



UGANDA BAPTIST SEMINARY
DIPLOMA OF THEOLOGY PROGRAMME

VERSION 1.4
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RATIONALE

The Diploma of Theology programme is designed for students who are already serving in Church ministry. The aim of the programme is to enhance the student's theoretical understanding of God and ministry and to improve their practical application in their communities. A wide range of current thought, tools, and skills will be accessible to the students to help them produce mature and profitable citizens in their communities.

Uganda Baptist Seminary operates on a semi-residential basis. Because our students are already working within their respective fields, it is our goal to have shorter, more concentrated terms, so as to reduce the students time away from their families and communities. Therefore, our terms are four-week terms, with three to four terms per year. The daily schedule is Monday to Saturday from 7:30 am to 5:00 pm. With this schedule, we are able to both meet the NCHE requirements for credit hours, and quickly return students to their ministries, where they can put into practice that which was learned. In addition, every student is able to remain with their families and continue their jobs and home responsibilities throughout the duration of their studies. Since we do not operate on a semester schedule, individuals, or families, do not have to be uprooted to our location for the entirety of their studies, but only a month at a time.

Uganda Baptist Seminary has been operating since 1988, and this methodology has proven enormously successful. The NCHE granted a provisional license to UBS for the Diploma of Theology programme in 2006. In 2010 the NCHE granted full accreditation. Throughout its inception, UBS has continued to improve and update our programme to ensure we are offering an effective and valuable education. The hundreds of men and women who have completed the programme can attest to its quality.

BRIEF HISTORY

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- 1988 The Baptist Mission of Uganda and the Baptist Union of Uganda sent a request for a theological educator. Rev. Jack Frost answered that request and moved to Uganda to start a seminary in Jinja, Uganda. The first class, held in a classroom of Nile Baptist Church, began with a Diploma course.
- 1989 Nile Baptist Church was given a donation to locate UBS in Jinja Town. Land of 2.6 acres was secured on Plot 13-17 Bishop Willigers Road, Rubaga Hill, Jinja, Uganda.
- 1996 UBS Board of Governors was established, including members from the Baptist Mission of Uganda, Baptist Union of Uganda, and World Venture Uganda.
- 2003 UBS joined the National Council of Higher Education.
- 2005 Southeastern Baptist Theological Seminary (SEBTS), in North Carolina, USA, initiated a partnership with UBS to offer Master of Theology degree; UBS enrolment reached 150 students.
- 2006 NCHE awarded provisional license to offer Diploma level award at UBS.
- 2010 NCHE awarded full accreditation for Diploma education; classrooms and dormitories were expanded.
- 2011 UBS sent out three national missionaries within Uganda.
- 2012 SEBTS continued its masters level partnership; additional classroom/chapel constructed.
- 2014 Peak enrolment of 495 students is reached.
- 2015 UBS continued to expand the faculty. UBS employed 4 full-time faculty, 15 part-time lecturers and 23 staff, the majority of whom are Ugandans. Students attended from all neighbouring countries including South Sudan, Kenya, Tanzania, Rwanda, Burundi, DRC and Uganda.
- 2016 NCHE awarded license to offer a Bachelor of Theology degree.
- 2017 UBS celebrated having graduated 1,000 students.
- 2018 UBS celebrated its 30th Anniversary.
- 2019 The dining hall was expanded to seat more students and was renamed: The Godby Dining Hall.
- 2020 UBS, like the rest of the world, must suspend their ministry due to COVID-19. The faculty and administration begin looking for new ways to reach their current and future students, including online and distance learning and planting trees to benefit Uganda and students in the future.

LEARNING OBJECTIVES AND OUTCOMES

3.1 OBJECTIVES

The objectives of the Diploma of Theology programme are as follows:

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- Instruct students, through word and deed, that the Bible is not only useful for knowledge, but also should be a transformative instrument in our lives and our communities.
 - Train and expose our students in the various methods of theological interpretation, both current and historical.
 - Assist our students to be able to discern and interpret the ever-increasing complexity of our world today.
 - Shape the students to be effective and practical in meeting the needs and issues found in their respective communities.
 - Produce proficient practitioners of the ministry of the Gospel.

3.2 OUTCOMES

By the end of the programme, successful students will attain the following outcomes:

- Be equipped to practice and teach Biblical exposition and apply the lessons thereof to one's own personal life and ministry.
 - Be equipped to analyse, interpret, and evaluate current trends and practices in the theological community; as well as answering the perplexing questions of their church members, neighbours, and organizations.
 - Be equipped to investigate and identify issues in their churches and communities and apply relevant counselling with the pursuant appropriate outcomes.
 - Be equipped to illustrate relative proficiency in the practice and verbal
- 4 communication of the tools and skills learned while under instruction at Uganda Baptist Seminary.

TARGET GROUPS

The raison d'être of Ugandan Baptist Seminary is the training of pastors and church leaders (e.g., evangelists, youth leaders, worship leaders, women's leaders, etc.). Whilst primarily this consists of those who are members of the nation's Baptist churches, we also train members of other evangelical protestant churches, without restriction.

ENTRY REQUIREMENTS

The minimum requirement for entry into the Diploma of Theology programme:

- S.4 (U.C.E) 5 Credits, S.6 (U.A.C.E) 1 Principal Pass and 2 Subsidiaries.

OR

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- S.4 plus Certificate award from an accredited institution.

HUMAN RESOURCES

6.1 FULL-TIME FACULTY

- 6 Mr. Anthony Shelton, Ph.D. (Princeton), Principal and Professor. His areas of teaching specialty are Theology, Philosophy, New Testament, and Biblical Greek.

Mr. Eric Lockhart, Th.M. (SEBTS), First Deputy Principal for Academic Affairs and Associate Professor. His areas of teaching specialty are Hermeneutics, Homiletics, and Pastoral Ministries.

Mr. Moses Mulago, M.T.S. (SEBTS), Second Deputy Principal for Finance and Administration and Senior Lecturer. His areas of teaching specialty are Worship and Music, Marriage and Family Counselling, and Ethics.

Mr. Agustav Odonyo, M.T.S. (SEBTS), Dean of Students and Senior Lecturer. His areas of teaching specialty are Homiletics, Church Administration, Evangelism, and African Church History.

Mr. Robert Masereka, M.T.S. (SEBTS), Director of Library Sciences and Senior Lecturer. His areas of teaching specialty are English, Islamic Studies, Research Projects, and World Religions.

Mrs. Misti Shelton, M.T.S. (SEBTS), Senior Lecturer. Her areas of teaching specialties are English and Pedagogy.

Mr. Roy Kasika, Bachelor of Theology (UBS), Assistant Lecturer. His areas of teaching specialty are English and Worship and Music.

Mr. James Senyonjjo, Bachelor of Theology (UBS), Assistant Lecturer. His areas of specialty are New Testament Studies and Pastoral Ministries.

Mrs. Rebekah Lockhart, Bachelor's in Education and Social Studies (Williams Baptist), Registrar and Assistant Lecturer. Her area of teaching speciality is Church History.

6.2 ADJUNCT FACULTY:

Mr. Clive Jarvis, Ph.D. (Glasgow), Lecturer. His areas of teaching specialty are Church History, Biblical History, and New Testament.

Mr. George Mbonye, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are Old Testament, New Testament, Evangelism, and Church Planting.

Mr. Abel Ssegirinya, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are Theology, Church Administration, and Discipleship.

Mr. Ezekiel Gingo Tucker, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are Theology, Christian Education, and Discipleship.

Mr. Hillary Wafula, MDiv (SEBTS), Lecturer. His areas of teaching specialty are New Testament, Theology, and Church Administration.

Mr. Jacob Kasule, M.T.S. (SEBTS), Lecturer. His areas of teaching specialty are Biblical Greek, Church History, and Theology.

ASSESSMENT

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7.1 COURSE EVALUATION

SCORE	GRADE	GRADE POINT	GRADE POINT AVERAGE
80-100	A	5.0	4.40 - 5.00
75-79	B+	4.5	
70-74	B	4.0	3.60 - 4.39
65-69	C+	3.5	
60-64	C	3.0	2.80 – 3.59
55-59	D+	2.5	
50-54	D	2.0	2.00 – 2.79
0-49	F	0	0.00 - 1.90

7.2 CLASSIFICATION OF AWARDS FOR DIPLOMA OF THEOLOGY

Class	CGPA
Distinction	4.40 -5.00
Credit	2.80 -4.39
Pass	2.00-2.79

7.3 INDIVIDUAL COURSE ASSESSMENT:

- Multiple choice questions may be used as part of a student’s overall assessment.
- Main assessment may be by one of the following methods:

- A written paper, set at beginning of week 2 of around 2-3 pages (1,000-1,200 words) on a set subject to demonstrate the student's information gathering abilities, as well as their ability to compose an argument or hypothesis succinctly and persuasively.
- A written examination in which students are asked to answer a series of questions covering the whole course. The questions must vary in scope some demanding longer written answers than others and thus receiving more marks (example questions sheets are available). This will demonstrate the student's comprehension and grammatical capabilities.
- An oral examination, asking questions similar to those used in the written examination. This allows you to see how well the students have understood the materials covered in class. This method is not recommended for classes in excess of 15-20 students.
- The purpose of these assessments is to test the student's ability to recall and use factual information in a manner demonstrating their comprehension of the information covered in class, as well as, analysing their ability to convey that information in a manner that is understandable, persuasive, and applicable.

7.4 MISCELLANEOUS COURSE POLICIES

7.4.1 ABSENCES:

Excused absences must be approved by the lecturer for each class being missed. Students, with approved absences, may miss up to three class days per term. Four or more absences will result in the failure of the class. Circumstances may dictate that some exceptions to this rule are made, but they are to be made by the 1st Deputy Principal of Academic Affairs, or, in his/her absence, the Principal.

7.4.2 LATE WORK:

Students handing in assignments late will be penalised at the discretion of the Lecturer (suggested 5% per day). Failure to hand in assignments will receive an incomplete grade resulting in a retake - unless prior permission was secured from the lecturer.

7.4.3 RETAKING A COURSE OR COURSES

A student who fails to obtain the minimum pass mark of 50%, who fails to hand in assignments, or who is found to have cheated shall be required to retake the course at the

direction of the First Deputy Principal for Academic Affairs, or in his/her absence the Principal.

The student shall retake the course(s) when next offered in order to obtain at least the “Pass” mark. For retaking a course(s), a student shall:

1. Attend all the prescribed lectures, tutorials, practicals, and fieldwork in the course or courses.
2. Satisfy all the requirements for the coursework component in the course or courses.
3. Sit for the examinations in the course(s).

A student who fails to obtain the minimum “Pass” mark (50%) during the second assessment of the course(s) he/she has retaken shall receive a written warning and be placed on academic probation.

7.4.4 FAILURE POLICY:

Any course failure requires the student to re-sit that course at a later scheduled date to be determined by the First Deputy Principal for Academic Affairs.

7.4.5 ORAL EXAMINATIONS:

At the end of the programme, as a requirement for graduation, students must successfully complete an Oral Examination in the presence of a Board of Examiners. Their results will then be approved by the Senate.

7.4.6 MODERATION:

The lecturer for each course will first moderate all assignments, oral presentations, and exams. The First Deputy Principal for Academic Affairs will second moderate some assignments to ensure standardisation in marking.

7.4.7 SENATE:

- 8 All members of the Faculty serve as members of the Senate and will be responsible for the final award of the Certificate to graduating students.

REQUIREMENTS FOR AWARD OF CERTIFICATE

To qualify for the award of the Diploma of Theology the following conditions must be met:

- Graduands must attend the required number of lectures.
- Graduands must receive a minimum passing CGPA of 2.00 as per NCHE standards.

- Graduands must complete all requisite coursework, including the Final Research Paper Project (ENG 304-307).
- Graduands must satisfy the Board of Examiners during their final Oral Examination.
- Graduands must meet all the financial obligations to UBS and to the NCHE (tuitions and fees).

DIPLOMA CURRICULUM STRUCTURE

TOTAL CREDIT UNITS: 85

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OLD→ Old Testament

NEW→ New Testament

HIS→ Church History

THE→ Theology

MIN→ Ministry and Mission

REL→ Religion

ENG→ English

MFL→ Ministry Foundation Lab

PFL→ Preaching Lab

LH = Lecture hours; TH = Tutorial Hours; PH = Practical Hours; CH = Class Hours; CU = Credit Units

TERMS AND COURSES			LH	TH	PH	CH	CU
MODULE							
TERM 1 (11 Total Credit Units)							
OLD	201	Introduction and the Pentateuch	25		10	30	2
NEW	201	Biblical Background and the Gospels	25		10	30	2
THE	201	Bibliology and Hermeneutics	30			30	2
MIN	201	Orientation and Baptist Basics	20	20		30	2
MIN	202	Ministry Foundations	10	20	20	30	2
ENG	201	Study Methods	10	5	5	15	1
TERM 2 (11 Total Credit Units)							
OLD	202	Historical Books: Joshua to Esther	10		10	15	1
NEW	202	Acts and the Pauline Epistles	25		10	30	2
HIS	201	Early Church History: 100-1500 AD	30			30	2
THE	202	Revelation and Theology Proper	15			15	1
MIN	203	Homiletics	10	5	5	15	1
MIN	204	Worship and the Arts	10	5	5	15	1
ENG	202	Organised Writing	10	5	5	15	1
MFL	201	Ministry Foundations Lab 1	5	10	10	15	1
TERM 3 (11 Total Credit Units)							
OLD	203	Poetry and Wisdom Literature	25		10	30	2
NEW	203	General Epistles: Hebrews to Jude	25		10	30	2

HIS	202	The Reformation: 1500-1659 AD	30			30	2
THE	203	Anthropology and Hamartiology	15			15	1
REL	201	African Traditional Religions	15			15	1
ENG	203	Referencing and Bibliography	10	5	5	15	1
MFL	202	Ministry Foundations Lab 2	5	10	10	15	1
PRL	201	Preaching Lab 1	5	10	10	15	1
		Certificate Graduate Entry Point ↓					
		TERM 4 (11 Total Credit Units)					
OLD	204	Major Prophets: Isaiah to Daniel	25		10	30	2
NEW	204	The Gospel of John (or Mark)	10		10	15	1
HIS	203	Post-Reformation History: 1650 AD to Present	30			30	2
THE	204	Christology	30			30	2
REL	202	Islam	15			15	1
ENG	204	Introducing the Research Paper	10	5	5	15	1
MFL	203	Ministry Foundations Lab 3	5	10	10	15	1
PRL	202	Preaching Lab 2	5	10	10	15	1
		TERM 5 (11 Total Credit Units)					
OLD	205	Minor Prophets: Hosea to Malachi	25		10	30	2
NEW	205	Galatians	10		10	15	1
HIS	204	History of the Baptist Movement	15			15	1
THE	205	Pneumatology	30			30	2
REL	203	Ethics	30			30	2
ENG	205	Organise Research Paper	10	5	5	15	1
MFL	204	Ministry Foundations Lab 4	5	10	10	15	1
PRL	203	Preaching Lab 3	5	10	10	15	1
		TERM 6 (11 Total Credit Units)					
OLD	206	Joshua and Judges	10		10	15	1
NEW	206	1 Peter	10		10	15	1
HIS	205	African Church History	15			15	1
THE	205	Soteriology	30			30	2
REL	204	Christian Denominations	30			30	2
ENG	206	Reviewing the Research Paper	20	10	10	30	2
MFL	205	Ministry Foundations Lab 5	5	10	10	15	1
PRL	204	Preaching Lab 4	5	10	10	15	1
		TERM 7 (11 Total Credit Units)					
OLD	207	The Psalms	10		10	15	1
NEW	207	The Pastorals: 1 and 2 Timothy and Titus	10		10	15	1
THE	207	Ecclesiology	15			15	1
MIN	205	Administration and Practicals	20	10	10	30	2
REL	205	Quasi-Christian Groups	30			30	2
ENG	207	Completing the Research Paper	20	10	10	30	2
MFL	206	Ministry Foundations Lab	5	10	10	15	1
PRL	205	Preaching Lab 5	5	10	10	15	1

TERM 8 (8 Total Credit Units)							
OLD	208	Jeremiah and the Exile	10		10	15	1
NEW	208	Revelation	10		10	15	1
THE	208	Eschatology	15			15	1
MIN	206	Counselling	20		20	30	2
MIN	207	Community Health	20	10	10	30	1
REL	206	Christian Apologetics	30			30	2
		Oral Interviews					
		Graduation					

DIPLOMA COURSE DESCRIPTIONS

10.1 OLD TESTAMENT

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10.1.1 OLD 201 - INTRODUCTION AND PENTATEUCH

COURSE DESCRIPTION:

This course is a general introduction to the Old Testament and a general survey of the Pentateuch – the first five books of the Old Testament, also known as the book of Moses.

COURSE OBJECTIVES:

- To give to students an understanding of the nature of ancient texts and how they differ from modern texts.
- To equip students with the skills required to draw spiritual truths from ancient texts and apply them in a modern context.
- To enable students to grasp the complexities of dealing with a Text that whilst considered to be a whole document is in fact multiple documents written over a period of 2,000 years.

COURSE LEARNING OUTCOMES:

- Students will be able to differentiate between different types of written texts.
- Students will be able to critically apply ancient texts to the modern era.
- Students will be able to evaluate the relative significance of texts in terms of their theological content.

COURSE OUTLINE:

- A study of the Title, Authorship, Date, Content Overview, Atlas Reference, and the Chronological Placement of the texts.

- A study of the Interpretative Challenges of each book of the Pentateuch.
- To teach the significance of the origins of creation, man, including the theory of evolution and the beginning of God's plan of redemption and reason for it.
- To learn the importance of Abraham and his descendants in the economy of God.
- To learn to correlate the covenants and dispensations in Scriptural context.
- To understand the use of God's names in relevance to events.
- To begin to see the character and works of God including specific attributes and their outworking in each specific book.
- To see the customs in Genesis in their relationship to the Near Eastern background
- To learn the reason for and use of the Law.
- To begin to understand the history of Israel and conquest through Joshua.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL, 1988.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 220.91-220.95, 221 and 221.6.

10.1.2 OLD 202 - HISTORICAL BOOKS: JOSHUA TO ESTHER

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the Historical Books of the Old Testament from Joshua to Esther.

COURSE OBJECTIVES:

- To give to students an understanding of the historical setting of the Old Testament and its relationship to other ancient nations and empires.
- To understand how God related to his people under the terms of the Old Covenant.

COURSE LEARNING OUTCOMES:

- Students will be able to list the key historical events of the history of the Jewish people.
- Students will be able to interpret the value of the historical data presented in the texts.

- Students will be able to show the ability to compare the historical claims of the Old Testament with those of other contemporary histories.

COURSE OUTLINE:

- A study of the Title, Authorship, Date, Content Overview, Atlas Reference, and the Chronological Placement and Interpretative challenges of each book.
- To learn how to study the individual books of the Bible, relating them to time, historical setting, geographical setting, and place in relationship to the others.
- To see the importance of the unconditionality of the Abrahamic covenant.
- To teach the significance of the history of Israel.
- To continue to understand the use of God's names in relevance to events.
- To see the character and works of God including specific attributes and their outworking in each specific book.
- To see the customs of the nations in their relationship to the Near Eastern background and relation to Israel.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Zondervan Handbook to the Bible, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 220.91-220.95, 221, and 221.62.

10.1.3 OLD 203 - POETRY AND WISDOM LITERATURE: JOB TO SONG OF SONGS

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the Poetical and Wisdom literature of the Old Testament from Job to Song of Songs.

COURSE OBJECTIVES:

- To give to students an understanding of the different kinds of literature to be found in the Old Testament and how to understand and interpret that literature in today's world.
- To understand the value and the purpose of this Old Testament literature.

COURSE LEARNING OUTCOMES:

- Students will be able to describe the difference between poetical and wisdom literature.
- Students will be able to evaluate the linguistic forms to be found in wisdom literature.

COURSE OUTLINE:

- To learn how to study the individual books of Job, Proverbs, and Ecclesiastes as biblical wisdom, and Psalms and Song of Solomon as biblical poetry.
- To take each book and relate it to time, historical setting, and biblical chronology.
- To begin to understand parallelism and chiasm.
- To study the linguistic forms in wisdom literature.
- To see in Job the importance of the meaning and reasons for the suffering of the righteous.
- To begin to understand the theologies of angelology, Theology Proper and the relationship between God and man.
- To see God's view of time, politics, death, evil, and wealth.
- To understand the types of Psalms and their place in the biblical historic events.
- To see the character and works of God including specific attributes and their outworking in each specific book.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Zondervan Handbook to the Bible, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 221.6.

10.1.4 OLD 204 - MAJOR PROPHETS: ISAIAH TO DANIEL
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COURSE DESCRIPTION:

This course is an introduction to and a general survey of the Major Prophets of Isaiah, Jeremiah (Lamentations), Ezekiel and Daniel.

COURSE OBJECTIVES:

- To understand the nature and the purpose of Old Testament prophecy.

- To understand the nature and purpose of the role of the Prophet in the Old Testament.
- To understand the significance of the major prophets in their historical context.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the central message of each major prophet.
- Students will be able to demonstrate the value of the message of the major prophets to their church communities in Africa today.
- Students will be able to compare the messages of the major prophets and conclude from them those things of greatest concern to God.

COURSE OUTLINE:

- To take each book and relate it to time, historical setting, and biblical chronology, especially in relationship to the historical books.
- To learn the reasons for studying prophecy.
- To learn the definition of the prophet.
- To understand the message of the prophet.
- To learn the five major subjects found in each book of prophecy.
- To observe the major covenants in relation to the prophets.
- To study Israel in relation to surrounding nations.
- To look at each book in enough detail to relate the thematic teaching.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL, 1988.
- Zondervan Handbook to the Bible, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 231.745.

10.1.5 OLD 205 - MINOR PROPHETS: HOSEA TO MALACHI
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COURSE DESCRIPTION:

This course is an introduction to and a general survey of the 12 Minor Prophets from Hosea to Malachi.

COURSE OBJECTIVES:

- To distinguish between the role of the major and minor prophets.

- To understand specially the 8th Century Prophets in their historical and cultural setting.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the central message of each minor prophet.
- Students will be able to demonstrate the value of the message of the minor prophets to their church communities in Africa today.
- Students will be able to compare the messages of the minor prophets and conclude from them those things of greatest concern to God.

COURSE OUTLINE:

- To take each book and relate it to time, historical setting, and biblical chronology, especially in relationship to the historical books.
- To learn the reasons for studying prophecy.
- To learn the definition of the prophet.
- To understand the message of the prophet.
- To learn the five major subjects found in each book of prophecy.
- To observe the major covenants in relation to the prophets.
- To study Israel in relation to surrounding nations.
- To look at each book in enough detail to relate the thematic teaching.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL, 1988.
- Zondervan Handbook to the Bible, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 231.75

10.1.6 OLD 206 - JOSHUA AND JUDGES

COURSE DESCRIPTION:

This course is an in depth look into the pre-Monarchy period in Israelite history examining how a horde of escaping slaves makes the journey to nationhood.

COURSE OBJECTIVES:

- To understand the manner in which the spiritual purposes of God are to be worked out in historical events

- To begin to understand Biblical pictures of leadership.

COURSE LEARNING OUTCOMES:

- Students will be able to identify the historical and theological themes of the texts.
- Students will be able to catalogue the evolution of the Israelites from a tribal confederacy under Joshua and the Judges toward a Monarchy.
- Students will be able to investigate rationally and from a faith perspective the difficult historical issues of Joshua (e.g., The miracle of Jericho).

COURSE OUTLINE:

- To study the interaction of the Israelites with the peoples of the land of Canaan.
- To study the developing relationship between God and his people Israel.
- To study the means by which a marauding horde makes the journey to a tribal confederacy.
- To study how the Tribal Confederacy makes the journey to becoming a civilised nation.
- To see the role played by evolving law and tradition in the evolution of a nation.
- To study the history of the region and then impact of the arrival of a marauding horde.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL, 1988.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 220.91-220.95, 221, and 221.6.

10.1.7 OLD 207 - THE PSALMS

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the book of Psalms.

COURSE OBJECTIVES:

- To understand the essential role played by our emotions in our spiritual and personal lives.
- To understand that emotional engagement with God has always been a part of genuine worship.

COURSE LEARNING OUTCOMES:

- Students will be able to name and quote some of the most well-known Psalms.
- Students will be able to appraise the value of the Psalms in the way they continue to speak to the emotion of human beings' centuries after they were written.
- Students will be able to relate the content of Psalms to some of the key human emotional responses.

COURSE OUTLINE:

- To study the structure of the five Books of Psalms contained within the whole.
- Through the study of specific Psalms comprehend the range of emotional material covered from joy to grief, from proclamation to confession, from love to anger.
- To place the Psalms, especially the Psalms of Ascent, in the context of their use in the Temple for public worship.
- To understand how Psalms may be used in Christian's ministry and worship today in particular to be aware of the many Psalms still be adapted for use in modern worship songs.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL, 1988.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 221.6.

10.1.8 OLD 208 - JEREMIAH AND THE EXILE

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the Book of Jeremiah and of the historical period of the Exile.

COURSE OBJECTIVES:

- To understand Jeremiah in his historical, cultural and religious context.
- To study the teaching of Jeremiah and its relevance to today's world.

COURSE LEARNING OUTCOMES:

- Students will be able to memorise some key texts from Jeremiah (e.g., Jer. 29:11).
- Students will be able to apply the message of Jeremiah in a modern context.

- Students will be able to select and show the ability to interpret selected passages in Jeremiah.

COURSE OUTLINE:

- To study the message of Jeremiah and to place this in terms of God's general Biblical message of the need for a just and honest society.
- To study Jeremiah in light of the historical events of the day and in particular the rise of a new trans-Euphrates Empire.
- To study the text of Jeremiah and in particular texts referring to coming Messiah – Jesus.
- To learn from Jeremiah the evolving picture of God given in Old Testament revelation.
- To learn from Jeremiah the evolving theology of human salvation found in the Old Testament.
- To study the life and ministry of Jeremiah.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 221.6.

10.2 NEW TESTAMENT

10.2.1 NEW 201 - BIBLICAL BACKGROUNDS AND THE GOSPELS

COURSE DESCRIPTION:

This course introduces the intertestamental period (430 B.C. to 4 B.C.) and an introduction to the four canonical gospels (Matthew, Mark, Luke, and John). The course consists of lectures, independent reading and research, short answer tests, and exams.

COURSE OBJECTIVES:

- To provide the students with an understanding of the political, geographical, cultural, and religious conditions/events central to preparing the way for the birth of Jesus Christ and the early church.

- To provide a survey of the political events and cultural developments in the Mediterranean basin during this time, including the rise of such world powers as Greece and Rome, and also the Ptolemies and Seleucids.
- To study various influences on the cultural and religious life in Palestine, including Hellenism and the events surrounding the Maccabean revolt and the Hasmonean dynasty.
- To examine the post exilic development of religious parties in Israel, the growing vitality of Judaism during the Diaspora, and the development of the synagogue.
- To employ the grammatical-historical-theological interpretation method to examine the texts of the four gospels and to assist the students in using this methodology for biblical interpretation.
- To communicate vital information concerning the authorship, time and place, purpose, and main teachings of each of the gospels.
- To examine and explain such topics as the Synoptic Gospels, the Synoptic Problem (including use of sources), the Messianic Secret, and Jesus' teaching through parables.

COURSE LEARNING OUTCOMES:

- To identify the main political, geographical, cultural, and religious factors that contributed in a positive manner to prepare the way for the birth of Jesus Christ.
- To describe the political developments in the Mediterranean basin during the intertestamental period that bore direct influence on the life of Israel, including Greece, Rome, and the Seleucids.
- To explain the developments in the religious life of Israel during the exilic and post exilic periods and evaluate the impact these might have had on the ministry of Jesus Christ.
- To demonstrate a knowledge of important information concerning the four gospels, including topics such as authorship, time and place, purpose, distinctive features, and the main teachings.
- To apply the grammatical-historical-theological method of biblical interpretation so as to demonstrate the student's ability to analyse accurately certain selected biblical passages.

COURSE OUTLINE:

- Intertestamental Period: The Background of the New Testament including Greece and Hellenism; Jewish Independence: Seleucids, Maccabean revolt, Hasmonean dynasty; and Roman Rule.
- Religious Influences including: Graeco-Roman Pantheon; Emperor Worship; Mystery Religions; Gnosticism.
- Important Aspects of Religion in Israel including Pharisees; Sadducees; Scribes; Essenes; Herodians; Zealots; Sanhedrin; Synagogue; the Temple; and Intertestamental Literature: the Septuagint, Apocrypha, and the Dead Sea Scrolls.
- The Rise of the Gospel Literature:
 - The Gospel of Matthew including Authorship; Time and Place; Purpose; and the Distinctive Features and Teachings.
 - The Gospel of Mark including Authorship; Time and Place; Purpose; and Distinctive Features and Teachings.
 - The Gospel of Luke including Authorship; Time and Place; Purpose and the Distinctive Features and Teachings.
 - The Gospel of John including Authorship; Time and Place; Purpose and the Distinctive Features and Teachings.

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL., 1988.
- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974, [Baker Academic, 2008].
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*. Zondervan, 1989
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 225 and 225.6.

10.2.2 NEW 202 – ACTS AND THE PAULINE EPISTLES

COURSE DESCRIPTION:

This course introduces the book of Acts and the Epistles of Paul (as delineated in the traditional biblical canon, Romans-Philemon). Emphasis will be given to the transition from Christ's presence with His disciples on earth to the work of the Holy Spirit in establishing the early church through the ministries of the apostles, and especially the missionary work of Paul. The students will learn through a combination of class lectures, independent reading, short answer tests, selected written assignments, and exams.

COURSE OBJECTIVES:

- To present a picture of the formation of the early church through the work of God/the Holy Spirit, as the Great Commission was fulfilled in the midst of the real-life situations of the apostles.
- To chronicle the spread of the early church throughout the Mediterranean basin, paying attention to the role of Peter and Paul in the inclusion of the Gentiles in God's kingdom plan.
- To understand the vital importance of the Jerusalem Council in shaping the outreach to the Gentiles and their inclusion in the church—giving special attention to the relationship between the gospel and the law.
- To develop an understanding of Paul's missionary journeys and the spread of the gospel to Asia Minor, Greece, the Mediterranean islands, and Rome.
- To introduce the thirteen letters/Epistles of Paul, giving special emphasis to these four issues: authorship, time and place, purpose, and distinctive features.

COURSE LEARNING OUTCOMES:

- To describe the formation of the early church and be able to evaluate the ministry of the Holy Spirit in developing the witness of the apostles and the response of the peoples.
- To discuss the ministries of Peter and Paul in order to demonstrate their vital role in the spread of the Christian faith to the Gentiles.
- To assess the role the Jerusalem Council played in shaping the gospel message preached to the Gentiles, especially as to the relationship between the Gospel and the Law.

- To construct a written chart or map describing and illustrating the three known missionary journeys of Paul, plus the proposed fourth missionary journey.
- To demonstrate a knowledge of the introductory information for each of Paul's thirteen canonical letters, including authorship, time and place, purpose, and distinctive features and teachings.

COURSE OUTLINE:

- The Book of Acts.
 - Authorship, time and place, purpose, and distinctive features.
 - The relationship between Luke and Acts, and especially Luke 24:47-49 and Acts 1:1-9.
 - The role of the Holy Spirit in the preaching of the gospel, the conversion of believers, and the formation of the community of believers into the church.
 - The 'concentric circles' of expansion of the preaching of the gospel and establishing churches.
 - The conversion of Paul (Damascus Road Experience), and the initiation of his gospel ministry and missionary work around the Mediterranean basin. Special emphasis will be given to his three 'missionary trips,' and the establishment of churches.
 - The Jerusalem Council (Acts 15) and its vital importance in shaping/preserving the gospel, in legitimizing the work of Paul to the Gentiles, and in establishing a redeeming relationship between the Jewish and Gentile believers.
 - Paul's trip to Jerusalem and then to Rome. Emphasis will be given to his teachings to the Ephesian elders, his visit to the temple and arrest, the trials and his trip to Rome, his time of ministry in Rome, the last chapter of Acts, and the traditional teachings of Paul's release and subsequent trip to Spain.
- The Epistles of Paul.
 - An introduction is provided for each epistle, with emphasis on these four topics: authorship, time and place, purpose, and distinctive features. Emphases for each epistle include:

- **Romans:** the gospel—a righteousness by faith from God, unity of Jews and Gentiles in sin and the need for salvation, the law and grace, justification by faith, freedom from sin/slaves to righteousness, God’s continuing relationship with Israel, practical outworking of righteousness in the life of the believer.
- **1 & 2 Corinthians:** address the problems seen in the church and her questions to Paul. Real life in a real church in relationship to God and one another through the Holy Spirit.
- **Galatians:** the true gospel versus circumcision/law, authenticity of Paul’s ministry and apostleship, justification and reception of the Holy Spirit by grace through faith in Jesus Christ, injunction to walk in the Spirit-filled life.
- **Ephesians:** made alive in Christ, Jews and Gentiles made one in Christ, the church united in Christ, relationships renewed in Christ, the armour of God amidst spiritual conflict.
- **Philippians:** thankfulness and encouragement, putting on the mind of Christ, confidence in in Christ, but not the flesh, rejoicing while concentrating on all beauty from God.
- **Colossians and Philemon:** In Colossians the supremacy of Christ, freedom from human efforts through new life in Christ, and appropriate guidelines for holy living. In Philemon the background to the personal appeal by Paul to Philemon, and how Paul expects Philemon to respond to the issues surrounding Onesimus.
- **1 & 2 Thessalonians:** Paul’s love for and relationship with the church, practical exhortations: live to honour Christ in life and relationships until the return of Christ, and teachings concerning the second coming of Christ.
- **The Pastoral Letters/Epistles:** 1 & 2 Timothy, and Titus. Since a separate course on these Epistles is required in the diploma program, only a concise survey of these three will be included in this course. Emphasis will centre on the purpose for each of these letters. Special attention is given to sound doctrine, a vital faith, the responsibilities of the teacher/preacher, guidelines for godly living, and the problem of controversies.

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., Survey of the New Testament, Moody Press, Chicago, IL, 1988.

- Gromacki, Robert G., *New Testament Survey*, Intervarsity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*. 3rd ed., Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*, Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*, Zondervan, 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 225, 225.6 and 226.6-227.83.

10.2.3 NEW 203 – GENERAL EPISTLES

COURSE DESCRIPTION:

This course provides a survey of the seven ‘General Epistles’: James; 1, 2 Peter; 1, 2, 3 John; Jude. The subject matter of the discussion will centre on four issues: authorship, time and place, purpose, and distinctive features (including the occasion for the writing the epistle). The course consists of lectures, independent reading and research, short answer tests, and exams.

COURSE OBJECTIVES:

- To provide a definition of the term ‘General Epistles,’ and also a discussion of why the epistles is categorized in this manner. Also included is a brief history of the challenges each faced in being accepted into the New Testament canon.
- To provide a general introduction or survey of each of the General Epistles, including the issues of authorship, time and place, purpose, and distinctive features and teachings.
- To give special emphasis to the ‘occasion’ for each of the Epistles, i.e., what situation in the life of the church and the author provided the impetus for writing each epistle.
- To identify and explain the major teachings or truths of each of these epistles.

COURSE LEARNING OUTCOMES:

- To discuss the meaning of the term ‘General Epistles,’ and identify the main challenges to the acceptance of these letters into the New Testament canon.

- To demonstrate the ability to discuss the issues of authorship, time and place, purpose, and distinctive features of each of the General Epistles.
- To identify the occasion that provided the author's impetus to write each of these Epistles.
- To explain the major teaching of each of the General Epistles, including reviewing the major interpretations for the difficult issues or passages in each epistle.

COURSE OUTLINE:

- Introduction to the General Epistles including: The characteristics of the General Epistles: general audience as compared to Pauline Epistles; The difficulty in acceptance into the canon of the New Testament.
 - **James** including authorship, time and place, purpose, and distinctive features; Importance of trials, and their distinction when compared to temptation; saving faith and its evidence in good works; the taming of the tongue and the true wisdom that must follow; and Proper prayer and humility.
 - **1 Peter** including: authorship, time and place, purpose, and distinctive features; holiness and the status of Christians; relationships explored within citizenship, marriage, and community; suffering as modelled by Jesus Christ and expected for all believers; and suggested interpretations for difficult passages: 2:20-25; 3:18-22.
 - **2 PETER** including: authorship, time and place, purpose, and distinctive features; the inspiration of Scripture and the destructiveness of false teachers; the day of the Lord and God's patience concerning salvation; and Peter's view of Pauline literature as Scripture.
 - **1 John** including: authorship, time and place, purpose, and distinctive features; the developing Gnosticism and the danger of licentiousness; walking in the light and avoiding the darkness of the antichrists; indicators of the new birth: walking in obedience and agape love; and the current possession of eternal life, and the offering of proper prayer.
 - **2 JOHN** including: authorship, time and place, purpose, and distinctive features; and the Injunction to walk in love and avoid the deception of the Gnostic teachers.

- **3 JOHN** including: authorship, time and place, purpose, and distinctive features; and walking in the truth and avoiding the evil intentions of the dictatorial Diotrephes.
- **JUDE** including authorship, time and place, purpose, and distinctive features; prognostics and the dangers of licentiousness; comparison and illustration of OT disobedience/punishment employed to speak against the false teachers Jude was writing against; and Encouragement to remember the apostles' warnings concerning false teachers and to rely on the guidance of the Holy Spirit

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL., 1988.
- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994.
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*, Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*. Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*. Intersity Press, 1970. The library has multiple books suitable for this course under the classification number 220.7, 225 and 225.6.

10.2.4 NEW 204 – GOSPEL OF JOHN OR MARK

OPTION 1 – THE GOSPEL OF JOHN:

COURSE DESCRIPTION:

This course will provide a survey of the Gospel of John and to provide the student with a general understanding of the purpose of a gospel, and the teachings of this gospel. Particular attention is given to the authorship, time and place, purpose, and distinctive features and teachings of the Gospel of John.

COURSE OBJECTIVES:

- To give the student an understanding of the purpose of a gospel in general, and how John compares and contrasts with the Synoptic Gospels in their presentation of the life and ministry of Jesus Christ.
- To provide an understanding of the distinctive style and purpose of John as seen in his designation of the miracles as 'signs'.
- To teach the meaning behind John's use of specialized terms for Jesus, such as the 'Word' and the 'I am' statements.
- To teach the central theme of John (3:16—'For God so loved the world'), and the central purpose for the gospel (20:31—'that you may believe . . .').

COURSE LEARNING OUTCOMES:

- To demonstrate an understanding of the purpose of the New Testament gospels, and how John compares and contrasts with the Synoptic Gospels.
- To describe the distinctive writing style of John, especially his use of the term 'signs' for the miracles of Jesus, and their function in demonstrating that He was Messiah.
- To analyse John's use of specialized terms such as 'Word' and 'I am,' especially within the Jewish background of the use of such terms.
- To illustrate how John's gospel in its entirety develops the major theme of God's love for the world (3:16), and the main purpose of the gospel (20:31).

COURSE OUTLINE:

- Introduction to the Gospel including: The authorship, time and place, purpose, distinctive features, and main teachings; The substantial differences between John and the Synoptics (e.g., no baptism of Jesus, no parables, no calling of the twelve disciples, no temptations of Jesus, no Olivet discourse); and the significance for John of the miracles as 'signs' and the 'I am' statements.
- The Prologue: The Word Became Flesh including: Meaning of 'the Word' in the New Testament; 'The Word' as God, Creator, Light, and Life; John versus the Gnostic views; and the beginning of the ministry of John the Baptist
- The Beginning of Jesus' Ministry including.
- Passion Week (Jn. 12-19).
- The crucifixion, death, and burial (Jn. 19).
- The Resurrection and Post resurrection Appearances (Jn. 20).

- The Statement of the Purpose of John's Gospel (Jn. 20:30-31).
- Jesus Recommissions Peter (Jn. 21).

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL.,1988.
- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- Zondervan Handbook to the Bible. Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*. Intersity Press, 1970. Tasker, R. V. G., *Tyndale New Testament Commentary. John*. Intersity Press, 1960. The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226-226.507.

OPTION 2 – THE GOSPEL OF MARK:

COURSE DESCRIPTION:

This course will provide a survey of the Gospel of Mark in order to provide the student with a general understanding of the purpose of a gospel, and specifically the teachings of this gospel. Particular attention is given to the authorship, time and place, purpose, and distinctive features and teachings of the Gospel of Mark.

COURSE OBJECTIVES:

- To give the student an understanding of the purpose of a gospel in general, and how Mark compares and contrasts with the other Synoptic Gospels in their presentation of the life and ministry of Jesus Christ.
- To provide the student with knowledge concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Mark, including such issues as the Messianic Secret, the lack of birth and resurrection narratives, and the unique nature of Mark's writing style.

- To give the student a general introduction to the earthly ministry of Jesus as provided in the Gospel of Mark.

COURSE LEARNING OUTCOMES:

- To demonstrate an understanding of the purpose of the New Testament gospels, and how Mark compares and contrasts with the other Synoptic Gospels.
- To summarize the pertinent issues concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Mark, including the Messianic Secret.
- To review the characteristics of Mark that contribute to its uniqueness among the gospels, especially as concerns Mark's unique writing style.
- To discuss the issues concerning the current ending of Mark, and specifically the problems of vocabulary and theology.

COURSE OUTLINE:

- Introduction to the Gospel.
- Beginning of Jesus' Ministry (1:1-13) [Note: follows a modified outline of Mark in *NIV Study Bible*].
- Jesus' Ministry in Galilee (1:14-6:29).
- Strategic Withdrawals from Galilee (6-9).
- Final Ministry in Galilee (9).
- Jesus' Ministry in Judea and Perea (10).
- The Passion of Jesus (11-15).
- The Resurrection of Jesus (16:1-9).
- The Problem of Mark's Resurrection Appearances (16:9-20).

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL., 1988.
- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.

- *Zondervan Handbook to the Bible*. Zondervan, 1999.

RECOMMENDED READING:

Brooks, James A. *New American Commentary. Mark*. Broadman, 1991; Cole, Alan R. *Tyndale New Testament Commentary. Mark*. Eerdmans, 1987; Guthrie, Donald. *A Survey of the New Testament*. Intersarsity Press, 1970; Hurtado, Larry W. *New International Biblical Commentary. Mark*. Hendrickson, 1989; Lane, William L. *New International Commentary on the New Testament. Mark*. Eerdmans, 1974. The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226-226.507.

10.2.5 NEW 205 – GALATIANS OR PHILIPPIANS

OPTION 1 – GALATIANS:

COURSE DESCRIPTION:

This course will provide an understanding of Paul’s letter to the Galatians, and especially the issues in the churches that provided the occasion, the purpose, and the theological teaching of this ‘pastoral epistle’. The course content will include lectures, independent reading and research, short answer tests, and exams.

COURSE OBJECTIVES:

- To give an understanding of the nature of ‘occasional literature,’ and specifically the occasion that caused Paul to write this epistle to the Galatian churches.
- To give an understanding of Paul’s teaching on the nature of the ‘gospel of Christ’.
- To help the students grasp the timeline of Paul’s life and ministry according to Galatians.
- To examine Paul’s teachings on and the relationship between faith, the promise to Abraham, the law (circumcision), and grace, as found in the epistle to the Galatians.
- To study Paul’s teachings on personal ethics and interpersonal relationships, which are to be informed and empowered by the Holy Spirit in the believer’s life.

COURSE LEARNING OUTCOMES:

- To analyse the letter to the Galatians and catalogue the evidence that demonstrates the occasion that motivated Paul to write this letter.
- To design a chart of a timeline for Paul’s life and ministry according to Galatians.
- To explain the nature of the ‘gospel of Christ’ as taught by Paul, and how the ‘different gospel’ deviated from Paul’s teachings.

- To describe Paul's teachings concerning the relationship between faith, the law, the promise to Abraham, and grace.
- To compare and contrast the acts of the sinful nature and the fruit of the Spirit as taught by Paul in Galatians. From this information, the student will be expected to assess possible lifestyle outcomes due to the influence of the Spirit in interpersonal relationships.

COURSE OUTLINE:

- The Life of Paul: Influences.
- Paul and His Relationship with the Galatians.
- Paul and His Letter to the Galatians.
- Paul and the content of his letter to the Galatians.

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL.,1988.
- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary, NT*, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*. Zondervan, 1999.

RECOMMENDED READING:

- Guthrie, Donald, *A Survey of the New Testament*. Intersity Press, 1970
- Hawthorne, Gerald F., and Ralph P. Martin. *Dictionary of Paul and His Letters*. Intersity Press, 1993.
- Cole, R. Alan, *Tyndale New Testament Commentary. Galatians*. Intersity Press, 1965.
- Fung, Ronald Y. K., *The New International Commentary on the New Testament. Galatians*. Eerdmans, 1988.
- George, Timothy, *The New American Commentary, Vol. 30, Galatians*, B & H. Publishing, 1994.

- The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226.6-227.83.

OPTION 2 – PHILIPPIANS:

COURSE DESCRIPTION:

This course will provide an understanding of Paul’s letter to the Philippians, and especially the issues in the churches that provided the occasion, the purpose, and the theological teaching of this “pastoral epistle.” The course content will include lectures, independent reading and research, quizzes, and exams.

COURSE OBJECTIVES:

- To provide the students with an understanding of the nature of “occasional literature,” and specifically the occasion that caused Paul to write this epistle to the Philippian churches.
- To teach the time and place, purpose, and distinctive features of the letter to the Philippians.
- To examine the theological, Christological, and ecclesiological teachings of the letter.
- To study the general outline of the letter to the Philippians, with particular emphasis on the “missionary” relationship between Paul and this church, the theme of “joy” that saturates the letter, the challenge of managing personal relationships in the church, and the danger presented by Judaizers and antinomians.

COURSE LEARNING OUTCOMES:

- To analyse the letter to the Philippians and catalogue the evidence that demonstrates the occasion that motivated Paul to write this letter.
- To demonstrate an understanding of the main theological, Christological, and ecclesiological teachings of the letter.
- To examine the missionary relationship between Paul and the Philippians, and from that develop a strategy for missionary support today as derived from their ongoing relationship.
- To describe the theme of “joy” as taught by Paul in Philippians, and then apply to life needs for people today.

COURSE OUTLINE:

- The Life of Paul: Influences That Shaped Him.
- Paul's eschatology and mission.
- Paul and His Relationship with the Philippians: Partners in the Gospel.
- Paul and His Letter to the Philippians: Background Information.
- The character of Philippians as a "pastoral letter".
- Paul and the content of his letter to the Philippians.

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL., 1988.
- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*, NT, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*. Zondervan, 1999.

RECOMMENDED READING:

Bruce, F. F. New International Biblical Commentary. *Philippians*. Hendrickson, 1989; Fee, Gordon D. The New International Commentary on the New Testament. *Philippians*. Eerdmans, 1995; Guthrie, Donald. *A Survey of the New Testament*. Intersity Press, 1970. Hawthorne, Gerald F., and Ralph P. Martin. *Dictionary of Paul and His Letters*. Intersity Press, 1993; Martin, Ralph P. Tyndale New Testament Commentary. *Philippians*. Eerdmans, 1987; Mellick, Richard R. New American Commentary. *Philippians, Colossians, Philemon*. Broadman, 1991. The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226.6-227.83.

10.2.6 NEW 206 – 1 PETER

COURSE DESCRIPTION:

This course will introduce and outline of the major teachings of 1 Peter, including the context that provided the impetus for Peter to write the letter. The course will include sections on authorship, time and place, purpose, and distinctive features. The course content will include lectures, independent reading and research, short answer tests, and exams.

COURSE OBJECTIVES:

- To communicate concerning the authorship, time and place, purpose, distinctive features, and the major teachings of the letter.
- To provide the students with an understanding of the nature of the Christian life according to the teachings of Peter in this letter.
- Special emphasis will be placed on Peter's understanding of living life as sojourner, which then centres on holy living and suffering in the context of the Christian life and witness.
- To provide interpretive options for the generally recognized difficult in 1 Peter, including 2:20-25 and 3:18-22.

COURSE LEARNING OUTCOMES:

- To summarize the salient issues concerning authorship, time and place, purpose, and the distinctive features of the letter.
- To explain Peter's view of the nature of the Christian life as concerns holy living in the context of family and church life, plus the possibilities of a witness in the midst of suffering as a Christian.
- From Peter's concept of the Christian as a sojourner the student will extrapolate to describe how this will shape and influence the Christian's approach to life.
- To evaluate the interpretational options presented for the difficult passages in 1 Peter in a manner that demonstrates the student's ability to employ the grammatical-historical-theological method of interpretation to arrive at an interpretation of the text.

COURSE OUTLINE:

- Introduction to 1 Peter.
- Salvation and Hope (1 Pet. 1).
- Holy Living and Obedience (1 Pet. 1-2).
- Living as a Chosen People (1 Pet. 2).
- Submission as a Believer (1 Pet. 2-3).
- Suffering for Doing Good (1 Pet. 3-4).
- Christian Conduct Expected (1 Pet. 4-5).

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL.,1988.

- Gromacki, Robert G., *New Testament Survey*, Intersociety Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*, NT, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*. Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*. Intersociety Press, 1970; Stubbs, Alan M., Tyndale New Testament Commentary. First Epistle General of Peter. Intersociety Press, 1959. The library has multiple books suitable for this course under the classification number 220.7, 225 and 225.6.

10.2.7 NEW 207 – PASTORAL EPISTLES

COURSE DESCRIPTION:

This course offers a general survey of the Pauline Epistles called the ‘Pastoral Epistles’: 1 & 2 Timothy and Titus. The course will provide a general definition and justification for the term ‘Pastoral Epistles,’ and also provide information concerning authorship, time and place, purpose, distinctive features, and major teachings for each of the three Epistles.

COURSE OBJECTIVES:

- To explain the characteristics of Paul’s letters to Timothy and Titus that would cause them to be identified as ‘Pastoral Epistles.’ To accomplish this an adequate explanation will be provided to enable the student to distinguish these Epistles from the rest of the Pauline corpus.
- To provide an introductory survey of the ‘Pastoral Epistles,’ which will include information concerning the authorship, time and place, purpose, distinctive features, and major teachings for each of these three Epistles.
- To teach the main themes of each of the three Epistles, especially as concerns a vibrant discipleship, vital ministry, and orderly church functioning.

COURSE LEARNING OUTCOMES:

- To explain what is meant by ‘Pastoral Epistles,’ and demonstrate how these letters of Paul fit this category, as opposed to his other ten letters.
- To organize the information presented in class in a manner that allows the student to discuss accurately the issues of authorship, time and place, purpose, distinctive features, and major teachings of these letters.
- To create a chart that illustrates the situation in life facing Paul as he wrote these letters, especially concerning his imprisonment and the possibility of a fourth missionary journey.
- To create a catalogue of life characteristics for a prospective elder or deacon that accurately represents Paul’s position concerning these church offices.
- To describe Paul’s relationship to Timothy and Titus and identify the main tasks Paul intends for these men to undertake as they serve the churches in Ephesus and Crete.

COURSE OUTLINE:

- Introduction including description of the designation ‘Pastoral Epistle,’ and why these three Epistles are included in this category, while the other Pauline Epistles are excluded.
- 1 Timothy.
 - Introduction: authorship, time and place, purpose, and distinctive features
 - The warning against false teachers in Ephesus and Paul’s thanks for God’s grace (I Tim. 1).
 - Instructions for worship and witness (I Tim. 2).
 - Selection of overseers and deacons (I Tim. 3).
 - Baptist interpretation: NT position that elder/overseer/shepherd (pastor) are same office.
 - I Tim. 3:11—wives serve as ‘women helpers.
 - Instructions to Timothy: errors of false teachers, his responsibility to guide the Ephesians to remain faithful in discipleship, and to live out the faith in obedient commitment to Christ (I Tim. 4).
 - Special instructions for the care of all people, and especially widows and elders (I Tim. 5).
 - Encouragement to slaves and the wealthy to honour Christ in life and relationships.

- Final instructions to Timothy concerning the false teachers and the allure of riches (1 Tim. 6).
- 2 Timothy.
 - Introduction: authorship, time and place, purpose, and distinctive features.
 - Paul's concern for Timothy and invitation to join Paul in suffering and faithful service to the Lord, for the sake of the gospel (2 Tim. 1).
 - Paul's instruction to Timothy (2 Tim. 2).
 - A call to endurance and effectiveness in ministry (2 Tim. 2:1-13).
 - Maintenance of personal spiritual integrity and necessity to teach others to avoid useless and potentially destructive controversies (2 Tim. 2:14-26).
 - Warnings about the terrible last days, and resources to combat against and defeat them (2 Tim. 3).
 - Paul's charge to Timothy: in the midst of opposition be faithful to preach strongly, teach carefully, and patiently endure the burdens of effective ministry (2 Tim. 4).
 - Paul's final personal testimony: people abandon, but God remains faithful to preserve, and he promises to reward faithful service (2 Tim. 4).
- Titus
 - Introduction: authorship, time and place, purpose, and distinctive features
 - Instructions concerning appointing elders, including qualifications for elders and an indication of the situation caused by the false teachers in Crete that the elders must address (Tit. 1).
 - Sound doctrine and its application to the life situations of various groups, such as older men and women, younger men and women, and slaves (Tit. 2).
 - Observable results of the new birth in Christ: obedience to proper authorities, readiness to engage in good works guided by a humble attitude, and willingness to avoid divisive and damaging controversies.

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL., 1988.
- Gromacki, Robert G., *New Testament Survey*, Intersociety Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994

- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*, NT, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*. Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*, Intervarsity Press, 1970; Lea, Thomas D., and Hayne P. Griffin, Jr. *1, 2 Timothy, Titus*. New American Commentary. Broadman Press, 1992. The library has multiple books suitable for this course under the classification number 220.7, 225 and 225.6.

10.2.8 NEW 208 – REVELATION

COURSE DESCRIPTION:

- This course provides a general introduction to the book of Revelation. The book is taught from the perspective of a ‘prophetic apocalypse,’ with both terms being examined in detail.
- Particular emphasis is placed on an analysis of the book of Revelation in its historical setting within the Roman Empire, and how this historical setting informs and guides its structure and content as a prophecy of God’s mighty acts in history—from the time of John through the Second Coming.
- The course teaches the main interpretive viewpoints employed to study Revelation.
- The course addresses such concerns as authorship, time and place, purpose, distinctive features, and main teachings of Revelation.

COURSE OBJECTIVES:

- To provide a basic introduction to the genre of apocalyptic literature and how the Apocalypse fits or does not fit into this genre of first century literature.
- To teach the four main interpretation views employed to explain the prophetic scheme of Revelation (including Dispensationalism), and also the varied approaches to the rapture, tribulation, and consummation.

- To explain the book within the historical time period in which it was written in order to facilitate an understanding of the letters to the seven churches and their application to future events.
- To construct a view or interpretation of the book based on the command to John to write concerning what was, what is now, and what will come to be, as seen throughout the book.
- The students will understand the significance of the throne room adoration as a precursor to the display of God’s power and majesty during the judgments and the conflict between the church and the forces of evil.
- The course will provide a survey of the events involved in the destruction of Babylon, and the components of the final victory of Christ—including the millennium, great white throne judgment, the new heaven and earth, and the new Jerusalem.

COURSE LEARNING OUTCOMES:

- To summarize the characteristics of apocalyptic literature, and analyse the evidence concerning Revelation that justifies placing it into the category of apocalyptic literature.
- To recall the four main interpretive schemes utilized to interpret and understand Revelation.
- To describe the historical situation in which the Revelation was written and theorize how this shaped the thought and content of the book.
- To explain the significance of the letters to the seven churches, including different approaches to interpreting them.
- To summarize the content of the judgments and explain how they can be connected with the defeat of the forces of evil and Babylon.
- To discuss the basic scheme of the victory of Christ, the millennium, and the great judgment.
- To demonstrate an understanding of the similarities and contrasts between the old and new earth, heaven, and Jerusalem.

COURSE OUTLINE:

- Introduction to the Book.

- Definition and explanation of apocalyptic literature. How Revelation resembles and yet is distinct from this genre of literature. Revelation as ‘prophetic apocalypse.’
- Authorship, time and place, purpose, and distinctive features (e.g., numbers and symbolism).
- Four interpretive approaches (preterist, historicist, futurist, and idealist), including the views of Dispensationalism and the approaches to the tribulation.
- The Introduction (Rev. 1).
- The Letters to the Seven Churches (Rev. 2-3) - Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia, Laodicea.
- Adoration in the Court of Heaven (Rev. 4-5) - The Throne Room (Rev. 4), The Seven-Sealed Scroll (Rev. 5), The Lamb Slain (Rev. 5).
- The Seven Seals (Rev. 6-8:1).
- The Seven Trumpets (Rev. 8:2-11:19).
- Conflict between the Church and Powers of Evil (Rev. 12-14).
- Woman and the dragon (Rev. 12), the two beasts (Rev. 13), the Lamb and the 144,000 (Rev. 14:1-5).
- Visions of final judgment (Rev. 14:6-20).
- The Seven Bowls/Seven Last Plagues (Rev. 15-16).
- The Destruction of Babylon and the Coming of the New Jerusalem (Rev. 17-22:5).
- Conclusion (Rev. 22:6-21).

COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM:

- Benware, Paul N., *Survey of the New Testament*, Moody Press, Chicago, IL., 1988.
- Gromacki, Robert G., *New Testament Survey*, Intersity Press, 1974.
- Gundry, Robert H., *A Survey of the New Testament*, 3rd ed. Zondervan, 1994
- Martin, James C., John A. Beck, and David G. Hansen. *A Visual Guide to Gospel Events*. Baker Books, 2010.
- Rasmussen, Carl G., *Zondervan NIV Atlas of the Bible*, Zondervan, 1989.
- Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*, NT, David C. Cook, 1983.
- *Zondervan Handbook to the Bible*. Zondervan, 1999.

RECOMMENDED READING:

Guthrie, Donald, *A Survey of the New Testament*, Intervarsity Press, 1970; Morris, Leon, *Revelation*. Tyndale New Testament Commentaries, Inter-Varsity Press, 1987; Mounce, Robert H., *The Book of Revelation*, New International Commentary on the New Testament. Eerdmans Publishing, 1977; Osborne, Grant R., *Revelation*, Baker Exegetical Commentary on the New Testament. Baker Academic, 2002. The library has multiple books suitable for this course under the classification number 220.7, 225 and 225.6.

10.3 CHURCH HISTORY

10.3.1 HIS 201 - EARLY CHURCH HISTORY: 100-1500 AD

COURSE DESCRIPTION:

This course is a survey of the people movements and events that have influenced the development of the Church from 90-1517 AD. They are to be viewed in their political, social and ecclesiological context.

COURSE OBJECTIVES:

- Students should understand how through history the church which began in the NT continues to grow and evolve.
- They should be able to show understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to recall the historical timeline of the Early Church.
- Students will be able to describe the journey of the church from a small group of disciples to the state religion of the Roman Empire.
- Students will be able to assess the role of the Early church in terms of its spiritual authority in comparison to the New Testament.

COURSE OUTLINE:

- INTRODUCTION.
- THE EARLY CHURCH 90- 325 AD.

- THE CHRISTIAN CHURCH 325-476 AD.
- THE MEDIAEVAL ROMAN CATHOLIC CHURCH 540-800 AD.
- THE HOLY ROMAN EMPIRE 800-1054 AD.
- THE CRUSADES 1054-1305 AD.
- TOWARD THE REFORMATION 1305-1500 AD.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Baker, Robert A., *A Summary of Christian History*, Broadman, USA, 1994.
- Shelley, Bruce L, *Church History in Plain Language*, Thomas Nelson, 1978.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 226.6 and 270-274.2.

10.3.2 HIS 202 – REFORMATION CHURCH HISTORY: 1500-1650 AD
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COURSE DESCRIPTION:

This course is a survey of the people movements and events of the Protestant Reformation and the Catholic Counter reformation from 1517-1650; though it will also consider the events that caused the Reformation. The events will be viewed in their political, social and ecclesiological context.

COURSE OBJECTIVES:

- Students should understand how a major historical event such as the Reformation can have many unrelated causes that combine together.
- They should be able to show their understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to explain why the reformation took place.
- Students will be able to appraise the part played in the course of the Reformation by key individuals (e.g., martin Luther and Ulrich Zwingli).

- Students will be able to compare and contrast the five new churches that emerged in Europe in the early years of the Reformation (The Lutherans, Reformed, Anabaptists, Anglicans and Scottish Presbyterians).

COURSE OUTLINE:

- CAUSES OF THE REFORMATION.
- EUROPE IN ITS POLITICAL AND SOCIAL CONTEXT 1300-1500 AD.
- RELIGION IN EUROPE 1300-1500 AD.
- BEGINNINGS OF THE REFORMATION 1517 AD.
 - The 3 Phases of the Reformation.
 - Phase 1: 1517-1550 AD, Initial Schism in which the Protestant churches form.
 - Phase 2: 1545-1648 AD, The Catholic Counter-Reformation that saw internal changes within Roman Catholicism.
 - Phase 3: Protestant/Catholic Wars fought sporadically until the 'Thirty Years War of 1618-1648 AD, which concludes with the Peace of Westphalia.
- THE COURSE OF THE REFORMATION.
- RESULTS OF THE REFORMATION.
- THE TEACHING OF THE REFORMATION.
- THE ROMAN CATHOLIC COUNTER REFORMATION.
- THE THIRTY YEARS WAR 1618-1648 AD.

COURSE TEXTBOOKS AVAILABLE IN BOOK ROOM:

- Baker, Robert A., *A Summary of Christian History*, Broadman, USA, 1994.
- Shelley, Bruce L, *Church History in Plain Language*, Thomas Nelson, 1978.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 270-274.2 and 284.2.

10.3.3 HIS 203 - POST-REFORMATION HISTORY 1650-2000 AD

COURSE DESCRIPTION:

This course is a survey of the people movements and events from the end of the Reformation in 1650 to the Modern day looked at through the prism of the Evangelical Revival and the progress of Religion in Europe and the USA. The events will be viewed in their political, social and ecclesiological context.

COURSE OBJECTIVES:

- Students should understand how through history the church which began in the New Testament era continues to grow and evolve.
- They should be able to show understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to record the development of Christianity in Britain and America in this period.
- Students will be able to demonstrate their understanding of how religion and politics are inseparably entwined using evidence from this period.
- Students will be able to define and explain their understanding of Revival and its contribution to post-reformation church history.

COURSE OUTLINE:

- THE 16TH AND 17TH CENTURIES.
- POST REFORMATION ENGLAND.
- REVIVALS.
- EVANGELICALISM.
- EUROPEAN MISSIONARY BEGINNINGS.
- THE 19TH CENTURY - A CENTURY OF CHANGE.
- RELIGION IN BRITAIN AND AMERICA.
- NEW PHILOSOPHIES.
- THE 20TH CENTURY - THE WORLD BECOMES A GLOBAL VILLAGE.
 - PENTECOSTALISM.
 - WAR AND TOTALITARIANISM.
 - CIVIL RIGHTS IN AMERICA - Dr. Martin Luther King 1929-1968.
 - THEOLOGY AND PHILOSOPHY IN THE 20TH CENTURY.
 - POPE JOHN XXIII 1858-1963 AND VATICAN II.
 - LIBERATION THEOLOGY.

- BILLY GRAHAM b.1918-2018.
- A GLOBAL CHURCH.

COURSE TEXTBOOKS AVAILABLE IN BOOK ROOM:

- Baker, Robert A., *A Summary of Christian History*, Broadman, USA, 1994.
- Shelley, Bruce L, *Church History in Pain Language*, Thomas Nelson, 1978.

RECOMMENDED READING:

The library has multiple books suitable for this course in the 270-274.2 and 277.3-287.5.

10.3.4 HIS 204 – HISTORY OF THE BAPTIST MOVEMENT

COURSE DESCRIPTION:

This course focuses on the birth and evolution of the Modern Baptist Movement from its English beginnings in Amsterdam to the modern day. The course will explore the two centuries of parallel evolution in Britain and America. The course will see the extent to which Baptist principles of independence, tolerance and separation of powers become embedded in the American ideal. The course will explore how the Baptists became the largest and most influential, though not dominant, Protestant group in the USA. The course will explore the very different story of the introduction of Baptists into Europe long after they are established in the UK and the USA and especially their incredible growth through persecution in Eastern Europe.

COURSE OBJECTIVES:

- Students should understand how through history the church which began in the NT continues to grow and evolve.
- They should be able to show understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to state the key events and people involved in the origins of the Baptist Movement in 1609-1638.

- Students will be able to establish the way in which historical events in the life of the Baptist Movement gave rise to Baptist Principles such as Freedom of Religion.
- Students will be able to assess the contribution made by Baptists to the political, social and economic development of Britain and America.

COURSE OUTLINE

- THE 17TH CENTURY.
- INTRODUCTION.
- THE FIRST ENGLISH BAPTIST CHURCHES.
- THE ENGLISH CIVIL WAR (1642-1651) AND THE ENGLISH BAPTISTS.
- THE RESTORATION OF 1660 AND ITS IMPACT ON BAPTISTS.
- THE GLORIOUS REVOLUTION OF 1688; THE ACT OF TOLERATION AND CHANGING TIMES FOR DISSENTERS.
- FRESH CHALLENGES OF NEW IDEOLOGIES.
- THE 18TH CENTURY.
 - BAPTIST GROWTH 1700-1770 AND CHURCH LICENSING.
 - 1770 AND THE BEGINNING OF BAPTIST REVIVAL.
 - PARTICULAR BAPTIST AND HYPER CALVINISM.
- THE 19TH CENTURY.
 - THE BAPTIST MISSIONARY SOCIETY 1792 AND WILLIAM CAREY 'FATHER OF THE MODERN MISSIONARY MOVEMENT'.
 - BAPTIST ITINERANCY AND BAPTIST GROWTH.
 - THE SUNDAY SCHOOL MOVEMENT.
 - THE CHURCH AND THE TRANSFORMATION OF BRITISH SOCIETY.
 - THE 1851 RELIGIOUS CENSUS.
 - BAPTISTS & EDUCATION.
 - BAPTIST HOME MISSION.
 - RELIGIOUS LIBERTY.
 - JOURNEY TO A NATIONAL UNION 1812-1891.
 - THE BAPTIST GIANTS OF THE AGE; JOHN CLIFFORD 1836-1923 AND CHARLES HADDON SPURGEON 1834-1892.
- THE TWENTIETH CENTURY.
 - INTRODUCTION - THE 20TH CENTURY WORLD.

- JOHN HOWARD SHAKESPEARE, BAPTIST UNION GENERAL SECRETARY 1898-1924.
- BAPTIST UNITY AND ECUMENISM.
- THE BAPTIST UNION AT THE GATES OF SCHISM 1970-1979: THE MICHAEL TAYLOR AFFAIR.
- THE JOURNEY TO CHURCHES TOGETHER IN THE 1970'S AND 1980'S.
- MISSION AND EVANGELISM IN THE 20TH CENTURY.
- BAPTIST MINISTRY IN THE 20TH CENTURY.
- A UNION FIT FOR PURPOSE IN THE 1990'S.
- WOMEN IN BAPTIST MINISTRY 1900-2015.

COURSE TEXTBOOKS AVAILABLE IN BOOK ROOM:

McBeth, Leon, *The Baptist Heritage Vol. 1 and 2*, Broadman, USA, 1987.

RECOMMENDED READING:

The library has multiple books suitable for this course in the 286-287.5.

10.3.5 HIS 205 – AFRICAN CHURCH HISTORY
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COURSE DESCRIPTION:

The course emphasizes the development of the church in Africa with notes on many of the present trends and influences upon African churches.

COURSE OBJECTIVES:

- Students should understand from the beginnings to the present day the story of the church in Africa.
- They should be able to show understanding of events and their causality in course assessments.
- They should understand that the church does not exist outside of the political and social context of the age.
- The emphasis is on understanding and comprehension rather than the learning of facts.

COURSE LEARNING OUTCOMES:

- Students will be able to describe the origin of Christianity in Africa and in East Africa, in particular.
- Students will be able to discuss the issues raised by such matters as dependency and local church autonomy.

- Students will be able to formulate their own understanding as to the potential future development of the church in East Africa.

COURSE OUTLINE:

- To study the history of the church in Africa.
- To study the entrance of missions and missionaries into these areas.
- To study the development of the church in Ethiopia and Sudan.
- To come to understand the influence of the World Wars and results in East Africa, particularly in that German East Africa (Kenya, Tanzania and Uganda) was mandated to Britain.
- To study the development of education under the British commission of education.
- To study mission contributions in the area of medicine.
- To study the development of mission councils between countries.
- To study the history of the Revival Movement.
- To study the influence of the Portuguese in East Africa.
- To study the specific effects of World War II on these countries.

COURSE TEXTBOOKS AVAILABLE IN BOOK ROOM:

- Hildebrandt, Jonathan., *History of the Church in Africa: A Survey*, AFRICA CHRISTIAN PRESS, Achimota, Ghana, by Nuprint Ltd. Herts, UK. 1981.
- Anderson, Keith B., *Church History and Theology*, The Provincial Board of Theological Education, Church of the Province of Kenya, Nairobi, Kenya. 1984.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 276.27.

10.4 THEOLOGY

10.4.1 THE 201 – BIBLIOLOGY AND HERMENEUTICS

COURSE DESCRIPTION:

This course is an overview of the Christian Scriptures and the methods of interpretation.

COURSE OBJECTIVES:

- Describe the structure and basic divisions of both the Old Testament and New Testament.
- Presentation of the historical, cultural contexts of the books of the Bible including authorship, place of writing, and recipients.
- Emphasis is placed on viewing the Scriptures as a unified whole and as more than a sum of its individual parts.
- Look at the process of translation through the millennia.
- Define the terms inspiration, inerrancy, autograph, canon, and authority.
- Overview of the basics of Biblical interpretation.
- Survey the various genres of Biblical writings.

COURSE LEARNING OUTCOMES:

- Students will be able to reproduce a detailed chart of the structure of the Bible.
- They will be able to describe the historical-cultural contexts of the major sections of the Biblical world.
- They will be able to employ proper rules of interpretation and distinguish these from loose interpretation methods.
- They will be able to explain the process of translation from original writing to today.

COURSE OUTLINE:

- What is the Bible?
 - Origins.
 - Authorship.
 - Timeline.
 - Historical Factors.
- How did the Bible come from original writing to East Africa?
 - Original Author.
 - Manuscripts and Copies.
 - Translations.
- Why is the Bible Authoritative and the Final Revelation for the Church?
 - Inspiration.
 - Inerrancy.

- Canon.
- What are the five keys to Interpretation?
 - Content.
 - Context.
 - Comparison.
 - Culture.
 - Consultation.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Hendricks, Howard G., *Living by The Book*, Moody, USA, 2007.
- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7 and 268.6.

10.4.2 THE 202 – REVELATION AND THEOLOGY PROPER
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COURSE DESCRIPTION:

This course is a two-part course. In the first, we will explore how God reveals His nature and message through General Revelation and Special Revelation. In the second, we will examine the question of who God is. Different definitions of God, names of God, attribute of God and the Trinitarian nature of God will all be examined.

COURSE OBJECTIVES:

- Presentation of distinction between General-Natural Revelation and Special Revelation.
- Define and analyse four arguments for the existence of God.
- Survey the references to and evidence for the Trinity in the Scriptures.
- Explain the differences between the names used for God in the Scriptures (Elohim, Yahweh, Adonai, Lord, the LORD, God).
- Survey the attributes of God.

COURSE LEARNING OUTCOMES:

- Students will be able to distinguish between General-Natural Revelation and Special Revelation.

- They will be able to define and analyse four arguments for the existence of God.
- They will be able to sketch the references to and evidence for the Trinity in the Scriptures.
- They will be able to identify the differences between the names used for God in the Scriptures (Elohim, Yahweh, Adonai, Lord, the LORD, God).
- They will be able to discuss the attributes of God.

COURSE OUTLINE:

- How does God reveal God's self to the creation?
 - General-Natural Revelation.
 - Special Revelation.
- What are four arguments for the existence for God?
 - Cosmological Argument.
 - Teleological Argument.
 - Moral Argument.
 - Ontological Argument.
- What is the Trinity?
 - Scriptural Evidence.
 - Definition.
- What are the different words used in the Scriptures for God?
- What are the attributes of God?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 236-236.9

10.4.3 THE 203 - ANTHROPOLOGY AND HAMARTIOLOGY

COURSE DESCRIPTION:

This course will be an in-depth study of the doctrine of the origin and composition of humanity as well as the fall of humanity into sin and sin's consequences upon the creation.

COURSE OBJECTIVES:

- Study the origins of humankind, both through the lens of Scripture and the challenges faced by current scientific understandings.
- Present the image of God and its various interpretations.
- Survey the different understandings of the composition of a human (Monist, Dichotomist, Trichotomist).
- Discuss the fall of humanity and its consequences.

COURSE LEARNING OUTCOMES:

- Students will be able to summarize the Christian understanding of the creation of humanity.
- They will be able to discuss the complexity of how the Biblical view of creation fits in with the scientific understanding of origins.
- They will be able to categorize the various interpretations of the image of God.
- They will be able to compare the basic understandings of the composition of a human.
- They will be able to diagnose the sin of humanity and catalogue its consequences.

COURSE OUTLINE:

- What is the Biblical view of the creation of humanity?
 - God as the actor in creation.
 - Humans as the pinnacle of the creatures.
 - Various views on the age of the earth and humanity.
- What is the image of God?
- What is a human?
- How did humanity fall into sin and what were the devastating consequences?
- What is the sin nature and how is it passed on to individuals?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7.

10.4.4 THE 204 - CHRISTOLOGY

COURSE DESCRIPTION:

This course will investigate the person and works of Jesus the Christ.

COURSE OBJECTIVES:

- Explain the pre-existence and eternity of the Son of God.
- Demonstrate the importance of the incarnation and virgin birth of Jesus.
- Survey the evidence for the Deity of Jesus the Christ.
- Survey the evidence for the Humanity of Jesus the Christ.
- Present the various names given to Jesus.
- Introduce the offices of Christ.
- Sketch the major works of Christ.
- Study the evidence for the bodily resurrection of Jesus.

COURSE LEARNING OUTCOMES:

- Students will be able explain the pre-existence and eternity of the Son of God.
- They will be able to demonstrate the importance of the incarnation and virgin birth of Jesus.
- They will be able to review the evidence for the Deity of Jesus the Christ.
- They will be able to review the evidence for the Humanity of Jesus the Christ.
- They will be able to recall the names given to Jesus.
- They will be able to reference the offices of Christ.
- They will be able to sketch the major works of Christ.
- They will be able to establish the historicity of the resurrection of Jesus.

COURSE OUTLINE:

- Did the Son of God exist before the birth of Jesus?
- Who is Jesus?
 - Jesus as God.
 - Jesus as Human.
- What other names does Jesus have?
- What are the offices of Jesus?
- What is the evidence for the resurrection of Jesus?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Hendricks, Howard G., *Living by The Book*, Moody, USA, 2007.
- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 232-232.97.

10.4.5 THE 205 - PNEUMATOLOGY

COURSE DESCRIPTION:

This course will explore the person and work of the Holy Spirit. Time will also be given to other spirits such as angels and demons and Satan.

COURSE OBJECTIVES:

- Study the personhood of the Holy Spirit.
- Identify which symbols are associated with the Holy Spirit in the Scripture.
- Explain the works of the Holy Spirit in the lives of unbelievers and believers.
- Identify the gifts of Holy Spirit and appraise the use of the gifts today.
- Survey the scriptural references to Angels and recognize their activities.
- Survey the scriptural references to Demons and recognize their activities.
- Explore the origin of Satan and Satan's works.

COURSE LEARNING OUTCOMES:

- Students will be able to demonstrate the personhood of the Holy Spirit.
- They will be able to identify which biblical symbols are associated with the Holy Spirit.
- They will be able to explain the works of the Holy Spirit in unbelievers and believers.
- They will be able identify the gifts of Holy Spirit and appraise the use of the gifts today.
- They will be able to survey the scriptural references to Angels and their activities.
- They will be able to survey the scriptural references to Demons and their activities.
- They will be able to describe the origin of Satan and Satan's works.

COURSE OUTLINE:

- Who is the Holy Spirit?
- What are the Biblical symbols for the Holy Spirit?
- How does the Holy Spirit work in the unbeliever?
- How does the Holy Spirit work in the believer?
- What are the gifts of the Holy Spirit?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Hendricks, Howard G., *Living by The Book*, Moody, USA, 2007.
- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 231.3.

10.4.6 THE 206 - SOTERIOLOGY

COURSE DESCRIPTION:

This course will examine the doctrine of Salvation. Special emphasis will be placed on Scriptural understanding and vocabulary.

COURSE OBJECTIVES:

- Explore the vocabulary of Scripture regarding the concept of Salvation (Atonement, Redemption, Reconciliation, Propitiation).
- Identify the roles of Repentance and Faith.
- Explain the terms Justification, Sanctification, and Glorification.
- Discuss the meaning of Eternal Security.
- Describe the results of Salvation.
- Explore the dynamics of the Calvin-Arminian tension.

COURSE LEARNING OUTCOMES:

- Students will be able to analyse the vocabulary of Scripture regarding the concept of Salvation (Atonement, Redemption, Reconciliation, Propitiation).
- They will be able to identify the roles of Repentance and Faith.
- They will be able to explain the terms Justification, Sanctification, and Glorification.

- They will be able to discuss the meaning of Eternal Security.
- They will be able to describe the results of Salvation.
- They will be able to debate the dynamics of the Calvin-Arminian tension.

COURSE OUTLINE:

- What does Salvation mean?
 - Salvation.
 - Atonement.
 - Redemption.
 - Reconciliation.
 - Propitiation.
- How do Repentance and Faith work in bringing someone to Salvation?
- What are the three stages of Salvation?
 - Justification.
 - Sanctification.
 - Glorification.
- Can someone lose their Salvation?
- What are the different views between the Calvinists and Arminians regarding salvation?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Hendricks, Howard G., *Living by The Book*, Moody, USA, 2007.
- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 230-231.044.

10.4.7 THE 207 - ECCLESIOLOGY

COURSE DESCRIPTION:

This course will explore the meaning, purpose, aspects, offices of, distinctives, and functions of the church. Different types of leaderships models, governments, and ordinances are discussed.

COURSE OBJECTIVES:

- Study the various metaphors used in the Scriptures to refer to the universal Church of God.
- Review the story of the local and universal New Testament Church in the book of Acts of the Apostles.
- Define the purposes of the Church.
- Explore various government and office models for the local church.
- Investigate various denominational understandings of the Lord's Supper and Baptism.

COURSE LEARNING OUTCOMES:

- Students will be able to identify the various metaphors used in the Scriptures to refer to the universal Church of God.
- They will be able to summarize the story of the local and universal New Testament Church in the book of Acts of the Apostles.
- They will be able to define the purposes of the Church.
- They will be able to classify various government and office models for the local church
- They will be able to critique and categorize various denominational understandings of the Lord's Supper and Baptism.

COURSE OUTLINE:

- What is the Church?
- What is the origin of the Church?
- What are the purposes of the Church?
 - Teaching/Doctrine.
 - Observation of the Ordinances.
 - Prayer.
 - Evangelism.
 - Worship.
 - Benevolence.
- What are models for Church government?
 - Episcopal.
 - Presbyterian.

- Congregational.
- What are the different denominational understandings of the Lord's Supper and Baptism?
 - Roman Catholic.
 - Lutheran.
 - Presbyterian.
 - Baptist.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Hendricks, Howard G., *Living by The Book*, Moody, USA, 2007.
- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 230-231.044, 254; 254.5; 270-274.2.

10.4.8 THE 208 - ESCHATOLOGY

COURSE DESCRIPTION:

This course will be an examination of the future events. Various views will be explored in coordination with the Scriptures.

COURSE OBJECTIVES:

- Understand the meaning of death and the intermediate state.
- Review the resurrection of Christ and the implications for the future resurrection of the dead.
- Study the present and future Kingdom of God.
- Explore the various views of the millennial kingdom.
- Investigate the Second Coming of Christ and the Rapture.
- Study the Final Judgement.
- Discuss the New Heavens and the New Earth.

COURSE LEARNING OUTCOMES:

- Students will be able to understand the meaning of death and the intermediate state.

- They will be able to review the resurrection of Christ and explain the implications for the future resurrection of the dead.
- They will be able to recognize the present and future Kingdom of God.
- They will be able to appraise the various views of the millennial kingdom.
- They will be able to describe the Second Coming of Christ and the Rapture.
- They will be able to summarize the Final Judgement.
- They will be able to discuss the New Heavens and the New Earth.

COURSE OUTLINE:

- What is death?
- What happens after physical death and before the resurrection of the dead?
- What will happen when the dead are resurrected?
- How is it that the Kingdom of God is already here and not yet here?
- What are the major views on the Millennial Kingdom?
 - Pre-Millennial
 - A-Millennial
 - Post-Millennial
- What are the different views on the Second Coming of Christ and the Rapture of the Church?
- What do we know about Future Judgement?
- What are the New Heavens and the New Earth?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Waterhouse, Steven W., *Not by Bread Alone*, Westcliff, USA, 2000.
- Sproul, R. C., *Everyone's A Theologian*, Ligonier, USA, 2014.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 236-236.9.

10.5 RELIGION

10.5.1 REL 201 – AFRICAN TRADITIONAL RELIGIONS

COURSE DESCRIPTION:

This course is a study of East Africa traditional religious customs.

COURSE OBJECTIVES:

- The purpose of this course is to enable participants to study the meaning, understanding and practice of traditional religious customs in East Africa in the light of the Christian Faith.
- To analyse critically these traditional customs.
- To address these traditions from the standpoint of the Christian Faith.

COURSE LEARNING OUTCOMES:

- Students will be able to describe the essential understanding of Tribal religion.
- Students will be able to critically appraise tribal religious practices and their relevance in the modern era.
- Students will be able to justify the adoption of Christian practices, understandings and traditions to replace ancient Tribal ones.

COURSE OUTLINE:

- To learn the meaning of African Traditional Religions within their general definitions.
- To teach the basic beliefs, attitudes and practices prevalent in African religions.
- To learn theological terms and their definitions in Biblical teaching in order to become aware of the divergencies of belief and practice. Syncretism is noted.
- To teach the biblical standards of worship, belief and practice.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gehman, Richard., *African Traditional Religion in Biblical Perspective*. East African Educational Publishers Ltd. Nairobi, 1989. O'Donovan, Wilbur, *Biblical Christianity in African Perspective*, Paternoster Press, Carlisle, U.K. 1995.
- Reference: Kato, Byang H. *Theological Pitfalls in Africa*, Evangel Publishing House, P.O. Box 28963, Nairobi, Kenya. Reference Books: assigned by the professor.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 286-276, 287.5, 290, 294-297.123 and 299.6.

10.5.2 REL 202 – ISLAM

COURSE DESCRIPTION:

This course is a study of the Islamic Faith tracing its course from inception to the current day. The course will cover the principles beliefs of the Islamic Faith in comparison to the Faith Christian showing students the essential differences between the two Faiths. Students will be taught how they may engage in inter-faith dialogue with Muslims and how to explain the Christian Faith clearly to them.

COURSE OBJECTIVES:

- The purpose of this course is to ensure participants have a clear understanding of Islam and its teachings.
- The course also intends to address Islam from the point of view of Christian Apologetics and equip students to address the theological distinctions between Christianity and Islam.

COURSE LEARNING OUTCOMES:

- Students will be able to state the essential teachings of Islam.
- Students will be able to appraise critically Islamic teachings in the light of Christian teachings.
- Students will be able to design their own approach to Islam using the knowledge-based materials they have been taught at UBS.

COURSE OUTLINE:

- To study the life of Muhammad and the origins of Islam from 570-632 AD.
- To study the early development of Islam and the origins of the Sunni and Shia sects.
- To study the major beliefs of Islam including:
 - Islamic Theology of God.
 - Islam and the Koran.
 - Islam and Jesus.
 - Islamic understandings of Human Salvation.
 - Islam and Jihad.

- To study Islamic Faith and Practice including:
 - Islamic Worship.
 - Islamic Prayer.
 - Islam and the Five Pillars of Faith.
- To study the development of Islam, particularly in Africa.
- To understand the religious books of Islam.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- The Camel Method Student Version, WigTake Resources, 2004.
- Nehls, Gerhard and Eric, Walter, *Islam, as it Sees Itself, As Others See It, As It Is.*, Life Challenge Africa, Nairobi, Kenya, 1996.
- Anderson, Keith B. and Benson, G. Patrick, *Religions in East Africa*, Provincial Board of Theological Education, Church of the Province of Kenya, Nairobi, Kenya.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 290, 294-297.123 and 297-297.6.

10.5.3 REL 203 – INTRODUCTION TO ETHICS
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COURSE DESCRIPTION:

In this introduction to the study and practice of Christian ethics, the student will examine philosophical and theological backgrounds for ethics, the role of biblical authority, and the historical relation between church and culture in order to develop a valid method of moral decision making, evaluate ethical issues, and apply the correct principles to life.

COURSE OBJECTIVES:

- The purpose of this course is
 - ...to equip students with the knowledge and understanding:
 - ...to understand ethical and moral dilemmas.
 - ...to make good ethical and moral choice.
 - ...to live lives marked with integrity free from personal and institutional corruption.

COURSE LEARNING OUTCOMES:

- Students will be able to recognise ethical dilemmas and develop strategies to deal with them.

- Students will be able to distinguish between those ethical values that are part of the Christian Faith and those that are not and justify their Christian values.
- Students will be able to critically assess their own lifestyle in terms of the Christian Ethics taught in this course.

COURSE OUTLINE:

- To teach the fundamentals of biblical ethics so that the student will mature in spiritual and character development and thus produce a godly life.
- To lay the foundation for spiritual experience by reviewing the central doctrines of God, His Word, Christ and the Holy Spirit and understanding a step-by-step. Christian growth: growing in the knowledge of Christ, prayer, worship, believer fellowship, and citizen responsibility.
- To learn to interpret and apply accumulated key ethical passages of Scripture.
- To understand major current ethical issues confronting contemporary Christianity.
- To be able to identify and discuss key thinkers, models and ideas in ethics, and learn to competently discuss and argue ethical issues convincingly.
- To understand the commitment required to voice Christian values in ministry and community at appropriate times.
- To give practicums in church-related problems faced by the students.
- To give a glossary of current terms and definitions of ethics in today's society.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Giles, James, *Biblical Ethics and Contemporary Issues*, Carib Baptist Publications, El Paso, Texas, 1978. Geisler, Norman L., *Christian Ethics: Options and Issues*, Baker Book House, Grand Rapids, Michigan, 1989. Mugambi, J.N.K., Wasike-Nasimiya A., *Moral and Ethical Issues in African Christianity: A Challenge for African Christianity*, Acton Publishers, Nairobi, 1999.
- **Reference:** Packer, J.I., *Knowing Christianity*, InterVarsity Press, Downers Grove, Illinois, 1995., Jones, David Clyde. *Biblical Christian Ethics*, Baker Books, Grand Rapids, MI 1994.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 241-241.096

10.5.4 REL 204 – CHRISTIAN DENOMINATIONS

COURSE DESCRIPTION:

This course is a study of the origins and the teachings of the major Christian Denominations that exist in the world today.

COURSE OBJECTIVES:

- The purpose of this course is to ensure that students understand what it is that the Christian Denominations accept as common or core beliefs that are denominated Christian.
- The course also intends students to understand how different churches may adopt alternative understanding on some issue or place greater emphasis on certain theological points to the extent that this allows the formation of other Christian churches.

COURSE LEARNING OUTCOMES:

- Students will be able to explain the differences between the different Christian Denominations.
- Students will be able to justify what it is that allows them to be denominated as Christian despite these differences.
- As a result of this course, it is expected that students will show a clearly Christian appreciation of those within their world-wide Faith community who have differences to them in terms of practice and doctrine.
- This course is intended to discourage prejudice toward the world's major Christian Denominations and to promote understanding.

COURSE OUTLINE:

- This course will not consider in detail the Baptist church as they are covered in full in courses 'DIP MIN 201 Baptist Principles' and 'DIP HIS 204 History of the Baptist Movement'.
- Teachers will also be aware that those students progressing to the BTH course will study Pentecostalism in depth during this course in 'BTH HIS 306 – Pentecostalism'.
- To study the origin, the teaching and the practices of the major Christian churches
- To study those theological and practical differences that separate out the major Christian churches from one another

- The main churches to be considered are:
 - The Roman Catholic Church
 - The Eastern Orthodox Church
 - The Anglican Church
 - The Methodist Church
 - The Pentecostal Church
 - The idea of the Independent Churches

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Hamilton, Adam. *Christianity's Family Tree: What Other Christians Believe and Why*. Abingdon: Nashville, TN, 2007.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 280.

10.5.5 REL 205 - QUASI-CHRISTIAN GROUPS
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COURSE DESCRIPTION:

This course is a study of those religious cults whose theological content has similarities with Christianity but who diverge on key doctrinal points to the extent they are not to be considered as members of the world-wide Christian Church.

COURSE OBJECTIVES:

The purpose of this course is to equip students with the knowledge required to understand that Christianity despite its multiple denominations there remains a recognisable core set of beliefs common to these churches and in the light of this to be able to recognise those groups who are therefore not Christian and to explain this in discussion.

COURSE LEARNING OUTCOMES:

- Students will be able to explain the differences between the different Quasi-Christian groups.
- Students will be able to justify what it is that allows them to be denominated as Quasi-Christian rather than Christian.

COURSE OUTLINE:

- To study the Nicene Creed as a basis for core beliefs held to be true across the Christian Denominations. In particular:

- The Doctrine of the Trinity.
- The Doctrine of the Dual Nature of Jesus Christ (Fully God/Fully Man).
- The Doctrine and the Historical events of the Atonement/Easter.
- The Doctrine of the Second Coming.
- To understand that the Christian Denominations hold Doctrines that define them as Baptists, Anglicans, Roman Catholics etc. but that these serve to distinguish them as different parts of the Christian Family and still allow them all to be determined Christian.
- To study the origins, the beliefs, the practices and the theological distinctions between the major Quasi-Christian cults and Christianity.
- The Quasi-Christian cults we are concerned with are those most prevalent in East Africa including:
 - Jehovah Witnesses.
 - Mormons or Church of the Latter-Day Saints.
 - The Seventh Day Adventists.
 - The Prosperity Gospel Pentecostals
 - Etc.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Van Gordon, Kurt. *Mormonism*. Zondervan Publishers: Grand Rapids, MI, 1995.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 285.9 and 289.3-289.92.

10.5.6 REL 206 – APOLOGETICS

COURSE DESCRIPTION:

This course is a study of the skills and knowledge required to equip students to be able to defend their Christian Faith against the common attacks of secularists and those of other religions.

COURSE OBJECTIVES:

To equip students to be able to defend their Faith in discussion with secularists, those of other belief systems and those questioning or challenging Christian beliefs and practice.

COURSE LEARNING OUTCOMES:

- Students will be able to list some of the key Christian Apologists and some of their main arguments.
- Students will be able to define what is meant by Christian Apologetics.
- Students will be able to develop their own methods of using the knowledge they have acquired to construct an effective Christian Apologetic of their own.

COURSE OUTLINE:

- To study the historical evidence that supports the Christian Faith and in particular to study the evidence relating to:
 - The birth, life, ministry, death, resurrection and ascension of Jesus Christ.
 - The reliability of the Gospels and Acts.
 - The work and ministry of the New Testament Church and Paul in particular.
- To understand fully the Christian Theology of Creation and the Fall.
- To understand and to be able to make a contribution to the concerns involved in dealing with complex moral issues such as:
 - The origin of evil.
 - The problem of sin.
 - The failure of the church in such matters as the Crusades, the Inquisition etc.
 - The question of suffering.
 - Science and, the Bible and Faith.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Baucham, Voddie Jr., *Expository Apologetics*, Wheaton: Crossway, IL, 2015.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 239.

10.6 MINISTRY

10.6.1 MIN 201 - ORIENTATION AND BAPTIST BASICS

COURSE DESCRIPTION:

This course is an introduction to UBS in which students learn about the college, its facilities (e.g., the library and computer rooms) and the expectation of being a student here. This course also includes an introduction to the beliefs and the governing principles of the world-wide Baptist Movement.

COURSE OBJECTIVES:

- The purpose of this course is to ensure at the outset that students are clear as to what is expected of them in terms of their study and personal responsibilities as a student at UBS.
- The secondary purpose is to ensure that students are clear concerning the principles that govern the life of Baptists the world-over.

COURSE LEARNING OUTCOMES:

- Students will be able to recall how to find books and use the library effectively.
- Students will be able to apply the practical teachings of this course to enhance their learning experience at UBS.
- Students will be able to evaluate the organisation of their own church in the light of the lessons learned during the course.

COURSE OUTLINE:

- Introduction to the library and gain access via their own account to lending privileges.
- Introduction to the computer services and learn of the training sessions available for those who have not previously used computer's as well as the more advanced courses available.
- Learn about the administration and organisation of the Church, including the writing of a Constitution and the conducting of Member's Meetings.
- Learn traditional values that have guided Baptists churches since their origins in 1609. In particular they will learn about:
 - Freedom of Religion.
 - Local Church autonomy.
 - Baptist Church governance (methods; congregationalism; etc.).

- Baptists and worship.
- Baptists and Integrity.
- Baptists Beliefs regarding Baptism and Church Membership.
- Baptists understandings of Leadership.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Jarvis, Dr. C., *A Most Peculiar People: A Study of The World-Wide Baptist Movement and the Principles that Motivate and Guide it*, UBS Press, Jinja, Uganda, 2018.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 234.161 and 270-274.2

10.6.2 MIN 202 – MINISTRY FOUNDATIONS
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COURSE DESCRIPTION:

This course will help the students to better understand foundations of ministry such as evangelism, discipleship, leadership development and healthy church formation.

COURSE OBJECTIVES:

- This course will equip students to be prepared for ministry when they return to their churches and their communities.
- This course will equip students to be effective in evangelism and discipleship.
- This course will equip students to know the difference between a healthy and unhealthy church and how to move an unhealthy church towards health.
- The students will be equipped to develop leaders who produce leaders.

COURSE LEARNING OUTCOMES:

- The student will be able to teach what was learned in this course when they return home.
- The student will be able to evangelize and disciple with theological accuracy.
- The student will be able to assess what is a healthy church and how to move a church from unhealthy to healthy.
- The student will be able to develop leaders.
- The student will be ready to participate in ministry foundation labs.

COURSE OUTLINE:

- Evangelism: What, Why and How?

- Discipleship: What, Why and How?
- Leadership Development: What, Why and How?
- Healthy Church Development: What, Why, and How?

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Rodgers, Kevin, James Bledsoe, William Hardwick, Daniel Lowry, and Jason Milton, eds. *Healthy Church Leadership: A Manual for Healthy Churches in Africa*. Nairobi, KE, 2021.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 254-268.

10.6.3 MIN 203 - HOMILETICS

COURSE DESCRIPTION:

This course is designed to provide students with a solid foundation for biblical preaching by exploring the implications of preaching a text and preaching the gospel. Preaching the gospel is considered from historical, biblical, theological, and pastoral perspectives. Emphasis will be placed on how to produce expository sermons that are contextually suited for East African context.

COURSE OBJECTIVES:

- This course will consider historical styles of preaching.
- This course will consider the Biblical illustrations and instructions for preaching.
- This course will consider the theological necessity and implications of preaching.
- This course will consider pastoral implications of preaching.
- This course will equip students to write expository sermons utilizing the historical, grammatical method.

COURSE LEARNING OUTCOMES:

- The student will be able to preach theologically solid sermons.
- The student will be able to exegete a passage of Scripture and prepare a sermon that includes application.
- The student will understand their place in the history of preaching and the Biblical precedent for preaching.

COURSE OUTLINE:

- Establishing the importance and necessity of preaching

- Historical
- Biblical
- Giving the students a “template” structure of a sermon and helping them understand how to form each section:
 - Introduction
 - Body (unified points of the sermon)
 - Application
 - Conclusion
- Introducing Students to ideas such as:
 - Exegesis and Eisegesis
 - Homiletics and Hermeneutics
 - Finding the “big idea” of the text
 - Asking questions of the text
 - The points of the sermon matching the point of the text
 - Asking what the text says about God/Jesus before asking what it says about man
 - Application
 - The character and spiritual life of the preacher being important

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Sermons*. Grand Rapids, MI: Baker Academics, 2000.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 251-252.6.

10.6.4 MIN 303 – WORSHIP AND THE ARTS
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COURSE DESCRIPTION:

A course comparing and analysing traditional and contemporary forms of worship and music. The biblical base of Baptist worship is emphasized.

COURSE OBJECTIVES:

- To teach the true meaning of God, the use and misuse of His name, and the understanding of God in relationship to worship.

- To teach the biblical definition of worship including lifestyle realizing the culmination of worship is service.
- To teach the place of music in worship.
- To teach the distinctives in understanding and practice between the traditional and contemporary forms of worship and music with particular emphasis upon the biblical view of syncretism.

COURSE LEARNING OUTCOMES:

- The successful student will...
 - explain the true meaning of God, the use and misuse of His name, and the understanding of God in relationship to worship.
 - explain the biblical definition of worship including lifestyle realizing the culmination of worship is service.
 - explain the place of music in worship.
 - explain the distinctives in understanding and practice between the traditional and contemporary forms of worship and music with particular emphasis upon the biblical view of syncretism.

COURSE OUTLINE:

- Unit One: Introduction to biblical basis of worship, and description of relationship with God.
- Unit Two: Traditional and contemporary worship through music.
- Unit Three: Issues of cultural syncretism in worship and music.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Owens, Ron., *Return to Worship: A God-Centered Approach*. Broadman and Holman Publishers, Nashville, TN. 1999.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 248.3 & 264.

10.6.5 MIN 205 - ADMINISTRATION AND PRACTICALS

COURSE DESCRIPTION:

This course is concerned with preparing students to conduct the major services that will be required of them during their time as pastors. This course is concerned with general Church Administration.

COURSE OBJECTIVES:

- This course will equip students to conduct the many special services required of pastors.
- Students will also be taught to understand the reasons for the way these special services are conducted.

COURSE LEARNING OUTCOMES:

Students will fully understand and be prepared to conduct the many special services required of them as pastors.

COURSE OUTLINE:

- PRACTICALS.
 - To answer the question: What is the Church and what is the role it plays in the life of believers and in the life of the community at large?
 - To teach what are the main elements in a general service of worship: song, prayer, reading of the word, preaching; testimony and ministry.
 - To demonstrate how these elements can be incorporated in different church services and to provide to student's different templates for a general service of worship.
 - To consider the following types of special services and to explain their relevance, their meaning and how to conduct them:
 - Communion or the Lord's Supper.
 - Dedication of Infants (explaining also 'infant baptism' from a Baptist perspective).
 - Believer's baptism by Immersion (including the place of testimony and prayer for the baptised).
 - Welcoming New members.
 - The Marriage Service and the Blessing of a marriage contracted civilly.

- The Funeral Service.
- Ordination.
- Dedication of Buildings.
- ADMINISTRATION.
 - Building, leading and supporting a Team including elders, deacons, preachers, youth leaders, music leaders and women’s leaders etc.
 - The art of delegation.
 - Understanding church finances including budgeting, the need for a treasurer, financial oversight and financial integrity.
 - To teach the processes of record keeping and data storage concerning membership and attendance.
 - To teach methods of effectively communicating with the church membership.
 - To teach the purpose, policies and procedures of the church office.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Eaton, Paul and Kay., *Handbook of Worship Services for Pastors*, Literature Office, Baptist Bookshop, Wandegeya, Kampala, Uganda, 1989.
- Parts translated from Kitabu Cha Ibada Kwa Wachungaji, Copyright, 1986, Baptist Publications House, Thika Road, Ruaraka, Box 30370, Nairobi.
- Holcomb, Tim J., *Church Administration from A to Z*, Convention Press, Nashville, TN, 1994.
- Tidwell, Charles A. *Church Administration: Effective Leadership for Ministry*, Broadman Publishers, Nashville, TN 1985.
- Wright, P.C., *Pastor's Guidebook*, Evangel Publishing House, 1982.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 248.3, 254 and 264.

10.6.6 MIN 206 - BIBLICAL COUNSELLING
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COURSE DESCRIPTION:

This course is an introduction to counselling with a Biblical perspective.

COURSE OBJECTIVES:

The purpose of this course is to provide students with a basic understanding of what counselling is and is not, and to give them basic skills to enhance their task as pastors.

COURSE LEARNING OUTCOMES:

- Students will be able to summarise the key components involved in effective counselling.
- Students will be able to diagnose from dialogue with other issues requiring counselling.
- Students will be able to develop an effective strategy for counselling church members.

COURSE OUTLINE:

- To teach and understanding of the basic principles of counselling from a Christian and Biblical perspective.
- To provide basic Relationship Information in respect of the following situations:
 - Traditional marriage customs in Africa working toward a Christian model for marriage.
 - Ugandan marriage laws in particular as they relate to local churches conducting legal marriages.
 - The biblical principles of Christian marriage, including principles concerning the choosing of a partner.
 - Special issues related to Christian marriage, separation, multiple marriages and divorce.
- To make students aware of the issues involved in other ethical and moral situations such as:
 - Homosexuality.
 - Alcoholism.
 - Personal, Corporate and Political Corruption.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Cummins, Harold., *How to Help: A Guidebook for People Who Help Others*, International Publications Services, Nairobi, Kenya.
- Gichinga, Emmy M. *Basic Counselling Skills*, Faith Communication, Westlands, Nairobi, Kenya, 1999.

- TAG, A Biblical Approach to Marriage and Family in Africa, Institute of Church Renewal, STC, Kijabe, Kenya. 1994.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 241.63; 253.5, and 306.8-306.85.

10.6.7 MIN 207 - COMMUNITY LEADERSHIP AND HEALTH

COURSE DESCRIPTION:

This course investigates the role of the Pastor as a Community Leader especially in areas vital to the development of communities such as Agriculture. This course is concerned with equipping students with basic community health information to better care for themselves and the community where they are leaders. This course is concerned equipping students with basic information about trauma to best care for community members who are going through rough times.

COURSE OBJECTIVES:

- The purpose of this course is to equip the pastor and other church leaders to play a vital role in the general welfare and development of their local communities.
- This course will equip students to care for themselves, families and the community.
- Students will understand the trauma and why it is important to listen to people with wounds of the heart and also walk with them to healing.

COURSE LEARNING OUTCOMES:

- Students will be able to recall the essential understanding of what is involved in effective community leadership.
- Students will be able to evaluate their own role in the community and develop a plan to enhance their role as a community leader.
- Students will be able to develop the means of effectively measuring their impact as a community leader.
- Students will understand and also become a health mouthpiece for the community and for people with wounds of the heart.

COURSE OUTLINE:

- LEADERSHIP.
 - To emphasize the leadership role of the pastor within his church and community to educate and involve the community in these issues.
 - To learn the reasons for cleanliness and what good personal hygiene is and be able to model it to others.
 - To learn how to construct a good latrine, refuse pit and dish drying rack.
 - To learn different methods of water purification in rural settings.
 - To learn how to choose and prepare soil and how to improve the soil by fertilization using compost and mulching.
 - To learn how to choose the appropriate seeds for soil type and altitude, but particularly nutrition.
 - To learn the best methods of irrigation.
 - To learn crop rotation and pest and disease control.
 - To learn how to model gardening in order to help communities to develop.
 - To study the Uganda political system at local and national level and equip pastors to be comfortable in operating alongside other community/political leaders.
- HEALTH.
 - We define health and community health.
 - Personal hygiene, sanitation and diseases associated with poor sanitation.
 - Types of germs, Infectious and non-infectious diseases.
 - Childhood illnesses and immunisation.
 - Body immunity.
 - Sexually transmitted diseases and HIV/AIDS.
 - Family planning and child spacing.
 - Healing the wounds of trauma.
 - If God loves, us why do we suffer?
 - How can the wounds of the heart be healed?
 - What happens when someone is grieving?
 - Taking your pain to the cross.
 - How can we forgive others?
 - Organising community health education sessions.

- Mobilise for good community and personal hygiene.
- Refer the sick to the appropriate medical facilities.
- Advocate for better health practices in the community.
- Identify the people with wounds of the heart and offer support.
- Organise healing group sessions.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Kyalimpa, Paul, *Sustainable Agriculture: Read and Do Farmer's Manual*, Rev. Ed. Unigraphic Print Solution under Budget Colour Print Publishers, 2010.
- *Healing Wounds of Trauma: How the Church can Help* by Harriet Hill, Margaret Hill, Richard Bagge, Pat Miersma.

RECOMMENDED READING:

Werner, David et al, *Where There is No Doctor: A Village Health Care Handbook for Africa*, MacMillan, 2010. The library has multiple books suitable for this course under the classification number 253 and 630.

10.7 ENGLISH

10.7.1 ENG 201 - STUDY METHODS

COURSE DESCRIPTION:

A general introduction to English, study techniques, and computer skills.

COURSE OBJECTIVES:

- To give students study techniques and test taking strategies to use in all classes.
- To equip students with basic computer skills (creating an email address, sending an attachment, typing basics).
- To equip students with the knowledge of sentence and paragraph structure.
- To improve reading comprehension and conversational English.

COURSE LEARNING OUTCOMES:

- Students will be able to use personal computers for their coursework.
- Students will begin to develop their use of English appropriate to the level of their studies.
- Students will begin to prepare themselves and establish the study skills required for successful studies at UBS.

COURSE OUTLINE:

- To understand and apply how to take tests.
- To create an email address and use it.
- To give an introduction to computers/typing.
- To give students the knowledge how to send attachment.
- To learn the sentence types.
- To understand and apply study skills.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible.

10.7.2 ENG 202 – ORGANISED WRITING

COURSE DESCRIPTION:

This course is an introduction to writing with organization using an introduction, body paragraphs, and a conclusion.

COURSE OBJECTIVES:

- To equip students with the skills to write in an organized way.
- To give students necessary grammar tools to write properly.
- To improve reading comprehension and conversational English.

COURSE LEARNING OUTCOMES:

- Students will be able to express themselves through their written work using good English and showing proper use of illustrations and metaphor.
- Students will be able to organise and manage the compilation of essays and other coursework.
- Students will be able to support their discussions with appropriate use of footnotes.

COURSE OUTLINE:

- To learn and apply how to write an organized essay.
- To create a Title Page.
- To learn Footnotes and how to use them.
- To write a paper using footnotes.
- To understand quotation marks.
- To understand what a noun is and be able to identify a noun.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

10.7.3 ENG 203 – REFERENCING AND BIBLIOGRAPHY

COURSE DESCRIPTION:

This course focuses on making a proper bibliography and footnotes.

COURSE OBJECTIVES:

- To give students the ability to prepare a bibliography.
- To enable students to distinguish the differences between footnotes and bibliography.
- To prepare students for writing a research paper.

COURSE LEARNING OUTCOMES:

- Students will be able to accurately prepare a bibliography.
- Students will be able to choose and include properly appropriate references from other texts to support their interpretations and arguments.

COURSE OUTLINE:

- To understand what a bibliography is and practice creating one.

- To understand what a verb is and be able to identify verbs.
- To write a paper using footnotes and a bibliography.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible.

10.7.4 ENG 204 – INTRODUCING THE RESEARCH PAPER

COURSE DESCRIPTION:

This course introduces the students' capstone research project with requirements and expectations.

COURSE OBJECTIVES:

- To give students a clear understanding and direction for their capstone research project.
- To give students an understanding of research and why it is important.
- To enable students to compose an outline.

COURSE LEARNING OUTCOMES:

- Students will be able to apply lessons learnt and develop a plan for writing their thesis.
- Students will be able to justify the importance of their thesis and evaluate its contribution to theological understanding.

COURSE OUTLINE:

- To learn what research is and why it is important.
- To introduce Research Paper.
- To understand what a pronoun is and be able to identify pronouns.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

10.7.5 ENG 205 – ORGANIZING THE RESEARCH PAPER

COURSE DESCRIPTION:

This course is a continuation of the research paper. The research paper will begin to have organization and structure. The idea of peer revision will be introduced.

COURSE OBJECTIVES:

- To give students the ability to organize their research project.
- To enable students to understand the revision process.

COURSE LEARNING OUTCOMES:

Students will be ready to submit their thesis proposal for approval.

COURSE OUTLINE:

- To learn how to organize the research paper.
- To learn what an adjective and adverb are and be able to identify them.
- To understand peer reviewed revisions.
- To strengthen reading comprehension in reading exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

10.7.6 ENG 206 – REVIEWING RESEARCH PAPER

COURSE DESCRIPTION:

This is a course that focuses on the revision process using peers.

COURSE OBJECTIVES:

- To enable students to understand the revision process.
- To strengthen students' computer skills.
- To enable students to apply the revision process.

COURSE LEARNING OUTCOMES:

- Students will be able to conduct their own self-appraisal and critique of their thesis throughout its compilation.

COURSE OUTLINE:

- To understand and participate in peer reviewed revisions.
- To use computer software for editing.
- To understand what conjunctions and transitions are and be able to identify them.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

10.7.7 ENG 207 - COMPLETE THE RESEARCH PAPER

COURSE DESCRIPTION:

This course is a summation of the capstone research project.

COURSE OBJECTIVES:

- To strengthen students' computer skills by requiring a typed final project in Turabian style.

- To enable students to finalize projects by editing, revising, and presenting their final project.

COURSE LEARNING OUTCOMES:

Students will be ready to submit their thesis following accurately the submission guidelines.

COURSE OUTLINE:

- To give a final project presentation.
- To learn how to use prepositions.
- To strengthen reading comprehension in reading exercises.
- To strengthen speaking skills in conversation exercises.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Required reading consists of news articles with active reading and critical thinking exercises.

RECOMMENDED READING:

Students have the choice to read and use a variety of resources to support their writing and should read English newspapers, magazines and books as much as possible. The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

10.8 MINISTRY FOUNDATIONS AND PREACHING LABS:

10.8.1 MFL 201 – MFL 206

COURSE DESCRIPTION:

These courses are taught in conjunction with MIN 302: MINISTRY FOUNDATIONS and offers students opportunities to discuss and put into practice what they learned in that course.

COURSE OBJECTIVES:

- These courses offer students the opportunity to discuss the implementation of discipleship and evangelism in their communities.
- These courses offer students the opportunity to discuss the implementation of leadership development and healthy church formations.
- These courses practice accountability by having the students be held accountable by the professor.

COURSE LEARNING OUTCOMES:

- Students will improve their skills in, and comfort with, evangelism and discipleship.
- Students will improve their skills in producing healthy churches and leadership development.

COURSE OUTLINE:

- MFL 201: Introduction.
 - 3/3 Process.
 - Worship.
 - Accountability.
 - Vision Casting.
 - Practice.
 - Goals and Prayer.
- MFL 202: Understanding the Church.
 - Healthy Churches and Biblical Church Membership.
 - Baptist Perspective.
 - Church Circle.
 - Father's Heart & Four Fields.
- MFL 203: Ordinances.
 - Survey of Baptism
 - Theology of Baptism.
 - The Lord's Supper.
- MFL 204: Worship and Prayer.
 - Private Prayer.
 - Corporate Prayer.
 - Personal Discipleship.
 - Corporate Discipleship, Small Groups and Sunday School.
- MFL 205: Love and Accountability & Leadership
 - Fellowship in the Church.
 - Introduction to biblical accountability.
 - Biblical accountability – Church discipline.
 - Church leadership: two Offices

- Principles of spiritual leadership.
- Stewardship, giving and finances in the Church.
- MFL 206: Evangelism and Missions
 - Biblical Theology.
 - Practical Methods.
 - Biblical missions – church planting.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Rodgers, Kevin, James Bledsoe, William Hardwick, Daniel Lowry, and Jason Milton, eds. *Healthy Church Leadership: A Manual for Healthy Churches in Africa*. Nairobi, KE, 2021.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 254-268.

10.8.2 PRL 201 – PRL 205

COURSE DESCRIPTION:

These courses are taught in conjunction with THE 201: BIBLIOLOGY AND HERMENEUTICS and MIN 203: HOMILETICS and offers students opportunities to preach.

COURSE OBJECTIVES:

- These courses allow students the opportunity to preach under the observation and critique of the professor and fellow students.
- These courses offer students the opportunity to evaluate sermons under the guidance of the professor.

COURSE LEARNING OUTCOMES:

- Students will improve their skills in, and comfort with, expository preaching.
- Students will improve their skills in being “good Bereans” by evaluating and checking what they are hearing.

COURSE OUTLINE:

- PRL 201: Review of Exegesis and Title and Division Statements.
- PRL 202: The Introduction and Conclusion of the Sermon.
- PRL 203: Preaching Theocentric Sermons and Pointing to Jesus.
- PRL 204: Using Illustrations Properly.
- PRL 205: Making Application.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Various articles and sections of books provided by the professor.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 251-252.6.