



06.02.2008

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Overzichtsrapport curriculumhervorming

1. Identificatie-elementen van de opleiding

Naam van de opleiding	Master of Advanced Studies in Theology and Religion
Startjaar	2004
Verantwoordelijke POC voor de opleiding	POC Theology and Religious Studies
Verantwoordelijke POC voor het diploma	POC Theology and Religious Studies
Taal van de opleiding	EN
Diploma / getuigschrift waartoe de opleiding leidt	Master of Advanced Studies in Theology and Religion
Aantal studiepunten	60
Locatie	Faculteit Godgeleerdheid
Opleidingssoort	Post-initial Master
Voltijds/deeltijds	Voltijds en deeltijds

2. Het onderwijskundig referentiekader

Doelen en eindtermen

Algemene doelen van de opleiding

The Theology and Religious Studies curriculum is aimed at the interdisciplinary and scientific study of the Catholic faith tradition in the context of a multicultural and multi-religious society and world. The full curriculum (comprising a Bachelor, a Master, a Master of Advanced Studies programme and a Doctoral programme) aims at promoting academic excellence leading up to an increasing personal academic contribution and to a growing commitment with regard to theology and religion in society. Academic formation intended to prepare men and women to judge and act maturely in matters related to theology and religious studies ought not only to pass on the broad lines of the tradition of research in these domains, but also to develop the capacity to analyse closely the context in which theology and religion are set, and to focus in depth on developments in the various fields of study that contribute thereto. It is for this reason that the teaching programmes offered by the Faculty of Theology endeavour to make a contribution to the overall formation and development of the students and to prepare them to engage in independent theological and interdisciplinary reflection on the Catholic faith tradition. At the same time, the programmes also intend to stimulate interest in the mutual relationships between the various Christian churches and between Christianity and the other world religions.

The goal of the MAS is to further develop the independent pursuit of theology and religious studies and engagement in scientific research in one of the disciplines thereof, frequently viewed as preparatory to the preparation and defence of a doctoral dissertation. To this end, students are provided the opportunity to intensify their studies in the area of specialisation chosen in the Master's programme in the specifically research oriented MAS curriculum. The Research Paper is of the greatest importance at this juncture in a student's academic career. In addition, students are exposed to an intensive familiarisation with research characteristic of the other specialisations offered in the Faculty of Theology. Specialisation thus continues to go hand in hand with well-formed, general formation in theology and religious studies. The capacity to engage in interdisciplinary thought acquired in the Master's programme is further elaborated in the context of a project-based specialisation whereby the student is enabled to develop a research project.

Eindtermen van de opleiding

Final goals to be reached in and through the Advanced Master of Theology and Religion:

- A general familiarity with theology and religious studies.
- Specialization in a particular discipline with a view to the provision of a constructive contribution to the study of theology.
- Thorough acquaintance with the sources, problems and methods characteristic of one's own major and area of specialization.
- The ability to apply both the knowledge acquired as well as the methods relevant to one's particular discipline in a manner which contributes to the reflection of the faithful within the Church.
- Insight into the relationship between the study of theological and social-religious issues and the actual social context which is characterized by religious and ethical plurality and a multiplicity of fundamental life options.
- The capacity to conduct independent theological research, as well as to pass on the acquired attitudes, methods and knowledge.
- An openness to interdisciplinary inquiries and the ability to contribute and engage in interdisciplinary research from within one's own area of specialization.
- The capacity to set up a theological project: the formulation of a relevant research issue and the development of a method of argumentation pertaining to the formulated problematic.
- The capacity to complete a project oriented research thesis.
- The ability to comprehensively present one's research results.

Vertaling doelen/eindtermen in de structuur van de opleiding :

The MAS is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology.

The program (60 pt) is structured in the following way:

(a) the major consists of four subsections:

- Two domain specific research courses (8 pt) are offered per major, both of which are directly linked to whatever research the respective tutors are involved in. In the first year of their program doctoral students (doctorandi/ae) will participate in these research lectures in the context of their doctoral formation thereby enabling the MAS-students and doctoral students to learn from each other's research skills. MAS-students are hereby offered the opportunity to organically grow into their own research and research in general. The fact that these program components are offered on a bi-annual basis further makes

it possible for all professors from a department (generally four) to present their work at least once every two years.

- Via the specialization course (4 pt), students are familiarized with the status questionis relating to their chosen field of specialization and introduced to new research trajectories.

- Students also participate in the specialization seminar which is offered within the context of the master's program (fourth year). As senior-students they are expected to play an active role in these courses, thereby passing on to the master's students their already acquired research dispositions and constituting a kind of 'model' for the latter.

(b) Even within the specialization the accent is laid on a general theological formation: hence, students also choose four research courses from at least two other majors (16pt). One research course can be exchanged for a specialization course.

(c) Next there are also the electives (8pt): In consultation with their promoter and with the permission of the teaching committee, students are at liberty to choose components from other programs available at the K.U.Leuven on the condition that the courses chosen are somehow related to their area of specialization and have not been taken before.

(d) Under the supervision of a member of the tenured or extraordinary academic personnel, students prepare a Research Paper (20pt) which is to be presented in public. A great deal of importance is attached to this Research paper since it serves as an academic exercise in which the student's independence, critical judgment, intensified knowledge and creativity in confrontation with other insights can be brought to light in the best possible fashion.

Students choose a specialization from the six majors offered: biblical studies, systematic theology, theological ethics, history of church and theology, pastoral theology, and religious studies.

In concrete terms, the general goals of the programme can be translated with respect to specialisation in line with the component goals outlined below. Where these component goals are considered elementary at the Master's level, students of the MAS are expected to approach them with greater intensity whereby their independent research disposition is allowed to grow:

BIBLICAL STUDIES

1. Students are expected to possess a thorough knowledge of Hebrew and Greek which allows them to read, analyze and translate texts from

every part of the Bible in their original language.

2. For the sake of their own research, and, as a result of standing in a relation to the research of their professors, students are required to deepen their knowledge of textual criticism, the history of exegesis, non-canonical religious documents from the biblical period as well as rabbinical writings, the relevant literature from the Ancient Near East and Hellenistic literature.

3. Students are capable of independently conducting exegetical research by aptly and critically employing tools and resources and due to their firm knowledge of the most important exegetical literature. Their master's thesis constitutes a thoughtful response to the demands and challenges of biblical scholarship and research.

4. Students are capable of reflecting and communicating independently and in a hermeneutic-theological manner about biblical themes.

SYSTEMATIC THEOLOGY

1. Via case research within the context of courses, seminars, lectures, workshops and symposia organized by the department, students specialize in systematic theology.

2. Students acquire a contextual hermeneutic-theological perspective by engaging in an interdisciplinary approach and in and through their confrontation with classical systematic-theological questions: e.g., questions regarding the relationship between the experience of faith and tradition, doctrine and praxis, faith and reason, faith and science, faith and history, faith and society, faith and culture/context.

3. Students acquire the research skills which enable them to commence the doctoral program. They learn to work together in research communities and specialize in fundamental theology or in one of the sub disciplines of dogmatic theology by writing and presenting a thesis.

THEOLOGICAL ETHICS

1. Students apply the hermeneutical method of fundamental moral theology in their research of the narrative of Christian ethics as a condition to semantic innovation regarding ethical questions; they explore the meaning of both the evolution and continuity of the magisterial teaching of the church with regard to ethical statements.

2. Students are given the opportunity to familiarise themselves with the widest possible range of applied ethical reflection. To this end, they are exposed and encouraged to reflect upon current problems in the various fields of the ethics of marriage and sexuality, biomedical ethics, environmental and bio-ethics, ethics of peace, war and

international relations, social, economic and business ethics.

3. Students are capable, in and through their own research in relation to their thesis, to recognize the importance and specificity of theological ethics for social questions in general, as well as to point out the relevance of a Christian ethics for the ecclesial community.

HISTORY OF CHURCH AND THEOLOGY

1. Via their own research and their engagement with the research of their professors, students become acquainted with the important points of discussion in the research of history of church and theology. They are thoroughly aware of the discussion surrounding the status and method of church-historical writing as a theological and/or historical discipline.

2. Students acquire the capacity to critically employ scientific literature concerning the history of church and theology and to engage in the scientific analysis of published and archival sources. They are capable of writing a scientifically well-founded Research Paper on a relevant topic within the history of church and theology.

3. Students are capable of applying the historical knowledge and skills they have developed in an educational context and in the context of public (social, university, church) debate. They are specialists able to adopt a critical standpoint and to communicate their findings.

PASTORAL THEOLOGY

1. The discipline of pastoral theology in the strict sense teaches students about 'church building': students gain insight into the problem of the ministry of the Catholic Church with particular reference to the question of spirituality. Moreover, they are introduced to the various models of ministry and their accompanying spirituality since Vatican II. They become equipped to draw up their own task oriented basic spirituality prior to an eventual separation into a specifically priestly or religious spirituality.

2. In the domain of sacramentology and the liturgical sciences an attempt is made to help students acquire a deeper and more reflective insight into the newest contemporary approaches to the sacraments. Moreover, students are thorough familiarized with the method and contents of the liturgical sciences in the domains of liturgical history, the theology of liturgy and the liturgy of extraordinary sacraments.

3. Catechetical studies teach students about the anthropological,

pedagogical and theological foundations and preconditions for a Christian faith education in dialogue with the history of catechesis, magisterial teaching, as well as the pedagogical, developmental-psychological and sociological sciences and contextual thinking.

RELIGIOUS STUDIES

1. Students are capable of critically analyzing complex comparative studies in the field of religious studies. Based on the reference framework acquired in the various case studies, students are able to constructively respond to analogous problems in other cultural and religious contexts.
2. Building on previously acquired knowledge within the context of religious sciences, students gain further and deeper insights into the great religious traditions, important contemporary discussions in interreligious dialogue and the relationship between religion and society.
3. Based on acquired insights and methodological skills students are enabled to engage in independent research in the domain of world religions, interreligious dialogue and religious studies.

Arbeidscontexten en/of beroepen opleiding

The intensive pursuit of knowledge in theology and the religious sciences and the skills acquired by graduates of the programme enables them to fill formational and leadership functions in areas also open to the graduates of the Master's programme including secondary, college and university education, formation work, medical services, the library and archive world, publishing and journalism and the pastoral sector. Given the fact that the MAS is linked to the pontifical STL degree, graduates are thereby fully qualified to teach in seminaries and institutes of higher theological education. The MAS also serves as a springboard for faith formation and other pastoral responsibilities.

It ought to be noted once again that most of the international students who opt to study in Leuven do so because they have already acquired a perspective on pastoral or academic responsibility which serves to motivate their decision to continue their studies at a higher level. The MAS prepares students to engage in doctoral research and to write a doctoral dissertation.

Doorstroommogelijkheden opleiding

Doctoral Programme in Theology (Sacrae Theologiae Doctor - S.T.D.)

De specificiteit van de opleiding

The programme is unique in Flanders.

Upon the implementation of the proposed reprogramming, the Master of advanced studies programme of the Faculty of Theology will come into line in terms of its global structure with degree programmes offered in the Anglo-Saxon tradition, although the didactic approach of the latter tends for the most part to differ from that being employed in Leuven. The majority of overseas theological faculties likewise employ the same classical structural division into five departments (Biblical Studies, Systematic Theology, Theological Ethics, History of Church and Theology, Pastoral Theology), a structure responsible in part for determining the shape of theological education throughout the world. Important points of distinction consist of the structural contribution of a religious studies package in a theological faculty and the fact that the K.U.Leuven is authorised to grant the pontifical degrees in Theology. An additional point of distinction lies in the fact that the approach of the K.U.Leuven encourages its professors to combine academic teaching, scientific research and scientific services (as well as occasional administrative responsibilities) wherever possible. Especially at this level professors are expected to integrate the results of recent research in their courses and to allow the students to cooperate in their research.

A specific and important feature of the programme is formed by the presence of students from every part of the world which thereby introduces an entirely unique and problem oriented situation within the faculty: various approaches and methods inform one another while the students' different backgrounds facilitate the cross-fertilisation of ideas and offer a continual stream of new perspectives at the level of religion and other fundamental life options. Such interaction and communication forms a constituent part of the teaching and learning process. Professors are thus confronted time and again with new perspectives and thereby invited to reconsider their own ideas. This leads to teamwork between students and between students and professors, and to increasing research capacities. Students are invited to voice their own perspectives creatively and critically as they contribute to the other perspectives and contexts they encounter in their student career. In this sense, studying in the Faculty of Theology, and more specifically in the Ma and MAS programmes, provides an exercise in intercultural and plural communication.

Onderwijsvisie

Onderwijskundige basisprincipes van de opleiding

The programme is aimed at the combination of both the acquisition of

knowledge and the formation of personal mind-set on the part of the student. Students are not only offered a content based frame of reference, they are also initiated in methodologies related to reading and working, taught to express and evaluate the insights they have acquired and helped to develop a critical attitude and the ability to conceptualise problems effectively. In addition, the programme facilitates the development of communicative skills in the context of shared teaching platforms. The programme thus fully subscribes to the dynamics of accompanied self-study, including the use of the facilities offered by Blackboard (Toledo).

This implies:

- a wide-ranging introduction to theology and religious studies en the methods employed therein
- a thorough familiarisation with the study of theology, comparative religious studies, philosophy, canon law and the psychology and sociology of religion, via well-organised structuring and concept clarification together with a familiarisation with the particular logic and research dynamics of the relevant study domains
- learning to acquire insight into the study domain of theology and religious studies and the relationship between the two, whereby students are enabled to situate themselves and be engaged therein with relative ease.
- the stimulation of interest in the issues related to theology and religious studies and the critique they engender and encouragement in the development of a research oriented frame of mind. This in turn is aimed at:
 - the stimulation of interest in scientific research in the domains of theology and religious studies among other things via the proficient use of the library of the Faculty of Theology as a research laboratory and the use of instruments and tools made available through the internet and the digital environment
 - the introduction of relevant building blocks aimed at the construction of a theological and religious studies based operating procedure (e.g. via the identification of theological and religious studies based perspectives in the various issues and problems facing society at large or via a familiarisation with the specific conceptual logic of theology and religious studies and their methods of argument)
 - the promotion of cooperation between the various disciplines of theology and religious studies (interdisciplinarity)
 - the enhancement and development of the students' motivation with respect to their study option
 - the stimulation of a critical mind-set
 - enabling the students to discuss personal concerns and insecurities with regard to their own fundamental life options and religious options in a creative manner
 - Familiarisation with the fundamental life options and theological perspectives peculiar to other parts of the world.

This demands from the professors:

- the capacity to pass on knowledge and to teach required skills in a didactically effective manner
- the capacity to make the complexity of issues related to theology and religious studies accessible to the students
- the capacity to stimulate the independent assimilation of study material and methodologies
- the capacity to promote the formation of a personal, critical approach
- the capacity to encourage creative and lucid thinking
- a readiness to enter into genuine dialogue with students from the two third's world and other international contexts, whereby the latter are confronted with the Western approach to critical thinking and the teacher's own theological perspective is opened to question
- the capacity to listen to the extremely personal contribution and problems of new students who often exhibit a completely different background to that of their professors with respect to the manner in which they have reflected on theology and religion in their country of origin and who have frequently been confronted with a completely different set of issues relating to the tension between society and religion than one is likely to encounter in the west. Professors will thus be required to engage in permanent and ongoing reflection with respect to their own scientific methods and expectations.

The pedagogical and didactical pillars for both the Master's and the MAS are the following: guided self-study in which students develop an awareness of problems related to their own background and to various other backgrounds, as well as a growing ability to deal with theological literature and thought; group communication, represented by the capacity to share ideas with fellow students from different cultures and the capacity to learn from different perspectives that enrich one's own perspective; constructive approaches that take into account problems and issues as formulated by the students themselves; project capacity, i.e. the ability to formulate a theological research or investigation project, or the ability to unfold the theological and religious context of a particular situation.

This is also linked to the capacity to develop a feeling for interdisciplinarity (e.g. students are encouraged to participate in symposia and lectures offered in the various research departments of the faculty).

The focus of the MAS can be narrowed down to the development of a personal project which evolves in an academic fashion through the preparation of a Research Paper and a doctoral project. Students are also encouraged, however, to reflect critically on their future role in Church and society and thus to develop a pastoral project in addition to their academic studies. This remains broad, in the sense that an attempt is made by the students in their personal work (particularly in their

thesis) to approach their research question from various methodological perspectives. The permanent call to develop an independent theological position will help them to assume responsible positions in their later pastoral work.

Concrete manier van onderwijsgeven

General Information

1. Due to the impulse of the pedagogical-didactic concept of 'supervised selfstudy' and supported by the Teaching Unit, the faculty has undergone an evolution in the last years in which it has moved more in the direction of student-centered work and education. This is not to say that traditional lectures have been completely eliminated from the programme; rather, wherever possible, they have been re-programmed to help support the learning process of the students. Many lectures have, in fact, - especially in the cases where the class numbers are not too large - taken on a more response and interaction centered character, a hybrid of different work- and educational formats.

2. This evolution has led to a greater variation of work- and education formats within the programmed subdivisions. With a propitious mindset - and this new exercise is in full progress - the usage of different work formats within an educational subdivision can lead towards formal differences within the educational activities.

3. In the following, we will list a number of such work and educational formats. The enumerated work formats pertain to both the micro- as well as the macro-level of a subdivision. For instance, a subdivision could be noted down as a whole as a lecture, but can integrate a plurality of smaller work formats, or be combined with another work format (e.g. a practical session).

(a) The assimilation and penetration of information constitutes one of the central pillars and objectives of the supervised sessions. Supervised sessions are organized whenever there is completed course material that must independently be assimilated by the students. During these supervised sessions an attempt is made to respond to any questions the students may have and information which is not necessarily included in the course material can be offered and passed on. Supervised sessions demand good preparation by the students and on the side of the supervision (so that questions and problems that may be brought up by the students can be tackled and answered).

(b) Structured classical discussions, potentially linked to controlled Buzz-sessions can help open or close learning processes, even lectures. The instructor poses a few general questions before he gives an explanation and writes the central points of the

answers of the students on the blackboard. If so desired, the instructor can bring the answers into a logical order and potentially leave room for later additions. Depending on how the discussion goes, the instructor can emphasize or make his or her questions more specific. The instructor always makes a short note of the answers, using them as a basis for his or her explications. This work format is not unusual for lectures, interaction- or response sessions.

(c) In electronic discussion groups, students can participate in a discussion by posting messages on a common notice board on the internet. As opposed to face-to-face communication, these discussions are independent of both place and time. The participants need not necessarily take part in the discussion at the same time. The moment a computer, internet connection and browser are available, it is possible to read the messages posted by others (at any given moment), react to these messages and arguments or raise and contribute a new argument altogether. Electronic discussion groups are often started with the explicit objective of familiarizing the students with the complexities of certain questions or to actively let them grapple with the course material by letting them lead discussions the content of which ties in with topics in the course.

(d) An excursus is a work format which bridges the gap between the realistic context and the course material within the classroom. Having a certain amount of well structured information in the background, one is now in the position to have a look at one or more concrete applications or phenomena in the field itself. Critical expertise of thought on the side of the students can oftentimes be provoked and stimulated by putting them into an entirely new but relevant environment. During such an excursion various subjects/topics can be touched upon from one or several courses.

(e) There are various different forms of study groups (group projects) ranging from 'informal study groups' (e.g., ad hoc assembled small groups that briefly come together to discuss a problem during the course of a lecture) to 'study groups' where the focus lies on the members of the group supporting each other in a well defined project which differs from what is offered in class. Interacting with colleagues (peers) offers the opportunity to work on assignments that produce a more consolidated insight. Group projects can furthermore also constitute motivating factors for the students which help them to become more adept socially. Then again, it has been pointed out that group projects can also have the adverse affect of amplifying vulnerabilities in the students. This said, the result and above mentioned advantages of group projects is often dependent on the manner in which the tasks are designed, on the accompanied support of the project, on the constellation of the group, on the social and cognitive abilities of the

members of the group, and on the non-arising of too great a difference between (dis)functional (group)processes.

(f) The quality of lectures greatly depends on the structured manner in which the domain specific information is delivered. The content of the course is presented. Frequently presenters make use of black boards, transparencies, and/or power presentations. During lectures the line of thought is elucidated and explicated by means of also sketching it out on the blackboard or using video material. Oftentimes lectures are delivered to relatively large groups of students. Good lectures motivate students and awaken their interest to the content of the class; they subsequently orient the students: a lecture informs the students about the content of the course material, sketches out the general outline of the line of thought, provides examples and elucidations, increases the students understanding of the content of the material, structures the study material, etc. Finally, lectures also offer the professor the possibility to ask the students questions, to give and correct assignments, etc. Usually lectures are supported by course notes, readers or handbooks. During the lectures the students are expected to actively listen and participate in the professor's train of thought. They also take notes at times, even if the course text and other course material are available. Sometimes students are asked to review the material before the class. Oftentimes the real digestion of the material only takes place after the lectures, however.

Frequently there is very little room for real interaction between the professors and the students, however. Whenever interaction is possible, however, it constitutes an important pedagogical-didactic part of the education and is usually referred to as interactive lecture or tutorial.

(g) Tutorials or interactive lectures are defined by the opportunity to discuss structured information. It is essential to such lectures that students are given the opportunity to ask questions and are invited to answer questions related to the course material. Such a work constellation is only useful in very small or middle sized groups. Tutorials or interactive lectures aim at involving students actively in the preparation, contribution, and debriefing of the (lecture) tasks, work, or (self) study package (reader, course notes, etc.). Another explicit goal is to provide the students with the opportunity to learn with and from each other. In this sense, they are also forms of collaborative learning. Students are expected to prepare for the courses, i.e., to study the texts and other material, in advance. In any case, such courses provide the opportunity of identifying confusions and clarifying questions regarding the topic. During such lectures, students ask questions and actively follow the thought processes. These work forms are often made use of on the master's level,

especially within the specialization courses and research courses.

(h) Stay in touch with actual reality. Students often feel that what they study is too theoretical or too far removed from their own interest or world. Enforcing the link between actual events and the subject matter at hand can serve to peak the student's interests and help clarify the relevance of certain theoretical concepts for the real world. In other words, a newsflash or news article, recent magazines, a law, an encyclical or a statement by the church, an investigation, political and governmental developments # all these things can arouse the interest of students. Moreover, in this fashion the relevance of their education is emphasized which naturally encourages them to stay up to date with what is going on in the world. Tutors and students alike can make the first move in staying in touch with these actual events.

(i) Through the use of multimedia the students can be confronted with their study topics in an almost tangible fashion. For many students the visualization of the object under discussion is very important in order to be able to grasp it. Often an image or demonstration says more than a lengthy description of a situation or phenomenon. In this way the material which is displayed is processed and remembered in a different fashion. Due to the fact that the study material is contemplated from different angles, it can improve the access to new complex situations and the transfer of knowledge to the latter.

(j) The aim of assignments is to be active in ones domain and practice academic skills such as processing information independently, problem solving and communicating both verbally and in writing. It is very well possible to combine the assignments with another study activity, such as a seminar. The nature of assignments can be manifold: papers, case studies, project work, group work, problem tasks (solving), reports, etc.

(k) In a seminar the presentations prepared by students play a central role. These presentations are followed by a discussion amongst students themselves and/or between the students and the supervisor. In a seminar the students are trained to process a certain amount of domain specific knowledge: emphasis is being put on learning how to report both verbally and in writing. A seminar is characterized by the fact that discussions are steered by the results arrived at in and through the students' own activities. Both the content and structure of a seminar are more determined by the students' preparation than by pre-structured information. This, for instance, is the case when (a group of) students have been given the task to process a certain text, collect data, complete subtasks or present the results of their analyses. Seminars demand a high level of interaction between

participants (i.e., amongst the students themselves and between student and supervisor); it is, therefore of advantageous if they take place in a smaller group.

In the programs at our faculty seminars are organized at the masters-level. When required they take place in the library to ensure that at each moment the necessary literature and tools can be consulted.

(l) In a (reflection) report one or more students write down the result of an observation or experience, usually by reflecting upon a certain observation or experience. This is one way of making a part of the learning process of students more visible and steerable, allowing the learning process to be followed up better and enabling a focused feedback. Reports are a way for students to learn how to convey their results, to stimulate their reflections on observations and experiences, as well as, to get an insight into the degree in which students have assimilated the aforementioned skills, in which they handled an assignment and/or mastered the study material. Reports also are a means to evaluate to what degree the students have achieved (some of) the goals of their education.

(m) Practical sessions are used to work out certain tasks under supervision or to discuss the results of the latter. The purpose of these sessions is to increase the problem solving potential in a certain discipline or to learn how to apply certain methodologies. In order to be able to address specific problems of individual students these sessions will mostly be conducted in smaller groups. At our faculty a practical session often follows a lecture, so that its purpose is not to repeat the content of the lecture but to put it into practice. The supervisor has a stimulating and motivating role to play in this. In most cases the students prepare something (in groups) for these sessions beforehand, e.g., by trying to solve the exercises. During the practical sessions all students bring in their own approaches and solutions; these different approaches are then, consequently, discussed. Sometimes the students (by themselves or in group) solve a few exercises under supervision during the practical session itself.

(n) Much importance is attached to the thesis which constitutes an important factor in the evaluation regarding the admission to the doctoral program. For, from the thesis, the student's ability to assess and judge the material and subject matter critically, as well as his or her theological-scientific grounding, should become apparent. Thorough familiarity with the relevant international literature constitutes a sine qua non. Originality of content as well as creativity form other important criteria for the evaluation.

Students are to present and defend their theses publicly. The defense begins by them elucidating the problematic, presenting and assessing

their research, and formulating their most important results. This is then followed by a discussion wherein the promoter, the readers and possibly even persons from the audience can ask questions and make comments.

Relatie concrete manier van onderwijsgeven en doelen / eindtermen:

Via the abovementioned concrete teaching activities the programme strives to realise the following goals:

- the further elaboration of the basic knowledge acquired in the Master's programme in Theology and Religious Studies rooted in the student's chosen discipline and with particular attention to an interdisciplinary approach
- the treatment of specific problems and theme's relevant to the chosen specialisation
- the preparation of students for possible doctoral research
- the stimulation of student participation in study days, formation sessions and scientific congresses
- the evaluation of a student's capacity to engage in doctoral research
- the evaluation of a student's capacity to deal with a theological or religious studies question in an insightful and well-ordered fashion in the context of a public lecture
- training in independent pursuit of theological studies and the religious sciences
- the acquisition of the capacity to engage in lucid argumentation and well-ordered thought with respect to religion and its function in contemporary society
- the synchronisation of education with the actual social context which is characterised by religious and ethical plurality and a multiplicity of fundamental life options
- the provision of education that is research oriented
- guidance of a student's specialisation in a discipline of theology or religious studies with a view to interdisciplinarity
- the encouragement and guidance of a student's self-motivation
- verification of the extent to which a student has engaged in specialisation through study, reading, practical exercises and the writing of a Research Paper
- the evaluation of a student's critical insight and independent methodical approach
- feedback of the evaluation results to the students

Onderzoeksgebaseerd onderwijs:

1. At the Faculty teaching is linked to research in three distinctive approaches and is progressively incorporated into the educational paths offered by the Faculty:

(a) Learning research results: students are required to gain insight into the research results deemed necessary for their future functioning. Here the professor's role is to familiarize the students with (recent) research findings in a structured fashion.

(b) Learning how to conduct research: the active participation in research shapes students. The research experiences of the professors and learning experiences of students are integrated.

(c) Learning through research: students will be involved in knowledge-generating processes to such an extent that they themselves will start to function as researchers. The learning experience, under supervision of a senior-researcher, is in fact the experience of being a researcher.

Whereas during the first years the emphasis mainly (though not solely) lies on the first approach of linking teaching to research, it then shifts more and more towards the third approach during the course of the education. We develop this idea further from a double point of view: the teachings at our Faculty are based on real research, as well as oriented towards research thereby leading to new research.

2. The teachings at the Faculty are academic because they are primarily supported by the research conducted by Theology and Religious Studies. The program offered reflects a sample of the current state of the research found in Theology and Religious Studies, thus introducing students to the most current developments and innovations during the course of their education, up to the point where students can assume the role of researchers themselves.

Students are more intimately involved with the current research of both their professors and their research departments in the MAS program. In fact, the research lectures explicitly aim at actively introducing students to the questions professors/researchers currently grapple with, as well as the methodologies applied in this same research. Through their education they are thus prepared for the concrete actual research conducted at the faculty. This is the reason why first year doctoral students are required to follow and other doctoral students are encouraged not to cease to attend such lectures (during the course of their doctoral programs). In order for professors to be able to more easily accommodate the lectures to their respective research, lectures are given more generic titles.

The specialization lectures which are also open to fourth year students are set up somewhat more loosely, though they too stand in direct relation with the current research of the professors/researchers. Students are given a detailed introduction to both the sub-disciplines within their majors/domains of research and the manner in which the

professors/researchers is engaged therein. Already in the master's program though much more emphatically in the MAS program, students are encouraged to actively participate and attend (as many) national and international scientific conferences and workshops (as possible)- especially (though not solely) those organized by the faculty.

3. Based on its academic level the teachings at the faculty not only support research but are also oriented towards it. Through the aforementioned introduction of the students to the various research domains they are gradually taught acclimatized to the research and inculcated with research competences, all aimed at turning them into genuine researchers. The concept of 'Supervised Self-Study' is also in line with this orientation towards research. Next to the specific activities in the normal subdivisions (practical sessions, individual supervision, reading assignments, summary-exercises, discussion forums, portfolios, etc.), it is in particular the introductory methodological sessions with exercises, seminars and practica, research papers and theses, that serve this purpose.

The whole MAS program centers on research. It provides the context in which students concretely and actively become involved in the current research conducted by the professors in and through small work groups and research lectures. Very often these lectures are geared towards the international scientific events organized at the faculty. This together with above-mentioned connection established between the MAS programs and the doctoral program ensures that fifth year students can learn and benefit from the doctoral students. The link between the fifth and fourth year programs (specialization courses and seminars) ensures the same results and benefits for fourth year students.

The substantial number of doctoral students (2006-2007: 34 Dutch speaking and 110 international doctoral students) only provides additional weight to above detailed focus and plan of education.

Beschrijving van doelpubliek en begintermen

Doelpubliek:

Master in Theology and Religious Studies with a particular interest in research. The international context of the student population serves to stimulate a unique dynamic that ought to be accounted for in the research components of the programme.

Opleidingsspecifieke begintermen en indicatoren:

Final attainment levels of the Master's, including a particular interest in research

Admission to the Master of Advanced Studies in Theology and Religion is decided on an ad hoc basis by the Admissions Committee. Given the fact that a significant number of overseas students are clerics or male religious, the faculty's admissions strategy and, in particular, its provision of study allowances, employs a policy of positive discrimination towards women and lay people.

Only students who possess a Bachelor's Degree in Theology and/or Religious Studies, and who have obtained a supplementary academic degree in theology and/or religious studies will be allowed in the Master of Advanced Studies in Theology and Religion. Where a student holds degrees in which certain courses are missing which are essential for our programmes, or in which a certain major is insufficiently represented, an individually adapted programme can be proposed.

Before a student is allowed into our programmes at this level he or she must give evidence of the ability to formulate an independent research project.

Toelatingsbeleid:

Admission decisions are based upon evaluation of a complete application file:

- Master of Theology and Religious Studies
- Master in de godgeleerdheid en de godsdienstwetenschappen

TOEFL (Computer-based test 213 pt., Internet-based test 79 -80 pt., Paper-based test 550 pt.) or IELTS (6.5 - 7 pt.)

3. Omschrijving van de Groepen

Master of Advanced Studies in Theology and Religion

Research Courses

Major Biblical Studies

Major Systematic Theology

Major Theological Ethics

Major History of Church and Theology

Major Pastoral Theology

Major Religious Studies

Specialisation Courses

Major Biblical Studies

Major Systematic Theology

Major Theological Ethics

Major History of Church and Theology

Major Pastoral Theology

Major Religious Studies

Seminars

Major Biblical Studies

Major Systematic Theology

Major Theological Ethics

Major History of Church and Theology

Major Pastoral Theology

Major Religious Studies

Electives

Research Paper

Naam groep:

Master of Advanced Studies in Theology and Religion

Structureringsprincipe in de groep:

Naam groep:

Research Courses

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

Furthermore there are 3 groups, based on the way of teaching; rearchcourses, specialisation courses and seminars. These groups cross

each other but for practical reasons the research courses, the specialisation courses and the seminars constitute the main groups. The majors are repeated in each of these groups.

Naam groep:

Major Biblical Studies

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major Systematic Theology

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major Theological Ethics

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in

which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major History of Church and Theology

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major Pastoral Theology

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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repeated in each of these groups.

Naam groep:

Major Religious Studies

Structureringsprincipe in de groep:

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Naam groep:

Specialisation Courses

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major Biblical Studies

Structureringsprincipe in de groep:

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Naam groep:

Major Theological Ethics

Structureringsprincipe in de groep:

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Naam groep:

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Naam groep:

Major Pastoral Theology

Structureringsprincipe in de groep:

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Naam groep:

Major Religious Studies

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research

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Naam groep:

Seminars

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major Biblical Studies

Structureringsprincipe in de groep:

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Naam groep:

Major Theological Ethics

Structureringsprincipe in de groep:

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Naam groep:

Major History of Church and Theology

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major Pastoral Theology

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Major Religious Studies

Structureringsprincipe in de groep:

The advanced master is conceived entirely as a research programme in which professors involve their students in a small group context via specially designed research lectures and research seminars in a concrete and active fashion in ongoing research and thereby enable them to formulate their own research questions and develop their own research methodology. There are 6 majors in which a student can specialise.

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Naam groep:

Electives

Structureringsprincipe in de groep:

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Students can choose a part of their programme freely. The electives are chosen from the teaching elements offered in other faculties and a selected group of the bachelor or masterprogramme.

Naam groep:

Research Paper

Structureringsprincipe in de groep:

During the fifth year, students write a research paper and are expressly encouraged to elaborate on the thesis of the fourth year.

4. Overzicht van alle jaarvakken, met verantwoording

Nummer opleidingsonderdeel:

A00B5A

Naam opleidingsonderdeel:

Fundamental Theology

Verantwoording jaarvak:

Dit opleidingsonderdeel wordt ingericht als een reeks van lezingen en discussieseminaries door buitenlandse specialisten en inlandse postdoc onderzoekers over het thema 'Theological perspectives on contemporary philosophical interpretations of Christianity'. Om organisatorische redenen is dit niet mogelijk in één semester - vandaar de spreiding over het hele jaar, waarbij de planning afhangt van de beschikbaarheid van de sprekers.

Nummer opleidingsonderdeel:

A05C2A

Naam opleidingsonderdeel:

Duits/German

Verantwoording jaarvak:

Er is een geïntegreerd onderwijsmodel ontwikkeld waarbij in een periode van één compleet academiejaar een samenhangend pakket informatie wordt verstrekt. Om die reden is besloten om bij de invoering van het semesterexamensysteem voor sommige taalvakken aan het opzet volgens jaarvakken vast te houden. Verandering van dit systeem zou een complete heroverweging van het onderwijs nodig maken. Wij zien daartoe geen inhoudelijke noodzaak.

Nummer opleidingsonderdeel:

A05C5A

Naam opleidingsonderdeel:

Spaans/Spanish

Verantwoording jaarvak:

Er is een geïntegreerd onderwijsmodel ontwikkeld waarbij in een periode van één compleet academiejaar een samenhangend pakket informatie wordt

verstrekt. Om die reden is besloten om bij de invoering van het semesterexamensysteem voor sommige taalvakken aan het opzet volgens jaarvakken vast te houden. Verandering van dit systeem zou een complete heroverweging van het onderwijs nodig maken. Wij zien daartoe geen inhoudelijke noodzaak.

Nummer opleidingsonderdeel:

A05C8A

Naam opleidingsonderdeel:

Frans/French

Verantwoording jaarvak:

Er is een geïntegreerd onderwijsmodel ontwikkeld waarbij in een periode van één compleet academiejaar een samenhangend pakket wordt versterkt. Om die reden is besloten om bij de invoering van het semesterexamensysteem voor sommige taalvakken aan het opzet volgens jaarvakken vast te houden. Verandering van dit systeem zou een complete heroverweging van het onderwijs nodig maken. Wij zien daartoe geen inhoudelijke noodzaak.

Nummer opleidingsonderdeel:

A06C4A

Naam opleidingsonderdeel:

Dutch for Foreign Students

Verantwoording jaarvak:

Er is een geïntegreerd onderwijsmodel ontwikkeld waarbij in een periode van één compleet academiejaar een samenhangend pakket wordt versterkt. Om die reden is besloten om bij de invoering van het semesterexamensysteem voor sommige taalvakken aan het opzet volgens jaarvakken vast te houden. Verandering van dit systeem zou een complete heroverweging van het onderwijs nodig maken. Wij zien daartoe geen inhoudelijke noodzaak.

Nummer opleidingsonderdeel:

A08B5A

Naam opleidingsonderdeel:

Research Paper with Writing Seminar

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Verantwoording jaarvak:

Nummer opleidingsonderdeel:

A08B7A

Naam opleidingsonderdeel:

Research Paper

Verantwoording jaarvak:

Nummer opleidingsonderdeel:

S0E06A

Naam opleidingsonderdeel:

Interdisciplinary Perspectives on Development and Cultures

Verantwoording jaarvak:

5.Overzicht van anderstalige opleidingsonderdelen, met verantwoording

Nummer opleidingsonderdeel:

A05C2A

Naam opleidingsonderdeel:

Duits/German

Verantwoording taal:

In het kader van het theologisch onderzoek is het noodzakelijk kennis te hebben van deze talen om theologisch bronnenmateriaal te consulteren. Om deze doelstellingen te bereiken kunnen de studenten opteren voor taalonderwijs.

Nummer opleidingsonderdeel:

A05C5A

Naam opleidingsonderdeel:

Spaans/Spanish

Verantwoording taal:

In het kader van het theologisch onderzoek is het noodzakelijk kennis te hebben van deze talen om theologisch bronnenmateriaal te consulteren. Om deze doelstellingen te bereiken kunnen de studenten opteren voor taalonderwijs.

Nummer opleidingsonderdeel:

A05C8A

Naam opleidingsonderdeel:

Frans/French

Verantwoording taal:

In het kader van het theologisch onderzoek is het noodzakelijk kennis te hebben van deze talen om theologisch bronnenmateriaal te consulteren. Om deze doelstellingen te bereiken kunnen de studenten opteren voor taalonderwijs.

Nummer opleidingsonderdeel:

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A9X11A

Naam opleidingsonderdeel:

Hebreeuws Ic

Verantwoording taal:

Nummer opleidingsonderdeel:

F0SH0C

Naam opleidingsonderdeel:

Hebreeuws II

Verantwoording taal: