



**EUROPEAN THEOLOGICAL SEMINARY *EUROPÄISCHES*
*THEOLOGISCHES SEMINAR***

**MODULE HANDBOOK
*MODULHANDBUCH***

© ETS Publishing 2018

Photos: ETS

www.ets-kniebis.de

INDEX / INHALT

Introduction / Einleitung	1
Access to the programme / Zugang zum Programm	1
Modules & Courses / Module & Kurse	2
Evaluation & Exams / Leistungsnachweise & Prüfungen	4
Course Offerings / Studienverlauf	5
MA in Marriage and Family Studies / MA in Ehe und Familienberatung	6
COUN 520 - Counseling Theories & Techniques / Beratungstheorien und -techniken	6
COUN 561 - Counseling Children and Adolescents / Kinder- und Jugendberatung	9
COUN 599 - Thesis / These	12
MAFS 566 - Supervision 1 / Supervision 1	15
MAFT 511 - Introduction to Marriage and Family Studies / Einführung in die Familienberatung	18
MAFT 514 - Psychopathology / Psychopathologie	21
MAFT 516 - Christian Perspectives in the Helping Professions / Christliche Perspektive zur Sozialarbeit	24
MAFT 523 - Human Growth and Development / Menschliches Wachstum und Entwicklung	27
MAFT 531 - System Theory / Systemtheorie	30
MAFT 533 - Human Sexuality / Menschliche Sexualität	33
MAFT 541 - Family Stress and Resilience / Familienstress und Resilienz	36
MAFT 543 - Personality Theory / Persönlichkeitstheorie	39
MAFT 547 - Cultural Contexts of Clinical Counseling / Kultureller Kontext der klinischen Behandlung	42
MAFT 555 - Research Methods / Forschungsmethoden zur Systemik	45
MYFM 593 - Supervision 2 / Supervision 2	48
MA in Pentecostal-Charismatic Studies / MA in Pentekostale-Charismatisch Studien	52
BIBL 550 - Hermeneutics / Hermeneutik	52
BIBL 560 - Second Temple / Zweiter Tempel	55
BIBL 570 - Book Study: Isaiah / Buchstudium	58
HEBR 501 - Hebrew I / Hebräisch I	61
HEBR 502 - Hebrew II / Hebräisch II	64
MMST 534 - Practical Theology / Praktische Theologie	67
PHIL 552 - Philosophy of Religion / Religionsphilosophie	70
THEO 553 - History of Doctrines II / Dogmengeschichte II	73
THEO 571 - Theology Seminar Luther / Theologie Seminar Luther	76
THEO 573 - Pentecostal Theology / Pentekostale Theologie	79
THEO 575 - Contemporary Theology / Zeitgenössische Theologie	82
THEO 580 - Trinity / Trinität	85
THEO 593 - German Pentecostalism / Deutsche Pfingstbewegung	88
THEO 594 - Luther Reception into Pentecostalism / Die Lutheranische Rezeption in den Pentekostalismus	91
THEO 598 - Thesis / These	94

INTRODUCTION / EINLEITUNG

This handbook describes the modules of Lee University that are offered at the European Theological Seminary. This program is accredited and certified by SACSCOC, and differences to the German system are pointed out throughout this handbook.

There are two programmes of study, the MA in Pentecostal-Charismatic Theology and the MA in Marriage and Family Studies. Both are postgraduate training requiring a bachelor degree (180 ECTS) and at least a year of practical experience working in the subject area, e.g. church ministry (30 ECTS). Both degrees are offered by part-time study only, requiring attendance on campus at ETS for the intensive study modules, and both are 90 ECTS making a total of 300 ECTS, which leads to the same level of qualification and eligibility as the consecutive Master degree.

Dieses Handbuch beschreibt die Module im Rahmen der Studiengänge der Lee University am Europäischen Theologisches Seminar. Es sind von SACSCOC akkreditierte Studiengänge, die bisweilen Unterschiede zum deutschen Hochschulsystem aufweisen.

Es werden zwei Programme angeboten, der MA in pfingstlich-charismatischer Theologie und der MA in Ehe- und Familienberatung. Beide sind weiterbildende Masterstudiengänge, die einen Bachelorabschluss (180 ECTS) und mindestens ein Jahr berufspraktische Erfahrung (30 ECTS) voraussetzen. Beide Studiengänge werden als Teilzeit-Studium angeboten und verlangen eine Präsenzzeit auf dem ETS Campus. Beide Studiengänge umfassen jeweils 90 ECTS, was zum Masterabschluss von 300 ECTS führt, was dem konsekutiven Masterabschluss entspricht.

ACCESS TO THE PROGRAMME / ZUGANG ZUM PROGRAMM

General Programme access requirements:

Students must possess a Bachelor degree (180 ECTS).

Since the study concept is postgraduate training it requires at least one year of practical experience working in the area of study, e.g. church ministry. This gives the student the same entrance level as the consecutive entry into Masters study, which leads to the same level of qualification and eligibility.

This has to be confirmed in writing by a On-site Mentor or Supervisor and counts for 30 ECTS.

German law (§58, paragraph 2, subpoints 5 & 6 of the Landeshochschulgesetz) makes provision in certain cases that students may engage in postgraduate training by completing an entrance examination rather than possessing a bachelor degree.

Special entry requirements:

For the Pentecostal-Charismatic Theology, students with a bachelor degree in another study area are required to complete four Modules as a propaedeuticum, normally NT Greek I & II, Systematic Theology and Church History.

For Marriage and Family Studies, students do not need a bachelor degree in the area of study and no propaedeuticum is required, but students must show competence to handle the subject matter and have the English language qualification of at least C2.

Allgemeine Zugangsvoraussetzungen:

Studenten müssen einen Bachelorabschluss (180 ECTS) besitzen.

Weil dieser Abschluss ein weiterbildender Masterstudiengang ist, wird mindestens ein Jahr berufspraktische Erfahrung im Fachbereich benötigt, z.B.: Gemeindeerfahrung. Die Anforderungen entsprechen dem konsekutiven Masterstudiengang und führen zu dem gleichen Qualifikationsniveau und zu denselben Berechtigungen.

Dies muss durch einen Mentor oder Supervisor schriftlich bestätigt werden (30 ECTS).

Das Landeshochschulgesetz §58 Absatz 2, Unterpunkte 5 & 6 besagt, dass in definierten Ausnahmefällen für weiterbildende Master-Studiengänge eine Eingangsprüfung an Stelle des Hochschulabschlusses treten kann.

Spezielle Zugangsvoraussetzungen:

Für die pfingstlich-charismatische Theologie müssen Studierende, die einen Bachelorabschluss in einem anderen Bereich haben, vier Module als Propädeutikum abschließen, i.d.R. NT Griechisch I & II, Systematische Theologie und Kirchengeschichte.

Für Ehe- und Familienberatung müssen die Studierenden keinen Bachelor in diesem Bereich vorweisen und ein Propädeutikum ist nicht erforderlich, aber sie müssen fachliche Kompetenzen aufweisen und die englische Sprache auf Niveau C2 beherrschen.

MODULES & COURSES / MODULE & KURSE

The programme of Lee University consists of modules, which comprise besides lectures also elements of seminars, exercises and self study. They are focused on topics and each module has three phases see below; individual modules may differ, which will be shown in the module outline and on Moodle:

Die Studiengänge der Lee Universität sind in Module gefasst, die in Lehrveranstaltungen neben einem Vorlesungsteil immer auch Elemente von Seminaren, Übungen und Selbststudium integrieren. Sie sind thematisch fokussiert und jedes Modul besteht aus drei Phasen (siehe unten); spezifische Unterschiede sind in den Modulummrisse und auf Moodle ausgewiesen:

Phase	Feature	Time	Workload
Pre-course	Reading & preparation	Begins 4-6 weeks before the contact time	ca. 50 hours
Contact time	Attendance at ETS	Five days (Mo-Fr)	ca. 40 hours
Post-course	Research and paper writing	Ends four weeks after the contact time	ca. 60 hours
			ca. 150 hours

Phase	Markmal	Zeiten	Arbeitsaufwand
Vorpräsenzzeit	Lesenaufgaben & Vorbereitung	Beginn 4-6 Wochen vor der Präsenzzeit	ca. 50 Stunden
Präsenzzeit	Kontaktzeit am ETS	Fünf Tage (Mo-Fr)	ca. 40 Stunden
Nachpräsenzzeit	Forschung und Facharbeit	Abschluss vier Wochen nach Ende der Kontaktzeit	ca. 60 Stunden
			ca. 150 Stunden

Format & Duration / Format & Dauer

Each contact time phase is offered as an intensive week. Monday through Friday of a week with mostly all day lectures and seminars.

Each Module is worth 3 US credit hours, which is 5 ECTS Points (150 hours). Thesis modules comprise 20 ECTS for Pentecostal-Charismatic Studies and 5 + 15 for Marriage and Family Studies. The final Thesis is obligatory for the Master degree. The thesis is a single piece of writing; evaluated by two tutors or faculty.

The practical theology and supervision modules are administered differently but still require 150 hours.

Die jeweilige Präsenzphase wird in Kompaktwochen angeboten. Montag bis Freitag einer Woche mit meist ganztägigen Lehrveranstaltungen.

Pro Modul werden 3 US credit hours angerechnet. Das entspricht 5 ECTS Punkten (150 Stunden). Die Thesenmodule umfassen 20 ECTS für pfingstlich-charismatische Theologie und 5+15 ECTS für Ehe- und Familienberatung. Die These ist verpflichtend für den Masterabschluss und wird von zwei Tutoren oder Fakultätsmitgliedern bewertet.

Die Praktische Theologie und Supervisionsmodule sind anders strukturiert, umfassen aber ebenfalls 150 Stunden.

Structure / Tagesstruktur

Intensive Week Mo-Fr	
Breakfast	7:30
Classes	8:00 - 10:30
Break	10:30 - 11:00
Classes	11:00 - 13:00
Lunch	13:00 - 13:45
Classes	15:00 - 17:00
Supper	18:00 - 18:30
Self-study time	20:00 - 22:00

Kompaktwoche Mo-Fr	
Frühstück	7:30
Unterricht	8:00 - 10:30
Pause	10:30 - 11:00
Unterricht	11:00 - 13:00
Mittagessen	13:00 - 13:45
Unterricht	15:00 - 17:00
Abendessen	18:00 - 18:30
Selbststudium	20:00 - 22:00

Modules / Module

The contact time of each module is separated into different teaching units which consist of lectures, seminars, excercises, group work, presentations, reports and self study (acromatic, dialog, heuristic forms).

Blended Learning

The contact time is complemented through E-Learning. Moodle is used as Learning Content Management System (LCMS). With its help, study content and activities are managed and organized. The support is applied in three phases:

- Phase 1 = Activation of the module on Moodle, at the latest two weeks before the contact time phase (normally 4-6 weeks before). During this phase the study starts through self-study including interactive elements on Moodle including reading assignments (Learning and Content Management).
- Phase 2 = Contact time phase. During this phase Moodle is used mainly for managing the study content (Content Management).
- Phase 3 = Starts with the end of the contact time phase and ends four weeks after the contact time. Mainly compiling of written assignments, as well as some interactive elements on Moodle.

Semesters / Semester

The modules are planned at different times during the academic year, so that most students have the chance to partake. There are no more than 3 modules per semester.

Academic Year / Studienjahr

The academic year at ETS is not separated into classical semesters, but consists of 6 possible contact time phases, during which a module can be attended. The individual study plan is scheduled in cooperation with the Academic Dean.

Die Kontaktzeiten der Module teilen sich in Unterrichtseinheiten auf, die neben den Vorlesungsteilen auch Elemente von Seminaren, Übungen, Gruppenarbeiten, Präsentationen, Referate und Selbststudium integrieren (akroamatische, dialogische, heuristische Formen).

Die Kontaktzeiten werden durch E-Learning ergänzt. Genutzt wird dazu Moodle als Learning Content Management System (LCMS), mit dessen Hilfe die Lerninhalte und Lernaktivitäten verwaltet und durchgeführt werden. Das Studium erfolgt in drei Phasen:

- Phase 1 = Freischaltung des Moduls auf der Moodle Plattform spätestens zwei Wochen vor der Präsenzphase (i.d.R. 4-6 Wochen vorher). In dieser Phase beginnt das kursrelevante Lernen und Selbststudium mit interaktiven Elementen auf Moodle sowie Leseaufgaben (Learning and Content Management).
- Phase 2 = Präsenzphase. In dieser Phase werden hauptsächlich Lerninhalte auf Moodle verwaltet (Content Management).
- Phase 3 = Beginnt mit dem Ende der Präsenzzeit und endet vier Wochen nach der Präsenzzeit, verfassen von schriftlichen Arbeiten, sowie interaktive Elemente auf Moodle.

Die Module werden zu verschiedenen Zeiten in den akademischen Jahren eingeplant, um möglichst vielen Studierenden die Chance zu eröffnen, an ihnen teilzunehmen. Pro Semester werden 3 Module angeboten.

Das Studienjahr am ETS ist nicht in klassische Semester aufgeteilt, sondern besteht aus insgesamt 6 möglichen Präsenzphasen, in denen Module belegt werden können. Die individuelle Studienplanung erfolgt in Absprache mit den StudienberaterInnen.

EVALUATION & EXAMS / LEISTUNGSNACHWEISE & PRÜFUNGEN

According to the North American study model, each module has more than one form of evaluation (e.g. project paper, reading assignments, reflections, presentations, reports, group work, participation during discussions, etc.), from which the module grade is calculated. These evaluations are weighted differently and this is explained in Moodle.

Each module has one evaluation which carries a higher weight; this influences the total grade significantly and comes close to the understanding or intention of an "exam" in the sense of the „frameworks for the introduction of credit systems of study programs.“

Dem nordamerikanischen Studienmodell entsprechend, gibt es in jedem Modul mehrere Leistungsnachweise (Seminararbeit, Lesearbeit, Reflexionen, Präsentationen, Referate, Gruppenarbeiten, Beteiligung an Diskussionsforen usw.), die eine Gesamtnote für das Modul ergeben. Diese Leistungsnachweise und ihre Gewichtung sind im Moodle aufgeführt und erläutert.

Jedes Modul beinhaltet einen Leistungsnachweis mit hoher Gewichtung, der somit wesentlich die Gesamtnote des Moduls beeinflusst und am ehesten dem Verständnis bzw. der Intention einer „Prüfung“ im Sinne der „Rahmenvorgaben für die Einführung von Leistungspunktsystemen von Studiengängen“ entspricht.

Grade equivalence / Notenäquivalenz

Scale - % Points Skala - % Punkte	Grade Note	Dezimalwert	GPA Wertpunkte	German Grade Deutsche Note
100 - 95	A	1,0	4.0	1 (Sehr gut)
94 - 92	A-		3.7	1-
91 - 89	B+		3.3	2+
88 - 86	B	2,0	3.0	2 (Gut)
85 - 83	B-		2.7	2-
82 - 80	C+		2.3	3+
79 - 77	C	3,0	2.0	3 (Befriedigend)
76 - 74	C-		1,7	3-
73 - 71	D+		1,3	4+
70 - 68	D	4,0	1,0	4 (Ausreichend)
67 - 65	D-		0,7	4-
> 65	F	5,0	0,0	5 (Mangelhaft)

Letter code / Alphadesignatoren

Letter codes that refer to the field of study.

MAFT = Marriage and Family Therapy
 COUN = Counseling
 MYFM = Youth and Family Studies
 MMST = Ministry
 THEO = Theology
 BIBL = Biblical Studies
 HEBR = Hebrew Language
 PHIL = Philosophy

Buchstaben (sogenannte „Alphadesignatoren“) die den Fachbereich bezeichnen.

MAFT = Ehe- und Familienberatung
 COUN = Beratung
 MYFM = Jugend- und Familienberatung
 MMST = Praktische Theologie
 THEO = Theologie
 BIBL = Biblische Studien
 HEBR = Hebräisch Sprachkurs
 PHIL = Philosophie

Revisioncycle / Revisionszyklus

This module handbook is revised or extended every two years.

Das Modulhandbuch wird alle zwei Jahre überarbeitet bzw. erweitert.

COURSE OFFERINGS / STUDIENVERLAUF

MA in Marriage and Family Studies / MA in Ehe- und Familienberatung

Module	Title / Titel	Teacher / Dozent	ECTS	Typ
MAFT 541	Family Stress and Resilience / Familienstress und -resilienz	Dr. Gorbacheva	5	C / H
MAFT 543	Personality Theory / Persönlichkeitstheorie	Dr. Sargent	5	C / H
MAFT 533	Human Sexuality / Menschliche Sexualität	Dr. H. Quagliana	5	C / H
COUN 599	Thesis Seminar (Online) / Thesenvorbereitung (Online)	Dr. Milliron	5	S / N
MAFT 547	Cultural Contexts of Clinical Counseling / Kultureller Kontext der klinischen Beratung	Dr. Sargent	5	C / H
MAFT 531	System Theory / Systemtheorie	Dr. Großklaus	5	C / H
COUN 561	Counseling Children and Adolescents / Kinder- und Jugendberatung	Dr. Albright	5	S / N
MAFS 566	Supervision 1 / Supervision 1	Dr. Großklaus	5	S / N
MAFT 511	Introduction to Marriage and Family Studies / Einführung in die Familienberatung	Dr. Großklaus	5	C / H
MAFT 523	Human Growth and Development / Menschliches Wachstum und Entwicklung	Dr. Gorbacheva	5	C / H
COUN 520	Counseling Theories & Techniques / Beratungstheorien und -techniken	Dr. Großklaus	5	S / N
MAFT 516	Christian Perspectives in the Helping Professions (Online) / Christliche Perspektive zur Sozialarbeit (Online)	Dr. D. Quagliana	5	C / H
MAFT 555	Research Methods / Forschungsmethoden	Dr. Milliron	5	C / H
MYFM 593	Supervision 2/ Supervision 2	Dr. Großklaus	5	S / N
MAFT 514	Psychopathology / Psychopathologie	Dr. D. Quagliana	5	C / H
COUN 599	Thesis / These	Dr. Milliron	15	C / H
			Total: 90	

MA in Pentecostal-Charismatic Studies / MA in pfingstlich-charismatischer Theologie

Module	Title / Titel	Teacher / Dozent	ECTS	Typ
THEO 571	Theology Seminar Luther / Lutherseminar	Dr. Cross	5	S / N
BIBL 550	Hermeneutics / Hermeneutik	Dr. Schmidgall	5	C / H
THEO 593	German Pentecostalism / Deutsche Pfingstbewegung	Dr. Simpson	5	C / H
BIBL 570	Book Study / Buchstudium	Dr. Moore	5	S / N
BIBL 594	Second Temple / Zweiter Tempel	Dr. Schmidgall	5	S / N
THEO 575	Contemporary Theology / Zeitgenössische Theologie	Dr. Jenkins	5	C / H
HEBR 501	Hebrew I / Hebräisch I	Dr. Schmidgall	5	L / S
HEBR 502	Hebrew II / Hebräisch II	Dr. Schmidgall	5	L / S
PHIL 552	Philosophy of Religion / Religionsphilosophie	Dr. Cross	5	C / H
THEO 573	Pentecostal Theology / Pentekostale Theologie	Dr. Simpson	5	C / H
MMST 534	Practical Theology / Praktische Theologie	Dr. Simpson	5	S / N
THEO 553	History of Doctrines II / Dogmengeschichte II	Dr. Cross	5	C / H
THEO 594	Luther Reception in Pentecostal Theology / Lutherrezeption im Pentekostalismus	Dr. Courey	5	S / N
THEO 580	Trinity / Trinität	Dr. Cross	5	C / H
THEO 598	Thesis / These	Dr. Cross	20	C / H
			Total: 90	

C / H = Core Course
 S / N = Supplementary Course
 L / S = Language Course

C / H = Hauptfach
 S / N = Nebenfach
 L / S = Sprachkurs

MA IN MARRIAGE AND FAMILY STUDIES / MA IN EHE- UND FAMILIENBERATUNG

COUN 520 - COUNSELING THEORIES & TECHNIQUES / BERATUNGSTHEORIEN UND -TECHNIKEN

Teacher / Dozent	Dr. Großklaus																																
Semester	Fall/Herbst	Duration / Dauer:	8 Weeks / Wochen																														
Frequency / Turnus:	Every two years / alle zwei Jahre																																
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 Hours / Stunden																														
Modulformat	Intensive / Kompakt																																
Applicability / Verwendbarkeit	This module provides a practical introduction to the counseling aspects which will be used in many of the modules and in particular the supervision modules.																																
Course structure / Kursstruktur	See module and courses (page 1) / Siehe Module & Kurse (Seite 1)																																
Contact time / Kontaktzeit:	35 - 45 Hours / Stunden	Self study / Selbststudium:	105 - 125 Hours / Stunden																														
Participation requirement / Teilnahmevoraussetzung	See access to the programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																																
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Theoretical Paper / Lektüre & Theoretische Ausarbeitung</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>50%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Presentation / Präsentation</td> <td>5</td> <td>10%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>5</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Theoretical Paper / Lektüre & Theoretische Ausarbeitung	50	20%	Phase 2	40	50%	Participation / Teilnahme am Unterricht	30	10%	Presentation / Präsentation	5	10%	Exam / Prüfung	5	30%	Phase 3	60	30%	Research Paper / Abschlussarbeit	60	30%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																														
	Phase 1	50	20%																														
	Readings & Theoretical Paper / Lektüre & Theoretische Ausarbeitung	50	20%																														
	Phase 2	40	50%																														
	Participation / Teilnahme am Unterricht	30	10%																														
	Presentation / Präsentation	5	10%																														
	Exam / Prüfung	5	30%																														
	Phase 3	60	30%																														
Research Paper / Abschlussarbeit	60	30%																															
Total / Summe	150	100%																															
Content of the Module / Kursbeschreibung:	<p>Consideration in depth of major counseling theories and techniques, with special emphasis on comparative analysis.</p> <p>This course is designed to help the student acquire a thorough understanding of selected counseling theories through studying the written works of prominent authorities associated with these respective theories. Models of helping will be compared and contrasted in the interest of exploring the goals of counseling and the factors involved in helping people change.</p>																																

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Instructional Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Develop students' understanding of the major systems and theories of counseling and psychotherapy, including selected approaches developed by Christian theorist. 2. Help students assess the current status of counseling relative to process and outcome research. 3. Teach skills in counseling interview techniques, to include: establishment of rapport, problem identification, and use of intervention techniques. 4. Explore the historical development of consultation. 5. Present major models of consultation, including the stages of consultation. 6. Assess counselor and consultant characteristics and behavior that influence helping processes including age, gender, and ethnic differences, verbal and non-verbal behaviors, personal characteristics orientations and skills. 7. Critique the major systems and theories of counseling and psychotherapy from a Christian perspective. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate mastery of concepts, history, theory of personality, and the psychotherapeutic process of counseling theories covered in class. 2. Compare and contrast the essential features of the theories covered in class. 3. Discuss the current status and critique strengths and weaknesses of each theoretical approach. 4. Develop a theoretical foundation for their approach to counseling. 5. Demonstrate proficiency and confidence in applying theoretical knowledge and integrating counseling skills. 6. Critique the major theories from a Christian perspective.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. The counselor: Person and Professional B. Counselor and Consultant Characteristics C. Psychoanalytic Therapy D. Adlerian Therapy E. Jungian Therapy F. Person Centered Counseling G. Gestalt Therapy H. Transactional Analysis I. Behavior Therapy J. Systems Theory K. Rational Emotive Therapy L. Reality Therapy M. Cognitive-Behavior Therapy N. Family Systems Therapy O. Interview Skills P. Establishing Rapport Q. History of Consultation R. Models of Consultation S. Technological Strategies of Application T. Integration and Application U. Computer Assisted Therapy

Examination / Prüfungsform(en):	One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit
Core Literature / Kernliteratur:	<p>Textbook: Wedding, D. & Corsini, R.J. (2014). <i>Current Psychotherapies</i>, (10th Ed.). Boston: Cengage Learning.</p> <p>Reading List: Brenner, C. (1973). <i>An elementary textbook of psychoanalysis</i>. Garden City, NY: Anchor/Doubleday. Cade, B., and O'Hanlon, W.H. (1993). <i>A brief guide to brief therapy</i>. New York: Norton. Capuzzi, D., and Gross, D. R. (1996). <i>Counseling and psychotherapy</i>. Englewood Cliffs, NJ: Merrill. Corsini, R. L., and Wedding, D. (Eds.). (1995). <i>Current psychotherapies</i> (5th ed.). Itasca, IL: Peacock. Dinkmeyer, D.; Pew, W.; and Dinkmeyer, D. (1979). <i>Adlerian counseling and psychotherapy</i>. Belmont, CA: Wadsworth. Dobson, K. (Ed.) (1988). <i>Handbook of cognitive-behavioral therapies</i>. New York: Guilford. Egan, G. (1986). <i>The skilled helper</i> (2nd ed.). Monterey, CA: Brooks/Cole. Ellis, A. (1962). <i>Reason and emotion in psychotherapy</i>. Secaucus: NJ: Lyle Stuart. Gay, P. (1989). <i>The Freud reader</i>. New York: W.W. Norton. George, R..L., and Cristiani, T. S. (1995). <i>Counseling: theory and practice</i> (4th ed.). Boston, MA: Allyn and Bacon. Glasser, W. (1961). <i>Mental health or mental illness</i>. New York: Harper & Row. Harris, T. (1969). <i>I'm OK, you're OK</i>. New York: Harper and Row. Koteskey, R. L. <i>Psychology from a Christian perspective</i>. Nashville: Abingdon Press, 1980. Meichenbaum, D. (1985). <i>Stress inoculation training</i>. New York: Pergamon. Tan, S. (1987). <i>Cognitive-behavior therapy: A biblical approach and critique</i>. <i>Journal of Psychology and Theology</i>, 15, 103-112. Vining, J. K., Ed. <i>Pentecostal caregivers. anointed to heal</i>. East Rockaway, NY: Cummings and Hathaway Publishers, 1995. Vining, J. K., and Decker, E. E. Jr., Eds. <i>Soul care: A pentecostal-Charismatic perspective</i>. East Rockaway, NY: Cummings and Hathaway Publishers, 1996.</p>
Other information / Sonstige Informationen:	

COUN 561 - COUNSELING CHILDREN AND ADOLESCENTS / KINDER- UND JUGENDBERATUNG

Teacher / Dozent	Dr. Albright																													
Semester	Spring/Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module builds on the practicum in counseling and using theories and techniques focuses on the specific needs of children and adolescents.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Responses / Lektüre & Rezensionen</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>50%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Presentation / Präsentation</td> <td>10</td> <td>40%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Responses / Lektüre & Rezensionen	50	20%	Phase 2	40	50%	Participation / Teilnahme am Unterricht	30	10%	Presentation / Präsentation	10	40%	Phase 3	60	30%	Research Paper / Abschlussarbeit	60	30%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Responses / Lektüre & Rezensionen	50	20%																											
	Phase 2	40	50%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Presentation / Präsentation	10	40%																											
	Phase 3	60	30%																											
	Research Paper / Abschlussarbeit	60	30%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>An examination of the interpersonal dynamics of children and adolescents who come to counselors for help due to the severity of their spiritual, emotional, motivational, behavioral, and adjustment problems. Counseling procedures for normal developmental concerns and issues, as well as clinical procedures, treatment methods and counseling approaches for the more resistant and recalcitrant youth will be covered.</p> <p>This course is designed to introduce the student to various aspects of psychopathology in children and adolescents, using normal development as a yardstick with which to measure pathology. Special emphasis will be given to important concerns such as suicide, pregnancy, violence, and loss. These issues will be approached from a developmental frame of reference and counseling strategies that can interrupt the cycle of self-defeating behavior will be explored.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Develop the students' understanding of typical child development. 2. Develop the students' understanding of typical adolescent development. 3. Equip the students with an understanding of psychopathology. 4. Acquaint the students with various concerns of child and adolescent development. 5. Explore counseling techniques that are employed for children and adolescents. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms. 2. Demonstrate sample counseling and classroom guidance skills. 3. Demonstrate the ability to use procedures for assessing and managing suicide risk. 4. Demonstrate the ability to recognize personal limitations and readiness to seek supervision. 5. Demonstrate multicultural competencies.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. Typical Child Development B. Typical Adolescent Development C. Common Psychological Problems and Issues for Children and Adolescents. D. Counseling Tools and Techniques Suitable for Children and Adolescents. E. Individual, Group, and Classroom interventions.
<p>Examination / Prüfungsform(en):</p>	<p>The final exam will be an essay exam that requires you to apply a combination of child counseling theory, understanding of children's issues, intervention strategies, and research support to specific case studies. Your responses should be unique, distinct, and reflect YOUR work and learning gleaned from the course lectures, presentations, and readings.</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textbook: Henderson, D. & Thompson, C.L. (2007). <i>Counseling children</i> (8th Ed.). Belmont, CA: Thomson/Brooks/Cole.</p> <p>Reading List: Axline, V. M. (1969). <i>Play therapy</i>. New York: Ballantine Books.</p> <p>Geldard, K. & Geldard, D. (2002). <i>Counseling children: A practical introduction</i>. London: Sage Publications.</p> <p>Golden, L. B. (2002). <i>Case studies in child and adolescent counseling</i>. Upper Saddle River, NJ: Pearson Education.</p> <p>Dobson, J. C. (2004). <i>The New Strong-Willed Child</i>. Carol Stream, IL: Tyndale House Publishers.</p> <p>Dobson, J. C. (2005). <i>Bringing up Boys</i>. Carol Stream, IL: Tyndale House Publishers.</p> <p>Dobson, J. C. (2010). <i>Bringing up Girls</i>. Carol Stream, IL: Tyndale House Publishers.</p> <p>Hazler, R. J. (2008). <i>Helping in the Hallways</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Landreth, G. L. (1991). <i>Play therapy: The art of the relationship</i>. Briston, PA: Accelerated Development.</p> <p>Levy, R. & O'Hanlon, W. (2001). <i>Try and Make Me!</i> New York, NY: New American Library.</p> <p>Mordock, J. B. (1991). <i>Counseling children: Basic principles for helping the troubled and defiant child</i>. New York, NY: The Continuum Publishing Company.</p> <p>Oaklander, V. (1998). <i>Windows to our children</i>. (2nd Ed.). Highland, New York: Gestalt Journal Press.</p> <p>Schaefer, C. (1999). <i>Innovative psychotherapy techniques in child and adolescent therapy</i> (2nd Ed.). New York, NY: John Wiley & Sons.</p> <p>Taffel, R. (2001). <i>Getting through to difficult kids and parents: Uncommon sense for child professionals</i>. New York, NY: The Guilford Press.</p>
<p>Other information / Sonstige Informationen:</p>	

COUN 599 - THESIS / THESE

Teacher / Dozent	Dr. Milliron		
Semester	Spring/Frühjahr	Duration / Dauer:	36 Weeks / Wochen
Frequency / Turnus:	every year / jährlich		
Credits / Leistungspunkte:	20 ECTS (5+15)	Workload / Arbeitsbelastung:	600 hours / Stunden
Modulformat	Guided Study, Thesis seminar 5 ECTS + Thesis writing 15 ECTS / Geführtes Studium, Thesenseminar 5 ECTS + Thesenarbeit 15 ECTS		
Applicability / Verwendbarkeit	These Modules are required and form the culmination of Master studies; they will enable the student to incorporate material learned in all previous modules. It also provides the possibility of further study to the doctoral level.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	555 - 565 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	Approval by Director / Genehmigung des Direktors See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1 - Thesis Seminar	150	30%
	Participation on Moodle / Teilnahme am Unterricht auf Moodle	40	10%
	Preparatory Reading / Vorbereitende Lektüre	60	10%
	Proposal / Thesenvorschlag	30	5%
	Bibliography	20	5%
	Phase 2 - Thesis writing	400	60%
	Development of Interventions / Entwicklung der Interventionen	230	45%
	1st Rough Draft / 1 Entwurf	170	15%
	Phase 3 - Submission	50	10%
	Final Submission - corrections or rewriting / Einreichung - Korrekturen oder Umschreibung	50	10%
Total / Summe	600	100%	

<p>Content of the Module / Kursbeschreibung:</p>	<p>This course will provide the structure, format, support, and encouragement for the candidate to complete the graduate research / literature review exercise and present it to colleagues.</p> <p>The graduate research / literature review exercise is the application step of the Master's degree. In developing this paper, candidates will be encouraged to employ their skills as researchers and active practitioners to complete an exercise which will make a contribution to the field. This seminar will provide the opportunity to think through their ideas with faculty guidance and present their work in an open public forum for feedback and evaluation.</p> <ol style="list-style-type: none"> 1. The core of the thesis is a full description of three related interventions addressing marriage and family needs within a church, a community organization, or a non-profit/NGO. The interventions should be empirically supported by substantial research, but customized for the specific community, culture and population that you wish to serve. As part of each intervention, you must include a clear and comprehensive description of outcome measures that will be used to evaluate the success of the interventions. This section will be a minimum of 40 pages with at least 30 references from the professional literature. 2. A feasibility/sustainability chapter that will discuss the costs of the interventions, possible sources of initial funding, and possible sources of ongoing funding. 3. A integration chapter describing your approach for integrating faith and science
<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives</p> <p>This course seeks to:</p> <ol style="list-style-type: none"> 1. Discuss stress theories in relation to counseling in both school and community settings. 2. Examine advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. 3. Present family systems approaches to conceptualizing problems. 4. Develop models of consultation that can be used in interventions. 5. Analyze how social justice operates in the provision of services to the underserved. 6. Effectively apply research methods that have been acquired during the course of study. <p>B. Specific Behavioral Objectives</p> <p>As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Know which models, modalities, and/or techniques are most effective for presenting problems. 2. Identify clients' strengths, resilience, and resources 3. Demonstrate through the interventions how various psychological approaches can be applied in school and community settings. 4. Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors. 5. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches. 6. Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client). 7. Demonstrate an awareness of his/her present involvement in various systems.

Outline / Inhalte:	<p>January: Sign up for the thesis course. A one-page proposal listing your three related empirically supported interventions that you plan on customizing to the appropriate context will be due by January 31st. Also include a brief description of the community/population that you intend to serve with these interventions. Include one core reference for each intervention that you propose. Engage in the online thesis seminar which will be conducted through January and February covering the topics below:</p> <ul style="list-style-type: none"> A. Significance of research in improving higher education B. Implementing research in institutional settings C. Communication of research findings D. Evaluating research projects <p>February: An annotated bibliography is due by February 28th. This annotated bibliography will list each of your references, along with a paragraph of relevant material that you are taking from that source. The paragraph is NOT an overview or an abstract of the source, but specifically the useful parts of the source that you need for your paper. Write each paragraph in such a way that it can easily be modified and incorporated into your thesis.</p> <p>March: A rough draft is due by March 31st of your three related interventions.</p> <p>April: By April 31st, you should turn in your corrections to the interventions section along with your initial chapters for integration and feasibility/sustainability.</p> <p>May: A final version of your complete thesis must be submitted to the tutor by May 31st. A second faculty reader will also grade the thesis.</p> <p>June: By June 30th, two bound copies of your thesis must be submitted to ETS, with an electronic copy sent to Lee.</p>
Examination / Prüfungsform(en):	<p>Each student will be assigned to an individual tutor who will be the first reader. The thesis will be read and evaluated by two readers to produce the final grade.</p>
Core Literature / Kernliteratur:	<p>American Psychological Association. (2009). Publication manual of the American Psychological Association. 6th edition. American Psychological Association: Washington, D.C.</p> <p>Cone, J.D. & Foster, S.L. (1993). Dissertations and theses from start to finish. Washington, DC: American Psychological Association.</p> <p>Creswell (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (2nd ed). Thousand Oaks: Sage.</p> <p>Creswell (2009) Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches (3rd Ed). Thousand Oaks: Sage</p> <p>Decety, J., & Ickes, W. (Eds.). (2009). The social neuroscience of empathy. Cambridge, MA: MIT Press.</p> <p>Evans, N. J., Forney, D. S., & Guido, F. M. (1998). Student development in college: Theory, research, and practice. Jossey-Bass.</p> <p>Manning, J., & Kunkel, A. (2014). Researching interpersonal relationships: Qualitative methods, studies, and analysis. Thousand Oaks, CA: SAGE Publications.</p>
Other information / Sonstige Informationen:	

MAFS 566 - SUPERVISION 1 / SUPERVISION 1

Teacher / Dozent	Dr. Großklaus		
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen
Frequency / Turnus:	every year / jährlich		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Practical / Praktisch		
Applicability / Verwendbarkeit	This Module is a very practical application of counseling theories and techniques. Other Modules will also benefit from the practical awareness and experience gained by the students.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	30 - 40 hours / Stunden	Self study / Selbststudium:	110 - 120 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	50	30%
	Readings & Preparation / Lektüre & Vorbereitung	10	10%
	Participation in Counseling individuals and groups in marriage and family settings	40	20%
	Phase 2	40	40%
	Participation in Supervision Seminars/ Teilnahme an Supervisionsseminaren	30	30%
	Individual presentation / Einzelne Präsentationen	10	10%
	Phase 3	60	30%
	Participation in Counseling individuals and groups in marriage and family settings	60	30%
Total / Summe	150	100%	
Content of the Module / Kursbeschreibung:	An introduction to current and traditional theories of supervision and counselling, with attention given to the evolution of these frameworks, as well as recent theoretical developments and research pertaining to the study of this topic.		

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives</p> <ol style="list-style-type: none"> 1. Engage the student in exploring philosophies of supervision and counselling. 2. Introduce the student to traditional theories of counselling. 3. Introduce the student to current theories of counselling. 4. Provide an overview of supervision in a psychological and theological context. <p>B. Specific Objectives</p> <ol style="list-style-type: none"> 1. Explain systems concepts and theories that are foundational to the practice of counselling and supervision. 2. Identify counsellors' strengths and resources. 3. Demonstrate an ability to view issues and therapeutic processes systemically. 4. Define counselling. 5. Define supervision.
<p>Outline / Inhalte:</p>	<p>A. What is counselling? B. What is supervision? C. The importance of personality D. The importance of communication E. Techniques of communication in a counselling context</p>
<p>Examination / Prüfungsform(en):</p>	<p>This is a practicum module without a final exam but attendance and participation in the supervision seminar which includes focused discussions.</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textbook: McLeod, J. (2003). An Introduction to Counselling, Third Edition, Open University Press.</p> <p>Reading List: Axline, V. M. (1969). Play therapy. New York: Ballantine Books.</p> <p>Geldard, K. & Geldard, D. (2002). Counseling children: A practical introduction. London: Sage Publications.</p> <p>Golden, L. B. (2002). Case studies in child and adolescent counseling. Upper Saddle River, NJ: Pearson Education.</p> <p>Dobson, J. C. (2004). The New Strong-Willed Child. Carol Stream, IL: Tyndale House Publishers.</p> <p>Dobson, J. C. (2005). Bringing up Boys. Carol Stream, IL: Tyndale House Publishers.</p> <p>Dobson, J. C. (2010). Bringing up Girls. Carol Stream, IL: Tyndale House Publishers.</p> <p>Hazler, R. J. (2008). Helping in the Hallways. Thousand Oaks, CA: Corwin Press.</p> <p>Landreth, G. L. (1991). Play therapy: The art of the relationship. Briston, PA: Accelerated Development.</p> <p>Levy, R. & O'Hanlon, W. (2001). Try and Make Me! New York, NY: New American Library.</p> <p>Mordock, J. B. (1991). Counseling children: Basic principles for helping the troubled and defiant child. New York, NY: The Continuum Publishing Company.</p> <p>Oaklander, V. (1998). Windows to our children. (2nd Ed.). Highland, New York: Gestalt Journal Press.</p> <p>Schaefer, C. (1999). Innovative psychotherapy techniques in child and adolescent therapy (2nd Ed.). New York, NY: John Wiley & Sons.</p> <p>Taffel, R. (2001). Getting through to difficult kids and parents: Uncommon sense for child professionals. New York, NY: The Guilford Press.</p>
<p>Other information / Sonstige Informationen:</p>	

MAFT 511 - INTRODUCTION TO MARRIAGE AND FAMILY STUDIES / EINFÜHRUNG IN DIE FAMILIENBERATUNG

Teacher / Dozent	Dr. Großklaus																													
Semester	Fall/Herbst	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module is the basis for all other modules in this course of study. Ideally it should be studied first before all others as the terminology and methodology is established.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Journal / Lektüre & Lesetagebuch</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>40%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>10</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>40%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>40%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Journal / Lektüre & Lesetagebuch	50	20%	Phase 2	40	40%	Participation / Teilnahme am Unterricht	30	10%	Exam / Prüfung	10	30%	Phase 3	60	40%	Research Paper / Abschlussarbeit	60	40%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Journal / Lektüre & Lesetagebuch	50	20%																											
	Phase 2	40	40%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Exam / Prüfung	10	30%																											
	Phase 3	60	40%																											
	Research Paper / Abschlussarbeit	60	40%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>An introduction to current and traditional theories of the family, with attention given to the evolution of these frameworks, as well as recent theoretical developments and research pertaining to the study of the family. Applications of these frameworks to family studies will focus on the diversity among families due to various contextual factors (e.g. race, ethnicity, culture, gender, sexual orientation, socioeconomic status, family structure, history, and sociopolitical context).</p> <p>This course is intended to examine major theoretical frameworks which explain variation in family life, including the exchange, symbolic-interaction, family life course development, systems, conflict, feminist, and ecological theoretical frameworks. Students will consider how theory relates to very real aspects of family life, compare and contrast theories, explore various typologies for analyzing and comparing the seven frameworks, and give attention to future theory development.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Engage the student in exploring philosophies of science and functions of theory. 2. Introduce the student to traditional theories of the family. 3. Introduce the student to current theories of the family. 4. Provide an overview of postmodernism as related to family studies. 5. Examine the state of family theory and its future. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain systems concepts and theories that are foundational to the practice of marriage and family therapy. 2. Recognize contextual and systemic dynamics (e.g. gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, and social context). 3. Identify clients' strengths, resilience, and resources. 4. Demonstrate an ability to view issues and therapeutic processes systemically. 6. Demonstrate an understanding of the systems framework, including concepts, propositions, and implications for intervention. 7. Demonstrate an understanding of the feminist framework, including concepts, propositions, and implications for intervention. 8. Demonstrate an understanding of the ecological framework, including concepts, propositions, and implications for intervention. 9. Demonstrate a understanding of current research as related to applications and issues in family life such as balance, resources, cooperation, rituals, work, stress, abuse, sexuality and reproduction, divorce and alternative family forms.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. History and development of family therapy B. What is a Theory? C. Philosophies of Science D. Functions of a Theory E. Theories about Families F. A history of theory in family therapy G. Traditional Theories H. Current Theories I. The Functionalist Framework J. The Symbolic Interaction Framework K. The Systems Framework L. The Conflict Framework M. The Feminist Framework N. The Ecological Framework O. The State of Family Theory and Its Future P. Applications and Issues
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

Core Literature / Kernliteratur:	<p>Textbook: Balswick, J. O., & Balswick, J. K. (2014). <i>The family: A Christian perspective on the contemporary home</i> (4th ed.). Grand Rapids, MI: Baker Academic.</p> <p>Reading List: Cassidy, J., & Shaver, P. (Eds.). <i>Handbook of attachment: Theory, research, and clinical applications</i>. NY: Guilford.</p> <p>Castonguay, L. G., & Oltmanns, T. F. (2013). <i>Psychopathology: From science to clinical practice</i>. NY: Guilford.</p> <p>Cozolino, L. (2006). <i>The neuroscience of human relationships: Attachment and the developing social brain</i>. NY: Norton.</p> <p>Hecker, L. L., & Wetchler, J. L. (Eds.). (2003). <i>An introduction to marriage and family therapy</i>. Routledge.</p> <p>Holeman, V. T. (2012). <i>Theology for better counseling: Trinitarian reflections for healing and formation</i>. Downers Grove, IL: IVP Academic.</p> <p>Sanders, R. (Ed.). (2013). <i>Christian counseling ethics: A handbook for psychologists, therapists and pastors</i>. Downers Grove, IL: IVP Academic.</p> <p>Shults, F. L., & Sandage, S. J. (2006). <i>Transforming spirituality: Integrating theology and psychology</i>. Grand Rapids, MI: Baker Academic.</p> <p>Solomon, M., & Tatkin, S. (2011). <i>Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy</i>. NY: Norton.</p> <p>Walker, M., & Rosen, W. (Eds.). (2004). <i>How connections heal: Stories from Relational-Cultural Therapy</i>. NY: Guilford.</p> <p>Walsh, F. (Ed.). (2009). <i>Spiritual resources in family therapy</i> (2nd ed.). NY: Guilford.</p> <p>Wilkinson, M. (2010). <i>Changing minds in therapy: Emotion, attachment, trauma & neurobiology</i>. NY: Norton.</p>
Other information / Sonstige Informationen:	

MAFT 514 - PSYCHOPATHOLOGY / PSYCHOPATHOLOGIE

Teacher / Dozent	Dr. D. Quagliana																																			
Semester	Spring/Frühjahr	Duration / Dauer:	8 Weeks / Wochen																																	
Frequency / Turnus:	every two years / alle zwei Jahre																																			
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																																	
Modulformat	Intensive / Kompakt																																			
Applicability / Verwendbarkeit	This Module informs the other modules by creating an awareness of the specific problems related to psychopathology.																																			
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																																			
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																																	
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																																			
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Readings & Preparation / Lektüre & Vorbereitung</td> <td>30</td> <td>15%</td> </tr> <tr> <td>DSM-5 Reading & Preparation of Presentation / DSM5 Lesen & Vorbereitung der Präsentation</td> <td>30</td> <td>15%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>60%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Diagnosis Exam / Diagnoseprüfung</td> <td>5</td> <td>20%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>5</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>50</td> <td>10%</td> </tr> <tr> <td>Case Studies</td> <td>50</td> <td>10%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	60	30%	Readings & Preparation / Lektüre & Vorbereitung	30	15%	DSM-5 Reading & Preparation of Presentation / DSM5 Lesen & Vorbereitung der Präsentation	30	15%	Phase 2	40	60%	Participation / Teilnahme am Unterricht	30	10%	Diagnosis Exam / Diagnoseprüfung	5	20%	Exam / Prüfung	5	30%	Phase 3	50	10%	Case Studies	50	10%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																																	
	Phase 1	60	30%																																	
	Readings & Preparation / Lektüre & Vorbereitung	30	15%																																	
	DSM-5 Reading & Preparation of Presentation / DSM5 Lesen & Vorbereitung der Präsentation	30	15%																																	
	Phase 2	40	60%																																	
	Participation / Teilnahme am Unterricht	30	10%																																	
	Diagnosis Exam / Diagnoseprüfung	5	20%																																	
	Exam / Prüfung	5	30%																																	
	Phase 3	50	10%																																	
Case Studies	50	10%																																		
Total / Summe	150	100%																																		
Content of the Module / Kursbeschreibung:	<p>An in-depth approach to the study of psychopathology. The course uses case presentations to expose the student to a variety of psychiatric disabilities.</p> <p>This course is designed to provide an analysis and study of the history, theories, classification, diagnostic techniques and treatment approaches of mental disorders. The course will include a presentation of the biophysical, psychoanalytical, behavioral, relational, humanistic and sociocultural approaches to abnormal behavior and personality. The course will emphasize relational and contextual approaches that are foundational within the field of marriage and family therapy.</p>																																			

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. To present the predominant types of personality and behavior disorders and their etiology. 2. To explore the therapeutic techniques and delivery of service systems used to address these disorders. 3. To familiarize the student with the techniques and results of recent research in abnormal psychology. 4. To develop an empathetic attitude toward those who struggle with these disorders. 5. To explore these difficulties from a relational, contextual, and systemic approach. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand principles of human development; human sexuality; gender development; psychopathology; couple processes; family development and processes (e.g., family dynamics, relational dynamics, systemic dynamics); co-morbidities related to health and illness; substance use disorders and treatment; diversity; and power, privilege, and oppression (AAMFT 2.1.1). 2. Understand the major mental health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis (AAMFT 2.1.2). 3. Understand the clinical needs and implications of persons who suffer from co-occurring disorders (e.g., substance abuse and mental health) (AAMFT 2.1.3). 4. Comprehend individual, couple, and family assessment instruments appropriate to presenting problem and practice setting (AAMFT 2.1.4). 5. Understand the current models for assessment and diagnosis of mental health and substance use disorders (AAMFT 2.1.5). 6. Understand the current models for assessment and diagnosis of relational functioning (AAMFT 2.1.6). 7. Understand the limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups (AAMFT 2.1.7). 8. Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making (AAMFT 2.1.8).
<p>Outline / Inhalte:</p>	<p>A. Historical Perspectives B. Ethics and Legal Issues C. Assessment D. Relational / Systemic Perspectives E. Contextual Perspectives F. Faith Integration G. Psychopharmacology H. Biological Issues I. Disorder Categories</p>
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textbooks: Yarhouse, M., Butman, R., McRay, B. (2005). <i>Modern psychopathologies: A comprehensive Christian appraisal</i>. Downers Grove, IL: IVP Academic.</p> <p>American Psychiatric Association. (2013). <i>Desk reference to the Diagnostic Criteria from DSM-5™</i>. Arlington, VA: American Psychiatric Publishing.</p> <p>Reading List: American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (5th ed.)</i>. Arlington, VA: American Psychiatric Publishing.</p> <p>Beach, S. R., Wamboldt, M. Z., Kaslow, N. J., Heyman, R. E., First, M. B., Underwood, L. G., & Reiss, D. (Eds.). (2006). <i>Relational processes and DSM-V: Neuroscience, assessment, prevention, and treatment</i>. Arlington, VA: American Psychiatric Publishing.</p> <p>Cassidy, J., & Shaver, P. (Eds.). <i>Handbook of attachment: Theory, research, and clinical applications</i>. NY: Guilford.</p> <p>Castonguay, L. G., & Oltmanns, T. F. (2013). <i>Psychopathology: From science to clinical practice</i>. NY: Guilford.</p> <p>Ingram, R. E. (Ed). (2010). <i>Vulnerability to psychopathology: Risk across the lifespan (2nd ed.)</i>. NY: Guilford.</p> <p>Jones, S. & Butman, R. (2011). <i>Modern psychotherapies : a comprehensive Christian appraisal</i>. Downers Grove, IL: IVP Academic.</p> <p>Kring, A. M., & Sloan, D. M. (Eds.). (2009). <i>Emotion regulation and psychopathology: A transdiagnostic approach to etiology and treatment</i>. NY: Guilford.</p> <p>L'Abate, L, Cusinato, M., Maino, E., Colesso, W., & Scilletta, C. (2010). <i>Relational competence theory: Research and mental health applications</i>. NY: Springer.</p> <p>Maddux, J. E., & Winstead, B. A. (Eds.). (2012). <i>Psychopathology: Foundations for a contemporary understanding (3rd ed.)</i>. NY: Routledge.</p> <p>Rogers, C., Kirschenbaum, H. & Henderson, V. (1989). <i>The Carl Rogers reader</i>. Boston: Houghton Mifflin.</p> <p>Rottenberg, J., & Johnson, S. L. (Eds.). (2007). <i>Emotion and psychopathology: Bridging affective and clinical science</i>. DC: American Psychological Association.</p>
<p>Other information / Sonstige Informationen:</p>	

MAFT 516 - CHRISTIAN PERSPECTIVES IN THE HELPING PROFESSIONS / CHRISTLICHE PERSPEKTIVE ZUR SOZIALARBEIT

Teacher / Dozent	Dr. D. Quagliana		
Semester	Spring/Frühjahr	Duration / Dauer:	8 Weeks / Wochen
Frequency / Turnus:	every two years / alle zwei Jahre		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Intensive / Kompakt		
Applicability / Verwendbarkeit	This Module alerts the students to specifically christian approaches within the helping professions. In other modules the elements of faith may be overlooked but this seeks to introduce another aspect.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	50	20%
	Reading & Reflection paper / Lektüre & Rezension	50	20%
	Phase 2	60	40%
	Participation & Daily Assignments / Teilnahme am Unterricht & Tägliche Aufgaben	40	20%
	Presentation / Präsentation	10	10%
	Position Paper / Ausarbeitung	10	10%
	Phase 3	40	40%
	Research Paper / Abschlussarbeit	40	40%
	Total / Summe	150	100%
Content of the Module / Kursbeschreibung:	<p>A survey of Christian approaches to counseling. Emphasis on the development of Christian approaches as they relate to theoretical and clinical advances in the field of counseling. Focus on the theological underpinnings of each approach.</p> <p>This course prepares students to integrate faith issues into their work in the helping professions. This includes areas such as the personal faith development of the student, self-care of the service provider, ethics in delivery of services, social justice in the provision of services to the underserved, working with people with diverse faith backgrounds, integrating care with faith communities, and faith/spiritual interventions in the context of services.</p>		

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to cover:</p> <ol style="list-style-type: none"> 1. Ongoing personal faith development and faith struggles of the helper. 2. Self-care of the helper. 3. The interaction between faith and ethical issues in delivery of services. 4. Social justice in the provision of services to the underserved. 5. Working with people with diverse faith backgrounds. 6. Integrating care with faith communities. 7. Faith/Spiritual interventions in the context of offered services. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student will:</p> <ol style="list-style-type: none"> 1. Describe their own faith journey and possible interactions of this history and the way they help others. 2. Articulate a plan of self care incorporating their own faith practices. 3. Navigate through ethical scenarios that describe conflicts between faith and professional ethical issues. 4. Plan a sustainable approach to providing services to underserved populations motivated by their religious world view. 5. Plan active ways of ongoing education around the faith perspectives of populations that they serve. 6. Give examples of ways they can use existing faith communities as part of the treatment planning for their clients. 7. Create custom faith-based interventions for populations they choose to serve.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. Personal faith development of the student B. Self-care of the service provider C. Ethics in delivery of services D. Social justice in the provision of services to the underserved E. Working with people with diverse faith backgrounds F. Integrating care with faith communities G. Faith/spiritual interventions
<p>Examination / Prüfungsform(en):</p>	<p>The final exam will be a Research Paper that requires you to apply a variety of Christian approaches to counseling. Your responses should be unique, distinct, and reflect YOUR work and learning gleaned from the course lectures, presentations, daily assignments and readings.</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textboos:</p> <p>Holeman, V. T. (2012). <i>Theology for better counseling: Trinitarian reflections for healing and formation</i>. Downers Grove, IL: Intervarsity Academic.</p> <p>Shults, F. L., & Sandage, S. J. (2006). <i>Transforming spirituality: Integrating theology and psychology</i>. Grand Rapids, MI: Baker Academic.</p> <p>Reading List:</p> <p>Anderson, R. S. (1990). <i>Christians who counsel: The vocation of wholistic therapy</i>. Grand Rapids, MI: Zondervan.</p> <p>Buber, M. (1970). <i>I and Thou</i>. New York: Touchstone.</p> <p>Dueck, A., & Lee C. (Eds.). (2005). <i>Why psychology needs theology</i>. Grand Rapids, MI: Eerdmans.</p> <p>McMinn, L. G. (2007). <i>Growing strong daughters: Encouraging girls to become all they're meant to be (revised edition)</i>. Grand Rapids, MI: Baker Books.</p> <p>McMinn, M. R., & Phillips, T. R. (Eds.). (2001). <i>Care for the soul: Exploring the intersection of psychology and theology</i>. Downers Grove, IL: IVP Press.</p> <p>Miles, C. A. (2006). <i>The redemption of love: Rescuing marriage and sexuality from the economics of a fallen world</i>. Grand Rapids, MI: Brazos Press.</p> <p>Mogel, W. (2001). <i>The blessing of a skinned knee</i>. New York: Penguin Compass,</p> <p>Sanders, R. (Ed.). (2013). <i>Christian counseling ethics: A handbook for psychologists, therapists and pastors (2nd ed.)</i>. Downers Grove, IL: IVP Academic.</p> <p>Walsh, F. (Ed.). (2009). <i>Spiritual resources in family therapy (2nd ed.)</i>. NY: Guilford. chology. Grand Rapids, MI: Baker Academic.</p>
<p>Other information / Sonstige Informationen:</p>	

MAFT 523 - HUMAN GROWTH AND DEVELOPMENT / MENSCHLICHES WACHSTUM UND ENTWICKLUNG

Teacher / Dozent	Dr. Gorbacheva																													
Semester	Fall/Herbst	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This is a fundamental module to understanding the development of human beings. It is essential to counseling, marriage and family and in particular children and adolescents.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>30%</td> </tr> <tr> <td>Readings & Project / Lektüre & Projekt</td> <td>50</td> <td>30%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>35%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>10</td> <td>25%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>35%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>35%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	30%	Readings & Project / Lektüre & Projekt	50	30%	Phase 2	40	35%	Participation / Teilnahme am Unterricht	30	10%	Exam / Prüfung	10	25%	Phase 3	60	35%	Research Paper / Abschlussarbeit	60	35%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	30%																											
	Readings & Project / Lektüre & Projekt	50	30%																											
	Phase 2	40	35%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Exam / Prüfung	10	25%																											
	Phase 3	60	35%																											
	Research Paper / Abschlussarbeit	60	35%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>Current research and theories in development relation to the preschool child, elementary school child, adolescent and adult. Emphasis on social, cognitive and affective development including implications for counseling strategies over the lifespan. The purpose of this course is to provide an in-depth understanding of human development throughout the entire life cycle. Students are assisted in understanding how various developmental issues create problems in living.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Instructional Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Make students aware of the complex interaction of heredity and environment in shaping human lives. 2. Acquaint the students with the uses of theory in human development and the purpose served by theory. 3. Help students understand social, personality, interpersonal, cognitive and physical changes that occur during the lifespan. 4. Explore major theories of human development. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain human development as described by major theories of development, including Learning Theory, Cognitive Theory, Psychoanalytic Theory and Humanistic Theory. 2. Outline physical and motor development in infancy and childhood. 3. Describe the process of language development in humans and contrast this development to that of animals. 4. Describe the development of gender-role behaviors and discuss psychological gender differences in children. 5. Identify the physical changes that occur in adolescence. 6. Outline social, personality, interpersonal and cognitive development in childhood. 7. Outline social, personality, interpersonal and cognitive development in adolescence. 8. Outline social, personality, interpersonal and cognitive development in early adulthood. 9. Outline the physical changes that occur in late adulthood. 10. Outline social, personality, interpersonal and cognitive development in later adulthood. 11. Describe the major theories of the aging process. 12. Describe the various understandings of death that pertain to various ages and cognitive ability. 13. Demonstrate an understanding of theories of individual and family development and transitions related the development changes. 14. Articulate ethical and legal considerations as related to individuals at various stages in the life cycle. 15. Describe various developmental crises and their effect on optimal human development.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. Assumptions, definitions and limitations of Developmental Theories B. Factors of influence over the life-span C. Infancy D. Childhood E. Adolescence F. Young Adulthood G. Middle Age H. Aging and Life-Span Education I. Death and Dying J. Ethics and Legal Considerations K. Strategies for Optimal Development Over the Life-span

Examination / Prüfungsform(en):	One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit
Core Literature / Kernliteratur:	<p>Textbooks:</p> <p>Santrock, J. (2006). Lifespan Development. New York: McGraw-Hill.</p> <p>Miller, P. (2002). Theories of Development Psychology. New York: W.H. Freeman.</p> <p>Reading List:</p> <p>Ainsworth, M.D.S. (1979). „Infant-Mother Attachment.“ American Psychologist. 324, 932-937.</p> <p>Baltes, P.B. (1987). „Theoretical Propositions of Lifespan Developmental Psychology: On the Dynamics Between Growth and Decline.“ Developmental Psychology. 23, 611-626.</p> <p>Bane, M.J. (1976). Here To Stay. New York: Basic Books.</p> <p>Erikson, E.H. (1968). Identity: Youth and Crisis. New York: W.W. Norton.</p> <p>Hetherington, E.M., M.S. Hagan and E.R. Anderson. (1989). „Family Transitions: A Child’s Perspective.“ American Psychologist. 44, 303-312.</p> <p>Kubler-Ross, E. (1969). On Death and Dying. New York: Macmillan.</p> <p>LeShan, E. (1973). The Wonderful Crisis of Middleage. New York.</p> <p>_____. (1986). Oh, To Be 50 Again. New York: Simon & Schuster.</p> <p>Lynn, D. (1974). The Father: His Role in Child Development. Belmont, CA: Wadsworth.</p> <p>Mandler, J.M. (1990). „A New Perspective on Cognitive Development.“ American Scientist. 78, 236-243.</p> <p>Otten, J., and F. Shelly (1976). When Your Parents Grow Old. New York: Funk and Wagnalls.</p> <p>Safilos-Rothschild, C. (1977). Love, Sex, and Sex Roles. Englewood Cliffs, NJ: Prentice-Hall.</p>
Other information / Sonstige Informationen:	

MAFT 531 - SYSTEM THEORY / SYSTEMTHEORIE

Teacher / Dozent	Dr. Großklaus																													
Semester	Spring/Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module is subject specific but the systems approach is applicable to marriage and family studies, psychological disorders and cultural aspects.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Preparation / Lektüre & Vorbereitung</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>50%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Focused Presentations and Discussions / Fokussierte Präsentationen und Diskussionen</td> <td>10</td> <td>40%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Preparation / Lektüre & Vorbereitung	50	20%	Phase 2	40	50%	Participation / Teilnahme am Unterricht	30	10%	Focused Presentations and Discussions / Fokussierte Präsentationen und Diskussionen	10	40%	Phase 3	60	30%	Research Paper / Abschlussarbeit	60	30%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Preparation / Lektüre & Vorbereitung	50	20%																											
	Phase 2	40	50%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Focused Presentations and Discussions / Fokussierte Präsentationen und Diskussionen	10	40%																											
	Phase 3	60	30%																											
	Research Paper / Abschlussarbeit	60	30%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>This is an introduction to general systems theory. Special attention is given to the history of marriage and family therapy and the basic theories of and models of family interaction. Implications for interactional patterns, functional and dysfunctional systems, life cycle issues, and ethnicity are discussed.</p> <p>This course is designed to assist the student in gaining an understanding of the basics of marriage and family systems approaches. It will consist of an introduction to basic concepts and ideas and exploration of family of origin issues. Special attention will be given to the application of this material to educational settings and marital and family therapy.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>General Learning Objectives (Course Goals): This course seeks to:</p> <ol style="list-style-type: none"> 1. Develop the students' understanding of family system approaches. 2. Present family systems approaches to conceptualizing problems. 3. Assist students in the exploration of the effects of their own family on their personality development. 4. Explore counseling techniques that are employed from various systems perspectives. 5. Explore the strengths and limitations of systems theory in working with diverse populations. <p>Specific Behavioral Objectives (Learning Outcomes): As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate and understanding of family system approaches. 2. Discuss how various systems approaches conceptualize problems. 3. Describe how his/her personality development has been effected by experiences within his/her family of origin. 4. Explain the use and purpose of counseling techniques from various systems perspectives. 5. Discuss the historical development general systems theory. 6. Outline the contributions of major personalities within the field (both historical and current). 7. Discuss family and individual life cycle issues from a systems perspective. 8. Demonstrate an awareness of his/her present involvement in various systems. 9. Discuss psychopathology from a systems perspective. 10. Discuss strengths and limitations systems theory in working with diverse populations.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. Introduction to the Course B. Introduction to Marriage and Family Systems C. History of Systems Theory and MFT D. Bowen and Systems E. Structural and Systems F. CBT and Systems G. Experiential and Systems H. Contextual and Systems I. Strategic and Systems J. MRI/Milan and Systems K. Systems and Faith
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

Core Literature / Kernliteratur:	<p>Bergman, J. (1985). Fishing for barracuda: Pragmatics of brief systemic therapy. New York: Norton.</p> <p>Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Aronson.</p> <p>George, R..L., and Cristiani, T. S. (1995). Counseling: Theory and Practice (4th ed.). Boston, MA: Allyn and Bacon.</p> <p>Madanes, C. (1990). Sex, love, and violence: strategies for transformation. New York: Norton.</p> <p>McMahan, O. (1995). Scriptural Counseling: A God-Centered Method. Cleveland, TN: Pathway.</p> <p>Meier, P.D, F.B. Minirth, F.B. Wichern and D.E. Ratcliff. (1991). Introduction to Psychology and</p> <p>Patterson, C. H., & Watkins, C.E. (1996). Theories of Psychotherapy. (5th ed.). New York: Harper Collins.</p> <p>Trent, J. (1994). Lifemapping. Colorado Springs: Focus on the Family.</p>
Other information / Sonstige Informationen:	

MAFT 533 - HUMAN SEXUALITY / MENSCHLICHE SEXUALITÄT

Teacher / Dozent	Dr. H Quagliana																													
Semester	Fall/Herbst	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module is basic to developing an understanding of how important human sexuality is to the range of modules on marriage and family. It is particularly helpful in the areas of practical counseling.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>60</td> <td>25%</td> </tr> <tr> <td>Readings & Presentation / Lektüre & Präsentation</td> <td>60</td> <td>25%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>35%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>5%</td> </tr> <tr> <td>Case Studies / Fallstudien</td> <td>10</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>50</td> <td>40%</td> </tr> <tr> <td>Exam, Preparation and Writing / Prüfung, Vorbereitung und Ausarbeitung</td> <td>50</td> <td>40%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	60	25%	Readings & Presentation / Lektüre & Präsentation	60	25%	Phase 2	40	35%	Participation / Teilnahme am Unterricht	30	5%	Case Studies / Fallstudien	10	30%	Phase 3	50	40%	Exam, Preparation and Writing / Prüfung, Vorbereitung und Ausarbeitung	50	40%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	60	25%																											
	Readings & Presentation / Lektüre & Präsentation	60	25%																											
	Phase 2	40	35%																											
	Participation / Teilnahme am Unterricht	30	5%																											
	Case Studies / Fallstudien	10	30%																											
	Phase 3	50	40%																											
	Exam, Preparation and Writing / Prüfung, Vorbereitung und Ausarbeitung	50	40%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>The study of contemporary theory, research, and practice of marriage and family therapy as it relates to the study and understanding of the biological, cognitive, socioemotional, cultural, and spiritual dimensions of human sexuality.</p> <p>This course is intended to familiarize students with the contemporary theory, research, and practice of marriage and family therapy related to the study and understanding of human sexuality.</p>																													

Learning Objectives / Lernergebnisse und Kompetenzen:

A. General Learning Objectives

This course seeks to:

1. Provide an overview of the psychosocial aspects of male and female sexuality and sexual functioning.
2. Review the cognitive, social, emotional, biological, and spiritual characteristics of the development of sexual attitudes and behaviors.
3. Introduce students to the various concepts and terminology used in research and practice in the field of human sexuality.
4. Define the dimensions of human sexuality and their influences in and on the individuals, couples and families.
5. Describe the ways in which societal, parental, peer and individual attitudes and values affect sexual development and sexual awareness.
6. Survey historical and contemporary issues and developmental milestones that impact sexuality throughout the life cycle.
7. Explain the ways in which men and women, both adolescent and adult, experience relationships dealing with love, intimacy and sexuality.
8. Introduce the students to the skills required to work with a variety of aspects related to human sexuality.

B. Specific Behavioral Objectives

As a result of the activities and study in this course, the student should be able to:

1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) (AAMFT 1.2.1).
2. Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services) (AAMFT 1.2.2)
3. Evaluate case for appropriateness for treatment within professional scope of practice and competence (AAMFT 1.4.1)
4. Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics) (AAMFT 2.1.1)
5. Diagnose and assess client behavioral and relational health problems systematically and contextually (AAMFT 2.3.1)
6. Know which models, modalities, and/or techniques are most effective for presenting problems (AAMFT 3.3.1)
7. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present (AAMFT 3.3.7)
8. Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case) (AAMFT 4.5.1)

Outline / Inhalte:	<ul style="list-style-type: none"> A. Perspectives on Sexuality, Cultural and Historical B. Psychological aspects of Sexuality C. Sexuality throughout the Lifespan D. Gender Issues E. Love & Attraction F. Sexual Orientation G. Sexual Behavior H. Sexual Abuse and Assault I. Sexual Dysfunctions & Sex Therapy J. Sexual Disorders & Sexual Health K. Theology of Sexuality L. Infidelity
Examination / Prüfungsform(en):	One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit
Core Literature / Kernliteratur:	<p>Textbook: Balswick, J.K., & Balswick, J.O. (2008). <i>Authentic Human Sexuality: An Integrated Christian Approach</i>. InterVarsity Academic.</p> <p>Yarhouse, M. A. & Tan, E. S. N. (2014). <i>Sexuality and Sex Therapy: A Comprehensive Christian Appraisal</i>. InterVarsity Academic.</p> <p>Reading List: Anderson, K. (2000). <i>Marriage, family, & sexuality: Probing the headlines that impact your family</i>. Grand Rapids, MI: Kregel Publications.</p> <p>Buehler, S. (2011). <i>Sex, love and mental illness. A couples guide to staying connected</i>. Santa Barbara, CA: Praeger.</p> <p>Cox, F. D. (2000). <i>The aids booklet, 6th ed.</i> Boston: McGraw-Hill.</p> <p>Crooks, R., & Baur, K. (2002). <i>Our Sexuality, 8th edition</i>. Pacific Grove, CA: Brooks/Cole Publishing.</p> <p>Leiblum, S. R, Rosen, R. C. (2000). <i>Principles and practices of sex therapy, 3rd ed.</i> New York, NY: Guildford Press.</p> <p>Shibley-Hyde, J., & DeLamater, J.D. (2000). <i>Understanding human sexuality, 7th edition</i>. Boston: McGraw-Hill.</p> <p>York, M. W., & Cooper, G. D. (2001). <i>A unifying approach to the theories and practice of psychotherapy and counseling</i>. Boston: Allyn & Bacon.</p>
Other information / Sonstige Informationen:	

MAFT 541 - FAMILY STRESS AND RESILIENCE / FAMILIENSTRESS UND -RESILIENZ

Teacher / Dozent	Dr. Gorbacheva																																						
Semester	Fall/Herbst	Duration / Dauer:	8 Weeks / Wochen																																				
Frequency / Turnus:	every two years / alle zwei Jahre																																						
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																																				
Modulformat	Intensive / Kompakt																																						
Applicability / Verwendbarkeit	This Module will be useful in counseling and conflict resolution in the family setting. All practical and counseling modules will benefit from this teaching.																																						
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																																						
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self-study / Selbststudium:	105 - 115 hours / Stunden																																				
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																																						
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Journal / Lektüre & Lesetagebuch</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Reading & Reflection paper / Lektüre & Rezension</td> <td>10</td> <td>5%</td> </tr> <tr> <td>Reading & Reflection paper / Lektüre & Rezension</td> <td>10</td> <td>5%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>50%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Interview</td> <td>5</td> <td>10%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>5</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Journal / Lektüre & Lesetagebuch	30	10%	Reading & Reflection paper / Lektüre & Rezension	10	5%	Reading & Reflection paper / Lektüre & Rezension	10	5%	Phase 2	40	50%	Participation / Teilnahme am Unterricht	30	10%	Interview	5	10%	Exam / Prüfung	5	30%	Phase 3	60	30%	Research Paper / Abschlussarbeit	60	30%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																																				
	Phase 1	50	20%																																				
	Readings & Journal / Lektüre & Lesetagebuch	30	10%																																				
	Reading & Reflection paper / Lektüre & Rezension	10	5%																																				
	Reading & Reflection paper / Lektüre & Rezension	10	5%																																				
	Phase 2	40	50%																																				
	Participation / Teilnahme am Unterricht	30	10%																																				
	Interview	5	10%																																				
	Exam / Prüfung	5	30%																																				
	Phase 3	60	30%																																				
Research Paper / Abschlussarbeit	60	30%																																					
Total / Summe	150	100%																																					
Content of the Module / Kursbeschreibung:	This course is designed to introduce students to the traditional and current clinical thinking with regard to family stress and resilience. In particular, students will develop their understanding of specific systemic contexts that contribute to increased stress in family and couple relationships. Traumatic events with emphasis on infidelity will be explored. Students will also develop their understanding of the factors that protect family and couple relationships and promote resilience.																																						

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Acquire specific techniques for dealing with stress in family and couple therapy. 2. Demonstrate case conceptualization of the context of family stress and resilience. 3. Demonstrate effective treatment planning regarding family stress and crisis management. 4. Discuss strengths and limitations of past and current stress theories and interventions for diverse families. 5. Explore how society and culture impact family stress and resilience. 6. Review etiological considerations of infidelity. 7. Demonstrate effective treatment planning regarding infidelity. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Diagnose and assess client behavioral and relational health problems systemically and contextually (AAMFT 2.3.1.) 2. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others (AAMFT 2.3.5) 3. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems (AAMFT 2.3.7) 4. Identify clients' strengths, resilience, and resources (AAMFT 2.3.8) 5. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses (AAMFT 2.4.3) 6. Know which models, modalities, and/or techniques are most effective for presenting problems (AAMFT 3.1.1) 7. Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective (AAMFT 3.3.1)
--	---

Outline / Inhalte:	<ul style="list-style-type: none"> - Class Introduction & The Contextual Model - Defining Stress Theory & Coping - Family Issues: Boundary Ambiguity, Denial, & Family Values - Social Pressures, Family Crisis, & Future Issues - Marital Distress - Families with Children - Economic Stress - Aging & Adaptation - Mental Illness - Death, Dying, & Grief - Divorce - Remarriage & Recoupling - Violence, Abuse, & Neglect - Immigration & Acculturation - Development of treatment/counselling plan
Examination / Prüfungsform(en):	One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit
Core Literature / Kernliteratur:	<p>Bainbridge, D., Kruegen, P., Lohfeld, L., & Brazil, K. (2009). Stress processes in caring for an end-of-life family member: Application of a theoretical model. <i>Aging and Mental Health</i>, 13(4), 537-545.</p> <p>Baucom, D. H., Gordon, K. C., Snyder, D. K., Atkins, D. C., & Christensen, A. (2006). Treating affair couples: Clinical considerations and initial findings. <i>Journal of Cognitive Psychotherapy: An International Quarterly</i>, 20 (4), 375-392.</p> <p>Boss, P. (2002). <i>Family stress management: A contextual approach</i>. 2nd(ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Glass, S. P. (2003). <i>Not just friends: Rebuilding trust and recovering your sanity after infidelity</i>. New York, NY: Free Press.</p> <p>Jill D. Duba, J. D., Kindsvatter, A., Lara, T. (2008). Treating infidelity: Considering narratives of attachment. <i>The Family Journal: Counseling and Therapy for Couples and Families</i>, 16(4), 293-299.</p> <p>Hall, J. H, & Fincham, F. D. (2005). Relationship dissolution following infidelity. In M. Fine & J. Harvey (Eds.), <i>The Handbook of Divorce and Romantic Relationship Dissolution</i>. (pp. 1-34). Mahwah, NJ: Erlbaum.</p> <p>Kimmel, M. S. (2000). Gendered health. In Kimmel, M. S., <i>The Gendered Society</i>. 2nd(ed.). (pp. 261-263). New York, NY: Oxford University Press.</p> <p>Lamanna, M. A. & Riedmann, A. (2011). <i>Marriages, Families, & Relationships: Making Choices in a Diverse Society</i>. Wadsworth publisher</p> <p>Matsen, A. (2014). <i>Ordinary Magic: Resilience in Development</i>. New York: Guilford Press.</p> <p>Price, S. J., Price, C. A., & McKenry, P. C. (Eds.). (2010). <i>Families and change</i> (4th Ed.). Thousand Oaks, CA: Sage.</p> <p>Rothwell, D. W., & Chang-Keun, H. (2010). Exploring the relationship between assets and family stress among low-income families. <i>Family Relations</i>, 59, 396 – 407.</p> <p>Walsh, F. (2003). Family resilience: A framework for clinical practice. <i>Family Process</i>, 42, 1-18.</p>
Other information / Sonstige Informationen:	

MAFT 543 - PERSONALITY THEORY / PERSÖNLICHKEITSTHEORIE

Teacher / Dozent	Dr. Sargent		
Semester	Fall/Herbst	Duration / Dauer:	8 Weeks / Wochen
Frequency / Turnus:	every two years / alle zwei Jahre		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Intensive / Kompakt		
Applicability / Verwendbarkeit	This Module is helpful in the study of children and adolescents, marriage and family, family stress and human sexuality. Practical counseling courses will be greatly enhanced by a knowledge of personality traits and tests.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	50	20%
	Reading & Reflection paper / Lektüre & Rezension	50	20%
	Phase 2	40	55%
	Participation / Teilnahme am Unterricht	30	5%
	Presentations / Präsentationen	5	10%
	Exam / Prüfung	5	40%
	Phase 3	60	25%
	Research Paper / Abschlussarbeit	60	25%
Total / Summe	150	100%	
Content of the Module / Kursbeschreibung:	<p>An in-depth examination of the major theoretical approaches to the study of personality.</p> <p>Personality development, dynamics, and differences will be studied with special emphasis on application of each theoretical view to the counseling setting.</p>		

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Give in-depth coverage of the major theorists, theories and key concepts related to the study of personality development. 2. Consider appropriate criteria for the evaluation of each theory from a practical, multicultural and spiritual perspective. 3. Explore the strengths and weaknesses of each theory and its relative applicability for diverse populations 4. Review personality development and theories of learning related to PreK–12 children and later adulthood. 5. Discuss theories in relation to counseling in both school and community settings. 6. Help students integrate theoretical concepts with theological principles to begin constructing a personal and professional orientation. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of major theorists, theories and key concepts related to the study of personality development. 2. Critique the major theories from a Christian perspective and a diversity perspective. 3. Articulate their personal orientation in a position paper. 4. Demonstrate how various approaches can be applied in school and community settings. 5. Describe contemporary treatment methods based on the theoretical perspectives and approaches to guidance and counseling. 6. Identify the major approaches in personality research and complete a research paper on a selected theory. 7. Compare and contrast the various theories of personality as to their philosophical assumptions. 8. Compare and contrast the various theories of personality as to the amount and types of research generated.
<p>Outline / Inhalte:</p>	<p>A. The nature of personality theory B. Freud's Psychoanalytic theory C. Jung's Analytic theory D. Social Psychological theories <ol style="list-style-type: none"> 1. Adler 2. Horney 3. Fromm 4. Sullivan E. Allport's Theory of the Individual F. Humanistic theories G. Rogers H. Maslow I. Skinner's Behavioral Theory J. Personality theory and how it relates to guidance and counseling. K. The Christian's response to personality theories</p>
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

Core Literature / Kernliteratur:	<p>Textbook: Ryckman, R. (2012). <i>Theories of Personality</i> (10th ed.). Wadsworth Publishing.</p> <p>Reading List: Adler, A. (1964). <i>Superiority and social interest: A collection of later writings</i>. H.L. & R.R. Ansbacher (Eds.). Evanston, IL: Northwestern University Press. Adler, A. (1954). <i>Understanding human nature</i>. NY: Fawcett. Allport, G.W. (1955). <i>Becoming: Basic considerations for a psychology of personality</i>. New Haven: Yale University Press. Allport, G.W. (1961). <i>Pattern and growth in personality</i>. NY: Holt, Rinehart, and Winston. Bandura, A. (1977). <i>Social learning theory</i>. Englewood Cliffs, NJ: Prentice-Hall. Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i>. NY: Freeman. Bowlby, J. (1998). <i>A secure base: Parent-child attachment and healthy human development</i>. NY: Basic Books. Buss, A. <i>Personality: Temperament, Social Behavior, and the Self</i>. Boston: Allyn and Bacon, 1995 Chodorow, N.J. (1989). <i>Feminism and psychoanalytic theory</i>. New Haven, CT: Yale University Press. Coleman, D. and Speeth, K. (1992). <i>The Essential Psychotherapies</i>. New York: New American Library Erikson, E. H. (1997). <i>The life cycle completed: A review</i>. NY: Norton. Eysenck, H. (1990). <i>Biological dimensions of personality</i>. In L.A. Pervin (Ed.), <i>Handbook of personality: Theory and research</i>. NY: Guilford Press. Fadiman, J. (2002). <i>Personality and Personal Growth</i> (5th Ed.). Prentice Hall Publishers Freud, S. (1946). <i>The ego and mechanisms of defense</i>. NY: International Universities Press. Funder, D. (1997). <i>The Personality Puzzle</i>. New York: W.W. Norton, 1997. Hergenhahn, B. R. (2004). <i>Introduction to Theories of Personality</i>, (6th ed.). Prentice Hall Publishers. Mayer, F. S. (2004). <i>Personality: An Integrative Approach</i>. Prentice Hall Publishers. Merrens, M. and Brannigan, G. (1997). <i>Experiences in Personality: Research Assessment and Change</i>. New York; John Wiley and Sons, Inc., Nye, R. (1993). <i>Three Psychologies: Freud, Skinner, and Rogers</i>. Monterrey, CA: Brooks/Cole Publishers Scroggs, J. (1994). <i>Key Ideas in Personality Theory</i>. New York: West Publishing,</p>
Other information / Sonstige Informationen:	

MAFT 547 - CULTURAL CONTEXTS OF CLINICAL COUNSELING / KULTURELLER KONTEXT DER KLINISCHEN BERATUNG

Teacher / Dozent	Dr. Sargent																													
Semester	Spring/Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	Few people live in a monoculture therefore it is important to apply cultural understanding when counseling and dealing with specific family and marriage issues which are often very culturally related.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Theoretical Paper / Lektüre & Theoretische Ausarbeitung</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>50%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>5</td> <td>40%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Research Synthesis Paper / Abschlussarbeit</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Theoretical Paper / Lektüre & Theoretische Ausarbeitung	50	20%	Phase 2	40	50%	Participation / Teilnahme am Unterricht	30	10%	Exam / Prüfung	5	40%	Phase 3	60	30%	Research Synthesis Paper / Abschlussarbeit	60	30%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Theoretical Paper / Lektüre & Theoretische Ausarbeitung	50	20%																											
	Phase 2	40	50%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Exam / Prüfung	5	40%																											
	Phase 3	60	30%																											
Research Synthesis Paper / Abschlussarbeit	60	30%																												
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>The study of the influence of culture, society, and contemporary social values on human behavior and social interaction. The course examines the sociological nature, bases, and consequences of social values and social problems and their relationship to the self. Social issues such as the culture of poverty, violence, drug use, and societal and family dysfunction are examined.</p> <p>This course is designed to help the student understand the social values and the cultural and social context of human behavior and social interaction. Students will be introduced to the nature and scope of social problems and social values, their social and cultural bases, and alternative approaches to solving social problems. Changes in social values and social problems will be considered, as well as cohort and subcultural differences among groups and individuals.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Instructional Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Move students toward a more global mindset. 2. Help students assess the current research on social problems and social values. 3. Develop students' understanding of the cultural and historical nature of social and cultural issues and their influence on personal attitudes. 4. Assist the student in developing a personal orientation toward social issues and social values that is premised on a Christian worldview. 5. Encourage students to develop sensitivity to the myriad of issues that impact cross-cultural communications, and how to minimize the communication barriers inherent in this process. 6. Assist the student in developing various counseling strategies and techniques useful in working with diverse populations and ethnic groups. 7. Explore theories of multicultural counseling, theories of identity development and multicultural competencies. 8. Examine advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context). (AAMFT 1.2.1) 2. Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors. (AAMFT 1.3.1) 3. Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors). (AAFMT 1.5.1) 4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups. (AAFMT 2.1.6) 5. Diagnose and assess client behavioral and relational health problems systemically and contextually. (AAFMT 2.3.1) 6. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses. (AAMFT 2.4.3) 7. Advocate with clients in obtaining quality care, appropriate resources, and services in their community. (AAFMT 3.5.1) 8. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches. (AAFMT 4.1.1)
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. Historical Overview of the Self and Social Problems B. Culture and the Shaping of Personality C. Situational Influences on Human Behavior D. Scientific Methodology and the Study of Social Problems and Social Issues E. Social Influences and Group Processes F. Social Construction of Reality G. Society and the Genesis of the Self H. Everyday Social Experience and its Relationship to Human Behavior I. When People Create Their Own Environments J. Message of Place K. Labeling, Master Status, and Other Sociological Constructs as Determinants of Human Behavior L. Christian Perspective of Social Problems, Social Values, and Human Behavior.

Examination / Prüfungsform(en):	One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit
Core Literature / Kernliteratur:	<p>Textbooks:</p> <p>Brown, J. (1998). <i>The Self</i>. Psychology Press.</p> <p>Fiske, S. & Taylor, S.E. (2013). <i>Social Cognition</i>. Sage Pub.</p> <p>Reading List:</p> <p>Blumer, H. (1969). <i>Symbolic Interactionism: Perspective And Method</i>. University of California Press.</p> <p>Davey, M., & Watson, M. (2008). Engaging African Americans in Therapy: Integrating a Public Policy and Family Therapy Perspective. <i>Contemporary Family Therapy</i>, 30:31-47.</p> <p>Dias, J., Chan, A., Ungvarsky, J., Oraker, J., & Cleare-Hoffman, H. (2011). Reflections on Marriage and Family Therapy Emergent from International Dialogues in China. <i>The Humanistic Psychologist</i>, 39: 268-275.</p> <p>Dupree, W., Bhakta, K., Patel, P., & Dupree, D. (2013). Developing Culturally Competent Marriage and Family Therapists: Guidelines for Working With Asian Indian American Couples. <i>The American Journal of Family Therapy</i>, 41:311-329.</p> <p>Esmiol, E., Knudson-Martin, C., & Delgado, S. (2012). Developing a Contextual Consciousness: Learning to Address Gender, Societal Power, and Culture in Clinical Practice. <i>Journal of Marital and Family Therapy</i>, 38(4), 573-588.</p> <p>Falicov, C. (2009). Commentary: On the Wisdom and Challenges of Culturally Attuned Treatments for Latinos. <i>Family Process</i>, 48: 292-309.</p> <p>Falicov, C. (2007). Working With Transnational Immigrants: Expanding Meanings Of Family, Community, And Culture. <i>Family Process</i>, 157-171.</p> <p>Hardy, K., & Laszloffy, T. (1995). The Cultural Genogram: Key to Training Culturally Competent Family Therapists. <i>Journal of Marital and Family Therapy</i>, 21(3), 227-237.</p> <p>Inman, A., Altman, A., Kaduvettoor-Davidson, A., Carr, A., & Walker, J. (2013). Cultural Intersections: A Qualitative Inquiry into the Experience of Asian Indian-White Interracial Couples. <i>Family Process</i> 50:248-266.</p> <p>Keiley, M., Dolbin, M., Hill, J., Karuppaswamy, N., Liu, T., Natrajan, R., Robinson, P. (2002). The Cultural Genogram: Experiences From Within A Marriage And Family Therapy Training Program. <i>Journal of Marital and Family Therapy</i>, 28(2), 165-178.</p> <p>Kenney, K., & Kenney, M. (2012). Contemporary US multiple heritage couples, individuals, and families: Issues, concerns, and counseling implications. <i>Counselling Psychology Quarterly</i>, 25(2), 99-112.</p> <p>Seshadri, G., & Knudson-Martin, C. (2013). How Couples Manage Interracial and Intercultural Differences: Implications for clinical practice. <i>Journal of Marital and Family Therapy</i>, 39(1), 43-58.</p> <p>Zimbardo, P. (2008). <i>The Lucifer Effect: How Good People Turn Evil</i>. Rider: New York</p>
Other information / Sonstige Informationen:	

MAFT 555 - RESEARCH METHODS / FORSCHUNGSMETHODEN

Teacher / Dozent	Dr. Gorbacheva																																
Semester	Spring/Frühjahr	Duration / Dauer:	8 Weeks / Wochen																														
Frequency / Turnus:	every two years / alle zwei Jahre																																
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																														
Modulformat	Intensive / Kompakt																																
Applicability / Verwendbarkeit	This Module is particularly helpful in the writing of the thesis and the development of interventions with the statistical programs necessary to analyse the individual case studies.																																
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																																
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																														
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																																
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Research and Developmental Plan / Lektüre & Forschungs und Entwicklungsplanung</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>50%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Daily Quizzes / Tägliche Tests</td> <td>5</td> <td>10%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>5</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Research and Developmental Plan / Lektüre & Forschungs und Entwicklungsplanung	50	20%	Phase 2	40	50%	Participation / Teilnahme am Unterricht	30	10%	Daily Quizzes / Tägliche Tests	5	10%	Exam / Prüfung	5	30%	Phase 3	60	30%	Research Paper / Abschlussarbeit	60	30%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																														
	Phase 1	50	20%																														
	Readings & Research and Developmental Plan / Lektüre & Forschungs und Entwicklungsplanung	50	20%																														
	Phase 2	40	50%																														
	Participation / Teilnahme am Unterricht	30	10%																														
	Daily Quizzes / Tägliche Tests	5	10%																														
	Exam / Prüfung	5	30%																														
	Phase 3	60	30%																														
Research Paper / Abschlussarbeit	60	30%																															
Total / Summe	150	100%																															
Content of the Module / Kursbeschreibung:	<p>Methods and tools of research and evaluation, focus on research data interpretation and emphasis on application to professional practice. Utilization of the computer for data analysis will be emphasized.</p> <p>This course will cover the research skills needed by marriage and family therapists. Focus will be on applied issues relevant to clinical settings, including accessing and evaluating the appropriate research literature.</p>																																

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Know the extant MFT literature, research, and evidence-based practice (AAMFT 6.1.1). 2. Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services (AAMFT 6.1.2). 3. Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation (AAMFT 6.1.3). <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Read current MFT and other professional literature (AAMFT 6.3.1). 2. Use current MFT and other research to inform clinical practice (AAMFT 6.3.2). 3. Critique professional research and assess the quality of research studies and program evaluation in the literature (AAMFT 6.3.3). 4. Determine the effectiveness of clinical practice and techniques (AAMFT 6.3.4).
<p>Outline / Inhalte:</p>	<p>A. Research Methods B. Descriptive Statistics C. Inferential Statistics D. Overview of Relationship Science</p>
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textbooks: Manning, J., & Kunkel, A. (2014). <i>Researching interpersonal relationships: Qualitative methods, studies, and analysis</i>. Thousand Oaks, CA: SAGE Publications.</p> <p>Fishbane, M. D. (2013). <i>Loving with the brain in mind: Neurobiology and couple therapy</i>. NY: Norton.</p> <p>Reading List: American Psychological Association (1994). <i>Publication manual of the American Psychological Association</i>. (4th Ed.). Washington, DC: American Psychological Association.</p> <p>Cone, J.D. & Foster, S.L. (1993). <i>Dissertations and theses from start to finish</i>. Washington, DC: American Psychological Association.</p> <p>Creswell (2007). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (2nd ed). Thousand Oaks: Sage.</p> <p>Creswell (2009) <i>Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches</i> (3rd Ed). Thousand Oaks: Sage</p> <p>Fletcher, G., Simpson, J. A., Campbell, L., & Overall, N. C. (2013). <i>The science of intimate relationships</i>. Malden, MA: Wiley-Blackwell.</p> <p>Gottman, J. M. (2011). <i>The science of trust: Emotional attunement for couples</i>. NY: Norton.</p> <p>Manning, J., & Kunkel, A. (2014). <i>Researching interpersonal relationships: Qualitative methods, studies, and analysis</i>. Thousand Oaks, CA: SAGE Publications.</p> <p>Sprenkle, D. H., Davis, S. D., & Lebow, J. L. (2009). <i>Common factors in couple and family therapy: The overlooked foundation for effective practice</i>. NY: Guilford Press.</p> <p>Sprenkle, D. H., & Piercy, F. P. (Eds.). (2005). <i>Research methods in family therapy</i> (2nd ed.). NY: Guilford Press.</p>
<p>Other information / Sonstige Informationen:</p>	

MYFM 593 - SUPERVISION 2 / SUPERVISION 2

Teacher / Dozent	Dr. Großklaus																																
Semester	Spring/Frühjahr	Duration / Dauer:	8 Weeks / Wochen																														
Frequency / Turnus:	every year / jährlich																																
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																														
Modulformat	Practical / Praktisch																																
Applicability / Verwendbarkeit	This Module applies the knowledge gained in other modules in practical counseling situations.																																
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																																
Contact time / Kontaktzeit:	30 - 44 hours / Stunden	Self study / Selbststudium:	110 - 120 hours / Stunden																														
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																																
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>30%</td> </tr> <tr> <td>Readings & Preparation / Lektüre & Vorbereitung</td> <td>10</td> <td>10%</td> </tr> <tr> <td>Participation in Counseling individuals and groups in marriage and family settings</td> <td>40</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>40%</td> </tr> <tr> <td>Participation in Supervision Seminars/ Teilnahme an Supervisionsseminaren</td> <td>30</td> <td>30%</td> </tr> <tr> <td>Individual presentation / Einzelne Präsentationen</td> <td>10</td> <td>10%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Participation in Counseling individuals and groups in marriage and family settings</td> <td>60</td> <td>30%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	30%	Readings & Preparation / Lektüre & Vorbereitung	10	10%	Participation in Counseling individuals and groups in marriage and family settings	40	20%	Phase 2	40	40%	Participation in Supervision Seminars/ Teilnahme an Supervisionsseminaren	30	30%	Individual presentation / Einzelne Präsentationen	10	10%	Phase 3	60	30%	Participation in Counseling individuals and groups in marriage and family settings	60	30%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																														
	Phase 1	50	30%																														
	Readings & Preparation / Lektüre & Vorbereitung	10	10%																														
	Participation in Counseling individuals and groups in marriage and family settings	40	20%																														
	Phase 2	40	40%																														
	Participation in Supervision Seminars/ Teilnahme an Supervisionsseminaren	30	30%																														
	Individual presentation / Einzelne Präsentationen	10	10%																														
	Phase 3	60	30%																														
	Participation in Counseling individuals and groups in marriage and family settings	60	30%																														
Total / Summe	150	100%																															
Content of the Module / Kursbeschreibung:	An introduction to current and traditional theories of supervision and counselling, with attention given to the evolution of these frameworks, as well as recent theoretical developments and research pertaining to the study of this topic.																																

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives</p> <ol style="list-style-type: none"> 1. Engage the student in exploring philosophies of supervision and counselling. 2. Introduce the student to traditional theories of counselling. 3. Introduce the student to current theories of counselling. 4. Provide an overview of supervision in a psychological and theological context. <p>B. Specific Objectives</p> <ol style="list-style-type: none"> 1. Explain systems concepts and theories that are foundational to the practice of counselling and supervision. 2. Identify counsellors' strengths and resources. 3. Demonstrate an ability to view issues and therapeutic processes systemically. 4. Define counselling. 5. Define supervision.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. What is counselling? B. What is supervision? C. The importance of personality D. The importance of communication E. Techniques of communication in a counselling context
<p>Examination / Prüfungsform(en):</p>	<p>This is a practicum module without a final exam but attendance and participation in the three supervision seminars which will include focused discussions.</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textbook: McLeod, J. (2003). An Introduction to Counselling, Third Edition, Open University Press.</p> <p>Reading List: Dobson, J. C. (2005). Bringing up Boys. Carol Stream, IL: Tyndale House Publishers.</p> <p>Dobson, J. C. (2010). Bringing up Girls. Carol Stream, IL: Tyndale House Publishers.</p> <p>Duncan, S. and Goddard, H. (2016). Family life education: Principles and practices for effective outreach (3rd ed.) Sage Publications</p> <p>Hazler, R. J. (2008). Helping in the Hallways. Thousand Oaks, CA: Corwin Press.</p> <p>Levy, R. & O'Hanlon, W. (2001). Try and Make Me! New York, NY: New American Library.</p> <p>Mordock, J. B. (1991). Counseling children: Basic principles for helping the troubled and defiant child. New York, NY: The Continuum Publishing Company.</p> <p>Oaklander, V. (1998). Windows to our children. (2nd Ed.). Highland, New York: Gestalt Journal Press.</p> <p>Schaefer, C. (1999). Innovative psychotherapy techniques in child and adolescent therapy (2nd Ed.). New York, NY: John Wiley & Sons.</p> <p>Taffel, R. (2001). Getting through to difficult kids and parents: Uncommon sense for child professionals. New York, NY: The Guilford Press.</p>
<p>Other information / Sonstige Informationen:</p>	

MA IN PENTECOSTAL-CHARISMATIC STUDIES / MA IN PFINGSTLICH-CHARISMATISCHER THEOLOGIE

BIBL 550 - HERMENEUTICS / HERMENEUTIK

Teacher / Dozent	Dr. P. Schmidgall		
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen
Frequency / Turnus:	every two years / alle zwei Jahre		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Intensive / Kompakt		
Applicability / Verwendbarkeit	This Modul is essential in the reading and understanding of the Bible and all academic texts. As such it is a required course for all students.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	50	20%
	Reading & Reflection paper / Lektüre & Rezension	50	20%
	Phase 2	40	50%
	Participation / Teilnahme am Unterricht	30	10%
	Presentation / Präsentation	5	10%
	Exam / Prüfung	5	30%
	Phase 3	60	30%
	Research Paper / Abschlussarbeit	60	30%
	Total / Summe	150	100%
Content of the Module / Kursbeschreibung:	<p>This course will deal with the two main aspects of hermeneutics: How do we understand? and, How do we interpret texts? It will explore different epistemological as well as various hermeneutical approaches. Particular attention will be given to more recent hermeneutical approaches. The course wants to assist the student to develop his own hermeneutical approach of Evangelical/Pentecostal provenience.</p> <p>Ein Studium der beiden Hauptaspekte der Hermeneutik: Richtiges Verstehen und richtige Auslegung. Ein Überblick verschiedener epistemologischer und hermeneutischer Ansätze wird vorgestellt. Insbesondere sollen aber neuere hermeneutische Ansätze untersucht werden. Ziel des Kurses ist es, dass der Studierende seinen eigenen evangelikalen/pentekostalen hermeneutischen Ansatz entwickelt.</p>		

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives/Allgemeine Lernziele</p> <ol style="list-style-type: none"> 1. Trace the history of interpretation/Überblick über die Geschichte der Auslegung 2. Discuss the hermeneutical approaches used during the First Century/Besprechung der hermeneutischen Ansätze des 1. Jahrhunderts nach Christus 3. Provide the rationale for reactions to the key European figures who determined the hermeneutical discussion for centuries and to develop an Evangelical/Pentecostal hermeneutic/Entwicklung einer evangelikalen/pfingstlichen Hermeneutik im Dialog mit anderen hermeneutischen Ansätzen 4. Enhance understanding of linguistic, sociological and cultural aspects for an Evangelical/Pentecostal hermeneutic/Bewusstmachung linguistischer, soziologischer und kultureller Aspekte für eine evangelikale/pentekostale Hermeneutik 5. Introduce the concept of inclusive learning community in which individual differences are recognized and respected/Schaffung eines Lernkontextes in dem die Meinung des Einzelnen respektiert wird <p>B. Specific Learning Objectives/Spezifische Lernziele</p> <p>As a result of the activities and study in this course, the students should be able to:/ Auf der Grundlage der Aktivitäten und Studieneinheiten des Kurses sollte der Schüler folgendes erreichen:</p> <ol style="list-style-type: none"> 1. Understand the history of Biblical interpretation / Überblick über die Geschichte der biblischen Auslegung 2. Awareness of the hermeneutical approaches of the First Century / Bewusstmachung der hermeneutischen Ansätze des Ersten Jahrhunderts 3. Understand hermeneutical principles that are valid for a Pentecostal / Evangelical approach to hermeneutics / Überblick über hermeneutische Prinzipien, die hilfreich sind für die Entwicklung einer evangelikalen/pfingstlichen Hermeneutik 4. Compare and contrast linguistic, sociological and cultural aspects for hermeneutics/Verständis für verschiedene linguistische, soziologische und kulturelle Aspekte für einen hermeneutischen Ansatz 5. Understand Christian faith and values in context of its time / Verstehen des christlichen Glaubens im Kontext der ZdZZ 6. Appreciate the concept of inclusive learning community / Wertschätzung eines inkludierenden Lernkontextes
<p>Outline / Inhalte:</p>	<ul style="list-style-type: none"> - Introduction/Einleitung - Das richtige Auffassen How do we understand? - Das richtige Auslegen/How do we exegete? - History of hermeneutics/Auslegungsgeschichte - Rabbinische Hermeneutik/Rabbinic hermeneutics - Jesus als Lehrer (Jesus as Teacher) - Pneumatische Auslegung/Pneumatic hermeneutics - Elements of Pentecostal Hermeneutics - Hebräisches Evangelium und synoptische Überlieferung / Hebrew Gospel and synoptic tradition
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

Core Literature / Kernliteratur:	<p>Textbooks:</p> <p>Archer, Kenneth J. A Pentecostal Hermeneutic for the Twenty-First Century. London: T&T Clark International 2004.</p> <p>Maier, Gerhard. Biblische Hermeneutik. Wuppertal: Brockhaus 1990.</p> <p>Riesner, Rainer. Jesus als Lehrer. WUNT, 2. Reihe, 7, 3. Aufl. 1988.</p> <p>Schmidgall/Wendel. Hermeneutische Ansätze zu Lukas. Theologisches Gespräch 2005.</p> <p>Schnabel, E.J. und Neudorfer, Heinz-Werner, Das Studium des Neuen Testaments. 2. Bände. Wuppertal: Brockhaus 1999.</p> <p>Reading List:</p> <p>Gadamer, Hans-Georg. Philosophical Hermeneutics. Translated and Edited by D. E. Linge. Berkley, CA: University of California Press, 1976.</p> <p>Gadamer, Hans-Georg. Truth and Method. 2nd ed. Translated and Revised by J. Weinsheimer and D. G. Marshall. New York, NY: The Continuum Publishing Company, 1975.</p> <p>Habermas, J. On the Pragmatics of Communication. Edited by Maeve Cooke. 1998.</p> <p>Pelikan, J. Jesus Through the Centuries: His Place in the History of Culture. New Haven: Yale University Press, 1985.</p> <p>Ricoeur, P. Figuring the Sacred: Religion, Narrative, and Imagination. Translated by D. Pellauer. Edited by M. I. Wallace. Minneapolis, MN: Fortress Press, 1995.</p> <p>_____. Hermeneutics & the Human Sciences: Essays on Language, Action and Interpretation. Edited & Translated by J. B. Thompson. Cambridge, 1981.</p> <p>Thiselton, A. New Horizons in Hermeneutics. Zondervan, 1997.</p> <p>Vanhoozer, Kevin J. Is There a Meaning in This Text? The Bible, The Reader, and the Morality of Literary Knowledge. Zondervan, 1998.</p>
Other information / Sonstige Informationen:	

BIBL 570 - BOOK STUDY / BUCHSTUDIUM

Teacher / Dozent	Dr. R. Moore																													
Semester	Spring / Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module provides a basis for Pentecostal-Charismatic Pneumatology and it will provide essential information to historical and theological study.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Preparation / Lektüre & Vorbereitung</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>30%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>20%</td> </tr> <tr> <td>Presentations / Präsentationen</td> <td>10</td> <td>10%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Preparation / Lektüre & Vorbereitung	50	20%	Phase 2	40	30%	Participation / Teilnahme am Unterricht	30	20%	Presentations / Präsentationen	10	10%	Phase 3	60	50%	Research Paper / Abschlussarbeit	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Preparation / Lektüre & Vorbereitung	50	20%																											
	Phase 2	40	30%																											
	Participation / Teilnahme am Unterricht	30	20%																											
	Presentations / Präsentationen	10	10%																											
	Phase 3	60	50%																											
	Research Paper / Abschlussarbeit	60	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>This course will focus on a careful exegetical analysis of the Greek or Hebrew text of the book under discussion. Matters of interpretation and elements of advanced grammar will be discussed. The specific book chosen for the seminar may vary from year to year.</p> <p>This course is intended to illuminate the distinctive character, content, context, and canonical contributions of the book of Isaiah. The student will be challenged to work directly with the biblical text and engage with critical biblical scholarship on the book of Isaiah in developing informed approaches to reading, interpreting and appropriating the book of Isaiah for our contemporary context.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Introduce students to the importance of the book of Isaiah in its ancient contexts. 2. Introduce students to the canonical place and import of the book of Isaiah. 3. Acquaint students with major lines of contemporary biblical scholarship on the book of Isaiah. 4. Introduce students to the key historical factors, literary features, and theological contributions of the book of Isaiah. 5. Encourage and enable students to appropriate and apply the richness and relevance of the book of Isaiah to contemporary Christian faith and vocation. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Identify and explain the major literary and theological features of the book of Isaiah. 2. Demonstrate an informed understanding of the place and import of the book of Isaiah in the history of Israel. 3. Recognize and explain major scholarly approaches to the book of Isaiah. 4. Identify key historical factors, literary features, and theological contributions of the book of Isaiah. 5. Understand and articulate the overall place, relevance, and import of the book of Isaiah for canonical Scripture, Christian faith, and contemporary vocation.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> A. Canonical Context of the Book of Isaiah B. Historical Context of the Book of Isaiah C. Literary Features of the Book of Isaiah D. Major Lines of Biblical Scholarship on the Book of Isaiah E. Exposition of the Major Sections of the Book of Isaiah F. Theological Import and Application of the Book of Isaiah
<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a research paper / Die Abschlussprüfung ist eine Abschlussarbeit.</p>

<p>Core Literature / Kernliteratur:</p>	<p>Text books: The Vision of Isaiah, the Son of Amoz.</p> <p>Walter Brueggemann, Isaiah 1-39 (vol.1) and Isaiah 40-66 (vol.2). Westminster Bible Companion. Louisville: Westminster John Knox, 1998.</p> <p>John Goldingay, The Theology of the Book of Isaiah. Downers Grove, IL: InterVarsity Press, 2014.</p> <p>Reading List: Abernethy, Andrew T. The Book of Isaiah and God's Kingdom: A Thematic-theological Approach. Downers Grove, IL: InterVarsity Press, 2016. Baker, David W. Isaiah. Grand Rapids, MI: Zondervan, 2013. Barry, John D. The Resurrected Servant in Isaiah. Colorado Springs, CO: Biblica Publishing, 2012. Bautch, Richard J. and J. Todd Hibbard, The Book of Isaiah: Enduring Questions Answered Anew: Essays Honoring Joseph Blenkinsopp and His Contribution to the Study of Isaiah. Grand Rapids, MI: Eerdmans, 2014. Blenkinsopp, Joseph. Isaiah 1-39: A New Translation with Introduction and Commentary. Anchor Bible. New York: Doubleday, 2000. _____. Isaiah 40-55: A New Translation with Introduction and Commentary. Anchor Bible. New York: Doubleday, 2002. _____. Isaiah 56-66: A New Translation with Introduction and Commentary. Anchor Bible. New York: Doubleday, 2003. _____. Opening the Sealed Book: Interpretations of the Book of Isaiah in Late Antiquity. Grand Rapids, MI: Eerdmans, 2006. Grey, Jacqueline. "The Book of Isaiah and Pentecostal Worship," in Lee Roy Martin, ed., Toward a Pentecostal Theology of Worship. Cleveland, TN: CPT Press, 2016. Moore, Rickie, D. "The Prophetic Calling: An Old Testament Profile and its Relevance for Today," Journal of the European Pentecostal Theological Association, XXIV (2004), pp. 16-29. Also published in Moore, Rickie D. The Spirit of the Old Testament. JPTSup 35. Dorset, UK: Deo Publishers, 2011, pp. 56-68. _____. "The Prophet as Mentor: A Crucial Facet of the Biblical Presentations of Moses, Elijah, and Isaiah," Journal of Pentecostal Theology, 15.2 (April 2007), pp. 155-172. Also published in Moore, Rickie D. The Spirit of the Old Testament JPTSup 35; Dorset, UK: Deo Publishers, 2011, pp. 69-85. Moore, Rickie D. and Brian N. Peterson, "Isaiah" in Voice, Word, and Spirit: A Pentecostal Old Testament Survey. Nashville, TN: Abingdon Press, 2017.</p>
<p>Other information / Sonstige Informationen:</p>	

BIBL 594 - SECOND TEMPLE / ZWEITER TEMPEL

Teacher / Dozent	Dr. P. Schmidgall																													
Semester	Spring / Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Modul provides a basis for the historical and theological developments during the intertestamental period and informs a study of the New Testament.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>25%</td> </tr> <tr> <td>Reading / Lektüre</td> <td>50</td> <td>25%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>25%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>5%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>5</td> <td>20%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	25%	Reading / Lektüre	50	25%	Phase 2	40	25%	Participation / Teilnahme am Unterricht	30	5%	Exam / Prüfung	5	20%	Phase 3	60	50%	Research Paper / Abschlussarbeit	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	25%																											
	Reading / Lektüre	50	25%																											
	Phase 2	40	25%																											
	Participation / Teilnahme am Unterricht	30	5%																											
	Exam / Prüfung	5	20%																											
	Phase 3	60	50%																											
	Research Paper / Abschlussarbeit	60	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>This course will give an overview of the History of the Second Temple and its literature. It will examine the role, function and theology of the various people groups with a special emphasis on their pneumatology.</p> <p>Ein Studium der Geschichte und der religiösen Literatur des Zweiten Tempels. Besondere Aufmerksamkeit werden dabei die verschiedenen religiösen Parteien und ihre Theologie, insbesondere Pneumatologie, erfahren.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives/Allgemeine Lernziele</p> <ol style="list-style-type: none"> 1. Trace the history of the Second Temple period / Überblick über die Geschichte des Zweiten Tempels 2. Study of the people groups of the Second Temple Period / Studium der verschiedenen Gruppen der Zeit des Zweiten Tempels 3. Reading of Second Temple Literature / Literatur der Zeit des Zweiten Tempels 4. Theologies (especially pneumatology) of Second Temple Period / Theologien (insbesondere Pneumatologie) der Zeit des Zweiten Tempels 5. Heighten personal awareness of history of religions dimensions of STP / Bewusstmachung der religionsgeschichtlichen Dynamik der ZdZZ 6. Enhance understanding of cultural values as well as religions / Bewusstmachung verschiedener kultureller Aspekte der ZdZZ 7. Introduce the concept of inclusive learning community in which individual differences are recognized and respected / Schaffung eines Lernkontextes in dem die Meinung des Einzelnen respektiert wird <p>B. Specific Learning Objectives/Spezifische Lernziele</p> <p>As a result of the activities and study in this course, the students should be able to:/ Auf der Grundlage der Aktivitäten und Studieneinheiten des Kurses sollte der Schüler folgendes erreichen:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts of the history of the Second Temple period / Überblick über die Geschichte des Zweiten Tempels 2. Awareness of history of religions dimensions of STP / Bewusstmachung der religionsgeschichtlichen Dynamik der ZdZZ 3. Compare and contrast religious and cultural values / Verständnis für verschiedene religiöse und kulturelle Aspekte der ZdZZ 4. Understand Christian faith and values in context of its time / Verstehen des christlichen Glaubens im Kontext der ZdZZ 5. Appreciate the concept of inclusive learning community / Wertschätzung eines inkludierenden Lernkontextes
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> 1. Introduction & Sources / Einführung & Quellen 2. Persian Period & Hellenistic Period 3. Daniel 11 & Aristeasbrief/Letter of Aristeas 4. Henoch & Jubilee 5. Maccabean Period/Zeit der Makkabäer & MacCLit (1-4) 6. Sadducees/Pharisees/Essenes & Priesthood and Temple Worship 7. Tempel in Jerusalem & Middot/Tamid 8. Pharisees & Psalm of Solomon 9. Essenes & Qumran & Writings of Qumran Community 10. 1QS/CD & TS/4QMMT 11. 1QM & 11QMelch 12. Roman Period & Rabbinic Literature 13. Pneumatology STP (Introduction) & Breck 79-165 14. Turner 19-79 15. Menzies 44-102 & Turner 82-138 16. T12P & 1QH 17. Jesus & Baltes 15-43 18. Baltes 44-69, 242-248, 348-355, 405-424 19. Baltes 487-586 & Conclusion
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textbooks (required reading):</p> <p>Baltes, Guido. Hebräisches Evangelium und synoptische Überlieferung. Tübingen: Mohr Siebeck, 2011.</p> <p>Breck, John. Spirit of Truth. The Holy Spirit in Johannine Tradition. Crestwood 1991.</p> <p>Charlesworth, James H. Old Testament Pseudepigrapha. Two volumes. New York 1983</p> <p>Danby, Herbert. The Mishnah. New York 1989.</p> <p>Hengel, Martin. The 'Hellenization' of Judea in the First Century after Christ. London: SCM Press 1989.</p> <p>Martinez, F.G. and E.J.C. Tigchelaar. The Dead Sea Scrolls. Study Edition. 2 vols. Leiden: Brill, 1998, 1999.</p> <p>Menzies, Robert P. Empowered for Witness. Sheffield 1994.</p> <p>Schürer, E. (Revised and edited by G. Vermes et al.) A History of the Jewish People in the Time of Jesus Christ. 5 vols. Edinburgh: Clark, 1973.</p> <p>Turner, Max. Power from on High: The Spirit of Prophecy in Luke Acts. Sheffield 1995.</p>
<p>Other information / Sonstige Informationen:</p>	

HEBR 501 - HEBREW I / HEBRÄISCH I

Teacher / Dozent	Dr. P. Schmidgall																													
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module gives a basic understanding of the Hebrew language and is to be followed by Hebrew II which will then enable students to handle Old Testament texts.																													
Course structure / Kursstruktur	Phase 2 is a two week intensive course.																													
Contact time / Kontaktzeit:	70 - 90 hours / Stunden	Self study / Selbststudium:	60 - 80 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>10%</td> </tr> <tr> <td>Readings / Lektüre</td> <td>50</td> <td>10%</td> </tr> <tr> <td>Phase 2</td> <td>80</td> <td>40%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>60</td> <td>10%</td> </tr> <tr> <td>Quizzes / Quiz</td> <td>20</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>20</td> <td>50%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>20</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	10%	Readings / Lektüre	50	10%	Phase 2	80	40%	Participation / Teilnahme am Unterricht	60	10%	Quizzes / Quiz	20	30%	Phase 3	20	50%	Exam / Prüfung	20	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	10%																											
	Readings / Lektüre	50	10%																											
	Phase 2	80	40%																											
	Participation / Teilnahme am Unterricht	60	10%																											
	Quizzes / Quiz	20	30%																											
	Phase 3	20	50%																											
	Exam / Prüfung	20	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	This course is designed to provide a basic understanding of the Hebrew language. Primary emphasis is placed on mastery of phonology, basic grammar and vocabulary. Dieser Kurs ist eine allgemeine Einführung in die hebräische Sprache. Hauptbetonung liegt auf der Phonologie, Grammatik und dem Erlernen von Vokabular.																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives/Allgemeine Kursziele</p> <ol style="list-style-type: none"> 1. Preparation for word-studies in Hebrew/ Vorbereitung zum Durchführen von heb. Wortstudien 2. Expose students to useful language acquisition techniques and communication strategies/Vorstellung verschiedener Methoden zum Erlernen einer Sprache sowie verschiedener Kommunikationstechniken 3. Heighten personal awareness of cross-cultural dimensions of language/Betonung der interkulturellen Dimension von Sprache 4. Enhance understanding of one's own and others' cultural values/Der Weg zu einer neuen Kultur geht über Sprache 5. Introduce the framework of an inclusive learning community in which individual differences are recognized and respected/Schaffung eines inklusiven Lernkontextes <p>B. Specific Behavioral Objectives/Besondere Kursziele</p> <p>Upon completion of the course the student will be able/ Dieser Kurs befähigt den Schüler</p> <ol style="list-style-type: none"> 1. To complete a comprehensive word-study in Hebrew / Erstellung von Wortstudien in Hebräisch 2. Reading proficiency in Hebrew/Lesen von Hebräisch 3. Use basic language acquisition techniques and appropriate communication strategies/Erste Kommunikationsübungen in der Zielsprache durchzuführen 4. Demonstrate an understanding of the cross-cultural dimensions language/Verständnis für Hebräisch im interkulturellen Kontext 5. Compare and contrast target cultural values/Verständnis und Wertschätzung für Kultur der Zielsprache 6. Identify and describe the concept of inclusive learning/Wertschätzung eines inklusiven Lernkontextes
<p>Outline / Inhalte:</p>	<p>Per session one lesson of the basic text will be covered. Grammar and additional readings will be supplemented.</p> <p>In jeder Lektion wird jeweils ein Kapitel des Textbuches durchgearbeitet. Grammatik und Leseübungen schließen sich daran an.</p>
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam after contact time / Eine Abschlussprüfung nach der Kontaktzeit</p>

<p>Core Literature / Kernliteratur:</p>	<p>Textbook: Lambdin, Thomas O. Lehrbuch des Bibel-Hebräisch. Hänssler, 1990.</p> <p>----- . Introduction to Biblical Hebrew. Scribners, 1971.</p> <p>Reading List: Biblia Hebraica Stuttgartensia, Deutsche Bibelgesellschaft Stuttgart, 1977.</p> <p>Brown, Francis. The Brown – Driver – Briggs – Gesenius Hebrew and English Lexicon, Peabody 1979.</p> <p>Gesenius, Wilhelm. Hebräisches und Aramäisches Handwörterbuch über das Alte Testament, Berlin 1987.</p> <p>Jenni, Ernst. Lehrbuch der Hebräischen Sprache des Alten Testaments. Basel, 1981.</p> <p>Naveh, Joseph. Early History of the Alphabet. Jerusalem: Hebrew University, 1997.</p> <p>Additional Learning aids: History of the Alphabet: http://www.usu.edu/markdamen/1320hist&civ/pp/slides/17alphabet.pdf</p> <p>History of the Hebrew Alphabet: https://www.youtube.com/watch?v=TOW3rCmEzhU</p> <p>Pronunciation of the Hebrew Alphabet: https://www.youtube.com/watch?v=74ih_gr8e9Q https://www.youtube.com/watch?v=Uz_m118Yheg</p>
<p>Other information / Sonstige Informationen:</p>	

HEBR 502 - HEBREW II / HEBRÄISCH II

Teacher / Dozent	Dr. P. Schmidgall																													
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	A fuller understanding of the Hebrew language provides a basis for exegetical courses, theology and biblical study, especially of the Old Testament.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>10%</td> </tr> <tr> <td>Readings / Lektüre</td> <td>50</td> <td>10%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>40%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Exam / Prüfung</td> <td>10</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Exegesis/Exegese</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	10%	Readings / Lektüre	50	10%	Phase 2	40	40%	Participation / Teilnahme am Unterricht	30	10%	Exam / Prüfung	10	30%	Phase 3	60	50%	Exegesis/Exegese	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	10%																											
	Readings / Lektüre	50	10%																											
	Phase 2	40	40%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Exam / Prüfung	10	30%																											
	Phase 3	60	50%																											
	Exegesis/Exegese	60	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>This course is the continuation of Hebrew I. It is designed to complete the student's understanding of Hebrew grammar and broaden his vocabulary in order to enable him to do exegetical work in the Old Testament. Study of the methodology of OT-Exegesis with a special emphasis on text-criticism, synchronic as well as diachronic analysis Dieser Kurs ist die Fortsetzung von Hebräisch I. Hauptbetonung liegt auf Grammatik und Vokabular mit dem Ziel dem Schüler das exegetische Arbeiten an alttestamentlichen Texten zu ermöglichen. Methodenlehre zur AT-Exegese mit einer besonderen Betonung auf Textkritik, sowie synchronische als auch diachronische Analyse</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives/Allgemeine Kursziele</p> <ol style="list-style-type: none"> 1. Completion of Grammatical Studies and preparation of exegetical work/Erlernen der Grammatik des AT-Hebräisch und des exegetischen Arbeitens am AT-Text 2. Expose students to useful language acquisition techniques and communication strategies/Vorstellung verschiedener Methoden zum Erlernen einer Sprache sowie verschiedener Kommunikationstechniken 3. Heighten personal awareness of cross-cultural dimensions of language/Betonung der interkulturellen Dimension von Sprache 4. Enhance understanding of one's own and others' cultural values/Der Weg zu einer neuen Kultur geht über Sprache 5. Introduce the framework of an inclusive learning community in which individual differences are recognized and respected/Schaffung eines inklusiven Lernkontextes <p>B. Specific Behavioral Objectives/Besondere Kursziele Upon completion of the course the student will be able/ Dieser Kurs befähigt den Schüler</p> <ol style="list-style-type: none"> 1. To complete comprehension of grammar of OT-Hebrew / Verstehen der Grammatik des AT-Hebräisch 2. Reading proficiency in Hebrew/Lesen von Hebräisch 3. Use basic language acquisition techniques and appropriate communication strategies/Erste Kommunikationsübungen in der Zielsprache durchzuführen 4. Demonstrate an understanding of the cross-cultural dimensions language/Verständnis für Hebräisch im interkulturellen Kontext 5. Compare and contrast target cultural values/Verständnis und Wertschätzung für Kultur der Zielsprache 6. Identify and describe the concept of inclusive learning/Wertschätzung eines inklusiven Lernkontextes
<p>Outline / Inhalte:</p>	<p>Per session one lesson of the basic text will be covered. Grammar and additional readings will be supplemented. In jeder Lektion wird jeweils ein Kapitel des Textbuches durchgearbeitet. Grammatik und Leseübungen schließen sich daran an.</p> <ol style="list-style-type: none"> 1. Introduction/Einführung 2. Text (Ruth/Rut) 3. Text criticism/Textkritik 4. Literary analysis/Literarische Analyse 5. Theological exegesis/Theologische Auslegung 6. Text and proclamation/Text und Verkündigung 7. Examination/Examen
<p>Examination / Prüfungsform(en):</p>	<p>One Final Exam during contact time / Eine Abschlussprüfung während der Kontaktzeit</p>

Core Literature / Kernliteratur:	<p>Textbook: Lambdin, Thomas O. Lehrbuch des Bibel-Hebräisch. Hänssler, 1990. ----- Introduction to Biblical Hebrew. Scribners, 1971.</p> <p>Reading List: Adam, G.; Kaiser, O., Kümmel, W.-G.; Merk, O. Einführung in die exegetischen Methoden. Gütersloh 2000. Aharoni, Yohanan. Das Land der Bibel. Eine historische Geographie. Neukirchen, 1984. Biblia Hebraica Stuttgartensia. A. Alt, et al., Hg. Stuttgart, 1967/77. Botterweck, G. J.; Ringgren, H.; Fabry, H.J., Hg. Theologisches Wörterbuch zum Alten Testament, 10 Bde. Stuttgart, 1973ff. Childs, Brevard S. Biblical Theology in Crisis. Philadelphia, 1970. Dreytza, M.; Hilbrands, W.; Schmid, H., Hrsg. Das Studium des Alten Testaments. Eine Einführung in die Methoden der Exegese. Wuppertal, 2002. Gunkel, Hermann. Einleitung in die Psalmen. Die Gattungen der religiösen Lyrik Israels. Göttingen, 1933. Gesenius, Wilhelm. Hebräisches und aramäisches Handwörterbuch über das alte Testament. Berlin, 1962. Haacker, Klaus und Hanspeter Hempelmann. Veritas Hebraica. Die hebräische Grundlage der biblischen Theologie als exegetische und semantische Aufgabe. Wuppertal, 1989. Hayes, John H. Old Testament Form Criticism. San Antonio, 1974, Jenni, Ernst. Lehrbuch der Hebräischen Sprache des Alten Testaments. Basel, 1981. Jenni, Ernst und Claus Westermann, Hg. Theologisches Handwörterbuch zum Alten Testament, 2 Bde. Gütersloh, 1994/95. Kraus, Hans-Joachim. Geschichte der historisch-kritischen Erforschung des Alten Testaments. Göttingen, 1988. Mittmann, Siegfried und Götz Schmitt, Hg. Tübinger Bibelatlas. Stuttgart, 2001. Pritchard, James B., Hg. Ancient Near Eastern Texts Relating to the Old Testament. With Supplement (ANET). Princeton, 1969. Rahlf's Alfred (Hg.). Septuaginta. 2 Bde. Stuttgart, 1966. Steck, Odil Hannes. Exegese des Alten Testaments. Leitfaden der Methodik. Ein Arbeitsbuch für Proseminare, Seminare und Vorlesungen. Neukirchen, 1999. Stuart, Douglas. Old Testament Exegesis. A Primer for Students and Pastors. Philadelphia, 1980. Tal, Abraham. The Samaritan Pentateuch. Tel Aviv, 1994. The Old Testament in Syriac according to the Peshitta Version. Leiden, 1966ff. Tov, E. Der Text der Hebräischen Bibel. Stuttgart 1997. Weil Gérard E. (Hg). Weil Massorah (1). Rom 1971. Wonneberger, Reinhard. Leitfaden zur Biblia Hebraica. Göttingen 1984. Würthwein, E. Der Text des Alten Testaments. Stuttgart 1988.</p>
Other information / Sonstige Informationen:	

MMST 534 - PRACTICAL THEOLOGY / PRAKTISCHE THEOLOGIE

Teacher / Dozent	Dr. C. Simpson		
Semester	Fall / Herbst	Duration / Dauer:	15 Weeks / Wochen
Frequency / Turnus:	every two years / alle zwei Jahre		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Intensive / Kompakt		
Applicability / Verwendbarkeit	This Module accepts that students are already engaged in practical ministry. They are to be encouraged to objective analyse their ministry situation and apply previous learning.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	40	30%
	Description of the ministry setting / Beschreibung des Dienstes	5	10%
	Journal	30	10%
	Discuss / Diskussion	5	10%
	Phase 2	100	50%
	Questionnaire	20	10%
	Discuss	30	10%
	Development of Small Group Bible Study / Entwicklung der Kleingruppen Bibelstudium	50	30%
	Phase 3	10	20%
	Final Tutorial / Abschließendes Tutorial	10	20%
	Total / Summe	150	100%

<p>Content of the Module / Kursbeschreibung:</p>	<p>This Module is designed to provide academic recognition for the time spent in practical ministry in a Church or similar setting concurrent with the part-time Master of Arts in Pentecostal-Charismatic Studies. In addition it encourages the students to apply their learning in a practical manner and to evaluate the worth of their study materials, insights gained and even changes in their philosophy of ministry.</p> <p>Typically a student may be involved for 10 hours per week in a ministerial setting, including five hours of contact time e.g. Youth Meeting, Church Service, Small Group, Counselling, Elders' Meeting. Worship Team practice, plus at least five hours of preparation and personal devotions.</p> <p>This Module will run for 15 weeks during which each student will undertake the following ensuring prompt submission of each task.</p>
<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General</p> <p>This course seeks to:</p> <ol style="list-style-type: none"> 1. Enable students to analyse the ministry within a church or similar setting. 2. Encourage an awareness of the comprehensive ministry opportunities in a church setting. 3. Develop a prayer journal and evaluate their personal ministry involvement. 4. Apply the truths and teaching that they have learned in the theological and biblical Modules. 5. Ascertain the value of good preparation and subsequent evaluation. <p>B. Specific</p> <p>As a result of the study and activities of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Produce a series of sermons or bible studies on specific topics or themes that have been learned from previous modules in order to apply acquired knowledge. 2. Compare and contrast the various ministries in a local church setting and be aware of the various stages of human psychological development in child and youth ministry. 3. Engage in online discussion with fellow students to develop a critical awareness of each unique situation. 4. Honestly evaluate and appraise their own ministerial contributions. 5. Analyse their own philosophy of ministry and be willing to make changes or allow for developmental theology on a personal level.

Outline / Inhalte:	<ol style="list-style-type: none"> 1. A personal Evaluation of the ministry setting and philosophy of ministry 2. A personal devotional journal 3. Tutorials, three in total either face to face or by skype 4. Visit, observe and evaluate each of the various ministries conducted in the ministry setting, whether or not the student is involved in them. 5. Engage in a discussion group with their peers every two weeks. 6. Develop and run a series of small group bible studies or a sermon series on a topic or theme which has been studied in previous modules. 7. Final tutorial to ascertain learning progress and development, identifying changes through time and how well the student has been able to self-evaluate and to incorporate suggested changes.
Examination / Prüfungsform(en):	The final exam is an oral final tutorial which assesses the students progress, learning and development.
Core Literature / Kernliteratur:	<p>Reading List:</p> <p>Anderson, Robert C. The Effective Pastor. Chicago, IL. Moody, 1998.</p> <p>Cannon, Tom. Practical Ministry. Jonesborough, TN. Preacher's Kid Press, 2010.</p> <p>Price, Frederick K.C. Practical Suggestions for Successful Ministry. Lake Mary, FL. 2016.</p>
Other information / Sonstige Informationen:	

PHIL 552 - PHILOSOPHY OF RELIGION / RELIGIONSPHILOSOPHIE

Teacher / Dozent	Dr. T. Cross																										
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen																								
Frequency / Turnus:	every two years / alle zwei Jahre																										
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																								
Modulformat	Intensive / Kompakt																										
Applicability / Verwendbarkeit	This Module is essential to theological courses which engage in reasoning about God, his existence and his sovereignty. The philosophical reflection on faith and reason, theodicy and related topics will be of benefit in all other theological courses.																										
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																										
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																								
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																										
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Journal / Lektüre & Lesetagebuch</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>30%</td> </tr> <tr> <td>Participation & Discussions/ Teilnahme am Unterricht & Diskussionen</td> <td>40</td> <td>30%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Journal / Lektüre & Lesetagebuch	50	20%	Phase 2	40	30%	Participation & Discussions/ Teilnahme am Unterricht & Diskussionen	40	30%	Phase 3	60	50%	Research Paper / Abschlussarbeit	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																								
	Phase 1	50	20%																								
	Readings & Journal / Lektüre & Lesetagebuch	50	20%																								
	Phase 2	40	30%																								
	Participation & Discussions/ Teilnahme am Unterricht & Diskussionen	40	30%																								
	Phase 3	60	50%																								
	Research Paper / Abschlussarbeit	60	50%																								
Total / Summe	150	100%																									
Content of the Module / Kursbeschreibung:	<p>This course undertakes a critical analysis and evaluation of reasoning about God. Topics covered include the concept of God, arguments for and against God's existence, the relation between faith and reason, the problem of evil, religious pluralism, and other related topics.</p> <p>This course provides an introduction to contemporary philosophical reflection on the concept of God, arguments for and against God's existence, the problem of evil, the relation between faith and reason, and related topics in the philosophy of religion. Assigned readings and class discussions will focus on selected basic questions, such as: a) What is religion b) What is classical theism and is it coherent? c) What rational arguments or grounds are there for theism and also for atheism/agnosticism? d) What is the nature of faith? Is it rational? Does it have to be? e) Could a perfectly good God permit evil or the sort of evil that occurs? f) If God exists, what difference might this make to human existence and to one's own life? g) What are some of the major obstacles to religious faith in our postmodern world?</p>																										

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Introduce students to philosophical reflection on classical theism. 2. Provide a detailed analysis of main arguments for and against God's existence. 3. Relate philosophical reflection on the nature of God to other central philosophical issues such as the nature of freedom, the problem of evil, and the origin of morality. 4. Relate philosophical reflection on arguments for and against God's existence to other important philosophical topics such as the relation of faith and reason, the nature and availability of knowledge, and the justification of religious belief. 5. Introduce students to a wide range of philosophers of religion and their views on such topics as miracles, life after death, the problem of evil, and religious pluralism. 6. Introduce students to social and scientific perspectives on religion. <p>B. Specific Behavioral Objectives As a result of the study and activities of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Thoughtfully and carefully discuss the concept of God and related philosophical debates about the nature of freedom, the problem of evil, and the origin and objectivity of morality 2. Explain and assess the main arguments for and against God's existence in the history of western thought 3. Demonstrate a basic grasp of issues related to the problem of faith's relation to reason and the justification of religious belief 4. Explain and assess the positions of leading philosophers of religion 5. Explain and critically analyze the coherence of classical theism 6. Show ability to discuss social and scientific perspectives on religion
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> 1. What is Philosophy of Religion? 2. The Relation between Faith and Reason 3. The Idea of God and God's Existence 4. Modern/Postmodern World Views and Theistic Issues 5. The Problem of Evil 6. Life After Death 7. Miracles 8. Science and Religion 9. Religious Pluralism

<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a research paper / Die Abschlussprüfung ist eine Abschlussarbeit TOPIC: "Faith and Reason in Pentecostal Perspective" For the purposes of this paper the term Pentecostal is used to refer to views that reflect an openness to the full operation of the Holy Spirit in the church and the world. It is not used with regard to particular Pentecostal traditions or denominations. Some issues that need to be addressed might include:</p> <ul style="list-style-type: none"> A. Some understanding of where a Pentecostal understanding of faith/reason would be located in the Western philosophical tradition (e.g. premodern, modern, postmodern, or in a totally unique manner) B. Since this is basically an epistemological issue, one would need to identify/ describe what a Pentecostal epistemology would look like and how that epistemology would be reflected in 1) how Pentecostals read the Bible, and 2) how Pentecostals do theology C. Is a Pentecostal epistemology essentially relevant or irrelevant in a postmodern context? Why/Why Not? D. How do Pentecostals relate faith and reason? Are Pentecostals, for example, fideists, neutralists, are they open to critical dialogue with others? Explain. In your view, how should faith and reason relate? E. How do you reconcile your view of faith/reason with the biblical teaching that the Holy Spirit is the "Spirit of Truth"? Do you view the Holy Spirit as the true source and mediator of rationality? What does this say about natural reason?
<p>Core Literature / Kernliteratur:</p>	<p>Textbooks: Rowe, William L. <i>Philosophy of Religion: An Introduction</i>. 4th ed. Belmont, CA: Wadsworth Publishing Co., 2007. Pojman, Louis P. and Rea, Michael. <i>Philosophy of Religion: An Anthology</i>. 5th ed. Belmont, CA: Wadsworth Publishing Co., 2008.</p> <p>Reading List: Ervin, Howard M. "Hermeneutics: A Pentecostal Option," <i>Pneuma: Journal of the Society for Pentecostal Studies</i> 3:2 [fall 1981]: 11-25. Evans, C. Stephan. <i>Philosophy of Religion: Thinking about Faith</i>. Downers Grove, Ill: InterVarsity Press, 1985 Land, Steven J. <i>Pentecostal Spirituality: A Passion for the Kingdom</i>. Sheffield, England: Sheffield Academic Press, 1993. Penner, Myron B., ed. <i>Christianity and the Postmodern Turn</i>. Grand Rapids: Brazos Press, 2005. Smith, James K.A. <i>Thinking in Tongues</i>. Grand Rapids: Eerdmans, 2010. _____. <i>Desiring the Kingdom</i>. Grand Rapids: Baker, 2009. Yong, Amos. <i>Spirit-Word-Community</i>. Aldershot: Ashgate Pub., 2002.</p>
<p>Other information / Sonstige Informationen:</p>	

THEO 553 - HISTORY OF DOCTRINES II / DOGMENGESCHICHTE II

Teacher / Dozent	Dr. T. Cross																													
Semester	Spring / Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module seeks to inform the students of the historical basis and development of the major doctrines and theological loci. This provides a solid basis for further theological study and practical theology.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>25%</td> </tr> <tr> <td>Reading & Reflection paper / Lektüre & Rezension</td> <td>50</td> <td>25%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>25%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Presentations / Präsentationen</td> <td>10</td> <td>15%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	25%	Reading & Reflection paper / Lektüre & Rezension	50	25%	Phase 2	40	25%	Participation / Teilnahme am Unterricht	30	10%	Presentations / Präsentationen	10	15%	Phase 3	60	50%	Research Paper / Abschlussarbeit	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	25%																											
	Reading & Reflection paper / Lektüre & Rezension	50	25%																											
	Phase 2	40	25%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Presentations / Präsentationen	10	15%																											
	Phase 3	60	50%																											
	Research Paper / Abschlussarbeit	60	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>This course provides a study of major Christian doctrines as understood through the writings of seminal theologians of the Church up to the eighteenth century. By placing each theologian within a historical context, this course will allow the controversies and major movements of each period to dictate the doctrines to be discussed. This course intends to provide the student with a basic grasp of the contour and shape of doctrinal development from the early church to the eighteenth century, as viewed through the lenses of major theologians, controversies or movements within each period.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Provide a chronological and genetic development of select doctrines through the history of Christian thought up to the twentieth century 2. Describe the philosophical and theological origins of the doctrines within the period to be studied 3. Relate theologians on their own terms from each specific historical context and the issues comprising that context 4. Explain the connections between various theologians and demonstrate how each thinker read previous theologians in light of their own concerns 5. Expose students to as many primary texts as possible <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain how certain doctrines developed through the history of the Church up to the twentieth century 2. Identify the philosophical and theological bases for each doctrine within the period to be studied 3. Demonstrate an awareness of the theological concerns expressed within each period studied 4. Compare and contrast various doctrinal perspectives with attention to how later theologians appropriated earlier ones 5. Identify and explain the basic content of primary texts covered
<p>Outline / Inhalte:</p>	<p>A. Historical Interlude I: Protestant Reformation (1517-1564) B. Historical Interlude II: Catholic Reformation (1545-1617) C. FIRST DOCTRINAL LOCUS: JUSTIFICATION BY FAITH, PART 1 D. Historical Interlude III: Protestant Scholasticism (1564-1700) E. Historical Interlude V: Evangelical Awakenings & Enlightenment (1700-1799) F. SECOND DOCTRINAL LOCUS: Sanctification G. THIRD DOCTRINAL LOCUS: Theological Anthropology H. FOURTH DOCTRINAL LOCUS: Scripture, Revelation, Historicity, & Truth I. FIFTH DOCTRINAL LOCUS: ECCLESIOLOGY: The Doctrine of the Church</p>
<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a research paper / Die Abschlussprüfung ist eine Abschlussarbeit.</p>

Core Literature / Kernliteratur:	<p>Textbook: Gonzalez, Justo L. A History of Christian Thought: From the Protestant Reformation to the Twentieth Century. Revised edition. Vol. 3, Nashville, TN: Abingdon Press, 1988.</p> <p>Reading List: Martin Luther, On the Freedom of Christians John Calvin, Institutes of the Christian Religion, Book III, chapters 11-19 The Council of Trent on Justification The Joint Declaration on Justification by the Lutheran World Federation and the Catholic Church, 1999 Clark Pinnock, A Theology of the Holy Spirit, chapter 5, "Spirit and Union" Dietrich Bonhoeffer, The Cost of Discipleship (see section 31, 32 "The Saints" and "The Image of Christ.") Martin Luther, Commentary on Galatians John Calvin, Institutes of the Christian Religion, I, chapters 1-8 A.A. Hodge, Outlines of Theology (1879); reprinted Eerdmans, 1948, pp. 66-69 F.D.E. Schleiermacher, The Christian Faith Karl Barth, Church Dogmatics Vol I, Ch. 1 Emil Brunner, Truth as Encounter Martin Buber, I/Thou Rudolf Bultmann, Jesus Christ and Mythology Karl Rahner, Foundations of the Christian Faith J.I. Packer, God Has Spoken Stanley Hauerwas, Why Narrative? J.A. Dornier, History of the Development of the Doctrine of the Person of Christ Frederich Schleiermacher, The Christian Faith secs. 88, 94 Karl Barth, The Humanity of God (an essay) Dietrich Bonhoeffer, Christ the Center D.M. Baillie, God was in Christ Jurgen Moltmann, The Crucified God George S. Hendry, The Gospel of the Incarnation John B. Cobb, Christ in a Pluralistic Age Jon Sobrino, Christology at the Crossroads: A Latin American Approach Daniel Migliore, Faith seeking Understanding (ch 9, pp 165-184) Hodgson and King, Christian Theology: An Introduction to its Traditions and Tasks (ch 10, pp 248-273) Karl Barth, Church Dogmatics, IV/1-3 Veli-Matti Karkkainen, Pneumatology (chs 1,3,4,5,6) James K.A. Smith, Thinking in Tongues (chs 2,3) Frank Macchia, Baptized in the Spirit: A Global Pentecostal Theology (chs. 4,6)</p>
Other information / Sonstige Informationen:	

THEO 571 - THEOLOGY SEMINAR LUTHER / LUTHERSEMINAR

Teacher / Dozent	Dr. T. Cross		
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen
Frequency / Turnus:	every two years / alle zwei Jahre		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Intensive / Kompakt		
Applicability / Verwendbarkeit	For Theology students in Germany an understanding of Luther's Theology is essential. The application of this knowlegde to present and future ministry opportunities is invaluable and informs the module on German Pentecostalism and the Lutheran Reception into Pentecostal-Charismatic Theology.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	50	30%
	Readings	30	10%
	Responses to Questions / Antworten zu den Fragen	10	10%
	Reading & Reflection paper / Lektüre & Rezension	10	10%
	Phase 2	40	30%
	Participation / Teilnahme am Unterricht	30	10%
	Presentations / Präsentationen	10	20%
	Phase 3	60	40%
	Research Paper / Abschlussarbeit	60	40%
	Total / Summe	150	100%
Content of the Module / Kursbeschreibung:	<p>This course will focus on the writings of Martin Luther, placing his thought within the broader historical and cultural context of late medieval Catholicism and the Renaissance. Luther's early theological writings and the Reformation that they helped to spawn will be examined along with his later theological writings.</p> <p>This course is intended to engage students in the theology of Martin Luther through study of the primary sources written by him. Given the importance of Luther's legacy on Protestantism, it is important for graduate students to have a comprehensive and in-depth understanding of the various aspects of his thought.</p>		

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Introduce students to the study of the Reformation period in general and the study of Martin Luther in particular. 2. Offer an overview of the life and theology of Martin Luther. 3. Interpret the various genres of theological writing from Martin Luther by reading, analyzing, and contrasting them with other writers from the time period (both Catholic and Protestant). 4. Describe the historical background to Luther's Reformation 'discovery.' 5. Examine the way that theological opposition and debate toward Luther's ideas helped to shape the way Luther's own theology developed. 6. Offer an overview of the intellectual and spiritual climate of the late medieval period and the influence it held on Luther's thought. 7. Evaluate the legacy of Luther's theology on Protestantism and Lutheranism. 8. Compare and contrast the theology of Luther with that of other Reformers. 9. Develop a model (interpretive 'grid') for reading Luther's writings. 10. Demonstrate the importance of various aspects of Luther's doctrine on the church today. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the late medieval background upon Luther's Reformation discovery and development of his theology. 2. Outline an overview of Luther's life and theology (for this latter, particularly from a timeline of his writings). 3. Construct an interpretive model for reading Luther's theological writings. 4. Identify the ways that theological opposition to Luther's thought shaped Luther's own theology. 5. Evaluate the legacy of Luther's theology. 6. Compare and contrast Luther's theology with that of other Reformers. 7. Assess the value of Luther's thought for the church today.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> 1. Forerunners to the Protestant Reformation and Luther 2. Luther's Early Story 3. Luther Stumbles into Reform with the Church of Rome 4. Luther Leads Reform for his People 5. Luther's Theological Legacy
<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a research paper / Die Abschlussprüfung ist eine Abschlussarbeit</p>

Core Literature / Kernliteratur:	<p>Textbooks: Luther, Martin. <i>Martin Luther: Selections from His Writings</i>. Edited and translated by John Dillenberger. Garden City, NY: Anchor Books/Doubleday & Company, 1961. Oberman, Heiko A. <i>Luther: Man Between God and the Devil</i>. Translated by Eileen Walliser-Schwarzbart (New Haven, CT: Yale University Press, 1989).</p> <p>Recommended Texts: Althaus, Paul. <i>The Theology of Martin Luther</i>. Translated by Robert C. Schultz. Philadelphia, PA: Fortress Press, 1966. Lohse, Bernhard. <i>Martin Luther's Theology: Its Historical and Systematic Development</i>. Translated by Roy A. Harrisville. Minneapolis, MN: Fortress Press, 2011.</p> <p>Reading List: Cameron, Euan. <i>The European Reformation</i>. Oxford: The Clarendon Press, 1991. Domröse, Sonja. <i>Frauen der Reformationszeit</i>. Göttingen: Vandenhoeck & Ruprecht, 2010. Hillerbrand, Hans J. <i>The Protestant Reformation</i>. Revised edition. Perennial Publishers, 2009. Luther, Martin. <i>The Bondage of the Will</i>. Translated by James I. Packer and O. R. Johnston. Grand Rapids, MI: Fleming H. Revell/Baker Books, 1957. _____. <i>Luther: Lectures on Romans</i>. Translated and edited by Wilhelm Pauck. In <i>The Library of Christian Classics</i>. Edited by John Baillie, John T. McNeill, and Henry P. Van Dusen. Philadelphia, PA: The Westminster Press, 1961. Mannermaa, Tuomo. <i>Christ Present in Faith: Luther's View of Justification</i>. Edited by Kirsi Stjerna. Minneapolis, MN: Fortress Press, 2005. McGrath, Alister E. <i>Reformation Thought: An Introduction</i>. Second edition. Oxford: Blackwell Publishers, 1993. _____. <i>The Intellectual Origins of the European Reformation</i>. Oxford: Blackwell Publishers, 1987. Oberman, Heiko A. <i>The Dawn of the Reformation: Essays in Late Medieval and Early Reformation Thought</i>. Grand Rapids, MI: Eerdmans, 1992. _____. <i>The Reformation: Roots and Ramifications</i>. Translated by Andrew C. Gow. Grand Rapids, MI: Eerdmans, 1994. _____. <i>The Impact of the Reformation</i>. Grand Rapids, MI: Eerdmans, 1994. Ozment, Steven. <i>The Age of Reform, 1250-1550: An Intellectual and Religious History of Late Medieval and Reformation Europe</i>. New Haven, CT: Yale University Press, 1981. <i>The Table Talk of Martin Luther</i>. Edited by Thomas S. Kepler. Translated by William Hazlitt. Mineola, NY: Dover Publications, 2005. Watson, Philip S. <i>Let God be God: An Interpretation of the Theology of Martin Luther</i>. Eugene, OR: Wipf & Stock Publishers, 2000 (reprint).</p>
Other information / Sonstige Informationen:	

THEO 573 - PENTECOSTAL THEOLOGY / PENTEKOSTALE THEOLOGIE

Teacher / Dozent	Dr. C. Simpson		
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen
Frequency / Turnus:	every two years / alle zwei Jahre		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Intensive / Kompakt		
Applicability / Verwendbarkeit	This Module is fundamental to the course of study and is applicable to all theological modules in particular Contemporary Theology, German Pentecostals and the Lutheran Reception modules.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	60	25%
	Readings & Responses / Lektüre & Rezension	40	15%
	Readings & Critical Analysis / Lektüre & Kritische Analyse	20	10%
	Phase 2	40	25%
	Participation / Teilnahme am Unterricht	30	10%
	Presentation / Präsentation	10	15%
	Phase 3	50	50%
	Research Paper / Abschlussarbeit	50	50%
	Total / Summe	150	100%
Content of the Module / Kursbeschreibung:	<p>This course will consider the theological development of the Pentecostal movement, with a view to rehearsing past theological views as well as future systematic possibilities. Topics to be examined will be the classical doctrines of theology as well as issues of healing, the Five-fold Gospel, experience and theological methodology, and the role of glossolalia and the gifts of the Spirit.</p> <p>This course is intended to engage the graduate student in the recent development of theology among Pentecostals, focusing in particular on the areas of theological methodology, experience and epistemology, and various doctrinal loci as seen through a Pentecostal lens.</p>		

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. provide a historical perspective of the theological roots of Pentecostal thought. 2. describe the theological trends among early Pentecostal thinkers. 3. explain the connections between various traditional doctrines that Pentecostals share with other Christians as well as explain the differences. 4. demonstrate the need for theological reflection in Pentecostalism. 5. suggest future orientations and directions for Pentecostal theology. 6. compare and contrast various proposed theological models for Pentecostal theology. 7. inspect the role of experience in relation to theological reflection and epistemology. 8. offer an overview of Pentecostal ways of engaging and understanding traditional doctrinal loci. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain how the various doctrines studied can be conceived through the lens of Pentecostalism. 2. Identify the historical and theological roots of Pentecostal theology. 3. Compare and contrast various models of Pentecostal theology. 4. Sketch the possibilities for future theological endeavor within the Pentecostal movement. 5. Appraise the influence of evangelicalism on Pentecostal thought. 6. Relate the role of experience with Pentecostal theological reflection.
<p>Outline / Inhalte:</p>	<p>A. The Challenge of Pentecostalism and Theology B. The Relation of Evangelical Theology and Pentecostal Theology C. Can there be a Pentecostal Systematic Theology? D. Theological Roots of Pentecostal Theology E. Scripture, Hermeneutics and Pentecostals F. Soteriology and Pentecostal Theology G. Sanctification and Pneumatology in Pentecostal Theology H. Ecclesiology and Pentecostal Theology I. Eschatology and Pentecostal Theology</p>
<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a reasearch paper / Die Abschlussprüfung ist eine Abschlussarbeit.</p>

Core Literature / Kernliteratur:	<p>Reading List:</p> <p>Albrecht, Daniel E. 1999. Rites in the Spirit: A Ritual Approach to Pentecostal/Charismatic Spirituality. Sheffield Academic Press</p> <p>Anderson, Allan H & Hollenweger, Walter J (eds.) 1999. Pentecostals After a Century: Global Perspectives on a Movement in Transition. Sheffield Academic Press</p> <p>Anderson, Allan 2000. Zion and Pentecost: The Spirituality and Experience of Pentecostal and Zionist/Apostolic Churches in South Africa. Pretoria: University of South Africa Press</p> <p>Anderson, Allan & Tang, Edmond (eds.) 2005. Asian and Pentecostal: The Charismatic Face of Asian Christianity. Oxford: Regnum & Baguio City, Philippines: APTS Press</p> <p>Burgess, SM & van der Maas, E (eds) 2003. New International Dictionary of Pentecostal and Charismatic Movements. Grand Rapids: Zondervan</p> <p>Cox, Harvey 1996. Fire From Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-First Century. London: Cassell</p> <p>Dayton, Donald W 1987. Theological Roots of Pentecostalism. Metuchen, NJ: Scarcrow Press</p> <p>Dempster, MA, Klaus, BD & Petersen, D (eds) 1991. Called and Empowered: Global Mission in Pentecostal Perspective. Peabody: Hendrickson</p> <p>Dempster, MA, Klaus, BD & Petersen, D (eds) 1999. The Globalization of Pentecostalism: A Religion Made to Travel. Oxford: Regnum</p> <p>Faupel, D William 1996. The Everlasting Gospel: The Significance of Eschatology in the Development of Pentecostal Thought. Sheffield: Sheffield Academic Press</p> <p>Hilborn, David (ed.) 2001. 'Toronto' in Perspective: Papers on the New Charismatic Wave of the mid-1990s. Carlisle: Paternoster</p> <p>Hollenweger, Walter J 1972. The Pentecostals. London: SCM</p> <p>Hollenweger, Walter J 1997. Pentecostalism: Origins and Developments Worldwide. Peabody: Hendrickson</p> <p>Jacobsen, Douglas 2003. Thinking in the Spirit: Theologies of the Early Pentecostal Movement. Bloomington, IN: Indiana University Press.</p> <p>Johns, Cheryl B 1993. Pentecostal Formation: a pedagogy among the oppressed. Sheffield Academic Press</p> <p>Land, Steven J 1993. Pentecostal Spirituality: A Passion for the Kingdom. Sheffield: Sheffield Academic Press</p> <p>Perriman, Andrew (ed) 2003. Faith Health and Prosperity: A Report on 'Word of Faith' and 'Positive Confession' Theologies by ACUTE. Carlisle: Paternoster</p> <p>Yong, Amos 2000. Discerning the Spirit(s): A Pentecostal-Charismatic Contribution to Christian Theology of Religions. Sheffield: Sheffield Academic Press</p> <p>Yong, Amos 2005. The Spirit Poured Out On All Flesh: Pentecostalism And The Possibility Of Global Theology. Grand Rapids: Baker Academic</p>
Other information / Sonstige Informationen:	

THEO 575 - CONTEMPORARY THEOLOGY / ZEITGENÖSSISCHE THEOLOGIE

Teacher / Dozent	Dr. S. Jenkins																													
Semester	Spring / Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module seeks to place Pentecostal-Charismatic Theology in the general theological milieu in particular evangelical theology and to investigate the contribution of more recent scholarly academic work. It is essential for all theological modules.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Journals / Lektüre & Lesetagebücher</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>30%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Presentations / Präsentationen</td> <td>10</td> <td>20%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Journals / Lektüre & Lesetagebücher	50	20%	Phase 2	40	30%	Participation / Teilnahme am Unterricht	30	10%	Presentations / Präsentationen	10	20%	Phase 3	60	50%	Research Paper / Abschlussarbeit	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Journals / Lektüre & Lesetagebücher	50	20%																											
	Phase 2	40	30%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Presentations / Präsentationen	10	20%																											
	Phase 3	60	50%																											
	Research Paper / Abschlussarbeit	60	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	<p>A study of the major people, movements and issues in contemporary religious thought, evaluating them in the light of evangelical Christianity. Seeks to clarify the structure and method of contemporary theological thinking and explores the relationship between contemporary religious thought and the broader intellectual and cultural context of modern life.</p> <p>This course is intended to provide an overview of the significant people and trends of the theological landscape in the past two centuries. Such an overview will expose students to the variety of theological approaches throughout the world and will thereby more adequately equip students for an understanding of the current theological scene.</p>																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Provide an overview of significant theologians and trends of thought in contemporary theology. 2. Explain the connections between various theologians' expressions of doctrine throughout the modern era. 3. Demonstrate the cultural and historical setting of each theologian's doctrinal expression. 4. Relate the historical development of these doctrines to the formulation and meaning of theology in the contemporary church and academy. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the cultural and historical background of each theologian's thought. 2. Identify the philosophical and theological bases for each theological trend. 3. Demonstrate an understanding of the theological connections between major Christian thinkers from 1800 to the present. 4. Compare and contrast various theologians' understandings of the doctrines studied.
<p>Outline / Inhalte:</p>	<p>A. The Historical and Philosophical Background of the Nineteenth Century: 1799-1914 B. The Theology of the Word of God: A Theology of Crisis? C. Christian Existentialism D. Christian Realism: A Post-Liberal American Theology E. Roman Catholic Theology after Vatican II (1962-1965) F. Contextual Theologies: Political Theology & Liberation Theology G. Process Theology H. Theologies of Fundamentalism, Evangelicalism, and Pentecostalism(s) I. The Types of Modern Theology According to Hans Frei J. Where in the 21st Century?</p>
<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a research paper focusing on a particular theologian of the 20th century or a particular theological problem or a theological issue</p>

Core Literature / Kernliteratur:	<p>Textbooks:</p> <p>Livingston, James C. and Francis SchüsslerFiorenza. Modern Christian Thought: The Enlightenment and the Nineteenth Century. Volume 1. 2nd edition. Minneapolis: Fortress Press, 2006.</p> <p>Livingston, James C. and Francis SchüsslerFiorenza. Modern Christian Thought: The Twentieth Century. Volume 2. 2nd edition. Minneapolis: Fortress Press, 2006.</p> <p>Reading List:</p> <p>Barth Karl. Die protestantische Theologie im 19. Jahrhundert. Zürich: Theologischer Verlag, 1946.</p> <p>Ebertshäuser, Rudolf. Die charismatische Bewegung im Licht der Bibel. Bielefeld: CLV Verlag, 1995.</p> <p>Fleming, Ken. Biblische Prinzipien des Gemeindegewachstums. Bielefeld: Bethanien Verlag, 2001.</p> <p>Ellingsen, Mark. The Evangelical Movement: Growth, Impact, Controversy, Dialog. Minneapolis: Augsburg Press, 1988.</p> <p>Gunton, Colin E. Theology through the Theologians: Selected Essays, 1972 - 1995. London: T & T Clark, 1996.</p> <p>Grenz, Stanley J. and Roger E. Olson. 20th-Century Theology: God and the World in a Transitional Age. Downers Grove, IL: InterVarsity Press, 1992.</p> <p>Gundry, Stanley and Alan F. Johnson. Tensions in Contemporary Theology. Grand Rapids, MI: Baker Book House, 1983.</p> <p>Lindbeck, George A. The Nature of Doctrine: Religion and Theology in a Postliberal Age. Philadelphia: The Westminster Press, 1984.</p> <p>MacQuarrie, John. Twentieth-Century Religious Thought. New York: Charles Scribner's Sons, 1981.</p> <p>McGrath, Alister. (Editor) The Blackwell Encyclopedia of Modern Christian Thought. Oxford: Basil Blackwell, 1993.</p> <p>Packer, J. I. "Fundamentalism" and the Word of God. Grand Rapids, MI: Eerdmans, 1958, reprint 1990.</p> <p>Pinnock, Clark H. Tracking the Maze. San Francisco: Harper & Row, 1990.</p> <p>Smith, David L. A Handbook of Contemporary Theology. Grand Rapids, MI: Baker Book House, 1998.</p> <p>The Modern Theologians: An Introduction to Christian Theology in the Twentieth Century. Edited by David F. Ford. Second Edition. Oxford: Blackwell Publishers, Ltd., 1997.</p>
Other information / Sonstige Informationen:	

THEO 580 - TRINITY / TRINITÄT

Teacher / Dozent	Dr. T. Cross		
Semester	Spring / Frühjahr	Duration / Dauer:	8 Weeks / Wochen
Frequency / Turnus:	every two years / alle zwei Jahre		
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden
Modulformat	Intensive / Kompakt		
Applicability / Verwendbarkeit	This Module seeks to enable the student to grasp one of the more difficult theological topics. It is related to courses in pentecostal and contemporary theology and the history of doctrine.		
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)		
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)		
Evaluation / Leistungsnachweise:	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung
	Phase 1	50	25%
	Readings & Journal / Lektüre & Lesetagebuch	30	15%
	Readings & Preparation for Discussion Project / Lektüre & Vorbereitung für das Diskussionsprojekt	20	10%
	Phase 2	40	25%
	Participation / Teilnahme am Unterricht	30	10%
	Leading Discussions / Diskussionen leiten	10	15%
	Phase 3	60	50%
	Research Paper / Abschlussarbeit	60	50%
	Total / Summe	150	100%
Content of the Module / Kursbeschreibung:	<p>This course offers a study of the doctrine of the Trinity. It examines the fundamental, Scriptural data for the doctrine, tracks the formulation and articulation of the doctrine in the history of the Church and attends to appropriations of the doctrine in contemporary theology.</p> <p>This course is intended to provide the biblical foundation, the historical framework and current appropriations of the doctrine of the Trinity. It will also offer the student an understanding of the indispensability of the doctrine of the Trinity with regards to Christian notions of salvation and community.</p>		

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives This course seeks to:</p> <ol style="list-style-type: none"> 1. Ascertain the biblical foundation for the Christian understanding of God as Triune. 2. Analyze the historical issues and controversies that gave rise to the articulation of the doctrine of the Trinity. 3. Critically engage the Trinitarian thought of various Church Fathers. 4. Compare and contrast the appropriation of the doctrine of the Trinity in contemporary theological reflection with the data of Scripture and historical articulations of the doctrine. <p>B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Identify and critically assess the biblical data that has grounded the doctrine of the Trinity. 2. Demonstrate an understanding of the major historical contexts and controversies that gave rise to the formal Christian conception of God as Triune. 3. Compare and contrast the thought of various historical figures who shaped the formal Christian conception of God as Triune. 4. Analyze the differences between Eastern and Western Trinitarian formulations, specifically regarding the filioque doctrine. 5. Discuss and critically evaluate various contemporary expressions of the doctrine of the Trinity.
<p>Outline / Inhalte:</p>	<p>A. Biblical Intimations of God as Triune B. Historical Formulation of the Doctrine of the Trinity (Part I): The Apologists and Clement of Alexandria C. Historical Formulation of the Doctrine of the Trinity (Part II): Origen to Athanasius D. Historical Formulation of the Doctrine of the Trinity (Part III): The Cappadocians E. Historical Formulation of the Doctrine of the Trinity (Part IV): Tertullian to Hilary F. Historical Formulation of the Doctrine of the Trinity (Part V): Aug to Filioque Controversy G. Contemporary Appropriations of the Doctrine of the Trinity (Part I): The 19th Century H. Contemporary Appropriations of the Doctrine of the Trinity (Part II): Karl Barth, Jürgen Moltmann, and others in the 20th Century</p>
<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a research paper on a chosen aspect of Trinitarian thought/ Die Abschlussprüfung ist eine Abschlussarbeit über einen ausgewählten Aspekt des trinitarischen Gedanken.</p>

Core Literature / Kernliteratur:	<p>Reading List:</p> <p>Augustine. <i>De Trinitate</i>. NPNF 1/3.</p> <p>Badcock, Gary D. "The Anointing of Christ and the filioque Doctrine." <i>Irish Theological Quarterly</i> 60/4 (1994) 241-58.</p> <p>Barth, Karl. <i>Church Dogmatics I/1</i>. Trans. by Geoffrey Bromiley. Edinburgh: T&T Clark, 1975 ed.</p> <p>Boff, Leonardo. <i>Trinity and Society</i>. Trans. by Paul Burns. Maryknoll, NY: Orbis Books, 1988.</p> <p>Coffey, David M. <i>Deus Trinitas</i>. Oxford: Oxford University Press, 1999.</p> <p>Davis, Stephen, Daniel Kendall, and Gerald O'Collins, eds. <i>The Trinity</i>. Oxford: Oxford University Press, 1999.</p> <p>Fortman, Edmund J. <i>The Triune God: A Historical Study of the Doctrine of the Trinity</i>. Grand Rapids, MI: Baker, 1982.</p> <p>LaCugna, Catherine Mowry. <i>God For Us: The Trinity and Christian Life</i>. San Francisco, CA: HarperSan Francisco, 1991.</p> <p>Hill, William. <i>The Three-Personed God: The Trinity as a Mystery of Salvation</i>. Washington, D.C.: Catholic University of America Press, 1982.</p> <p>Hunt, Anne. <i>The Trinity and the Paschal Mystery—A Development in Recent Catholic Theology</i>. Collegeville, MI: Liturgical Press, 1997.</p> <p>Johnson, Elizabeth. <i>She Who Is—The Mystery of God in Feminist Theological Discourse</i>. New York: Crossroads, 1994.</p> <p>Jüngel, Eberhard. <i>The Doctrine of the Trinity—God's Being is in Becoming</i>. Edinburgh: Scottish Academic Press, 1976.</p> <p>Marshall, Bruce D. <i>Trinity and Truth</i>. Cambridge, MA: Cambridge University Press, 2000.</p> <p>McDonnell, Kilian. <i>The Other Hand of God: The Holy Spirit as the Universal Touch and Goal</i>. Collegeville, MN: Liturgical Press, 2003.</p> <p>Moltmann, Jürgen. <i>The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology</i>. Minneapolis, MI: Fortress, 1993.</p> <p>_____. <i>The Trinity and the Kingdom: The Doctrine of God</i>. Minneapolis, MI: Fortress, 1993.</p> <p>Rahner, Karl. <i>The Trinity</i>. New York: The Crossroad Publishing Co., 1998.</p> <p>Smail, Thomas A. <i>The Forgotten Father</i>. Grand Rapids, MI: Eerdmans, 1980.</p> <p>Vanhoozer, Kevin J, ed. <i>The Trinity in a Pluralistic Age: Theological Essays on Culture and Religion</i>. Grand Rapids, MI: Eerdmans, 1997.</p> <p>Volf, Miroslav. <i>After Our Likeness: The Church as the Image of the Trinity</i>. Grand Rapids, MI: Eerdmans, 1998.</p> <p>Vondey, Wolfgang. <i>Heribert Mühlen: His Theology and Praxis: A New Profile of the Church</i>. New York: University Press of America, 2004.</p> <p>Zizioulas, John. <i>Being as Communion: Studies in Personhood and the Church</i>. Crestwood, New York: St. Vladimir's Press, 1985.</p>
Other information / Sonstige Informationen:	

THEO 593 - GERMAN PENTECOSTALISM / DEUTSCHE PFINGSTBEWEGUNG

Teacher / Dozent	Dr. C. Simpson																													
Semester	Fall / Herbst	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	This Module shows the unique development of pentecostalism in Germany and how this changed through time. It is applicable to the Lutheran Reception, contemporary and pentecostal theology modules.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Journal / Lektüre & Lesetagebuch</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>30%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Presentations / Präsentationen</td> <td>10</td> <td>20%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Journal / Lektüre & Lesetagebuch	50	20%	Phase 2	40	30%	Participation / Teilnahme am Unterricht	30	10%	Presentations / Präsentationen	10	20%	Phase 3	60	50%	Research Paper / Abschlussarbeit	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Journal / Lektüre & Lesetagebuch	50	20%																											
	Phase 2	40	30%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Presentations / Präsentationen	10	20%																											
	Phase 3	60	50%																											
	Research Paper / Abschlussarbeit	60	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	This module is an in-depth study of the life and ministry of Jonathan Paul, Lutheran Pastor and early pioneer of the Pentecostal Movement in Germany. Much use will be made of primary sources to analyze the growth of the Pentecostal Movement in Germany in the early part of the twentieth century and later developments after World War II.																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>General Learning Objectives</p> <ol style="list-style-type: none"> 1. To understand the history of the Pentecostal Church in Germany. 2. To be able to analyze and discuss the theological approaches that have impacted Twentieth Century German Pentecostalism. 3. Provide the background for reflection on the role of the key European figures who contributed to the development of the Pentecostal Movement in Germany. 4. Enhance the understanding of nationalistic, sociological and cultural aspects on the Pentecostal Movement in Germany. <p>Specific Learning Objectives</p> <p>At the end of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a chronological understanding of the history of German Pentecostalism 2. Analyze the theological approaches of Twentieth Century Pentecostalism in Germany. 3. Appraise the importance of the individuals and groups who shaped the German Pentecostal Movement. 4. Compare and contrast the effects of nationalism and culture on the sociological development of Pentecostalism in Germany. 5. Examine the importance of German Pentecostalism to the global Pentecostal movement.
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> 1. An illustrated Biopic of Jonathan Paul (1853-1931) 2. The Effect of Early 20th Century Revivals on Germany 3. The Hamburg Conference 1908 4. The Berlin Declaration 1909 5. Growth Despite Opposition 1910 6. The Mülheim Movement 7. Later Developments of German Pentecostalism
<p>Examination / Prüfungsform(en):</p>	<p>The final exam is a research paper that assesses the contribution that Jonathan Paul made to the development of German Pentecostalism in comparison to...</p> <p>Choose one of the following:</p> <ol style="list-style-type: none"> a) his contemporary Mülheim leaders, e.g. Edel, Voget and Humburg. b) his contemporary European leaders e.g. Barratt, Boddy and Wigglesworth. c) Trans-Atlantic influences and new developments after World War II, e.g. Church of God, ACD, later the BFP.

Core Literature / Kernliteratur:	<p>Textbooks:</p> <p>Clark, Paul. Die Grundung von Pfingstgemeinden in Deutschland, 1945-2005. Bad Dürkheim, Priority, 2011.</p> <p>_____. German Pentecostal Church Planting 1945-2005. Benton Harbor, MI: Priority Publishing, 2011.</p> <p>Schmidgall, Paul. European Pentecostalism, 2011.</p> <p>Simpson, Carl. 'A Critical Evaluation of the Contribution of Jonathan Paul to the Development of the German Pentecostal Movement'. Ph.D. Thesis, University of Glyndŵr, 2011.</p> <p>Reading List:</p> <p>Dietze, Reimer. Deutschlands freikirchliche Pfingstbewegung auf dem Vormarsch: Ihr Weg von den Anfängen bis zur Gründung der "Arbeitsgemeinschaft" 1947. Erzhausen, Germany: Manuscript available from the Author, 1993.</p> <p>Eisenlöffel, Ludwig. Freikirchliche Pfingstbewegung in Deutschland: Innenansichten 1945-1985. Göttingen: V&R Unipress, 2006.</p> <p>Fleisch, Paul. Die Pfingstbewegung in Deutschland. Hannover: Heinr. Feesch Verlag, 1957.</p> <p>_____. Geschichte der Pfingstbewegung in Deutschland von 1900 bis 1950. 2d ed. Marburg Lahn, Germany: Francke Verlag, 1983.</p> <p>Giese, Ernst. Jonathan Paul, Ein Knecht Jesu Christi, Leben und Werk, 2. Auflage. Altdorf: Missionsbuchhandlung, 1965.</p> <p>_____. Und Flicker die Netze. Dokumente zur Erweckungsgeschichte des 20. Jahrhunderts. Marburg: Giese, 1976.</p> <p>Hampel, Dieter, Richard Krüger, and Gerhard Oertel. Der Auftrag bleibt: Der Bund Freikirchlicher Pfingstgemeinden auf dem Weg ins dritte Jahrtausend. Erzhausen, Germany: Bund Freikirchlicher Pfingstgemeinden, 2009.</p> <p>Holthaus, Stephan. Die Berliner Erklärung: Ihre Vorgeschichte und ihr Zustandekommen. Bibelbund e.V., mit freundlicher Genehmigung. Erschienen als Sonderdruck des Bibelbundes, Nr. 185, 1996.</p> <p>_____. "90 Jahre Berliner Erklärung: Ihre Vorgeschichte und ihr Zustandekommen". F.T.A. Giessen, 1999.</p> <p>Junghardt, Adelheid and Ekkehart Vetter. Ruhrfeuer. Mülheim a.d. Ruhr: Christus Gemeinde, 2004.</p> <p>Krust, Christian H. 50 Jahre Deutsche Pfingstbewegung Mülheimer Richtung. Altdorf Missionsbuchhandlung, 1958.</p>
Other information / Sonstige Informationen:	

THEO 594 - LUTHER RECEPTION INTO PENTECOSTALISM / DIE LUTHERREZEPTION IM PENTEKOS-TALISMUS

Teacher / Dozent	Dr. D. Courey																													
Semester	Spring / Frühjahr	Duration / Dauer:	8 Weeks / Wochen																											
Frequency / Turnus:	every two years / alle zwei Jahre																													
Credits / Leistungspunkte:	5 ECTS	Workload / Arbeitsbelastung:	150 hours / Stunden																											
Modulformat	Intensive / Kompakt																													
Applicability / Verwendbarkeit	The Module seeks to make the pentecostal scholar aware of Luther's contribution to pentecostal theology. It provides a fresh approach, it is usefull for an understanding of German pentecostalism, pentecostal and contemporary theology.																													
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																													
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self study / Selbststudium:	105 - 125 hours / Stunden																											
Participation requirement / Teilnahmevoraussetzung	See access to the Programme (Page 1) / Siehe Zugang zum Programm (Seite 1)																													
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Readings & Preparation / Lektüre & Vorbereitung</td> <td>50</td> <td>20%</td> </tr> <tr> <td>Phase 2</td> <td>40</td> <td>30%</td> </tr> <tr> <td>Participation / Teilnahme am Unterricht</td> <td>30</td> <td>10%</td> </tr> <tr> <td>Presentations / Präsentationen</td> <td>10</td> <td>20%</td> </tr> <tr> <td>Phase 3</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Research Paper / Abschlussarbeit</td> <td>60</td> <td>50%</td> </tr> <tr> <td>Total / Summe</td> <td>150</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	50	20%	Readings & Preparation / Lektüre & Vorbereitung	50	20%	Phase 2	40	30%	Participation / Teilnahme am Unterricht	30	10%	Presentations / Präsentationen	10	20%	Phase 3	60	50%	Research Paper / Abschlussarbeit	60	50%	Total / Summe	150	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																											
	Phase 1	50	20%																											
	Readings & Preparation / Lektüre & Vorbereitung	50	20%																											
	Phase 2	40	30%																											
	Participation / Teilnahme am Unterricht	30	10%																											
	Presentations / Präsentationen	10	20%																											
	Phase 3	60	50%																											
	Research Paper / Abschlussarbeit	60	50%																											
Total / Summe	150	100%																												
Content of the Module / Kursbeschreibung:	The course seeks to examine the roots and development of triumphalism within the pentecostal churches. Martin Luther and his theology will be studied in detail to assess if triumphalism had its roots in the beginning of the Reformation. His Theology of the cross will inform a redefinition of pentecostal theology and challenge the whole aspect of triumphalism.																													

<p>Learning Objectives / Lernergebnisse und Kompetenzen:</p>	<p>A. General Learning Objectives</p> <ol style="list-style-type: none"> 1. To see Pentecostalism in the context of historic Christianity, and Reformation Christianity 2. To see Pentecostalism in the context of American Evangelicalism. 3. To analyse the problem of triumphalism in Pentecostalism. 4. To contemplate means of reconfiguring Pentecostalism for the twenty-first century. <p>B. Specific Learning Objectives</p> <p>On successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the tension inherent in Pentecostal pneumatology. 2. Contemplate the work of the Spirit in various dimensions of Christian experience. 3. Coordinate Pentecostal emphases with other movements in history, and particularly with Luther and the Reformation. 4. Reformulate a Pentecostalism informed by suffering. 5. Use the gifts of the Spirit from a richer theological matrix. 6. Cultivate an awareness of and yearning for the Spirit's presence
<p>Outline / Inhalte:</p>	<ol style="list-style-type: none"> 1. The Roots of Pentecostal Triumphalism <ol style="list-style-type: none"> a. What is Triumphalism? b. Triumphalism in American Religious History c. Another Look at the Pentecostal Story d. The Tectonic Plates e. A Re-reading of the History of Evangelicalism 2. Luther as Proto-Pentecostal <ol style="list-style-type: none"> a. Luther and the Supernatural b. Luther and the Priesthood of All Believers c. Luther and the Apocalypse d. Luther and Experience <ol style="list-style-type: none"> i. The Enthusiasts ii. The Ultimate and the Penultimate 3. Luther's Theology of the Cross <ol style="list-style-type: none"> a. Understanding the Theology of the Cross b. The Cross and Personal Sin c. The Cross and Institutional Glory d. The Mechanics of the Cross 4. Redefining Pentecostalism <ol style="list-style-type: none"> a. The Janus-Like Nature of the Baptism in the Spirit b. Pneumatologia crucis c. Eschatologia Crucis 5. Testing a Cruciform Pentecostalism <ol style="list-style-type: none"> a. Replacing Restorationism: Experience b. Replacing Perfectionism: Sanctification c. The Pentecostal Nexus: The Miraculous
<p>Examination / Prüfungsform(en):</p>	<p>The Final Exam is a research paper / Die Abschlussprüfung ist eine Abschlussarbeit</p>

Core Literature / Kernliteratur:	<p>Textbooks:</p> <p>Courey, D. What Has Wittenberg to Do with Azusa? Luther's Theology of the Cross and Pentecostal Triumphalism. London: Bloomsbury T&T Clark, 2015.</p> <p>Althaus, Paul. The Theology of Martin Luther. Philadelphia: Fortress Press, 1966.</p> <p>Lohse, Bernhard. Martin Luther's Theology: Its Historical and Systematic Development. Reprint edition. Minneapolis, Mich.: Fortress Press, 2011.</p> <p>Reading List:</p> <p>Bayer, Oswald. Martin Luther's Theology: A Contemporary Interpretation. Translated by Thomas H. Trapp. Grand Rapids, Mich: Wm. B. Eerdmans Publishing Co., 2008.</p> <p>Braaten, Carl E., and Robert W. Jenson, eds. Union with Christ: The New Finnish Interpretation of Luther. Grand Rapids, Mich: Wm. B. Eerdmans Publishing Co., 1998.</p> <p>Brecht, Martin. Martin Luther The Preservation of the Church 1532-1546. Minneapolis: Fortress Press, 1999.</p> <p>Deutschlander, Daniel M. The Theology of the Cross: Reflections on His Cross and Ours. Edited by Curtis A. Jahn. Milwaukee, WI: Northwestern Publishing House, 2008.</p> <p>Forde, Mr Gerhard O. On Being a Theologian of the Cross: Reflections on Luther's Heidelberg Disputation, 1518. Grand Rapids, Mich: Wm. B. Eerdmans Publishing Co., 1997.</p> <p>Hall, Douglas John. The Cross in Our Context: Jesus and the Suffering World. Minneapolis: Fortress Press, 2003.</p> <p>Hoffman, Bengt R. Theology of the Heart: The Role of Mysticism in the Theology of Martin Luther. Translated by Pearl Willemssen Hoffman. Minneapolis, Minn: Kirk House Pub, 2003.</p> <p>Kolb, Robert, and Charles P. Arand. The Genius of Luther's Theology: A Wittenberg Way of Thinking for the Contemporary Church. Grand Rapids, Mich: Baker Academic, 2008.</p> <p>Loewenich, Walther von. Luther's Theology of the Cross. 1st edition. Minneapolis: Augsburg Pub. House, 1976.</p> <p>Marty, Martin E. Martin Luther: A Life. Reprint edition. New York: Penguin Books, 2008.</p> <p>McGrath, Alister E. Luther's Theology of the Cross: Martin Luther's Theological Breakthrough. 1 edition. Oxford, UK; New York, NY, USA: Wiley-Blackwell, 1991.</p> <p>Moltmann, Jurgen. The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology. Minneapolis: Fortress Press, 1993.</p> <p>Oberman, Heiko A. Luther: Man Between God and the Devil. Translated by Eileen Walliser-Schwarzbart. New Haven, CT.; London: Yale University Press, 2006.</p> <p>Root, Andrew. Christopraxis: A Practical Theology of the Cross. Minneapolis: Fortress Press, 2014.</p> <p>Veith, Gene Edward. Spirituality of the Cross Revised Edition. 2 edition. St. Louis, MO: Concordia Publishing, 2010.</p>
Other information / Sonstige Informationen:	

THEO 598 - THESIS / THESE

Teacher / Dozent	Dr. T. Cross																																									
Semester	Spring / Frühjahr	Duration / Dauer:	36 Weeks / Wochen																																							
Frequency / Turnus:	every year / jährlich																																									
Credits / Leistungspunkte:	20 ECTS	Workload / Arbeitsbelastung:	600 hours / Stunden																																							
Modulformat	Guided Study / Geführtes Studium																																									
Applicability / Verwendbarkeit	This Module is required and is the culmination of Master studies; this will enable the student to incorporate material learned in all previous modules. It also provides the possibility of further study to the doctoral level.																																									
Course structure / Kursstruktur	see module and courses (page 1) / Siehe Module & Kurse (Seite 1)																																									
Contact time / Kontaktzeit:	35 - 45 hours / Stunden	Self-study / Selbststudium:	555 - 565 hours / Stunden																																							
Participation requirement / Teilnahmevoraussetzung	In consultation with the Director of the program, the student must select a primary reader for the thesis from the faculty of the program BEFORE s/he enrolls in the thesis writing course.																																									
Evaluation / Leistungsnachweise:	<table border="1"> <thead> <tr> <th>Evaluation / Leistungsnachweis</th> <th>Hours / Stunden</th> <th>Weight / Gewichtung</th> </tr> </thead> <tbody> <tr> <td>Phase 1</td> <td>250</td> <td>30%</td> </tr> <tr> <td>Participation on Moodle / Teilnahme am Unterricht auf Moodle</td> <td>60</td> <td>10%</td> </tr> <tr> <td>Preparatory Reading / Vorbereitende Lektüre</td> <td>100</td> <td>10%</td> </tr> <tr> <td>Proposal / Thesenvorschlag</td> <td>45</td> <td>5%</td> </tr> <tr> <td>Bibliography</td> <td>45</td> <td>5%</td> </tr> <tr> <td>Phase 2</td> <td>300</td> <td>45%</td> </tr> <tr> <td>Development of the thesis / Entwicklung der These</td> <td>150</td> <td>25%</td> </tr> <tr> <td>1st Rough Draft / 1 Entwurf</td> <td>120</td> <td>15%</td> </tr> <tr> <td>Corrections / Korrekturen</td> <td>30</td> <td>5%</td> </tr> <tr> <td>Phase 3</td> <td>50</td> <td>25%</td> </tr> <tr> <td>Final Submission / Einreichung</td> <td>50</td> <td>25%</td> </tr> <tr> <td>Total / Summe</td> <td>600</td> <td>100%</td> </tr> </tbody> </table>			Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung	Phase 1	250	30%	Participation on Moodle / Teilnahme am Unterricht auf Moodle	60	10%	Preparatory Reading / Vorbereitende Lektüre	100	10%	Proposal / Thesenvorschlag	45	5%	Bibliography	45	5%	Phase 2	300	45%	Development of the thesis / Entwicklung der These	150	25%	1st Rough Draft / 1 Entwurf	120	15%	Corrections / Korrekturen	30	5%	Phase 3	50	25%	Final Submission / Einreichung	50	25%	Total / Summe	600	100%
	Evaluation / Leistungsnachweis	Hours / Stunden	Weight / Gewichtung																																							
	Phase 1	250	30%																																							
	Participation on Moodle / Teilnahme am Unterricht auf Moodle	60	10%																																							
	Preparatory Reading / Vorbereitende Lektüre	100	10%																																							
	Proposal / Thesenvorschlag	45	5%																																							
	Bibliography	45	5%																																							
	Phase 2	300	45%																																							
	Development of the thesis / Entwicklung der These	150	25%																																							
	1st Rough Draft / 1 Entwurf	120	15%																																							
	Corrections / Korrekturen	30	5%																																							
	Phase 3	50	25%																																							
	Final Submission / Einreichung	50	25%																																							
Total / Summe	600	100%																																								
Content of the Module / Kursbeschreibung:	This course is designed for students to conclude their graduate program in theological studies by writing a thesis that provides evidence of ability to do independent research and compile it in the form required by the faculty of graduate studies in pentecostal-charismatic Theology.																																									

Learning Objectives / Lernergebnisse und Kompetenzen:

A. General Learning Objectives

This course seeks to:

1. To foster the continued development of research and writing skills in the area of biblical and theological studies.
2. To contribute to the body of biblical and theological knowledge and literature.
3. To assist the student in developing a personal hermeneutical and exegetical position to be used in acquiring a comprehensive understanding of Old and New Testament content.
4. To develop an understanding of the philosophical foundations for theological reflection.
5. To prepare the student for the teaching enterprise, whether in the educational ministry of the church or in the context of the academy at large.
6. To prepare the student to engage in more advanced degrees, including doctoral studies.
7. To integrate faith and learning in such a way as to develop the individual in mind and spirit in order to enhance the students own spiritual development and also that of the body of Christ.

B. Specific Behavioral Objectives

As a result of the activities and study in this course, the student should be able to:

1. Analyze biblical and theological writings at a level commensurate with other graduate students in religion programs.
2. Produce written work which portrays a knowledge of primary and secondary literature in the discipline.
3. Compare and contrast the various hermeneutical options for biblical exegesis.
4. Demonstrate an understanding of the philosophical foundations for biblical and theological reflection.
5. Provide evidence of analytical and critical skills which are prerequisite to further graduate studies in bible or theology.
6. Demonstrate rudimentary capacity for a specified language for biblical or theological research where required (primarily Greek, Hebrew or German).
7. Integrate Pentecostal faith and experience with doctrinal reflection.
8. Articulate the thought of contemporary theologians.

Outline / Inhalte:	<p>January: In conversation with the chosen reader, the student will prepare a formal thesis proposal to be submitted to the MABTS Committee for its consideration. This proposal must contain:</p> <ol style="list-style-type: none"> I. a succinct thesis statement; II. a precise statement of the problem the thesis will tackle; III. an outline detailing the structure of the thesis' argumentation; <p>After the faculty reader has agreed to the proposal, s/he will present the formal thesis proposal to the MABTS Committee, who will approve the proposal as is or approve with required emendation. Once the proposal has been approved by the MABTS committee the student must enroll in the thesis writing course.</p> <p>February: An outline bibliography that must have a minimum of 35 pertinent primary and secondary sources for a biblical / theological thesis.</p> <p>March: The student will write his/her thesis under the direction of the faculty reader, and will submit a completed chapter directly to that reader, who will evaluate it and return it with suggestions and corrections.</p> <p>April: The thesis rough draft should be submitted and the reader will outline corrections and make suggestions for improvement.</p> <p>May: A final version of your complete thesis must be submitted to the tutor by May 31st. After the thesis has been passed by the tutor a faculty reader will also grade it.</p> <p>June: By June 30th the student will complete any remaining edits/corrections and submit two bound copies to ETS, with an electronic copy sent to Lee.</p>
Examination / Prüfungsform(en):	Each student will be assigned to an individual tutor who will be the first reader. The thesis will be read and evaluated by two readers to produce the final grade.
Core Literature / Kernliteratur:	<p>Textbook:</p> <p>Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations, sixth ed. Revised by John Grossman and Alice Bennett. London: The University of Chicago Press, Ltd., 1996.</p> <p>Reading List:</p> <p>Oliver, Paul. Writing your Thesis, 3rd Ed. Newcastle upon Tyne: Sage, 2013.</p> <p>Paltridge, Brian, Sue Starfield. Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors, London: Routledge, 2007.</p> <p>Single, Peg Boyle. Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text. Sterling, VA: Stylus Publishing, LLC, 2011.</p>
Other information / Sonstige Informationen:	



EUROPEAN THEOLOGICAL SEMINARY

Rippoldsauer Str. 50 • D-72250 Freudenstadt-Kniebis

Phone: +49 (0) 7442 4905 - 0 • Fax +49 (0) 7442 4905 - 44

E-mail: info@ets-kniebis.de • Web: www.ets-kniebis.de