



2020 CATALOG

The International Reformed Theological College is a religious institution exempt from state regulation and oversight in the Commonwealth of Virginia.

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Non-discrimination Policy: The International Reformed Theological College does not refuse admission to any applicant on the basis of race, color, national origin, or sex. (John 10:16, Revelation 5:9)

President: Ralph F. Boersema, B.A., M.Div., Th. M.

Academic Vice-President and Chief Operating Officer: Dr. Leandro A. de Lima, Th.B., Th.M., Rc.M. D. Litt.

Vice President for Student Affairs, Administration and Technology: David Zekveld Portela, B.A.

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This catalog is a statement of the policies, personnel, programs, and financial arrangements of the International Reformed Theological College. The College reserves the right to make alterations without prior notice, according to the College's needs and academic purposes.

INTRODUCTION AND HISTORY

Through distance education, the International Reformed Theological College provides post-secondary training in theology as well as arts and sciences from a theological perspective. It focuses on the study of God's revelation in the Bible and how it determines an individual's understanding of God, man, God's world, and man's responsibilities in this world. Through its training, the IRTC assists the Church of Jesus Christ, such that men and women of God may develop their God-given talents, grow to maturity in Christ, and be equipped for service in the Kingdom of God under the ministry of their local churches.

The IRTC is an international college that presently teaches its courses only in the Portuguese language, thus making its Bible-based education available to the more than 280 million people who speak Portuguese.

On October 17, 2000, at a meeting in São Paulo, SP, Brazil, it was decided to establish the *Faculdade Internacional de Teologia Reformada* (International Reformed Theological College). In the following year the college began its teaching on a provisional basis. Qualified instructors taught their students using teaching tools available to the public on the Internet. In order to most effectively continue the work, it was decided to establish the International Reformed Theological College in Bristol, Virginia, U.S.A. The college was incorporated as a non-profit educational institution on June 16, 2004. The IRTC has met the requirements of religious exemption from the certification process of the State Council for Higher Education for Virginia and the institution's primary purpose is to provide religious training or theological education. The U.S. Internal Revenue Service (IRS) has determined that, as a public charity, the IRTC is exempt from Federal income tax under section 501 (c) (3) of the Tax Code. Our documentation is available for public inspection.

VISION AND OBJECTIVES¹

The International Reformed Theological College seeks to be a Theological College of high educational efficiency and is devoted to continuing, defending and teaching the theological standards and attaining the ends expressed below:

To provide post-secondary training in theology as well as arts and sciences from a theological perspective. Theology is understood to be the study of God's revelation in the Bible and how it determines an individual's understanding of God, man, God's world, and man's responsibilities in this world. This training is to be provided for the church of Jesus Christ such that men and women of God may be assisted in growing to maturity in Christ and in being equipped for service in the Kingdom of God under the ministry of their local churches.

To assist the church in forming men for the gospel ministry (as well as men and women who will serve Christ in other capacities), who shall truly believe, and cordially love, and therefore endeavor to propagate and defend, in its genuineness, simplicity, and fullness, the body of belief and practice revealed in Scripture and set forth in the Reformed Confessions, and thus to perpetuate and extend the influence of true evangelical piety and gospel order.

To provide academic training which promotes, in the students, godliness and skill in putting doctrine into practice; piety of the heart and obedient practice which are the fruit only of the renewing and sanctifying grace of God; believing that religion without learning, or learning without religion, must ultimately prove injurious to the Church. To achieve this, the ministry of the local church is vital and the training of the IRTC is to be understood as providing assistance to local churches in the area of higher education. It is, therefore, also to promote the integration of students into the life and ministry of faithful local churches of Christ.

Together with faithful churches, to train men and women who shall be able to defend the Church's faith against infidels, and her doctrine against heretics.

¹ The wording in this section is largely based on the IRTC bylaws, which made extensive use of a similar section of the founding documents of Westminster Theological Seminary, Philadelphia.

Together with faithful churches, to furnish congregations with enlightened, humble, zealous, laborious pastors, who shall truly watch for the good of souls, and consider it their highest honor and happiness to win them to the Savior, and to build up their several charges in holiness and peace.

To endeavor to raise up a succession of men and women, at once qualified for and thoroughly devoted to the work of the gospel ministry or other services of the church; who, with various endowments, suiting them to different stations in the Church of Christ, may all possess a portion of the spirit of the primitive propagators of the gospel; prepared to make every sacrifice, to endure every hardship, and to render every service which the promotion of pure and undefiled religion may require.

To support and advance the labors of those engaged in the ministry of the gospel or other Christian services by offering the means for continuing theological education.

To promote harmony and unity of sentiment among those who, in the face of all heresy and unbelief, truly believe and love the doctrine that is contained in God's Word.

To serve as a means of training and study for the ministry to the non-Christian world, that the mission of the Church may be advanced through the provision of theological education to present and future leaders in the worldwide mission of the Church.

To prescribe and implement courses of study leading to recognized academic degrees appropriate to the objectives of the College.

COMMITMENT TO THE BIBLICAL FAITH

Holding that God infallibly communicates his will to man in the Bible and that the whole Bible is his word, the International Reformed Theological College is fully committed to the whole Bible and receives nothing beside it as additional revelation from God to the Church or norms by which people ought to live. All knowledge and thought is true only to the extent that it conforms to the teachings of the Scriptures. In the Protestant Reformation of the 16th Century, God's church restored to honor, in church and society, the biblical teachings that restore union between God and man, and that are the only means of effectual renewal of human society in the midst of a fallen world. Among these truths, the following are of fundamental importance:

Only the Bible is the source of knowledge of the Truth. All human opinions and church traditions can be wrong. (Galatians 1:8,9; 2 Peter 2:20,21).

Only Jesus Christ saves from sin. The church, sacraments, men, saints, Mary, or spiritual forces cannot help in this Salvation. None but Jesus paid man's debt to God (Acts 4:12).

Only by faith can the deliverance of Christ be received. Faith trusts in Christ's good works. The works of men (including saints) can never be perfect as God requires (Ephesians 2:8,9).

Only by grace does God give Christ's gifts. No part of Salvation is deserved by man or depends on man. (Ephesians 2:8-10).

Only to God be all the glory. No man, saint or spirit deserves any glory (Romans 11:33-36).

The IRTC continues firmly committed to the Scriptures and the ancient world and life view revealed in them and proclaimed and defended in the Reformation. All members of the Board of Directors and all instructors gladly subscribe to the following solemn commitment:

I do, before the Lord, sincerely and in good conscience, subscribe to at least one of the two groups of confessions; the Three Forms of Unity (the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort) or the Westminster Standards (the Westminster Confession of Faith and the Westminster Larger and Shorter Catechisms), and declare that I consider the other group to also be a genuine expression of the Reformed faith. I, therefore, promise to maintain with dedication the

doctrine expressed in them and to faithfully defend it and to reject any teaching in conflict with it, and that, if I come to have some objection to this doctrine or change my opinion I will either resign or present my opinion to the Board of Directors. I also promise that I will always be ready to willingly submit to the decisions of the Board. I also promise that I will always be ready to further explain my thoughts with regard to any part of this doctrine if the Board require this for substantial reasons, in order to preserve the unity and the purity of the doctrine. Finally, I declare that I am conscious that if I no longer maintain this subscription, I will thereby be subject to removal from this Board of Directors (or from my position in the IRTC). I so declare and promise for the glory of the Lord and the edification of his church.

AFFILIATION

The IRTC is a non-profit educational corporation, which, at present, is not affiliated with another institution or organization. It does, however, desire to work in very close cooperation with faithful churches of the Lord. It identifies itself with the churches of the International Conference of Reformed Churches (ICRC) with regard to theological and confessional positions.

BOARD OF DIRECTORS

Our board of directors consists of five teaching and ruling elders, chosen to reflect a good international and ecclesiastical balance within churches of Reformed confession. They are:

Pieter Koenraad Meijer, Cand. Th.

Chairman

Meppel, the Netherlands. Retired teaching elder (minister of the Word) in the Reformed Churches in the Netherlands (Liberated). Candidaat in theology (Cand.Th., comparable to Master of Divinity), Theologische Hogeschool van de Gereformeerde Kerken (vrijgemaakt) (Theological College of the Reformed Churches – liberated), Kampen, the Netherlands, 1973. Member of Committee for Contact with Foreign Churches of the Gereformeerde Kerken in Nederland (Vrijgemaakt; Reformed Churches in the Netherlands -- Liberated), 2002 to date. Author of *Manual para Presbíteros e Diáconos* (Manual for Elders and Deacons), *Resumo dos Cinco Artigos de Fé Contra o Arminianismo* (Summary of the Five Articles of Faith Against Arminianism), and *Estudos sobre o Catecismo de Heidelberg* (Studies About the Heidelberg Catechism – co-author). Practical Studies and Systematic Theology Instructor, IRTC, 2012 to date.

Julius Marnix VanSpronsen, B.A., M.Div.

Edmonton, Canada. Teaching elder (minister of the Word) of the Immanuel Canadian Reformed Church in Edmonton, Alberta, Canada, 2016 to date. Bachelor of Arts (B.A.), Trinity Western University, Langley, B.C., Canada, 1998; Master of Divinity (M.Div.), Theological College of the Canadian Reformed Churches, Hamilton, Ontario, Canada, 2002. Pastor in Smithers, BC (2002-2007); Church planter and Director of Instituto João Calvino (John Calvin Institute) in Recife, Pernambuco, Brazil (2007-2016). Practical Studies Instructor, IRTC, 2013 to date.

César Miranda dos Santos, IMS

Belo Horizonte, MG, Brazil. Ruling Elder in the Presbyterian Church of Brazil, Belo Horizonte, MG, 2000-present. Internal Medicine Specialist (I.M.S.), UFMG (Federal University of Minas Gerais) in 1994; currently finishing a Master of Christian Studies (M.C.S.) at IRTC. Pastoral Counseling professor from 1999 to 2000 at Faculdade de Educação Batista Nacional (National Baptist College of Education) and in 2004 at Faculdade de Teologia de BH (Belo Horizonte Theology College); Author of *Doença à Luz da Bíblia* (A Biblical Perspective on Sickness) and *A Enfermidade na Vida Cristã* (Sickness in the Life of the Christian). Clinical Director at Hospital Público Regional de Betim (Betim Regional Public Hospital), 2019 to date.

Charles Melo de Oliveira, B.Th., Th.M.

Mount Vernon, New York, USA; Teaching elder (Orthodox Presbyterian Church). Bachelor of Theology, Seminário Teológico Presbiteriano Rev. José Manoel da Conceição (José Manoel da Conceição Presbyterian Theological Seminary), São Paulo, Brazil, 1999. Bachelor of Theology, Universidade Presbiteriana Mackenzie (Mackenzie Presbyterian University), São Paulo, Brazil, 2006. Master of Theology (Systematic Theology), Puritan Reformed Theological Seminary, Grand Rapids, Michigan, USA, 2015. Pastor at Westchester Orthodox Presbyterian Church in Mount Vernon, New York, USA, 2018 to date. Humanities Instructor, IRTC, 2017 to date.

Túlio César Leite.

Maricá, RJ, Brazil. Ruling elder in Igreja Reformada Presbiteriana (Reformed Presbyterian Church), Maricá, RJ. Self-taught. Bachelor of History (incomplete), UFF, Niterói, RJ; Bachelor of Theology (incomplete), Seminário Unido (United Seminary), Rio de Janeiro, RJ. Retired employee from BNDES (National Social Development Bank).

Ralph Frederick Boersema, B.A., M.Div., Th.M.

IRTC President

Bristol, VA, USA. Teaching elder (minister of the Word) of Maranatha Canadian Reformed Church, Surrey, BC, Canada. Bachelor of Arts (B.A.), Waterloo Lutheran University, Waterloo, ON, Canada, 1968; Master of Divinity (M.Div.), Westminster Theological Seminary, Philadelphia, U.S.A., 1972; Certificate, Theological College of the Canadian Reformed Churches, Hamilton, ON, Canada, 1973; Master of Theology (Th.M.), Westminster Theological Seminary, Philadelphia, PA, U.S.A., 1974; doctoral studies (incomplete), University of South Africa. Author, *Not of Works: Norman Shepherd and His Critics*, and *Obedient Faith* (contributor). Humanities Instructor, IRTC, 2001 to date.

IRTC FACULTY

The IRTC has no full-time instructors. Our faculty is wholeheartedly committed to the Reformed faith and is fully qualified to teach the courses we offer. Great care is taken to select instructors who are humble examples of godly, gifted disciples of Christ and are academically equipped for teaching their courses.

Alan Rennê Alexandrino Lima, Th.B., S.T.M.

São Luís, MA, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Anil, Igreja Presbiteriana do Brasil (Presbyterian Church of Brazil), São Luiz, MA, Brazil, 2014. Bachelor of Theology (Th.B.), Seminário Teológico do Nordeste (Northeast Theological Seminary), Teresina, PI, Brazil, 2005; Bachelor of Theology (Th.B.), Mackenzie Presbyterian University, São Paulo, SP, Brazil, 2010; Sacrae Theologiae Magister (S.T.M.), Systematic Theology, Centro Presbiteriano de Pós-Graduação Andrew Jumper (Andrew Jumper Presbyterian Center for Graduate Studies), São Paulo, SP, Brazil, 2016. Professor of Systematic Theology, Northeast Theological Seminary, Teresina, PI, Brazil; Professor of Systematic Theology, Seminário Presbiteriano do Norte (Northern Presbyterian Seminary), Recife, PE, Brazil; Systematic Theology Instructor, IRTC, 2014 to date.

Alberto de Lima Filho, Th.B., M.A.

São Paulo, SP, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2004; English Language Studies, Kaplan International College – Philadelphia, PA, EUA, 2012, and Westminster Theological Seminary, Glenside, PA, EUA, (Mastering Theological English – MTE program) 2014; Certificate in Biblical Counseling, Christian Counseling and Educational Foundation – CCEF, Glenside, PA, EUA, 2014; Master of Biblical Counseling, Westminster Theological Seminary, Glenside, PA, EUA, 2016. Pastor, Presbyterian Church of Vila Maria, São Paulo, SP, 2005-2011; Christ the King Presbyterian Church - Philadelphia, Presbyterian Church in America, 2016-2018; Metropolitan Presbyterian Church of Guarulhos, Presbyterian Church of Brazil, 2018-current; Professor of Counseling, Theological Seminary of the Northeast, Teresina, PI; Distance Learning Professor, Andrew Jumper Presbyterian Center for Graduate Studies, 2018 to date. Humanities Instructor, IRTC, 2019 to date.

Alberto Almeida de Paula, B.Th., Th.M.

Monifieth, Angus, Scotland, UK. Teaching elder (minister of the Word), Broughty Ferry Presbyterian Church, Scotland, UK, 2014 to date. Bachelor of Theology (Th.B.), Seminário Teológico Presbiteriano Rev. Denoel Nicodemus Eller (Rev. Denoel Nicodemus Eller Presbyterian Theological Seminary); Master of Theology – New Testament (Th.M.), Andrew Jumper Presbyterian Center for Graduate Studies; Postgraduate Diploma in Biblical Interpretation at International Christian College, Glasgow, validated by Aberdeen University; ESOL Teacher – CELTA at Dundee College, validated by Cambridge University. Ordained to the ministry by Rio Doce Presbytery in 1991. Pastored the following churches previous to his current office: Filadélfia Presbyterian Church, Mantena, MG (license period), Simonton Presbyterian Church, Conselheiro Pena, MG, (1992-94), Botucatu Presbyterian Church, Botucatu, MG (1995-96), Jardim Paraíso Presbyterian Church, Botucatu, MG (1997-2003), Broughty Ferry St James' Church of Scotland, Broughty Ferry, Scotland (2005-2014). Affiliated with the Free Church of Scotland. Biblical Studies Instructor, IRTC, 2013 to date.

Alexandre Ribeiro Lessa, Th.B., B.B.A., Ph.B., B.Litt., M.Litt, Dip.Ed., Ph.D.

Vitória da Conquista, BA, Brazil. Teaching elder (minister of the Word) at Aliança Presbyterian Church, Presbyterian Church of Brazil (2017 to date). Bachelor of Business Administration (B.B.A), Faculdade de Administração da Bahia (Bahia Administration College), Salvador, BA, Brazil, 2004; Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2010; Bachelor of Philosophy (Ph.B.), Faculdade Batista Brasileira (Brazilian Baptist College), Salvador, BA, Brazil, 2018; Postgraduate Course in Higher Education (Dip.Ed.), Universidade Nove de Julho (Ninth of July University), São Paulo, SP, Brazil, 2009; Postgraduate Course in Christian Education (Dip.Ed.), Faculdade Guanambi/UNIGRAD-Pós-graduação (Guanambi College), Vitória da Conquista, BA, Brazil, 2012; Postgraduate Course in Active Methodologies and Distance Learning (Dip.Ed.), Guanambi College, Vitória da Conquista, BA, Brazil, 2019; Master of Letters in Memory: Language and Society (M.Lit.), Universidade Estadual do Sudoeste da Bahia (State University of Southwest Bahia), Vitória da Conquista, Bahia, Brazil, 2014; Doctor in Memory: Language and Society (Ph.D.), State University of Southwest Bahia, Vitória da Conquista, Bahia, Brazil,

2018; Author of several theological and non-theological articles and papers in many scholarly journals and annals of congresses. Systematic Theology Instructor, IRTC, 2018 to date.

Alice Levy Supino, B.S., M.S., Th.M.

São José dos Campos, São Paulo, Brazil. Member of the Evangelical Christian Church of São José dos Campos, where she has participated in the evangelism and counseling ministries. Bachelor of Psychology, Pontifícia Universidade Católica de São Paulo (Pontifical Catholic University of São Paulo), 1969-1974. Master of Clinical Psychology, Pontifical Catholic University of São Paulo, 1985-1989. Special student in the area of Social Psychology of the Instituto de Psicologia da Universidade de São Paulo (University of São Paulo's Institute of Psychology), 2002. Specialization in pastoral ministry, Seminário Teológico Cristão Evangélico do Brasil (Evangelical Christian Theological Seminary of Brazil), 2005-2006. Specialization in Theological Studies, Mackenzie Presbyterian University, 2007-2008. Master of Philosophical Theology (Th.M.), Andrew Jumper Presbyterian Center for Graduate Studies, 2012-2018. Psychology and human relations professor, Universidade do Vale do Paraíba (Paraíba Valley University), 1995-1996. Philosophy and Sociology professor and 5th-8th grade teaching coordinator, Escola Estadual Ivan Brasil (Ivan Brasil State School), 1993-1995. Philosophy professor and school psychologist, Collegium Illuminatti, 1995-1998. Psychologist and professor of psychology, Instituto São José (São José Institute), 1995-2001. Psychopathology professor for the post-graduate course in psychopedagogy, Paraíba Valley University, 2006. School psychologist and human relations professor, coordinator of the career plan program, Colégio Engenheiro Juarez Wanderley / EMBRAER (Engineer Juarez Wanderley School / Brazilian Aeronautics Corporation), 2002-2007. Philosophy, education psychology, and general psychology professor, Centro de Estudos Teológicos do Vale do Paraíba (Paraíba Valley Center for Theological Studies), 1997-2017. Private counseling practice for children, teenagers and adults, 1974 to date. Christian Education Visiting Instructor (Psychology of Education), IRTC, 2019 to date.

Allen Ribeiro Porto, Th.B, S.T.M

São José do Rio Preto, São Paulo, Brazil. Teaching elder (minister of the Word) at São José do Rio Preto Presbyterian Church, Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), Instituto Superior de Teologia Reformada (Superior Institute for Reformed Theology); specialist in History, IRTC; Sacrae Theologiae Magister (S.T.M.) with a concentration in Philosophical Theology, Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil. Visiting Professor, Northeast Theological Seminary, Teresina, PI, Brazil, 2014; Visiting Professor, Andrew Jumper Presbyterian Center for Graduate Studies. Humanities and Apologetics Instructor, IRTC, 2018 to date.

André Aloísio Oliveira da Silva, B.S., Th.B.

Teresina, PI, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Bachelor in Computer Science (B.S.), Universidade Paulista (Paulista University), Campinas, SP, Brazil, 2010; Bachelor of Theology (Th.B.), Northeast Theological Seminary, Teresina, PI, Brazil, 2014; Master in Biblical-Hermeneutic Studies (S.T.M incomplete), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil. Assistant pastor, Presbyterian Church of Piçarra, Teresina, PI, Brazil, 2015 to date; New Testament Professor, Northeast Theological Seminary, 2017 to date; Biblical Studies Instructor, IRTC, 2019 to date.

Andréa Lobato Couto, Lic.Hist., Lic.Ed.

Belém, PA, Brazil. Licentiate in History (Lic.Hist.), Universidade Federal do Pará (Pará Federal University) Belém, PA, Brazil, 1984; Licentiate in Education, Universidade Estadual do Pará (Pará State University), Belém, PA, Brazil, 1994; Specialist in Educational Systems, Pontifícia Universidade Católica de Minas Gerais (Pontifical Catholic University of Minas Gerais), Belo Horizonte, MG, 1999. Christian Education Instructor, IRTC, 2004 to date.

Breno Lucena Macedo, B.S., M.Div., Th.M.

Holland, MI, USA. Teaching elder (minister of the Word), Presbyterian church of Brazil. Senior Pastor, Messiah's Independent Reformed Church (Holland, MI). Bachelor of Electronic Engineering (B.S.), Universidade de Pernambuco (Pernambuco University), 2002; Master of Divinity (M.Div.), Greenville Presbyterian Theological Seminary, 2011; Master of Theology (Th.M.), Puritan Reformed Theological Seminary. Currently enrolled in the Ph.D. program in Historical Theology at Puritan Reformed Theological Seminary. Adjunct Professor of Homiletics, Greenville Presbyterian Theological Seminary. Articles published in *The Confessional Presbyterian*, *Puritan Reformed Journal*, *Fides Reformata*, and *Westminster Theological Journal*. Practical Studies Instructor, IRTC, 2017 to date.

Daniel Charles Gomes, B.Th., Th.M., Ph.D.

Tahara, Aichi, Japan. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Associate Missionary of the Orthodox Presbyterian Church – Japan Mission. Studied Business Administration and Psychology at the University of North Alabama (Summer Institute), 1992; Linguistic Monitoring, Universidade de Campinas (UNICAMP), 1996. Bachelor of Theology (B.Th.), Trinity Theological Seminary; studied at Seminário Presbiteriano do Sul (Southern Presbyterian Seminary) and Seminário Presbiteriano Brasil Central (Central Brazil Presbyterian Seminary), 1997. Master of Theology (Th.M.) with a concentration on Old Testament, Trinity Theological Seminary, Newburg, IN, 2001; Bachelor of Law, Universidade Brás Cubas (Brás Cubas University), 2005. Doctor of Homiletics (Ph.D.), Tokyo Christian University, Tokyo, Japan, 2019. Author of the *Inglês Jumpstart Conversação* (Jumpstart Conversational English) English school and teaching method. Civil Police Chaplain for the state of São Paulo, operating as Police Chief in the area of hostage negotiations, 2002-2013. Ethics Professor, Academia de Polícia Coriolano Cobra (Coriolano Cobra Police Academy), 2009-2013. Worker at Ministérios Refúgio (Refúgio Ministries), Mogi das Cruzes, SP, 1997 to date. Currently serves at Christ Is Life Presbyterian Church in Japan as Missionary Pastor, affiliated with the Presbyterian Agency for Transcultural Missions (APMT), the missionary autarchy of the Presbyterian Church of Brazil, 2014 to date.

Douglas Edward Leaman, B.A., M.A., M.Div.,

Recife, PE, Brazil. Teaching Elder (minister of the Word), Bible Presbyterian Church. Bachelor of Arts in History (B.A.), The Master's College, Santa Clarita, CA, U.S., 1995; Master of Arts in Biblical Counseling (M.A.), The Master's College, Santa Clarita, CA, U.S., 2009; Master of Divinity (M.Div.), Western Reformed Seminary, Lakewood, WA, U. S., 2010; Biblical Counselor, Association of Certified Biblical Counselors, Louisville, KY, U. S., 2012. Professor, Northern Presbyterian Seminary, Recife, PE, Brazil, 2013 to date. Practical Studies Instructor, IRTC, 2016 to date.

Eliézer Monteiro Reis, Th.B., B.S. Th.M.

Belo Horizonte, MG, Brazil. Teaching Elder (minister of the Word), Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), Rev. Denoel Nicodemus Eller Presbyterian Theological Seminary, Belo Horizonte, MG, Brazil, 1986; Bachelor of Psychology (B.S.), 1994; Master of Theology, Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2003. Professor, Rev. Denoel Nicodemus Eller Presbyterian Theological Seminary, Belo Horizonte, MG, Brazil, 1992 to date. Visiting professor, Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2017. Humanities Instructor, IRTC, 2018 to date.

Fernando de Almeida, Th.B. Ms.

Rutherford, NJ, EUA. Teaching elder (minister of the Word), St. Paul Presbyterian Church, Newark, NJ, EUA. Bachelor of Theology, José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 1997; Bachelor of Theology, Mackenzie Presbyterian University, São Paulo, SP, Brazil, 2006; Postgraduate degree in Philosophy, Catholic University of Brasília, Brasília, DF, 2008; Master of Science in Religion, Mackenzie Presbyterian University, São Paulo, SP, Brazil, 2009. Author, *The Glory of God's Grace* (contributor). Humanities Instructor, IRTC, 2017 to date.

Filipe Costa Fontes, Th.B., Th.M., D.Ed.

Coordinator, Education Department

São Paulo, SP, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2004; Master of Theology in Philosophical Theology (Th.M.), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2009; Master of Education, Art, and History of Culture, Mackenzie Presbyterian University, São Paulo, SP, Brazil, 2012; Doctor of Education, Art, and History of Culture, Mackenzie Presbyterian University, São Paulo, SP, Brazil, 2018. Professor, Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2014 to date; Professor, José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2011 to date; Member of the Editorial Board of the publisher Cultura Cristã (Christian Culture); Author of *Você educa de acordo com o que adora* ((You Educate According to What You Worship) and *Educação em casa, na igreja, na escola: uma perspectiva cristã*. (Education at Home, at Church, and at School: a Christian Perspective). Practical Studies and Humanities Instructor, IRTC, 2017 to date.

Frans Leonard Schalkwijk, Th.M., D.Hist.

Apeldoorn, the Netherlands. Teaching elder (minister of the Word), The Protestant Church of the Netherlands. Graduate studies in church history, Free University, Amsterdam, 1972-1973; Master of Theology in Church History (Th.M.), Calvin Theological Seminary, Grand Rapids, USA, 1977; Doctor of History (D.Hist.), Mackenzie Presbyterian University, São Paulo, SP, Brazil 1983. Member of Instituto Histórico Pernambucano (Historical Institute of Pernambuco, Brazil), 1983-. Author of *Coinê. pequena gramática do grego neo-testamentário* (*Koiné: a Short New Testament Greek Grammar*), 11th ed., 2018; *Igreja e estado no Brasil holandês, 1630-1654* (*Church and State in Dutch Brazil, 1630-1654*), 3rd ed., 2004, *The Reformed Church in Dutch Brazil, 1630-1654*, 1998; *Confissão de um peregrino: para entender a eleição e o livre-arbítrio* (*A Pilgrim's Confession Concerning the Understanding of Election and Free Will*), 2nd ed., 2004 (*De weg door de tabernakel*, 2010); *Meditações de um peregrino* (*Meditations of a Pilgrim*), 2014; *Deus é Fiel* (*God is faithful; Christian doctrine in the light of the history of salvation*), 2017; articles in periodicals in Brazil, the Netherlands and the USA. Church History Instructor, IRTC, 2001 to date.

Heber Carlos de Campos Jr, Th.B., Th.M., Ph.D.

São Paulo, SP, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 1998; Master of Theology in Church History (Th.M.), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2003; Doctor of Historical Theology (Ph.D.), Calvin Theological Seminary, Grand Rapids, MI, USA, 2009. Professor, Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2006 to date; professor, José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2009 to date; author of several articles on church history in *Fides Reformata*; author of several Sunday School lessons for Editora Cultura Cristã (Christian Culture Publishing House). Church History Instructor, IRTC, 2011 to date.

José João de Paula, Th.B., Th.B.; Th.Esp.; Th.M.

Coordinator, Biblical and Exegetical Studies Department

Belo Horizonte, MG, Brazil. Full-time missionary through the Presbyterian Agency for Transcultural Missions (APMT), 2014 to date. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Pastored churches at: Carmo do Parnaíba, MG, 1982; Ibiá, MG, 1983-1984; Patrocínio, MG, 1984-1991; Belo Horizonte, MG, 1992-2001. Bachelor of Theology (B.Th.), Southern Presbyterian Seminary, Campinas, SP, Brazil, 1981; Master of Theology in New Testament Studies (Th.M.), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 1998. Professor, IBEL – Instituto Bíblico Eduardo Lane (Edward Lane Biblical Institute), Patrocínio, MG, Brazil, 1983-1991, 2015 to date; professor, Rev. Denoel Nicodemus Eller Presbyterian Theological Seminary, Belo Horizonte, MG, Brazil, 1993-2013. Author of: *O Pentecoste* (*Pentecost*), 2000; *Missões em chamas – poderosas faúlhas nas mãos do Espírito* (*Missions on Fire – Powerful Sparks in the Hands of the Spirit*), 2008; *O poder do alto – A unção do Espírito Santo segundo Lucas-Atos* (*Power from Above – The Holy Spirit's Anointing According to Luke-Acts*), 2011; *Filhos diante do espelho – A poderosa influência dos pais na vida dos filhos* (*Children in the Mirror – The Powerful Influence Parents Exert on their Children's Lives*), 2013. Biblical and Exegetical Studies Instructor, IRTC, 2013 to date; Coordinator of the Biblical and Exegetical Studies Department, 2015 to date.

José Roberto da Silva, Th.B., Th.B, Th.Esp., Th.M.

Porto, Portugal. Teaching elder (minister of the Word), Presbyterian Church of Brazil; Missionary; Teaching Elder (minister of the Word), Presbyterian Christian Church of Portugal. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, Brazil, 1998; Bachelor of Theology (Th.B.), Mackenzie Presbyterian University, São Paulo, Brazil, 2006; Master of Science in Religion (similar to Th.M), Mackenzie Presbyterian University, São Paulo, Brazil, 2008; Specialist in Systematic Theology (Th.Esp.), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, Brazil, 2015; Visiting Professor at Seminário Teológico Batista (Baptist Theological Seminary), Queluz, Lisbon, Portugal, 2017; Member of the Presbyterian Christian Church of Portugal's Board of Theological Education (JET/ICPP). Biblical and Exegetical Studies and Practical Studies Instructor, IRTC, 2018 to date.

Julius Marnix VanSproonsen, B.A., M.Div.

Edmonton, Alberta, Canada. Teaching elder (minister of the Word) of Immanuel Canadian Reformed Church, Edmonton, AB, Canada, 2008-. Bachelor of Arts (B.A.), Trinity Western University, Langley, B.C., Canada, 1998; Master of Divinity (M. Div.), Theological College of the Canadian Reformed Churches, Hamilton, Ontario, Canada, 2002. Missionary, Recife, Pernambuco, Brazil, 2008-. Practical Studies Instructor, IRTC, 2013 to date.

Leandro A. de Lima, Th.B., Th.M., M.Sc., D.Lit.

Vice-President for Academic Affairs

São Paulo, SP, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 1999; Master of Theology, Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2004; Master of Religious Sciences, Mackenzie Presbyterian University, São Paulo, SP, Brazil, 2009; Doctor in Letters - Literature, 2012 (similar to Ph.D), Mackenzie Presbyterian University, São Paulo, SP, Brazil; New Testament Ph.D. candidate, Theological University Kampen, Netherlands, 2016 to date. New Testament professor, Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2013 to date. Author of *Razão da esperança - teologia para hoje* (*A Reason for Hope - Theology for Today*), 2006; *As grandes doutrinas da graça* (*The Great Doctrines of Grace*) (4 volumes), 2007; *Brilhe a sua luz: o cristão e os dilemas da sociedade atual* (*Shine your Light: the Christian and the Dilemmas of Contemporary Society*), 2009; *O futuro do Calvinismo: Os desafios e oportunidades da pós-modernidade para a igreja reformada* (*The Future of Calvinism: the Challenges and Opportunities of Postmodernity for the Reformed Church*), 2010; *A grande batalha escatológica* (*The Great Eschatological Battle*), 2017; *Introdução às doutrinas da graça* (*Introduction to the Doctrines of Grace*), 2018. Biblical and Exegetical Studies and Systematic Theology Instructor, IRTC, 2005 to date.

Lucas Grassi Freire, B.A., B.Sc., M.A., Ph.D.

São Paulo, SP, Brazil. B.A. in International Relations, Pontifical Catholic University of Minas Gerais, Belo Horizonte, Brazil, 2006; B.Sc. in Economics (minor in Social Science), Universidade Federal de Minas Gerais (Minas Gerais Federal University), Brazil, 2006; Ph.D. in Politics, University of Exeter, UK, 2013; Certificates in Akkadian and Sumerian via distance learning at CEPOAT - Universidad de Murcia, Spain, 2013-2016; Completed the Ancient Languages of Anatolia residential program in Akkadian and Hittite at ANAMED - Koç University, Istanbul, Turkey, 2017 with cuneiform epigraphy training. Assistant Professor at Mackenzie Presbyterian University's Center for Economic Freedom, São Paulo, SP, Brazil, 2018 to date; Postdoctoral Research Fellow at North-West University, Potchefstroom, South Africa, 2015 to date; Michael Novak Award laureate, Acton Institute, Grand Rapids, MI, USA, 2018; H. G. Stoker Prize laureate, Pro Reformando Trust, Potchefstroom, South Africa, 2017. Author of articles on Ancient Near Eastern Studies in *Antiguo Oriente*, *Journal for Semitics*, and *Estudos Internacionais*. Author of articles on Christian ethics, philosophy and politics in *Philosophia Reformata*, *Acta Academica*, *e-Janus*, *Christian Renewal* and book chapters on history and social science published by SAGE, Peeters and Oxford University Press. Humanities Instructor, IRTC, 2018 to date.

Marcone Bezerra Carvalho, Th.B., MSc.

Coordinator, Church History Department

Santiago, Chile. Teaching elder (minister of the Word), Presbyterian Church of Chile. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2002; Master of Religious Studies (MSc.), Mackenzie Presbyterian University, São Paulo, SP, Brazil, 2012; Doctoral student in history (Ph.D. student), Universidad de Los Andes, Chile, 2016 to date. Academic Director, Centro Latinoamericano de Estudios Reformados (Latin American Center for Reformed Studies), Santiago, Chile, 2015 to date; visiting professor, Seminario Evangélico de Los Andes (Evangelical Seminary of the Andes), Ayacucho, Peru, 2017 to date. Author of articles on the history of Protestantism in books and scholarly journals; Sunday School lessons for Christian Culture Publishing House. Church History Department Coordinator, IRTC, 2018 to date. Historical Studies Instructor, IRTC, 2020 to date.

Pieter Koenraad Meijer, Cand.Th.

Chairman, Board of Directors

Meppel, the Netherlands. Retired teaching elder (minister of the Word) in the Reformed Churches in the Netherlands (Liberated). Candidaat in theology (Cand.Th., comparable to Master of Divinity), Theologische Hogeschool van de Gereformeerde Kerken (vrijgemaakt) (Theological College of the Reformed Churches – liberated), Kampen, the Netherlands, 1973. Member of Committee for Contact with Foreign Churches of the Gereformeerde Kerken in Nederland (Vrijgemaakt; Reformed Churches in the Netherlands—Liberated), 2002 to date. Author of *Manual para presbíteros e diáconos* (Manual for Elders and Deacons), *Resumo dos Cinco Artigos de Fé Contra o Arminianismo* (Summary of the Five Articles of Faith Against Arminianism), and *Estudos sobre o Catecismo de Heidelberg* (Studies on the Heidelberg Catechism – co-author). Systematic Theology Instructor, IRTC, 2013 to date.

Rachel van de Burgt, B.A. in Lts.; SEd.S; M.Ed.

Neerlandia, Alberta, Canada. Member of South Neerlandia Canadian Reformed Church. Studied Linguistics at UFPE – Universidade Federal de Pernambuco (Federal University of Pernambuco), under research project supervisor Luiz A. Marcuschi, Ph.D. (2000), in the field of linguistic competence. Monitoring in Comparative Literature, research project supervisor: Sébastien Joachim (2002). Tutor of the Distance Language Graduation Course, UFPE's E-Letras (2009-2010), under course coordinator Dilma Luciano, Ph.D. Teacher of Literacy for Young People and Adults at the Language Center of the Education Center of UFPE in Brazil's National Literacy Project (2003-2004). Teacher of Portuguese Language and High School Literature at the Government of the State of Pernambuco, Brazil (2005); Child Education Teacher at Colégio Presbiteriano Agnes Erskine (Agnes Erskine Presbyterian School) (08/01/2007 - 2008); Specialization Course in Special Education (Esp.) at Frassinette do Recife College (2008.1); High School Portuguese Language Teacher at Boa Viagem Christian Academy (2010). Participating member of the discussions at the LABINT Laboratory for Human Social Integration, linked to the Graduate Program in Psychology, under the orientation of Maria Isabel Pedrosa, Ph.D. (2009-2011). Master of Education (M.Ed.), research on Early Childhood Education. Dissertation: *Children's Ideas about the Inclusion of Children with Special Needs in Early Childhood Education* (2009-2011). Pedagogical coordinator and teacher at the Os Puritanos (The Puritans) Reformed Symposium (2002-2015). Community volunteer teacher at the Esther's Children Brazil Project in Aldeia, working alongside Emily Henschel Sutherland, founder of Esther's Children International (2014-2015); Committee member of JUNAER, National Board of Reformed Education in Brazil (2016-2017); Simeduc Educator, Classical Distance Education Course in Brazil, rhetoric teacher, on-line course (2017). Consultant and teacher at EduCCare (LD), Reformed Classical Christian Education (since 2018).

Ralph Frederick Boersema, B.A., M.Div., Th.M.

IRTC President

Coordinator, Systematic Theology and Apologetics Department

Bristol, VA, USA. Teaching elder (minister of the Word) of Maranatha Canadian Reformed Church, Surrey, BC, Canada. Bachelor of Arts (B.A.), Waterloo Lutheran University, Waterloo, ON, Canada, 1968; Master of Divinity (M.Div.), Westminster Theological Seminary, Philadelphia, U.S.A., 1972; Certificate, Theological College of the Canadian Reformed Churches, Hamilton, ON, Canada, 1973; Master of Theology (Th.M.), Westminster Theological Seminary, Philadelphia, PA, U.S.A., 1974; doctoral studies (incomplete), University of South Africa. Author, *Not of Works: Norman Shepherd and His Critics*, and *Obedient Faith* (contributor). Humanities Instructor, IRTC, 2001 to date.

Ricardo Cesar Toniolo, Th.B., Th.M., M.Lit.

Botucatu, SP, Brazil. Teaching elder (minister of the Word) Presbyterian Church of Brazil; pastor of the Botucatu Presbyterian Church, 2012 to date. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo-SP, Brazil, 1998; Master of Theology and Old Testament Exegesis (Th.M.), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2008; Master in Letters – Literature, Mackenzie Presbyterian University, São Paulo, Brazil, 2017. Principal (2017 to date) and professor (2009 to date), Instituto Bíblico Presbiteriano "Rev. George Anderson Landes" (Rev. George Anderson Landes Presbyterian Biblical Institute), Botucatu, SP, Brazil; visiting professor (distance learning), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, Brazil, 2012 to date. Author, *Comentário em Levítico, Números e Crônicas – Comentário Bíblico*

Contemporâneo (Leviticus, Numbers and Chronicles – Contemporary Biblical Commentary). Biblical Studies Instructor, IRTC, 2017 to date.

Robério Azevedo, Th.B., Th.M.

Feira de Santana, BA, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), Northern Presbyterian Seminary, Recife, PE, Brazil, 2001; Master of Theology and New Testament (Th.M.), Puritan Reformed Theological Seminary, Grand Rapids, MI, USA; Ph.D. candidate, North-West University, Potchefstroom, South Africa. Assistant pastor at First Presbyterian Church, Recife, PE, 2001-2003; pastor at First Presbyterian Church, Recife, PE, 2004; pastor at Brotas Presbyterian Church, Salvador, BA, 2005-2006; pastor at Betel Presbyterian Church, Feira de Santana, BA, 2009 to date. Biblical exegesis professor at Seminário Congregacional (Congregational Seminary), Caruaru, PE, 2003-2004; hermeneutics professor at Seminário Presbiteriano Skineider (Skineider Presbyterian Seminary), Salvador, BA, 2005; visiting professor at Northern Presbyterian Seminary, 2001-2014. Biblical Studies Instructor, IRTC, 2018 to date.

Sérgio Paulo de Lima, Th.B., M.Div, M.Sc.

São Paulo, SP, Brazil. Teaching elder (minister of the Word), Presbyterian Church of Brazil. Bachelor of Theology (Th.B.), José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2001; Master of Divinity (M.Div), Andrew Jumper Presbyterian Center for Graduate Studies, São Paulo, SP, Brazil, 2014; Master of Religious Studies, Mackenzie Presbyterian University, São Paulo, SP, 2017. Professor, José Manoel da Conceição Presbyterian Theological Seminary, São Paulo, SP, Brazil, 2013 to date; professor, Instituto Reformado de São Paulo (IRSP), 2016. Author of *Jonathan Edwards: missões para a glória de Deus* (*Jonathan Edwards: Missions for the Glory of God*, 2017). Humanities and Practical Studies Instructor, IRTC, 2013 to date.

Suenia Barbosa De Almeida, B.Comm., Ms.

Bachelor of Journalism, Cásper Líbero College, São Paulo - SP, 1997; Postgraduate degree in Interdisciplinarity in the Formation of the Educational Professional, Faculdades Integradas de Palmas, PR, 2000; Master of Education, Art and History of Culture, Mackenzie Presbyterian University, 2010. Reporter and Reviewer, Editora Bittencourt, Itajaí - SC, 2000-2001; reviewer and author of Sunday school lessons for the adolescent public, Christian Culture Publishing House, São Paulo - SP, 1998-2012; guest speaker for the Family and Society program - TV Mackenzie, São Paulo - SP, 2010-2014; Portuguese teacher for foreigners - Mantena Global Care, Newark - NJ (USA), 2016; Humanities Instructor, IRTC, 2018 to date.

INSTRUCTIONAL METHODOLOGY

As a distance educational institution, the IRTC desires to cooperate closely with faithful local churches (including presbyteries or other church bodies to which a student may be responsible) in order to form students who love the Lord and are committed to him spiritually and academically. Each student must be mentored by a local ecclesiastical leader, a role understood to be appointed or approved by the student's church, unless an exception has been granted by the Vice-President for Student Affairs. In the educational process, the mentor helps to bridge the distance between student and instructor and to promote understanding between instructor and student. The involvement of a mentor is not limited to students who aspire to the pastoral ministry. It is the IRTC's position that all Christian students should be appropriately counseled in their educational process, so that a biblical perspective in study is promoted and secularism is rejected.

The IRTC further encourages the establishment of local study centers. These are understood to be organized by a church, several churches, or church leaders and are independent of the IRTC.

The principal means of teaching and communication between instructors and students is the use of online electronic classrooms. The IRTC employs an eLearning environment based on the popular WordPress platform, that provides electronic classrooms, forums, chat rooms and other beneficial tools for effective teaching through the Internet. This is supplemented by more traditional teaching tools (books, journals, audio and video recordings, etc.). A high level of interactivity is expected and usually achieved, not only between the instructor and each individual student, but also among the students. Mentors are able to view all the activities that relate to the student they advise.

ACADEMIC YEAR

The IRTC academic year runs from February to December and is divided into quarters, each consisting of 10-week terms.

COURSES AND CREDITS

Courses are taught in an online teaching environment, in four terms annually, each consisting of 10 consecutive weeks. All courses are valued at 3 credits. All consist of 30 virtual lessons. Each credit is counted as equivalent to 15 classroom hours. Bachelor and associate courses generally require 200 pages of reading per credit and master's level courses require 300. Assignments for master's level courses are more demanding than for bachelor and associate courses. Generally, a student requires a minimum of 9 hours per week to complete one course's lessons. Most IRTC students take one or two courses per term. Full-time students may take 4 or 5 courses per term.

In the IRTC's course codes, the letters indicate the department. The hundreds column refers to the level of the course: 100's are first-year courses, 200's second-year courses, and so on. Courses for bachelor's degrees are numbered from 100 to 499 and master's level courses are from 500 to 799. Codes lower than 100 are non-credit courses (They may be required as prerequisites for a bachelor's degree).

The IRTC master's programs (M.C.S., M.B.S. and M.Div.) are not of the same academic level as the traditional Master of Theology (Th.M.). Rather, they are prerequisites for the Th.M. The IRTC does not yet offer a Th.M. program of studies.

The IRTC offers a variety of programs of study at two levels: degree and certificate. These programs are designed to be integrated, such that some of the certificate and degree programs can be transferred to other degrees of the same academic level.

ADMISSIONS

In order to be admitted as a registered student in one of the IRTC programs of study, the following must be received:

1. An online application (See “Matrículas” at <https://www.fitref.online/matriculasfitref/>).
2. Payment of an application fee and (after approval of application) a registration fee according to instructions provided on the website.
3. A letter of recommendation from the pastor or council of the applicant’s church.
4. A full official transcript of the applicant’s academic work at secondary and/or post-secondary level (the latter, if applicable).
5. Student’s curriculum vitae, including descriptions of church and spiritual life activities.

Additional information is provided on the college’s website. The specific requirements for each program of studies are outlined below, together with descriptions of the programs.

STUDENT STATUS

Students are either Regular, Special, or Visiting students. Regular students are registered in one of the regular programs of study offered by the college, having met the requirements and been accepted for that program. Special students are enrolled in one or more courses but have not met all the requirements for admission to a program of studies. They participate fully in the course(s) and have their work evaluated by the instructor but receive no credit for work done until all the requirements for admission have been met. Visitors receive access to the lessons, but do not participate in the course in any other way. A student is considered an active student if he/she has been registered for a course and continues to be considered active for up to 30 days after the final day of the quarter in which the course is offered. This status may be extended by special permission. Students have a right to access college services (including the library) until the end of the calendar year in which they were registered for one or more courses.

PROGRAMS OF STUDY

TWO-YEAR PROGRAM for the ASSOCIATE OF CHRISTIAN STUDIES (A.C.S.) DEGREE

DESCRIPTION AND OBJECTIVES

This program of study is designed to provide introductory core courses of higher education for Christian men and women who want to study in any field and are seeking biblical perspectives for their studies and thinking. In addition to general studies from Christian perspectives, the program provides a good basis of Bible study and equips the graduate with knowledge and understanding for a broad range of responsibilities in Christ's church. The five electives in the program allow the student to select courses that are particularly suited for the service his or her church or Christian ministry is asking him/her to perform. The student is advised to seek guidance from his/her mentor and church in choosing the electives. All the A.C.S. courses are transferable to the IRTC Bachelor of Christian Studies (B.C.S.), Bachelor of Biblical Studies (B.B.S.) and Bachelor of Christian Education (B.C.Ed.) degree programs. The transferability of these courses to programs of study at other institutions of higher learning is determined by the other schools.

REQUIREMENTS

In order to be admitted to this program of studies the student must have successfully completed a program of studies at a recognized secondary institution of learning in the state of Virginia or an equivalent program of studies and must satisfy the general admission requirements of the IRTC. In order to graduate with an Associate of Christian Studies Degree, the student must have satisfactorily completed the program of studies outlined below.

The program consists of the successful completion of 20 prescribed courses, totaling 60 credits. The division of the program into two years follows the model of traditional education. An IRTC student who completes two courses per module can finish the program in 30 months, while full-time students can do so in 12 to 15 months.

The following is the program of studies for this degree:

1 st YEAR	2 nd YEAR
<ol style="list-style-type: none">1. BI 101 Introduction to the Bible I2. HI 101 Ancient Church History3. HU 101 Portuguese I4. HU 102 English I5. HU 103 Oral Communication6. HU 104 Research Methodology7. HU 105 Christian Worldview8. PR 101 Biblical Spirituality9. Elective10. Elective	<ol style="list-style-type: none">1. BI 201 Introduction to the Bible II2. BI 202 Hermeneutics3. HI 201 Medieval Church History4. HU 201 Portuguese II5. HU 202 English II6. HU 203 Introduction to Psychology7. HU 204 Marriage and Family8. Elective9. Elective10. Elective

Electives

May be chosen from among any of the B.C.S. courses, with preference being given to 100 and 200 level courses.

The course designations as first- and second-year courses are recommendations. The courses can be taken in a different order, so long as the prerequisites for each course are respected. Note: second year courses are normally more difficult than first year courses.

FOUR-YEAR Program for the BACHELOR OF CHRISTIAN STUDIES (B.C.S.) DEGREE

DESCRIPTION AND OBJECTIVES

The program of studies for the Bachelor of Christian Studies degree is intended for Christian students seeking a general education at the Bachelor level and looking for Biblical perspectives and foundations for their studies and thought. Graduates from this program of studies will be well equipped for the service of the Lord in family, church, and society as lights in the world, if their knowledge is united with godliness and humble dedication to Christ. In addition to general studies from Christian perspectives, the program provides a good basis of Bible study and equips the graduate with knowledge and understanding for a broad range of responsibilities in Christ's church. The twelve electives in the program allow the student to select courses that are particularly suited for the service his or her church or Christian ministry is asking him/her to perform. The student is advised to seek guidance from his/her mentor and church in choosing the electives.

REQUIREMENTS

In order to be admitted to this program of studies the student must have successfully completed a program of studies at a recognized secondary institution of learning in the state of Virginia or an equivalent program of studies and must satisfy the general admission requirements of the IRTC. In order to graduate with a Bachelor of Christian Studies Degree, the student must have satisfactorily completed the program of studies outlined below.

Students with a bachelor's degree from another institution can receive credit for similar courses from the other institution up to the limit of 75% of the courses required for the IRTC degree program, and the students must complete at least the last full year of the IRTC program (preferably 400 level courses) or the specific courses determined by the IRTC's administration.

The program consists of the successful completion of 40 prescribed courses, totaling 120 credits.

The division of the program into four years follows the model of traditional education. An IRTC student who completes two courses per module can finish the program in 60 months, while full-time students can do so in 24 to 30 months. The following is the program of studies for this degree:

1st YEAR	2nd YEAR
<ol style="list-style-type: none">1. BI 101 Introduction to the Bible I2. HI 101 Ancient Church History3. HU 101 Portuguese I4. HU 102 English I5. HU 103 Oral Communication6. HU 104 Research Methodology7. HU 105 Christian Worldview8. PR 101 Biblical Spirituality9. Elective10. Elective	<ol style="list-style-type: none">1. BI 201 Introduction to the Bible II2. HI 201 Medieval Church History3. HU 201 Portuguese II4. HU 202 English II5. HU 203 Introduction to Psychology6. HU 204 Marriage and Family7. PR 202 Evangelism8. Elective9. Elective10. Elective

3 rd YEAR	4 th YEAR
<ol style="list-style-type: none"> 1. AP 301 Apologetics 2. BI 202 Hermeneutics 3. BI 305 The Gospels 4. HU 301 Cultural Anthropology 5. HU 302 Introduction to Philosophy 6. TS 301 Intro., Revelation, Doctrine of God 7. Elective 8. Elective 9. Elective 10. Elective 	<ol style="list-style-type: none"> 1. BI 403 Covenant Theology I 2. BI 404 The Pentateuch 3. HU 405 Government and Economics 4. PR 401 Christian Education 5. TS 401 Creation, Providence, Anthropology 6. TS 402 Christian Ethics 7. Elective 8. Elective 9. Elective 10. Elective

Electives
<p>Electives may be chosen from among the following:</p> <ol style="list-style-type: none"> 1. BI 102 Biblical Geography and Archeology 2. ED 101 Introduction to Education 3. ED 201 General Teaching 4. BI 301 Greek I 5. BI 303 Exegetical Research Methodology 6. ED 301 Structure and Foundations of Primary/Secondary Education 7. ED 302 Educational Psychology 8. HU 304 World Religions 9. PR 301 Worship 10. AP 401 Sects and Denominations 11. BI 401 Greek II 12. BI 402 Hebrew I 13. HI 402 History of the Portuguese-Speaking Church 14. PR 403 Homiletics 15. HU 402 History of Philosophy 16. HU 450, BI 450, HI 450, PR 450, TS 450, AP 450 Guided Independent Study

The course designations by year are recommendations. The courses can be taken in a different order, so long as the prerequisites for each course are respected. Note: each year the level of difficulty of the courses normally increases.

FOUR-YEAR Program for the BACHELOR OF BIBLICAL STUDIES (B.B.S.) DEGREE –

DESCRIPTION AND OBJECTIVES

The program of studies for the degree of Bachelor of Biblical Studies is the first phase in preparation for the Christian pastorate and is intended for godly, qualified men with gifts for the ministry of the divine Word. The second phase of formal training for the ministry is the Master of Divinity (M.Div.) degree program.

NOTE: The Bachelor of Biblical Studies program is not the equivalent of Bachelor of Theology programs currently offered in Brazil. It is comparable to only part of such programs.

This program provides Biblical perspectives and foundations for the student's studies and thought, as well as a number of courses in church history and theology. Graduates from this program of studies will be well equipped to serve the Lord in family, church, and society as lights in the world, if their knowledge is united with godliness and humble dedication to Christ. In addition to general studies from Christian perspectives, the program provides a good basis of Bible study and equips the graduate with knowledge and understanding for a broad range of responsibilities in Christ's church. It particularly gives the necessary foundation for the Master of Divinity program, which forms a man for the Gospel ministry. The eight electives in the program allow the student to select courses that are particularly suited for the service(s) which his or her church or Christian ministry is asking him/her to perform. The student is advised to seek guidance from his/her mentor and church in choosing electives.

REQUIREMENTS

In order to be admitted to this program of studies the student must have successfully completed a program of studies at a recognized secondary institution of learning in the state of Virginia or an equivalent program of studies and must satisfy the general admission requirements of the IRTC. In order to graduate with a Bachelor of Christian Studies Degree, the student must have satisfactorily completed the program of studies outlined below.

Students with a bachelor's degree from another institution can receive credit for similar courses from the other institution up to the limit of 75% of the courses required for the IRTC degree program, and the students must complete at least the last full year of the IRTC program (preferably 400 level courses) or the specific courses determined by the IRTC's administration.

The program consists of the successful completion of 40 prescribed courses, totaling 120 credits.

The division of the program into four years follows the model of traditional education. An IRTC student who completes two courses per module can finish the program in 60 months, while full-time students can do so in 24 to 30 months. The following is the program of studies for this degree:

1st YEAR	2nd YEAR
<ol style="list-style-type: none">1. BI 101 Introduction to the Bible I2. HI 101 Ancient Church History3. HU 101 Portuguese I4. HU 102 English I5. HU 103 Oral Communication6. HU 104 Research Methodology7. HU 105 Christian Worldview8. PR 101 Biblical Spirituality9. Elective10. Elective	<ol style="list-style-type: none">1. BI 201 Introduction to the Bible II2. BI 202 Hermeneutics3. HI 201 Medieval Church History4. HU 201 Portuguese II5. HU 202 English II6. HU 203 Introduction to Psychology7. HU 204 Marriage and Family8. PR 202 Evangelism9. Elective10. Elective

3 rd YEAR	4 th YEAR
<ol style="list-style-type: none"> 1. AP 301 Apologetics 2. BI 301 Greek I 3. BI 303 Exegetical Research Methodology 4. BI 305 The Gospels 5. HU 301 Cultural Anthropology 6. HU 302 Introduction to Philosophy 7. PR 301 Worship 8. TS 301 Intro., Revelation, Doctrine of God 9. Elective 10. Elective 	<ol style="list-style-type: none"> 1. BI 401 Greek II 2. BI 402 Hebrew I 3. BI 403 Covenant Theology I 4. BI 404 The Pentateuch 5. PR 401 Christian Education 6. PR 403 Homiletics 7. TS 401 Creation, Providence, Anthropology 8. TS 402 Christian Ethics 9. Elective 10. Elective

Electives
<p>Electives may be chosen from among the following:</p> <ol style="list-style-type: none"> 1. BI 102 Biblical Geography and Archeology 2. ED 101 Introduction to Education 3. ED 201 General Teaching 4. ED 301 Structure and Foundations of Primary/Secondary Education 5. ED 302 Educational Psychology 6. HU 304 World Religions 7. AP 401 Sects and Denominations 8. HI 402 History of the Portuguese-Speaking Church 9. HU 402 History of Philosophy 10. HU 405 Government and Economics 11. HU 450, BI 450, HI 450, PR 450, TS 450, AP 450 Guided Independent Study

The course designations by year are recommendations. The courses can be taken in a different order, so long as the prerequisites for each course are respected. Note: each year the level of difficulty of the courses normally increases.

FOUR-YEAR Program for the BACHELOR OF CHRISTIAN EDUCATION (B.C.Ed.) or LICENSURE IN RELIGIOUS EDUCATION (Lic.R.Ed.) DEGREE

DESCRIPTION AND OBJECTIVES

The program of studies for the Bachelor of Christian Education degree offered by the IRTC is designed for teaching religion in elementary and secondary schools and provides preparation for educational ministries in the Christian church. The program is also intended for Christian schoolteachers as complementary training to provide teachers with Biblical perspectives and foundations for their studies and thought in any field.

Upon completion of the program of studies, the graduating student may choose to receive either the Bachelor of Christian Education or the Licensure in Religious Education degree (normally this decision is based on which is more compatible with the degrees granted in the student's country of residence).

REQUIREMENTS

In order to be admitted to this program of studies the student must have successfully completed a program of studies at a recognized secondary institution of learning in the state of Virginia or an equivalent program of studies and must satisfy the general admission requirements of the IRTC. In order to graduate with a Bachelor of Christian Education or Licensure in Religious Education Degree, the student must have satisfactorily completed the program of studies outlined below.

Students with a bachelor's degree from another institution can receive credit for similar courses from another institution up to the limit of 75% of the courses required for the IRTC degree program, and the students must complete at least the last full year of the IRTC program (preferably 400 level courses) or the specific courses determined by the IRTC's administration.

The program consists of the successful completion of 40 prescribed courses, totaling 120 credits.

The division of the program into four years follows the model of traditional education. An IRTC student who completes two courses per module can finish the program in 60 months, while full-time students can do so in 24 to 30 months. The following is the program of studies for this degree:

1st YEAR	2nd YEAR
<ol style="list-style-type: none">1. BI 101 Introduction to the Bible I2. ED 101 Introduction to Education3. HI 101 Ancient Church History4. HU 101 Portuguese I5. HU 102 English I6. HU 103 Oral Communication7. HU 104 Research Methodology8. HU 105 Christian Worldview9. PR 101 Biblical Spirituality10. Elective	<ol style="list-style-type: none">1. BI 201 Introduction to the Bible II2. BI 202 Hermeneutics3. ED 201 General Teaching4. HI 201 Medieval Church History5. HU 201 Portuguese II6. HU 202 English II7. HU 203 Introduction to Psychology8. HU 204 Marriage and Family9. PR 202 Evangelism10. Elective

3 rd YEAR	4 th YEAR
<ol style="list-style-type: none"> 1. AP 301 Apologetics 2. BI 303 Exegetical Research Methodology 3. BI 305 The Gospels 4. ED 301 Structure and Foundations of Primary/Secondary Education 5. ED 302 Educational Psychology 6. HU 301 Cultural Anthropology 7. HU 302 Introduction to Philosophy 8. TS 301 Intro., Revelation, Doctrine of God 9. Elective 10. Elective 	<ol style="list-style-type: none"> 1. BI 403 Covenant Theology I 2. BI 404 The Pentateuch 3. ED 401 Methodology of Religious Education 4. ED 402 Teaching Practicum I 5. ED 403 Teaching Practicum II 6. PR 401 Christian Education 7. PR 403 Homiletics 8. TS 401 Creation, Providence, Anthropology 9. TS 402 Christian Ethics 10. Elective

Electives
<p>Electives may be chosen from among the following:</p> <ol style="list-style-type: none"> 1. BI 102 Biblical Geography and Archeology 2. BI 301 Greek I 3. HU 304 World Religions 4. PR 301 Worship 5. AP 401 Sects and Denominations 6. BI 401 Greek II 7. BI 402 Hebrew I 8. HU 402 History of Philosophy 9. HU 405 Government and Economics 10. HI 402 History of the Portuguese-Speaking Church 11. HU 450, BI 450, HI 450, PR 450, TS 450, AP 450 Guided independent study

The course designations by year are recommendations. The courses can be taken in a different order, so long as the prerequisites for each course are respected. Note: each year the level of difficulty of the courses normally increases.

TWO-YEAR PROGRAM for the MASTER OF CHRISTIAN STUDIES (M.C.S.) DEGREE

DESCRIPTION AND OBJECTIVES

The program of studies for the Master of Christian Studies degree offered by the IRTC is designed for students with a bachelor's degree and who want to specialize in Bible and Christian studies, without seeking to train for the pastorate and without necessarily being able to study the Bible in the original languages. This degree is not of the same academic level as a Master of Theology (Th.M.) degree.

REQUIREMENTS

Since this program is designed for specialization in the study of the Bible and not Biblical training at the bachelor level, candidates for this program of studies must have successfully completed the IRTC B.C.S. program.

Students who have completed a bachelor's degree in theology or another field at another institution can be enrolled in an IRTC master's degree program, pending bachelor level prerequisites that need to be completed as early as possible while the master's studies are being pursued. After analyzing the courses the candidate has taken for the bachelor's degree, the IRTC will determine which IRTC bachelor's courses they must still take.

The following prerequisites are required for the M.C.S. program: BI 101 Intro. to the Bible I, HU 102 English I, HU 105 Christian Worldview, PR 101 Biblical Spirituality, BI 201 Introduction to the Bible II, HU 202 English II, HU 203 Introduction to Psychology (from a biblical perspective), HU 204 Marriage and Family, AP 301 Apologetics, BI 303 Exegetical Research Methodology, HU 302 Introduction to Philosophy, TS 301 Introduction, Revelation, Doctrine of God, BI 403 Covenant Theology I, TS 401 Creation, Providence, Anthropology, TS 402 Christian Ethics. In some cases, another course of the B.C.S. program may be substituted.

The following courses are also recommended: BI 305 The Gospels, BI 404 The Pentateuch, BI 202 Hermeneutics, BI 301 Greek I, and BI 402 Hebrew I. For students interested in church history, HI 101 Ancient Church History and HI 101 Medieval Church History are recommended.

The program consists of the successful completion of 20 prescribed courses, totaling 60 credits.

The division of the program into two years follows the model of traditional education. An IRTC student who completes two courses per module can finish the program in 30 months, while full-time students can do so in 12 to 15 months.

The following is the program of studies for this degree:

1st YEAR	2nd YEAR
<ol style="list-style-type: none">1. BI 503 Covenant Theology II2. BI 504 OT Historical Books3. BI 505 Acts and the Pauline Epistles4. TS 501 Christ and Salvation5. TS 601 The Holy Spirit and the Church6. PR 602 Missiology7. Elective8. Elective9. Elective10. Elective	<ol style="list-style-type: none">1. BI 604 OT Wisdom Literature2. BI 605 Hebrews and the General Epistles3. BI 704 OT Prophetic Books4. BI 705 Eschatology and Revelation5. PE 701 Thesis Research I6. PE 702 Thesis Research II7. Elective8. Elective9. Elective10. Elective

Electives

May be chosen from among the following:

1. AP 501 Advanced Apologetics
2. BI 501 Greek III
3. BI 502 Hebrew II
4. HI 501 Reformation Church History
5. HI 502 Brazilian Presbyterian Church History
6. PR 501 Pastoral Practice
7. PR 503 Biblical Exposition
8. BI 602 Hebrew III
9. HI 601 Modern Church History
10. PR 601 Leadership and Administration
11. PR 603 Preaching Practice I
12. PR 604 Church Planting and Revitalization
13. AP 701 Contemporary Theology
14. HI 701 Christian Creeds and Confessions
15. PR 701 Biblical Counseling
16. PR 702 Church Governance
17. PR 703 Preaching Practice II
18. TS 701 Three Forms of Unity
19. TS 702 Westminster Standards
20. PR 505 Guided In-Service Study
21. PR 605 Guided In-Service Study
22. PR 705 Guided In-Service Study
23. HU 750, BI 750, HI 750, PR 750, TS 750, AP 750 Guided Independent Study

The course designations by year are recommendations. The courses can be taken in a different order, so long as the prerequisites for each course are respected. Note: each year the level of difficulty of the courses normally increases.

TWO-YEAR PROGRAM for the MASTER OF BIBLICAL STUDIES (M.B.S.) DEGREE

DESCRIPTION AND OBJECTIVES

The program of studies for the Master of Biblical Studies degree offered by the IRTC is designed for students with a bachelor's degree and who want to specialize in Bible and theology, with the ability to study the Bible in the original languages, but without seeking to train for the pastorate. This degree is not of the same academic level as a Master of Theology (Th.M.) degree.

REQUIREMENTS

Since this program is designed for specialization in the study of the Bible and not Biblical training at the bachelor level, candidates for this program of studies must have successfully completed the IRTC B.B.S. program.

Students who have completed a bachelor's degree in theology or another field at another institution can be enrolled in an IRTC master's degree program, pending bachelor level prerequisites that need to be completed as early as possible while the master's studies are being pursued. After analyzing the courses the candidate has taken for the bachelor's degree, the IRTC will determine which IRTC bachelor's courses they must still take.

The following prerequisites are required for the M.B.S. program: BI 101 Intro. to the Bible I, HU 102 English I, HU 105 Christian Worldview, PR 101 Biblical Spirituality, BI 201 Introduction to the Bible II, BI 202 Hermeneutics, HU 202 English II, HU 203 Introduction to Psychology (from a biblical perspective), HU 204 Marriage and Family, AP 301 Apologetics, BI 301 Greek I, BI 303 Exegetical Research Methodology, HU 302 Introduction to Philosophy, TS 301 Introduction, Revelation, Doctrine of God, BI 401 Greek II, BI 402 Hebrew I, BI 403 Covenant Theology I, TS 401 Creation, Providence, Anthropology, TS 402 Christian Ethics.

The following courses are also recommended: BI 305 The Gospels, BI 404 The Pentateuch. For students interested in church history, HI 101 Ancient Church History and HI 201 Medieval Church History are recommended. In some cases, another course in the B.B.S. program may be substituted.

The program consists of the successful completion of 20 prescribed courses, totaling 60 credits.

The division of the program into two years follows the model of traditional education. An IRTC student who completes two courses per module can finish the program in 30 months, while full-time students can do so in 12 to 15 months. The following is the program of studies for this degree:

1st YEAR	2nd YEAR
<ol style="list-style-type: none">1. BI 501 Greek III2. BI 502 Hebrew II3. BI 504 OT Historical Books4. BI 505 Acts and the Pauline Epistles5. TS 501 Christ and Salvation6. BI 602 Hebrew III7. Elective8. Elective9. Elective10. Elective	<ol style="list-style-type: none">1. BI 604 OT Wisdom Literature2. BI 605 Hebrews and the General Epistles3. BI 704 OT Prophetic Books4. BI 705 Eschatology and Revelation5. PE 701 Thesis Research I6. PE 702 Thesis Research II7. Elective8. Elective9. Elective10. Elective

Electives

May be chosen from among the following:

1. AP 501 Advanced Apologetics BI 503 Covenant Theology II
2. HI 501 Reformation Church History
3. HI 502 Brazilian Presbyterian Church History
4. PR 501 Pastoral Practice
5. PR 503 Biblical Exposition
6. HI 601 Modern Church History
7. PR 601 Leadership and Administration
8. PR 602 Missiology
9. PR 603 Preaching Practice I
10. PR 604 Church Planting and Revitalization
11. TS 601 The Holy Spirit and the Church
12. AP 701 Contemporary Theology
13. HI 701 Christian Creeds and Confessions
14. PR 701 Biblical Counseling
15. PR 702 Church Governance
16. PR 703 Preaching Practice II
17. TS 701 Three Forms of Unity
18. TS 702 Westminster Standards
19. PR 505 Guided In-Service Study
20. PR 605 Guided In-Service Study
21. PR 705 Guided In-Service Study
22. HU 750, BI 750, HI 750, PR 750, TS 750, AP 750 Guided Independent Study

The course designations by year are recommendations. The courses can be taken in a different order, so long as the prerequisites for each course are respected. Note: each year the level of difficulty of the courses normally increases.

THREE-YEAR Program for the MASTER OF DIVINITY (M.Div.) DEGREE

DESCRIPTION AND OBJECTIVES

The program of studies for the Master of Divinity degree offered by the IRTC is designed for students with a bachelor's degree, who are godly and have received gifts for the ministry of the divine word and wish to be trained for the Christian pastorate. The training provided by the M.Div. program of studies does not itself establish the right to exercise the ministry of the word in Christ's church. It is the church that must judge whether a candidate is qualified for ordination to this office. This degree is not of the same academic level as a Master of Theology (Th.M.) degree.

REQUIREMENTS

Since this program is designed for specialization in the study of the Bible and not Biblical training at the bachelor level, candidates for this program of studies must have successfully completed the IRTC B.B.S. program or equivalent.

1. Students with a Bachelor of Theology (Th.B.) degree from an acknowledged institution of the Reformed faith qualify for a Master of Divinity (M.Div.) degree upon successful completion of the final year (10 courses) of the IRTC Master of Divinity degree program. Some substitution of courses is permitted, especially as to electives, in order to best address the student's needs and interests.
2. Students with a Bachelor of Theology (Th.B.) degree from other seminaries are required to complete all courses in the M.Div. program, but do not have to take any bachelor's courses as a prerequisite.
3. Students who have completed a bachelor's degree in another field at another institution can be enrolled in an IRTC master's degree program, pending bachelor level prerequisites that need to be completed as early as possible while the master's studies are being pursued. After analyzing the courses, the candidate has taken for the bachelor's degree, the IRTC will determine which IRTC bachelor's courses they must still take. The following prerequisites are required for the M.Div. program:

- | | |
|---|--|
| 1. BI 101 Intro. to the Bible I | 15. BI 303 Exegetical Research Methodology |
| 2. BI 102 Biblical Geography & Archeology | 16. BI 305 The Gospels |
| 3. HI 101 Ancient Church History | 17. HU 302 Introduction to Philosophy |
| 4. HU 102 English I | 18. HU 304 World Religions |
| 5. HU 103 Oral Communication | 19. PR 301 Worship |
| 6. PR 101 Biblical Spirituality | 20. TS 301 Intro., Revelation, Doctrine of God |
| 7. BI 201 Intro. to the Bible II | 21. AP 401 Sects and Denominations |
| 8. BI 202 Hermeneutics | 22. BI 401 Greek II |
| 9. HI 201 Medieval Church History | 23. BI 402 Hebrew I |
| 10. HU 202 English II | 24. BI 403 Covenant Theology I |
| 11. HU 204 Marriage and Family | 25. BI 404 The Pentateuch |
| 12. PR 202 Evangelism | 26. PR 401 Christian Education |
| 13. AP 301 Apologetics | 27. PR 403 Homiletics |
| 14. BI 301 Greek I | 28. TS 401 Creation, Providence, Anthropology |
| | 29. TS 402 Christian Ethics. |

In some cases, another course in the B.B.S. program may be substituted.

The program consists of the successful completion of 30 prescribed courses, totaling 90 credits.

The division of the program into three years follows the model of traditional education. An IRTC student who completes two courses per module can finish the program in 45 months, while full-time students can do so in 18 to 24 months.

The following is the program of studies for this degree:

1 st YEAR	2 nd YEAR	3 rd YEAR
<ol style="list-style-type: none"> 1. BI 501 Greek III 2. BI 502 Hebrew II 3. BI 503 Covenant Theology II 4. BI 504 OT Historical Books 5. BI 505 Acts & Pauline Epistles 6. HI 501 Reformation Ch. Hist. 7. PR 501 Pastoral Practice 8. PR 503 Biblical Exposition 9. TS 501 Christ & Salvation 10. Elective 	<ol style="list-style-type: none"> 1. BI 602 Hebrew III 2. BI 604 OT Wisdom Literature 3. BI 605 Hebrews & General Epistles 4. HI 601 Modern Church History 5. PR 601 Leadership & Admin. 6. PR 602 Missiology 7. PR 603 Preaching Practice I 8. PR 604 Ch. Planting & Revitalization 9. TS 601 The Holy Spirit & the Church 10. Elective 	<ol style="list-style-type: none"> 1. AP 701 Contemporary Theology 2. BI 704 OT Prophetic Books 3. BI 705 Eschatology & Rev. 4. HI 701 Creeds & Confessions 5. PE 701 Thesis Research I 6. PE 702 Thesis Research II 7. PR 701 Biblical Counselling 8. PR 702 Church Governance 9. PR 703 Preaching Practice II 10. Elective

Electives

May be chosen from among the following:

1. AP 501 Advanced Apologetics
2. HI 502 Brazilian Presbyterian Church History
3. TS 701 Three Forms of Unity
4. TS 702 Westminster Standards
5. PR 505 Guided In-Service Study
6. PR 605 Guided In-Service Study
7. PR 705 Guided In-Service Study
8. HU 750, BI 750, HI 750, PR 750, TS 750, AP 750 Guided Independent Study

The course designations by year are recommendations. The courses can be taken in a different order, so long as the prerequisites for each course are respected. Note: each year the level of difficulty of the courses normally increases.

DESCRIPTION OF COURSES OFFERED AT THE IRTC

Course codes: The letters indicate the department. The hundreds column refers to the level of the course: 100's are first-year courses, 200's second-year courses, and so on. Courses for bachelor's degrees are numbered from 100 to 499 and master's level courses are from 500 to 799. Codes lower than 100 are non-credit courses (They may be required as prerequisites for an associate or bachelor's degree).

DEPARTMENT OF BIBLICAL AND EXEGETICAL STUDIES

BI 101 Introduction to the Bible I – General introduction to the study of the Bible itself. Canon, manuscripts, text, and transmission of both Old and New Testaments. Text, literary and source criticism. Trustworthiness of the Bible.

BI 102 Biblical Geography and Archeology – Overview of Biblical geography and archeological discoveries relating to the understanding of the Bible.

BI 201 Introduction to the Bible II – The Bible in its historical setting. Introductory considerations of the history and culture of the nations of biblical times.

BI 202 Hermeneutics – Presentation and analysis of the principal historical currents of Bible interpretation, considering their theological presuppositions, general principles and methods from a Reformed perspective.

BI 301 Greek I – Basic Greek. Study of the alphabet, phonology, morphology of various grammatical categories and basic vocabulary of New Testament Greek, with reading and translation exercises. Includes instructions for the use of basic bibliographic tools.

BI 303 Exegetical Research Methodology – Basics of exegetical methodology and tools. Exercises in exegesis.

BI 305 The Gospels – Introductory questions (authors, dates, situation, text, etc.), outline and overview of Matthew, Mark, Luke and John; exegesis of selected passages. *Recommended prerequisite: BI 301 Greek I.*

BI 401 Greek II – Intermediate Greek. Further study of morphology, concentrating on the verbal forms and memorization of vocabulary related to the grammatical categories being studied, with translation exercises. *Prerequisite: BI 301 Greek I.*

BI 402 Hebrew I – Basic Hebrew. Study of the alphabet, phonology, morphology of various grammatical categories and basic vocabulary of biblical Hebrew, with reading and translation exercises. Includes instructions for use of basic bibliographic tools.

BI 403 Covenant Theology I – Study of the covenant concept within the perspective of biblical theology. Investigation of the role and presuppositions of biblical theology. Application of covenant theology to the reading of Scripture as a whole and understanding the consequences for the Christian life. The covenant through the patriarchal period.

BI 404 The Pentateuch – Introductory questions (author, date, situation, text), outline and overview of Genesis through Deuteronomy; exegesis of selected passages. *Recommended prerequisite: BI 402 Hebrew I.*

BI 501 Greek III – Advanced Greek. Study of syntax and semantics of Koiné Greek, with reading of intermediate grammars, and translation exercises of New Testament passages. *Prerequisite: BI 401 Greek II.*

- BI 502 Hebrew II** – Intermediate Hebrew. Further study of morphology, memorization of vocabulary related to the grammatical categories being studied, with translation exercises. *Prerequisite: BI 402 Hebrew I.*
- BI 503 Covenant Theology II** – Continuation of the application of covenant theology to the reading of the Scriptures. The covenant after the patriarchal period. *Prerequisite: BI 403 Covenant Theology I.*
- BI 504 OT Historical Books** – Introductory questions (authors, dates, situation, text), outline and overview of Joshua through Nehemiah; exegesis of selected passages. *Recommended prerequisite: BI 402 Hebrew I.*
- BI 505 Acts and the Pauline Epistles** – Introductory questions (authors, dates, situation, text), outline and overview; exegesis of selected passages. *Recommended prerequisite: BI 301 Greek I.*
- BI 602 Hebrew III** – Advanced Hebrew. Continued study of syntax and semantics of biblical Hebrew. Emphasis on more translation of Old Testament passages. *Prerequisite: BI 502 Hebrew II.*
- BI 604 OT Wisdom Literature** – Introductory questions (authors, dates, situation, text), outline and overview of the wisdom literature; exegesis of selected passages. *Recommended prerequisite: BI 402 Hebrew I.*
- BI 605 Hebrews and the General Epistles** – Introductory questions (authors, dates, situation, text), outline and overview; exegesis of selected passages. *Recommended prerequisite: BI 301 Greek I.*
- BI 704 OT Prophetic Books** –Introductory questions (authors, dates, situation, text), outline and overview of the major and minor prophets; exegesis of selected passages. *Recommended prerequisite: BI 402 Hebrew I.*
- BI 705 Eschatology and Revelation** – The Bible’s teaching on the last things. Introductory questions for the book of Revelation (author, date, situation, text), outline and overview; exegesis of selected passages. *Recommended prerequisite: BI 301 Greek I.*

DEPARTMENT OF EDUCATION

- ED 101 Introduction to Education** – Introduction. Pedagogical theories. Man and education. Education in Reformed thought.
- ED 201 General Teaching** – Theoretical foundations of teaching. Planning in teaching: objectives, content, methodology, teaching resources and testing. Teacher/student relationships.
- ED 301 Structure and Foundations of Primary/Secondary Education** – Analysis of philosophical, historical, socio-economical, legal and bio-psychological foundations of childhood education. Concepts regarding childhood.
- ED 302 Educational Psychology** – Study of the psychology of education. Contributions of Reformed theology to educational psychology. Concepts of learning from a Reformed perspective. Study of cognitive development. Developmental and learning disorders related to psycho-pedagogical and socio-cultural factors.
- ED 401 Methodology of Religious Education** – Biblical and theological presupposition of religious education, especially in relation to such education in public schools. Objectives of religious education in primary/secondary education. Methodology, educational resources and planning for teaching religion.
- ED 402 Teaching Practicum I** – Field-based practicum for students pursuing teacher certification. Classroom observation, working in small groups, lesson planning and teaching.
- ED 403 Teaching Practicum II** – Field-based practicum for students pursuing teacher certification. Classroom observation, working in small groups, lesson planning and teaching.

DEPARTMENT OF HISTORICAL STUDIES

HI 101 Ancient Church History – General introduction. The Christian church under the Roman empire in its two main periods (up to 300 A.D. and 300-500 A.D.). Emphasis is laid first on the political and religious context, then the expansion, organization, life, worship and doctrine of the church.

HI 201 Medieval Church History – The Christian church during the Middle Ages: national churches (500-900 A.D.), the papal church (900-1300 A.D.), and the Pre-Reformation (1300-1500 A.D.). Emphasis is laid first on the political and religious context, then the expansion, organization, life, worship and doctrine of the church.

HI 402 History of Portuguese-Speaking Churches – Overview of the history of the Christian church in Portugal and Portuguese-speaking countries.

HI 501 Reformation Church History – Reformation (1500-1550 A.D.) and Counter-reformation (1550-1700 A.D.). Luther, Zwingli and Calvin. Developments in Protestant, Roman Catholic and Orthodox Europe, North and South America, including Roman Catholic and Protestant Missions.

HI 502 Brazilian Presbyterian Church History – History of Presbyterianism in Brazil from 1859 to the present.

HI 601 Modern Church History – 18th century rationalism and revival, 19th century colonialism and world missions, and 20th century ecumenism and Pentecostalism. The African, Asian and South American church is considered, with special attention given to church growth in Brazil.

HI 701 Christian Creeds and Confessions -- Introduction to the formation of creeds and confessional statements in the Christian church. Overview of main Christian statements of faith and a special focus on significant Reformed confessions and catechisms.

DEPARTMENT OF HUMANITIES OR GENERAL STUDIES

HU 101 Portuguese I – Survey of history, usage and grammar of the Portuguese language. Biblical perspectives on language.

HU 102 English I – Intermediate English for those whose native language is not English.

HU 103 Oral Communication – Brief introduction to communication theory and instruction in public speaking for evangelical communications, covering narrative, informative and persuasive speech.

HU 104 Research Methodology – Introduction to the principles and methodology of academic research. Instructions on the preparation of research papers.

HU 105 Christian Worldview – The concept of *worldview* and its origins. How worldviews are formed and spread. Introduction to and discussion of several different contemporary worldviews. The Reformed worldview and its ramifications.

HU 201 Portuguese II – Advanced study of Portuguese composition. Study and biblical critique of early Portuguese literature. *Recommended prerequisite: HU 101 Portuguese I*

HU 202 English II – Advanced English for students whose first language is not English. *Prerequisite, HU 102 English I.*

HU 203 Introduction to Psychology – Introduction to psychological theories, including a biblical evaluation.

HU 204 Marriage and Family – Marriage and family from a biblical perspective.

HU 301 Cultural Anthropology – Introduction to cultural anthropology, with a biblical evaluation of common theories in this field.

HU 302 Introduction to Philosophy – Introduction to philosophy: logic, ethics, aesthetics, metaphysics and epistemology. Biblical perspectives.

HU 304 World Religions – Survey of major world religions. History, main teachings and characteristics.

HU 402 History of Philosophy – Overview of the history of philosophy with special attention to paradigm shifts. Biblical evaluation.

HU 405 Government and Economics – Introduction to basic theories of civil government and economics, including a biblical evaluation and a focus on the Bible's teachings that relate to government and economics.

DEPARTMENT OF PRACTICAL AND PROFESSIONAL STUDIES

PR 101 Biblical Spirituality – Understanding the biblical imperative for personal holiness and the priority of continuous spiritual growth in the life of every believer. The transforming power of the Gospel. Diagnosing and repenting from idolatries of the heart. Knowing God, showing love to Him and to others, obeying His law and walking intimately with Him. Theories of spiritual development and practical applications thereof.

PR 202 Evangelism – Pastoral, exegetical, historical and practical perspectives on evangelism. Four basic questions are addressed in the course: What does evangelism have to do with the pastoral ministry? What is the exegetical basis for evangelizing? What biblical and theological principles directed evangelism for the Reformers and the Puritans? How should we evangelize?

PR 301 Worship – Study of the biblical principles of worship; worship practice in history; brief survey of the history of hymns (including singing of Psalms) in the Christian church.

PR 401 Christian Education – Study of biblical and practical principles for effective teaching of the Word in the local church (not including didactic preaching, which is dealt with in other courses). Topics include Sunday School, Catechetics, evangelistic Bible Schools, and leadership training.

PR 403 Homiletics – Presentation and analysis of the Reformed model of preaching, including discussion of the decline of contemporary preaching, historical antecedents to Reformed preaching, the preacher's qualifications, as well as the theology, content, method, form, style and purpose of Reformed preaching.

PR 501 Pastoral Practice – Theological, exegetical and ecclesiastical study of the gifts of the Holy Spirit and their practice in the church; orientation for pastors in the exercise of the pastoral ministry (including activities such as home and hospital visitation).

PR 503 Biblical Exposition – Methods of expounding a Scripture passage to produce a sermon or Bible lesson. The student is led step by step through the process of preparing a sermon.

PR 505 Guided In-Service Study – Practical professional activities are carried out in a local church, ministry, or school under the supervision of that entity. To qualify for three IRTC credits the student's work must be regularly mentored by a qualified person, involve a minimum of 90 hours of work and meet the requirements of the instructor assigned as the IRTC supervisor, which include a report on the work performed and an academic assignment related to the work.

PR 601 Leadership and Administration – Biblical teaching about leadership offices in the church, with particular attention given to those of elder and deacon, as well as the calling of women in the church. Biblical principles that should impact leadership style. Important observations relevant to church administration.

PR 602 Missiology – Missions, missionaries, mission work, and mission fields in the teaching of the Scriptures, in the context of the expansion of Christianity and in the context of cultural diversity within the Reformed tradition.

PR 603 Preaching Practice I – Exercises in the selection of texts and themes. Preparation of two 15-minute sermons: a textual one on a historical text and a topical one on a point of doctrine.

PR 604 Church Planting and Revitalization – The Reformed biblical model for establishing and strengthening local congregations. A critical survey of current theory accompanied by practical activities.

PR 605 Guided In-Service Study – Practical professional activities are carried out in a local church, ministry, or school under the supervision of that entity. To qualify for three IRTC credits the student's work must be regularly mentored by a qualified person, involve a minimum of 90 hours of work and meet the requirements of the instructor assigned as the IRTC supervisor, which include a report on the work performed and an academic assignment related to the work.

PR 701 Biblical Counseling – Instruction in biblical principles and practice for providing counsel that has as its goal to lovingly correct problems in living in covenant obedience. Biblical counseling is contrasted with secular counseling.

PR 702 Church Governance – Evaluation of different systems of church governance. Biblical principles for church membership, calling and ordination of officers, organization of church assemblies, administration of the sacraments, exercise of church discipline and conduct of inter-church relations.

PR 703 Preaching Practice II – Further focus on redemptive-historical preaching. The student preaches two 15-minute sermons, both textual: one on a poetic passage and one on a parable.

PR 705 Guided In-Service Study – Practical professional activities are carried out in a local church, ministry, or school under the supervision of that entity. To qualify for three IRTC credits the student's work must be regularly mentored by a qualified person, involve a minimum of 90 hours of work and meet the requirements of the instructor assigned as the IRTC supervisor, which include a report on the work performed and an academic assignment related to the work.

DEPARTMENT OF SYSTEMATIC THEOLOGY AND APOLOGETICS

TS 301 Introduction, Revelation, Doctrine of God – Introduction to systematic theology. Biblical doctrine of God's revelation to man. The Bible's teaching about the triune God and his perfections.

TS 401 Creation, Providence, Anthropology – Doctrine of creation, divine providence, angels, man, his creation, original state and fall.

TS 402 Christian Ethics – Biblical teachings on conduct, ethics and morality.

TS 501 Christ and Salvation – The person and work of Jesus Christ and his redemption.

TS 601 The Holy Spirit and the Church – The person and work of the Holy Spirit and Biblical doctrine about the Church.

TS 701 Three Forms of Unity – Study of the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort.

TS 702 Westminster Standards – Study of the Westminster Confession of Faith and Shorter and Larger Catechisms.

AP 301 Introduction to Apologetics – Principles and methods of defending the Christian faith and commending it to the world.

AP 401 Sects and Denominations – Overview of movements that claim the name of Christ, but do not maintain historic Christian teachings.

AP 501 Advanced Apologetics – Study of advanced themes in apologetics.

AP 701 Contemporary Theology – Study of contemporary non-Reformed theological thought, with a Biblical critique and evaluation.

GUIDED RESEARCH AND INDEPENDENT STUDIES

PE 701 Thesis Research I – First part of guided research, planning and writing of a thesis as partial requirement for the master's degree programs.

PE 702 Thesis Research II – Conclusion of guided research and writing of a thesis as partial requirement for the master's degree programs.

HU 450, BI 450, HI 450, PR 450, TS 450, AP 450, ED 450 Guided Independent Study – Under the guidance of an IRTC instructor, the student carries out studies of particular interest to him or her and for which the IRTC has not developed a regularly offered course. The work done will equal that done in a fourth-year undergraduate course.

HU 750, BI 750, HI 750, PR 750, TS 750, AP 750, ED 750 Guided Independent Study – Under the guidance of an IRTC instructor, the student carries out studies of particular interest to him or her and for which the IRTC has not developed a regularly offered course. The work done will equal that done in a master's level course.

TRANSFER STUDENTS

Transfer students must make application for admission to the college study programs in the same manner as students who have not previously studied at a post-secondary institution. The policy of transfer of credits is as follows:

1. To receive a diploma from the IRTC, a student must have successfully completed at the college, a minimum of courses equivalent to the last year of the program of studies for which the diploma is granted.
2. The evaluation of credits received from other educational institutions, which a student desires to transfer, starts with the evaluation of transcripts from the other institutions. Next, a more detailed description of the content of certain courses and/or an examination or assignment may be requested. If such further testing is required, a testing fee will be charged.
3. The granting of a diploma takes into consideration, not only whether a student has completed courses that correspond to those in IRTC programs of study, but also whether the candidate understands the Reformed theological perspectives for the courses studied.
4. The transfer of credits from other educational institutions further depends on the quality of the student's work done at the IRTC. Acceptance of credits is conditional upon the successful completion of a minimum of three courses at the IRTC.
5. For the transfer of credits, courses taken at other institutions are evaluated as to academic level, topics studied, duration of the course, and Reformed perspective.

TRANSFERABILITY OF CREDITS

All credits earned through the IRTC are transferable to other institutions only at the discretion of the receiving institution. The Board for Theological Education of the Presbyterian Church of Brazil (Igreja Presbiteriana do Brasil – IPB) has recognized the IRTC as an institution that meets the standards of the IPB and, consequently, credits earned at the IRTC can be transferred to seminaries of the IPB.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

A student's record is considered confidential. The release of information from a student's permanent record is governed by federal law. Only directory information may be released by the institution without the consent of the student. Directory information includes the following: student's name, address, telephone number, birthdate, field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. Portions of directory information may be withheld from a third party at the written request of the student. Federal law provides for the release of information to college personnel who have a legitimate educational interest, other institutions conducting research (provided information is not released to another party), and certain government officials. The administration maintains a permanent record on any student who has been registered at the International Reformed Theological College. The student record currently includes the following: student's name, address, birthdate, sex, admission classification, credits transferred, all courses taken at the IRTC with credit hours, grades, and grade point averages, academic probation, academic suspension, academic dismissal, programs of study, degrees earned, and dates of graduation. Transcripts of student's record are released only on the student's written authorization and in accordance to provisions of the Privacy Act.

FEE SCHEDULE

The following is a schedule of fees for 2019:

Application fee	USD\$17.50
Registration fee	USD\$35.00
Each course for Regular students	USD\$70.00
Each course for Special students	USD\$60.00
Each course for Visiting students	USD\$15.00
Transfer credit evaluation fee	USD\$17.50
Special testing fee (per course)	USD\$17.50

The School provides discounts according to the country of residence, such that the student pays amounts that are in line with fees of comparable institutions in that country. See our Portuguese-language website (www.fitref.online) for details.

WITHDRAWAL AND REFUND POLICY

1. Application and registration fees are not refundable.
2. The last day for exchanging one course for another is 21 days and for withdrawing from (dropping) a course is 28 days after the start of a term. All withdrawals and applications for course exchanges must be made in writing to the registrar and only after consulting with the Vice-President for Student Affairs.
3. Unless exchanged for another, courses dropped before this date receive a "W" in the student record but are not counted towards the GPA. Incomplete courses after this date receive a failing grade and count as "0" towards the GPA. Students should be sure to read the policy about applying for course extensions (see "Norms for Completing the Courses") before deciding to leave a course incomplete.
4. When, in another term, a student takes a course previously dropped or failed, the new result becomes the record for the course and the previous record is expunged.
5. If neither a student nor the student's mentor accesses a course at all, he or she may request a refund or credit through the registrar any time before the last day of classes for that term. After this date no refund or credit is given. Credits toward a future course are for the full value. Refunds are for 90% of the value.
6. Students dropping courses within 14 days of the start of a term may request an 80% refund or 100% credit.
7. Students dropping courses within 28 days of the start of a term may request a 30% refund or a 50% credit.
8. No refunds or credits are given after 28 days, unless courses have not been accessed as described in 5 above.

FINANCIAL AID

Needy students should contact the College about possible financial assistance.

STUDENT GRIEVANCE PROCEDURES

Purpose and Conduct

This procedure for students to lodge a grievance regarding issues at the College seeks to let students know they have a voice on the peer level as well as the institutional level.

Truth-telling and accountability will be emphasized throughout the process: students should understand that their grievances will be taken seriously, but that their accusations will be evaluated with the same level of seriousness. Frivolous misuse of this procedure will result in swift disciplinary measures. The following basics are always to be kept in mind:

1. Members of the IRTC community are always expected to be truthful. For interactions in this community it is considered to be sinful to not present all facts relating to a case. This applies specially to withholding information that could harm your case or if the withholding of information could damage another's reputation.
2. In both informal and formal efforts to resolve grievances, after establishing the facts, efforts should be made to have both parties agree that those are the facts.
3. Next, each party should seek to understand the other's point of view. It is important not to insist in a grievance when really there has been a misunderstanding that can be resolved through mutual humility.
4. In humility, the parties in a dispute should always consider the other as more important than themselves (Philippians 2:3).
5. It should be remembered that it is the student's obligation to read all materials, including the IRTC Norms and the course programs. Although instructors will frequently remind students of certain requirements, they are not obligated to do so.
6. Grievances should not proceed if they result from students' failure to inform themselves. Students should also carefully weigh whether the matter needs to be resolved or is less important and not in need of resolution.

The ultimate procedural purpose is to honor Christ in how Christians deal with their differences and disappointments. The general guidelines will follow the biblical mandates given in Matthew 18 as to how to process concerns personally and corporately.

Oversight and Informal Steps

The Vice-President for Student Affairs is to be the coordinator for addressing all grievances on behalf of the student body. Before allowing a formal grievance case to proceed, he will verify that adequate efforts have already been made to resolve the case in an informal context as taught in Matthew 18: the student should first go to the professor and/or administrator to express the concern; if a third party is necessary, the Vice-President for Student Affairs will endeavor to facilitate communication and understanding between the two parties, in an effort to reach a solution.

Formal Academic and Administrative Grievance Procedure

If the issue is still unresolved, the student should submit an appeal by means of the online form provided for this purpose. This form will be administered by the Vice-President for Student Affairs and will receive input from both parties to the grievance. When the Vice-President for Student Affairs and both parties are satisfied that the case is adequately presented in the form, the Vice-President for Student Affairs will send the appeal to the Vice-President for Academic Affairs, if it is an academic grievance or to the Administrative Vice-President, if it is an administrative grievance. If either of these Vice-Presidents are parties to the case, it will be considered by the President. The respective Vice-President or the President will render a written decision.

Appeals

If the student is not satisfied with the written decision, then the student may submit a subsequent written appeal to the President requesting a hearing. The President, in consultation with the person who rendered the decision and the Chairman of the Board of Directors, may or may not grant the request. If granted, the President will appoint an ad hoc committee of faculty to hear the case. This committee is authorized to hear any or all concerned parties by whatever means of communication is appropriate to resolve the issue and will render a written decision, based only on written submissions. The parties may be heard only in the presence of all three members of the committee at the same time.

The decision of the President or the ad hoc committee is considered final, subject only to review by the Board of Directors to affirm that the appeals process was properly observed.

If the President is a party to the case, the procedures in the above two paragraphs remain the same but the written appeal is to go to the Chairman of the Board of Directors, who will consult with the person who rendered the decision and with other board members if they deem it to be necessary, before deciding whether to grant the request. The ad hoc faculty committee's appointment would then also fall to the Chairman.

General Grievance Procedures

For all general grievances not covered under other College policies, a similar process outlined above is to be followed in the non-academic and non-administrative realms:

1. The student should first go to the person or parties and express the concern. If need be, the student should then bring in one or two other Christian persons who should seek to help resolve the matter.
2. If the issue is still unresolved, the student should submit a written appeal to the Vice President for Student Affairs regarding the issue. Depending on the issue, the Vice President for Student Affairs may request input from the Academic Vice President and will render a written decision.
3. If the student is not satisfied with the written decision, then the student may submit a subsequent written appeal to the President requesting a hearing. The President in consultation with the Vice President for Student Affairs and the Chairman of the Board of Directors, may or may not grant the request. If granted, the President will appoint an ad hoc committee of faculty to hear the case. This committee is authorized to hear any or all concerned parties by whatever means of communication is appropriate to resolve the issue and will render a written decision, based only on written submissions. The parties may be heard only in the presence of all three members of the committee at the same time.
4. The decision of the President or the ad hoc committee is considered final, subject only to review by the Board of Directors to affirm that the appeals process was properly observed.
5. If the President is a party to the case, the procedures in the above two paragraphs remain the same but the written appeal is to go to the Chairman of the Board of Directors, who will consult with the person who rendered the decision and with other board members if they deem it to be necessary, before deciding whether to grant the request. The Chairman would then appoint the ad hoc committee of faculty to hear the case.

Publication & Awareness

The College will make a detailed step-by-step summary of these procedures available and accessible to every student through their dashboard in the language of instruction, directing them to the Vice President of Student Affairs should they have any questions about the process.

GRADING

Grading System

1. There is no possibility for a student to write a second exam or do extra work in order to try to pass if he fails to attain a passing grade.
2. Tests may be objective in part, but assessments should not be exclusively or primarily objective.
3. Evaluations are based on tests or exams and supplementary activities. As a rule, the tests count for 50% of the final grade, the complementary activities, 40% and the participation in the discussions, 10%. In all assessments, the instructor assigns points for each item according to the expected answers, taking into account the importance of the requested knowledge in relation to the whole content of the course. The grades given for each item are based on direct correspondence between given response and expected response. For example, if for a certain item the student gives, as his answer, half the information that the instructor expects, the grade given is half the possible points for the question. In addition, points are taken off for deficient Portuguese and for confusing arguments.
4. The IRTC grading scale is from 0 to 100 as a percentage. The minimum passing grade is 60. The maximum grade is reserved for students who do work that exceeds what is prescribed for the course. In this way it is possible to identify exceptional students who do the kind of work that could qualify them to eventually do doctoral level studies. Consequently, IRTC grades of 60.0 to 90.0 correspond to 7.0 to 10 in many Brazilian schools.
5. In the chart on the next page, a variety of scales are shown. However, the instructor should only use percentages: 1-100. The other scales are provided only for information, so that grades can be compared with other systems.

Percentage	Letter and Number 1 to 10	Description	Grade Points
97-100	A+ (9,7-10)	Exceptionally high-quality work that stands out beyond the descriptions for "A-" and "A."	4.3
93.0-96.99	A (9,3-9,6)	The student has shown mastery of the subject and offers new insights which are well-supported by cogent and profound arguments.	4.0
90.0-92.99	A- (9,0-9,2)	An outstanding and thoughtful piece of work which shows evidence of reading and research beyond that which was assigned.	3.7
87.0-89.99	B+ (8,7-8,9)	This is work that meets all the expectations of the assignment.	3.3
83.0-86.99	B (8,3-8,6)	A standard, good piece of work which fulfills the assignment and shows a good grasp of the basic principles.	3.0
80.0-82.99	B- (8,0-8,2)	There is substantial evidence of ability to analyze and utilize course content.	2.7
77.0-79.99	C+ (7,7-7,9)	This work is satisfactory but is lacking in less significant areas.	2.3
73.0-76.99	C (7,3-7,6)	This work is satisfactory but is lacking in a significant area.	2.0
70.0-72.99	C- (7,0-7,2)	This work is satisfactory but does not show a grasp of some basic principles and/or course content.	1.7
67.0-69.99	D+ (6,7-6,9)	There are serious problems with this work.	1.3
63.0-66.99	D (6,3-6,6)	There are serious problems with this work, demonstrating poor performance.	1.0
60.0-62.99	D- (6,0-6,2)	Although the student has passed, this work represents a poor performance in comprehending the course content and only meets the minimal standard of the professor.	0.7
0.0-59.99	F (0-5,9)	This work is unacceptable. Assignment failed.	0.0

ORIENTATION AND RULES FOR STUDYING AT THE IRTC

Enrollment

1. Bachelor students should always select lower-level courses before higher ones, for example, BI 101 should be chosen before BI 201, when both are being offered in the same term. This is because level 100 courses are first-year courses, level 200 are second-year courses, and so on. However, the student may choose some higher-level courses before doing lower-level ones, if no lower-level courses (that the student has not yet completed) are offered in a particular term, and if there is no prerequisite for that course.
2. To study more than two courses per term, special authorization is required. Requests for such authorization are evaluated on the basis of performance in previous terms and time available.
3. These rules apply to master's students, as well, except that their courses are numbered from 500 to 700.

Student Categories

1. **Regular Students** are those enrolled in one of the programs of study offered by the IRTC. They receive all the credits granted by the College upon the conclusion of each course, and upon the successful completion of the program of studies, they receive the respective diploma or certificate of completion.
2. **Special Students** are not enrolled in a program of study but may take individual courses. They have all the same rights and obligations that regular students have. They are not awarded credits, however, until they meet the admission requirements for one of the programs of study. Special students are usually those who have not completed secondary education, but because of informal learning can be expected to be able to do well in IRTC studies. Some of these students are enrolled in secondary education at the same time as they study at the IRTC. Upon completion of their secondary education they can submit their documentation, pay the difference in costs between those for special students and regular ones, and be enrolled as regular students. Others, after completing a minimum of 10 courses, may apply for a category change, having effectively demonstrated that they deserve regular student status. This change is made only after the difference in cost has been paid.
3. **Visiting Students** only have access to the online classrooms and have no obligations. The visitor cannot participate in discussions and cannot receive guidance from the instructor other than the lessons posted on the Internet.
4. **Husbands and wives** of students can study for free up to the same number of courses as the spouse who is paying. The category of the non-paying spouse may be equal to or less than that of the paying student but may not be higher.
5. The student agrees not to allow someone who has not paid the appropriate IRTC fees (except their spouse) use their access to enter an IRTC virtual classroom or any restricted area without the permission of the IRTC.

Local Tutors

1. All students must be accompanied in their studies by a local mentor (usually appointed by the student's church). The IRTC Administration must be informed of the name of the tutor and his address, telephone and email address. Exceptions to this rule must be requested from the Administration and are seldom granted. Both students and mentors receive access to the virtual classes. The mentor should talk to his/her student about the studies at least weekly and must closely monitor the progress of the student, especially to ensure that he or she keeps up with the lessons and activities. There is another document with more information on Mentors. Reading this file is mandatory for both students and mentors.

Norms for completing the courses

It is of utmost importance that students successfully complete all courses for which they sign up as regular or special students. Experience teaches that there must be rules to achieve this goal. Therefore, the IRTC maintains the following:

1. Students who want to take or visit more than two courses simultaneously must receive permission from the Administration. Full-time students usually receive this permission. Students working at another occupation for some forty hours a week rarely are allowed to take more than two courses at the same time.
2. A student who failed to complete one or more courses in the previous term, can only take one course or a number equal to what he completed. Exceptions must be specifically authorized by the Academic Vice-President.
3. Students must meet all assignment deadlines set by the instructor or submit to the appropriate penalties applied by the instructor.
4. The final day for submission of coursework is set for two weeks after the closing day for lessons in a particular term. Submissions must be received by 23:59 on that day (time of the location where the student resides).
5. Tests and assignments submitted after the deadline receive a deduction of 5 percentage points for each day of delay (not counting Lord's Days), however, penalties cannot lower a grade below 60. No work is accepted after two weeks beyond the final day for submission of coursework. If received after this deadline, assignments (including tests) due up to one week prior to the end of classes incur both the penalties the instructor may have applied, and the penalties described in this paragraph.
6. Only with well-founded justifications, a student can send an extension request to the instructor of the course. This request, which must necessarily be sent before the closing day of classes (not "final day for submission of coursework"), should include a proposed schedule for the submission for each incomplete activity, and the final date cannot exceed ten weeks after the closing day of classes. As a rule, any request for an extension of time will imply a deduction of 10 percentage points from the final grade for the course.
7. The instructor will evaluate each request for an extension of time based not only on the justifications presented, but also on the amount and progression of the work already done. If the evaluation leads to the conclusion that the student is unlikely to meet the proposed deadlines, the instructor may deny the request.
8. The final day for the submission of coursework must be changed by the instructor when the lessons are not made available at the rate of three lessons per week or when the last ones are made available without sufficient time for the students to complete the studies on schedule.
9. To complete a course, students must perform all the assigned work and the final grade cannot be given if something is left undone. It is not enough to pass the exams or obtain a satisfactory final grade, All the coursework must be completed.

Instruction

1. Students should keep their profile up to date in the online classroom, preferably with a current picture, and relevant personal information to help the instructor and fellow students get to know each other better in order to promote good communication and fellowship.
2. The instructor sends frequent messages by means of the teaching environment or a tool associated with it and will promote debates or discussions among the students. The student's participation in the discussions commonly counts for ten percent of the final grade.

3. The IRTC online learning platform provides numerous resources for student-instructor interaction. The student should follow the instructor's directions regarding such interaction. It is understood that students must, at least, send to the instructor and class some question or comment after completing each lesson. This also helps the instructor evaluate how active the student is in the course.
4. The IRTC academic year is divided into four 10-week terms. Each course offered in a term consists of 30 lessons. This means that students should complete 3 lessons per week. To profit well from a course it is very important to keep up with the studies. This requires good time management and much self-discipline. Some students try to do all their studies only on weekends, but unfortunately, almost always, this does not work well. We should not study on the Lord's Days, because according to the fourth commandment, the day should be sanctified to God as a day of worship together with the Lord's people. Studying daily on the other days of the week is usually the most profitable approach. Students should set aside a minimum of 3 hours for learning the content of each lesson and performing the activities associated with it. Therefore, they should schedule nine hours weekly for each course they are taking.
5. Students are not required to defend the Reformed position in assignments and tests, much less the positions of the instructor. However, they must demonstrate accurate knowledge of the views presented in the course, dialogue respectfully with the instructor and fellow-students, and must always demonstrate academic ability and honesty in the defense of their positions.

HONESTY

Although most, if not all of their work is done in the physical absence of their instructors, students are required to be entirely honest in their work. By studying at the IRTC, students promise to abide by all rules and instructions of the college and its instructors. It is not the responsibility of the instructor to determine whether or not students have been faithful in completing all their assigned work, but it is the students' responsibility to at no time give the impression (even by silence) that they have done work that has not, in fact, been completed. Students may never give the impression of presenting as their own work, anything that was, in fact, prepared by another person or other persons. Examinations are to be done with no assistance at all (neither by others or using their work, nor by a student's own notes or work in any form), except assistance or tools specifically authorized by the instructor. With respect to all coursework, in general, and examinations, in particular, the student's mentor must communicate to the instructor that he/she personally guarantees that the student has followed all rules and instructions. No student or mentor may, at any time, communicate login and/or password information to persons not authorized by the IRTC or its instructors, nor make any lessons or teaching materials in any form available to anyone who has not been specifically authorized to read the materials.

LIBRARY

The International Reformed Theological College does not yet have an extensive library. The beginning has been made and priority is being given to the online division of the library. Students are encouraged to consult with instructors and the college to receive advice about obtaining the use of research materials in their area. The library webpages provide links to books and other information available on the web.

2020 CALENDAR

First Term:

Classes: 03 Feb – 10 Apr

Registration Ends: 17 Feb

Papers Due: 24 Apr

HU 103 – Oral Communication

Ralph Boersema

BI 202 – Hermeneutics

José Roberto da Silva

TS 301 – Introduction, Revelation, Doctrine of God

Leandro Lima

HU 405 – Government and Economics

Lucas Freire

BI 502 – Hebrew II

Ricardo Cesar Toniolo

HI 501 – Reformation Church History

Francisco Leonardo Schalkwijk

PR 601 – Leadership and Administration

Sérgio Lima

BI 704 – OT Prophetic Books

Daniel Charles Gomes

TS 702 – Westminster Standards

Alexandre Lessa

Second Term:

Classes: 20 Apr – 26 Jun

Registration Ends: 04 May

Papers Due: 10 Jul

ED 101 – Introduction to Education

Andréa Lobato Couto

PR 301 – Worship

Sérgio Lima

BI 401 – Greek II

André Aloísio Oliveira da Silva

HU 402 – History of Philosophy

Filipe Fontes

TS 401 – Creation, Providence, Anthropology

Leandro Lima

BI 503 – Covenant Theology II

Ricardo Cesar Toniolo

HI 502 – Brazilian Presbyterian Church History

Marcone Bezerra Carvalho

BI 604 – OT Poetic Books

Daniel Charles Gomes

PR 603 – Preaching Practice I

Breno Macedo

PR 702 – Church Governance

Julius VanSpronsen

Third Term:

Classes: 27 Jul – 02 Oct

Registration Ends: 10 Aug

Papers Due: 16 Oct

BI 101 – Introduction to the Bible I

Robério Azevedo

HU 203 – Introduction to Psychology

Eliézer Monteiro Reis

BI 303 – Exegetical Research Methodology

José João de Paula

HU 301 – Cultural Anthropology

Allen Ribeiro Porto

AP 401 – Sects and Denominations

Sérgio Lima

HI 402 – History of Portuguese-Speaking Churches

Marcone Bezerra Carvalho

BI 505 – Acts and the Pauline Epistles

Leandro Lima

TS 501 – Christ and Salvation

Alexandre Lessa

BI 602 – Hebrew III

Ricardo César Toniolo

HI 601 – Modern Church History

Francisco Leonardo Schalkwijk

Fourth Term:

Classes: 12 Oct – 18 Dec

Registration Ends: 26 Oct

Papers Due: 01 Jan 2020

BI 102 – Biblical Geography and Archaeology

Alberto Almeida

HU 201 – Portuguese II

Suênia Almeida

ED 301 – Struct. & Found. of Primary/Secondary Education

Andréa Lobato Couto

BI 404 – The Pentateuch

Daniel Charles Gomes

PR 401 – Christian Education

Filipe Fontes

TS 402 – Christian Ethics

Alan Rennê Alexandrino Lima

BI 501 – Greek III

André Aloísio Oliveira da Silva

PR 501 – Pastoral Practice

Sérgio Lima

TS 601 – The Holy Spirit and the Church

Leandro Lima

PR 701 – Biblical Counseling

Douglas Leaman