



# **EUROPEAN THEOLOGICAL SEMINARY**

## **Course Catalog 2026**

## CONTENTS

INTRODUCTION .....	3
PHILOSOPHY OF EDUCATION.....	3
ACCESS TO THE PROGRAM.....	4
GENERAL ENTRY REQUIREMENTS: .....	4
SPECIAL ENTRY REQUIREMENTS: .....	4
APPLICATION .....	4
COSTS .....	5
ACADEMIC YEAR.....	5
COURSES.....	5
WEEKLY STRUCTURE.....	5
BLENDED LEARNING .....	5
EVALUATION & EXAMS.....	5
GRADING SCALE .....	6
LETTER CODES THAT REFER TO THE FIELD OF STUDY.....	6
CURRICULUM .....	7
FOUNDATION YEAR .....	7
SECOND & THIRD YEAR .....	8
COURSE DESCRIPTIONS .....	10

## INTRODUCTION

This catalog describes the courses offered at the European Theological Seminary.

ETS offers one ECTE-accredited program on EQF level 6 (B.Th. equivalent) with different emphases.

The program comprises three years of study (180 ECTS credits) and is designed to prepare students for a variety of Christian ministries.

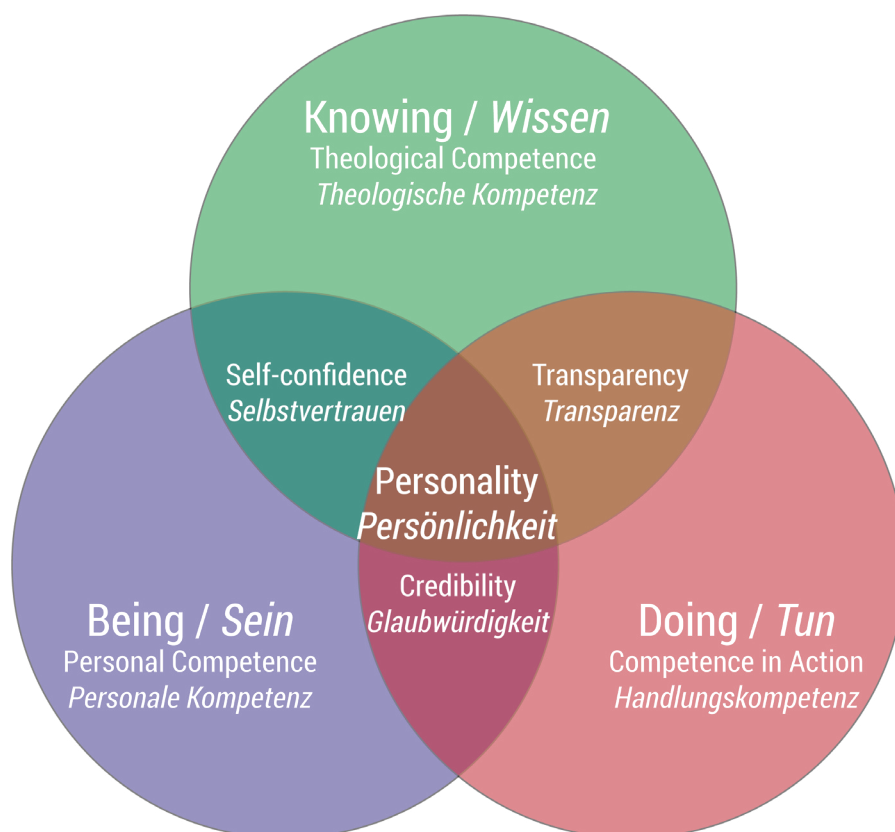
The first year serves as a foundation year, providing the essential academic and theological basis for further studies. Students must complete the foundational courses first before progressing to advanced core courses and specialized emphases, such as Pastoral Training, Missions, Counseling, Christian Education, and Church Music.

## PHILOSOPHY OF EDUCATION

Studies at the European Theological Seminary are directed toward the vocation of pastor or church worker in the field of Christian education, mission, church music, or counseling.

The purpose of studies is to provide academically based yet practically oriented theological training.

The educational goal can be summarized in three areas: knowing, being, doing.

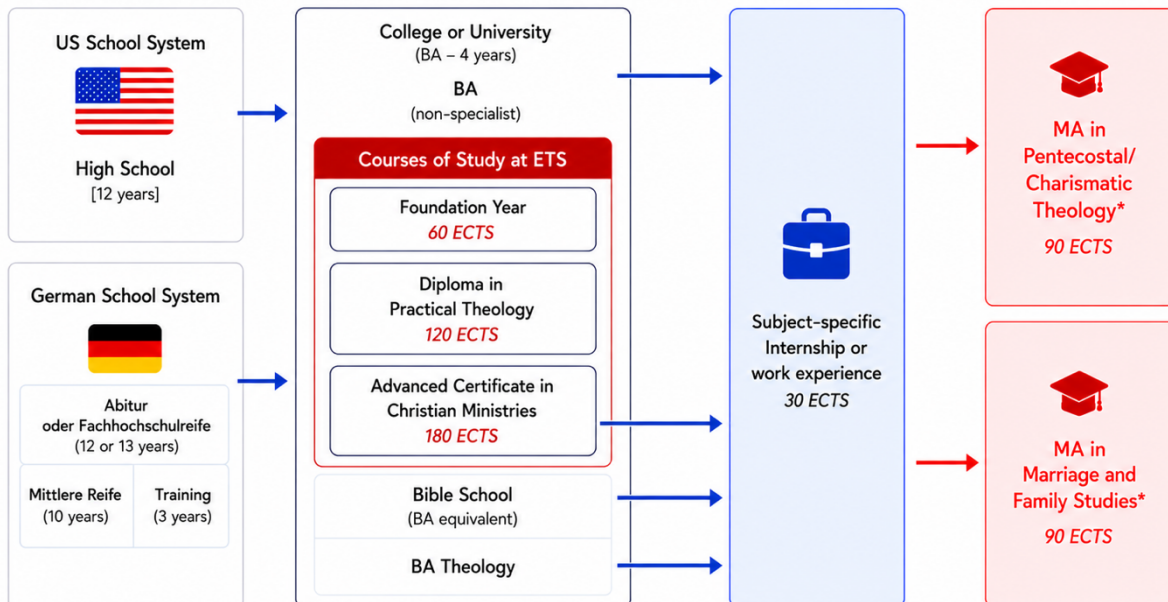


## ACCESS TO THE PROGRAM

### General entry requirements:

#### Applicants

- must be at least 18 years old
- must have successfully completed 12 years of formal schooling
- must demonstrate adequate English language skills (B1 or higher)



\*in cooperation with Lee University Cleveland, TN, USA

### Special entry requirements:

Students who do not possess the general access requirements may still apply and be given the status of special student. German law (§58, paragraph 2, subpoints 5 & 6 of the Landeshochschulgesetz) makes provision in certain cases that students may engage in degree level courses by completing an entrance examination rather than fulfilling the normal high school requirements.

## APPLICATION

The application process consists of two steps:

1. The applicant completes the application form on the ETS website, uploads the required documents, and pays the application fee. The application is then received by the Secretary of the school.
2. The applicant is invited to an interview. This is conducted by the Admissions Committee – comprising the President, the Academic Dean, and at least two faculty members – usually via virtual platforms. The criteria assessed during this interview include **academic and intellectual ability, personal qualities and motivation, spiritual life and the calling to ministry** as well as **life in the community** and other related questions. The Committee will review the results and make a decision.

Link to application form:

<https://api.classter.com/Admission?redirectUrl=https://ets.classter.com&company=8632>

## COSTS

Studying at ETS costs approximately 8000€ per year, including accommodation and meals. BAföG is available for eligible students.

## ACADEMIC YEAR

The academic year is divided into two semesters of 16 teaching weeks, during which students should take a minimum of 22 hours of classes per week. It begins in September and ends in June of the following year. 8-weeks of Practicum must be completed after the first and the second year.

## COURSES

The program includes core courses that provide the biblical and theological foundation for the EQF level 6. In addition, starting in their second year, students enroll in specialized courses corresponding to their chosen emphasis. The emphases offered include Pastoral Training, Missions, Counseling, Christian Education, and Church Music. Further details can be found in the curriculum outlined below.

## WEEKLY STRUCTURE

	Monday	Tuesday	Wednesday	Thursday	Friday
06:30-07:00	Morning Prayer				
07:00-07:30	Breakfast				
08:00-09:50	Classes	Classes	Classes	Classes	Classes
10:00-11:00	Devotion & Break	Cell Groups	Chapel Rehearsal	Devotion & Break	Class Meeting/ Field Ministry Meeting
11:00-12:50	Classes	Classes	Chapel Service	Classes	Classes
13:00-13:30	Lunch				
13:30-14:45	Work Hour				
15:00-16:00	ETS Band	Classes		Classes	
18:00-18:30	Dinner				
20:00-21:00	Evening Prayer				

## BLENDED LEARNING

For all classes, Moodle is used as Learning Content Management System (LCMS). With its help, study content and activities are managed and organized.

## EVALUATION & EXAMS

Grades are determined by the instructor for every course at the end of the semester based on different ways of evaluation such as exams, papers, presentations or other assessment criteria. These evaluations are weighted differently as explained in the course syllabus.

Each student is expected to attend regularly and punctually all classes in which he/she is enrolled.

## GRADING SCALE

%	Letter Grade	Grade Points
93-100	A	4.0 Quality Points
90-92	A-	3.7 Quality Points
88-89	B+	3.3 Quality Points
83-87	B	3.0 Quality Points
80-82	B-	2.7 Quality Points
77-79	C+	2.3 Quality Points
70-76	C	2.0 Quality Points
67-69	C-	1.7 Quality Points
65-66	D+	1.5 Quality Points
55-64	D	1.0 Quality Points
54 and below	F	0 Quality Points

## LETTER CODES THAT REFER TO THE FIELD OF STUDY

BH	=	Biblical Hermeneutics
CC	=	Christian Care
CE	=	Christian Education
CM	=	Church Music
CO	=	Counseling
EL	=	Experiential Learning
GE	=	General Education
GR	=	Greek
HB	=	Hebrew
HS	=	History
IC	=	Intercultural Studies
NT	=	New Testament Courses
OT	=	Old Testament Courses
PM	=	Pastoral Ministries
TS	=	Theological Studies
WM	=	World Mission

# CURRICULUM

## Foundation Year

Code	Title	ECTS	Type
BH 101	Introduction to Biblical Interpretation (Hermeneutics)	3	C*
OT 101	OT Survey	3	C
NT 101	NT Survey	3	C
TS 101	Introduction to Christian Doctrines	3	C
TS 110	Pentecostal History & Doctrine	3	C
TS 110	Discipleship	3	C
CE 101	Introduction to Christian Education	3	C
CC 101	Introduction to Christian Care	3	C
GE 110	Introduction to Psychology	3	C
GE 111	Introduction to Sociology	3	C
CO 201	Introduction to Counseling	3	C
CM 101	Introduction to Music Ministries	3	C
WM 101	Foundations of Missions	3	C
GE 102	Introduction to Library Research	3	C
EL 101/2	Community & Spiritual Formation	4	C
EL 105/6	Field Ministry	4	C
EL 107	Practicum I	6	C
	Elective Course	2	E*
	Elective Course	2	E

C\* = Core

E\* = Elective

## Second & Third Year

Code	Title	ECTS	Type
OT 203	OT Book Study	3	C
NT 202	NT Book Study	3	C
NT 208	NT Exegesis Preparation	3	C
NT 301	NT Exegesis	3	C
OT 207	OT Exegesis Preparation	3	C
OT 301	OT Exegesis	3	C
TS 201	Systematic Theology I	3	C
TS 202	Systematic Theology II	3	C
HS 201	History of the Christian Church I	3	C
HS 202	History of the Christian Church II	3	C
PM 304	Conflict Management	3	C
TS 301	Christian Ethics	3	C
HS 203	Survey of Christian Denominations and Sects	3	C
PM 201	Introduction to Homiletics	3	C
PM 301/302	Pastoral Theology/Church Administration	3	Pastoral
GK 201	NT Greek I	3	Pastoral
GK 202	NT Greek II	3	Pastoral
HB 201	OT Hebrew I	3	Pastoral
HB 202	OT Hebrew II	3	Pastoral
WM 202	Church Planting & Growth	3	Pastoral
WM 207	Contextualization	3	Missions
WM 208	Theology of Missions	3	Missions
WM 209	Current Trends in Missions	3	Missions
HS 204	Survey of World Religions	3	Missions
WM 305	Principles and Practices in Missions	3	Missions
CO 220	Cultural Psychology	3	Counseling
CO 210	Science of Well-Being	3	Counseling
CO 201	Human Sexuality	3	Counseling
CO 301	Selected Areas of Counseling	3	Counseling

CO 315	Exploring Psychology and Christian Faith	3	Counseling
CM 206	Improvisation in Music	3	Music
CM 204	Rehearsal Techniques	3	Music
CM 202	Music Ministry Leadership	3	Music
CM 340	Fundamentals of a Philosophy of Worship	3	Music
CM 326	Developing a Music Program for the Church	3	Music
CM 104	Music Theory I	3	Music
CM 213/214	Voice Class	3	Music
CM 323	Songwriting	3	Music
CM 100	ETS Choir	1	E
CM 327	Worship Band	1	E
CM 123	Applied Music Classes	1	E
CE 204	Principles of Teaching	3	Christian Education
CE 233	Ministry with Youth	3	Christian Education
CE 201	Christian Education of Children	3	Christian Education
GE 302	Senior Paper Writing	3	C
EL 101/2	Community & Spiritual Formation	4	C
EL 105/6	Field Ministry	4	C
EL 107	Practicum II	6	C

## COURSE DESCRIPTIONS

<b>Course Code &amp; Name:</b>	<b>BH 101 – Introduction to Biblical Interpretation</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course is an introductory class to Biblical interpretation. It will provide a basic orientation regarding exegesis and hermeneutics for preaching and teaching.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Focus on the development of a systematic approach to the interpretation of Scripture.</li> <li>• Consider the various critical-interpretative systems, with an emphasis on the historical-grammatical method.</li> <li>• Examine the predominant literary genres of the Bible and highlight relevant principles of interpretation of its various genres.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Apply an exegetical and hermeneutical process to biblical interpretation</li> <li>• Recognize a variety of biblical criticisms and hermeneutical approaches, with an awareness of their strengths and weaknesses</li> <li>• Identify the various literary genres of the Bible</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentation, exams.
<b>Course Content</b>	May include but not limited to: Introduction and Definition of Terms; Interpreter and Scripture; History of Biblical Interpretation; Exegesis; Hermeneutics; Reflection: Why Hermeneutics?; Exegetical Process; The Question of the Text; The Question of the Language; Choosing a Translation; Choosing a Commentary; Epistles; Old Testament Narratives; The Book of Acts; The Gospels; Parables; The Law; The Prophets; Wisdom Literature; Revelation; A Pentecostal Hermeneutic;
<b>Key Reference</b>	Fee, Gordon D. and Douglas Stuart. <i>How to Read the Bible For All Its Worth</i> . Grand Rapids: Zondervan, 2014 (4th edition)

<b>Course Code &amp; Name:</b>	<b>OT 101 – Old Testament Survey</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course is designed to provide the student with an overview of the basic content of the Old Testament, with a particular emphasis on the place of each individual book within the larger whole.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Identify the basic content of the Old Testament and understand the relationship between the biblical books</li> <li>• Examine the central characters, themes, and canonical importance of each book in the Old Testament</li> <li>• Determine the place of each of the Old Testament books within the larger historical context of the ancient Near East</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a greater familiarity with the Old Testament, including the setting, theme, purpose, and content of the individual books</li> <li>• Recognize the importance of the culture, history, and geography of the Old Testament background</li> <li>• Debate some of the important aspects of criticism and interpretation of the Old Testament</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentation, exams.
<b>Course Content</b>	May include but not limited to: The origin and background of the Old Testament; the Pentateuch; the Historical books; Poetry and Wisdom Literature; Major Prophets; Minor Prophets.
<b>Key Reference</b>	LaSor, William, David A. Hubbard, and Frederic W. Bush. <i>Old Testament Survey: The Message, Form, and Background of the Old Testament</i> . Grand Rapids, MI: Eerdmans, 1982.

<b>Course Code &amp; Name:</b>	<b>NT 101 – New Testament Survey</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course aims to provide the student with an overview of the main content of the New Testament, with a particular emphasis on the place of each individual book within the larger whole.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Identify the basic content of the New Testament and understand the relationship between the biblical books.</li> <li>• Examine central characters, themes, and canonical importance of each book in the New Testament.</li> <li>• Determine the place of each of the New Testament books within the larger historical context of the Greco-Roman world.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a greater familiarity with the New Testament, including the setting, theme, purpose, and content of each individual book.</li> <li>• Recognize the importance of the culture, history, and geography of the New Testament.</li> <li>• Debate some of the important aspects of criticism and interpretation of the New Testament</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentation, exams.
<b>Course Content</b>	May include but not limited to: The origin and background of the New Testament, the Gospels; the Acts of the Apostle; the Letters of Paul; Hebrews; General Letters; and Revelation.
<b>Key Reference</b>	Tenney, Merrill C. <i>New Testament Survey</i> . Grand Rapids, MI: Eerdmans, 1961.

<b>Course Code &amp; Name:</b>	<b>TS 101 – Survey of Christian Doctrines</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course offers an introduction to the general field of Christian thought and biblical doctrines. It provides a survey of the teachings of the Christian Faith. It emphasizes the doctrines of the Triune God; Sin; Salvation in Christ; the Church; the Holy Spirit; and Eschatology.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Identify a biblical theology and understand core Christian doctrines providing a foundation for further study, ministry, and Christian life.</li> <li>• Analyze the historical and cultural development of doctrine understanding how history and culture have influenced theological thought and recognizing major theological concerns in the Old and New Testaments.</li> <li>• Examine doctrinal truths to everyday Christian life appreciating the importance of living out the teachings of the Church in personal and ministry contexts.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a more detailed familiarity with the core doctrines of the Church</li> <li>• Understand how culture and history have impacted on the development of doctrine.</li> <li>• Apply doctrinal truths to everyday Christian life appreciating the importance of living out the teachings of the Church in personal and ministry contexts.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentation, exams.
<b>Course Content</b>	May include but not limited to: Theology and the Doctrine of God (definition of theology, revelation); Humanity and Sin (image of God, sin); Christology (deity and humanity of Christ); Salvation (justification, sanctification); Pneumatology (Holy Spirit, spiritual gifts); Ecclesiology (nature of the church, sacraments); Eschatology (second coming, millennial views).
<b>Key Reference</b>	Conner, Kevin J. <i>The Foundations of Christian Doctrine</i> . Chichester, UK: Sovereign World, 1988. Williams, Rodman J. <i>Renewal Theology I, II, III, IV</i> . Grand Rapids: Academie, 1988.

<b>Course Code &amp; Name:</b>	<b>HT 101 – Pentecostal History &amp; Doctrine</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	The History and Theology of Pentecostalism has two foci. In the first half of the course, we will study the Biblical and Theological convictions underlying Pentecostalism. The second half will focus on the backgrounds, origins, and growth of the movement in the USA and Europe.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Analyze the historical development of Pentecostalism tracing its rise and expansion in the 19th and 20th centuries, with attention to American and European contexts and the cultural and sociological factors influencing its growth.</li> <li>• Examine the role of the Holy Spirit and Pentecostal theology including its Biblical and systematic foundations and the classical Pentecostal doctrine.</li> <li>• Explore the rise and expansion of Pentecostalism in its 19th and 20th century</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Be aware of the importance of cultural and sociological components in the genesis of Pentecostalism.</li> <li>• Develop an awareness of the person of the Holy Spirit in Biblical and Systematic theology context.</li> <li>• Compare and contrast the contributions of notable individuals to the growth and development of the Pentecostal and Charismatic Movements.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentations, exams.
<b>Course Content</b>	May include but not limited to: The Holy Spirit in the Bible; Holy Spirit's role in Church history and holiness movements, early prophetic activity, spiritual gifts, revivalism, and Methodism; Pentecostal doctrine, prophetic ministry, and empowerment; Early American, German, and British Pentecostalism, including key revivals, leaders, theological developments, and growth.
<b>Key Reference</b>	Kay, William K. <i>Pentecostalism</i> . London: Routledge, 2009.

<b>Course Code &amp; Name:</b>	<b>TS 110 – Discipleship</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	Intensive for all three years.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course equips students with practical, biblically grounded methods for making disciples in obedience to Matthew 28:19. It examines theological foundations and contemporary models of discipleship, emphasizing reproducible practices that foster multiplication and renewed passion for disciple-making.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• help students examine their personal and cultural assumptions about discipleship.</li> <li>• provide practical strategies for making disciples in obedience to Christ’s mandate.</li> <li>• foster skills for training others to become disciple-makers who multiply disciples</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• analyze the theological foundations and assumptions behind discipleship practices.</li> <li>• develop a personal, theologically sound, and culturally relevant discipleship model.</li> <li>• design and implement a reproducible process for training others to make disciples.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Introduction to T3D International and its operational system; epistemology and theology of the Great Commission; key theologies of salvation, God’s provision, joy in discipleship, Jesus praying, and the unmentioned “I am”; three characteristics of God; practical social and evangelistic project.
<b>Key Reference</b>	Mills, Michael Séan. <i>Arise, Mighty Army: Trinitarian Discipleship, T3D International</i> . amazon.com, 2023.

<b>Course Code &amp; Name:</b>	<b>CE 101 – Introduction to Christian Education</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	Throughout this course, students will explore Christian Education, a core instructional component of the church. We will employ diverse teaching techniques and exercises to optimize the learning experience.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Familiarize students with the historical, philosophical, and biblical foundations of Christian Education.</li> <li>• Link theoretical knowledge with contemporary practices in Christian Education ministry.</li> <li>• Highlight Christian Education ministries suitable for all life stages, from childhood to elderly.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Merging both theoretical and practical elements of Christian Education into their personal ministry efforts.</li> <li>• Deigning and advancing innovative Christian Education programs suitable for all age groups.</li> <li>• Identifying and articulating cross-cultural perspectives in Christian Education, and incorporating these insights when necessary.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentations, class demonstration, lesson planning, exams.
<b>Course Content</b>	May include but not limited to: Christian education from biblical and historical perspectives, including theology, philosophical foundations of ministry, human development, ethical and faith progression, early learning, and the evolution of Christian education; Current theories and practices, covering the church as a learning community, integrating Christian education as a discipline, and the roles of key agencies; Christian education across life stages, including children, youth, adults, and seniors; Intercultural methods in Christian education; and roles within the ministry, including the student, the educator, and the guiding role of the Holy Spirit.
<b>Key Reference</b>	Pazmiño, Robert W. Foundational Issues in Christian Education: An Introduction in Evangelical Perspective. 3rd Ed. Grand Rapids: Baker Academic, 2008.

<b>Course Code &amp; Name:</b>	<b>CC 101 – Introduction to Christian Care</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course will establish a biblical-theological foundation for Christian Social Ministries. The student will become familiar with the overall development of social care from Old Testament times, and throughout the history of the Christian Church. The class will consider the recent developments in advocacy and social justice which encourage Christian participation in community, church, and mission-based social care ministries
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to the theological and practical aspects of Christian Care.</li> <li>• Provide the biblical foundation and practical guidance for starting and sustaining a Christian Care ministry in the local church.</li> <li>• Introduce students to male and female pioneers of Christian Care.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a theological understanding of Christian social care;</li> <li>• Define their own position on Christian Care;</li> <li>• Plan, execute and evaluate a Christian care project as a response to a specific need.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentations, reflective journals, projects,
<b>Course Content</b>	May include but not limited to: Biblical theological foundations of Christian care; Christian social ministries and their development throughout church history; Social Ministries in the 21st Century;
<b>Key Reference</b>	Keller, Timothy. <i>Ministries of mercy: Learning to care like Jesus</i> . SPCK Publishing, 2017.

<b>Course Code &amp; Name:</b>	<b>GE 110 – Introduction to Psychology</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course surveys the fundamental concepts, principles, and issues in contemporary psychology. The course examines the origins and methods of psychology and a selection of the content areas from neuroscience, nature-nurture issues, basic consciousness concepts, intelligence, emotions and motivation. It also explores health psychology, theories of personality and basics of therapy. Topics are integrated through a combination of basic and applied research perspectives to promote students' understanding of themselves and their world.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• introduce students to the fundamental concepts, theories, and methods in psychology, emphasizing an understanding of human behavior and mental processes.</li> <li>• develop students' ability to critically evaluate psychological research and distinguish</li> <li>• help students integrate a Biblically-based Christian worldview with a behavioral, social and scientific perspective of human behavior.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• describe the biological, cognitive, and social factors that influence human behavior.</li> <li>• critically evaluate psychological research and communicate their understanding effectively</li> <li>• recognize and explain common psychological disorders, their symptoms, and treatment approaches</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentations, quizzes, projects, exams.
<b>Course Content</b>	May include but not limited to: Introduction and the story of psychology; Thinking critically with psychological science; Biology of the mind; Consciousness and the two-track mind; Nature, nurture, and diversity; Development across the life span; Memory; Intelligence; Motivation and drives; Emotion, Stress, and health; Personality; Psychological disorders; Integration of Faith and Psychology.
<b>Key Reference</b>	Myers, David. <i>Psychology</i> (13th ed.) Worth Publishers Incorporated, US. 2021

<b>Course Code &amp; Name:</b>	<b>GE 111 – Introduction to Sociology</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	The purpose of this course is to provide an introductory understanding of sociology, the study of society and human behavior. Foundational topics will be explored. Students will be encouraged to reflect on how society has shaped them, their families, and the systems in which they operate.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• introduce students to the field of sociology as a discipline, including its key thinkers and foundational theories.</li> <li>• Identify and analyze different components of social structure, including institutions, roles, and hierarchies.</li> <li>• Examine the process of socialization and its influence on identity formation and group dynamics.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the Sociological Perspective and identify key thinkers who contributed to its development.</li> <li>• Analyze how culture shapes individuals and influences societal structures.</li> <li>• Explain the concept of socialization and its role in shaping human behavior.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentations, reflective journals, projects, exams.
<b>Course Content</b>	May include but not limited to: Development of the Study of Sociology & Founders of Sociology; Sociological Theories and Methods; Culture; Socialization & Social Groups; Deviance & Social Control; Sociology & Religion; Sociology & the Church
<b>Key Reference</b>	Cynthia Benn Tweedell. <i>Sociology A Christian Approach for Changing the World</i> , Triangle Publishing, Marion Indiana. 2010.

<b>Course Code &amp; Name:</b>	<b>CO 201 – Introduction to Counseling</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course introduces students to the fundamental principles and practices of counseling; explores counseling approaches, essential skills, and ethical considerations; examines how Christian theology and spiritual practices inform counseling; emphasizes empathy, cultural sensitivity, and the counselor-client relationship; and equips students to integrate faith into counseling for pastoral, community, or professional contexts.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Gain foundational understanding of key counseling concepts, theories, and practices.</li> <li>• Learn to integrate Christian faith, theology, and spiritual practices into counseling.</li> <li>• Develop ethical awareness and cultural sensitivity for professional counseling.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify and explain major counseling approaches and demonstrate basic techniques such as reflective listening, questioning, and rapport-building.</li> <li>• Apply ethical principles to real-world counseling cases, considering confidentiality, boundaries, and professional conduct.</li> <li>• Assess cultural, social, and personal factors affecting counseling and engage in self-reflection to understand personal values, beliefs, and biases.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Counseling foundations; ethical and legal considerations; cross-cultural counseling; therapeutic alliance; individual, group, marriage, and family counseling; crisis, career, and school counseling; creative approaches (e.g., play therapy); integration of theology and self-reflection; role-play exercises and practical application; personal growth and self-care strategies.
<b>Key Reference</b>	Egan, Gerard. <i>The Skilled Helper: A Problem-Management and Opportunity-Development Approach</i> . 10th ed. Belmont, CA: Brooks/ Cole, 2013.

<b>Course Code &amp; Name:</b>	<b>CM 101 – Introduction to Music Ministries</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course is designed to provide students with an in-depth study of corporate worship, giving attention to the theological foundations of music in worship, the function of music in worship, the role of the worship leader, the practical elements of creativity in worship design, and the producing of materials for congregational worship in Pentecostal and evangelical church services.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Explain a theology of worship and music ministry from Scripture.</li> <li>• Enable students to possess principles and methods for planning corporate worship in a variety of evangelical and Pentecostal services.</li> <li>• Acquaint students with common practices of congregational worship in a variety of evangelical and Pentecostal services.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Summarize common practices of congregational worship in a variety of church services (e.g., chapel, devotions, nightly prayer meetings, cell groups, etc).</li> <li>• Develop and implement an order of worship for different styles of worship services.</li> <li>• Analyze worship services in chapel and in local churches.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentations, reflective journals, projects, exams.
<b>Course Content</b>	May include but not limited to: Preparation for a Worship Service; Worship in the Old Testament; Importance of Choral Singing in the Bible; Worship in the New Testament; Three Centuries of Worship after Pentecost; Worship during the Protestant Reformation; XIX & XX Century Worship; Twenty-first Century Worship; Worship resources.
<b>Key Reference</b>	Sorge, Bob. <i>Exploring Worship: A Practical Guide to Praise and Worship</i> . Canandaigua, NY: Oasis House, 2001.

<b>Course Code &amp; Name:</b>	<b>WM 102 – Foundations of Missions</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course is designed to introduce students to the foundations of the mission of God worldwide and how the Church participates in that mission. The course will include an introduction to missiology, which includes an overview of Biblical and theological foundations, and a summary of historical perspectives which have led to the contemporary mission endeavor around the world.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Establish a foundational Biblical understanding of the Missio Dei (Mission of God) on earth and mission in the Old Testament.</li> <li>• Provide Biblical perspectives of Christ and the Harvest and the responsibility of the Church to participate in God’s mission.</li> <li>• Identify the state of mission today in the Global South, including Africa, Asia, and Latin America, and the Post-Christian West, including Europe, North America, and Australia.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Theologically defend the Missio Dei and how their understanding affects the Church’s mission and one’s personal ministry.</li> <li>• Understand context in which the Church participates in God’s mission.</li> <li>• Identify, an implement the key components that must be considered for strategic missional engagement, including evangelism, discipleship, holistic mission and church planting.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, reflection paper, presentations, exams.
<b>Course Content</b>	May include but not limited to: Introduction to missiology; Missionary calling; the Missionary task; Biblical perspectives; Cultural Perspectives; Current missionary challenges, strategies, and trends.
<b>Key Reference</b>	Winter, Ralph D., and Steven C. Hawthorne, 4 ed. <i>Perspectives on the World Christian Movement: A Reader</i> . Pasadena, CA: William Carey Publishing. 2009.

<b>Course Code &amp; Name:</b>	<b>GE 102 – Introduction to Library Research</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course is designed to teach students the basic skills required for writing a research paper. The focus is on imparting a fundamental understanding of library research and the basic structure of a term paper, finding reliable sources – especially in the biblical, theological, and pastoral fields – and the process of writing a term paper.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• introduce students to the ETS library and the Lee Library</li> <li>• introduce students to the research and writing process</li> <li>• introduce students to paper formatting according to the ETS Style Manual</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• to find reliable sources in the ETS library, Lee Library and elsewhere in order to successfully develop any research project at the ETS.</li> <li>• understand and demonstrate the process of researching, writing and editing.</li> <li>• format research papers according to the ETS Style Manual.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, exams.
<b>Course Content</b>	May include but not limited to: Introduction to the ETS library (on-site visit & Koha database); Online libraries and databases; Reliable sources; Finding a research topic; Five parts of a research paper; The ETS Style; Doing research; Statement and outline; The introduction; Chapters, sections, and paragraphs; Quoting, paraphrasing, and summarizing; Footnotes; Summary and conclusion; The bibliography; Plagiarism;
<b>Key Reference</b>	Turabian, Kate L. <i>A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, 9th revised edition</i> . Chicago, IL: The University of Chicago Press, Ltd., 2018. Vyhmeister, Nancy Jean. <i>Your Indispensable GUIDE To Writing Quality Research Papers: or Students of Religion and Theology</i> . Grand Rapids, MI: Zondervan Publishing House, 2008.

<b>Course Code &amp; Name:</b>	<b>EL 101/102/201/202/301/302 - Community and Spiritual Formation I, II, III, IV, V, VI</b>
<b>Semester</b>	Fall & Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year, 2nd & 3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Passing grade in the previous semester's section of the course.
<b>Course Description</b>	This course aims to provide students with opportunities to grow spiritually on an individual level and as part of a spiritual community. By taking part in daily activities and meetings, students will develop a routine and become more disciplined in their spiritual life. Students will be challenged to prayerfully examine their own personal spirituality and character.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b> <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Help students recognize the importance of a spiritual community in their personal spiritual growth;</li> <li>• Provide students with opportunities to contribute to a spiritual community;</li> <li>• Enable students to lead certain sections of liturgy (e.g., prayer, devotions, worship, etc.).</li> </ul> <p><b>Specific Learning Outcomes</b> <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• contribute to a spiritual community;</li> <li>• identify, articulate, and personally incorporate key Christian practices and disciplines into their spiritual lives.</li> <li>• familiarize themselves with diverse workings of the Holy Spirit in the life of the Christian and in ministry.</li> </ul>
<b>Assessments</b>	Assessment for this course is on a Pass/Fail basis and includes regular attendance, preparing and presenting a testimony to the Cell Group, leading devotions and prayer or worship times, participating in team-led special events, and ongoing spiritual development assessment with guidance from a mentor.
<b>Course Content</b>	Regular attendance of spiritual life & community practices
<b>Key Reference</b>	Warren, Rick. <i>What on Earth Am I Here For? The Purpose Driven Life</i> . Grand Rapids: Zondervan, 2012.

<b>Course Code &amp; Name:</b>	<b>EL 105/106/205/206/305/306 – Field Ministry I, II, II, IV, V, VI</b>
<b>Semester</b>	Fall & Spring Semester
<b>Credits</b>	2 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year, 2nd & 3rd year course;
<b>Workload</b>	60 Hours
<b>Pre-requisites</b>	Passing grade in the previous semester's section of the course.
<b>Course Description</b>	Field ministry is an important part of the education of ETS students. Students are given an opportunity to put into practice what they have learned in class. It creates a room to develop their own ministry by observing the various areas of ministry in a local church, and prepares them for future ministry opportunities.
<b>Learning Outcomes</b>	<p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• develop and implement a contextualized ministry plan in collaboration with a mentor by applying classroom learning within a local church setting and carrying out supervised ministry assignments.</li> <li>• apply practical ministry skills and interpersonal competencies through active engagement with members of the local congregation, demonstrating effective leadership, communication, and service in real ministry contexts.</li> <li>• evaluate personal strengths, limitations, and vocational development by reflecting on internship experiences and assessing their relevance for future ministry practice and calling</li> </ul>
<b>Assessments</b>	Assessment for this course is on a Pass/Fail basis and includes submitting a Field Ministry Agreement, a Student's Report, and a Supervisor's Report; attending church every Sunday; and receiving a positive Supervisor's Report confirming faithful fulfillment of the Field Ministry Agreement.
<b>Course Content</b>	Regular participation in Field ministry activities.
<b>Key Reference</b>	None

<b>Course Code &amp; Name:</b>	<b>EL 107/207/307 – Practicum I, II</b>
<b>Semester</b>	Summer/Winter Semester Breaks
<b>Credits</b>	6-9 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	Foundations year, 2nd & 3rd year course;
<b>Workload</b>	180-270 Hours
<b>Pre-requisites</b>	Passing grade in the previous semester's section of the course.
<b>Course Description</b>	The Practicum is an important part of the education of ETS students. Students are given an opportunity to put into practice what they have learned in class. It creates a room to develop their own ministry by observing the various areas of ministry in a local church or organization, and prepares them for future ministry opportunities.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to different ministry opportunities in local churches and ministries.</li> <li>• Enhance students' interactions with local church or ministry leaders and members.</li> <li>• Create an environment for students to reflect on and evaluate their own strengths and weaknesses in ministry.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Apply classroom learning in practical settings.</li> <li>• Evaluate their own ministry efforts in the local church or ministry.</li> <li>• Evaluate their strengths and weaknesses in connection to ministry, based on their course experience.</li> </ul>
<b>Assessments</b>	Assessment for the Practicum is on a Pass/Fail basis and includes completing the minimum required hours, submitting all Student and Supervisor reports, and the Practicum Diary, with a positive Supervisor's Report confirming faithful fulfillment of the Practicum Agreement.
<b>Course Content</b>	This ministry should help to support already existing ministries in a church. If a new ministry is planted, it is seen as a ministry in the church in which the student is doing the practicum. Students will be under the supervision of a pastor or a co-worker of the church.
<b>Key Reference</b>	None

<b>Course Code &amp; Name:</b>	<b>OT 203 – Old Testament Exegesis: Isaiah</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course serves to provide a general overview of the book of Isaiah. Besides presenting an introduction into the historical and literary context of the book, the course will also concentrate on certain theological themes in the text. Further, it will focus on an exegetical analysis of selected passages/chapters of the book.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• to have a basic historical and cultural knowledge and understanding of the book of Isaiah, including Isaiah as a person, his family, and Israel as God’s people.</li> <li>• to have a basic literary understanding about the book of Isaiah</li> <li>• to recognize basic biblical features in Isaiah’s calling, life, family life, and ministry.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• to illustrate and analyze the relational issues between Israel and God.</li> <li>• to formulate some elements of calling, ministry, and discipleship and to implement them into one’s personal life and one’s spiritual ministry in a creative and yet realistic way.</li> <li>• to examine principal theological themes of the book and to evaluate them on the basis of exegesis and textual analysis</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Historical context; literary context; Isaiah 1; Isaiah 6; Isaiah 11; Isaiah in light of the New Testament; Isaiah 23; “Knowing” in focus; Isaiah 40–55; Yahweh and Israel; God’s covenant.
<b>Key Reference</b>	The Book of the Prophet Isaiah.

<b>Course Code &amp; Name:</b>	<b>NT 202 – New Testament Book Study: Romans</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course offers an exegetical study of Paul’s thought and theology in the Epistle to the Romans, examining its meaning in its original historical context and its relevance for today. Students will learn to interpret the text using historical-critical methods and to apply sound hermeneutical principles that connect the original setting of Romans with contemporary contexts.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide students with a solid understanding of the Epistle to the Romans within its first-century historical and theological context.</li> <li>• Explore the significance of Romans for Pauline and broader New Testament theology.</li> <li>• Equip students with sound exegetical and hermeneutical approaches for interpreting and applying New Testament texts.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze the Epistle to the Romans in its original first-century A.D. setting and explain its key theological themes.</li> <li>• Apply methodological steps that lead from the biblical text to translation and interpretation using historical-critical tools.</li> <li>• Articulate the continuing relevance of the Epistle to the Romans for contemporary faith and theology.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Introduction (Romans 1:1–17); Sin—righteousness demanded (Romans 1:18–3:20); Salvation—righteousness declared (Romans 3:21–5:21); Sanctification—righteousness defended (Romans 6–8); Sovereignty—righteousness declined (Romans 9–11); Service—righteousness demonstrated (Romans 12:1–15:7); Conclusion (Romans 15:8–16:27);
<b>Key Reference</b>	Bruce, F.F. <i>The Letter of Paul to the Romans. An Introduction and Commentary</i> (The Tyndale New Testament Commentaries). Grand Rapids: W.B. Eerdmans Publishing Company, 1985.

<b>Course Code &amp; Name:</b>	<b>NT 208 – New Testament Exegetical Preparation</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This class offers an introduction to exegetical research, methods, and writing process for New Testament passages. Functioning as a methodological course, the basis will be the revised Kniebis Model for exegetical Work. Main aspects will be an overview of the exegetical method itself, source utilization, exegetical fallacies, and the practical application of the method for training purposes and utilization in ministerial opportunities.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide students with a foundational understanding of exegetical research methodologies applicable to New Testament texts.</li> <li>• Develop the capacity for critical analysis and academic reflection in the field of biblical interpretation.</li> <li>• Equip students with essential skills for the practical integration of exegetical methods within ministerial and academic contexts.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand and apply exegetical methods according to the Kniebis model in academic and ministry contexts.</li> <li>• Navigate the library effectively and identify verified reference sources that support exegetical work.</li> <li>• Communicate and practice the importance of exegesis in both ministry and personal faith.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Intro to Exegesis; Overview and Particularities; Thesis Statement; Initial research and first thoughts; Sitz im Leben; Thesis Statement and Motivation; Tools for Exegetical Work; Hermeneutic; Text Analysis & Lexical-Diagram; Redirecting the Course; Literary & Diachronic Analysis; Word Study;
<b>Key Reference</b>	Meiser, Martin, Uwe Kühneweg, and others. <i>Proseminar II, Neues Testament – Kirchengeschichte</i> (Stuttgart, Germany: Kohlhammer, 2000).

<b>Course Code &amp; Name:</b>	<b>NT 301 – New Testament Exegesis</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	NT 208
<b>Course Description</b>	This class offers an introduction to exegetical research, methods, and writing process for New Testament passages. Functioning as a methodological course, the basis will be the revised Kniebis Model for exegetical Work. Main aspects will be an overview of the exegetical method itself, source utilization, exegetical fallacies, and the practical application of the method for training purposes and utilization in ministerial opportunities.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide students with a foundational understanding of exegetical research methodologies applicable to New Testament texts.</li> <li>• Develop the capacity for critical analysis and academic reflection in the field of biblical interpretation.</li> <li>• Equip students with essential skills for the practical integration of exegetical methods within ministerial and academic contexts.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand and apply exegetical methods according to the Kniebis model in academic and ministry contexts.</li> <li>• Navigate the library effectively and identify verified reference sources that support exegetical work.</li> <li>• Communicate and practice the importance of exegesis in both ministry and personal faith.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Introduction to New Testament Exegesis; Historical and Cultural Context; Textual Criticism of the Greek New Testament; Literary and Rhetorical Analysis; Hermeneutical Models; Exegetical Fallacies; Methods for Key NT Genres; Application in Theology and Ministry; Integration with Ministry Practice; Reflection and Evaluation.
<b>Key Reference</b>	Metzger, B.M. The Text of the New Testament: Its Transmission, Corruption, and Restoration. New York and London, 1964.

<b>Course Code &amp; Name:</b>	<b>OT 207 – Old Testament Exegetical Preparation</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This class is the foundational course for interpreting Old Testament scriptures through Biblical exegesis using the Kniebis model. It offers an overview of exegetical methods, historical evolution of exegetical work, source utilization, exegetical errors, and practical implementation in ministry. By guiding the student through the practice of methodical Bible interpretation, it establishes the foundational understanding for future Old Testament classes.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Equip students with a clear understanding of the main components of exegesis according to the Kniebis model and the tools required for sound exegetical work.</li> <li>• Develop students' ability to recognize the importance of exegesis for the church and for personal spiritual formation, while being aware of and avoiding common exegetical errors.</li> <li>• Encourage students to begin the exegetical process independently, using responsible judgment and appropriate guidance from reliable sources and instructors.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand and apply exegetical methods according to the Kniebis model in academic and ministry contexts.</li> <li>• Navigate the library effectively and identify verified reference sources that support exegetical work.</li> <li>• Communicate and practice the importance of exegesis in both ministry and personal faith.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Introduction; the task of exegetical work; the Kniebis model; exegetical fallacies; how to do exegesis.
<b>Key Reference</b>	Stuart, Douglas. <i>Old Testament Exegesis: A Primer for Students and Pastors</i> . 2nd ed. Philadelphia, PA: The Westminster Press, 1980.

<b>Course Code &amp; Name:</b>	<b>OT 301 – Old Testament Exegesis</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	OT 207
<b>Course Description</b>	This intermediate course in Old Testament interpretation focuses on exegetical work. Based on the Kniebis Model 2025, it builds on the introductory course in OT exegesis to deepen students' practical skills in using the text-critical apparatus of the <i>Biblia Hebraica Stuttgartensia</i> , engaging with hermeneutical models, and identifying exegetical fallacies, while demonstrating their practical application in various areas of ministry.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Enable students to translate biblical texts into today's understanding.</li> <li>• Help students relate exegetical works to biographical and historical backgrounds.</li> <li>• Equip students to evaluate the use of exegesis within the context of field ministry.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain different historical exegetical approaches.</li> <li>• Recognize the development of worldwide exegetical branches.</li> <li>• Analyze biblical passages within a contemporary context.</li> <li>• Debate controversial, common, and personal exegetical methods.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Textual criticism and the <i>Biblia Hebraica Stuttgartensia</i> ; Reintroduction to the text-critical apparatus; Practical exercises on identifying textual variants; Evaluating manuscript traditions and their impact on interpretation; Exegetical fallacies; Hermeneutical models; Introduction of different hermeneutical approaches; Recognizing strengths and weaknesses.
<b>Key Reference</b>	Carson, D. A. <i>Exegetical Fallacies</i> . 2nd Ed. Grand Rapids, MI: Baker Book House Company, 1996.

<b>Course Code &amp; Name:</b>	<b>TS 201 – Systematic Theology I</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course offers an introduction to the general field of Christian thought as a response to God’s revelation in the Bible. It combines with Systematic Theology II in the following semester to provide a survey of the teachings of the Christian faith coupled with an appreciation of the various contributions that theologians have made to our understanding of doctrine. It is fundamental to theological understanding in biblical, historical and theological courses taught at ETS.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Enable students to recognize the role of theology as a scholarly discipline and its significance for the Christian Church.</li> <li>• Help students understand key theological questions and their development throughout history.</li> <li>• Equip students to reflect God’s revelation in both thought and behavior.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify the orthodox doctrines of the Church and recognize where specific theological approaches diverge from them.</li> <li>• Analyze the doctrine of the Trinity and reflect on it from both biblical and dogmatic perspectives.</li> <li>• Distinguish between heresies and orthodox teachings regarding the person of Christ.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Christian Theology: Patristic Period; Middle Ages and Renaissance; Byzantine Theology; Reformation and Post-Reformation Periods; Modern Period and Enlightenment; Theology: Definition and Academic Development; Sources of Theology: Scripture, Reason, Tradition, Religious Experience; Knowledge of God: Revelation and Natural Theology; Philosophy and Theology: Faith, Theological Language, Proofs of God’s Existence.
<b>Key Reference</b>	Carson, D. A. <i>Exegetical Fallacies</i> . 2nd Ed. Grand Rapids, MI: Baker Book House Company, 1996.

<b>Course Code &amp; Name:</b>	<b>TS 202 – Systematic Theology II</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	TS 201
<b>Course Description</b>	This course continues the survey of Christian thought as a response to God’s revelation in the Bible which was offered in Systematic Theology I, completing the survey of the teachings of the Christian faith coupled with an appreciation of the various contributions that theologians have made to our understanding of doctrine.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Develop an understanding of theology as a discipline and its significance for the Church.</li> <li>• Equip students to evaluate key doctrines, including Christology and pneumatology, in both theory and practice.</li> <li>• Foster awareness of contemporary challenges facing the Church and the complexities of eschatology.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Recognize the role of theology in guiding faith and understanding the soteriological work of Christ.</li> <li>• Identify orthodox doctrines and discern deviations in theological approaches.</li> <li>• Apply theological insights to contemporary issues and demonstrate obedience to God’s revelation in thought and practice.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, exams.
<b>Course Content</b>	May include but not limited to: Christ and History, including the historical Jesus and the Resurrection; Doctrines of Human Nature, Sin, and Salvation, covering humanity, justification, and predestination; Pneumatology, focusing on Pentecost and the work of the Holy Spirit; Doctrine of the Church, including Reformation debates, church government, and ordinances; Eschatology, addressing the Rapture, the Millennial Reign, and the final states of Heaven, Hell, and Purgatory.
<b>Key Reference</b>	Alister McGrath, <i>Christian Theology: An Introduction</i> (Oxford: Blackwell, 1994) chapters 12-18.

<b>Course Code &amp; Name:</b>	<b>HS 201 – History of the Christian Church I</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course surveys the history of the Christian Church from the Apostolic Age to the Medieval Period, highlighting key figures, events, and theological developments; it provides a foundation for understanding Scripture, Church history, and doctrine, and equips students for critical engagement and practical ministry in Pentecostal-Charismatic contexts.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to key historical figures and personalities in Church history.</li> <li>• Provide a systematic study of the history of the Christian Church from the first to the fifteenth century.</li> <li>• Relate the development of doctrines and defense against heresies to the contemporary Christian Church.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Acquire a basic understanding of the history and theology of the Church in the light of the Scriptures.</li> <li>• Recognize the principal historical events and key leaders in the development of the Church.</li> <li>• Evaluate the contribution of Church history to contemporary ministry and Christian practice.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Historical Overview and Methodology; The Church at Jerusalem and Missions to the Gentiles; Early conflict with the State and rise of persecution; Defense of the faith against heresy; The conversion of Constantine; The Monastic Reaction; The first Schism and the Arian controversy; The early theologians; Eastern Christianity and the new empire; The Challenge of Islam; Feudalism, its collapse, and the quest for reformation; Renaissance and Humanism
<b>Key Reference</b>	Dowley, Tim, ed. <i>The History of Christianity</i> . Berkhamsted, UK: Lion Publishing, 1977.

<b>Course Code &amp; Name:</b>	<b>HS 202 – History of the Christian Church II</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	HS 201
<b>Course Description</b>	This course presents a survey of the history of the Christian Church from the close of the Medieval Period to the present. Special attention will be given to influential people, central events and important theological developments in the history of the Church.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide students with a basic understanding of the principal historical events in the development of the Church;</li> <li>• Help students consider the lives and contributions of central leaders and theologians throughout Church history;</li> <li>• Develop a deeper understanding of the development of Christian beliefs and teachings over time.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Recognize the principal historical events in the development of the Church;</li> <li>• Interpret the importance of key events and assess the contributions of influential individuals;</li> <li>• Evaluate the Church today in light of its historical development and its relevance for modern ministry situations.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Moving Towards Reform: Colonial Christianity; Erasmus; The Reformation: Luther, Zwingli, Anabaptists, Calvin, Lutheranism, Counter-Reformation; Orthodoxy, Rationalism, Pietism: Age of Dogma, Thirty Years War, Puritan Revolution, Catholic, Lutheran, Reformed Orthodoxy, Pietism; Nineteenth Century Christianity: Political Changes, Great Awakening, Theological Developments; Twentieth Century Church: Eastern Christianity, Roman Catholicism, Protestantism, Pentecostal and Charismatic.
<b>Key Reference</b>	Walker, Williston. <i>A History of the Christian Church</i> . 3rd ed. New York: Scribner's Sons, 1970.

<b>Course Code &amp; Name:</b>	<b>PM 304 – Conflict Management</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course introduces conflict management in personal, church, and organizational contexts; exploring sources, types, relational dynamics, cultural and gender differences, neurobiological and biblical/theological perspectives; students develop practical skills in communication, negotiation, mediation, and reconciliation for constructive engagement in ministry and daily life.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to the theories, sources, and types of conflict in relational, family, church, and societal contexts.</li> <li>• Investigate different techniques, approaches, and styles of conflict resolution.</li> <li>• Critically reflect on the biblical, theological, and ethical dimensions of conflict.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the theory and practice of conflict and its resolution.</li> <li>• Apply different techniques, approaches, and styles to conflict resolution within various contexts.</li> <li>• Integrate biblical and theological principles into the practice of conflict resolution, emphasizing peacemaking, forgiveness, and reconciliation.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: The course explores the theory and practice of conflict in personal, family, church, and organizational contexts; types and sources of conflict; relational dynamics; cultural, gender, and neurobiological influences; conflict management styles; effective communication, mediation, and negotiation; application of the Peacemaker Model; and principles of forgiveness and reconciliation in resolving conflicts.
<b>Key Reference</b>	Sande, Ken. <i>The Peace Maker: A Biblical Guide to Resolving Personal Conflict</i> . Grand Rapids, Michigan: Baker Books. 2004.

<b>Course Code &amp; Name:</b>	<b>TS 301 – Christian Ethics</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	The general intension of this course is to critically reflect on Christian morals and their claims. Different ethical traditions and contemporary views will be discussed and applied. This course will try to provide a Christian paradigm for ethics for our daily lives.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide a general understanding of ethics;</li> <li>• Develop an understanding of different approaches within Christian ethics;</li> <li>• Cultivate the ability to articulate biblical responses to contemporary issues and everyday situations.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define and explain key ethical concepts and their significance within philosophical and theological discussions;</li> <li>• Compare and contrast various approaches within Christian ethics, evaluating their theological foundations and practical applications;</li> <li>• Apply principles of biblical hermeneutics to interpret and assess ethical issues from a scriptural perspective.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Definitions and terms; History of Ethics; Principles of Christian Ethics; Moral law and the God of the Bible; Approaches within Christian Ethics; Role of hermeneutics in Christian Ethics; Human rights and racism; Social morality: government and politics; Work and economics; Environmental ethics and animal suffering; Sexual ethics: pornography, divorce, polygamous and alternative sexual lifestyles; Medical ethics: euthanasia, abortion, gender and transgender issues; War and pacifism; Substance abuse; Ministerial ethics.
<b>Key Reference</b>	Lewis, C.S. <i>Mere Christianity</i> . New York: HarperCollins, 2001.

<b>Course Code &amp; Name:</b>	<b>PM 301/302 – Pastoral Theology &amp; Church Administration</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course explores the person and work of a Pastor, focusing on personal life, ministry, and church administration; it examines pastoral leadership, relationships, and ministry responsibilities, and prepares students in the Pastoral concentration to serve effectively as expositor, theologian, preacher, teacher, counsellor, and administrator.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Integrate the pastor’s personal life, devotional practices, and character development with the responsibilities of ministry.</li> <li>• Provide a foundational understanding of pastoral leadership, church administration, and team ministry in the contemporary church context.</li> <li>• Equip students with knowledge of biblical principles, servant leadership, and effective decision-making for ministry and congregational care.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Recognize and carry out the principal duties of a pastor, including preaching, teaching, counseling, and administration.</li> <li>• Assess the role of devotional life, prayer, and spiritual discipline in sustaining effective pastoral ministry.</li> <li>• Evaluate and apply principles of leadership, teamwork, and church governance to enhance ministry effectiveness and organizational functioning.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Servant Leadership; Character and Self-Awareness of the Pastor; Concept of Calling and Right Attitudes; Relationships with God, Family, Colleagues, and Church Members; Leadership Skills Including Direction, Team Building, and Facilitating Change; Conducting Meetings; Church Administration, Including Worship, Ordinances, Child Dedication, Visitation, Counseling, and Weddings.
<b>Key Reference</b>	Getz, Gene. <i>Elders and Leaders</i> . Chicago, IL: Moody, 2003.

<b>Course Code &amp; Name:</b>	<b>PM 201 – Introduction to Homiletics</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course introduces the student to Homiletics and seeks to provide guidance in the basic preparation of sermons. It will focus on the necessary steps, such as elementary Hermeneutics, hearing from God, use of Scripture and other sources, producing a sermon outline, style and delivery and preaching for special occasions. The second part of the course is practical, and students will gain experience in preparing and preaching sermons, for use in local church services, Devotions and Chapel services.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to a theology of preaching rooted in divine calling and anointing.</li> <li>• Develop skills in sermon preparation and organization based on the Word of God.</li> <li>• Equip students with basic communication techniques for effective and loving delivery of God’s message.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify various types of sermons, including topical, expository, and textual.</li> <li>• Prepare coherent sermon outlines and series for regular and special occasions.</li> <li>• Apply illustrations, rhetorical techniques, and IT skills to enhance sermon delivery.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journal, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Preparation for the Sermon; Types of Sermons; Unity of the Sermon; Outlining the Sermon; Finishing the Sermon; Occasions for Preaching; Delivering a Brief Expository Sermon to a Sunday Morning Congregation; and Submitting a Summative Outline to the Instructor Prior to Delivery.
<b>Key Reference</b>	Greidanus, Sidney. <i>The Modern Preacher and the Ancient Text: Interpreting and Preaching Biblical Literature</i> . Grand Rapids, MI: Eerdmans, 1988.

<b>Course Code &amp; Name:</b>	<b>HS 203 – Survey of Christian Denominations &amp; Sects</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course provides an overview of the history, key doctrines and practices of major denominations and sects. Attention will focus on a historical mapping of these groups and a theological critique of each. It will assist students in understanding other common faith traditions, specifically in how they are similar to and different from their own denominational allegiances. This will lead to a greater appreciation of emphases in other denominations and more clarification of how sects differ from orthodox Christianity.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide a better understanding of key terms such as cult, sect, movement, denomination, and world religion.</li> <li>• Outline the historical context and development of Christian movements, denominations, and significant contemporary groups.</li> <li>• Examine the lives of founders, claims to special revelations, theological beliefs, unusual practices, and the impact of these groups on society.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate familiarity with prominent Christian denominations and their distinguishing characteristics.</li> <li>• Identify key founders and leaders of denominations and sects, understanding their historical and theological significance.</li> <li>• Communicate accurately about the theological differences and belief structures of various Christian groups.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journal, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Major Christian traditions and movements, including Catholicism; Eastern Orthodoxy; Lutheranism; Reformed Traditions; Anglicanism; Methodism; Mormonism; Charismatic Movements; Jehovah's Witnesses.
<b>Key Reference</b>	Rhodes, Ron. <i>The Complete Guide to Christian Denominations: Understanding the History, Beliefs, and Differences</i> . Eugene, OR: Harvest House Publishers, 2005.

<b>Course Code &amp; Name:</b>	<b>GK 201 – New Testament Greek I</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course provides a basic understanding of the Greek language of the New Testament (Koine Greek). Primary emphasis is placed on mastery of writing, phonology, basic grammar, and vocabulary.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Aid students in acquiring basic Koine Greek vocabulary</li> <li>• Expand students' understanding of Koine Greek grammar and verb paradigms</li> <li>• Provide opportunities to develop proficiency in reading, writing, and translating Koine Greek</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Read and write basic Koine Greek proficiently</li> <li>• Translate simple Koine Greek sentences accurately</li> <li>• Recognize and interpret a variety of verbal forms</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, homework, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Introduction to the Greek alphabet and pronunciation; Basic reading and writing of Koine Greek; Essential vocabulary building; Fundamental grammar, including nouns, articles, and basic verb forms; Simple sentence structure; Guided translation of short Koine Greek texts.
<b>Key Reference</b>	Molly Whittaker, <i>New Testament Greek Grammar: An Introduction. Revised Edition</i> , London: SCM Press Ltd., 1980.

<b>Course Code &amp; Name:</b>	<b>GK 202 – New Testament Greek II</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	GK 201
<b>Course Description</b>	This course is the continuation of Greek I and provides a further basic understanding of the Greek language of the New Testament (Koine Greek). Primary emphasis is again placed on mastery of writing, phonology, basic grammar, and vocabulary.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to basic Koine Greek vocabulary and grammar.</li> <li>• Develop foundational skills in reading, writing, and translating Koine Greek.</li> <li>• Familiarize students with common Koine Greek verb forms and grammatical structures.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Read and write basic Koine Greek with growing proficiency.</li> <li>• Understand and apply fundamental Koine Greek grammar concepts.</li> <li>• Translate simple Koine Greek sentences and recognize key verbal forms.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, homework, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Review and reinforcement of Koine Greek fundamentals; Expansion of vocabulary and grammatical knowledge; Noun cases and functions; Verb tenses, voices, and moods; Introduction to participles and infinitives; Sentence structure and basic syntax; Guided reading and translation of selected New Testament passages; Ongoing exercises in reading, writing, and translation to strengthen linguistic competence.
<b>Key Reference</b>	Molly Whittaker, <i>New Testament Greek Grammar: An Introduction</i> . Revised Edition, London: SCM Press Ltd., 1980.

<b>Course Code &amp; Name:</b>	<b>HB 201 – OT Hebrew I</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year
<b>Course Description</b>	This course provides a basic understanding of the Hebrew language of the Old Testament (biblical Hebrew). Primary emphasis is placed on mastery of writing, phonology, basic grammar, and vocabulary
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to basic biblical Hebrew vocabulary and foundational grammar.</li> <li>• Develop students' skills in reading, writing, and translating elementary biblical Hebrew texts.</li> <li>• Explain Hebrew verb paradigms and train students to recognize common verbal forms.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Read and write basic biblical Hebrew with introductory proficiency.</li> <li>• Understand and apply fundamental Hebrew grammar concepts in simple texts.</li> <li>• Translate basic biblical Hebrew sentences and identify common verb forms.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, homework, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Introduction to the Hebrew alphabet and pronunciation; Reading and writing Hebrew consonants and vowels; Basic rules of syllabification and accentuation; Introduction to Hebrew vocabulary building; Fundamentals of biblical Hebrew grammar; Nouns, gender, number, and definite article; Introduction to the Hebrew verbal system; Simple sentence structure and word order; Guided reading and translation of basic biblical Hebrew texts.
<b>Key Reference</b>	Martin, Lee Roy. <i>Introduction to Biblical Hebrew</i> . 4th edition. Cleveland, TN: CPT Press, 2018

<b>Course Code &amp; Name:</b>	<b>HB 202 – OT Hebrew II</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	HB 201
<b>Course Description</b>	This course builds on Hebrew I and provides a further basic understanding of the Hebrew language of the Old Testament (biblical Hebrew). Primary emphasis is placed on mastery of writing, reading/phonology, basic grammar, sentence analysis, and vocabulary
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Support students in expanding their biblical Hebrew vocabulary and reading proficiency.</li> <li>• Further develop students' Hebrew writing, translation, and grammatical understanding.</li> <li>• Equip students to recognize and work confidently with Hebrew verb paradigms and verbal forms.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Read and write basic biblical Hebrew with increased fluency and accuracy.</li> <li>• Analyze Hebrew sentences using foundational grammatical concepts.</li> <li>• Translate biblical Hebrew texts competently while identifying key verbal forms.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, homework, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: continued development of biblical Hebrew reading and writing skills; Phonology and pronunciation review; Expansion of Hebrew vocabulary; Advanced noun forms and syntax; Hebrew verb paradigms with emphasis on strong and weak verbs; Sentence analysis and grammatical parsing; Translation of selected Old Testament texts with guided reading practice.
<b>Key Reference</b>	Martin, Lee Roy. <i>Introduction to Biblical Hebrew</i> . 4th edition. Cleveland, TN: CPT Press, 2018

<b>Course Code &amp; Name:</b>	<b>WM 202 – Church Planting &amp; Growth</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course introduces students to Church Development and Church Planting, examining the theology of Church Growth, contemporary trends in Church Renewal, and the missional nature of local churches. Students will explore traditional and emerging models, evaluate cross-cultural and postmodern challenges, and develop practical strategies for church planting and growth.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Understand the theology of Church Growth and its contemporary relevance.</li> <li>• Explore current trends in Church Renewal and emerging church models.</li> <li>• Develop practical strategies for the local church to engage society missionally.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze theological foundations and missional implications of church growth.</li> <li>• Assess and apply effective strategies for church planting and discipleship.</li> <li>• Evaluate the mission and effectiveness of a local church or church plant in context.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Introduction to Church Growth theology; missional nature of the local church; emerging church models and contemporary trends; cross-cultural and postmodern considerations; practical strategies for church planting, including teams, mother/daughter churches, and house churches.
<b>Key Reference</b>	Rick Warren, <i>The Purpose Driven Church: Growth Without Compromising Your Message &amp; Mission</i> , Grand Rapids: Zondervan, 1995.

<b>Course Code &amp; Name:</b>	<b>WM 207 – Contextualization</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course introduces students to the interface of the Bible and global cultural contexts; teaches communication of the Gospel contextually for the student's calling; explores models and processes of contextualization; examines local church contextualization; aims to ensure relevance and impact of the Gospel.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Evaluate the Church's responsibility as a missionary community in the Missio Dei.</li> <li>• Assess the importance of culture, society, and worldview for effective mission.</li> <li>• Introduce processes and models of contextualization for ministry practice.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Apply contextualization principles to New Testament examples.</li> <li>• Analyze incarnational mission strategies for cross-cultural ministry.</li> <li>• Develop a contextualized model for local church expression and engagement.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Understanding context and culture; Incarnational mission; Foundations of contextualization; God and culture; Contextualization in the New Testament; Models of contextualization; Contextualization of church; Process of contextualization.
<b>Key Reference</b>	Scott A. Moreau, <i>Contextualization in World Missions: Mapping and Assessing Evangelical Models</i> , Kregal Academic, 2012

<b>Course Code &amp; Name:</b>	<b>WM 208 – Theology of Missions</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course introduces students to the theological foundations of Christian mission; examines key biblical and theological issues related to global and local mission; explores the Missio Dei, the role of Jesus and the Holy Spirit in mission; reviews trends and contemporary issues in mission; integrates theological principles with practical mission opportunities.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Evaluate God as a missional God and understand the Missio Dei.</li> <li>• Analyze biblical foundations for mission from both Old and New Testaments.</li> <li>• Explore contemporary trends, theological perspectives, and global mission practices.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Examine the life of Paul, the missional Jesus, and Pentecostal mission theology.</li> <li>• Assess the role of the Holy Spirit in mission and incarnational ministry.</li> <li>• Develop a personal theology of mission and practical approach for ministry opportunities.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: The Missio Dei and motivation; Mission in Old Testament; Mission in New Testament; Apostle Paul and mission; God, creation, kingdom, and mission; Missional Jesus and harvest; Contemporary trends and issues in global mission; Pentecostal theology of mission; Role of the Holy Spirit in mission; Missional church and holistic mission; Missional calling and practice.
<b>Key Reference</b>	Craig Ott, Stephen J. Strauss, and Timothy Tennent, <i>Encountering Theology of Mission</i> , Baker Academic, 2010.

<b>Course Code &amp; Name:</b>	<b>WM 209 – Current Trends in Missions</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course examines mission in the post-Christian West, exploring trends in global mission; analyzes secularization, pluralism, postmodernism, urbanization, and humanism; considers de-Christianization of Western society; evaluates emerging church models, missional churches, and organic church movements; and develops strategies for evangelism, discipleship, church planting, and missional engagement.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Identify and evaluate the state of Christianity and the Church in the post-Christian West.</li> <li>• Analyze cultural, social, and theological factors contributing to the de-Christianization of Western society.</li> <li>• Develop strategies for missional engagement, including evangelism, discipleship, and church revitalization.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Examine trends in Western church reconstruction and emerging missional movements.</li> <li>• Assess challenges to mission in pluralistic and postmodern contexts.</li> <li>• Apply practical mission strategies to contemporary Western culture, including church planting and discipleship programs.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: State of the post-Christian West; Factors for de-Christianization; Cultural challenges for mission; Deconstruction and reconstruction of the Western Church; Missional church movements; Mission practice: evangelism, discipleship, church planting; Pluralism and diaspora mission; Revival and awakening; Strategies for missional engagement.
<b>Key Reference</b>	Stefan Paas, <i>Pilgrims and Priests: Christian Mission in a Post-Christian Society</i> , SCM Press, 2019

<b>Course Code &amp; Name:</b>	<b>HS 204 – Survey of World Religions</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course examines the history, teachings, and cultural context of major non-Christian religions; introduces Judaism, Islam, Hinduism, Buddhism, African animism, and European neo-Paganism; provides a comparative study of religions; and develops strategies for personal and missional engagement with people of other faiths.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Understand the cultural and missional reasons for Christians to study other religions.</li> <li>• Identify the history, beliefs, and practices of major world religions.</li> <li>• Develop strategies for personal and missional engagement with adherents of other faiths.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast the teachings of two selected religions with each other and with Christianity.</li> <li>• Research and analyze the historical, social, and theological aspects of world religions.</li> <li>• Present findings effectively in written and oral formats, applying missional principles.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: History and teachings of Judaism, Messianic Judaism, Islam, Hinduism, Buddhism, African animism, European neo-Paganism; comparative evaluation of two selected religions; personal and missional engagement strategies; research and presentation skills.
<b>Key Reference</b>	No required textbook; students use library and online resources to research two religions for a paper and presentation.

<b>Course Code &amp; Name:</b>	<b>WM 305 – Principles &amp; Practices of Missions</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course introduces the principles, practices, and competencies needed for effective intercultural missionary work; emphasizes character traits, spiritual formation, ministry skills, and knowledge; engages students in reflection on personal ministry history and projections; integrates scripture, missions history, and case studies; and equips participants to apply missionary principles in current and future ministry contexts.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Understand the principles and practices required for effective intercultural missionary service.</li> <li>• Develop competencies in spiritual formation, ministry skills, and cross-cultural knowledge.</li> <li>• Integrate personal reflection, case studies, and biblical examples into practical missionary application.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Articulate a personal ministry history and future projections for missionary service.</li> <li>• Conduct self-assessment of character traits, attitudes, and skills for intercultural ministry effectiveness.</li> <li>• Formulate a Personal Development Action Plan for ongoing professional growth and lifelong learning in missions.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Personal ministry history and projections; principles of spiritual formation, readiness, and intercultural ministry; missionary practices including language and cultural acquisition, partnership, and collaboration; case studies from scripture and missions history; reflection and integration exercises; personal development action plan for long-term missionary effectiveness.
<b>Key Reference</b>	Hoke, Steve & Bill Taylor, <i>Send Me! Your Journey to the Nations</i> . World Evangelical Fellowship, 1999.

<b>Course Code &amp; Name:</b>	<b>CO 220 – Cultural Psychology</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	Intensive for all three years.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course examines the intersection of culture and psychology; students explore how culture influences cognition, behavior, development, identity, relationships, and mental health; emphasis on applying cultural psychology concepts to real-world contexts.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Increase cultural competence and understanding of diverse thought and behavior patterns.</li> <li>• Understand the complex but predictable nature of culture and human behavior.</li> <li>• Critically read, analyze, and interpret research findings in cultural psychology.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify and explain the meaning and scope of cultural psychology.</li> <li>• Examine how culture impacts cognition, language, development, gender, motivations, behaviors, identity, morality, relationships, personality, health, and mental well-being.</li> <li>• Analyze and apply information about cultural psychology through discussions, papers, and presentations</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Culture and human nature; Research Methods; Development and socialization; Self and personality; Motivation; Cognition and perception; Emotions; Morality and religion; Attraction and relationships; Mental health.
<b>Key Reference</b>	Heine, S. J. <i>Cultural Psychology</i> . 4th ed. New York/London: W.W. Norton Company, 2020.

<b>Course Code &amp; Name:</b>	<b>CO 210 – Science of Well-Being</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	This course provides an overview of the scientific study of positive psychology; students explore the psychological mechanisms behind well-being, happiness, resilience, and coping; major topics are examined in light of a Christian worldview, integrating research with practical applications for personal and spiritual growth.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide an overview of the field of positive psychology and its key concepts.</li> <li>• Emphasize the importance of psychological well-being and its regulation across cognition, behavior, and culture.</li> <li>• Examine applications of positive psychology in developmental, clinical, and spiritual contexts.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify and explain major concepts, findings, and debates within positive psychology.</li> <li>• Analyze the interactions between well-being, happiness, physiology, cognition, and behavior.</li> <li>• Understand the cultural and contextual factors influencing psychological well-being.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Scientific study of positive psychology; Cultural perspectives on well-being; Physiology of well-being; Positive emotions; Emotion regulation; Thriving and flourishing; Personal growth; Resilience and coping.
<b>Key Reference</b>	Zelenski, J. M. <i>Positive Psychology: The Science of Well-Being</i> . London: Sage Publications, 2020.

<b>Course Code &amp; Name:</b>	<b>CO 102 – Human Sexuality</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations year.
<b>Course Description</b>	Explores the biological, psychological, social, theological, and cultural dimensions of human sexuality; Integrates a biblical worldview with scientific perspectives; Promotes sexual integrity, health, and well-being; Prepares students to critically assess and engage in informed discussions on sexual issues in a diverse, global context.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Provide students with a comprehensive understanding of human sexuality, including its biological, psychological, social, theological, and cultural dimensions</li> <li>• Develop a comprehensive Christian worldview on sexuality that fosters both personal integrity and cultural awareness</li> <li>• Provide a foundation in sexual health and well-being</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand the role of sexuality in different life stages, including adolescence, adulthood, and aging</li> <li>• Define the dimensions of human sexuality and their influences in and on individuals, couples, and families</li> <li>• Identify and discuss the Christian understanding of sexuality as a gift from God</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Sexual development and behavior; Psychological, cultural, and medical perspectives; Christian understanding of sexuality as a gift from God; Contemporary issues including same-sex attraction, gender dysphoria, sexual abuse, and pornography; Counseling, education, and support strategies; Sexual ethics, integrity, and spiritual formation.
<b>Key Reference</b>	Balswick, J. K., & Balswick, J. O. <i>Authentic human sexuality: An integrated Christian approach</i> . InterVarsity Press, 2008.

<b>Course Code &amp; Name:</b>	<b>CO 301 – Selected Areas of Counseling</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course;
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	Provides an in-depth exploration of key counseling areas including singleness, premarital counseling, and grief; Integrates theological insight with current research and counseling practice; Equips students to offer informed, compassionate, and holistic ministry across diverse life stages and relational contexts.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Analyze theological, historical, and cultural foundations related to singleness, premarital counseling, and grief within Christian community contexts</li> <li>• Evaluate psychological research on singleness and assess how diverse expressions of singlehood shape counseling needs</li> <li>• Apply core principles and practices of premarital counseling to help prepare couples for healthy, stable, and Christ-centered marriages</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Assess the unique pastoral and counseling needs of various single groups and design appropriate support strategies</li> <li>• Evaluate the psychological, relational, and spiritual readiness of couples for marriage and apply relevant counseling models</li> <li>• Formulate compassionate, theologically informed counseling responses that address both emotional and spiritual dimensions of grief.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals, podcasts, reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Counseling needs of single adults; Principles and practices of premarital counseling; Emotional, spiritual, and psychological aspects of grief; Integration of theological, psychological, and cultural perspectives; Holistic approaches to ministry and relational support;
<b>Key Reference</b>	Sources will come from multiple textbooks

<b>Course Code &amp; Name:</b>	<b>Exploring Psychology and Christian Faith</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	Intensive for all three years.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course is based on the exploration of the relationship between psychological science and Christian faith; Topics include philosophical foundations and models of conceptualizing the relationship between the disciplines; Emphasis on understanding how one's view of psychology and faith guides professional and personal practice; Development of a coherent model integrating Christian faith with psychological principles.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Students demonstrate the foundational principles of both psychological science and Christian faith, and identify areas where they intersect, overlap, and diverge.</li> <li>• Evaluate how psychological theories and concepts align with or challenge Christian beliefs and vice versa.</li> <li>• Explore methods for integrating psychological insights with Christian theology, and vice versa, to develop a holistic understanding of human nature and behavior.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the importance of epistemological issues to the relationship between faith and psychology.</li> <li>• Describe the various approaches to the relationship between psychological science and Christian faith.</li> <li>• Evaluate the strengths and weaknesses of various models of integration; Apply theoretical approaches to integration to real life situations.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Themes of human nature; Consciousness; Decision making & reasoning; Developmental psychology; Emotion; Social psychology; Psychological disorders; Mental health.
<b>Key Reference</b>	Moes, Paul, and David J. Tellinghuisen. <i>Exploring Psychology and Christian Faith: An Introductory Guide</i> . 2nd ed. Grand Rapids, MI: Baker Academic, 2023.

<b>Course Code &amp; Name:</b>	<b>CM 206 – Improvisation in Music</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	Introduces students to the principles and practice of improvisation in music; Emphasizes practical application in worship settings; Focuses on vocal and instrumental improvisation for Pentecostal and evangelical services; Develops students' ability to improvise solos, accompany others, and re-harmonize worship songs.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Acquainted with common practices of improvisation in various musical settings with emphasis on Pentecostal worship</li> <li>• Develop skills for improvising in church settings including solos, duets, trios, quartets, ensembles, and praise &amp; worship rhythm sections</li> <li>• Understand how to accompany others while they are improvising</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify primary scales related to chords used in improvisation</li> <li>• Re-harmonize a praise and worship song or create original solos</li> <li>• Transcribe simple vocal or instrumental solos and apply Nashville numbering system to songs</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Basic principles of improvisation; Vocal and instrumental techniques; Relation between chords and scales; Writing and performing solos; Understanding song form and melody; Re-harmonization of praise and worship songs; Comping while others improvise; Practical exercises and transcription; Use of Nashville numbering system.
<b>Key Reference</b>	Dan Haerle, <i>The Jazz Language: A Theory Text for Jazz Composition and Improvisation</i> . Miami, FL: Warner Bros. Publica, 1980.

<b>Course Code &amp; Name:</b>	<b>CM 204 – Rehearsal Techniques</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	This course provides an understanding of the rehearsal setting within church music; examines positive and negative aspects of rehearsals; includes a rehearsal lab for practical application of theoretical principles.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Develop knowledge of techniques for effective worship rehearsals.</li> <li>• Apply theoretical rehearsal concepts in practical music ministry settings.</li> <li>• Understand the importance of collaboration and planning in worship leadership</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Plan and structure worship rehearsals, including weekly worship planning and evaluation.</li> <li>• Write a congregational worship statement integrating theological and musical considerations.</li> <li>• Evaluate songs and worship sets for theological and musical integrity and apply improvements.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Techniques for successful rehearsals; congregational key awareness; planning and structuring rehearsal and worship sets; collaboration in worship teams; writing worship statements; evaluation of worship services.
<b>Key Reference</b>	Cole, Marl. <i>Leading Worship – Notes From a Grand Adventure</i> . New Dream Press, 2014.

<b>Course Code &amp; Name:</b>	<b>CM 202 – Music Ministry Leadership</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	This course guides students in the art of worship leading through music within evangelical Pentecostal worship; emphasizes theological foundations, practical leadership, and ministry development.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Acquaint students with theological foundations and practices of worship leadership.</li> <li>• Develop practical skills for leading worship and managing a music ministry team.</li> <li>• Equip students to plan, evaluate, and improve worship services within a church context.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify and implement best practices in congregational worship across evangelical and Pentecostal contexts.</li> <li>• Formulate a personal philosophy of worship integrating theology, music, and ministry goals.</li> <li>• Apply leadership principles to organize and motivate worship teams, including planning rehearsals and services.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Common practices of congregational worship; personal philosophy of worship; practical leadership skills; developing a local church worship ministry; problem-solving in church music settings.
<b>Key Reference</b>	Alford, Delton L. <i>Ministering Through Music</i> . Cleveland, Tennessee: Church of God School of Ministry, 2002.

<b>Course Code &amp; Name:</b>	<b>CM 340 – Fundamentals of a Philosophy of Worship</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	This course develops an in-depth personal philosophy of worship for future ministry; explores techniques and practices for transitions and flow in worship leading; emphasizes creativity and practical elements for congregational worship in Pentecostal and evangelical church services.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Describe a philosophy of worship and formulate a personal philosophy of worship.</li> <li>• Compare cultural and sub-cultural influences on worship.</li> <li>• Critique worship services chapel and local settings.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Develop methods and techniques for transitions in worship sets.</li> <li>• Design and lead a worship set for a practical project including instrumentation, dynamics, and flow.</li> <li>• Produce a personal philosophy of worship paper integrating theological, musical, and practical elements.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Theological foundations of worship; Cultural and sub-cultural influences on worship; Practical worship leading; Vocal and instrumental music for worship; Transitions in Worship sets; Creative production of congregational materials.
<b>Key Reference</b>	Robert E. Webber, <i>Blended Worship: Achieving Substance and Relevance in Worship</i> . Peabody, MA: Hendrickson Publishers, 1996.

<b>Course Code &amp; Name:</b>	<b>CM 326 – Developing a Music Program for the Church</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	A practical course engaging students in creating a music program for the local church; emphasizes Pentecostal and evangelical worship traditions, worship design, and congregational materials production.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to common practices and theological foundations of worship across church settings.</li> <li>• Develop practical skills for organizing, designing, and leading worship in diverse service contexts.</li> <li>• Familiarize students with cultural influences and resources for planning a church music program.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Recap and implement common congregational worship practices across different churches.</li> <li>• Articulate and begin crafting a personal philosophy of worship.</li> <li>• Design worship orders and evaluate worship sessions for various service styles throughout the church calendar.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Common practices in evangelical and Pentecostal worship; theological foundations and personal philosophy of worship; cultural and sub-cultural influences; designing worship orders; leading vocal and instrumental music; using resources throughout the church calendar.
<b>Key Reference</b>	Sorge, Bob. <i>Exploring Worship: A Practical Guide to Praise and Worship</i> . Canandaigua, New York: Oasis House, 1987.

<b>Course Code &amp; Name:</b>	<b>CM 104 – Music Theory I</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	1 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	30 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	An introductory course designed to acquaint students with the fundamental elements of music, focusing on notation, scales, harmony, and basic four-voice writing as a foundation for further music study and ministry application.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to the core elements and language of music.</li> <li>• Develop foundational skills in reading and understanding musical notation.</li> <li>• Provide a basic understanding of harmony and four-voice writing.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify pitches, key signatures, intervals, and triads accurately.</li> <li>• Demonstrate basic skills in four-voice chorale-style writing.</li> <li>• Notate simple rhythms and melodies through musical dictation.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Musical notation and rhythm; major and minor scales; intervals and triads; basic harmony and cadences; harmonic progression; harmonic and rhythmic dictation.
<b>Key Reference</b>	Benward, Bruce, and Gary White. <i>Music in Theory and Practice</i> , vol. 1. 6th ed. Boston: McGraw-Hill, 1998.

<b>Course Code &amp; Name:</b>	<b>CM 113/114/213/C310 – Voice Class I, II, III, IV</b>
<b>Semester</b>	Spring and Fall Semester
<b>Credits</b>	1 ECTS
<b>Frequency</b>	Each semester
<b>Level</b>	All three years of the program
<b>Workload</b>	30 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	A practical course designed to help students discover, develop, and strengthen their vocal abilities, building confidence for singing in worship and performance settings for both beginning and developing vocalists.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Develop confidence and freedom in vocal expression.</li> <li>• Build healthy and sustainable vocal technique.</li> <li>• Encourage consistent and effective vocal practice habits.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate accurate intonation and controlled breath support.</li> <li>• Sing confidently in simple harmony and ensemble settings.</li> <li>• Apply basic principles of vocal health and range development.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Vocal anatomy and posture; breath support and control; vocal range and registers; diction and articulation; harmony singing; microphone use; vocal health and practice routines.
<b>Key Reference</b>	Peckham, Anne. <i>The Contemporary Singer: Elements of Vocal Technique</i> . Boston: Berklee Press, 2010.

<b>Course Code &amp; Name:</b>	<b>CM 323 – Songwriting</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-Annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations Year
<b>Course Description</b>	A foundational course introducing the principles of songwriting with a strong emphasis on writing Christian songs for worship in Pentecostal and evangelical church contexts, integrating musical structure, lyrics, and creativity.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Introduce students to common practices and resources for songwriting in worship and church settings.</li> <li>• Develop practical skills for writing and arranging songs for various vocal ensembles.</li> <li>• Familiarize students with musical tools and software used in contemporary songwriting.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify and apply essential elements and techniques of songwriting.</li> <li>• Compose original melodies and lyrics for Christian worship songs.</li> <li>• Demonstrate basic proficiency in creating lead sheets using music notation software.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Songwriting in biblical and contemporary contexts; elements and forms of songs; melody, harmony, rhythm, and lyrics integration; lyric writing and rhyming techniques; song styles and lead sheets; use of the Nashville Numbering System and notation software.
<b>Key Reference</b>	Pattison, Pat. <i>Songwriting Without Boundaries</i> . Blue Ash, Ohio: Writer’s Digest Books, 2011.

<b>Course Code &amp; Name:</b>	<b>CM 100 – ETS Choir</b>
<b>Semester</b>	Spring and Fall Semester
<b>Credits</b>	1 ECTS
<b>Frequency</b>	Each semester
<b>Level</b>	All three years of the program
<b>Workload</b>	30 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course is designed to introduce students to the basic elements of singing in a choir/ P & W team. Prerequisite: Permission of the instructor.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Develop foundational choral singing skills in a worship context.</li> <li>• Build confidence in ensemble participation and musical collaboration.</li> <li>• Foster musical and spiritual engagement through corporate worship.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate correct posture, breath control, and clear diction.</li> <li>• Sing with appropriate blend, balance, and choral tone.</li> <li>• Perform melody and harmony accurately within a group setting.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Singing posture and breath control; sight-reading and basic notation; blend and balance; diction and expression; harmonization and part singing; contemporary gospel and worship repertoire.
<b>Key Reference</b>	No required textbook; selected choral literature and praise and worship repertoire provided by the instructor.

<b>Course Code &amp; Name:</b>	<b>CM 327 – Worship Band</b>
<b>Semester</b>	Spring and Fall Semester
<b>Credits</b>	2 ECTS
<b>Frequency</b>	Each semester
<b>Level</b>	All three years of the program
<b>Workload</b>	60 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	A practical course introducing students to the fundamentals of forming, arranging, and performing within a worship band for local church praise and worship contexts, with emphasis on Pentecostal and charismatic traditions.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Develop foundational skills for participating in a worship band setting.</li> <li>• Understand worship band leadership models and musical collaboration.</li> <li>• Foster musical excellence and spiritual sensitivity in corporate worship.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Read and perform from basic chord and band charts.</li> <li>• Arrange worship songs using standard song structures and harmonies.</li> <li>• Apply stylistic elements and teamwork skills within a worship band.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Worship band roles and instruments; reading chord and band charts; worship band arranging and song structure; worship leadership models; vocal harmonies and team blending; use of music technology for worship planning.
<b>Key Reference</b>	No required textbook; instructor-selected worship band materials and contemporary praise and worship repertoire are used throughout the course.

<b>Course Code &amp; Name:</b>	<b>CE 204 – Principles of Teaching</b>
<b>Semester</b>	Spring Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-annually
<b>Level</b>	2nd/3d year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations course.
<b>Course Description</b>	This course introduces biblical and theological foundations of teaching and learning within the church, integrating insights from neuroscience and psychology, and emphasizing effective lesson planning and spiritual sensitivity in teaching.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Understand biblical and theological principles of teaching and learning.</li> <li>• Explore teaching and learning processes in church settings.</li> <li>• Recognize the role of the Holy Spirit in teaching ministry.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Prepare and evaluate lesson plans for various age groups and church contexts.</li> <li>• Apply appropriate teaching methods with clarity and effectiveness.</li> <li>• Demonstrate spiritual sensitivity and reflective evaluation in teaching.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Biblical foundations of teaching; learning processes and age-appropriate instruction; lesson planning and evaluation; role of the Holy Spirit in teaching; teaching methods for church contexts.
<b>Key Reference</b>	Hendricks, Howard. <i>Teaching to Change Lives</i> . Sisters, OR: Multnomah, 1987.

<b>Course Code &amp; Name:</b>	<b>CE 203 – Ministry with Youth</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-annually
<b>Level</b>	Intensive for all three years.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	None
<b>Course Description</b>	This course examines the characteristics, needs, and cultural context of adolescents and young people, exploring how the gospel addresses contemporary youth issues. Students engage with current models of youth ministry, pastoral care challenges, and theological foundations in order to develop a sound, practical, and contextually relevant approach to ministry with youth.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Understand biblical and theological foundations for ministry with youth.</li> <li>• Examine contemporary youth culture and its impact on faith formation.</li> <li>• Explore and evaluate models of youth ministry for church contexts.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze theological assumptions underlying various youth ministry models.</li> <li>• Develop a personal and contextually relevant model of youth ministry.</li> <li>• Identify effective pastoral and relational approaches to supporting youth and families.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Adolescent development and youth culture; contemporary issues affecting youth; biblical and theological foundations of youth ministry; models and axioms of youth ministry; pastoral care and relational leadership with youth.
<b>Key Reference</b>	Clark, Chap. <i>Hurt 2.0: Inside the World of Today's Teenagers</i> . Grand Rapids, MI: Baker Academic, 2011.

<b>Course Code &amp; Name:</b>	<b>CE 201 – Christian Education of Children</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	3 ECTS
<b>Frequency</b>	Bi-annually
<b>Level</b>	2nd/3rd year course.
<b>Workload</b>	90 Hours
<b>Pre-requisites</b>	Completed Foundations course.
<b>Course Description</b>	This course develops a biblical and theological foundation for Christian education of children and examines its role in the life and mission of the church. It explores spiritual development, cultural influences, and pedagogical principles, equipping students to respond to the spiritual and developmental needs of children and to nurture their growth as whole persons in Christ.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Understand biblical perspectives on children and childhood.</li> <li>• Examine the role of Christian education within the mission of the church.</li> <li>• Explore effective ministry approaches for nurturing children’s spiritual growth.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze spiritual and developmental needs of children in contemporary culture.</li> <li>• Design ministry practices that support holistic growth in Christ.</li> <li>• Apply biblical and pedagogical principles to children’s ministry contexts.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflective journals; reflection paper, class project, exams.
<b>Course Content</b>	May include but not limited to: Biblical theology of childhood; spiritual development of children; cultural context of children today; ministry models for children in the church; practical approaches to Christian education and worship with children.
<b>Key Reference</b>	Beckwith, Ivy. <i>Postmodern Children’s Ministry</i> . Grand Rapids, MI: Zondervan, 2004.

<b>Course Code &amp; Name:</b>	<b>GE 302 – Senior Paper Writing</b>
<b>Semester</b>	Fall Semester
<b>Credits</b>	1 ECTS
<b>Frequency</b>	Annually
<b>Level</b>	3rd year course.
<b>Workload</b>	30 Hours
<b>Pre-requisites</b>	Students need to be In the final stage of their studies.
<b>Course Description</b>	This course prepares students for writing the ETS senior paper required for graduation. It introduces academic requirements, research methods, and ETS style guidelines while guiding students in developing a philosophy of ministry and a foundational bibliography. Emphasis is placed on connecting theological reflection with practical ministry and maintaining high academic standards.
<b>Learning Outcomes</b>	<p><b>General Learning Outcomes</b>  <i>This course seeks to:</i></p> <ul style="list-style-type: none"> <li>• Understand the purpose and structure of the ETS senior paper.</li> <li>• Develop a clear philosophy of ministry connected to academic research.</li> <li>• Apply ETS writing and formatting standards consistently.</li> </ul> <p><b>Specific Learning Outcomes</b>  <i>By the end of the course, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Conduct independent theological research using credible sources.</li> <li>• Organize and write a structured academic paper following ETS guidelines.</li> <li>• Integrate academic research with personal ministry focus.</li> </ul>
<b>Assessments</b>	May include but not limited to: reading assignments, research paper, presentations, reflection paper, class project.
<b>Course Content</b>	May include but not limited to: Senior paper requirements; research methods and source evaluation; ETS style and academic writing standards; philosophy of ministry development; plagiarism awareness and academic integrity; structuring and editing a theological research paper.
<b>Key Reference</b>	Turabian, Kate L. <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> . 9th ed. Chicago: University of Chicago Press, 2018.