

# Postgraduate Diploma The New Testament

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## Postgraduate Diploma The New Testament

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-new-testament](http://www.techtute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-new-testament)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Structure and Content

---

*p. 12*

04

Methodology

---

*p. 18*

05

Certificate

---

*p. 26*

# 01

# Introduction

For Christian doctrine scholars, the study of the New Testament is basic to understand the subsequent developments that followed and that determined the evolution of Christian religions, drawing on those first moments of education. The life and message of Jesus Christ are condensed into this second part of the Bible, as well as other determining aspects and foundations, the beginning and later evolution of the Church and Christian communities. Therefore, the exhaustive analysis of this message is crucial to growth in all the other areas of theological study. This program has been created to bring together the broadest and most relevant knowledge in this area of work in a single study process. With the help of the most developed study systems used in online programs, to guarantee the experience is of the highest quality on the road to professional excellence.





“

The message of Jesus Christ, the stories of the early Christians and the apostles, and other basic and fundamental aspects for theologians and Religious Studies specialists are all covered here in a program of the highest quality”

Studying the message and the meaning of the teachings that emanate from the 27 books of the New Testament is hardly a simple task. To advance in this extensive knowledge, one must know the context of each situation described and the various developments that in succession became the framework in which the different texts were produced.

By studying the Gospels, the axis of knowledge and understanding, students will achieve the necessary clarity and global vision, while also acquiring the skills required to work in this field as a researcher, teacher or in related activities.

In this Postgraduate Diploma, all the theoretical developments that reveal the knowledge that emanates from all the texts of the New Testament have been compiled, promoting analytical and critical capacities to conduct expert work in the field.

Those who wish to excel professionally, achieve a positive change at a professional level, interact with the best through an interesting online universe and belong to the new generation of the future by being able to work anywhere in the world, may find their path here.

This **Postgraduate Diploma in The New Testament** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ Practical cases that apply the theoretical content through real life situations
- ♦ The graphic, schematic, and eminently practical content with which they are conceived
- ♦ The great variety of practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ An algorithm-based interactive learning system that enables decision-making in the situations that are presented
- ♦ Its intensive focus on practical learning
- ♦ High quality theoretical lessons, with questions to the expert, discussion forums on controversial topics and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Improve your qualifications and you will improve your professional future. Now is always the best time”*

“

*This Postgraduate Diploma has been created with the best educational materials in online education, and it offers the maximum professional growth you are looking for”*

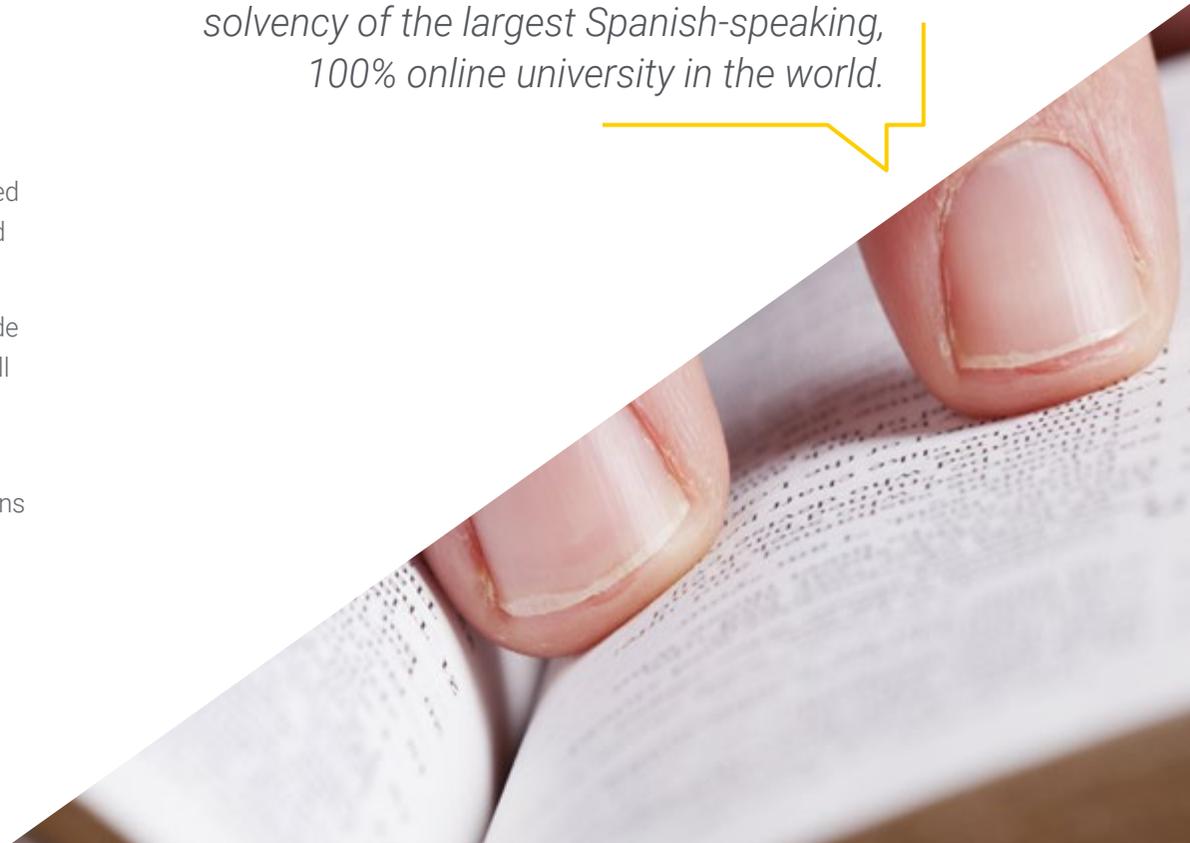
The teaching staff includes professionals from the field of Theology and other related fields, who bring their experience to this Postgraduate Diploma, as well as renowned specialists from leading scientific societies.

The multimedia content developed with the latest educational technology will provide students with situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to learn in real situations.

Problem-Based Learning underpins this program design, and the Communication Management must use it to try and solve the different professional practice situations that arise throughout the Postgraduate Diploma. For that purpose, professionals will be assisted by an innovative, interactive video system created by renowned and experienced New Testament experts who also have extensive teaching experience.

*Study with the confidence that a high-quality educational institution provides, benefiting from the experience of the best experts and the convenience of a training program that adapts to your needs.*

*Study with the technical and human solvency of the largest Spanish-speaking, 100% online university in the world.*



# 02 Objectives

The main objective of this educational program is to provide students with a complete and current vision of the discipline. Therefore, it focuses on concrete, measurable and useful objectives that will allow students to grow both in their professional and personal lives, turning the knowledge they acquire into real competences.





“

*At TECH Technological University you will learn to enhance your skills, increase your critical capacity and think in a humanistic way. With the guarantee that only the best educational foundation can bring professionals”*



## General Objectives

- Provide the necessary context, ideas and perspectives that will enable students to understand the character of Theology
- Present the historical and epistemological configuration of Theology as science
- Justify the recourse of Theology to its sources
- Demonstrate the basic skills to access the tools to study Theology
- Present an overview of the various branches of study in Theology
- Frame fundamental theology as a specialized part of the discipline that seeks to understand the mystery of God in its totality
- Explain the formal theological principles involved in the theological reading of Sacred Scripture: canonicity, inspiration and inerrancy
- Explore the main historical and geographical elements that serve as an aid to the study of the Bible
- Propose hermeneutical principles to properly understand the Bible
- Identify the places and events referred to in Sacred Scripture
- Review different versions of the Bible



*Today more than ever theologians need the endorsement of a solid and updated body of knowledge to confront their experience with the real world and with guarantees of success”*





## Specific Objectives

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### Module 1. Introduction to Sacred Scriptures

- ♦ Explain the formal theological principles involved in the theological reading of Sacred Scripture: canonicity, inspiration and inerrancy
- ♦ Explore the main historical and geographical elements that serve as an aid to the study of the Bible
- ♦ Propose hermeneutical principles to properly understand the Bible
- ♦ Identify the places and events referred to in Sacred Scripture
- ♦ Review different versions of the Bible

### Module 2. Synoptic Gospels and Acts of the Apostles

- ♦ Recognize the literary genre of the Gospel in its first synoptic form
- ♦ Understand the contexts that generated its production
- ♦ Analyze the main theological themes that emerge from it
- ♦ Analyze the text of the Acts of the Apostles
- ♦ Discuss the different hypotheses that have been presented throughout history regarding the synoptic problem and the historical problems in the book of Acts

### Module 3. Johannine Corpus

- ♦ Be knowledgeable of and familiar with St. John and his writings
- ♦ Delineate the historical, literary and theological characteristics of Johannine literature
- ♦ Explain the major themes and the theological and pastoral relevance of Johannine literature
- ♦ Acquire the ability to read and understand the texts of St. John
- ♦ Acquire the ability to synthesize and structure the contents of Johannine literature in order to disseminate them verbally and in writing

### Module 4. Pauline Corpus

- ♦ Be knowledgeable of and familiar with Paul and his writings
- ♦ Delineate the historical, literary and theological features in Pauline epistles
- ♦ Explain the Dominant themes and the theological and pastoral relevance of Pauline epistles
- ♦ Acquire the ability to read and understand the Pauline epistles
- ♦ Acquire the ability to synthesize and structure the contents of Pauline epistles in order to disseminate them verbally and in writing

### Module 5. Hebrews and Catholic Epistles

- ♦ Be knowledgeable of and familiar with the Epistle to the Hebrews and the Catholic Epistles
- ♦ Delineate the historical, literary and theological characteristics of the Epistle to the Hebrews and the Catholic Epistles
- ♦ Explain the main themes and the theological and pastoral relevance of the Epistle to the Hebrews and the Catholic Epistles
- ♦ Acquire the ability to read and understand the Epistle to the Hebrews and the Catholic Epistles
- ♦ Acquire the ability to synthesize and structure the contents of the Epistle to the Hebrews and the Catholic Epistles in order to disseminate them verbally and in writing

# 03

## Structure and Content

This curriculum is designed for those who want to increase their professional competence in religious sciences or deepen their humanistic side. Created with high-quality content, it prepares students to reach the highest levels in their profession. The program has been developed in a comprehensive manner to achieve the most complete competencies in each of its areas. The teaching staff is highly qualified at both the theological and teaching levels, and they implement the best educational methodology. Because learning from the best is the easiest way to become the best.



“

*Adaptable, flexible and versatile: our curriculum is designed so you can decide when, how and the amount of time and effort you wish to devote to your studies. And without compromising efficiency”*

## Module 1. Introduction to Sacred Scriptures

- 1.1. Introduction
  - 1.1.1. The Bible and the Word of God
  - 1.1.2. The Bible in the Life of the Church
- 1.2. Biblical Canon
  - 1.2.1. Identity and Nature of Biblical Canon
  - 1.2.2. Historical Formation of Biblical Canon
  - 1.2.3. Theological Reflection on Canon
- 1.3. Biblical Inspiration
  - 1.3.1. Identity and Nature of Biblical Inspiration
  - 1.3.2. Historical Development of the Doctrine of Inspiration
  - 1.3.3. Theological Reflection on Inspiration
- 1.4. The Truth about Sacred Scripture
  - 1.4.1. The Bible and the Problem of Its Veracity
  - 1.4.2. Historical Development of the Problem
  - 1.4.3. Theological Reflection on the Veracity of the Bible
- 1.5. The Bible and Its Reality
  - 1.5.1. Biblical Geography
  - 1.5.2. Biblical Architecture
  - 1.5.3. History and Main Institutions of Biblical People
  - 1.5.4. Biblical People and Neighboring Peoples
- 1.6. The Bible as Text
  - 1.6.1. The Bible as Literature
  - 1.6.2. Biblical Languages and Writing
  - 1.6.3. Text and Textual Criticism of the Old and New Testaments
  - 1.6.4. Old and New Testament Versions
- 1.7. Biblical Hermeneutics and Exegetical Methodology
  - 1.7.1. History of Biblical Interpretation
  - 1.7.2. Biblical Hermeneutics and Human Sciences
  - 1.7.3. Principles of Catholic Hermeneutics
  - 1.7.4. Biblical Exegetical Methodology



**Module 2. Synoptic Gospels and Acts of the Apostles**

- 2.1. Literary Aspects of the Gospels
  - 2.1.1. The Synoptic Act
  - 2.1.2. The Problem of the Q Source
  - 2.1.3. Literary Forms of the Gospels
  - 2.1.4. Exegetical Readings of the Gospels
  - 2.1.5. Criteria of Historicity of the Gospels
- 2.2. The Historical Framework of Jesus' Ministry
  - 2.2.1. Political and Socio-Economic Structure of Palestine
  - 2.2.2. Trends, Structures and Religious Groups among the Jews in Jesus' Time
- 2.3. The Gospel of Mark
  - 2.3.1. Introductory Questions
  - 2.3.2. The Structure of the Gospel: Global Reading
  - 2.3.3. The Miracles of Jesus: Reading Clues
- 2.4. The Gospel of Matthew
  - 2.4.1. Introductory Questions
  - 2.4.2. The Structure of the Gospel: Global Reading
  - 2.4.3. Jesus' Parables: Reading Clues
- 2.5. General Introduction to the Work of Luke
  - 2.5.1. Main Textual Problems
  - 2.5.2. Luke in the Apostolic Tradition
  - 2.5.3. Data Contained in the Work of Luke
  - 2.5.4. The Plan behind the Work: Jesus Christ and the Church
- 2.6. The Gospel of Luke
  - 2.6.1. Original Structure and Content
  - 2.6.2. Its Place in the Gospel Tradition (relation to Mark, Micah and John)
  - 2.6.3. Luke's Account of the Infancy vs. Matthew's
  - 2.6.4. Luke's Own Parables
- 2.7. The Acts of the Apostles
  - 2.7.1. The Work of Theologian Historians
  - 2.7.2. Relation to the Third Gospel

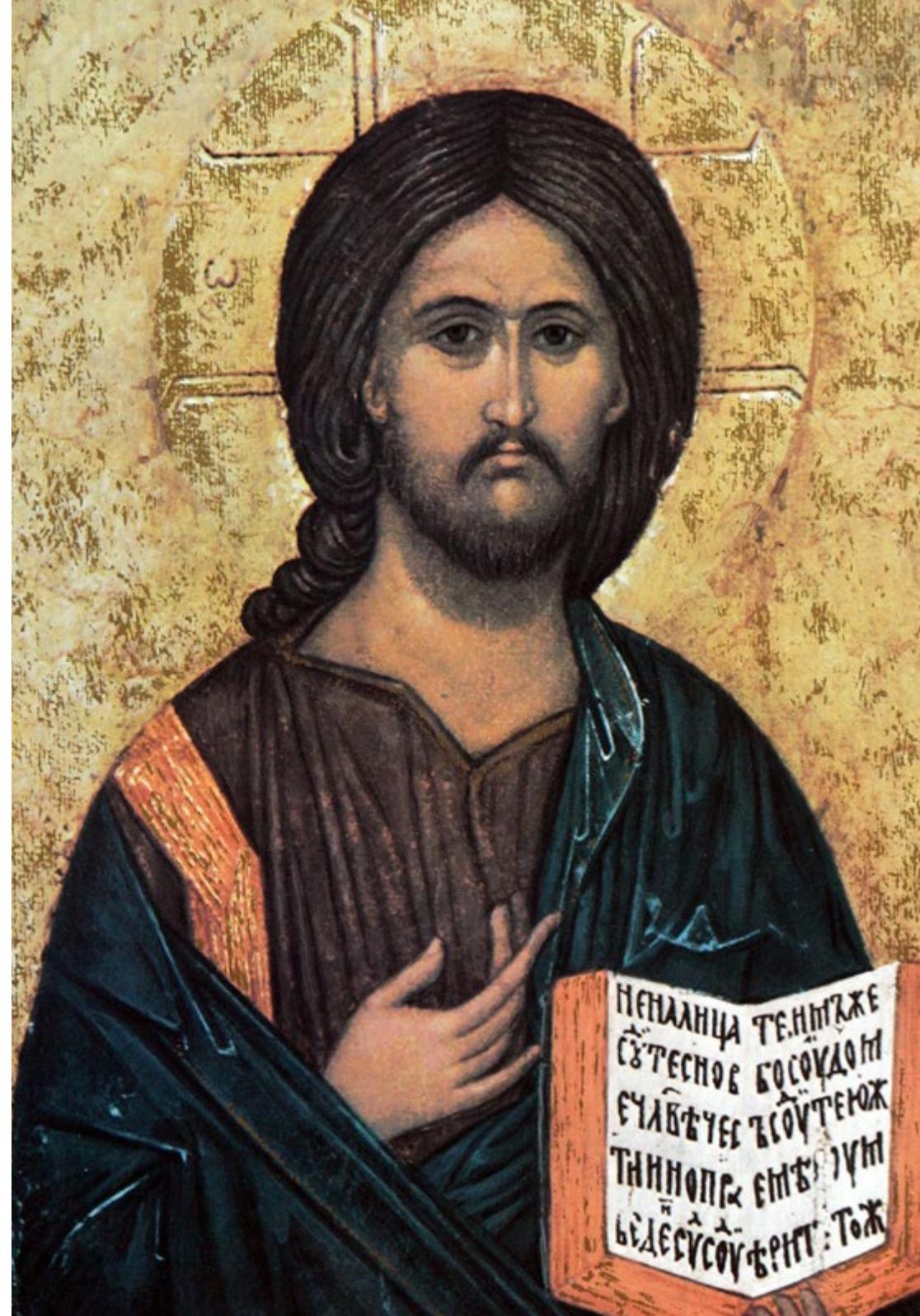
**Module 3. Johannine Corpus**

- 3.1. Introduction
  - 3.1.1. Current State of Play: Canonicity and Reception of the Writings
  - 3.1.2. Common Themes and Other Criteria of Literary Unity
  - 3.1.3. Socio-Religious Background of the Gospel of John
  - 3.1.4. The Community of John
- 3.2. Introduction to the Gospel of John
  - 3.2.1. Addressees in Johannine Literature
  - 3.2.2. Style and Characteristics of the Gospel of John
  - 3.2.3. The Symbolism of John
  - 3.2.4. Proposals to Structure the Johannine Gospel
- 3.3. The Composition of the Gospel of John
  - 3.3.1. Questions about the Author, Place and Date of Composition
  - 3.3.2. Relation of John with the Diverse Types of Literature and Currents of His Time
  - 3.3.3. Relation to the Synoptics
  - 3.3.4. Controversial Character in the Johannine Gospel
  - 3.3.5. Theories Regarding Sources and Re-Editions
- 3.4. Theology and Message of John
  - 3.4.1. Christology in John's Writings
  - 3.4.2. The Writings of John
  - 3.4.3. Faith and Sacramental Life in the Writings of John
  - 3.4.4. Eschatology and Spirit in the Writings of John
- 3.5. The Johannine Epistles
  - 3.5.1. General Aspects: Literary Genre, Author, Addressees, Dates, Content and Structure
  - 3.5.2. Problems of Unity: The Role of the School of John. Relation to the Gospel of John
  - 3.5.3. Theology and Pragmatics of the Epistles
  - 3.5.4. Examples of Analysis
- 3.6. Generalities of the Apocalypse
  - 3.6.1. The Apocalypse as a Movement
  - 3.6.2. The Variety of Apocalyptic Writings, Symbolism and Overview
  - 3.6.3. Relation between Apocalyptic Literature and Prophetic and Sapiential Literature
  - 3.6.4. The Unique Symbolism in the Apocalypse of John
  - 3.6.5. Questions regarding Author, Purpose, Composition and Date

- 3.7. The Structure of the Apocalypse
  - 3.7.1. Structure Criteria
  - 3.7.2. Structuring Proposals
  - 3.7.3. Literary and Theological Profile of Part One
  - 3.7.4. Literary and Theological Profile of Part Two
- 3.8. Theology and Message of the Apocalypse
  - 3.8.1. Addressees of the Apocalypse
  - 3.8.2. Christology, Ecclesiology and Liturgical Dimension of the Apocalypse
  - 3.8.3. Eschatology and Millenarianism
  - 3.8.4. Exercises of Analysis

#### Module 4. Pauline Corpus

- 4.1. Introduction
  - 4.1.1. Sources on the Life and Personality of St. Paul
  - 4.1.2. Life and Action of St. Paul
  - 4.1.3. Paul the Persecutor of the Way
  - 4.1.4. St. Paul's Conversion and His First Christian Experience
  - 4.1.5. The Evangelizing Enterprise and St. Paul: The Missions
  - 4.1.6. St. Paul's Literary Activity, an Expression of His Relationship with the Communities
  - 4.1.7. Paul's Last Witness
- 4.2. An Overview of St. Paul's Theology
  - 4.2.1. Pauline Soteriology
  - 4.2.2. Pauline Anthropology
  - 4.2.3. Pauline Ecclesiology
  - 4.2.4. Pauline Eschatology
- 4.3. Systematic Study and Interpretive Practice of Pauline Literature
  - 4.3.1. First and Second Thessalonians
  - 4.3.2. First and Second Corinthians
  - 4.3.3. Galatians
  - 4.3.4. Romans
  - 4.3.5. Philippians
  - 4.3.6. Philemon
  - 4.3.7. Colossians
  - 4.3.8. Ephesians
  - 4.3.9. Pastorals



## Module 5. Hebrews and Catholic Epistles

- 5.1. General Introduction
  - 5.1.1. Relation between the Epistle to the Hebrews and Pauline Literature
  - 5.1.2. Nature of the Catholic Epistles
  - 5.1.3. Difference and Relation between the Epistle to the Hebrews and the Catholic Epistles
- 5.2. Epistle to the Hebrews: Introduction
  - 5.2.1. Introductory Notes: Author, Addressees, Date and Place of Composition
  - 5.2.2. Literary Elements: Priestly Language, Structure, Genre and Stylistic Resources
- 5.3. Epistle to the Hebrews: Interpretation
  - 5.3.1. Reading and Exegetical Theological Commentary on Heb 1:1-2:18
  - 5.3.2. Reading and Exegetical Theological Commentary of Heb 3:1-10:39
  - 5.3.3. Reading and Exegetical Theological Commentary on Heb. 11:1-13:25
- 5.4. The Epistle of James
  - 5.4.1. Introductory Notes: Author, Addressees, Date and Place of Composition
  - 5.4.2. Literary Elements: Priestly Language, Structure, Genre and Stylistic Resources
  - 5.4.3. Prominent Themes in the Epistle of James
- 5.5. First Epistle of Peter
  - 5.5.1. Introductory Notes: Author, Addressees, Date and Place of Composition
  - 5.5.2. Literary Elements: Priestly Language, Structure, Genre and Stylistic Resources
  - 5.5.3. Prominent Themes in the Epistle of Peter
- 5.6. The Epistle of Jude and the Second Epistle of Peter: A Comparative Study
  - 5.6.1. Literary Dependence
  - 5.6.2. Related Themes and Chronological Coincidence
  - 5.6.3. Common Canonical Problems
- 5.7. The Epistle of Jude and the Second Epistle of Peter: Interpretation
  - 5.7.1. Introductory Notes: Author and Addressees
  - 5.7.2. Literary Elements: Priestly Language, Structure, Genre and Stylistic Resources



*A curriculum optimized to provide you with a high-impact program that will turn your effort into results”*

04

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career”*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



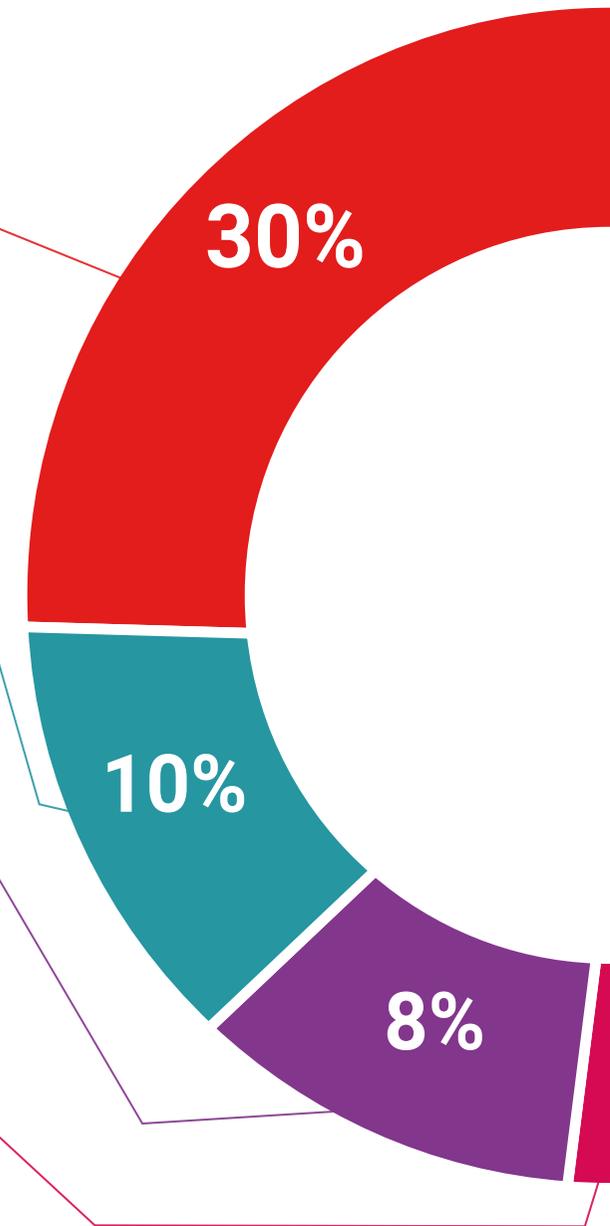
#### Practising Skills and Abilities

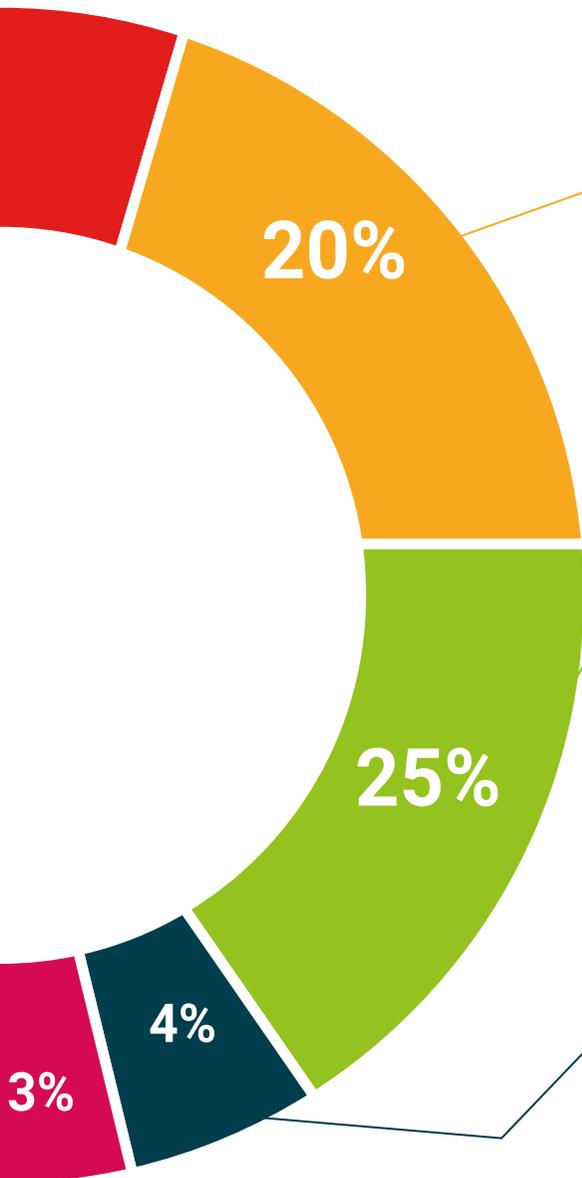
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



05

# Certificate

The Postgraduate Diploma in The New Testament guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This **Postgraduate Diploma in The New Testament** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in The New Testament**

Official N° of hours: **475 h.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Diploma The New Testament

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

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