synod is held) and the Board of Governors four times a year. The Supervisory Board monitors general policy, personnel policy and finances, on the basis of management reports and the annual reports. The Board of Governors concerns itself, in particular, with the identity and the quality of the work at the TUK and delivers feedback on the curricula and the research programmes.

1.5. Location

The university's educational programmes are offered at the following locations in Kampen:
Broederweg 19, Broederweg 15 and Groenestraat 160 in Kampen.

2. Application, registration and tuition fees

2.1 Application

A prospective student can apply for a course up until, at the latest, 1st September of the academic year involved. Application should be executed through *Studielink*.

Those wishing to enrol as a student must meet with the educational requirements as described in the Education and Examination Regulations (OER).

A prospective student enrolling for the first-year curriculum of a bachelor's degree education no later than 1st May, is allowed to participate in promotional activities and receive a study choice advice. A prospective student applying in the period between 1st May and 1st September may only take part in promotional activities in so far as they are still being organized in the period following enrolment.

After application through *Studielink*, a student will receive an invitation from the TUK for a discussion regarding the choice of study.

A prospective student can enrol at a different bachelor's programme than the initial application up until 30th September at the latest, if he can demonstrate that the new application is the result of termination of enrolment on the grounds of Article 7.8b, fifth subsection, at a time such that he could not apply before 1st September prior to the academic year for which he wishes to enrol.

2.2 Registration procedure and conditions

Registration per academic year

In order to take part in the education programme and make use of the university facilities, students must register anew each year. Statutory conditions for Higher Education apply to the registration at the Theological University of Kampen. This entails, among others, that the registration takes place per academic year and therefore needs to be renewed each year. Only after the conditions of admission have been met will the definitive enrolment take place.

Students register each year, according to the university's procedures, for the length of one academic year. The registration year starts on 1st September and ends on 31st August following. The statutory conditions are applicable to the enrolment at the TUK. Only students who are registered have a right to university facilities and receive a proof of enrolment from the administration.

Cancellation of the enrolment is not possible. Refunding of tuition fees is possible only for those registered as student and only in specific situations. To be ensured that you are enrolled at the start the academic year, the student must enter an official application for registration before that year and payment of tuition fees must have been made in full, or a standing order submitted authorizing the TUK to collect the payment from a bank account, either in one payment or in instalments.

To apply for enrolment at the university, you need to access the Dutch online application tool for higher education called *Studielink*.

In the following cases the student must enrol using *Studielink*. The student:

- is a prospective bachelor's or master's student with a Dutch prior education;
- is a prospective bachelor's or master's student with qualifications obtained outside the Netherlands;
- is already studying at the TUK. Through *Studielink* the student can renew his/her registration for the new academic year;
- has studied at the TUK in the past and wishes to continue the study after an interruption;
- is a prospective pre-master student;
- is a prospective church route student.

In the following cases the enrolment will not take place through *Studielink*, but through the student administration. The student is a:

- Subsidiary student taking a minor;
- Foreign student;

It is possible to enrol in the course of the academic year for the remaining part of the year. However, this can only take place after consultation with the programme coordinator and with permission from the Admission Committee. Registration after the commencement date is only valid for the remaining part of the academic year. In such cases no course may be taken prior to the registration, no supervision received, no examinations and/or exams be taken and no work be admitted for assessment.

Registrations are processed by the Admission Committee on behalf of the Board of Directors. No rights can be derived from communications, declarations, invitations and information from other staff. Those who wish to enrol as student or external student at the TUK are expected to respect the principles and objectives of the institution. Admission can be rejected or withdrawn should the student concerned not respect the principles and objectives of the institution.

Enrolment following a binding negative study recommendation

The enrolment of a student who has been given a binding negative study recommendation will be terminated for the course concerned. The student cannot apply anew for this course, or, in the case of a time period connected to this binding negative study advice, only after that period has passed.

Should the student appeal against the binding study advice, he can make use of a provisional admission in order to prevent delay in his/her studies.

The student must place a request for provisional admission before the Examination Review Committee. The provisional admission entails: temporary admission to the buildings, the courses and other facilities during the appeal procedure with a view to study progress in the event that the binding negative study advice is retracted. The student can place a request for provisional admission before the Examination Review Committee. The provisional admission expires in the event that the binding negative study advice is not retracted and the student's appeal is declared invalid. Any results from the period of provisional admission are valid and can be used only if the negative study advice is retracted and the student is re-enrolled.

The request for appeal and the authorization for payment of tuition fees must be handed in at the start of the academic year. Should the binding negative study advice be retracted, the student (providing all other qualifications have been met) will be re-enrolled and the authorization used for payment of the fees. Should the binding negative study advice not be retracted, and the student's appeal is declared invalid, no use will be made of the authorization for payment of tuition fees.

2.3 Rights and obligations based on enrolment

Enrolment as a student will confer the following rights:

- The right to participation in education at the university;
- Access to and use of the university's building, collections, study facilities and student provisions. Improper use (e.g. causing damage) can lead to denial of admission to the provisions;
- Students have a right to supervision and participation in exams and examinations;
- Students have access to sufficient information on the course followed, to be found, among others, in the Prospectus and on the TUK website;

- In the scope of student participation, students have active and passive voting rights (passive voting rights if they are still to study for two years at the university after the commencement of the election);
- In the case of a decision by the Board of Directors to terminate the education programme: the possibility to complete the education programme within a reasonable time;
- Students have a right to protection of their personal data by the university.

Enrolment as a student will impose the following obligations:

- Commitment (active participation in the education with sufficient effort and obligation, if any, to attend courses);
- Passing on to the study coordinator all relevant study results obtained elsewhere if these have been obtained for subjects within the curriculum;
- Being available for study obligations;
- Prompt application for subjects and exams;
- Familiarity with the Students' Charter and compliance with the obligations for students ensuing from them;
- Familiarity with the information which you receive at your student's e-mail address and which is provided through university sources of information;
- Timely reporting to the student coordinator of any special circumstances that might possibly cause a delay in the studies.

2.4 Registration for modules

As of academic year 2020-2021, the student needs to register for all educational modules in which they participate. Registration takes place through the sign-up module in *Progress*. From August 1st, the student can register for all modules of the academic year concerned. Registration is possible up to and including the first day of the period. At registration up to 14 days before the start of the period, the student will, 14 days before the start of the period, receive access to Sakai and, where required, the Teams page of the module. Registrations from 14 days before the start of the period up to and including the start of the period will be processed after 48 hours.

Registration for the module confers the following rights:

- Access to the module's digital learning environment;
- Enrolment for the exam and three resit-exams (once in the year in which the module is taken and twice in the following year).

De-registration from a module can be done up to 2 weeks after the start of a period. De-registration means:

- The student is removed from the digital learning environment;
- The student can no longer enrol for exams and resits

When a student has not de-registered for the module and has not taken the exam or met the deadline, a 'NB' (not achieved) will be noted in *Progress*.

2.5 Termination of enrolment in the course of the academic year

Your enrolment will be terminated with effect from the first day of the month following your request of termination. In the event that the student has not paid his or her statutory tuition fees or

institution tuition fees, following a reminder, the Board of Directors may terminate the enrolment with effect from the second month following the date of the reminder.

A request to terminate the enrolment can be handed in to the student administration desk after this has been discussed with the programme coordinator. This discussion is not necessary if the student has passed the final examination. Bachelor's or master's students who have paid the statutory tuition fees have a right to restitution of tuition fees in the case of passing the examination (this does not apply to all other categories of students). After enrolment has been terminated, the tuition fees will be refunded for every month left of the academic year after your registration ends. No refund will take place if your registration ends with effect from July or August.

2.6 Tuition fees

The tuition fees for 2019-2020 can be seen in the table below:

Type of Registration	Tuition Fee 2020-2021
Statutory tuition full-time	2143.00
Halved tuition fee <i>Students who are registering for the first time for the first year of a bachelor's degree programme at a subsidised WO-institution [Academic Education]</i>	1071.50
Statutory tuition fees part-time	1870.00
Institution tuition fees full-time	6000.00
Institution tuition fees part-time <i>Adapted fee for the nominal duration of the study</i>	3000.00
Foreign students (not EEA) full-time + part-time	6000.00
Preparatory phase church Route	175.00
Church route full-time	2143.00
Church route part-time	1870.00
Pre-master	Min. 1050.00 to max 2520.00 with 60 ECTS credits
External students	1600.00
Certificate students	137.50 per ECTS credit
Pre-master not EEA	6000.00
Collection charge	24.00
Personal contribution	85.00

All registrations are subject to conditions. Further information about the conditions applicable to specific cases can be obtained from the student administration.

For students taking the Degree programme in part-time, an adapted fee applies for the nominal duration of their registration (Bachelor: 5 years, Master Ministry: 6 years, Master General: 2 years). After the nominal study duration the regular institution tuition fee is required.

In general, tuition fees must have been paid prior to the commencement of the enrolment. Tuition fees will be paid to the university by an irrevocable authorization for collection of the fees. In the case of collection in instalments, a collection charge will apply. The personal contribution will be collected together with the first instalment. Direct debit authorization forms are due at the university before the start of the academic year, at the latest. The authorization cannot be revoked after the commencement of the academic year.

Whoever wishes to enrol for a second study programme (or parts thereof) at another university or higher education institution, can obtain proof of payment of tuition fees in the form of a 'Bewijs Betaald Collegegeld' (BBC). On the grounds of this proof, the other institution will then apply a reduction from payment of tuition fees to this institution by the amount already paid (in the case of higher fees) or exemption from payment (in the case of lower or equal fees). Conversely, students from other higher education institutions can also register for a second study programme at the TUK. Only students who pay the statutory tuition fees are able to apply for a BBC.

2.7 Pre-master

Pre-master students pay an amount per study unit (credit). This is a once-off charge and allows students a maximum of 2 years to complete their pre-master.

No. of ECTS credits	Euro per ECTS credit	Maximum total in Euros
up to 30 ECTS credits	€35	€1050
31-60 ECTS credits	€1050 plus €49 per ECTS credit	€2520
> 60 ECTS credits	€2520 plus €49 per ECTS credit	

2.8 Certificate Students

Under certain conditions (conforming to the Certificate Student Regulations) it is possible to follow separate subjects from the TUK curriculum as a certificate student. The fees depend on the extent of the subject. If the certificate student takes part in the regular assessments of the subject concerned and sufficient results are achieved, a certificate will be awarded at the completion of the subject.

2.9 External students

An external student has a right to participate in exams and examinations but has no right to any kind of supervision, nor access to university facilities.

2.10 Additional costs

For bachelor's students in year 3 and for students of the Master of Arts (Ministry) programme in year 3 an additional contribution of up to €150 will be required for the compulsory week of retreat. In the case that the student lacks the means to pay this contribution, an application can be submitted to the TUK Exceptional Circumstances Fund. It is also possible to do a substitute assignment (see also par. 4.2).

2.11 Financial support

Exceptional Circumstances Fund

In some cases it is possible to apply to the TUK Exceptional Circumstances Fund for financial support. Students who do not qualify for the DUO (*Dienst Uitvoering Onderwijs*) procedures regarding delay in study progress may be eligible for support from this fund. Students can qualify for a grant from the Exceptional Circumstances Fund in case of the following:

- a. Illness or pregnancy and labour of person concerned;
- b. Physical, sensory or other functional disorders of person concerned;
- c. Exceptional family circumstances;
- d. Membership of the board of a student society of some magnitude and with full legal rights, an Programme Committee or student council.
- e. activities of an administrative or social nature which, by judgement of the Board, help serve the interests of the university or of the educational field in which the student is studying,

- f. study delay which is the consequence of the university's actual organization of the education, among which the loss of accreditation of the degree programme in which the student is enrolled.

The regulations for the Exceptional Circumstances Fund can be found on the university website. The student wishing to qualify for a grant from the Fund should report the exceptional circumstance to the Board of Directors as soon as possible, or in any case within five months after the circumstance mentioned has arisen.

Studying abroad

In view of the increasing internationalization of education and research and the existing contacts between TUK and a number of foreign theological institutions, the policy of the Board of Directors is to encourage - particularly master's - students wishing to fulfil part of their study abroad. This encouragement can result in a limited financial compensation of costs.

Conditions for approval and support for spending time abroad are:

- a. It concerns students with a maximum delay of 30 ECTS credits and an average grade of 7;
- b. The student has studied for at least one year at TUK;
- c. The student is in the 3rd year of the Bachelor of Theology programme, or the 2nd or 3rd year of the Master of Arts (Ministry) or Master of Theology (General) programme;
- d. The foreign programme must be interchangeable with a component of the TUK curriculum;
- e. The choice of foreign institution must occur in consultation with the International Officer and the educational coordinator of that subject;
- f. A programme proposal must be presented in good time to the Examination Review Committee for approval;
- g. All formalities must be arranged by the student himself (a step-by-step plan with overview of funds from which grants can be applied for, is available).

Financial support:

- a. can take place after approval by the Board of Directors of the student's proposed budget;
- b. provided that one adheres to the agreed programme and
- c. consists of a compensation of a maximum of 50 % of the travelling costs.

Application

If the student wishes to apply, it is recommended that he consult the International Office and the educational coordinator first. After this, the official application will follow, consisting of a well-motivated request to international Office, accompanied by an estimate of the costs. International Office will then decide on the application, in consultation with the Board of Directors. The student may submit the letter (digitally) to the International Office (international@tukampen.nl). Applications must be submitted, at the latest, three months before commencement of the study abroad.

Related universities abroad

On the website you can find the full list of partner institutions.

Student and conferences

The Board of Directors wishes to encourage students taking part in theological conferences etc., both in The Netherlands and abroad. This occurs through:

- Bringing Theological conferences to the students' notice;
- Compensating the attendance of a Theological Conferences with ECTS credits;
- Subsidizing the attendance thereof.

Applications for subsidy must be presented in advance in writing to the administrator (to be submitted to the secretarial office, providing information on the nature, the content and the costs of the conference. The administrator will assess each application separately and provide a subsidy of up to 50% of the total amount of the costs (travel, housing and registration fees) to a maximum of € 150. The amount of subsidy is stipulated, among others, by the budget and the total number of applications per conference per year.

Ecclesiastical study grant

Students lacking other financial resources or support during their study or a part thereof, and being completely or partly dependent upon this ecclesiastical study financing for their livelihood, and who are enrolled with the explicit aim, after their study, to make themselves available to be called to serve in ministry of the Reformed Churches in The Netherlands or a church in this country or abroad with which we maintain an official relationship, are eligible for an interest-free loan on the grounds of Article 19 of the Church Order. This *Regeling kerkelijke studiefinanciering voor theologische studenten van de Gereformeerde Kerken in Nederland* can be found on the website.

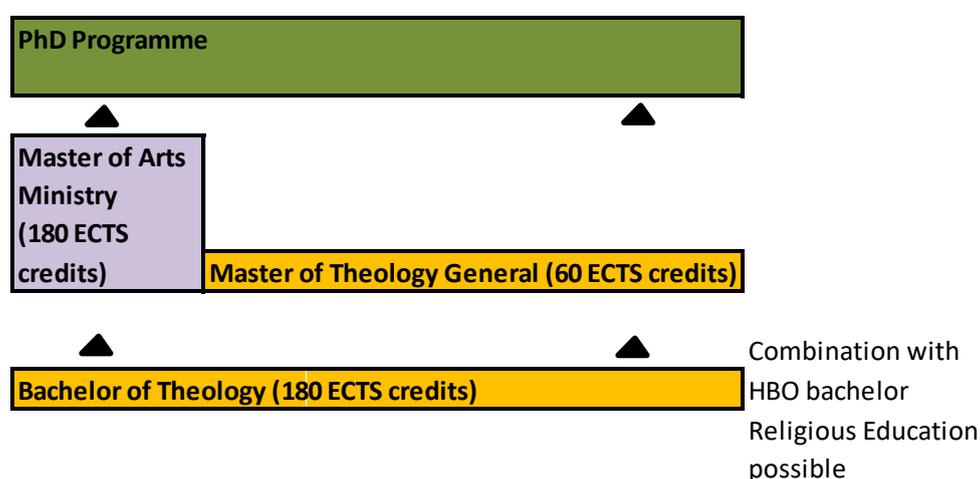
3. Degree Programmes at the TUK

3.1 TU Kampen's profile

The TUK offers three academic degrees, which are accredited and acknowledged by the Dutch government. The programmes offered are a bachelor's degree in Theology, a master's degree in General Theology and a master's degree in Ministry with a view to ministry within the Reformed Churches (Liberated) of and the Netherlands Reformed Churches. The university is also able to offer a theological research profile and supervision in a PhD research programme and thesis. The university receives subsidies from the Dutch government.

One of the main functions of the university is to equip ministers for serving these churches. That being said, the university is also a simplex-ordo institution. This means that the academic training and the spiritual and practical (preparation for office) training are integrated, not separated.

3.2 Structure of the programmes



3.3 Bachelor's degree in Theology

The Bachelor of Theology programme at the TU Kampen is directed towards everyone with an interest in questions revolving around Christian faith, religion, philosophy of life and society. The programme starts with a common propaedeutic year, comprising 60 ECTS credits. After this, the student can choose from two tracks: one is directed more towards the classical theological subjects and the context of the church, the other more towards the connection between Christian Faith and the society and culture of our times.

The first route includes thorough knowledge of the Biblical languages, the second limits itself to the language lessons in the first year.

Not only does the education offer independent subjects but it also demonstrates how all the subjects come together in dealing with concrete questions and practical issues.

Characteristics of the Bachelor of Theology at the TUK are:

- Connects Bible and life
- Engaged in church and society
- Practice in interaction with the Bible and with people
- Directed towards head and heart
- Room for seekers and finders
- Attention for theology and other sciences

- A lively and close community of lecturers and students

The Bachelor of Theology programme (BA of Theology) aims to provide the graduates with a theological training that will enable them to make the connection between life and Bible in an academically responsible and skilled manner. On this basis students can then be allowed to participate in one of the master's programmes, or offer their services to the professional market.

Of course it is possible that, upon completion of the programme, the student will wish to follow a profession. All the more so because, in connection with the *Vrije Universiteit* (VU) Amsterdam, we have developed an educational minor (2nd degree teacher of religion).

From this orientation and to this purpose, the student is provided with a basic formation in the most important theological disciplines and in the central areas and topics in which these are integrated. The programme also, to this end, caters to the necessary acquirement of knowledge in certain auxiliary disciplines (e.g. languages and subjects such as Philosophy and Sociology of Religion), the exercise of elementary academic skills and the development of an appropriate spiritual and professional attitude.

3.4 Master of Arts (Ministry Programme)

Our graduates are professionals who, at an academic, spiritual and practical level, are capable of serving the church as reformed minister and/or reformed theologian.

The general orientation of the programme is the acquisition of theological expertise. The programme is directly connected to this university's Bachelor of Theology programme, and is specifically directed towards the academic, spiritual and practical training of Reformed Ministers (GKv or NGK) and Reformed Theologians. Students are aware of this and consciously choose this master's programme. All students who graduate have the right to become a Minister but not everyone does. After a successfully completed final internship, a student gains a 'Praktijk Aantekening' [Practical Endorsement]. With this Practical Endorsement and the Master of Arts (Ministry Programme) degree certificate, the student can announce eligibility to a calling to the office of Minister. Other students find their field of work in pastorate, catechism teaching, equipping congregations, research, education, journalism, politics, etc.

From this orientation and with this aim, the student receives a 3-year master's education consisting of three elements:

1. Deepening of theological knowledge and skills, with focus on the ministerial practice;
2. Practical vocational training;
3. Academic education as theologian through specialization.

3.5 Master of Theology (General) programme

The programme is directed towards the academic practice of the Reformed Theology. The programme offers deepening and specialization within one of the fields of theology. From the start, the student chooses one of the majors (main subjects). One first module of 6 ECTS credits is to be followed jointly by all students. During the rest of the programme the student follows the modules of his or her own major.

The majors are: Old Testament; New Testament; Systematic Theology; Identity, Ethics and Society; Church History; Church and Mission in the West; and Intercultural Reformed Theology. The programme can be taken full-time or part-time (in which case the modules are spread out over two years).

In connection with the mission of the institution, as well as in connection with the bachelor's programme, the student acquires such knowledge, insight, skills and attitudes that he or she:

- a) Can function independently in one of the fields of theology;

- b) Can qualify for a follow-up course for Theological research;
- c) Can, from a reformed conviction, apply his or her theological expertise in ecclesiastical or social functions and discussions.

After completing the programme, the student will receive a MA degree.

In the practice of ecclesiastical and social life, there are ample possibilities to take up a profession after following this programme. For example, graduates can take employment in functions at academic (university and higher education) or high school education. Moreover, graduates can find employment in all forms of 'church work' and in building up congregations, missionary activities, training, leadership positions in churches and Christian organizations, journalism, public offices and ethical or spiritual advice organs (in the business world, among others). It is also possible, after completing the master's programme, to continue the studies in the direction of a PhD programme. Moreover, this master's programme has often proved to be an 'enrichment master' for professionals who have been active in the theological (or adjacent) field for years and wish to apply the extra acquired expertise directly into their own professional context.

3.6 PhD Programme

After completing the master's programme, it is also possible to continue the studies in the direction of pursuing a PhD, if the lecturer of the subject is prepared to supervise the study and the research proposal has been approved. Further information on applying for a PhD programme can be found at the secretarial office.

4. The education

4.1 Organization of the education

The study load of each programme is expressed in ECTS credits (European Credit Transfer System), in accordance with Article 7.4 WHW. One ECTS credit is equal to 28 hours of study. Only a sufficiently completed educational programme will provide credits.

The study load of the programme as a whole, and of the separate courses, is mentioned in the Education and Examination Regulations (OER). The grounds for the estimation of the study load is included in the 'block books'

In the Education and Examination Regulations (OER), the Board of Directors regulates whether the degree programmes have a full-time, a full-time and part-time, or a dual work structure.

As a rule, the tuition is in the Dutch language. An exception can be made in the following cases:

- a. For a foreign language course;
- b. For a guest lecture by a non-Dutch speaking lecturer;
- c. If necessary due to the specific nature, structure or quality of the tuition, or the origin of the students.

4.2 Online education

Some components of the curriculum, or where necessary all the education, will make use of the offer of online education with MS teams. These online lectures can be recorded. The purpose of recording these lectures is to make recordings of lectures available to students who are taking a module together, so that they are flexible in taking the lectures at other times than they are given. In compliance with the *Protocol voor het opnemen van colleges met studenten in MS Teams* (May 2020) [protocol for recording lectures with students in MS teams], students must give their permission for this.

4.3 Internships and excursions, retreats

Internships outside the institution and excursions are only obligatory when they are a component of the degree programme. The Examination Review Committee is authorized to grant exemption of that obligation, whether or not with the charge of substitute requirements, according to the stipulations in the OER of the programme concerned.

Internship components of the education programme are included in the OER, in as far as they are a part of that programme.

Internships and excursions must be announced on time and in writing; this certainly applies if they are stipulated in the OER of the programme concerned. On principle, all students have equal rights when the available internships are being assigned or divided.

The rights and obligations of the internship student with respect to the institution and the internship offering organisation are to be recorded in writing in an internship agreement.

A student who cannot or will not take part in the retreat week can submit a written motivated request to lecturer/ coordinator for a substitute assignment. Additional conditions may apply to this substitute assignment, such as mandatory presence and/or term of delivery (see also Paragraph 2.9).

4.4 Assessments and Examinations

Access to assessments and examinations

In compliance with the more detailed regulations in the EER, authorized to take part in audits and examinations are those who meet the admission requirements for the programme concerned and are

registered as student or external students. The student must apply for all exams and resits through the student information system.

Before the student is allowed to take a test, audit or examination, they must provide identification by means of a valid identification document as well as proof that he or she is entitled to the facilities concerned.

Data retention obligation and inspection by third parties

- Examination assignments will be retained for a period of seven years.
- Examination work, including work projects and other written materials for which a mark or part of a mark was awarded, will be saved for two years after the determination of the examination result.
- Bachelor's theses, master's theses, Internship reports of the final internship and the reports of the Graduation project, including assessment form, are saved for at least seven years.
- Lists of marks and certificate supplements, containing the signature of the chair of the Examination Review Committee, are retained permanently.
- Without prior authorisation by the student, exams and reports may only be presented for inspection to employees of the university who need to have knowledge of it on account of their function, to examination, visitation, and accreditation committees or bodies and the Education Inspection.
- The above does not apply to graduation and internship reports and other assignments accessible to the public.

4.5 Examination Review Committees and examiners

For examination purposes, and purposes of organization and coordination of the exams, the Board of Directors will appoint an Examination Review Committee for every degree programme or group of programmes. The Board of Directors appoints the members of the Examination Review Committee, in compliance with the provisions in the WHW.

For the purpose of organization of the assessment test and audits, the Board of Directors will appoint an Examination Review Committee for every degree programme or group of programmes. The Examination Review Committee lays down rules for proper procedures during examinations and determines the measures to be taken in relation to this procedure. In the case of fraud on the part of a student, these measures may entail the revocation of his or her right to take one or more specified exams or examinations at the institution. The Examination Review Committee determines the period to which this measure applies; this period will be a maximum of one year.

4.6 Certificates and diplomas

Certificates and testimonials

1. A student who has successfully completed an examination and wishes to receive a certificate by way of proof, is required to submit a request to the Examination Review Committee through Student Administration. The Examination Review Committee will add the International Diploma Supplement (IDS) to this degree certificate.
2. On the degree certificate it will state:
 - a. which education programme from the 'Centraal register opleidingen hoger onderwijs' is concerned (Article 6.13 WHW);
 - b. which components were included in the examination;

- c. which qualification is associated with that;
 - d. which degree is awarded; and
 - e. when the education programme has last been accredited or when the educational programme has passed the 'toets nieuwe opleiding' (referred to in Article 5 a paragraph 11 WHW).
3. On the International Diploma Supplement it states:
 - a. A description of the higher education in the Netherlands;
 - b. A description of the education of the Theological University of Kampen;
 - c. A description of the curriculum followed by the student;
 - d. A description of the results achieved by the student.
 4. A student who has passed at least two examinations but has not met all the requirements for receiving a certificate, may on request receive a testimonial from the Examination Review Committee stating which examinations have been passed.

Application for a degree certificate

1. Accompanying the application request must be:
 - a. The proofs of passed exams;
 - b. The proof that the obligation of taking part in practical exercises has been met; and
 - c. The proofs of registration over the years in which education and examination facilities have been used.
2. Should the student not be able to submit the proofs of registration as referred to in the first paragraph under c, the Board of Directors can determine that the degree certificate can only be awarded after they are satisfied that payment of the tuition or institution or examination fees has taken place.

Fraud and revocation of degree certificate

1. In case of fraud by a student, the Examination Review Committee of an education or group of educations can take measures. Supplementary to the prescribed in the EER, fraud is understood to be an action, or failure to act, on the part of a student, whereby a correct assessment of his or her knowledge, insight and skills is made impossible, in full or in part.
2. If the student has committed fraud during (a part of) the examination, the Examination Board can sanction the student with exclusion from (further) participation in the examination for a period of up to 12 months.
3. If the fraud is only discovered after the examination, the Examination Review Committee can stipulate that the certificate is withheld from the student, or the Board can determine that the certificate only be awarded to the student concerned upon a (renewed) taking of the examination (or components thereof, to be determined by the Board) in the manner stipulated by the Examination Board.
4. Before taking a decision based on paragraph 2 or 3, the Examination Review Committee must hear the student. The Examination Review Committee must immediately inform the student of the decision in writing, and, if possible, in person.

The full policy on fraud and plagiarism can be found on Sakai.

Degrees and titles

1. The Board of Directors awards the bachelor's degree to those students who have successfully completed the Bachelor of Theology programme. The title Bachelor of Arts in Theology will be awarded, and may be used; it is to be placed after the name.
2. The Board of Directors awards the master's degree to those students who have successfully completed the Master of Theology (General Programme). The title Master of Arts in Theology will be awarded and may be used; it is to be placed after the name.
3. The Board of Directors awards the master's degree to those students who have successfully completed the Master of Arts (Ministry Programme). They will be awarded the title Master of Arts in Theology and Ministry and are entitled to use this title; it is to be placed after the name.

5. Right to a good education

5.1 Right to a 'feasible' programme

- A degree programme is devised in such a way that a student is able to meet the required credits based on the study load designated to an academic year.
- The Board of Directors ensures a regular and timely (i.e. before the end of the academic year) assessment of the EER. Particular attention must be paid to the time required for the study load.
- The Board of Directors will, well before the start of the academic year, make public the educational programmes and outlines of the Education and Examination Regulations (OER). This will be done in such a way that the student can form an informed impression about content and structure of the education programme and examinations.
- The overview published by the Board of Directors publishes will relate to:
 - the education offered by the university, including the organization and implementation of the education, the educational facilities, the degree programmes, and if applicable, the international aspects;
 - the Education and Examination Regulations (OER);
 - the education programmes for which a recommendation regarding the continuation of studies is to be issued at the end of the first year of enrollment, which could result in a binding negative study recommendation, as well as the regulations accompanying this procedure;
 - the annual university calendar, course schedules and holidays.

5.2 Right to quality programmes

- The Board of Directors ensures that the education programmes are accredited in accordance with the legal requirements.
- The assessment and implementation of self-evaluation in preparation of the accreditation occurs, among others by means of students' assessment of the quality of the education.
- The outcomes of the accreditation are public.
- Each student is given opportunity annually to submit a written appraisal concerning the quality of a number of components (determined annually) of the followed education programme.
- In consultation with the Education Committee, the Programme Director determines how and when the students will be informed about the items of action as a result of the outcome of the student evaluations.
- In the institution's institution plan is included the proposed policy regarding the quality of education and research, especially in the light of the results of quality assessments and other data regarding the quality of the institution, among which the conducted personnel policy. The annual report also informs about the process of the execution of this institution plan.

5.3 Right to affordable education

- The registration is not dependent on any other financial contribution than the statutory tuition fees, the institutional rate or the examination fee.
- The costs of the educational needs for personal use, such as books, materials and remaining necessities required to be able to partake of the education, the exams, or the examinations of the education programme for which the student is registered, are at the student's own expense.

- The height of the contributions for excursions, introduction days, project weeks and internships, together with the remaining costs for educational materials must stand in reasonable proportion to the standard compensation of the study financing.
- The Board of Directors will provide the student, well before the commencement of the academic year, with a written overview of the costs for educational materials and of the financial sums involved.

5.4 Right to study supervision

Students are entitled to study supervision and to the services of a programme coordinator and a student pastor. Personal circumstances of the students concerned, including their ethnic or cultural background, will be taken into particular consideration by the supervisor.

The Board of Directors determines the policy concerning the study supervision during the different phases of the study, such as the first-year curriculum, the continuing phase, the internship, the graduation and the international exchange period.

In the OERs, the individual study supervision and monitoring of the study progress are arranged in further detail per programme.

Mentoring and personal development

Personal development is a component of the bachelor's and master's programme.

In, for example, the final 8th term of the bachelor's programme, this is described as the ability to reflect upon the relationship with oneself, with fellow-beings and with God, and the willingness to grow in that relationship. To this end, certain subjects are employed, directed towards personal development and student advice in the form of personal interviews and modules directed towards personal formation. Both the subjects and the individual assignments and interviews are part of the bachelor programme and participation is necessary in order to obtain the required credits for this learning pathway. The learning pathway of personal formation starts runs through the whole bachelor's programme

Also in the Master of Arts (Ministry), personal formation is part of the programme and attention is paid to this in various modules and in Mentorate.

5.5 Study progress

The programme coordinator follows and advises students during their education. The students can contact the programme coordinator to discuss the planning and the progress of the study. TUK uses a professional student information system, as a result of which it is possible, at any desired time, to get a picture of the student's study progress.

Study progress assessment

The programme coordinator records the study progress at the end of each academic year of each student registered at the institution to which Article 9.5 paragraph 5 *Wet Studiefinanciering 2000* applies and informs the student about this before November 1st of the calendar year in which the academic year concerned has come to an end. The Board of Directors will inform the DUO which student(s) has/have not met the required study progress norm and will do so before November 1st of the calendar year in which the academic year has come to an end. The student(s) concerned will be informed about this. The Board of Directors also communicates to the student(s) concerned what the consequences are for the financial aid of person(s) concerned and which vocational route is open to them. In determining the study progress, education units which have not been concluded within the academic year are taken into account, as well as the fact that the Examination Review Committee can determine that not every test has to be completed successfully. The Board of Directors will, before the

end of the second month following the month in which a student has successfully completed his graduation examination, notify the DUO and report this to the person concerned.

5.6 Study advice

A recommendation regarding the continuation of studies, within or outside the institution, is to be issued to every student at the end of the first year of enrolment for the first-year curriculum. This recommendation is determined and issued by the Examination Review Committee. To each student who does not wind up the first-year curriculum in the first year of enrolment, but who has not received a binding negative study recommendation, can be issued with the above mentioned recommendation, as long as he/she has not successfully completed the first-year final test. This study recommendation can be linked to an exclusion as is described in the Education and Examination Regulation (OER).

5.7 Studying with a disability/functional restriction

The TUK considers a disability/functional restriction to be a handicap or chronic disease that could cause a delay in the study progression. A student with a handicap/function restriction had best communicate this directly at the start of the study to the programme coordinator, so that the institution is aware from the start of all the possibilities and can in this way take the necessary measures.

6. Student facilities

The following student facilities are provided for students and certificate students:

6.1 Building and opening hours

The university building (including the study room) is open from Monday to Friday from 8.15 to 17.00 hours. In some cases, the university is also open for lectures in the evenings.

During holidays, and on the Friday following Ascension Day, the building is closed.

In the summer months (July/August) the building closes for two to three weeks, and one or one-and-a-half week around Christmas and New Year's Day.

(See the Academic Calendar for abovementioned matters and other specific data).

6.2 Library and reading rooms

Lending books that are in the university's possession is free. When applying for books from other libraries, the university library mediates for students and lecturers. If fees are charged, however, these are for the applicant.

The visiting hours of the library (including the study room) are:

- on Monday, Tuesday and Friday from 9.00 to 17.00 hours.
- on Wednesday and Thursday the library is open from 9.00 to 21.00 hours. The lending desk closes at 17.00 hours.

6.3 Student card

At the beginning of the study, each student registered (with passport photo) can obtain a student card at the desk in the library. The student card is necessary for identification purposes at exams and exams. The student card contains a bar code, enabling the student to use the copying and print facilities and lend books in the library.

6.4 Copying machines

In the library and in the TUK entrance hall, there are copying machines for student use.

6.5 Study materials

Readers are made available digitally.

6.6 ICT and internet facilities

The university makes a number of ICT and internet facilities available to students and co-workers.

These are meant as support of study and business processes, thus improving the quality of the study activities and business processes.

7. Code of Conduct

7.1 Basic code of conduct

Students must adhere to the customary general standards and rules of decency in dealing with other members of the university community and using the university's facilities. Each student is expected to participate in the education in a way that shows respect for fellow students, lecturers and other employees. Students must follow instructions and rules of their lecturers and the staff charged with the management and care of university facilities and buildings.

Violation of these rules can result in the student being denied access to the buildings and grounds and facilities, wholly or in part, by the Board of Directors.

7.2 ICT regulations/code of conduct

Students are expected to make use of these facilities in a responsible manner.

7.3 Harassment (sexual intimidation)

The university has a special complaints policy regarding harassment (*Policy on harassment and bullying*). Students who are subjected to this sort of behaviour may turn to the confidential adviser (see 'addresses and contact data' in the Prospectus and on the TUK website). It is also possible to lodge a complaint with the complaints committee which has been established for this purpose.

Students, lecturers, other employees and directors can approach the confidential inspectors of the Inspectorate of Higher Education when problems occur in or around the university in the field of sexual harassment or abuse, violence, gross bullying, extremism and radicalism. The confidential inspector is available during office hours at telephone number 0900-1113111 (local tariff).

7.4 Privacy

Every student is entitled to inspect the personal data held by the TUK administration as well as the data regarding the student's study progress. This data is only accessible to employees of the university who, on account of their function, are required to have access. The student has the right to request that data concerning him/herself be improved, supplemented or removed in the case of the data being factually incorrect or incomplete, not relevant to the purpose of registration, or have been included contrary to a statutory regulation. Data from a university registry will be disclosed to a third party only in as far as this results from the purpose of the registration, is required in accordance with a statutory regulation and occurs with the authorization of the person concerned.

8. Management and participation in decision-making

8.1 Board of Directors of the University

The Board of Directors has been charged with the management and supervision of the TUK. In the management and supervision regulations, determined by the Board of Directors, the outlines of the management and organization of the university are regulated. Various (participation) councils/committees are involved in the activities of the Board of Directors.

8.2 University Representative Council

Both students and staff take membership in this University Representative Council. The University Representative Council advises the Board of Directors concerning, for **example**, cooperation with other institutions or the educational policy. The University Representative Council has right of approval with respect to some matters and right of advice with others. See the regulation concerned.

8.3 Education Committee

The Education Committee evaluates the education and makes proposals for improvement of structure, quality and programme feasibility of the education. It advises the Board of Directors regarding the Education and Examination Regulation (OER) and the annual assessment of the EER. The Education Committee advises, and is accountable to, the Board of Directors.

The Education Committee consists of students, members of the educational staff and a member of the education supporting staff. The Programme Director of the university is entitled to attend the meetings in an advisory function. Project groups for the revision of the bachelor's programmes and of the Master of Arts (Ministry Programme) reside under the Education Committee. See the regulation concerned.

8.4 Admission Committee

The Admission Committee is responsible for dealing with admission requests to one of the TUK's educational programmes. See the regulation concerned for further information.

9 Legal protection

9.1 Possibilities

A student who considers his interests to have been violated, has various possibilities to have his or her rights enforced. The student may submit a complaint, objection or appeal against the decision taken, or omission to do so, by a body of the university. This can be done on the grounds of the Higher Education and Research Act (WHW) and the regulations based upon it. The legislator has prescribed which body is authorized to handle complaints, objections, or appeals. In order to prevent the student himself having to determine which body is authorized to handle his or her complaint, objection or appeal, the legislator has prescribed that the institutions of higher education should establish an unequivocal facility where students may submit a complaint, objection or appeal. It is up to this facility to pass on the submitted complaint, objection or appeal to the appropriate party. The TUK has, to this end, opened the facility of a complaints desk (in the form of an e-mail address).

The legal protection of the student can follow an internal or external route. 'Internal' means that a complaint or dispute is presented to the appropriate party within the university to be dealt with. The student can also follow the external appeal procedure, the Appeals Tribunal for Higher Education (the CBHO in The Hague). For the external procedure, it is not necessary for the student to lodge the complaint through the complaints desk. The procedure for submitting and dealing with a complaint and the commissions concerned are discussed below.

9.2 Complaints desk

The TUK has set up a complaints desk, to which students can present a matter in writing. This facility is the e-mail address: klachtenloket@tukampen.nl.

The secretarial office manages this e-mail address and is responsible for passing the matter on to the authorized committee. A matter can consist of a complaint or a dispute (see below).

It goes without saying that a student should first contact the person to whom the matter is related or the one who, on account of the position, is most qualified to deal with it. In the case of a complaint of a sensitive nature, however, or if discussing the matter with the person involved does not produce the desired result, it is then obvious that the student should go directly to the complaints desk.

Complaint: definition and consideration

Great dissatisfaction expressed by a student regarding a service, behaviour, act or situation which complainant has experienced in his or her dealings with the university and for which he cannot find a solution within the university. 'Omission' also constitutes a behaviour.

A student's complaint is taken into consideration by the Board of Directors. The university must ensure an adequate consideration of oral and written complaints concerning behaviour of the university and those working under its responsibility.

Dispute: definition and consideration

A dispute consists of a difference of opinion between a person and an authorized party within the university. As a rule, a dispute is preceded by a decision.

Within disputes, a distinction can be made between disputes which - in short - are related to an assessment of the student's performance and other disputes which are of a more general nature.

- *Disputes related to assessment of a student's performance.* This category of disputes regards, for example, disputes as a result of a decision by the Examination Review Committee or examiner. The Board of Directors will present these disputes to the Examination Appeals Board for consideration.
- *Disputes of a more general nature, for which the Board of Directors is the designated authorized party.* Other disputes can be, for example, disputes about the amount of the

(institutions) tuition fees or the reimbursement of costs made. These disputes are presented by the Board of Directors to the Disputes Committee. The Disputes Committee advises the Board of Directors concerning the dispute. The Board of Directors will await Disputes Committee's recommendation before making a decision.

9.3 Authorization of the Board of Directors in relation to the Disputes Committee

Based on the law, The Board of Directors is entitled to make decisions regarding the following matters and concerns:

- Reduction and exemption of tuition fees;
- Enrolment and un-enrolment;
- Financial support and
- Violation of house rules and disciplinary regulations.

The student may object against these decision to the Board of Directors. For the consideration of the objection and the making of a decision, the Board of Directors will submit the objection to the Disputes Committee. On the basis of the recommendation of the Disputes Committee, the Board will make a final decision. The student can follow the external appeal procedure against this decision, at the Appeals Tribunal for Higher Education (CBHO).

Disputes Committee

The consideration of a dispute by the Disputes Committee leads to a recommendation to the Board of Directors, which will make a final decision about the matter at hand. The Committee will attempt to ascertain whether an amicable settlement between parties is possible. Regarding a ruling on a dispute, the student can follow the external appeal procedure, the Appeals Tribunal for Higher Education (CBHO) against this ruling.

9.4 Authorization of the Examination Review Committee in relation to the Appeals Tribunal for Higher Education (CHBO).

Based on the law and the Examination Review Committee Regulations, the Examination Review Committee (EC) is authorized to make decisions regarding the following:

- The ERC determines whether a student meets the conditions set by the Education and Examination Regulation (OER) with respect to knowledge, insight and skills necessary to obtain a degree.
- The ERC will award a degree certificate as proof that the examination has been successfully taken, after the Board of Directors has declared that the procedural requirements for awarding the certificate have been met.
- The ERC may rule, according to the regulations set by the Board of Directors regarding the request of the person applying for the certificate, not, as yet, to award the certificate.
- The ERC guarantees the quality of the exams and examinations.
- The ERC determines directives and guide-lines within the framework of the Education and Examination Regulation to assess and judge the result of exams and examinations.
- The ERC is responsible for granting exemption for sitting for one or more exams.
- The ERC decides on granting permission for a student to select units of study to define their own programme, which will include an examination resulting in a degree.
- In the case of fraud on the part of a student, the ERC can take the measure of revocation of his or her right to take one or more specified test(s) or examinations, during a period determined by the ERC up to a maximum of one year. The ERC may propose to the Board of Directors the termination of the enrolment of any student committing serious fraud

The student objecting to this decision, can follow the external appeal procedure, the Appeals Tribunal for Higher Education (CBHO). A student can also submit a request to the ERC to consider revision of the decision by the ERC or the examiners.

Examination Appeals Board (EAB)

The Examination Appeals Board is authorized to make decisions regarding disputes about the assessment of the students' achievements. The EAB is authorized to make the following decisions:

- A decision concerning binding recommendations on continuation of studies (Article 7.8b paragraph 3 and 5 WHW);
- A decision with regard to notifying the DUO that the student has successfully taken his graduation examination (Article 7.9d WHW);
- A decision, not of a general scope, relating to prior education and admission requirements taken on the basis of title 2 of chapter 7 of the WHW, with a view to the admission to examinations;
- A decision based on additional investigation on the basis of which the EAB can stipulate that the owner of a Higher Secondary Education (VWO) certificate who does not meet the admission requirements for a programme at the TUK, may, nevertheless, enrol, on condition that the investigation proved that requirements have been met that are comparable in content (Article 7.25 paragraph 4 WHW);
- Decisions of the Examination Review Committee and examiners;
- Decisions by a committee appointed by the EAB regarding the university entrance examination or *colloquium doctum* (Article 7.29 sub. 1 WHW);
- A decision, taken on the basis of Article 7.30a and 7.30b WHW, regarding admission to the master.

The EAB has the task to investigate whether or not an amicable settlement can be reached between the student and the party that made the disputed ruling. The EAB carries out a limited review and is authorized to quash the disputed decision. Then the party that has made the disputed decision will have to make a new decision, taking into account the ruling of the EAB.

9.5 The Appeals Tribunal for Higher Education (the CBHO in The Hague).

The Appeals Tribunal for Higher Education (CBHO) is authorized to rule on all disputes on the grounds of the WHW or regulations based on it relating to matters between the student and the university. Hereby applies, however, that all possibilities offered by the internal legal protection procedures must be exhausted. The Appeals Tribunal for Higher Education (CBHO) can, for example, rule on disputes relating to the following subjects: tuition fees or examination fees, financial support, exemptions, enrolment, contributions and violations of the university's house rules and rules of order. See for further information: <http://www.cbho.nl>.

10. Appendices

The most recent version of the following regulations, referred to in the Charter, are appendices to the Student Charter:

Regulation and available translations	To be found:
Onderwijs- en examenregeling TU Kampen 2018-2019 (Bachelor, Master Algemeen, Master Predikant) <i>Translation: Education and Examination Regulation Master of Theology General Programme (OER)</i>	<i>website / sakai</i>
Regeling kerkelijke studiefinanciering voor theologische studenten van de gereformeerde kerken in Nederland (13 juni 2018)	<i>website</i>
Klachtenregeling Ongewenst Gedrag (4 februari 2013) <i>Translation: Harassment Complaints Regulation</i>	<i>website</i>
Reglement rechtsbescherming studenten (26 augustus 2014) <i>Translation: Legal Protection Students</i>	<i>website</i>
Reglement Universiteitsraad (11 september 2017) <i>Translation: Regulation for the University Representative Council of the TUK</i>	<i>sakai</i>
Reglement opleidingscommissie (11 september 2017) <i>Translation: Regulation for the Programme Committee</i>	<i>Sakai website</i>
Reglement toelatingscommissie (30 juni 2014)	<i>sakai</i>
Reglement examencommissie (15 juni 2011) <i>Translation: Examination Review Committee Regulations</i>	<i>sakai</i>
Reglement Profileringsfonds (10 juli 2017)	<i>website</i>
Reglement voor de behandeling van geschillen (23 augustus 2012) <i>Translation: Regulation for Resolving Disputes</i>	<i>website</i>
Reglement College van Beroep voor de examens (Reglement Cobex) (26 augustus 2014) <i>Translation: Regulation for the Rules of Procedure of the Examination Appeals Board</i>	<i>sakai website</i>
Fraudeprotocol (28 april 2016) <i>Translation: Regulations on Fraud and Plagiarism</i>	<i>website /sakai</i>
Regeling studieadvies (30 juni 2016)	<i>website/sakai</i>
Protocol voor het opnemen van colleges met student in MS teams (May 2020)	<i>Sakai/Teams</i>

SECTION 3:

EDUCATION AND EXAMINATION REGULATION (OER) 2020-2021

in accordance with Article 7.13 of the Higher Education and Research Act (WHW)

Master of Theology General Programme

(CROHO number: 66117)

Kampen, 1 June 2020

Determined by the Board of Directors, in accordance with Article 45 of this OER.

Dutch version determined by the Board of Directors on 01-06-2020.
Endorsed by the University Representative Council and
the Programme Committee 27-05-2020

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CHAPTER 1: APPLICABILITY AND DEFINITION OF TERMS

Article 1 *Applicability of the regulation*

This regulation applies to the educational programme and examinations of the Programme Master of Theology (General) of the Theological University of Kampen; hereafter to be referred to as: the programme.

Article 2 *Definition of terms*

In this regulation the following terms are used:

- 1 *graduation specialization*: the programme variant, to which a study coordinator has been allocated, which is chosen by the student at registration;
- 2 *Student Administration Office*: the student administration office of aforementioned university;
- 3 *Examination Appeals Board*: the committee consisting of three members in accordance with Articles 7.60 to 7.63 of the WHW (Act on Higher Education and Academic Research);
- 4 *Pass mark regulation*: the rules used by the examiner stating under which conditions the student can conclude the examination of the module with a sufficient (pass) mark;
- 5 *academic year*: the period beginning on 1 September and ending on 31 August of the following calendar year;
- 6 *Board of Directors*: the Board of Directors which performs the daily administration of the university;
- 7 *interim exam*: component of an exam which tests a coherent part of an education module and which, together with one or more interim exams is considered to be the examination of the module;
- 8 *ECTS (ECTS credit)*: EC stands for *European Credit* and a certain number of credits coincides with a number of study points to be earned by the student. 1 EC (or ECTS credit) is equal to 28 hours study load. ECTS stands for *European Credit Transfer system* and is the term for the whole system such as is valid in Europe;
- 9 *final examination*: the master's examination connected to the programme. The final examination comprises all common examinations and tests which the student are to have completed in order to successfully complete the programme and obtain the degree;
- 10 *Examination Review Committee*: committee which has been appointed for the organisation, coordination and quality of tests and examinations and for holding exams;
- 11 *examination components*: all education modules in the programme are considered to be an examination component;
- 12 *examiner*: the official who has, based on expertise, been appointed by the Examination Review Committee for the examination of certain education modules and is responsible for (quality of) the examinations and the determination of the results;
- 13 *fraud and plagiarism*: actions or neglect by a student through which a fair assessment of his knowledge, insight and skills becomes partly or completely impossible ;
- 14 *degree*: the degree which the graduate will receive, which is *Master of Arts (MA)*;
- 15 *major subject*: substantial subjects within the graduation specialization, to which a subsidiary subject has also been linked;
- 16 *educational module*: a part of the programme to which study points (ECTS credits) have been linked and of which the credits can be earned by means of

- taking an examination;
- 17 *education*: the programme Master of Theology (General Programme) (60 ECTS credits), which can be taken in a full-time (1 year) or a part-time (2 years) version;
 - 18 *institution examination*: degree certificate conferred after successfully completing all educational modules belonging to the master's programme;
 - 19 *period*: one of the four periods (A, B, C, D) comprising the study course of the programme;
 - 20 *Supervisory Board*: the board of delegates appointed by the General Synod of the Reformed Churches in the Netherlands, which governs the university on behalf of the churches;
 - 21 *compound exam*: an exam consisting of a number of interim exams which, in relationship with each other and using a certain pass mark regulation, are considered to be the examination of a module;
 - 22 *SIS*: the university's Student Information System, through which the student registers for examinations and is able to consult the achieved results;
 - 23 *student*: the person who has been registered at the university in order to follow the education connected with the programme and/or to take the examinations.
 - 24 *Student Guide*: the guide which is digitally published annually for each programme, in which the contents, structure and assessment of the educational modules of that programme have been set down.
 - 25 *study year*: the year curriculum of the programme which can be followed in one year (full-time) or spread out over two years (part-time);
 - 26 *examination*: the (summative) assessment of a module with a (single or compound) examination. An examination has been linked to each education module. Forms of examinations are: written exam, oral exam, essay, paper, practical assignment, literature review, thesis, open book exam, testimonial (act of presence), etc.;
 - 27 *Admission Committee*: the committee that has been appointed by the Board of Directors to assess whether a candidate meets the requirements for admission to the programme;
 - 28 *Assessment*: the examination of an educational module;
 - 29 *university*: the Theological University of the Reformed Churches of the Netherlands (Liberated), Broederweg 15 in Kampen;
 - 30 *WHW*: The Higher Education and Academic Research Act

Article 3 Reader's guide to the OER

Wherever 'him' or 'he' is referred to in this regulation, one may read 'her' or 'she'.
Wherever a number of days or weeks are referred to in this regulation, the days or weeks in which the university is closed are not included.

CHAPTER 2: NATURE AND OBJECTIVES OF THE PROGRAMME

Article 4 Nature of the programme

The programme is characterized by its slogan: 'Connecting Bible and life.' The Master of Theology (General Programme) directs itself towards a specialization study in one of the theological disciplines.

The student acquires such knowledge, insight, skills and attitudes that he/she is able to function autonomously in one of the fields of theology, is able to qualify for a follow-up study for theological researcher (a PhD programme in this case) and/or apply his theological expertise, from a reformed conviction, in ecclesiastical or social functions and discussions.

The master's program has often proved to be an 'enrichment master' for professionals

who have been active in the theological (or adjacent) field for years and wish to apply the extra acquired expertise directly in that professional context. The Master of Theology (General Programme) has taken shape in harmonisation with both the Bachelor of Theology programme and the Master of Arts (Ministry Programme). After completing the programme, the student will receive the *Master of Arts* degree.

Article 5 Objective, outcome qualifications and final attainment levels of the master's education programme

The programme objective is that graduates are experts in practicing one of the theological disciplines, from the perspective of the Reformed faith.

The graduate possesses the following Learning Outcome qualifications, organized in the domains listed below:

Theological knowledge:

- 1 has advanced knowledge of and insight into terms, theories, methods and paradigms within one of theological disciplines; ¹

Academic skills:

- 2 can autonomously integrate knowledge and insights into the Reformed tradition and contribute, from his own position, to the evaluation and development of that tradition;
- 3 can autonomously conduct methodical research within one of the fields of Reformed Theology;
- 4 Is able to connect the research in the chosen sub-discipline to the whole of theological science;
- 5 can collaborate with other scholars, and integrate and apply relevant insights from non-theological academic disciplines to the field of theology;
- 6 can apply his or her theological knowledge and insights to contribute to the formation of academic judgments and problem solving, regarding complex ecclesiastical and social issues;

Academic attitude, personal development:

- 7 is capable of reporting the research effectively to his peers and to the broader public in a well-structured thesis;
- 8 possesses a self-critical, transparent and serving attitude when conducting research and in presenting the results to peers as well as to the broader public;

Tuning to employment market; professional development:

- 9 is capable of directing academic theological knowledge and skill towards taking up responsibilities and tasks within Christian, ecclesiastical and social communities.

To this purpose the student receives education.

CHAPTER 3: ADMISSION TO THE PROGRAMME AND DEGREE CERTIFICATE

¹ Outcome qualification 1 has been worked out specifically for each graduation specialization, to be found on the website

Article 6 Admission to programme

The Admission Committee assesses the application of a candidate student for admission to the programme.

- 1 Those may be admitted to the programme to which the university has awarded the Bachelor of Theology degree.
- 2 Those may be admitted to the programme to which the university has awarded the certificate for the pre-master, which grants admission to a specific graduation specialisation.
The pre-master's certificate is valid for 2 years.
- 3 A student who has completed the Bachelor of Theology and/or Religion Sciences elsewhere may be admitted to the Master of Theology (General Programme).
- 4 In the case of candidate students with foreign bachelor programmes, above rules do not always apply. The admission Committee decides such cases individually.
- 5 For admission to the graduation specializations New Testament and Old Testament, additional language requirements apply. Only candidates who have previously acquired a minimum of 15 ECTS credits for New Testament Greek or 15 ECTS credits for Biblical Hebrew will be admitted to these specializations.

Article 7 Acquisition of the degree

To obtain the *Master of Arts* (MA) degree, all modules of the programme must be completed with sufficient result. The programme certificate provides the right to use of the title *MA*.

Article 8 Degree certificate and possible degree classification

- 1 On the occasion of the conferral of the degree, a certificate is awarded on which the (final) marks are recorded for the modules to which a code is linked in the Student Guide.
- 2 On this certificate is recorded the weighted average, based on the number of ECTS credits, designated for all examination components. (An education entity of 5 ECTS credits weighs 5 times in the calculation, an education entity of 2.5 ECTS credits weighs 2.5 times in the calculation.)
- 3 At the conferral of the degree, the Examination Review Committee can award the classification 'cum laude'. Such a classification can be only granted, if the weighted average mark obtained in the examination components referred to in paragraph 1 is 8.0 or higher. Furthermore, the mark for the thesis (including the presentation) must amount to a minimum of 8.5.

CHAPTER 4: THE EDUCATION PROGRAMME

Article 9 Duration of the programme

- 1 The programme comprises 60 ECTS credits.
- 2 The programme has a full-time (one study year) and a part-time (two study years) version.

The education and the examinations in the programme have been scheduled in the following phases:

Master of Theology General						
2020-2021						
Code	Module	Exams	ECTS	Mark/Evaluation	Subject bottom mark	Examiner
Joint Subjects						
MA001	Common Course	1	5.00	marks	5.5	J.M. Burger
MA010	Methodology	1	1.00	marks	5.5	H. Wijma
NB! Not in the Master of Christian Spirituality programme						
Master of Theology General - Church and Mission in the West						
MCMW1	Church and Mission in the West	1	6.00	marks	5.5	S. Paas, J.H.F. Schaeffer
MCMW2	Community: Practical and Missional Ecclesiology	1	6.00	marks	5.5	S. Paas, J.H.F. Schaeffer, G. J. Roest
MCMW3	Caring	1	6.00	marks	5.5	S. Paas, J.H.F. Schaeffer
MCMW4	Communication	1	6.00	marks	5.5	S. Paas, J.H.F. Schaeffer, G. J. Roest
MCMW5	Christian Leadership	1	6.00	marks	5.5	S. Paas, J.H.F. Schaeffer, G. J. Roest
MCMW6	Elective subject	1	6.00	marks	5.5	S. Paas, J.H.F. Schaeffer
MCMW7	Thesis	1	18.00	marks	5.5	S. Paas, J.H.F. Schaeffer
Master of Theology General – Church History						
MAKG31	The Lutherans in the Netherlands in de 16th and 17th century	1	6.00	marks	5.5	E.A. de Boer, S. Hiebsch
MAKG22	Calvinism and the confessionalization of Europe	1	6.00	marks	5.5	E.A. de Boer
MAKG13	The stature of the Church in the public dominion	1	6.00	marks	5.5	E.A. de Boer
MAKG25	Synod of Dort and the origin of the Canons	1	6.00	marks	5.5	E.A. de Boer
MAKG26	Neo-Calvinism of the late 19th and early 20th century	1	6.00	marks	5.5	E.A. de Boer, G. Harinck
MAKG14	KG Subsidiary subject	1	6.00	marks	5.5	E.A. de Boer
MAKG17	KG Thesis and Graduation Presentation	1	18.00	marks	5.5	E.A. de Boer
Master of Theology General - Old Testament						
MAOT1	Orientation in the field of Old Testament studies	1	6.00	marks	5.5	G. Kwakkel, K. van Bekkum, J. Dekker
MAOT2	The Study of the OT in the Reformed or Evangelical Tradition	1	6.00	marks	5.5	G. Kwakkel, K. van Bekkum, J. Dekker
MAOT3	Hermeneutics and Exegesis	1	6.00	marks	5.5	G. Kwakkel, K. van Bekkum, J. Dekker
MAOT4	Subsidiary: Biblical Aramaic or Biblical Hebrew	1	6.00	marks	5.5	W.H. Rose
MAOT5	Historia Relevance c.q. Theology of the Old Testament	1	6.00	marks	5.5	G. Kwakkel, K. van Bekkum, J. Dekker
MAOT6	The debate on the image of God in the Old Testament	1	6.00	marks	5.5	G. Kwakkel, K. van Bekkum, J. Dekker
MAOT7	OT Thesis and Graduation Presentation	1	18.00	marks	5.5	G. Kwakkel, K. van Bekkum, J. Dekker
Master of Theology General - Systematic Theology						
MAST1	Deepening of knowledge of Doctrinal history and Dogmatics	1	6.00	marks	5.5	R.T. te Velde
MAST2	Newer Theology	1	6.00	marks	5.5	R.T. te Velde
MAST13	Canons of Dort in a historical and theological context	1	6.00	marks	5.5	R.T. te Velde
MAST14	New Testament theology concerning the Election	1	6.00	marks	5.5	R.T. te Velde
MAST15	Topical debates on Election and Reprobation	1	6.00	marks	5.5	R.T. te Velde
MAST16	Subsidiary qualitative empirical research	1	6.00	marks	5.5	H. Wijma, R.T. te Velde
MAST8	ST Thesis and Graduation Presentation	1	18.00	marks	5.5	R.T. te Velde

Master of Intercultural Reformed Theology						
MIRT1	Introduction intercultural learning and studying	1	1.00	evaluation		J.J.A. Colijn
MIRT3	Reading the Scriptures Inter-Culturally - a Reformed Approach	1	6.00	marks	5.5	E. Brink, J.J.A. Colijn
MIRT4	The Core and Fabric of Reformed Theology	1	6.00	marks	5.5	J.M. Burger, R.T. te Velde, J.J.A. Colijn
MIRT5	What's at Stake? Topical Themes and Discussions in the Field of Reformed Theology	1	6.00	marks	5.5	B. Kamphuis, G. Harinck, J.J.A. Colijn
MIRT6	Reformed Worldview in a Global Perspective	1	6.00	marks	5.5	J.J.A. Colijn, R. Kuiper
MIRT8	Doing Intercultural Reformed Theology	1	6.00	marks	5.5	J.J.A. Colijn
MIRT9	Free Minor / Elective Subject	1	5.00	marks	5.5	J.J.A. Colijn
MIRT10	Master's thesis	1	18.00	marks	5.5	J.J.A. Colijn
Master of Theology General – Identity, ethics and society *						
MAIES2	Social and professional acting	1	6.00	marks	5.5	A.L.Th. De Bruijne, R. Kuiper
MAIES3	Christian identity and social ethics	1	6.00	marks	5.5	A.L.Th. De Bruijne, T.A. Boer, R. Kuiper
MAIES4a	Identity in the practise of Christian Education	1	6.00	marks	5.5	R. Kuiper
MAIES4b	Social ethics in a political context	1	6.00	marks	5.5	A.L.Th. De Bruijne
MAIES5a	Medical ethics	1	6.00	marks	5.5	T.A. Boer
MAIES5b	Economic ethics and leadership	1	6.00	marks	5.5	A.L.Th. De Bruijne
MAIES6	Responsible society	1	6.00	marks	5.5	A.L.Th. De Bruijne, R. Kuiper
MAIES7	IES Subsidiary subject	1	6.00	marks	5.5	A.L.Th. De Bruijne
MAIES8	IES Thesis and Graduation Presentation	1	18.00	marks	5.5	A.L.Th. De Bruijne
Master of Theology General - New Testament						
MANT1	Introduction	1	6.00	marks	5.5	P.H.R. van Houwelingen, M.G.P.Klinker-de Klerck
MANT2	Broadening	1	6.00	marks	5.5	P.H.R. van Houwelingen
MANT3	Deepening	1	6.00	evaluation		P.H.R. van Houwelingen
MANT5	Explorations	2	12.00	evaluation		P.H.R. van Houwelingen
MANT4	Subsidiary subject	1	6.00	marks	5.5	P.H.R. van Houwelingen
MANT6	Graduation route	1	18.00	marks	5.5	P.H.R. van Houwelingen
Master of Theology General – Christian Spirituality						
MASP1	Introduction to the field and to spiritual traditions	1	6.00	marks	5.5	A.L.Th. De Bruijne
MASP1a	<i>take-home examination</i>			<i>marks</i>		<i>A.L.Th. De Bruijne</i>
MASP1b	<i>presentation</i>	1		<i>evaluation</i>		<i>A.L.Th. De Bruijne</i>
MASP2	Contemplative spirituality	1	6.00	marks	5.5	J. Douma, I. te Loo
MASP2a	<i>paper</i>	2		<i>marks</i>		<i>J. Douma, I. te Loo</i>
MASP2b	<i>assignments</i>	1		<i>evaluation</i>		<i>J. Douma, I. te Loo</i>
MASP3	Charismatic spirituality	1	6.00	marks	5.5	M. Hage, R. Westerbeek
MASP3a	<i>paper</i>	1		<i>marks</i>		<i>M. Hage, R. Westerbeek</i>
MASP3b	<i>reflection reports</i>	1		<i>evaluation</i>		<i>M. Hage, R. Westerbeek</i>
MASP4	Protestant spirituality	2	6.00	marks	5.5	A.L.Th. De Bruijne, J.M. Burger
MASP4a	<i>take-home examination</i>	1		<i>marks</i>		<i>A.L.Th. De Bruijne, J.M. Burger</i>
MASP4b	<i>presentation</i>	1		<i>evaluation</i>		<i>A.L.Th. De Bruijne, J.M. Burger</i>
MASP5	Ecumenical spirituality	1	6.00	marks	5.5	R. Westerbeek, J. Douma, J.M. Burger, A.L.Th. De Bruijne
MASP5a	<i>paper</i>	1		<i>marks</i>		<i>A.L.Th. De Bruijne</i>
MASP5b	<i>assignments</i>	2		<i>evaluation</i>		<i>A.L.Th. De Bruijne</i>
MASP6	Compulsory subsidiary subject	1	7.50	marks	5.5	A.L.Th. De Bruijne, R. Westerbeek, J. Douma, H. Wijma
MASP6a	<i>written examination</i>	1		<i>marks</i>		<i>A.L.Th. De Bruijne, R. Westerbeek, J. Douma</i>
MASP6b	<i>assignments</i>	1		<i>evaluation</i>		<i>A.L.Th. De Bruijne, R. Westerbeek, J. Douma</i>

MASP7	Graduation route	1	17.50	marks	5.5	A.L.Th. De Bruijne, R. Westerbeek, J. Douma, J.M. Burger, M.Hage, I. te Loo
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** The Master of Theology General - Identity, ethics and society is in Dutch only*

CHAPTER 5: PROVISIONS ON STUDY PROGRESS

Article 11 Admission requirements for modules in the programme

The Student Guide has set out to which modules admission requirements apply, consisting of successfully taking certain examination components. The Board of Directors may temporarily deny access to the module concerned to students who have not met these admission requirements on time, if so requested by the teacher.

Article 12 Requirements for moving within the programme

It is obligatory to begin the first year of the programme with the *Common Course*. Simultaneously, and successively, the other modules can be taken.

Article 13 Electives for the graduation specialization

Directly at application to the programme the student chooses one of the following graduation specializations:

- 1 Identity, Ethics, and Society
- 2 Church History
- 3 Church and Mission in the West
- 4 New Testament
- 5 Old Testament
- 6 Systematic theology
- 7 MIRT – Master of Intercultural Reformed Theology
- 8 Christian Spirituality

Article 14 Choosing a subsidiary subject (minor)

The curriculum of each graduation specialization has a subsidiary subject linked to the major subjects. This subsidiary is to support the main subjects and/or the specific graduation thesis. In the Student Guide the regulations for applying for the subsidiary subject that is to be taken, are further explicated per graduation specialization. Should the student wish to apply for a subsidiary subject which deviates from the options named in the Student Guide, then the student can submit a request to the Examination Review Committee.

CHAPTER 6: ASSESSMENT AND EXAMINATION

Article 15 Examination components

- 1 All examination components are concluded with an examination.
- 2 For which study activities presence is obligatory, and a testimonial is supplied, is set out annually in the programme's Student Guide (hereafter to be called 'Student Guide').

Article 16 Forms of Assessment

Forms of assessment at the university are: written exam, oral exam, paper, essay, practical assignment, literature review, thesis, open book exam, testimonial (of presence), and possibly other forms of assessment mentioned in the Examination Policy.

Article 17 Dates of examination components

The dates for the examination components are published annually on the Electronic Learning Environment Sakai.

The Board of Directors ensures that examinations can proceed as planned at the times mentioned in the exam schedules.

Article 18 Participation in examinations

- 1 Students wishing to take an exam should register before the given deadline through the Student Information System (forthwith to be called *S/S*). Only students who have registered for an exam through *S/S* are eligible to take the examination and have it assessed.
- 2 Students who, after having received a sufficient mark for the exam, desire to take a resit exam in order to gain a higher mark, are obliged to submit a well-motivated application to the Examination Review Committee in a timely manner. An application to that purpose can be done only once per study year. Should the student receive permission for this, then the most recent marks will count.
- 3 For the duration of one study year, the student is still given the opportunity to take the exam according to the examination requirements which applied in the year of the cohort to which the student belongs. In the following years the student must, in the case of a resit, take the exam according to the examination requirements of the study schedule which is then valid.
- 4 Examinations and resits are to be taken at the moment as determined (published on the examination schedule). Only in exceptional cases may a written request for rescheduling be submitted to the programme coordinator. This request must be submitted at the latest 5 working days before commencement of the scheduled examination.
- 5 For oral exams the teachers will publish a schedule at least 5 working days in advance. In all remaining cases, students who wish to take an oral exam must report to the lecturer concerned, at the latest five working days in advance.
- 6 Students with a physical or sensory handicap are given the opportunity to take the exam in a manner as much as possible adapted to their individual disability. The Examination Review Committee may, if necessary, obtain expert advice before making a decision.
- 7 At a written exam, the student is obliged to be able to identify himself with his Student card or legal proof of identity.

Article 19 Presentation of questions and manner of assessment of components

The objectives and the contents of the modules have been defined per module in the Student Guide. Teachers provide insight into the manner of assessment applied at exams in the period book.

Article 20 Examiner

An examiner (the teacher, in this case) whose name is mentioned at the component concerned in the Student Guide, has been designated by the Examination Review Committee for the assessment of an examination component. The assessment takes place for each student separately.

Article 21 Deviating manner of examination

- 1 At a resit exam, a teacher is authorized to deviate from the manner of examination mentioned in the Student Guide for an individual student, following permission from the Examination Review Committee and notification to the student.

- 2 For a resit, a student can submit a motivated request to the Examination Review Committee to be examined in a different manner. The Examination Review Committee decides after recommendation by the teacher.

Article 22 Oral exams

- 1 No more than one student will be examined orally at the same time, unless the Examination Review Committee has decided otherwise.
- 2 An oral examination is public, unless the Examination Review Committee or the examiner concerned determines otherwise in a motivated manner, or the student has submitted an objection.
- 3 At all times a (digital) recording is made of the oral examination.

Article 23 Assessment of an examination component in marks

The assessment of exams is expressed in marks (figures), with a maximum of one decimal place behind the comma. A mark of 5.5 or higher is considered to be a pass.

Article 24 Weighing interim examinations

If an exam consists of two or more interim exams and the teacher wishes to apply a minimum pass mark, then the lecturer must mention this cut-off point (including the corresponding minimum pass mark) in the Study Guide. This also applies if the teacher wishes to give one interim exam more weight than the other. If this publication is lacking, the rule is that the result of the exam is considered sufficient if the weighted average of the marks obtained for the interim exams is a 5.5 or higher.

Article 25 Examination opportunities

- 1 The student is given two resit opportunities in the study year following the regular examinations and resits. He can submit an application for the regular examination and/or the resit opportunity. The dates are fixed annually on the examination schedule. Outside these dates, no resits are possible. In the case of a thesis, essay or other assessment form, the student must choose a new subject in the study year(s) following the regular deadlines.
- 2 If no education has been offered for a module in a certain year, an individual opportunity for taking the exam will be offered, if necessary. Examination dates must be made known and/or requested a minimum of 20 working days in advance.
- 3 In exceptional cases it is possible to reschedule an examination date. The student must then submit an application to the programme coordinator. This has been further worked out in the 'Regulation for rescheduling examination dates', which can be found on the website.
- 4 The Examination Review Committee may, with statement of reason, offer a student an extra chance for an examination.

Article 26 Result of examinations and interim exams

- 1 The result of a written examination is made known to the student within 10 working days of the examination by means of the SIS.
- 2 The result of an oral exam is determined and made known to the student immediately after the conclusion of the exam.
- 3 The result of an essay, practical assignment, literature review, thesis, open book exam, testimonial (of presence) is made known within 15 working days after the ultimate date of submission, unless otherwise indicated by the programme coordinator.
- 4 The result of an assessment as mentioned in *Article 16*, with exception of the oral

exam, is communicated to the student within 15 working days of the taken test or examination, in the case that it has to be assessed by more than one teacher.

- 5 Regarding to the notification of results, the same rules apply to interim exams as to exams.

Article 27 Validity period for examinations

- 1 The results achieved in the bachelor's programme are fixed after taking the Bachelor Graduation Examination.
- 2 The validity period of successfully completed examinations and examination components is six years, counted from the moment that the result is visible in the S/S.
- 3 When the validity period of the exams referred to in paragraph 2, has expired, or threatens to expire, the student can submit a request for extension to the Examination Review Committee.
 - a. The Examination Review Committee (ERC) may extend the validity period if the ERC determines that the knowledge, insight and skills obtained by the student during the course are not outdated, and that the student, as far as this course is concerned, meets the conditions set by the Education and Examination Regulation (OER) with respect to knowledge, insight and skills necessary to obtain a degree.

If one of the special circumstances below applies, the validity period of a successfully completed test or exam is extended by a period of time to be more closely stipulated, and, for students who are making use of the Exceptional Circumstances Fund, for at least the duration of the financial support which has been granted on the basis of the Exceptional Circumstances Fund.

The Examination Review Committee will, after seeking advice from the programme coordinator, take into consideration exclusively the following personal circumstances of the student concerned:

- a Long-term illness;
- b Physical, sensory or other functional disorders;
- c Pregnancy;
- d Special family circumstances, among which is to understand the special circumstances of the spouse of the applicant;
- e Activities within the framework of the administration of the institution, such as membership of the University Representative Council or Programme Committee, unless study credits and/or other emoluments are granted for the activities;
- f A construction of the programme such that the student has not, within reason, been able to meet the study progress standard;
- g Other situations in which the student, through circumstances beyond the student's control, has not been able to take part in exams, or the education needed for the exam, to be appraised by the Examination Review Committee.
- h the student may refer to a conversation with the internal confidential adviser.

- b. The Examination Review Committee only decides on the request if the student submits, together with the request, a study plan for rounding off the

education within a reasonable period of time, accompanied by the recommendation of the student's mentor or study supervisor.

Article 28 Right of inspection of thesis and written exams

- 1 After a thesis has been assessed, the student receives a written appraisal, accompanied by an oral explanation.
- 2 Within 10 working days after the announcement of the results of a written examination or interim examination, the student has the right to inspect his or her written work (including the assignments), as well as the teacher's appraisal, in order to be able to react to the appraisal.
- 3 Completed examinations are kept by the student administration for a period of two years.
- 4 Theses and written exams can, following assessment by the teacher, be subject of discussion between the teacher and the student(s).

Article 29 Retention periods

- 1 The examination assignments (including the examination matrix) are kept for a period of seven years.
- 2 Examination papers, among which is to be understood work assignments and other written materials for which a mark or mark component has been granted, are kept two years after the examination result has been determined.
- 3 Bachelor's Theses, master's Theses, Internship reports of the final internship and the report of the graduation project, including the assessment form, are kept for at least seven years.
- 4 Reports (lists of marks) and certificate supplements, containing the signature of the Chair of the Examination Review Committee, are kept permanently.

CHAPTER 7: FINAL EXAMINATION

Article 30 Determining the examination components

The final examination consists of the modules which are to be examined. Which components belong to the graduation examination is determined through the definition of the modules in the education programme concerned.

Article 31 Examination requirements

The requirements for the examinations are determined by the Examination Review Committee.

Article 32 The Examination Review Committee

The Examination Review Committee is the body that, in an objective and expert manner, determines whether a student satisfies the programme's defined outcome qualifications and the modules and examinations derived from this that are necessary to obtain the degree. The Examination Review Committee has been established by the Board of Directors. The members are appointed by the Board of Directors on the grounds of their expertise in the field of education. The Examination Review Committee follows the university Examination Review Committee Regulations.

Article 33 Duties of Examination Review Committee

The Examination Review Committee functions according to the requirements mentioned in Article 7.12 up until 7.12c of the WHW. Duties and powers of the Examination Review Committee (ERC) in this respect are:

- 1 The ERC determines whether a student meets the conditions set by the Education and Examination Regulation (OER) with respect to knowledge, insight and skills necessary to obtain a degree.
- 2 The ERC will award a graduation certificate, as proof that an examination has been successfully taken, after the Board of Directors has declared that the procedural requirements for awarding the certificate have been met.
- 3 Should a graduate, who is eligible for the award of a graduation certificate, requests that this award be delayed, the ERC shall decide on this, in accordance with the rules adopted by the Board of Directors.
- 4 The ERC guarantees the quality of the examinations.
- 5 The ERC determines directives and guidelines within the framework of the Education and Examination Regulation to assess and determine the results of examinations.
- 6 The ERC is responsible for granting exemption for sitting for one or more examinations.
- 7 The ERC decides on the granting of permission for a student to define their own programme by following selected modules offered by the TUK, involving an examination resulting in the obtaining of a degree.
- 8 The ERC can, in the case of fraud on the part of a student or external student, take the measure of revocation of the student's right to take one or more examinations, specified by the ERC, during a period determined by the ERC with a maximum of one year. The ERC may propose to the Board of Directors the termination of the enrolment for the programme of any student committing serious fraud.
- 9 The ERC establishes rules concerning the implementation of the tasks and authorities mentioned in Articles 4, 5, 7 and 8, and concerning the measures to be taken in this regard.
- 10 If a student lodges a request or complaint with the ERC involving an examiner who is a member of the ERC, the examiner concerned will not take part in the treatment of the request or the complaint.
- 11 The ERC can make recommendations, upon request or by own initiative, to the Board of Directors concerning matters related to the Examination Review Committee.
- 12 The ERC will establish an annual report of its activities. The ERC shall submit this report to the Board of Directors.

Article 34 Fraud and withdrawal

- 1 The Examination Review Committee has the right to declare an examination invalid.
- 2 In a case of fraud, the examination component concerned will be marked with an X in the SIS.
- 3 The provisions of the regulation *Fraud and Plagiarism Policy*, to be found on the electronic learning environment, are fully applicable.
- 4 If a student withdraws himself from a written examination after being acquainted with the presentation of questions, the examination component concerned will be marked with NB (Not Obtained). Also when the student does not appear at an examination for which the student has registered, a NB is granted. Failing to meet a regular given deadline for other assessment forms results, likewise, in an NB.

Article 35 Registration of examination components and examinations

The registration of the achieved study results concerning examinations and examination components occurs by the inspector with aid of the Student Administration office. After registration, the student can view his own results in the SIS.

Article 36 Awarding of degree certificate

The degree certificate at the conferral of the degree can be awarded if all examination components belonging to the examination have been completed with sufficient result. Should it not be possible to award the master's degree certificate on time to a student who has successfully completed all the examination components, then the Examination Review Committee can issue a declaration of graduation.

Article 37 Data conferral of degrees

For the conferral of the degree, at least two dates are fixed between 1 September and 1 July. The dates will be fixed before the start of each academic year. At the beginning of each academic year the dates on which degree certificates can be received are communicated to the students.

Article 38 Possibilities for appeal

A written appeal can be made to the Examination Review Committee against the assessment of an examination or examination component. Against a decision of these Board of Directors an appeal can be made to the Examination Appeals Board.

Article 39 Composition of the Examination Appeals Board

The Examination Appeals Board consists of three members: a chair who must satisfy the requirements for appointment as judicial official as intended in Article 5 of the *Wet rechtspositie rechterlijke ambtenaren* (Act on legal position of judicial officials); a member representing the teaching staff and a member representing the students. The members of the Examination Appeals Board are appointed by the Supervisory Board, the member representing the teaching staff is nominated by the Examination Review Committee and the member representing the students is nominated by the student section of the University Representative Council. A substitute member is also appointed for each member.

Article 40 Powers of the Examination Appeals Board.

The Examination Appeals Board rules on appeals against decisions with respect to admission to education, decisions concerning the determination of the number of ECTS credits awarded, decisions with a view to admission to examinations, decisions regarding exemptions, decisions taken by the Examination Review Committee and by examiners. Decisions of the Examination Appeals Board are binding and have - if applicable - retrospective force.

Article 41 Exemption of examination components

At the student's request, the Examination Review Committee can grant a full or partial exemption for one or more examination components of the study program taken by the student, based on former academic or higher education, if, the Examination Review Committee judges the submitted proof of competence to indicate that the content of the component has been met at a similar or higher level than required. The Examination Review Committee can, if so wished, ask for advice from the examiner concerned. Exemptions can be requested by means of the Exemption Application Form, which can be found on the website.

Article 42 Master's thesis

- 1 The Master of Theology (General Programme) is concluded with a graduation thesis within the framework of the chosen graduation specialization.

- 2 For the thesis, the provisions apply which have been set out in the separate ‘Thesis Regulation.’

The relation between the assessment categories in the Thesis Regulation and the outcome qualifications of the programme is as follows:

Outcome qualifications (domains)	Assessment categories of the Thesis Regulation
<i>Theological knowledge</i>	2. Academic process and product 3. Application of literature 4. Employment of theological terms
<i>Academic skills</i>	2. Academic process and product 3. Application of literature 5. Input from other academic disciplines 6. Integration of knowledge of, and insight into, the
<i>Academic attitude, personal development</i>	1. Academic attitude 2. Academic process and product
<i>Tuning to employment market, professional formation:</i>	2. Academic process and product 7. Practical relevance

CHAPTER 8: EVALUATION STRUCTURE

Article 43 Manner of evaluation

All modules are evaluated annually by means of a module evaluation form. At written exams the student fills in a papers form after the exam. At other forms of assessment, there is a digital form available on the electronic learning environment. The programme coordinator has a discussion with the year group at least once a year to evaluate the education and the programme. At least once every six years, an education programme is evaluated thoroughly by a special evaluation committee. All evaluations are discussed in the Programme Committee.

CHAPTER 9: EMPLOYMENT OF THIS REGULATION

Article 44 Special circumstances and the unforeseen

The Examination Review Committee decides in all cases not covered by this OER and in special circumstances.

Article 45 Determination and modification of the Education and Examination Regulation.

The Education and Examination Regulation (OER) will be determined annually by the Board of Directors, after approval by the University Representative Council and the Programme Committee, and after hearing the Examination Review Committee. The implementation provisions are determined annually by the Board of Directors.

Article 46 Publication regulation

This regulation is published, together with the implementation provisions, on the university website.

Article 47 Coming into effect

This regulation comes into effect on 1 September 2020 for the academic year 2020-2021.

SECTION 4: MODULES

GENERAL SUBJECTS	PAGE 78
OLD TESTAMENT	PAGE 81
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SYSTEMATIC THEOLOGY	PAGE 90
CHURCH HISTORY	PAGE 95
INTERCULTURAL REFORMED THEOLOGY (MIRT)	PAGE 102
CHURCH AND MISSION IN THE WEST (MCMW)	PAGE 118

General Subjects

Module:	Common Course	Code:	MA1001
Lecturer:	J.M. Burger	Period:	A
Form of assessment:	Essay	ECTS Credits:	5
Admission requirement:	None	Academic Year:	2020-2021

Learning Goals

The student is able to:

1. indicate and illustrate the importance and urgency of hermeneutics for Reformed Theology (also in its respective departments) and for connected practices (FAL1,2,3);
2. explain and illustrate the method of theology as a whole and the hermeneutical movement that is implied therein (FAL3);
3. reproduce the main insights of contemporary (post-)modern, and non-western hermeneutics (FAL1,3);
4. reflect on the contextual character of all theology, as well as his or her own theological thought and work (FAL1,3,5).

Content

1. Introduction to hermeneutics and Reformed views on hermeneutics
2. Discussing the contextual character of theology
3. Hermeneutical questions in the main theological sub departments and the hermeneutical movement in theology as a whole
4. Important positions in philosophical hermeneutics
5. Developing Reformed hermeneutics in dialogue with some prominent theological hermeneutical positions
6. Practical application (pastoral care, position of women in church)

Work forms

Lectures (6 meetings of 3 hours); self-study; essay.

Study load

Lectures: 18 uur

Lecture Preparations: 36 uur

Self-study: 86 uur

Examination

The examination consists of an essay (approximately 4500 words). This essay has to deal with one of the following questions and to give proof of an adequate mastery of the content of the lectures with the accompanying literature and of the additional literature:

- a. How should Reformed/ Evangelical Theology today be practised in a way that is hermeneutically and contextually responsible?
- b. What are the meaning and relevance of hermeneutical sensitivity/ competence for the work of a minister/ or: for the work in another function that serves the gospel in church and society?

It is possible – after consulting the teacher – to focus these question on a specific practical theme or on one of the theological disciplines.

c. It is also possible to choose a question related to one of the theological sub-disciplines, in consultation with the professor in question. In this case, the additional literature will concern hermeneutical questions in this field of theology .

The criteria to evaluate this essay have been derived from the aims of the course. Special attention will be given to

1. Vision of the importance of hermeneutical reflection for theology and for the churchly practice;
2. Insight into the hermeneutical movement included in theology itself;
3. Use of the insights of contemporary hermeneutical reflection, that were discussed in the lectures and in the compulsory literature;
4. Insight into the contextual character of theology;
5. Creativity and independence;
6. Methodological soundness and plausibility of the argument.

Literature:

	Pag.	Cat.	U.
Reader	180	3	36

Recommended Literature

See Sakai

Module:	Methodology 1	Code:	MA010
Lecturer:	H. Wijma	Period:	B
Form of assessment:	Paper or Research plan	ECTS credits:	1
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives:

Students are:

1. capable of autonomously conducting methodological research within an area of Reformed theology (FAL3);
2. able to collaborate with other scientists, and incorporate relevant insights from non-theological sciences into the field of theology (FAL3);
3. capable of presenting conducted research by means of a well-structured report to peers and to a broader public (FAL3,4).

In this module the focus is on learning to connect research to theology.

Subject content

In this module the discussion is about how to set up a justifiable academic research. The module a deepening and broadening of Haarsma's module in Ba1 and the experience gained by the writing of the bachelor's thesis. For students of the general master the module is a step towards conducting a final research in which the student chooses a historical, literary/textual and/or social academic research method, or a mix thereof, and applies these in the execution of the research.

Format

Formal lectures, questions on studied material, Interim assignments, group work.

As this subject is strange to many students and we work with Interim assignments, the tempo of the treatment of the material is fine-tuned to the students' questions. It can therefore occur that a subject is treated in a lecture later than planned, just as in real life.

Study load

Contact hours: 4 x 1.5 hours

Preparation for lectures:

Lecture 1: read: Bruijne, de and Burger, Ch. 13, pp. 263 – 282; Verschuren & Doorewaard, Ch.1, 2, pp. 15 – 66.

Lecture 2: read: Verschuren & Doorewaard, Ch.3, pp. 67 - 94, Mortelmans Ch.4, pp. 95 - 135 (read through roughly, 20 p./hour, revisited in Ma2).

Lecture 3: read: Verschuren & Doorewaard, Ch.4, pp. 95 – 132.

Lecture 4: read: Verschuren & Doorewaard, Ch.6.1, 6.2, pp.159 – 166; Ch 7, 211 – 249 / Ch. 8, pp. 251 - 271.

Independent study:

After lecture 1: Give an argued description of an objective for a project framework, on a self-chosen issue in the context of the own graduation project, in up to 0.5 A4. Submit 2 days before the next lecture by means of Sakai.

After lecture 2: Read Verschuren & Doorewaard Ch.5, pp. 133 - 155. Unravel a key concept from the own research project in accordance with what the literature indicates and describe this key concept on 1 A4, adding a graphic reproduction on max. 1 A4. Submit 2 days before the next lecture by means of Sakai.

After lecture 3: Tentatively formulate a conceptual model concerning your research proposal from lecture 2 on the basis of the unravelling of two concepts from your research proposal, in accordance with lecture 2 in a diagram on max. 1 A4. Submit 2 days before the next lecture by means of Sakai.

After lecture 4: Describe a reasoned schedule concerning your research proposal from lecture 1, taking into account your learning experiences from the time needed to unravel concepts for lecture 3, on max. 1 A4 and add a schematic reproduction in accordance with fig. 8.2, taking into account a maximum available time span of 10 weeks. Submit in test week by means of Sakai.

Assessment

Submittal of the (interim) assignments and having them appraised as sufficient
or

Submittal in the test week of a research plan meant for the implementation of the final research for the Master of Theology (General Programme).

Literature

	Pg.	Cat.	H.
Verschuren, P.; Doorewaard, H., <i>Het ontwerpen van een onderzoek</i> (Den Haag: Boom Lemma, 2007 or a later version).	250	1	35
Mortelmans, D., <i>Handboek kwalitatieve onderzoeksmethoden</i> (Leuven: Acco, 2013, 4 th revised edition).	40	1	6

Recommended literature:

- Cameron, H.; Bhatti, D.; Duce, C.; Sweeney, J.; Watkins, C., *Talking about God in Practice* (London: SCM Press, 2010).
- Cameron, H.; Duce, C., *Researching Practice in Ministry and Mission. A Companion* (London: SCM Press, 2013).

- Osmer, R.R., *Practical Theology. An Introduction* (Grand Rapids: William B. Eerdmans Publishing, 2008).

Old Testament

Module:	Overview of OT Research since the 16th Century AD	Code:	MAOT1
Lecturers:	K. van Bekkum, J. Dekker, G. Kwakkel	Period:	B
Form of	Essay or paper	ECTS Credits:	6
Assessment:		Academic year:	2020-2021
Admission requirement:	None		

Learning goals

Students:

1. can present a general overview of the history of Old Testament studies as an academic discipline (FAL1,7);
2. can describe the current debate on methodology, characterize the currents in vogue nowadays and evaluate all this from the perspective of his own theological conviction (as a reformed/evangelical believer) (FAL2).

Content

History of OT studies as an academic discipline; diachronic and synchronic methods in the OT.

Teaching and Learning Methods

Tutorials (with specific attention for the methodology of the field of Old Testament studies)

Workload

Contact hours: ca. 5 (tutorials)

Preparation: ca. 15

Self-study: 148

Assessment

Essay or paper (depends on the previous education and skills of the student).

Required literature

	Pag.	Cat.	U.
Kraus, Hans-Joachim, <i>Geschichte der historisch-kritischen Erforschung des Alten Testaments</i> , Neukirchen-Vluyn ³ 1982, §§ 45, 47, 53, 59, 73, 77 and other sections as agreed.	60	3	14
Sæbø, M. (ed.), <i>Hebrew Bible Old Testament. The History of Its Interpretation</i> , Volume II: Chapter 1: From the Renaissance to the Enlightenment (pp. 21-45); Chapter 17 (Martin Luther, pp. 363-395); Chapter 18 (John Calvin, pp. 428-451); Chapter 23 (Radical Reformers, pp. 584-601); Chapter 28 (Orthodoxy, pp. 700-710 [1.2., 2.], 715-722 [4.], 732-740 [7.]); Chapter 31 (Louis Cappel and Textual Criticism): pp. 789-792; Chapter 34 (Simon, Astruc, pp. 838-843, 846-847); Chapter 36 (Lessing, pp. 893-902); Chapter 37 (Pietism, pp. 902-925); Chapter 41 (Michaelis, pp. 980-985); Chapter 42 (Semler, pp. 995-1005); Chapter 44 (Herder, Eichhorn, Gabler, pp. 1041-1063).	214	3	56

Sæbø, M. (ed.), <i>Hebrew Bible Old Testament. The History of Its Interpretation</i> , Volume III, section as agreed.	45	3	15
House, P.R. (ed.), <i>Beyond Form Criticism</i> , Winona Lake 1992: Introduction (pp. 3-20); Scripture and Literary Criticism (pp. 24-46); Rhetorical Analysis (pp. 48-69); Formalism and Narrative (pp. 164-205); Reader-Response Analysis (pp. 374-394).	126	3	30
Barr, J., 'The Synchronic, the Diachronic and the Historical', in: J.C. de Moor (ed.), <i>Synchronic or Diachronic?</i> (= OTS 34), Leiden etc. 1995, 1-14.	14	3	5

Recommended literature

- Knight, D. A., Tucker, G.M., *The Hebrew Bible and Its Modern Interpreters*, Philadelphia etc. 1985
- Woude, van der, A.S., (ed.), *Inleiding tot de studie van het Oude Testament*, Kampen, 1986

Module:	Overview of OT Research in the (Dutch) Reformed and Evangelical Tradition	Code:	MAOT2
Lecturers:	K. van Bekkum, J. Dekker, G. Kwakkel	Period:	B
Assessment:	Essay	ECTS Credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning goals

Students:

1. can present an accurate description of the principles used in Reformed or Evangelical research of the Old Testament and evaluate the way in which researchers apply these principles in practice (FAL1);
2. can clearly set forth and substantiate his own attitude as regards these principles (FAL2).

Content

Typical examples of the (Dutch) Reformed and Evangelical research tradition with regard to the Old Testament.

Teaching and Learning Methods

Tutorials (with specific attention for the methodology of the field of Old Testament studies)

Workload

Contact hours: ca. 5 (tutorials)

Preparation: ca. 15

Self-study: 148

Assessment

Examination of the essay according to the learning goals of this course. The essay must deal with a topic from the Old Testament that enables the student to reflect critically and independently on the methodology and principles of Reformed or Evangelical research of the Old Testament. The topic must be chosen from the, in mutual agreement, selected literature. The student himself develops an adequate research question for the essay, in consultation with the tutor. In addition to the already selected literature, the consultation of additional literature will often be required, for which the student himself is responsible.

Literature

The student makes a choice and presents it to the tutor.

- Literature in Dutch by Benne Holwerda, Herman Schilder, Henk de Jong.

- Greidanus, Sidney, *Problems and Principles in Preaching Historical Texts* (Toronto: Wedge, 1970 or reprint).
- Schilder, K., parts of his trilogy on Christ in His Suffering.
- Graaf, S.G. de, parts of *Promise and Deliverance* (New York: Paideia Press, 1977-2020).
- Veer, M.B. van 't, *My God is Yahweh: Elijah and Ahab in an Age of Apostacy* (New York: Paideia Press, 1980).
- McConville, J. Gordon, *Grace in the End: A Study of Deuteronomistic Theology* (Grand Rapids: Zondervan, 1993).
- John Goldingay, *Approaches to Old Testament Interpretation. Updated Edition* (Leicester: Apollos, 1990) Wright, Christopher J., *Knowing Jesus through the Old Testament* (Downers Grove: IVP, 1992) or *The Mission of God*, (Nottingham: IVP, 2006).

Depending on his level and prior knowledge, the student may also choose a topic related to the subject matter of his Master Thesis. Examples: History of Israel, History of the religion of Israel, Introduction to the canonical, textual and literary problems of biblical books, Archaeology, Semantics, Umwelt, evaluated from a Reformed / Evangelical perspective

Module:	Hermeneutics and Exegesis	Code:	MAOT3
Lecturers:	K. van Bekkum, J. Dekker, G. Kwakkel	Period:	C
Assessment:	Papers	ECTS Credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning goals

Students:

1. are able to describe the current exegetical methods and to assess to what extent he can make use of them in his personal research (FAL1,2);
2. are able to present a written exegesis of an Old Testament text, which shows that he is can
 - take sound decisions in textcritical issues;
 - come to grips with the exegesis of an Old Testament text in a methodical and systematic way;
 - identify the methods used in scholarly literature and responsibly integrate them in a reformed/evangelical approach of the text;
 - make fruitful use of grammars, lexicons and commentaries (FAL1,2,7).

Content

Textual Criticism (apparatus BHS and BHQ; evaluation of the manuscripts); Hermeneutics (diachronic and synchronic methods in exegesis; how to do exegesis); Exegesis (exegesis of a pericope, to be chosen in mutual agreement between student and tutor).

Teaching and Learning Methods

Tutorials (with specific attention for the methodology of the field of Old Testament studies)

Workload

Contact hours: ca. 5

Preparation: ca. 15

Self-study: 148

Assessment

Review of the papers on Textual Criticism and Exegesis according to the learning goals of this course.

Literature

Possibilities:

- Kwakkel, G., *Leren interpreteren* (reader).
- Talstra, E., *Oude en nieuwe lezers* (Kampen: Kok, 2002).
- Tov, E., *Textual Criticism of the Hebrew Bible* (Grand Rapids, MI: Eerdmans, 2012).
- Würthwein, E., Fischer, A.A., *The Text of the Old Testament. An Introduction to the Biblica Hebraica* (Grand Rapids, MI: Eerdmans, 2014).
- Introduction into structural analysis and other literary features of Old Testament texts (to be chosen by mutual arrangement).

Module:	Biblical Aramaic / Biblical Hebrew	Code:	MAOT4
Lecturers:	W.H. Rose	Period:	C
Assessment:	Oral exam	ECTS Credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning goals

Students:

1. are able to read and transliterate Biblical Aramaic texts, based on their knowledge of the phonology and script (FAL1);
2. are able to distinguish the different ways in which nouns may be attached to other nouns or words of different morphological categories (FAL1);
3. are able to distinguish the different types and stems of the verb and their functions, and parse verbal forms (eventually without using paradigms) (FAL1);
4. are able to name and recognise the main phenomena described in the syntax in the process of reading Aramaic texts (FAL1);
5. are able to provide a grammatical analysis and translation of the Aramaic passages of the Old Testament with the aid of a grammar and dictionary (FAL1).

Content

During the lectures (6x2 hour) first a few of the essentials of Aramaic grammar will be presented. The remaining part of the grammar is dealt with in the course of reading Aramaic texts from the Old Testament. The student benefits most when coming to class well prepared.

If this course will be taught as a course Biblical Hebrew in order to improve the student's skills in this field, a similar program will be developed by mutual arrangement

Teaching and Learning Methods

Classes, Self Study.

Workload

Contact hours: 12

Preparation: ca. 18

Self-study: 118

Assessment

Oral exam in reading, analyzing and translating.

Exam Requirements

- Studying class notes and being able to provide a grammatical analysis and translation of the Aramaic passages of the Old Testament (Gen. 31:47; Jer. 10:11; Ezra 5:1-17; Dan. 2:4-49; 5:1-30; 7:1-28).
- Creason, Stuart, 'Aramaic', in: Roger D. Woodard (ed.), *The Ancient Languages of Syria-Palestine and Arabia* (New York: Cambridge University Press, 2008), 109-144.

Literature

Grammar: Muraoka, Takamitsu. *A Biblical Aramaic Reader. With an Outline Grammar* (Leuven: Peeters, 2015).

Dictionary: Koehler, Ludwig und Walter Baumgartner, *Hebräisches und Aramäisches Lexikon zum Alten Testament. Lieferung V: Aramäisches Lexikon* (3. Auflage, neu bearbeitet von Johann Jakob Stamm und Benedikt Hartmann, unter Mitarbeit von Philippe Reymond. Leiden; New York; Köln: Brill, 1995); or the English edition: *The Hebrew and Aramaic Lexicon of the Old Testament. Volume 1-5* (Leiden; New York; Köln: Brill, 1994-2000; Study Edition 2001).

Module:	Theology of the OT / Historia Revelationis	Code:	MAOT5
Lecturers:	K. van Bekkum, J. Dekker, G. Kwakkel	Period:	C
Assessment:	Essay	ECTS Credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning goals

Students:

1. are able to characterise the most important 'theologies of the Old Testament' that have been written after the Second World War, in terms of the methods used in those 'theologies' (FAL1);
2. have acquired an overview of the discipline known as 'Old Testament Theology', based on studying one specific 'Theology of the OT' (such as those written by Von Rad, Westermann, etc.) (FAL1);
3. can describe the message of the OT or of various books from the OT with respect to three theological topics (e.g. the image of God, the covenant, election, angels etc.). He can do so on the basis of studying the relevant passages from one specific 'Theology of the OT'. He can also relate the message in question to its historical position and to relevant data from the New Testament (FAL1,2,3,7).

Content

Most important 'Theologies of the OT' from the 20th century; Theological aspects of the OT; Nature of the OT in comparison with the NT

Teaching and Learning Methods

Tutorials (with specific attention for the methodology of the field of Old Testament studies)

Workload

Contact hours: ca. 5

Preparation: ca. 15

Self-study: 148

Assessment

Discussion, Review of the essay according to the learning goals of this course

Literature

- Hasel, Gerhard, *Old Testament Theology: Basic Issues in the Current Debate*, revised edition (Grand Rapids: Eerdmans, 1975); or Hayes, John H.; Prussner, Frederick C., *Old Testament Theology: Its History and Development* (London: SCM Press, 1985).
- A 'Theology of the Old Testament', for example the one written by: Brueggemann, Childs, Eichrodt, Preuss, Von Rad, Rendtorff, Vriezen, Westermann, Zimmerli, Moberly.

As the case may be: some other literature, to be proposed by the student.

Module:	Debate on the Image of God in the OT	Code:	MAOT6
Lecturers:	K. van Bekkum, J. Dekker, G. Kwakkel	Period:	C
Assessment:	Interviews, Paper, Presentation	ECTS Credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning goals

Students:

1. can correctly describe the most prominent issues of the recent debate about the image of God (FAL1);
2. describe the theological position of the participants in the debate (FAL1);
3. can clearly describe how the debate affects his own view of the Old Testament and its social world (FAL1,2,7).

Content

Recent discussions about God and violence, male and female aspects of the image of God, polytheism and monotheism.

The student writes a paper about a number of publications that will be chosen by mutual agreement.

This report will be discussed in a meeting with the other student(s) and will be assessed by the tutor. If so desired, an oral presentation may be added to the paper.

The student interviews a number of church members (e.g. catechumens) about their ideas with respect to the image of God in the Old Testament. He also presents the results of his study on the image of God in the Old Testament to them.

Teaching and Learning Methods

Tutorials, Presentation

Workload

Contact hours: ca. 5

Preparation: ca. 15

Self-study: 148

Assessment

Discussion, Review of the paper and the presentation according to the learning goals of this course.

Literature

By mutual agreement.

New Testament

Module:	Master NT: Broadening	Code:	MANT2
Lecturer:	P.H.R. van Houwelingen	Period:	A
Form of assessment:	Presentation	ECTS credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives:

Students are able to:

1. outline the history of the New Testament subject field and of the most important movements within this subject field (FAL2);
2. demonstrate the state of New Testament research and evaluate the different avenues on the basis of the own theological conviction (FAL2,3).

Subject content

Study of a total of approximately 1000 pages of choice from:

* Heinz-Werner Neudorfer & Eckhard J. Schnabel (eds.), *Das Studium des Neuen Testaments*, zwei Bände (Wuppertal: Brockhaus, 1999-2000). Aktualisierte und revidierte Ausgabe in einem Band (Wuppertal: Brockhaus, 2006).

* Scot MacKnight & Grant R. Osborne (eds.), *The Face of New Testament Studies. A Survey of Recent Research* (Grand Rapids: Baker Academic, 2004).

* Joel B. Green (ed.), *Hearing the New Testament. Strategies for Interpretation* (Grand Rapids: Eerdmans, 1995).

Format

In four project weeks, a German and/or English language manual will be worked through step by step; firstly reading individually, followed by joint discussion by the students, concluded by recording the remaining questions and going through these with the lecturer. The last project week can be dedicated mainly to preparing and executing an oral presentation of two subjects of choice which have been explored in depth.

Study load

Contact hours: 8

Preparation for lectures: none

Independent study: 160

Assessment

Appraisal of the oral presentation.

Module:	Master NT: Deepening	Code:	MANT3
Lecturer:	P.H.R. van Houwelingen	Period:	A
Form of assessment:	Reading report, Essay	ECTS credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives:

Students are able to:

1. present the main points of the history, culture and religions from the Hellenistic period, with emphasis on the first century of our era, and can connect the acquired insight to data from the New Testament (FAL2);
2. name the main presentations of questions of New Testament theology and can summarize and evaluate these by means of a standard work in this field (FAL2, FAL3).

Subject content

1. Ferguson, Everett, *Backgrounds of Early Christianity* (Third Edition; Grand Rapids: Eerdmans, 2003).
2. Baum, Armin & Houwelingen, Rob van (ed.), *Theologie van het Nieuwe Testament in twintig thema's* (Utrecht: KokBoekencentrum, 2019).

Format

Independent study with Reading report of *Backgrounds or Early Christianity*; Essay with an Epilogue for *the Theology of the New Testament in twenty topics*, in which is reflected the acquired reading experience (5,000-7,000 words).

Study load

Contact hours: 3

Independent study: 125

Writing Epilogue: 40

Assessment

Appraisal of the Reading report and the essay. Both components separately need to be sufficient.

Elective subject :	New Testament Theology	Code	MA-KVNT
Coordinator:	P.H.R. van Houwelingen	Period:	D
Form of Assessment:	Reading report	ECTS credits:	6
Admission requirement:		Academic year:	2020-2021

Learning objectives

Students:

1. can identify the main challenges in doing New Testament Theology (FAL-2,3);
2. are able, using one or two standard works in the field of New Testament Theology, to discuss the New Testament documents thematically (FAL-2,3).

Content

A. Introduction: I. Howard Marshall, *New Testament Theology. Many Witnesses, One Gospel* (Downers Grove: InterVarsity Press, 2004), Chapter 1: New Testament Theology

B. Choice of reading material:

- a. N.T. Wright, *The Resurrection of the Son of God* (London: SPCK, 2003) & *The Resurrection of Jesus: John Dominic Crossan and N.T. Wright in Dialogue* (Minneapolis: Fortress Press, 2006).
- b. Thomas Schreiner, *Paul. Apostle of God's Glory in Christ. A Pauline Theology* (Downers Grove: InterVarsity Press, 2001) & Paul A. Rainbow, *Johannine Theology: The Gospel, The Epistles and the Apocalypse* (Downers Grove: InterVarsity Press, 2014).
- c. Thomas R. Schreiner, *Theology of the New Testament. Magnifying God's Glory in Christ* (Grand Rapids: Nurse Academic, 2008).
- d. Jakob van Bruggen, *Jesus the Son of God. The Gospel Narratives as Message* (Grand Rapids: Baker Books, 1999) plus *Paul. Pioneer of Israel's Messiah* (Phillipsburg: P & R Publications, 2005) & Rob van Houwelingen, selected articles [Kampen tradition].
- e. Herman Ridderbos, *The Coming of the Kingdom* (Edinburgh: Christian World Publications, 1979) plus *Paul. An Outline of his Theology* (London: SPCK, 1977) [two Kampen classics].

Format

Independent study

Study load:

Contact hours: 2

Reading about 1050 pages x 7 p.h., including report = 150 hours

Excursus, referring to additional literature: 16 hours

Assignment

Reading report of 7,000-10,000 words.

In case of reading material choice c., by means of the leading question: How is the theme 'Magnifying God in Christ' worked out by Schreiner in the four parts of his New Testament Theology? Start by noting the main challenges in doing New Testament Theology according to Marshall's introduction.

Give your own reflection of what you have read, by means of asking three questions: what was new for me?; what did I know already?; what questions do I have? Make, where appropriate, connections with earlier obtained knowledge. Add an excursus on a particular theme of your own choice.

Assessment

Concluding conversation with feedback on the reading report. Assessment criteria: Pass/Fail.

Systematic Theology

Module:	Deepening knowledge of Dogma history and Dogmatics	Code:	MAST1
Lecturer:	R.T. te Velde	Period:	A
Form of assessment:	Oral examination	ECTS credits:	6
Admission requirement:	MA001	Academic Year:	2021-2022

Not offered in 2020-2021

Learning objectives:

Students:

1. have thorough knowledge of the development of the dogma in the formative periods for the traditional reformed theology (FAL1);
2. have thorough knowledge of, and insight into at least one of the loci of dogmatics (FAL2);
3. can analyse and evaluate the reasoning in the studied systematic-theological literature (FAL1).

Subject content

Literature study, as a result of which the knowledge of the dogma history and the dogmatics is deepened. The components of the dogma history and dogmatics which are involved in that deepening, are chosen in consultation.

Format

Independent study:

Study load

Contact hours: 2

Preparation for lectures: 0

Independent study: 166

Assessment

Oral examination

Literature

Parts (to be chosen in consultation) from the *Handbuch der Dogmen- und Theologiegeschichte* (ed. Carl Andresen) or from Pelikan, J., *The History of Christian Tradition* (in relation to dogma history ancient church and reformation);

Likewise to be chosen parts from Bavinck, H., *Gereformeerde Dogmatiek* (prolegomena, Godsleer) or another standard work (e.g. Weber, O., *Grundlagen der Dogmatiek*; Pannenberg, W., *Systematische Theologie*; Jenson, Robert W., *Systematic Theology*).

Recommended literature:

Lohse, Bernhard, *Epochen der Dogmengeschichte* (Stuttgart: Kreuz Verlag, 1963 or later).

Module:	Newer theology	Code:	MAST2
Lecturer:	R.T. te Velde	Period:	A
Form of assessment:	Oral presentation	ECTS credits:	6
Admission requirement:	MA001	Academic Year:	2021-2022

Not offered in 2020-2021.

Learning objectives:

Students:

1. have knowledge of the developments in the systematic theology since the beginning of the 20th century (FAL1);
2. can analyse and evaluate texts from the newer theology (since the beginning of the 20th century) (FAL3);
3. can present acquired knowledge and insight in a lucid manner to peers (FAL3).

Subject content

The systematic-theological developments since the beginning of the 20th century . The students give an oral presentation on this, followed by discussion of components of the studied literature in tutorials; reading of key texts from the newer theology in tutorials and formal lectures.

Format

Independent study, Tutorials, Presentations.

Study load

Contact hours: 12

Preparation for lectures: 16

Independent study: 150

Assessment

Appraisal of the presentations on:

- reproduction of literature;
- own evaluation of the literature;
- set-up;
- presentation.

Literature

Grenz, Stanley J. and Roger E. Olson, *20th Century Theology* (Downers Grove: IVP, 1992) or another manual for the history of the newer theology (to be chosen in consultation);

Berkhof, H., *Christelijk Geloof* (from 6th edition; Nijkerk: Callenbach, 1990).

Reading of texts from Barth, K., *Kirchliche Dogmatik*; Pannenberg, W. *Systematische Theologie*, or other key texts, in consultation.

Module:	The Canons of Dort in historical and theological context	Code	MAST3
Lecturer:	R.T. te Velde.	Period:	B
Form of assessment:	Literature review	ECTS credits:	6
Admission requirement:	MA001	Academic Year	2021-2022

Is not offered in 2020-2021.

Learning objectives

Students should:

1. be able to present an overview of the topics dealt with in the Canons of Dort (FAL2);
2. be able to place the election doctrine of the Canons of Dort within the context of theological discussions in the times of the Reformation up to the beginning of the 17th century (FAL1);
3. have insight into the systematic-theological choices which have been made in the key concepts and reasoning in the Canons of Dort, and be able to indicate which options and presentation of questions lie enclosed therein for further development (FAL2).

Subject content

For a long time 'election' was considered to be a typical Dutch-Reformed, Calvinist dogma. The Canons of Dort symbolize this, often designated in the English-speaking world with TULIP:

Total depravity

Unconditional election

Limited atonement

Irresistible grace

Perseverance of the saints.

Meanwhile, this doctrine appears to be shifting into the background in the Reformed churches of today. What does this mean for the practice of faith and education? Has predestination had its day?

Considerable debates are being conducted in the international evangelical movement regarding predestination, grace, free will: 'Calvinist' and 'Arminian' are not labels from the past, but positions which are still fervently defended. In another direction, Karl Barth made a controversial contribution with his Christological doctrine of election, which appears to lead to universal atonement.

Enough reason to take up the challenge and search for the roots and fruits of the doctrine of election.

Format

Formal lectures, Independent study, Participatory lectures

Study load

Contact hours: 9

Preparation for lectures: 9

Independent study: 150

Assessment

Literature reviews are assessed on a. reproduction of literature, b. posing the right analytical and evaluating questions, c. structure.

Literature

Graafland, C., *Van Calvijn tot Barth* ('s Gravenhage: Boekencentrum, 1987), chapters 1 to 5.

Goudriaan, A. & Lieburg, F. van (eds.), *Revisiting the Synod of Dordt (1618-1619)* (Leiden: Brill, 2011); essays to be chosen in consultation.

Richard A. Muller, *Christ and the Decree* (Durham: Labyrinth, 1986; reprint Grand Rapids: Baker Academic, 2008).

Module:	New Testament theology regarding the election	Code:	MAST4
Lecturer:	P.H.R. van Houwelingen	Period:	B
Form of assessment:	Essay:	ECTS credits:	6
Admission requirement:	MA001	Academic Year:	2021-2022

Not offered in 2020-2021.

Learning objectives:

Students:

1. can apply the theological main content of the gospels and the apostolic scriptures (FAL5);
2. can demonstrate the topic of election and weigh several views from the recent New Testament theology against each other (FAL5);
3. can, through own analysis and evaluation, take along insights from the theology of the New Testament into further research on the doctrine of election. (FAL2).

Subject content/ format

Introductory tutorial.

Literature study, consisting of a general component 'Theology of the New Testament' and a specific component 'With respect to election'. The study is concluded by an essay in which the authors from the specific component of the module (Schreiner and Wright) are compared with each other and evaluated with respect to the topic of election, against the background of the general component of the module. Concluding seminar in which feedback is given on the essays.

Study load

Contact hours: 2

Preparation for lectures: 26 (essay)

Independent study: 140

Assessment

The essay is reviewed at the level of reproduction, comparison and evaluation of the authors discussed.

Literature

General component:

Bruggen, Jakob van, *Het evangelie van Gods zoon* (CNT; Kampen: Kok, 1996; 4th revised edition 2012), 13-207 = 194pp.

Bruggen, Jakob van, *Paulus. Pionier voor de Messias van Israël* (CNT; Kampen: Kok, 2001; 4th revised edition 2011), 149-241 = 92pp. [repetition for TU bachelor students].

Houwelingen, P.H.R. van (red.), *Apostelen. Draggers van een spraakmakend evangelie* (CNT; Kampen: Kok, 2010; 3rd edition 2013), 22-216 = 194pp.

Total 388 pp. /7-10 per hour: approximately 45 hours.

Specific component:

Schreiner, Thomas R., *New Testament Theology: Magnifying God in Christ* (Leicester: Apollos, 2008), Part 2, 119-509 = 390pp.

Wright introduces his book on Paul: https://www.youtube.com/watch?v=jN_LSIF9ySk&feature=related = 0.25 hours
 Wright, N.T., *Paul and the Faithfulness of God* (Minneapolis: Fortress Press, 2013), Chapter 10, 774-1042 = 268pp.

Module:	Topical debates on election and rejection	Code:	MAST5
Lecturer:	R.T. te Velde	Period:	B
Form of assessment:	Oral presentation, paper	ECTS credits:	6
Admission requirement:	MA001	Academic Year:	2021-2022

Not offered in 2020-2021.

Learning objectives:

Students are:

1. able to give an overview of the manner in which the topics of election and rejection play a role in different theological and confessional traditions (FAL1);
2. capable of describing and analysing the different positions in a debate – to be chosen later – on the doctrine of election (FAL 3).

Subject content

For the elaboration of a concrete debate on the doctrine of election, students can choose from, for example:

- the issues in the broader reformed denomination regarding predestination and free will, election and calling;
- the development of a specific 'liberated' line in the election theology, (publications by C. Trimp, J. Faber, J.R. Wiskerke, B. Holwerda, H. Venema);
- debates between 'Calvinists' and 'Arminians' in the US;
- content and reception of Karl Barth's election doctrine.

Format

Tutorials with oral presentations (1st phase) and discussion of papers (2nd phase).

Study load

Contact hours: 4

Preparation for lectures: 20 (essay)

Independent study: 144

Assessment

Oral presentation in response to Levering (counts once), paper on the chosen sub-field (counts twice).

Literature

Matthew Levering, *Predestination: Biblical and Theological Paths* (Oxford: OUP, 2011).

Further literature on the chosen debate, in consultation.

Recommended literature:

- Basinger, David & Feinberg, John (eds.), *Predestination & Free Will: Four Views of Divine Sovereignty & Human Freedom* (15th edition; Downers Grove: Intervarsity, 2002)
- Peterson, Robert A. & Williams, Michael D., *Why I am not an Arminian* (Downers Grove: Intervarsity, 2004)
- Walls, Jerry L. & Dongell, Joseph, *Why I am not a Calvinist* (Downers Grove: Intervarsity, 2004)
- Olson, Roger, *Against Calvinism* (Grand Rapids: Zondervan, 2010)
- Horton, Michael S., *For Calvinism* (Grand Rapids: Zondervan, 2011)
- Williams, Stephen N., *The Election of Grace: A Riddle without a Resolution?* (Grand Rapids: Eerdmans, 2015)
- Dempsey, Michael T. (ed.), *Trinity and Election in Contemporary Theology* (Grand Rapids: Eerdmans, 2011)

Church History

Module:	The position of the church in the public domain	Code:	MAKG13
Lecturer:	E.A. de Boer	Period:	In consultation
Form of assessment:	Essay, Literature reviews, Source assignments	ECTS credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives:

Students are able to:

1. identify and characterise the most important conflicting confessional movements and ecclesiastical structures in the period concerned (FAL1);
2. explain how the geographical and administrative division of the Seventeen Provinces passed through the Dutch Revolt and which consequences this had for the northern and southern Netherlands (FAL1);
3. describe how the education for church ministers took shape and with which goals the universities were established (FAL1);
4. distinguish in which phases the organisation of a bond of churches was prepared and implemented during and after the persecution (from before 'Wesel' up to Dort 1618-19) (FAL1);
5. distinguish connections and individualities of confession, church order and liturgical writings (FAL4);
6. explain the context and the separation of the powers of church and state (FAL1).

Subject content

Following the first module concerning contexts of the Reformation and the second on the countries of Europe, this module focusses on the Netherlands and the smaller entities of the (Seventeen United) Provinces. Here we are made aware of how the regional circumstances influenced the tempo and form in which the Reformation developed.

Format

Tutorials, Work discussions of Source assignments, Literature reviews and Essays.

Study load

Contact hours: 10 (2x5)

Preparation for lectures: 15

Independent study: 143 hours

Assessment

Two literature reviews and two source assignments count for 1/3 of the mark; the final essay for 2/3.

Literature

A further to be determined number of pages from the following works:

Anastasius Veluanus, *Der leeken Weg-Wijser*, ed. F. Pijper [= Bibliotheca Reformatoria Neerlandica, vol. 4] ('s-Gravenhage: Martinus Nijhoff, 1906) alongside the re-translation (ed. William den Boer) in the series *Klassiek licht* (Barneveld, 2012).

- Boer, William den, *Calvijn en het Nederlandse Calvinisme* [Apeldoornse Studies 53] (Apeldoorn; Theologische Universiteit, 2009).
- Kamphuis, J., *Zo vonden wij elkaar. Het begin van het Nederlands gereformeerde kerkverband, de synode van Emden, 1571* (Groningen: De Vuurbaak, [1971]).
- Noordzij, Huib, *Handboek van de Reformatie. De Nederlandse kerkhervorming in de 16^e en 17^e eeuw*, 2nd revised and extended edition (Utrecht: Kok, 2012).
- Spijker, W. van 't, 'De acta van de synode van Middelburg (1581),' in: *De Nationale synode te Middelburg in 1581. Calvinisme in opbouw in de noordelijke en zuidelijke Nederlanden* [Works published by the Koninklijk Zeeuwsch Genootschap der Wetenschappen, vol. 1] (Middelburg, 1981), 64-126.
- Veen, Mirjam van, *Een nieuwe tijd, een nieuwe kerk. De opkomst van het 'calvinisme' in de Lage Landen* (Zoetermeer: Uitgeverij Meinema, 2009).

Assignments from: F.L. Rutgers ed., *Acta van de Nederlandsche Synoden der zestiende eeuw*, 2nd edition (Dordrecht: J.P. van den Tol, 1980 = [Werken der Marnix-Vereeniging, serie ¼] 's-Gravenhage: Martinus Nijhoff, 1889); J. Reitsma ed., *Acta der Provinciale en particuliere synoden, gehouden in de Noordelijke Nederlanden gedurende de jaren 1572-1620*, 8 dln. (Groningen: Wolters, 1892-1899); several classis acta (in: Rijks Geschiedkundige Publicatiën. Kleine Serie).

Module:	Calvinism and the confessionalization of Europe	Code:	MAKG22
Lecturer:	E.A. de Boer	Period:	In consultation
Form of assessment:	Literature reviews, Source assignments, Essay	ECTS credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives:

Students are able to:

1. trace the key principle of the development of the different reformational movements in 16th century Europe (FAL1);
2. distinguish between the most important reformational movements ending up within the different confessional boundaries or being excluded from them (FAL1,2,6);
3. relate to historiographic discussions concerning the development of the Reformation (Vorsten-, stads- en vluchtelingenreformatie, Zweite Reformation, Konfessionalisierung) (FAL1,2,6,9);
4. make connections (continuous or discontinuous) with the contemporary heirs of these confessions (FAL1,2,6,9).

Subject content

This module takes the master student further into the European Reformation of the 16th century and follows the paths of confessional formation. As far as the process of 'confessionalization' is concerned, the focus is on: Lutheranism, Zwinglianism, Calvinism (Paris 1559), Anabaptism (Schleitheim), and the Catholicity of the Contra-Reformation (Trent).

Format

Tutorials, discussions of work projects.

Study load

Contact hours: 10 (5x2)
 Preparation for lectures: 14 (2x2 and 2x5)
 Essay: 28
 Independent study: 116

Assessment

Two literature reviews and two source assignments count for 1/3 of the mark; the final essay for 2/3.

Literature

Cat. 1: Literature that is easy to read, with a low information density.

MacCulloch, Diarmaid, *Reformatie – het Europese huis gedeeld, 1490-1700* (Utrecht: Spectrum / Standaard Uitgeverij, 2005), translation of MacCulloch, Diarmaid, *Reformation – Europe’s House Divided 1490-1700* (2004): ca. 200pp. = 28h.

Speelman, H.A., Historische inleiding, in: M. te Velde ed., *Confessies. Gereformeerde geloofsverantwoording in zestiende-eeuws Europa* (Heerenveen, 2009), 21-107 [8 pp. = 17h].

Boer, E.A. de, ‘Confession de Foy, faite d’un commun accord par les François qui desirent vivre selon la pureté de l’Evangile de nostre Seigneur Iesu-Christ – 1559’ [= Introduction, annotation, translation of the Confessio Gallicana], in: Te Velde, *Confessies*, 353-94 [30pp. = 5h].

Cat. 2: Literature of an average level of difficulty and/or information density.

Reid, W. Stanford (ed.), *John Calvin. His Influence in the Western World* (Grand Rapids MI: Academia Books – Zondervan Publishing House, 1982), 13-52; 75-138 (France, Netherlands, Germany), 173-237 (England, Scotland).

Benedict, Philip, *Christ’s Churches Purely Reformed. A Social History of Calvinism* (New Haven – London: Yale University Press, 2002), 152-172, 235-254, 429-546 (ch. 5, 8, 13-15 = 145pp. = 29h).

Module:	The Synod of Dort and the origin of the Canons	Code	MAKG25
Lecturer:	E.A. de Boer	Period:	In consultation
Form of assessment:	Essay, source assignments, literature reviews	ECTS credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives

Students should:

1. be able to distinguish between the (geo-)political, geographical and ecclesiastical factors which determined the convention and the composition of the National Synod in Dort 1618-19 (FAL 1).
2. be able to reproduce and explain in a well-informed manner the main principles a. of events in the decade preceding the National Synod and b. of the meetings of the Synod itself (FAL 1,2,6);
3. be capable of formulating on main points which theological themes were set out in the Remonstrance and refuted in the Canons and of connecting these themes with the Confessions (FAL 1,2,6);
4. be able to name which historiographic images of the national synod in Dort in the 19th – 21st centuries have been brought forward and be able to defend their own choice of position (FAL 1,2,6);

5. be able to present what relevance this period in the history of church and theology has for the ecumene of churches and the debate between Christian and Evangelical movements today (FAL 1,2,6,8).

Subject content

In this module the student becomes closer acquainted with the late 16th and early 17th centuries in which the Reformed religion in several European countries became institutionalised. The scholastic method has worked its way into theological education and put its stamp on the discourse. Has this estranged the theology from its reformational roots? The focus is on orthodoxy as theological context of the Synod of Dort 1618-19. Due to representatives from Germany, England and Scotland this became a European debate on the questions brought up in the Remonstrantion. With the 400-year anniversary ahead if us we may expect an abundance of source publications, opening perspectives for historical and theological research.

This module is related to the component Reformed Orthodoxy in the TUA/TUK research programme Early Modern Reformed Theology.

Format

Lectures; assignments; independent study; group work; research; literature study; discussions.

Study load

Contact hours: 10 (5x2)

Preparation for lectures: 10

Independent study: 143.

Assessment

Average of assignments and literature reviews (1/3) and essay (2/3 of the mark).

Literature

Cat. 1: Literature that is easy to read, with a limited Information density.

Kaajan, H., *De Grootte synode van Dordrecht in 1618-1619* (Amsterdam, n.d.).

Spijker, W. van 't e.a. (eds.), *De Synode van Dordrecht in 1618 en 1619* (Houten: Den Hertog, 1987).

Cat. 2: Literature with an average level of difficulty and/or information density.

Boer, E.A. de, "O, Ye Women, Think of Thy Innocent Children When They Die Young!" The Canons of Dordt between Polemic and Pastoral Theology', in Aza Goudriaan – Fred van Lieburg, *Revisiting the Synod of Dordt (1618-1619)* [Brill's Series in Church History 49] (Leiden – Boston: Brill, 2011), 261-290.

Goudriaan, Aza – Fred van Lieburg, *Revisiting the Synod of Dordt (1618-1619)* [Brill's Series in Church History 49] (Leiden – Boston: Brill, 2011) (essays to be chosen).

Cat. 3: Literature of high level of difficulty and/or information density

Arminius, Jacobus, *Verklaring*, ed. G.J. Hoenderdaal (Lochum: De tijdstroom, 1960) or *Arminius and his Declaration of sentiments. An Annotated Translation with Introduction and theological commentary*, W. Stephen Gunton (ed.). Waco TX: Baylor University Press, 2012.

Module:	19th and 20th century Neo-Calvinism	Code:	MAKG26
Lecturer:	G. Harinck, J.M. de Jong (assistant research fellow)	Period:	C
Form of assessment:	Assignments, Literature reviews, Essay	ECTS credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives:

Students are able to:

1. interpret the context in which Neo-Calvinism in the Netherlands originated and developed and explain its national and international influence (FAL1);
2. can explain why Neo-Calvinism, in modern culture, gained and lost a dominant influence in the society of the Netherlands, what this meant to Neo-Calvinism and distinguish and explain the different phases in this process (FAL1);
3. describe how Neo-Calvinism took shape institutionally in the church, politics, media and health care, and explain and problematize the importance of this infrastructure (FAL1);
4. can read the different protagonists in this tradition in relation to each other and in their context;
5. can distinguish connections and individualities of confession, church order and liturgical papers (KG4);
6. indicate the relevance of this tradition for church and society today (FAL1).

Subject content

This module deals with Calvinism in the field of tension with the secular and religious that characterises modernity. In what way was Calvinism given new forms in this field of tension, what outcomes came of this, also in comparison with the confessionalization process in early modern times, and how is Neo-Calvinism appreciated nationally and internationally today (for example, in North-America, Korea).

Format

Lectures, Assignments, Supervision of internships, Independent study, Research, Literature review, Discussions.

Study load

Contact hours: 12 (6x2)

Preparation for lectures: 126 (6x21)

Essay: 30.

Assessment

Average of assignments and literature reviews (1/3) and essay (2/3 of the figure).

Literature

In consultation with lecturer.

Module:	Lutherans in the 16th and 17th century Netherlands	Code:	MAKG31
Lecturer:	Prof. Sabine Hiebsch	Period:	C
Guest lecturers:	Dr Bart Wallet (UvA, VU); Prof. Otfried Czaika, MF Norwegian School of Theology, Oslo		
Form of assessment:	Written examination, Essay	ECTS credits:	6
Admission requirement:	None	Academic Year:	2020-2021

Learning objectives:

1. Knowledge of the development of Lutheranism in the Netherlands and the position of the Lutherans as a minority in the religious landscape;
2. Having insight into the theological conflicts between the Lutherans and the public Reformed Church;
3. An overview of the migratory flows to the Republic in the 17th century, particularly from Scandinavia and Germany, and their meaning for development of the Lutheran congregations;
4. Understanding how pragmatic tolerance in the Republic functioned and why the Lutherans and the Jews in Amsterdam were the most successful religious minorities.

Subject content

This module shows how Lutheranism came from Wittenberg to the Netherlands and how Dutch Lutheran congregations arose in the 16th and 17th centuries. Attention is given to the religious landscape in the Netherlands and to the way in which pragmatic tolerance functioned. In this way it can become clear how the Lutherans lived as a religious minority and developed their own confessional identity: on the one hand compared to the public Reformed Church and, on the other hand, to other religious minorities such as the Jews. Dr Bart Wallet will examine the position of the Jews in a guest lecture.

The development process of Dutch Lutheranism has been to a great extent influenced by the migratory flows from Germany and particularly also from Scandinavia, countries where Lutheranism was dominant. Guest lecturer prof. Otfried Czaika will further discuss in one of the lectures the Reformation process in the Scandinavian countries.

Format

Formal lectures, tutorials, joint reading, viewing and discussing of sources (texts and material religious heritage).

Excursion to the Luther Museum and the Old Lutheran Church in Amsterdam.

Study load

Contact hours: 12 (6x2)

Preparation for lectures: 15 (6x2.5)

Excursion: 8 (incl. travel time)

Essay: 28

Independent study: 105

Assessment

Written examination (1/2 of the mark) and essay (2/3 of the mark).

Literature

	Pg.	Cat.	H.
Sabine Hiebsch, <i>Luther for seemed</i> , (Utrecht: Vuurbaak, 2018), 107-122	15	1	2
K.G. van Manen (ed.), <i>Lutheranen in de Lage Landen. Geschiedenis van een godsdienstige minderheid</i> , (Zoetermeer: Boekencentrum, 2011), 47-189	142	2	29

Sabine Hiebsch, 'The Coming of Age of the Lutheran Congregation in Early Modern Amsterdam,' <i>Journal of Early Modern Christianity</i> 3, no. 1 (2016): 1-29	29	2	6
Sabine Hiebsch, 'Tastbaar geloof: Avondmaalsloodjes in Nederlandse lutherse gemeenten,' in <i>Van Pakhuis tot Preekhuis. 425 jaar Lutherse Gemeente in Amsterdam (1588-2013)</i> , ed. Sabine Hiebsch/Martin L. van Wijngaarden (Zoetermeer: Boekencentrum, 2013), 87-107	20	2	4
Joke Spaans, 'Tolerantie tegen wil en dank?,' in <i>Vormen van verdraagzaamheid. Religieuze (in)tolerantie in de Gouden Eeuw</i> , ed. Xander van Eck and Ruud Priem (Zwolle: WBooks), 15-25	10	2	2
Peter van Rooden, 'Jews and Religious Toleration in the Dutch Republic,' in <i>Calvinism and religious toleration in the Dutch Golden Age</i> , ed. Ronny Po-Chia Hsia/Henk van Nierop (Cambridge: Cambridge University Press, 2002), 132-148	16	2	3.5
Jesse Spohnholz, 'Confessional Coexistence in the Early Modern Low Countries,' in <i>A Companion to Multiconfessionalism in the Early Modern World</i> , ed. Thomas Max Safely (Leiden: Brill, 2011), 47-74	27	3	9
Daniel M. Swetschinski, <i>Reluctant Cosmopolitans. The Portuguese Jews of Seventeenth Century Amsterdam</i> (Oxford-Portland: The Littman Library of Jewish Civilization, 2004), 165-224	60	3	9
Simo Heininen, Otfried Czaika, <i>Wittenberg Influences on the Reformation in Scandinavia</i> , (European History Online: 2012), http://ieg-ego.eu/en/threads/crossroads/religious-and-confessional-spaces/simo-heininen-otfried-czaika-wittenberg-influences-on-the-reformation-in-scandinavia/?searchterm=otfried%20czaika&set_language=en	20	3	7
Sources from the 16th and 17th centuries such as sermons, instructions, leaflets (will be made available digitally at that time)		3	22.5

Recommended literature:

Intercultural Reformed Theology (MIRT)

Cancelled for 2020-2021

Module:	Reading the Scriptures Interculturally – a Reformed Approach	Code:	MIRT3
Lecturers:	Dr Egbert Brink; Drs Jos Colijn	Period:	A
Coordinator:	Drs Jos Colijn	ECTS Credits:	6
Assessment:	Essay, Presentation, Blog	Academic year:	2020-2021
Admission requirement:	None		<i>cancelled</i>

Learning goals

Students should be able to:

1. reflect on their own cultural stance by reading and interpreting the text (FAL 1,3,5,6);
2. do proper exegesis of text units from Scripture (FAL 1,2,5,6);
3. compare and discuss different understandings of the text with Christians from other contexts and / or with exegesis from the Christian and Reformed traditions (FAL 4,5,7,8);
4. explain and apply a passage from Scripture in such a way that it is reliable with regard to the biblical text and understandable for the local context of the student (FAL 2,4,5,6).

Content

An important characteristic of Reformed theology is that it professes that the Scriptures are the inspired Word of God. People from different cultures and contexts, while all reading the same Scriptures, often have different perspectives and approach the text with different questions. Instead of seeing this as a threat, we consider it to be a chance and challenge to grow together in the knowledge of Christ (Eph. 3: 17-19).

In this module we read the Scriptures with students and Module coordinator from different cultures. Attention is paid to a faithful interpretation of the Scriptures and its appropriation for the cultural and religious context of the student.

In our understanding of the Bible, we use basic notions ('parameters') of a Reformed approach to hermeneutics and exegesis:

- Redemptive-historical approach;
- Framework of the covenant / Unity of Old and New Testament;
- Christ-centred & God-centred focus;
- Divine accommodation to human capacities;
- Revelation and testimony of the Holy Spirit;
- Unicity of the text itself in original context.

An important question is, if and how these concepts can function in an intercultural close reading and appropriation of the Word of God. We will experience this together during our interaction with the text of the Bible and each other.

Format

- Lectures and (written) preparation
- Participatory lectures;
- Essays;
- Presentations;
- (B)log.

Study Load

Contact hours: 33

Lecture preparation: 66

Independent study: 69

Assessment

An exegetical paper with explicit reflection on appropriation for the own religious and cultural context;

- A written (b)log (weekly) on your experiences – both cultural and academic

- A final presentation (max. 10 minutes)

Required literature

	Pgs.	Lvl.	Hrs.
Lecture 1. Introduction – Jos Colijn Sidney Greidanus, <i>The Modern Preacher and the Ancient Text: Interpreting and Preaching Biblical Literature</i> (Wm. B. Eerdmans Publishing, 1989). Chapter 4: Redemptive-Historical Approach.	20	2	4
Lecture 2. Reading Biblical Historical Narratives - Gen. 3 – Egbert Brink Blocher, Henri. <i>In the Beginning: Opening Chapters of Genesis</i> (IVP, 1984), pp. 171-195 Fee, Gordon D, and Douglas K Stuart, <i>How to Read the Bible for All Its Worth: A Guide to Understanding the Bible</i> (Grand Rapids, Mich.: Zondervan, 1982), pp. 15-30 and 85-102 Gootjes NH, <i>Rethinking Redemptive-Historical Interpretation</i> . (article – Sakai) Blocher, <i>In the Beginning</i> , ch. 8: Wages of Sin	80	2	12
Lecture 3. Reading Biblical Historical Narratives – 2 Sam. 12 – Egbert Brink Bekkum, K. van - For the Word of JHWH will certainly come true. In: <i>Correctly Handling the Word of Truth. Reformed Hermeneutics Today</i> , edited by M. te Velde and G.H. Visscher, pp. 116-126 (Eugene (Or.): Wipf and Stock 2014; Lucerna: CRTS Publications). Peterson, Eugene H., <i>Eat This Book: A Conversation in the Art of Spiritual Reading</i> , Grand Rapids: Eerdmans, 2006: - Chapter 4. Scripture As Form: Following the Way of Jesus - Chapter 5. Scripture As Script: Playing Our Part in the Spirit	35	1/2	5
Lecture 4. Reading Psalms - Ps. 2 – Jos Colijn Fee - Stuart - <i>How to Read the Bible for All Its Worth</i> , pp. 205-225 Rose, W.H. 'Messianic Expectations in the Old Testament', <i>In Die Skriflig</i> 35, no. 2 (2001), pp. 275–88. (article – Sakai)	33	2/3	8
Lecture 5. Reading the Gospels - Mark 10 – Egbert Brink Fee - Stuart - <i>How to Read the Bible for All Its Worth</i> , pp. 124 - 147 Peterson, Eugene H., <i>Eat This Book: A Conversation in the Art of Spiritual Reading</i> (Grand Rapids: Eerdmans, 2006): - Chapter 6: Caveat Lector - Chapter 7: Ears Thou Hast Dug for Me	50	2	10
Lecture 6. Reading NT Letters - Colossians 1 – Jos Colijn Flemming, Dean. 'Paul the Contextualizer'. In <i>Local Theology for the Global Church: Principles for an Evangelical Approach to Contextualization</i> , edited by Matthew Cook and Rob Haskell, Ch. 1. (Pasadena: William Carey Library, 2010)	20	2	5

Module:	The Core and Fabric of Reformed Theology	Code:	MIRT4
Lecturers/ coordinators:	Dr Dolf te Velde	Period:	B
Assessment:	Essay, Presentation	ECTS	6
Admission requirement:	None	Credits:	
		Academic year:	2020-2021 <i>cancelled</i>

Learning goals

Students should be able to:

1. understand and reproduce the main aspects and characteristics of Reformed theology in historical perspective as well as in its contemporary manifestation (FAL 3,4,5,7);
2. understand constants and variables of the Reformed tradition during the course of time in different contexts (FAL 1,3,4,5,6);
3. explain and demonstrate the importance of Reformed theology for their own context and culture (FAL 2,4,7,8);
4. reflect on the practical application of Reformed theology for their own context (FAL 1,2,6,8).

Content

This module places Reformed theology and the Reformed tradition in a historical and systematic context as well as in international perspective. We will be discovering constants and variables within the Reformed heritage of the sixteenth through twentieth centuries. Using the work of Reformed theologians from the past and present, an overview will be given of the character and development of Reformed theology and the Reformed tradition. Attention will be paid to the broadness and diversity of the Reformed family in history and around the world.

Format

- Lectures – 6 meetings of 3 hours each;
- Discussions;
- Presentations;
- Independent study.

Study Load

Contact hours: 30 hours

Lecture preparation: 60 hours

Independent study: 78 hours

Assessment

A written essay with selected additional literature

Evaluation criteria will be derived from the learning goals of the module.

Special attention will be devoted to:

- The quality and depth with which the topic of Reformed theology in its historical development and actual presence is discussed;
- The extent to which the content of lectures, reader and additional literature has been used;
- Creativity, independence, level of difficulty of the theme that was dealt with;
- The relevance of the topic discussed for the local context / culture of the student;
- Methodological soundness.

Required literature

	Pgs.	Lvl.	Hrs.
Lecture 1: John Calvin and the doctrine of revelation. 1. John Calvin, <i>Institutes</i> 1, 1-9 2. David C. Steinmetz, "Calvin and the Natural Knowledge of God", in: <i>Calvin in Context</i> , Oxford 2010, pp. 23-39.	60	2	10
Lecture 2: Reformed Orthodoxy and the doctrine of God. 1. Willem J. van Asselt a.o., <i>Introduction to Reformed Scholasticism</i> , Grand Rapids 2011, pp. 103-126. 2. Dolf te Velde, <i>The Doctrine of God in Reformed Orthodoxy, Karl Barth, and the Utrecht School. A Study in Method and Content</i> , Leiden 2013, pp. 110-138, 183-188. 3. Dolf te Velde a.o. (eds.), <i>Synopsis of a Purer Theology</i> vol. 1, Leiden 2014, pp. 150-183 (only translation!).	50	2	10
Lecture 3: John Owen on the work of the Holy Spirit in regeneration, 1. John Owen, <i>Pneumatologia</i> : Book I, Chapter V en Book II, Chapter III. 2. Kelly M. Kopic, "The Spirit as Gift: Explorations in John Owen's Pneumatology", in <i>The Ashgate Research Companion to John Owen's Theology</i> , Farnham 2012, pp. 113-140.	50	2	10
Lecture 4, Herman Bavinck and Christology, <i>Reformed Dogmatics III</i> , sections 362 to 373	11		10
Lecture 5, Klaas Schilder and the Covenant, <i>Heaven, what is it</i> , chapter 6 and 7	17		10
Lecture 6: Gerrit Berkouwer and Atonement, <i>The work of Christ</i> Ch. XI A	42		10

Recommended Reading

- Allen, R. Michael, *Reformed Theology*, 1st edition (London; New York: Bloomsbury T&T Clark, 2010).
- Allen, Michael, Scott R. Swain, and J. Todd Billings, *Reformed Catholicity: The Promise of Retrieval for Theology and Biblical Interpretation* (Grand Rapids, Mich.: Baker Academic, 2015).
- Asselt, Willem J. van, and E. Dekker, *Reformation and Scholasticism: An Ecumenical Enterprise* (Grand Rapids, Mich.: Baker Academic, 2001).
- Asselt, Willem J. van, Theo Pleizier, P. L. Rouwendal, and Maarten Wisse, *Introduction to Reformed Scholasticism* (Grand Rapids, Mich.: Reformation Heritage Books, 2011).
- Bagchi, David V. N, and David Curtis Steinmetz, *The Cambridge Companion to Reformation Theology* (Cambridge, UK; New York, NY: Cambridge University Press, 2004).
- Bavinck, H, John Bolt, and John Vriend, *Reformed Dogmatics 1-4* (Grand Rapids, Mich.: Baker Academic, 2003-2008).
- Benedict, Philip, *Christ's Churches Purely Reformed: A Social History of Calvinism* (New Haven, Conn.; London: Yale Univ Pr, 2004).
- Berkhof, H., *Two Hundred Years of Theology: Report of a Personal Journey* (Grand Rapids, Mich.: W.B. Eerdmans, 1989).
- Berkouwer, G. C., *A Half Century of Theology: Movements and Motives* (Grand Rapids: Eerdmans, 1977).
- Billings, J. Todd, and I. John Hesselink, *Calvin's Theology and Its Reception: Disputes, Developments, and New Possibilities* (Louisville, Ky.: Westminster John Knox Press, 2012).
- Brink, Gijsbert van den, and Harro Höpfl, *Calvinism and the Making of the European Mind* (Leiden: BRILL, 2014).

- Calvin, John, *Calvin: Institutes of the Christian Religion*, edited by John T. McNeill, translated by Ford Lewis Battles, 1559 translation edition (Philadelphia; London: Westminster John Knox Press, 1960).
- Cottret, Bernard, *Calvin: A Biography*, first English Edition (Grand Rapids, Mich. : Edinburgh, Scotland: Wm. B. Eerdmans Publishing Company, 2000).
- Geertsema, J., *Always Obedient: Essays on the Teaching of Dr Klaas Schilder* (Phillipsburg, N.J.: P & R Pub., 1995).
- Gerrish, Brian Albert, *Reformed Theology for the Third Christian Millennium: The Sprunt Lectures, 2001* (Westminster John Knox Press, 2003).
- Harinck, George, 'Something That Must Remain, If the Truth Is to Be Sweet and Precious to Us': The Reformed Spirituality of Herman Bavinck, *Calvin Theological Journal* 38, no. 2 (November 1, 2003): pp. 248–62.
- Harinck, G, and D. van Keulen (eds.), *Vicissitudes of Reformed Theology in the Twentieth Century* (Zoetermeer: Meinema, 2004).
- Holt, Mack P., *Adaptations of Calvinism in Reformation Europe: Essays in Honour of Brian G, Armstrong* (Aldershot ; Burlington, VT: Ashgate Publishing Limited, 2008).
- Hsia, R. Po-chia (ed.), *A Companion to the Reformation World* (Malden, Mass.: Wiley-Blackwell, 2006).
- International Theological Congress, J. M Batteau, J. W Maris, and K Veling, eds. *The Vitality of Reformed Theology: Proceedings of the International Theological Congress, June 20-24th 1994, Noordwijkerhout, the Netherlands* (Kampen: Uitgeverij Kok, 1994).
- Kamphuis, Barend, 'The Hermeneutics of Dogma'. In *Correctly Handling the Word of Truth: Reformed Hermeneutics Today*, edited by Mees te Velde and Gerhard H. Visscher (Eugene, OR: Wipf & Stock, 2014), pp. 62-74.
- Kapic, Kelly M. "The Spirit as Gift: Explorations in John Owen's Pneumatology." In *The Ashgate Research Companion to John Owen's Theology*, 113–40. Routledge, 2015.
- Klooster, Fred H., 'The Uniqueness of Reformed Theology a Preliminary Attempt at Description,' *Calvin Theological Journal* 14, no. 1 (April 1, 1979): pp. 32–54.
- MacCulloch, Diarmaid, *The Reformation*, reprint edition (New York, N.Y.: Penguin Books, 2005).
- McGrath, Alister E., *Reformation Thought: An Introduction*, 4th edition (Malden, MA ; Oxford: Wiley-Blackwell, 2012).
- ———. *Roots That Refresh: A Celebration of Reformation Spirituality* (London, [Eng.]: Hodder & Stoughton, 1991).
- McKim, Donald K., *The Cambridge Companion to John Calvin* (Cambridge, U.K.; New York: Cambridge University Press, 2004).
- Mouw, Richard J., 'Klaas Schilder as Public Theologian,' *Calvin Theological Journal*. 38 (2003): pp. 281–98.
- Muller, Richard A., *After Calvin: Studies in the Development of a Theological Tradition* (Oxford; New York: Oxford University Press, 2003).
- ———. 'Calvin and the "Calvinists"': Assessing Continuities and Discontinuities between the Reformation and Orthodoxy. Part One,' *Calvin Theological Journal* 30, no. 2 (November 1, 1995): pp. 345–75.
- ———. 'Calvin and the "Calvinists"': Assessing Continuities and Discontinuities between the Reformation and Orthodoxy. Part Two,' *Calvin Theological Journal* 31, no. 1 (April 1, 1996): pp. 125–60.
- Pettegree, Andrew, *The Reformation World* (London; New York: Routledge, 2000).
- Prestwich, Menna, *International Calvinism 1541-1715* (Oxford: Clarendon Press, 1985).
- Schilder, K., *Christ and Culture* (Winnipeg: Premier, 1977).
- ———. *Heaven, What Is It?* (Grand Rapids: Eerdmans Pub. Co., 1950).
- Selderhuis, Herman J.(ed.), *The Calvin Handbook*, translated by Henry J. Baron, Judith J. Guder and Randi H. Lundell (Grand Rapids, Mich: Wm. B. Eerdmans Publishing Co., 2009).
- Selderhuis, H.J., *A Companion to Reformed Orthodoxy* (Leiden [etc.]: Brill, 2013).
- Stueckelberger, Christoph and Reinhold Bernhardt, *Calvin Global: How Faith Influences Societies*, 1st edition (Geneva: Globethics.net, 2009).

- Wang, Aiming, *Church in China: Faith, Ethics, Structure: The Heritage of the Reformation for the Future of the Church in China* (Bern ; New York: Peter Lang AG, Internationaler Verlag der Wissenschaften, 2009).

Module:	What's at Stake? Topical Themes and Discussions in the Field of Reformed theology	Code:	MIRT5
Teacher:	Prof dr George Harinck and	Period:	D
Assessment:	Essay, Presentation	EC:	6
Admission	None	Academic	2020-2021
requirement:		year:	<i>cancelled</i>

Learning goals

Students should be able to:

1. explain and reproduce the main aspects of selected themes from Reformed theology in historical perspective (FAL 1,2,4);
2. analyse and evaluate challenging texts by important theologians from the Reformed tradition (FAL 2,3,5,6);
3. reflect from a Reformed perspective on selected theological topics, which are relevant to their own context and consider new ways to develop and appropriate themes from Reformed theology for their own context (FAL 5,6,7,8).

Content

Each time and context has its own theological themes and topics, requiring understanding and new formulations. While the Word of God remains forever, the changing contexts (historical, religious, geographical) present new challenges to theologians. In the magisterial Reformation of the 16th century the questions of justification and the sacraments were central issues. In our global world, the question of religious pluralism, as well as questions about Trinity, Christology and ecclesiology, are at stake. This module examines a choice of current topics and discussions from Reformed theology and tradition today and the manner in which theologians are formulating (new) answers. A Non-Western theologian will be presenting input from his own context.

Informed by the referential frame-work for doing Reformed intercultural theology (in the module 'Doing Intercultural Reformed theology' and working in the context of the broad Reformed tradition (as presented in the module 'The Fabric of Reformed Theology'), students will reflect on contextualisation and appropriation of concrete theological themes from Reformed theology of the 21-st century for their own (pluralist) context.

1. Selected themes from Reformed theology in a Global Perspective
 - Doctrine of God
 - Revelation
 - Trinity
 - Christology – Non-Western images of Christ
 - Predestination
 - Pneumatology
 - Ecclesiology
2. Reformed theology in a Pluralist world
 - Many religions – one God?
 - Speaking about God in different cultures and contexts
 - Trinity
 - The challenge of pluralism and unicity of Christ

- The work of the Holy Spirit in non-Christian Religions?
- 3. Ecumenical discussions
 - Reformed theology and Roman-Catholicism
 - Reformed theology and Eastern Orthodoxy
 - Reformed theology and Charismatic Theology
- 4/5. Introduction to history and main ideas of the Neo-Calvinist tradition – prof Harinck
 - Dutch Neo-Calvinism
 - International Neo-Calvinism

Format

- Lectures – 5 meetings of 3 hours each (3 meetings are with a professor from a Non-Western culture);
- Discussions;
- Presentations;
- Independent study;

Study Load

Contact hours: 30 hours
 Lecture preparation: 60 hours
 Independent study: 78 hours

Assessment

A written essay with selected additional literature and presentation to fellow students and teachers. Evaluation criteria will be derived from the learning goals of the module.

Special attention will be devoted to:

- The quality and depth with which the topic of Reformed theology in its historical development and actual presence is discussed;
- The extent to which the content of lectures, reader and additional literature has been used;
- Creativity, independence, level of difficulty of the theme that was dealt with;
- The relevance of the topic discussed for the local context / culture of the student;
- Methodological soundness.

Required literature

	Pgs.	Lvl.	Hrs.
Lecture 1 – prof. Kamphuis: The Hermeneutics of Dogma. Kamphuis, Barend. <i>The Hermeneutics of Dogma in Correctly Handling the Word of Truth. Reformed Hermeneutics Today</i> , edited by M. te Velde and G.H. Visscher, pp. 62-74, Eugene (Or.): Wipf and Stock 2014 (Lucerna: CRTS Publications). Visser, Arjan de, <i>The Hermeneutics of Dogma. A Response</i> ib., pp. 75-79; Kamphuis, Barend, <i>The Hermeneutics of Dogma. A Rejoinder</i> , ib., pp. 80-82	18	2	4
Lecture 2 – prof. Kamphuis: The Doctrine of Trinity. JaeYoun Kim, <i>Relational God and Salvation</i> , Kampen: Kok, 2008; Chapter 1 (Introduction): 11-31; Chapter 5.2 (Evaluation): pp. 158-181	40	2	10
Lecture 3 – prof. Kamphuis: The Doctrine of Covenant and Election. J. van Genderen, <i>Covenant and Election</i> , Neerlandia, Alberta: Inheritance 1995	90	2	14
Lecture 4 – prof. Kamphuis: Reformation and Roman-Catholicism Today. <i>From Conflict to Communion. Lutheran-Catholic Common Commemoration of the Reformation in 2017</i> , Leipzig: Evangelische Verlagsanstalt/Paderborn: Bonifatius 2013.	80	2	12
Lecture 5 – prof Harinck: Dutch Neo-Calvinism			
Lecture 6 – prof Harinck: International Neo-Calvinism			

Recommended Reading

- Bartholomew, Craig G. *Contours of the Kuyperian Tradition: A Systematic Introduction* (Downers Grove, Illinois: IVP Academic, 2017).
- Bavinck, H, John Bolt, and John Vriend, *Reformed Dogmatics 1-4* (Grand Rapids, Mich.: Baker Academic, 2003-2008).
- Bolt, John, 'From Princeton to Wheaton: The Course of Neo-Calvinism in North America,' *Calvin Theological Journal* 42, no. 1 (April 1, 2007): pp. 65–89.
- ———. 'Grand Rapids between Kampen and Amsterdam: Herman Bavinck's Reception and Influence in North America,' *Calvin Theological Journal* 38, no. 2 (November 1, 2003): pp. 263–80.
- ———. 'An Opportunity Lost and Regained: Herman Bavinck on Revelation and Religion,' *Mid-America Journal of Theology* 24 (January 1, 2013): pp. 81–96.
- Borgh, Eddy van der, 'Who Decides? About the Catholicity of non-Western Jesus interpretations in protestant ecclesiology,' In *Christliche Traditionen zwischen Katholizität und Partikularität: Vorträge der sechsten Konferenz der mittelsüdosteuropäischen und niederländischen Theologischen Fakultäten in Prag 2008*, edited by L.J Koffeman, 117–30, Frankfurt: Lembeck, 2009.
- Braaten, Carl E., *No Other Gospel!: Christianity among the World's Religions*, Minneapolis: Fortress Press, 1992.
- Brink, Gijsbert van den, 'Introduction: The Doctrine of the Trinity in Christian Faith and Global Theology,' *Journal of Reformed Theology* 3, no. 1 (February 1, 2009): pp. 1–6. doi:10.1163/156973109X403688.
- Carson, D. A., *The Gagging of God: Christianity Confronts Pluralism*. Leicester: Apollos, 1996, Cook, Matthew, and Rob Haskell (eds.), *Local Theology for the Global Church: Principles for an Evangelical Approach to Contextualization*, Pasadena: William Carey Library, 2010.
- Crisp, Oliver D., *Revisioning Christology. Theology in the Reformed Tradition*, Farnham, Surrey: Ashgate, 2011
- Dyrness, William A, Veli-Matti Kärkkäinen, Juan Francisco Martínez and Simon Chan, *Global Dictionary of Theology: A Resource for the Worldwide Church*, Downers Grove, Ill.; Nottingham, England: IVP Academic ; Inter-Varsity Press, 2008.
- Eglinton, James, 'To Transcend and to Transform: The Neo-Calvinist Relationship of Church and Cultural Transformation.' In *The Kuyper Center Review, Volume 5: Church and Academy*, edited by Gordon Graham, 163–84, Grand Rapids, Michigan: Wm. B. Eerdmans Publishing Co., 2015.
- Greenman, Jeffrey P. and Gene L. Green, *Global Theology in Evangelical Perspective: Exploring the Contextual Nature of Theology and Mission*, Downers Grove, Ill: IVP Academic, 2012.
- Jenkins, Philip, *The New Faces of Christianity: Believing the Bible in the Global South*, New York: Oxford University Press, 2006.
- ———. *The next Christendom: The Coming of Global Christianity*, Oxford; New York: Oxford University Press, 2002.
- Kaemingk, Matthew, 'Herman Bavinck, Lesslie Newbigin, and Reformed Mission in the Global Workplace,' *The Bavinck Review* 3 (2012): 85–105.
- Kamphuis, Barend, 'Herman Bavinck on Catholicity,' *Mid-America Journal of Theology* 24 (January 1, 2013): 97–104.
- Kärkkäinen, Veli-Matti, *Christology: A Global Introduction*, Grand Rapids, MI: Baker Academic, 2003.
- ———. *The Doctrine of God: A Global Introduction*, Grand Rapids, Mich.: Baker Academic, 2004.
- Klapwijk, Jacob, 'Rationality in the Dutch Neo-Calvinist Tradition,' In *Rationality in the Calvinian Tradition*, edited by Hendrik Hart, Johan van der Hoeven, Nicholas Wolterstorff, Calvin College, Vrije Universiteit Amsterdam and Institute for Christian Studies, 93–111, Lanham, MD: University Press of America, 1983.
- McGowan, A. T. B., *Always Reforming: Explorations in Systematic Theology*, Downers Grove, Ill.: IVP Academic, 2006.
- McKim, Donald K., *Major Themes in the Reformed Tradition*, Grand Rapids, Mich.: W.B. Eerdmans, 1992.

- Mouw, Richard J., 'Neo-Calvinism, Pluralism, and the Challenge of Islam,' *Calvin Theological Journal* 48, no. 2 (November 1, 2013): pp. 207–16.
- Netland, Harold A., *Encountering Religious Pluralism: The Challenge to Christian Faith & Mission*, Downers Grove, Ill.: InterVarsity Press, 2001.
- Newbigin, Lesslie, *The Gospel in a Pluralist Society*, Grand Rapids, Mich. : Geneva SZ: Wm. B. Eerdmans Publishing Co., 1989.
- Ott, Craig, and Harold A. Netland, *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Grand Rapids, Mich.: Baker Academic, 2006.
- Schreiter, Robert J., *The New Catholicity: Theology between the Global and the Local*, Maryknoll, N.Y.: Orbis Books, 1997.
- Schreiter, Robert J. and Edward Schillebeeckx, *Constructing Local Theologies*, 1.2.1985 edition, Maryknoll, N.Y: Orbis Books, 1985.
- Schwarz, Hans, *Theology in a Global Context: The Last Two Hundred Years*, Grand Rapids, MI [etc.]: Eerdmans, 2005.
- Tennent, Timothy C., *Theology in the Context of World Christianity: How the Global Church Is Influencing the Way We Think about and Discuss Theology*, Grand Rapids, Mich: Zondervan, 2007.
- Van Engen, Charles Edward, 'The Glocal Church: Locality and Catholicity in a Globalizing World,' In *Globalizing Theology*, pp. 157–79, Grand Rapids: Baker Academic, 2006.
- Venter, R, 'Trinity and Mission : Challenges to a Reformed Witness in Africa Today,' 2004. <http://repository.up.ac.za/handle/2263/8729>.
- Visser, P J., 'Religion, Mission, and Kingdom: A Comparison of Herman and Johan Herman Bavinck,' *Calvin Theological Journal* 45, no. 1 (April 1, 2010): pp. 117–32.
- Willis-Watkins, David, Michael Welker and Matthias Gockel, *Toward the Future of Reformed Theology: Tasks, Topics, Traditions*, Grand Rapids, Mich.: W.B. Eerdmans, 1999.
- Wolter, Albert M., 'Dutch Neo-Calvinism: Worldview, Philosophy and Rationality,' In *Rationality in the Calvinian Tradition*, edited by Hendrik Hart, Johan van der Hoeven, Nicholas Wolterstorff, Calvin College, Vrije Universiteit Amsterdam, and Institute for Christian Studies, Lanham, MD: University Press of America, 1983.
- Wu, Jackson, *Saving God's Face: A Chinese Contextualization of Salvation through Honor and Shame*, Pasadena, Calif.: William Carey International University Press, 2013.

Module:	Reformed Worldview in a Global Perspective	Code:	MIRT6
Lecturer:	Prof Roel Kuiper	Period:	C
Assessment:	Essay, Presentation	ECTS Credits:	6
Admission requirement:	None	Academic year:	2020-2021 <i>cancelled</i>

Notice: MIRT6 is scheduled in period C, before MIRT5 in D

Learning goals

Students should be able to:

1. understand and reproduce the main insights of historical and contemporary approaches to a Reformed worldview (FAL 1,2,4,6);
2. explain the importance for a Reformed worldview and the practices involved for their own context and culture (FAL 4,5,6,7);
3. reflect on the practical application of Reformed worldview for their own context (FAL1,5,6,7,8).

Content

In this module students are introduced to the Reformed worldview as developed in the Reformed and Neo-Calvinist traditions. The strength of this concept is that creation, redemption and consummation are

viewed as integrated within God's single plan for this world – in the words of H. Bavinck: 'the Father reconciles his created but fallen world through the death of his Son, and recreates it by his Spirit into a Kingdom of God'.

Theologians such as Kuyper and Bavinck developed their vision in a Christian world that, as such, no longer exists in the West. Yet their ideas are still used by theologians and philosophers in the world-wide Reformed tradition, and are also valuable in a global and pluralist age, in which Christianity is no more than 'one religious option' (Taylor).

In this module attention will be paid to the following concepts and themes:

1. Global Christianity in a pluralist world
2. Christian and Reformed worldview
3. Reformed and Neo-Calvinist perspective on culture and society (Christ and culture / cultural mandate)
4. Public theology / Kingdom of God

Format

- Lectures – 6 meetings of 3 hours each (3 meetings are with a professor from a Non-Western culture);
- Discussions;
- Presentations;
- Independent study.

Study Load

Contact hours: 20 hours

Lecture preparation: 60 hours

Independent study: 88 hours

Assessment

A written essay with selected additional literature and presentation to fellow students and teachers. Evaluation criteria will be derived from the learning goals of the module.

Special attention will be devoted to:

- The quality and depth with which the topic of Reformed theology in its historical development and actual presence is discussed;
- The extent to which the content of lectures, reader and additional literature has been used;
- Creativity, independence, level of difficulty of the theme that was dealt with;
- The relevance of the topic discussed for the local context / culture of the student;
- Methodological soundness.

Required Literature

	Pgs.	Lvl.	Hrs.
Lecture 1: Worldviews, concept and relevance Naugle, David K., <i>Worldview. The History of A Concept</i> (Grand Rapids: Eerdmans, 2002), chapter 1 and 2, pp. 4-44. Wolters, Albert M., <i>Creation Regained. A transforming view of the world</i> (Eerdmans, 1985, Intervarsity Press, 1986), Chapter 1 and 5, pp. 1-11 and 72-95.	75	2	10
Lecture 2: Worldviews, scope and basis Kuyper, Abraham, <i>Lectures on Calvinism</i> (New York, Cosimo, 2007), Chapter I en II (pp. 9-77). Or other editions. Naugle, David K., <i>Worldview</i> , Chapter 9, pp. 253-290. Wolters, Albert M., 'On the Idea of Worldview and its Relation to Philosophy', in: Paul A. Marshall, Sander Griffioen and Richard J. Mouw, <i>Stained Glass: Worldviews and Sociale Science</i> (University Press of America, 1999), pp. 14-25. Olthuis, James H., <i>On Worldviews</i> , ibidem, pp. 26-40.	120	2	16

Lecture 3: Christian Worldview and Public Philosophy Kuyper, Abraham, <i>Lectures on Calvinism</i> , chapter III, pp.78-109 Mouw, R. and Griffioen, S., <i>Pluralisms and Horizons. An Essay in Christian Public Philosophy</i> (Grand Rapids: Eerdmans, 1993), pp. 1-86. Goheen, Michael W. and Craig Bartholomew, <i>Living at the Crossroads: An Introduction to Christian Worldview</i> (Grand Rapids: Baker Academic, 2008).	100	2	14
Lecture 4: Christian Worldview and Public Philosophy Mouw, R. and Griffioen, S., <i>Pluralisms and Horizons. An Essay in Christian Public Philosophy</i> (Grand Rapids: Eerdmans, 1993), pp. 87-177.	100	2	14
Lecture 5: Christian Worldview and Intercultural Encounter Chaplin, Jonathan, <i>Law, Liberty and Plurality: the Political Problem of 'Interculturality'</i> , 10 pages.	10	2	3

Recommended Reading

- Bacote, Vincent, *The Spirit in Public Theology: Appropriating the Legacy of Abraham Kuyper* (Grand Rapids, Mich.: Baker Academic, 2005).
- Bavinck, H., 'The Kingdom of God, The Highest Good'. Translated by Nelson Kloosterman. *The Bavinck Review* 2 (2011), pp. 133–70.
- Bavinck, Herman. 'Bavinck's "Common Grace" with and Introduction of the Translator.' Translated by Raymond C. van Leeuwen. *Calvin Theological Journal* 24, no. 1, April 1, 1989, pp. 35–65.
- Carson, D.A. *Christ and Culture Revisited* (Nottingham: Apollos, 2008).
- Heslam, Peter S, and Abraham Kuyper, *Creating a Christian Worldview: Abraham Kuyper's Lectures on Calvinism* (Grand Rapids, Mich.; Carlisle: W.B. Eerdmans ; Paternoster Press, 1998).
- Hoffercker. W. Andrew (ed.), *Building a Christian World View* (Phillipsburg: Presbyterian and Reformed Publishing Company, 1986), Volume I: *God, Man and Knowledge*, and Volume II: *Universe, Society and Ethics*.
- Jenkins, Philip, *The New Faces of Christianity: Believing the Bible in the Global South* (New York: Oxford University Press, 2006).
- ———. *The next Christendom: The Coming of Global Christianity* (Oxford; New York: Oxford University Press, 2002).
- Johnson, Todd M. and Gina A. Bellofatto, 'Migration, Religious Diasporas, and Religious Diversity: A Global Survey,' *Mission Studies* 29, no. 1 (January 1, 2012): pp. 3–22.
- Johnson, Todd Michael, Kenneth R Ross, and Sandra S.K Lee, *Atlas of Global Christianity: 1910-2010* (Edinburgh: Edinburgh University Press, 2009).
- Kooi, Kees van der, 'Calvin, Modern Calvinism, and Civil Society. The Appropriation of a Heritage, with Particular Reference to the Low Countries,' In *Calvin and His Influence, 1509-2009*, edited by Irena Backus and Philip Benedict, pp. 267–81 (New York [etc.]: Oxford University Press, 2011).
- Mouw, Richard J, 'Culture, Church, and Civil Society: Kuyper for a New Century,' *The Princeton Seminary Bulletin* 28, no. 1 (2007): pp. 48–63.
- ———. *He Shines in All That's Fair: Culture and Common Grace : The 2000 Stob Lectures* (Grand Rapids, Mich.: W.B. Eerdmans Pub. Co., 2001).
- ———. 'Klaas Schilder as Public Theologian,' *Calvin Theological Journal*, 38 (2003): 281–98.
- ———. *The Challenges of Cultural Discipleship: Essays in the Line of Abraham Kuyper* (Grand Rapids: Eerdmans, 2012).
- Niebuhr, H. Richard, *Christ and Culture* (New York: Harper & Row, 1975).
- Pearcey, Nancy, *Total Truth: Liberating Christianity from Its Cultural Captivity* (Wheaton, Ill.: Crossway Books, 2004).
- Schilder, K., *Christ and Culture* (Winnipeg: Premier, 1977).
- Sire, James W. *Naming the Elephant: Worldview as a Concept* (InterVarsity Press, 2015).
- ———. *The Universe Next Door: A Basic Worldview Catalog*, 5th edition (Downers Grove, Ill: IVP Academic, 2009).

- Skillen, James W., 'From Covenant of Grace to Equitable Public Pluralism : The Dutch Calvinist Contribution.' *Calvin Theological Journal* 31, no. 1, April 1, 1996: pp. 67–96.
- Smith, James K.A., *Desiring the Kingdom: Worship, Worldview, and Cultural Formation* (Grand Rapids, Mich.: Baker Academic, 2009).
- Stanley, Jon, 'Restoration and Renewal: The Nature of Grace in the Theology of Herman Bavinck.' In *Revelation and Common Grace*, edited by John R Bowlin (Grand Rapids, Mich.: Eerdmans, 2011), pp. 81–104.
- Van Til, Henry R., *The Calvinistic Concept of Culture* (Grand Rapids: Baker Book House, 1959).
- Walsh, Brian J. and Middleton, J. Richard, *The Transforming Vision. Shaping a Christian World View* (Downers Grove: Inter Varsity Press, 1984).
- Wolters, Albert M., *Creation Regained: Biblical Basics for a Reformational Worldview*, 2nd edition (Grand Rapids, Mich: Wm. B. Eerdmans Publishing Co., 2005).
- ———. 'On the Idea of Worldview and Its Relation to Philosophy,' In *Stained Glass: Worldviews and Social Science*, edited by Paul A Marshall, S Griffioen, Richard J. Mouw, and Institute for Christian Studies (Lanham, MD: University Press of America, 1989), pp. 14–25.

Module:	Doing Intercultural Reformed Theology	Code:	MIRT8
Lecturer:	Drs Jos Colijn	Period:	B
Assessment:	Essay, Presentation	ECTS Credits:	6
Admission	None	Academic	2020-2021
requirement:		year:	<i>cancelled</i>

Learning goals

Students should:

1. become more sensitive to the multi-cultural and multi-religious world we live in and develop an understanding of the chances and challenges of the Reformed tradition in a global world (FAL 1,2,3,5);
2. be able to analyse and conceptualize processes of contextualization and appropriation of theological concepts and ideas in another culture (FAL ,2,3,6,7);
3. apply cross-cultural understanding and appropriation of Reformed theology for their own religious and cultural context (FAL 3,4,5,6,7);
4. reflect on their own role in the intercultural communication process, as well on the interaction with students from different contexts (FAL 6,7,8).

Content

This module will provide an introduction to Reformed intercultural theology. We will approach intercultural theology from a biblical perspective and the different topics will be discussed in the context of the Reformed and Neo-Calvinist tradition. Relevant concepts and insights from anthropology, sociology and ethnography will be introduced as well.

The goal of this module is to reflect on the praxis and pitfalls of the intercultural translation and appropriation of Reformed theology and theological concepts in different contexts. Students will also be actively involved in intercultural theology through the interaction between students and Module coordinator from different cultural and religious contexts.

During the lectures attention will be paid to the themes and topics mentioned below. Students have to prepare for each lecture by reading the required literature (all articles are available through Sakai).

Students will actively reflect on their readings, intercultural experience and learning by participating (reading and writing) on the MIRT-blog page.

Format

- Lectures and discussions (6 meetings of 3 hours each + 2 hours preparation per meeting);
- Lectures + discussions with at least one professor from a Non-Western context (9 hours);
- Presentations + discussion (10 hours);
- Individual tutoring (3 hours);
- Independent study + essay (110 hours);
- (Web)log (6 hours).

Study Load

Contact hours: 40 hours

Lecture preparation: 40 hours

Independent study: 88 hours

Assessment

Written essay (approx. 4500 words) with selected additional literature (30 extra hours of reading) and presentation to fellow students and teachers.

The evaluation criteria will be derived from the learning goals of the module.

Special attention will be devoted to:

- The quality and depth with which the topic of Reformed theology in its historical development and actual global presence is discussed;
- The extent to which the content of lectures, reader and additional literature has been used;
- Creativity, independence, level of difficulty of the theme that was dealt with;
- The relevance of the topic discussed for the local context / culture of the student;
- Methodological soundness

Required literature

	Pgs.	Lvl.	Hrs.
Lecture 1. Doing Reformed Theology in a Religious World - Andrew F. Walls, <i>The Missionary Movement in Christian History: Studies in the Transmission of Faith</i> (Orbis: Maryknoll 2004), pp. 1-54 (chapters 1-4)	50	2	10
Lecture 2. Theological Concepts for Doing Reformed Theology Interculturally (1) - Kwame Bediako, <i>Jesus And The Gospel In Africa: History And Experience</i> (New York: Orbis Books, 2004) (parts) - Rik Peels, 'Sin and Human Cognition of God,' <i>Scottish Journal of Theology</i> 64, no. 4 (2011), pp. 390–409	45	2	12
Lecture 3. Theological Concepts for Doing Reformed Theology Interculturally (2) - Abraham Kuyper, <i>Lectures on Calvinism</i> (Grand Rapids: Eerdmann, 1987), Ch. 1 and 2 (pp. 9-77)	69	1	8
Lecture 4. Understanding the Gospel Cross-culturally (1) - Vanhoozer, Kevin J., 'One Rule to Rule Them All? Theological Method in an Era of World Christianity,' In: <i>Globalizing Theology: Belief and Practice in an Era of World Christianity</i> , edited by Craig Ott and Harold A Netland (Grand Rapids, Mich.: Baker Academic, 2006), chapter 4 (pp. 85-126).	40	2/3	15
Lecture 5. Understanding the Gospel Cross-culturally (2) - Paul G. Hiebert, <i>Anthropological Reflections on Missiological Issues</i> (Grand Rapids, Mich.: Baker Academic, 1994), chapter 4: 'Critical Contextualization' and chapter 5: 'Metatheology')	30	2/3	10
Lecture 6. Doing Reformed Intercultural Theology - Benno van den Toren, 'Challenges and Possibilities of Inter-Religious and Cross-Cultural Apologetic Persuasion,' <i>Evangelical Quarterly</i> 82, no. 1 (2010), pp. 42–64.	22	2	5

Recommended Reading

- Bavinck, Herman, *Bavinck's 'Common Grace' with and Introduction of the Translator*, Translated by Raymond C. van Leeuwen, Calvin Theological Journal 24, no. 1 (April 1, 1989), pp. 35–65.
- ——. *The Catholicity of Christianity and the Church*. Calvin Theological Journal 27 (1992), pp. 220–51.
- Bavinck, Herman, *Bavinck's 'Common Grace' with and Introduction of the Translator*, Translated by Raymond C. van Leeuwen, Calvin Theological Journal 24, no. 1 (April 1, 1989), pp. 35–65.
- ——. *The Catholicity of Christianity and the Church*. Calvin Theological Journal 27 (1992), pp. 220–51.
- Bediako, Kwame, *Christianity in Africa: The Renewal of a Non-Western Religion* (Edinburgh; Maryknoll, N.Y.: Edinburgh University Press ; Orbis Books, 1995).
- ——. *Jesus And The Gospel In Africa: History And Experience* (New York: Orbis Books, 2004).
- Belt, Henk van den, *Religion as Revelation? The Development of Herman Bavinck's View from a Reformed Orthodox to a Neo-Calvinist Approach* (The Bavinck Review 4, 2013), pp. 9–31.
- Bevans, Stephen B., *Models of Contextual Theology*, Rev Exp edition (Maryknoll, N.Y: Orbis Books, 2002).
- Bolt, John, *An Opportunity Lost and Regained: Herman Bavinck on Revelation and Religion*, Mid-America Journal of Theology 24 (January 1, 2013), pp. 81–96.
- Bosch, David Jacobus, *Transforming Mission: Paradigm Shifts in Theology of Mission* (Maryknoll, N.Y.: Orbis Books, 1991).
- Cook, Matthew, and Rob Haskell, eds. *Local Theology for the Global Church: Principles for an Evangelical Approach to Contextualization*. Pasadena: William Carey Library, 2010.
- Covolo, Robert. 'Advancing a Neo-Calvinist Pneumatology of Religions: The Role of Recent Yongian Contributions.' In *Revelation and Common Grace*, edited by John R Bowlin, 315–34. Grand Rapids, Mich.: Eerdmans, 2011.
- Donovan, Vincent J. *Christianity Rediscovered*. Orbis Books, 2003.
- Flemming, Dean. 'Paul the Contextualizer.' In *Local Theology for the Global Church: Principles for an Evangelical Approach to Contextualization*, edited by Matthew Cook and Rob Haskell, Ch. 1. Pasadena: William Carey Library, 2010.
- Greenman, Jeffrey P, and Gene L Green. *Global Theology in Evangelical Perspective: Exploring the Contextual Nature of Theology and Mission*. Downers Grove, Ill: IVP Academic, 2012.
- Harmon, Andrew M. 'Common Grace and Pagan Virtue: Is Kuyperian Tolerance Possible?' In *Revelation and Common Grace*, edited by John R Bowlin, 302–14. Grand Rapids, Mich.: Eerdmans, 2011.
- Hesselgrave, David J. *Communicating Christ Cross-Culturally*. Grand Rapids: Zondervan, 1978.
- Hesselgrave, David J., and Edward Rommen. *Contextualization: Meanings, Methods, and Models*. Pasadena, Calif: William Carey Library, 2013.
- Hiebert, Paul G. *Anthropological Reflections on Missiological Issues*. Grand Rapids, Mich.: Baker Academic, 1994.
- ——. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, Mich.: Baker Academic, 2008.
- Hiebert, Paul G., R. Daniel Shaw, and Tite Tienou. *Understanding Folk Religion: A Christian Response to Popular Beliefs and Practices*. Grand Rapids, Mich.: Baker Books, 1999.
- Kaltwasser, Cambria Janae. 'Assessing the Christological Foundation of Kuyper's Doctrine of Common Grace.' In *Revelation and Common Grace*, edited by John R Bowlin, 200–220. Grand Rapids, Mich.: Eerdmans, 2011.
- Kärkkäinen, Veli-Matti. *An Introduction to the Theology of Religions: Biblical, Historical & Contemporary Perspectives*. First Edition edition. Downers Grove, Ill: IVP Academic, 2003.
- ——. 'Christology in Africa, Asia, and Latin America.' In *The Blackwell Companion to Jesus*, edited by Delbert Burkett, 1 edition., ch. 23. Malden, MA: Wiley-Blackwell, 2013.
- Kim, Sebastian C. H., ed. *Christian Theology in Asia*. 1 edition. Cambridge: Cambridge University Press, 2008.
- Kooi, Cornelis van der. 'A Theology of Culture: A Critical Appraisal of Kuyper's Doctrine of Common Grace.' In *Kuyper Reconsidered: Aspects of His Life and Work*, edited by J. de Bruijn and Cornelis van der Kooi, pp. 95–101. Amsterdam: VU Uitgeverij, 1999.

- ——. 'Herman Bavinck and Karl Barth on Christian Faith and Culture. *Calvin Theological Journal* 45, no. 1 (April 1, 2010): 72–78.
- Mattson, Brian G. 'A Soft Spot for Paganism? Herman Bavinck and "Insider" Movements.' *The Bavinck Review* 4 (2013): 32–43.
- McDermott, Gerald R., and Harold A. Netland. *A Trinitarian Theology of Religions: An Evangelical Proposal*. 1 edition. Oxford ; New York: Oxford University Press, 2014.
- Muck, Terry C, and Frances S Adeney. *Christianity Encountering World Religions*. Grand Rapids, Mich.; Oxford: BakerAcademic ; Lion [distributor], 2009.
- Nicholls, Bruce J. *Contextualization: A Theology of Gospel and Culture*. Vancouver: Regent College Publishing, 2003.
- Ott, Craig, and Harold A Netland. *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Grand Rapids, Mich.: Baker Academic, 2006.
- Paas, Stefan. 'Religious Consciousness in a Post-Christian Culture: J.H. Bavinck's Religious Consciousness and Christian Faith (1949), Sixty Years Later.' *Journal of Reformed Theology* 6, no. 1 (January 1, 2012): pp. 35–55.
- Peels, Rik. 'Sin and Human Cognition of God.' *Scottish Journal of Theology* 64, no. 4 (2011): pp. 390–409.
- Sanneh, Lamin. *Disciples of All Nations: Pillars of World Christianity*. Oxford; New York: Oxford University Press, 2008.
- ——. *Translating the Message: The Missionary Impact on Culture*. 2nd edition. Maryknoll, N.Y: Orbis Books, 2009.
- ——. *Whose Religion Is Christianity?: The Gospel beyond the West*. Grand Rapids, Mich: Wm. B. Eerdmans Publishing Co., 2003.
- Schreiter, Robert J. *The New Catholicity: Theology between the Global and the Local*. Maryknoll, N.Y.: Orbis Books, 1997.
- Schreiter, Robert J., and Edward Schillebeeckx. *Constructing Local Theologies*. Maryknoll, N.Y: Orbis Books, 1985.
- Skaff, Jeffrey. 'Common Grace and the Ends of Creation in Abraham Kuyper and Herman Bavinck.' *Journal of Reformed Theology* 9, no. 1 (January 1, 2015): 3–18.
- Smith, David. *Mission after Christendom*. London: Darton, Longman and Todd, 2003.
- Stanley, Jon. 'Restoration and Renewal: The Nature of Grace in the Theology of Herman Bavinck.' In *Revelation and Common Grace*, edited by John R Bowlin, 81–104. Grand Rapids, Mich.: Eerdmans, 2011.
- Tennent, Timothy C. *Theology in the Context of World Christianity: How the Global Church Is Influencing the Way We Think about and Discuss Theology*. Grand Rapids, Mich: Zondervan, 2007.
- Toren, Benno van den. 'Challenges and Possibilities of Inter-Religious and Cross-Cultural Apologetic Persuasion.' *Evangelical Quarterly* 82, no. 1 (2010): 42–64.
- ——. *Christian Apologetics as Cross-Cultural Dialogue*. 1 edition. London ; New York: Bloomsbury T&T Clark, 2011.
- ——. 'Growing Disciples in the Rainforest - A Contextualized Confession for Pygmy Christians.' *Evangelical Review of Theology* 33, no. 4 (October 2009): 306–15.
- ——. 'Intercultural Theology as a Three-Way Conversation. Beyond the Western Dominance of Intercultural Theology.' *Exchange* 44 (2015): pp. 123–43.
- Vanhoozer, Kevin J., "'One Rule to Rule Them All?'" Theological Method in an Era of World Christianity.' In *Globalizing Theology: Belief and Practice in an Era of World Christianity*, edited by Craig Ott and Harold A Netland, ch. 4. Grand Rapids, Mich.: Baker Academic, 2006.
- Vanhoozer, Kevin J, Charles A Anderson, and Michael J Sleasman, *Everyday Theology: How to Read Cultural Texts and Interpret Trends*, Grand Rapids, Mich.: Baker Academic, 2007.
- Walls, Andrew F., *The Cross-Cultural Process in Christian History: Studies in the Transmission and Appropriation of Faith*, Maryknoll, N.Y.: Orbis Books, 2002.
- ——. *The Missionary Movement in Christian History: Studies in the Transmission of Faith*, Maryknoll, N.Y.; Edinburgh: Orbis Books ; T & T Clark, 1996.

- Winter, Ralph D, and Steven C Hawthorne, *Perspectives on the World Christian Movement: A Reader*, Pasadena, Calif.: William Carey Library, 1981.

Church and Mission in the West (MCMW)

Module:	Church and Mission in the West	Code:	MCMW1
Lecturer:	S. Paas	Period:	A
Assignments:	Essay, Reading Report, Research report, Reflection paper	ECTS	6
		Credits:	
Admission	BA and/or Pre-Master, sufficient understanding in English	Year:	2020-
Requirements:			2021

Goals

The student:

1. knows the most important changes and trends of religion and spirituality in the post-Christian and post-secular West (FAL2);
2. knows his/her way in the most important relevant literature, and has knowledge of contemporary missiological and practical theological theories on church and mission in the West (FAL2);
3. is able to reflect theologically on the current missionary situation in Western Europe, resulting in a well-argued paper (FAL2,5,6);
4. can do independent research (by interviewing) into the worldviews of people who do not consider themselves Christians (FAL3,5).

Description

The purpose of this module is to prepare students for missionary leadership in a post-Christian and post-secular society. 'Post-Christian' is defined as 'secular' in the sense of decreasing importance of religion for society. 'Post-secular' is defined as the decreasing significance of all 'grand narratives', the persistence of religion, and the emergence of a hyper-diverse society. The emphasis in this module lies on the development of hermeneutical skills: a Christian leader in a post-Christian and post-secular society should be able to build connections between the current cultural condition and the Biblical narrative. Those who want to do mission in their own culture may think too soon that they intuitively understand their culture. What we need is curiosity, love, sincere interest in people and the challenges of late-modern societies. In this module students receive critical 'outsider view' of their culture. This happens through studying the history of mission in Europe, studying modern spiritualities, secularization (theory), contextualization, and independent fieldwork.

Class sessions of this module are combined with the module 'Missiologie' in MAPT 2A. Teaching will be done in English, unless all students understand Dutch.

Methods

Lectures, discussions, conversations, peer review, fieldwork, literature study.

Every class session is prepared by a reading assignment. Prior to every session, students submit a reading report of ca. 500 words, containing:

- brief summary;
- core sentence that represents the message of this text;
- most important take-away for the student;
- a question or point of discussion for class.

Reading reports must be forwarded to every participant via Sakai, 24 hours before class. Failure to submit on time more than once without sufficient reason, will be considered as failure to pass this module.

Workload

Hours in class: 32

Study: 120 (including preparation)

Fieldwork: 16

Assignment

Examination happens through a final assignment that consists of the following parts (weight in parenthesis):

- Essay (50%)
- Reading reports (25%)
- Fieldwork report (15%)
- Reflection paper (10%)

To be submitted end of period A (fulltime students) or start of period B (parttime students).

Literature

	Pag.	Cat.	U.
Paas, Stefan, <i>Pilgrims and Priests: Christian Mission in a Post-Christian Culture</i> (SCM: London, 2019), ch. 1-2	43	2	10
Wright, Christopher J.H., <i>The Mission of God: Unlocking the Bible's Grand Narrative</i> (IVP: Downers Grove, 2006), pp. 21-188	167	2	33
Perrin, Ruth, <i>Changing Shape: The Faith Lives of Millennials</i> (London: SCM Press, 2020)	230	2	46
Walls, Andrew F., <i>The Missionary Movement in Christian History: Studies in the Transmission of Faith</i> (Orbis: Maryknoll, 2004), 1-54, 68-75 (chapters 1-4 + 6)	60	2	12
Bevans, Stephen B., <i>Models of Contextual Theology: Revised and Expanded Edition</i> (Orbis: Maryknoll, 2008 [8 th ed.])	140	2	28
Additional articles to be provided			

Module:	Sustainable Communities	Code:	MCMW2
Lecturers:	S. Paas/J.H.F. Schaeffer	Period:	B
Assignments:	Essay, Reading Report, Research report, Reflection paper	ECTS	6
		Credits:	
Requirements:	BA and/or Pre-Master, sufficient understanding in English	Year:	2020-2021

Goals

The student:

1. has knowledge of (theological and social-science) theories of (religious) community formation in the current societal and religious context of the West (FAL 1,2);
2. has knowledge of a broad range of current Dutch (or Western) practices of community formation, and the concrete practices such formation consists of (FAL 1,2);
3. is able to reflect theologically on these theories and practices in order to give advice to practitioners in missional-ecclesial contexts (FAL 3,8);
4. is able to conduct independent research of a concrete ecclesiological practice (FAL 3,5).

Description

Religion in the Western context is an ambiguous phenomenon. On the one hand, religion is in decline, marginalized institutionally. On the other hand, many people feel themselves religious in some way. What are the social expressions of Christian faith in the West? What form does that take?

Many know the institutional residues of Christianity at display in great church-buildings. But what are the contours of the communities that inhabit these buildings? How do non-institutional communities develop? What fluid and entrepreneurial ways of being-church can be discerned, and how do these phenomena relate to ecclesiological theory? Students in this module learn to develop a theoretical framework to assess and discern, and yet a non-defensive and open attitude towards contemporary ecclesial phenomena as well.

Methods

Lectures, discussions, independent study, fieldwork, literature review.

Workload

Class hours: 20
 Preparation: 10
 Self-study: 90
 Assignments: 48

Assignment

Examination happens by way of an assignment (weight in parenthesis) that consists of the following parts:

- essay (50%)
- reading reports (25%)
- fieldwork report (15%)
- reflection paper (10%)

Literature

	Pag	Cat	U
Paas, Stefan; <i>Pilgrims and Priests: Christian Mission in a Post-Christian Culture</i> (London: SCM Press, 2019), ch. 3	63	3	6
Wright, Christopher J.H., <i>The Mission of God: Unlocking the Bible's Grand Narrative</i> (Downers Grove: IVP, 2006), 189-392	193	3	20
Ott, Craig et al., <i>The Mission of the Church: Five Views in Conversation</i> (Grand Rapids: Baker Academic, 2016)	107	3	11
Bauman, Zygmunt, <i>Community. Seeking Safety in an Insecure World</i> (London: Polity Press, 2001)	150	2	22
Moynagh, Michael, <i>Church for Every Context: An Introduction to Theology and Practice</i> (London: SCM, 2012), selection of chapters – 50pp	50	1	10
Healy, Nicholas; <i>Church, World and the Christian Life: Practical-Prophetic Ecclesiology</i> (Cambridge: Cambridge UP, 2000), 1-51 and 154-185	80	1	16
Hütter, Reinhard, 'The Church. The Knowledge of the Triune God. Practices, Doctrine, Theology'. In: <i>Knowing the Triune God: The Work of the Spirit in the Practices of the Church</i> , James Joseph Buckley and David S. Yeago edd. (Grand Rapids: Eerdmans, 2001), 23-47	25	2	4
Total			90

Module:	Caring	Code:	MCMW3
Lecturer:	J.H.F. Schaeffer	Period:	B
Assignment:	Essay, Reading report, Fieldwork report, reflection paper	ECTS	6
Admission Requirement:	BA and/or Pre-master	Credits:	
		Academic Year:	2020-2021

Goals

The student:

1. has knowledge of changes in our culture that affect pastoral care and spiritual direction (FAL 2);
2. has knowledge of currents and methods in spiritual direction and is able to apply those in a concrete practice (FAL 4,7);
3. conducts independent research into the spiritual direction in a concrete context, and is able to give advice on the basis of his/her findings (FAL 5,8).

Description

This module is about the different aspects of 'believing', 'behaving', and 'belonging'. The overarching framework is about 'spiritual guidance': the process in which seekers and young Christians are guided on the way of spiritual growth and discipleship. What traditions do churches and missional communities have, and how can such traditions be concretely practiced in churches and missional communities?

Methods

Lectures, discussions, fieldwork, presentations.

Workload

Class: 16

Preparation: 22

Study: 130

Examination

Examination happens on the basis of a final assignment which consists of the following parts (weight in parenthesis):

- essay (50%)
- reading reports (25%)
- fieldwork report (15%)
- reflection paper (10%)

Literature

	Pag	Cat.	U.
Hooker, Morna & Young, Frances, <i>Holiness & Mission: Learning from the early church about mission in the city</i> (London: SCM Press, 2010)	128	1	13
Greenman, Jeffrey P. & Kalantzis, George, <i>Life in the Spirit: Spiritual Formation in theological perspective</i> (Downers Grove: Intervarsity Press, 2010), 23-62& 141-249	147	1	15
Webber, Robert, <i>Ancient-Future Time: Forming Spirituality Through the Christian Year</i> (Grand Rapids: Baker Books, 2004)	175	1	17
Moon, Gary W. e.a., <i>Spiritual Direction and the Care of Souls</i> (Downers Grove: IVP Academic, 2004, 11-55 & 96-170	118	1	12

Dorothy C. Bass e.a., <i>Christian Practical Wisdom. What it is, Why it matters</i> (Grand Rapids: Eerdmans, 2016)	300	2	42
Erick Pickerill, 'The Secular Mystique. Mysticism and the Future of Faith in the West' (MA-thesis VU Amsterdam, 2013) – beschikbaar via http://www.kerklab.nl/resources/	100	2	15
Totaal			130

Module:	Communication	Code:	MCMW4
Lecturers:	G.J. Roest; Guest-teacher: Peter Wierenga	Period:	B
Assignment:	Presentation, Reading report, Fieldwork report, reflection paper	ECTS	6
Admission requirement:	BA and/or pre-master	Credits:	
		Academic	2020-21
		Year:	

Goals

The student:

1. can provide an overview of the methods and forms of evangelism which are relevant in our culture (FAL1,6);
2. has developed a theological and practical framework by which he/she can evaluate methods and forms of evangelism (FAL6);
3. can reflect on the kerygmatic core of the gospel, and knows how to work from this to a personal and existential understanding (FAL3,4);
4. has witnessed to one or more persons who do not consider themselves Christians, and is able to reflect on his/her own attitude (FAL4,5);
5. has prepared and delivered a missionary speech/sermon/meditation, in whatever form (FAL3,4).

Description

Preaching and evangelizing in a secularized society are different than they used to be. In this module contemporary practices of communicating the gospel are examined theologically, and students will develop some approaches of their own, based on study and reflection about the nature of the gospel and salvation in the late-modern context of the West.

Methods

Lectures, discussions, fieldwork assignment, oral presentations.

Workload

Class: 16

Preparation for class: 22

Study and reading: 110

Assignments: 20

Examination

Examination happens through a final assignment, consisting of the following parts (weight in parenthesis):

- missionary sermon or other oral presentation (50%)
- reading reports (25%)
- fieldwork report (15%)
- reflection paper (10%)

Literature

	Pag	Cat.	U.
Flemming, Dean E., <i>Contextualization in the New Testament: Patterns for Theology and Mission</i> (Downers Grove: InterVarsity Press, 2005), 13-88 & 234-265 & 296-322	132	1	13
Wright, Christopher J.H., <i>The Mission of God: Unlocking the Bible's Great Narrative</i> (Downers Grove: IPV Academic 2006), 393-535	142	1	14

Ted A. Campbell, <i>The Gospel in Christian Traditions</i> (Oxford: University Press, 2009)	136	1	14
Chapter 2-5 (translated) from: G.J. Roest, <i>Verrast door Vrijheid: een persoonlijke zoektocht naar christen-zijn in een postchristelijke cultuur</i> (Amsterdam: Buijten & Schipperheijn, 2020)	48	1	6
Graham Johnston, <i>Preaching to a Postmodern World: A Guide to Reaching Twenty-first Century Listeners</i> (Grand Rapids: Baker, 2001)	177	1	18
N.T. Wright, <i>Simply Christian</i> (New York: HarperCollins, 2006); or: Rowan Williams, <i>Tokens of Trust: An Introduction to Christian Belief</i> (London: Canterbury Press, 2007).	156	1	13
James K.A. Smith, <i>How (not) to Be Secular: Reading Charles Taylor</i> (Grand Rapids: William B. Eerdmans, 2014)	140	2	20
Stephen Bevans, <i>Models of Contextual Theology (revised and expanded edition)</i> (Maryknoll: Orbis Books, 2002)	140	1	14

Module:	Christian Leadership	Code:	MCMW5
Lecturer:	S. Paas	Period:	D
Assignment:	Essay, Reading report, Fieldwork report, Reflection paper	ECTS	6
Admission requirement:	BA and/or Pre-master	Credits:	
		Academic Year:	2020-21

Goals

The student:

1. has knowledge of the most important theories of missional leadership (FAL1);
2. can do independent research in a concrete practice (FAL3,5);
3. can analyze a concrete context with the use of scientific theories, and can give advice (FAL3,8).

Description

What does it mean to be a leader in an age where institutions crumble away? How does one exercise authority when ancient patterns of power and authority are no longer existent? In this module leadership is studied in the context of secularization and individualization. New approaches of leadership are explored, with an emphasis on entrepreneurship and missional pioneering.

Methods

Lectures, discussions, fieldwork, literature study.

Workload

Class: 16

Preparation: 10

Study: 142

Examination

This happens on the basis of a final assignment, containing the following parts (weight in parenthesis):

- essay (50%)
- fieldwork report (15%)
- reading reports (25%)
- reflection paper (10%)

Literature

	Pag.	Cat.	U.
Moynagh, Michael, <i>Church in Life: Innovation, Mission and Ecclesiology</i> (London: SCM, 2017), capita selecta	100	1	13
Avery, Gayle, <i>Understanding Leadership: Paradigms and Cases</i> , SAGE 2004	120	1	11
Roxburgh, Alan, <i>Missional Map-Making: Skills for Leading in Times of Transition</i> (San Fransisco: Jossey-Bass, 2010)	188	1	19
Savage, Sara a.o., <i>The Human Face of Church</i> , London 2007, pp. 3-29, 54-181	156	1	16
Articles to be provided	100	1	13