



UGANDA BAPTIST SEMINARY

BACHELOR IN THEOLOGY PROGRAMME

VERSION 2.0

MAY 2023

# 1 TABLE OF CONTENTS

1	BACKGROUND.....	3
2	PROGRAMME NAME AND DURATION .....	5
3	PROGRAMME DESCRIPTION .....	5
4	PROGRAMME RATIONALE .....	5
5	PROGRAMME OBJECTIVES .....	5
6	PROGRAMME LEARNING OUTCOMES.....	6
7	ENTRY REQUIREMENTS .....	6
8	FACILITIES AVAILABLE .....	7
	8.1 Human Resources.....	7
	8.2 Infrastructure .....	8
9	EXAMINATION REGULATIONS .....	9
	9.1 Course Evaluation.....	9
	9.2 Classification of awards for Bachelor in Theology .....	9
	9.3 Individual Course assessment:.....	9
	9.4 Miscellaneous Course Policies .....	10
	9.5 Requirments for award of Bachelor in Theology .....	11
10	BACHELOR IN THEOLOGY CURRICULUM STRUCTURE .....	12
11	BACHELOR IN THEOLOGY COURSE DESCRIPTIONS.....	17
	11.1 Old Testament.....	17
	11.2 New Testament .....	29
	11.3 Church History.....	60
	11.4 Theology .....	70
	11.5 Religion.....	85
	11.6 Ministry & Missions.....	96
	11.7 English .....	113

# 1 BACKGROUND

Uganda Baptist Seminary was founded in 1988 by the Baptist Mission of Uganda in order to train church leaders to be more excellent servants of the church. While the school began humbly with a handful of students, to date over 1,000 brothers and sisters have graduated from the school.

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 communities of ministry, 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 traditional residential 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 Bachelor in Theology Programme was initiated in 2000 under the category of an Advanced Diploma. On 30 March 2016 the NCHE awarded UBS with a provisional license to offer the BTH programme as a Private Other Degree Awarding Institution. We have 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.

Below is a brief timeline of Uganda Baptist Seminary:

- 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 for 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 was reached.
- 2015 Founder Principal Jack Frost retired. UBS continued to expand the faculty.
- 2016 NCHE awarded provisional license to offer a Bachelor of Theology Degree Programme.
- 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.
- 2022 UBS employs 5 full-time faculty, 15 part-time lecturers, and 20 support staff, the majority of whom are Ugandans. There are currently three missionary partners working full-time. Students attend from Uganda and all neighbouring countries including South Sudan, Sudan, Kenya, Tanzania, Rwanda, Burundi, and DRC.

## **2 PROGRAMME NAME AND DURATION**

The name of the programme is Bachelor in Theology. It consists of eleven, one-month terms. The total number of credit units for the entire programme is 132. The average time to complete these terms is four years.

## **3 PROGRAMME DESCRIPTION**

The Bachelor 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.

## **4 PROGRAMME RATIONALE**

The raison d'être of Uganda Baptist Seminary is the training of church leaders (pastors, evangelists, youth leaders, women's leaders, worship leaders, etc.) throughout East Africa. There is a great need to improve the quality of the servants of God's people found throughout the region. The Bachelor in Theology is needed to sharpen these servants to a high standard. While the primary objective is to train the members of Baptist churches, we also train members of other evangelical protestant churches, without restriction.

## **5 PROGRAMME OBJECTIVES**

The objectives of the Bachelor in Theology programme are as follows:

- 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.

## 6 PROGRAMME LEARNING OUTCOMES

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

- Practice and teach Biblical exposition and apply the lessons thereof to one's own personal life and ministry.
- 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.
- Investigate and identify issues in their churches and communities and apply relevant counselling with the pursuant appropriate outcomes.
- Illustrate relative proficiency in the practice and verbal communication of the tools and skills learned while under instruction at Uganda Baptist Seminary.

## 7 ENTRY REQUIREMENTS

The minimum requirement for entry into the Bachelor in Theology programme is *one* of the following:

- A-level Entrants Scheme: Uganda Certificate of Education (UCE) with five passes or its equivalent and Uganda Advanced Certificate of Education (UACE) or its equivalent with at least two principal passes.
- Mature Age Scheme: Mature Age Entrance Examinations awarded to a person aged at least 22 years and who has passed with at least 50% marks. The Certificate shall be valid for no more than two years. The mature age entry examinations centre must have been authorized by NCHE.
- Diploma Scheme: A Diploma recognized by the National Council for Higher Education or its equivalent recognized as such by NCHE.
- Degree Scheme: Any recognised bachelor's degree recognised by the National Council for Higher Education.

## 8 FACILITIES AVAILABLE

### 8.1 HUMAN RESOURCES

<b>FULL-TIME FACULTY</b>
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1. Mr. Anthony Shelton, Ph.D. Philosophical Theology (Princeton Theological Seminary) and M.A. Theology (Southwestern Baptist Theological Seminary), Principal and Professor. His areas of teaching specialty are Theology, Philosophy, Biblical Studies, and Biblical Greek.
2. Mr. Eric Lockhart, Th.M. (Southeastern Baptist Theological Seminary), First Deputy Principal for Academic Affairs and Associate Professor. His areas of teaching specialty are Hermeneutics, Homiletics, and Pastoral Ministries.
3. Mr. Moses Mulago, M.T.S. (Southeastern Baptist Theological Seminary), 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.
4. Mr. Agustav Odonoy, M.T.S. (Southeastern Baptist Theological Seminary), Dean of Students and Senior Lecturer. His areas of teaching specialty are Homiletics, Church Administration, Evangelism, and African Church History.
5. Mr. Robert Masereka, M.T.S. (Southeastern Baptist Theological Seminary), Director of Library Sciences and Senior Lecturer. His areas of teaching specialty are English, Islamic Studies, Research Projects, and World Religions.
6. Mrs. Misti Shelton, M.T.S. (Southeastern Baptist Theological Seminary), Senior Lecturer. Her areas of teaching specialities are English and Pedagogy.
7. Mr. Andy Peterson, M.Div. (Cedarville University), Assistant Professor. His areas of specialty are English, Theology, and Biblical Studies.
8. Mr. Roy Kasika, Bachelor of Theology (UBS), Assistant Lecturer. His areas of teaching specialty are English and Worship and Music.
9. Mr. James Senyonjjo, Bachelor of Theology (UBS), Assistant Lecturer. His areas of specialty are New Testament Studies and Pastoral Ministries.

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

<b>ADJUNCT FACULTY:</b>
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1. Mr. Clive Jarvis, Ph.D. (Glasgow), Professor. His areas of teaching specialty are Church History, Biblical History, and New Testament.
2. Mr. Simon Okuni, M.T.S. (Southeastern Baptist Theological Seminary), Senior Lecturer. His areas of teaching specialty are Pastoral Ministry, Old Testament, and Preaching.
3. Mr. Gordon Kyomulinzi, M.T.S. (Southeastern Baptist Theological Seminary), Senior Lecturer. His areas of teaching specialty are Church Planting, Missions, and Evangelism.
4. Mr. Andrew Cosmas, M.T.S. (Southeastern Baptist Theological Seminary), Senior Lecturer. His areas of teaching specialty are Old Testament and Preaching Lab.
5. Mr. Godfrey Wanyama, M.T.S. (Southeastern Baptist Theological Seminary), Senior Lecturer. His areas of teaching specialty are Biblical Greek and Theology.

## 8.2 INFRASTRUCTURE

1. There are three dormitories with a maximum occupancy of 125 beds.
2. There are four classrooms. These classrooms have student seating capacities of 45, 25, 25, and 20.
3. There is a fully functional library with the following volumes:

a. Books catalogued and processed	16,342
b. Logos Bible Software	2,716
c. Journals & Magazines	1,294
d. Calibre	472
e. DVDs & CDs	<u>123</u>
Total: 20,947	
4. The computer laboratory has thirty workstations in the main lab and another fourteen stations in the research lab located in the library.



## 9 EXAMINATION REGULATIONS

### 9.1 COURSE EVALUATION

MARKS	LETTER OF GRADE	GRADE POINTS
80 – 100	A	5.0
75 – 79.9	B+	4.5
70 – 74.9	B	4.0
65 – 69.9	B-	3.5
60 – 64.9	C+	3.0
55 – 59.9	C	2.5
50 – 54.9	C-	2.0
Below 50	F	0

### 9.2 CLASSIFICATION OF AWARDS FOR BACHELOR IN THEOLOGY

Class	CGPA
First Class	4.40 - 5.00
Second Class (Upper Division)	3.60 - 4.39
Second Class (Lower Division)	2.80 - 3.59
Third Class (Pass)	2.00 - 2.79

### 9.3 INDIVIDUAL COURSE ASSESSMENT:

- Each course is assessed by course work and final semester examination.
- The volume of learning in any given course is gauged by the credit units attached to the course.
- The credit unit (weighted) raw marks are assigned appropriate grade points as follows:
  - A student who passes by at least 50% (or grade point greater than 2) gains all credit units allocated for the course.
  - A student who scores less than 50% does not gain any credit unit.
  - A student who scores a grade point of less than two (2) shall be allowed to retake a course when it is next offered.

## 9.4 MISCELLANEOUS COURSE POLICIES

### **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 1<sup>st</sup> Deputy Principal of Academic Affairs, or, in his/her absence, the principal.

### **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.

### **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.

### **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.

**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.

**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.

**SENATE:**

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.

**9.5 REQUIRMENTS FOR AWARD OF BACHELOR IN THEOLOGY**

To qualify for the award of the Bachelor 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).

# 10 BACHELOR IN THEOLOGY CURRICULUM STRUCTURE

OLD→ Old Testament

NEW→ New Testament

HIS→ Church History

THE→ Theology

MIN→ Ministry and Mission

REL→ Religious Studies

ENG→ English

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

MODULE	TERMS AND COURSES		LH	TH	PH	CH	CU
<b>YEAR 1 - SEMESTER 1</b>							
<b>TERM 1 (12 Total Credit Units)</b>							
OLD	111	Introduction and the Pentateuch	35		20	45	3
NEW	111	Biblical Background and the Gospels	35		20	45	3
THE	111	Bibliology and Hermeneutics	30			30	2
MIN	111	Ministry Foundations	10	20	20	30	2
ENG	111	Study Methods	20	10	10	30	2
<b>TERM 2 (12 Total Credit Units)</b>							
OLD	112	Historical Books: Joshua to Esther	25		10	30	2
NEW	112	Acts	25		10	30	2
HIS	111	Early Church History: 100-1500 AD	30			30	2
THE	112	Theology Proper	30			30	2
MIN	112	Homiletics	10	20	20	30	2
ENG	112	Organised Writing	20	10	10	30	2
<b>YEAR 1 - SEMESTER 2</b>							
<b>TERM 3 (12 Total Credit Units)</b>							
OLD	123	Poetry and Wisdom Literature	35		20	45	3
NEW	123	Pauline Epistles	35		20	45	3
HIS	122	The Reformation: 1500 – 1649 AD	45			45	3
THE	123	Anthropology and Hamartiology	45			45	3
<b>TERM 4 (12 Total Credit Units)</b>							
OLD	124	Major Prophets: Isaiah to Daniel	35		20	45	3
NEW	124	General Epistles to Revelation	25		10	30	2
HIS	123	Post-Reformation History: 1650 AD - Present	30			30	2
THE	124	Christology	45			45	3
MIN	123	Community Leadership and Health	20	10	10	30	2

MODULE		TERMS AND COURSES	LH	TH	PH	CH	CU
<b>YEAR 2 - SEMESTER 1</b>							
<b>Diploma Graduate Entry Point</b>							
<b>TERM 5 (12 Total Credit Units)</b>							
OLD	215	Minor Prophets: Hosea to Malachi	35		20	45	3
NEW	215	Biblical Greek 1	40		40	60	4
HIS	214	Baptist History	30			30	2
REL	211	Islam	45			45	3
<b>TERM 6 (12 Total Credit Units)</b>							
OLD	216	Genesis	35		20	45	3
NEW	216	Biblical Greek 2	35		20	45	3
THE	215	Pneumatology	30			30	2
REL	212	Introduction to Ethics	30			30	2
ENG	213	Referencing and Bibliography	20	10	10	30	2
<b>YEAR 2 - SEMESTER 2</b>							
<b>TERM 7 (12 Total Credit Units)</b>							
NEW	227	1 & 2 Corinthians or Hebrews	35		20	45	3
THE	226	Soteriology	45			45	3
REL	223	Christian Denominations	30			30	2
REL	224	Quasi-Christian Groups	30			30	2
ENG	224	Introduce Research Paper	20		20	30	2
<b>TERM 8 (12 Total Credit Units)</b>							
NEW	228	The Gospel of Matthew or Luke	35		20	45	3
HIS	225	African Church History	30			30	2
THE	227	Ecclesiology	30			30	2
MIN	224	Biblical Counselling	35		20	45	3
ENG	225	Organising the Research Paper	20		20	30	2

MODULE	TERMS AND COURSES		LH	TH	PH	CH	CU
<b>YEAR 3 - SEMESTER 1</b>							
<b>TERM 9 (12 Total Credit Units)</b>							
OLD	317	Isaiah	25		10	30	2
NEW	319	Romans	25		10	30	2
MIN	315	Marriage and the Family	35		20	45	3
REL	315	Philosophy and Apologetics	45			45	3
ENG	316	Review Research Paper	20	10	10	30	2
<b>TERM 10 (12 Total Credit Units)</b>							
NEW	3110	Ephesians or Colossians/Philemon	35		20	45	3
THE	318	Eschatology	45			45	3
MIN	316	Administration and Practicals	25	20	20	45	3
ENG	317	Complete Research Paper	25	20	20	45	3
<b>YEAR 3 - SEMESTER 2</b>							
<b>TERM 11 (12 Total Credit Units)</b>							
NEW	3211	Revelation	30			30	2
THE	329	Current Issues in Africa	30			30	2
MIN	327	Pastoral Leadership and Ministry	20		20	30	2
MIN	328	Ministry Foundations Lab	20	10	10	30	2
MIN	329	Preaching Lab	20	10	10	30	2
REL	326	The Grand Narrative	30			30	2
						<b>TOTAL</b>	<b>132</b>
		Oral Interviews					
		<b>Graduation</b>					

## **COURSES BY DISCIPLINE**

### **Old Testament**

OLD 111	Introduction and the Pentateuch
OLD 112	Historical Books: 1 Samuel to Esther
OLD 123	Poetry and Wisdom Literature
OLD 124	Major Prophets: Isaiah to Daniel
OLD 215	Minor Prophets: Hosea to Malachi
OLD 216	Genesis
OLD 317	Isaiah

### **New Testament**

NEW 111	Biblical Background and the Gospels
NEW 112	Acts
NEW 123	Pauline Epistles
NEW 124	General Epistles to Revelation
NEW 215	Biblical Greek 1
NEW 216	Biblical Greek 2
NEW 227	1 & 2 Corinthians or Hebrews
NEW 228	The Gospel of Matthew or Luke
NEW 319	Romans
NEW 3110	Ephesians or Colossians/Philemon
NEW 3211	Revelation

### **Theology**

THE 111	Bibliology and Hermeneutics
THE 112	Theology Proper
THE 123	Anthropology and Hamartiology
THE 124	Christology
THE 215	Pneumatology
THE 226	Soteriology
THE 227	Ecclesiology
THE 318	Eschatology
THE 329	Current Issues in Africa

## **Church History**

HIS 111	Early Church History: 100 - 1500 AD
HIS 122	The Reformation: 1500 - 1649 AD
HIS 123	Post-Reformation: 1650 AD - Present
HIS 214	Baptist History
HIS 225	African Church History

## **Religious Studies**

REL 211	Islam
REL 212	Introduction to Ethics
REL 223	Christian Denominations
REL 224	Quasi-Christian Groups
REL 315	Philosophy and Apologetics
REL 326	The Grand Narrative

## **Practical Ministry**

MIN 111	Ministry Foundations
MIN 112	Homiletics
MIN 123	Community Leadership and Health
MIN 224	Biblical Counselling
MIN 315	Marriage and the Family
MIN 316	Administration and Practicals
MIN 327	Pastoral Leadership and Ministry
MIN 328	Ministry Foundations Lab
MIN 329	Preaching Lab

## **English**

ENG 111	Study Methods
ENG 112	Organised Writing
ENG 213	Referencing and Bibliography
ENG 224	Introduce Research Paper
ENG 225	Organising the Research Paper
ENG 316	Review Research Paper
ENG 317	Complete Research Paper



# 11 BACHELOR IN THEOLOGY COURSE DESCRIPTIONS

OLD→ Old Testament  
NEW→ New Testament  
HIS→ Church History  
THE→ Theology

MIN→ Ministry and Mission  
REL→ Religious Studies  
ENG→ English

## 11.1 OLD TESTAMENT

### **OLD 111 - INTRODUCTION & PENTATEUCH**

COURSE LEVEL: YEAR 1 TERM 1

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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 Books of Moses. Course OLD 216 is a separate study of the book of Genesis.

COURSE OBJECTIVES:

*This course will equip students to:*

- Understand the geography, culture, key themes, and flow of the Old Testament.
- Study the Old Testament as a whole, and the Pentateuch in particular, fits within the Grand Narrative of the Scripture, especially as seen in the covenants.
- Analyse how the Pentateuch also serves as an apologetic against the false gods of the area and an affirmation of the legitimacy of the God of Israel.
- Learn the major themes and literary genres of the Old Testament and Pentateuch.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Describe the geography, culture, key themes, and flow of the Old Testament.
- Articulate the Grand Narrative of Scripture, illustrating the role of the Old Testament and Pentateuch within that narrative.
- Identify the apologetics against false deities and the affirmation of the true God within the Pentateuch.

- Exegete and apply the principles of the Law and Holiness Code to a modern context.
- Contrast the sinfulness and unfaithfulness of the people of Israel and her leaders with the love and faithfulness of God.

#### COURSE OUTLINE:

- Overview of The Old Testament, as a whole, including its canonization, authorship, geography, and purpose.
- Explanation of The Grand Narrative and the way the Old Testament is a part of it.
- Examination of the Covenants of the Ancient Near East and the Five major covenants of Scripture.
- Genesis
  - Overview: Author, Date, Setting, Purpose
  - Genesis 1 as an apologetic against foreign deities
  - Man and Woman as the highest of God's creation and the Image of God.
  - Abraham and Faith
- Exodus
  - Overview: Author, Setting, Date, Purpose
  - The Passover and Exodus and their correlation to the Crucifixion
  - The Plagues as an Apologetic and Proof
  - The Ten Commandments
- Leviticus
  - Overview: Author, Date, Setting, Purpose
  - The Holiness Codes
  - The Priestly Caste
- Numbers
  - Overview: Author, Date, Setting, Purpose
  - Unique stories
- Deuteronomy
  - Overview: Author, Date, Setting, Purpose
  - The Second Law
  - Before the Promised Land

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

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.

**OLD 112 - HISTORICAL BOOKS: JOSHUA TO ESTHER**

COURSE LEVEL: YEAR 1 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the historical books of the Old Testament, from Joshua to Esther. The focus is the proper interpretation of its message to Israel and its abiding significance for the church.

COURSE OBJECTIVES:

*This course will equip students to:*

- Understand the historical setting of the Old Testament and its relationship to other ancient nations and empires.
- Articulate how God related to his people under the terms of the Old Covenant.
- Interpret the Historical books of the Old Testament.

### COURSE LEARNING OUTCOMES:

*The student will be able to:*

- List the key historical events of the history of the Jewish people.
- Interpret the value of the historical data presented in the texts.
- Compare the historical claims of the Old Testament with those of other contemporary histories.
- Teach the behaviours of good and bad Israelite kings.
- List the events in the nation of Israel on a timeline.

### COURSE OUTLINE:

- Title, Authorship, Date, Content Overview, Atlas Reference, and the Chronological Placement and Interpretative challenges of each book.
- Abrahamic covenant and the History of Israel.
- The Promised Land and its conquest.
- God's preservation of His people.
- Customs of the nations in their relationship to the Near Eastern background and relation to Israel.

### STUDY MATERIALS:

This course will utilize videos, books, and articles.

### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.

### 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.

## **OLD 123 - POETRY & WISDOM LITERATURE: JOB TO SONG OF SONGS**

COURSE LEVEL: YEAR 1 TERM 3

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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. The course content includes introductions to the various books, characteristics of Hebrew poetry, exegesis of selected passages and a broad overview of major theological themes in Old Testament wisdom literature.

COURSE OBJECTIVES:

*This course will equip students to:*

- Understand the different kinds of literature to be found in the Old Testament
- Interpret various Old Testament literature.
- Study the value and the purpose of this Old Testament literature.

COURSE LEARNING OUTCOMES:

*Students will be able to:*

- Interpret various Old Testament literature in today's world.
- Teach the purpose of this Old Testament literature.
- Describe the difference between poetical and wisdom literature.
- Evaluate the linguistic forms to be found in wisdom literature.

COURSE OUTLINE:

- Overview of poetry and wisdom literature.
- Time, historical setting, and biblical chronology of each book.
- Parallelism and chiasm.
- Linguistic forms in wisdom literature.
- Job and Theodicy.
- Angelology, Theology Proper and the relationship between God and man.
- The Bible and Prosperity Gospel Theology.
- Types of Psalms and their place in the Biblical historic events.
- Character and works of God including specific attributes and their outworking in each specific book.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

RECOMMENDED READING:

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

**OLD 124 - MAJOR PROPHETS: ISAIAH TO DANIEL**

COURSE LEVEL: YEAR 1 TERM 4

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course is an introduction to and a general survey of the Major Prophets of Isaiah, Jeremiah (Lamentations), Ezekiel and Daniel. The goal is to prepare students to appreciate, interpret, and teach from these books in ministries of the Church. Course OLD 317 is a separate study of the book of Isaiah.

COURSE OBJECTIVES:

*This course will equip students to:*

- Understand the nature and the purpose of Old Testament prophecy.
- Analyse the nature and purpose of the role of the Prophet in the Old Testament.

- Learn the significance of the major prophets in their historical context.

COURSE LEARNING OUTCOMES:

*By the end of the course students will be able to:*

- Summarise the central message of each major prophet.
- Demonstrate the value of the message of the major prophets to their church communities in Africa today.
- Apply the messages of the major prophets and conclude from them those things of greatest concern to God.

COURSE OUTLINE:

- Time, historical setting, and biblical chronology, especially in relationship to the historical books.
- Reasons for studying prophecy.
- The Prophets and their Message
- Five major subjects of prophecy.
- Major covenants in relation to the prophets.
- Israel and their surrounding nations.
- Exposition of the texts.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., A Survey of Old Testament Introduction, Moody Press, Chicago, 1994.
- Benware, Paul N., Survey of the Old Testament, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., A Popular Survey of the Old Testament, Baker House Books, Grand Rapids MI, 1977.

RECOMMENDED READING:

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

**OLD 215 - MINOR PROPHETS: HOSEA TO MALACHI**

COURSE LEVEL: YEAR 2 TERM 5

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip students to:*

- Distinguish between the role of the major and minor prophets.
- Understand the 8th Century Prophets in their historical and cultural setting.

COURSE LEARNING OUTCOMES:

*By the end of the course students will be able to:*

- Summarise the central message of each minor prophet.
- Communicate the value of the message of the minor prophets to their church communities in Africa today.
- Apply the messages of the minor prophets.

COURSE OUTLINE:

- Time, historical setting, and biblical chronology, especially in relationship to the historical books.
- Prophecy and the Prophet.
- The Prophets and their Message
- Five major subjects of prophecy.
- Major covenants in relation to the prophets.
- Israel and their surrounding nations.
- Exposition of the texts.

STUDY MATERIALS:

This course will utilize videos, books, and articles.



MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Benware, Paul N., *Survey of the Old Testament*, Moody Press, Chicago, IL., 1988.
- Geisler, Norman L., *A Popular Survey of the Old Testament*, Baker House Books, Grand Rapids MI, 1977.

RECOMMENDED READING:

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

<b>OLD 216 - GENESIS</b>
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COURSE LEVEL: YEAR 2 TERM 6

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip students to:*

- Comprehend the nature of the Genesis narratives as differentiated by scholars.
- Identify the customs in Genesis in their relationship to the Near Eastern background.
- Study the theological themes and sections of Genesis.
- Compare and contrast the customs of Genesis with the customs of the ANE.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Comprehend the nature of the Genesis narratives as differentiated by scholars.
- Defend the Theological importance of Genesis.

- Identify the customs in Genesis in their relationship to the Near Eastern background.
- Summarise the scholarly approaches to the Genesis texts.
- Justify their own conclusions as to how they believe the texts should be treated ranging from literal truth to symbolic truth.
- Formulate their understanding of the theological truth contained within the Genesis texts.

COURSE OUTLINE:

- Origin Texts of Genesis 1.
- Garden Texts of Genesis 2-3 and the Origin of Sin.
- Abrahamic Covenant and its provisions.
- Historical nature of the Genesis texts.
- God's involvement with humanity through the patriarchal narratives.
- The early history of the people of God from Abraham to Joseph.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Archer, Gleason L., *A Survey of Old Testament Introduction*, Moody Press, Chicago, 1994.
- Arnold, Bill T., *Encountering the Book of Genesis*, Grand Rapids, 1998.
- Walvoord, John F. and Zuck, Roy B., *The Bible Knowledge Commentary*, Colorado Springs, 1983.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 220.7, 221 and 231.77.

## **OLD 317 - ISAIAH**

COURSE LEVEL: YEAR 3 TERM 9

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip the student to:*

- Identify the nature of the Isaiah narratives as differentiated by scholars.
- Learn the theological importance of Genesis.
- Reflect on Isaiah's importance in the developing revelation of God from Genesis through to Revelation.
- Study the scholarly approaches to the Isaiah texts.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Explain the nature of the Isaiah narratives as differentiated by scholars.
- Describe the theological importance of Genesis.
- Articulate Isaiah's importance in the developing revelation of God from Genesis through to Revelation.
- Summarise the scholarly approaches to the Isaiah texts.
- Demonstrate an understanding of the theological truth contained within the Isaiah texts.

COURSE OUTLINE:

- Social, political, and historical context of Isaiah and of King Hezekiah.
- "The Servant of the LORD."
- The Abrahamic Covenant and its provisions.
- Names in the book of Isaiah.
- Purpose, message and meaning of the four Servant Songs of Isaiah in 42:1–9; 49:1–13; 50:4–11; 52:13—53:12.
- Other major themes of Isaiah.
- The Punishment Prophecies and their focus on the Southern Kingdom of Judah (1:1-12:6).

- The Sin and Rebellion of Judah (1:1-12:6).
- The Call of Isaiah (6:1-13).
- The Messianic Prophecies of Isaiah (7:14; 9:6-7; 11:1-12).
- The Messianic Kingdom (2:3-4; 3:17; 35:5-6).

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Wiersbe, Warren W., *Be Comforted: Feeling Secure in the Arms of God*, David Cook, Colorado Springs, Colorado, 2009.
- Walvoord, John F. and Zuck, Roy B., *The Bible Knowledge Commentary*, Colorado Springs, 1983.

RECOMMENDED READING:

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

## 11.2 NEW TESTAMENT

### **NEW 111 - BIBLICAL BACKGROUND & GOSPELS**

COURSE LEVEL: YEAR 1 TERM 1

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- Understand the political, geographical, cultural, and religious conditions/events central to preparing the way for the birth of Jesus Christ and the early church.
- Identify 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.
- Gain an understanding of the cultural and religious life in Palestine, including Hellenism and the events surrounding the Maccabean revolt and the Hasmonean dynasty.
- Interpret the Gospels.
- 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:

*The student will be able to:*

- Explain the political, geographical, cultural, and religious conditions and events central to preparing the way for the birth of Jesus Christ and the early church.
- Describe the political events and cultural developments in the Mediterranean basin during this time, including the rise of such world powers as Greece, Rome, the Ptolemies, and Seleucids.

- Identify various influences on the cultural and religious life in Palestine, including Hellenism and the events surrounding the Maccabean revolt and the Hasmonean dynasty.
- Compare and contrast the exilic development of religious parties in Israel.
- Explain the growing vitality of Judaism during the Diaspora and the development of the synagogue.
- 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.
- Describe the authorship, time and place, purpose, and main teachings of each of the gospels.

#### 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 nature of a gospel—its purpose to bring the “good news.”
- Why four and not one: the nature of the four gospels, the audiences addressed. (2 hours)
- The Synoptic Problem: so alike, yet so different!
- The source theories including: The modern conservative view: settled oral traditions, access to personal information, written sources, the ministry of the Holy Spirit, and the very nature of a gospel.
- 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.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- 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 225 and 225.6.

## **NEW 112 - ACTS**

COURSE LEVEL: YEAR 1 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course introduces the book of Acts. 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:

*This course will equip the student to:*

- Reflect on 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.
- Study 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.
- Analyse 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.
- Identify the spread of the gospel following Paul's missionary journeys to Asia Minor, Greece, the Mediterranean islands, and Rome.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Describe 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.
- 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.



- Explain the authorship, time and place, purpose, and distinctive features of the Pauline letters/epistles.
- Apply the lessons of Acts to their ministries and personal walk.

COURSE OUTLINE:

- 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.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gromacki, Robert G., *New Testament Survey*, IntersVarsity 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*. IntersVarsity Press, 1970; Hawthorne, Gerald F., and Ralph P. Martin. *Dictionary of Paul and His Letters*. IntersVarsity Press, 1993; Marshall, I. Howard, *Tyndale New Testament Commentary. Acts of the Apostles*. IntersVarsity Press, 1980. The library has multiple books suitable for this course under the classification number 220.7, 225 and 226.6-227.83.

***NEW 123 - PAULINE EPISTLES***

COURSE LEVEL: YEAR 1 TERM 3

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

This course introduces the Epistles of Paul (as delineated in the traditional biblical canon, Romans-Philemon). Emphasis will be given to the context and purpose of the Epistles. The students will learn through a combination of class lectures, independent reading, short answer tests, selected written assignments, and exams.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Study the life and ministry of Paul as seen in the light of his writings.
- Learn the vital role played by Paul in shaping the faith and practice of the early church.
- Develop a knowledge of the authorship, time and place, purpose, and distinctive features of the Pauline letters/epistles.

### COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Describe the life and ministry of Paul as seen in the light of his writings.
- Explain the vital role played by Paul in shaping the faith and practice of the early church.
- Demonstrate a knowledge of the authorship, time and place, purpose, and distinctive features of the Pauline letters/epistles.
- Chronicle the consolidation of the early church throughout the Mediterranean basin.

### COURSE OUTLINE:

- 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.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- 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 220.7, 225 and 226.6-227.83.

**NEW 124 - GENERAL EPISTLES**

COURSE LEVEL: YEAR 1 TERM 4

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

This course provides a survey of the eight “General Epistles”: Hebrews, 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). This course consists of lectures, independent reading and research, short answer tests, and exams.

COURSE OBJECTIVES:

*This course will equip students to:*

- Learn the relationship between the Apostles and the early Church.
- Understand the ministries of Peter, John, and Jude.
- Consider the theories concerning the authorship of Hebrews.
- Study the theology and contents of these letters in practical assignments.

COURSE LEARNING OUTCOMES:

*By the end of the course students will be able 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.
- Demonstrate the ability to discuss the issues of authorship, time and place, purpose, and distinctive features of each of the General Epistles.
- Identify the occasion that provided the author’s impetus to write each of these Epistles.
- 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; and the difficulty in acceptance into the canon of the New Testament.
  - Hebrews including: The mystery of authorship, time and place, purpose, and distinctive features; The Supremacy of Christ; Salvation Issues; Jesus the High Priest like Melchizedek; Apostasy; Faith and Practice; Christians Sacrifices.
  - 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.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- 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.

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.

## **NEW 215 - BIBLICAL GREEK I**

COURSE LEVEL: YEAR 2 TERM 5

CONTACT HOURS: 60 HOURS

CREDIT UNITS: 4

### COURSE DESCRIPTION:

This course is an introductory course in the basic elements of New Testament Greek through a mastery of Basic Greek grammar, syntax, and vocabulary. Johannine epistles are introduced.

### COURSE OBJECTIVES:

*This course will equip the student to:*

- Learn Greek vowels and consonants.
- Study the formation of Greek letters, punctuation, diacritical marks, and accents.
- Understand Greek parts of speech.
- Learn vocabulary.

### COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Distinguish between Greek vowels and consonants.
- Identify the formation of Greek letters, punctuation, diacritical marks and accents.
- Utilize Greek parts of speech.
- Translate basic Greek passages.

### COURSE OUTLINE:

- Greek alphabet and listen to the phonology.
- Greek vowels and consonants.
- Greek letters, punctuation, diacritical marks, and accents.
- Vocabulary.
- Parts of speech in Greek.
- Translation.

### STUDY MATERIALS:

This course will utilize videos, books, and articles.



MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Black, David Alan., *Learn to Read New Testament Greek*, Broadman and Holman Publishers, Nashville, Tennessee, 1994.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 480-492.3.

***NEW 216 - BIBLICAL GREEK II***

COURSE LEVEL: YEAR 2 TERM 6

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

This course builds upon BTH NEW 215 Biblical Greek I to equip students to be able to read and translate New Testament Greek.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Learn Greek vocabulary.
- Study Greek grammar and sentence structure.
- Identify translation issues.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Read selected sections of the Greek New Testament and the Johannine Epistles.
- Use the Greek lexicon and other New Testament Greek resources.
- Translate selected texts from Johannine epistles.

#### COURSE OUTLINE:

- The content of BTH NEW 215 Biblical Greek I.
- Selected sections of the Greek New Testament in the Johannine Epistles.
- Greek lexicon and other New Testament Greek references.
- Various other selected texts from the New Testament.

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

#### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Black, David Alan., *Learn to Read New Testament Greek*, Broadman and Holman Publishers, Nashville, Tennessee, 1994.
- Gingrich, Wilbur F., Revised: Danker, Frederick W., *Shorter Lexicon of the Greek New Testament*, The University of Chicago Press, Chicago and London, 1983.

#### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 480-492.3.

## **NEW 227 - 1&2 CORINTHIANS OR HEBREWS**

COURSE LEVEL: YEAR 2 TERM 7

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

This study of either Corinthians or Hebrews is an analytical presentation of the texts highlighting the issues of faith, practice, and doctrine revealed in the selected book.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Identify the authorship, date, and historical setting of the selected book.
- Study the historical, social, and geographical setting of the selected book.
- Analyse the church issues relevant to the present in the selected book.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Explain the authorship, date, and historical setting of the selected book.
- Teach the historical, social, and geographical setting of the selected book.
- Describe the occasion and purpose of the selected book.
- Explain the theological and doctrinal issues raised by the selected book.

COURSE OUTLINE:

### OPTION 1 - I AND II CORINTHIANS

- The Background to I and II Corinthians: Authorship; Date; Location; Corinthians in the context of Paul's life and Ministry. The issues of Paul's other letters to Corinth.
- Content Overview of I and II Corinthians.
- Theological Issues in the Corinthian Church.
- Christ Crucified (I Cor. 2).
- The Lord's Supper (I Cor. 11).
- Spiritual Gifts (I Cor. 12-14).
- The Resurrection, Heaven, and Second Coming (I Cor. 15; 2 Cor. 5).
- Ethical Issues in the Corinthian Church.
- Unity and leadership (I Cor. 1, 3).
- Immorality (I Cor. 4).

- Lawsuits (I Cor. 6).
- Marriage (I Cor. 7).
- Christian Faith and Practice.
- Apostleship (I Cor. 4).
- Forbidden Food (I Cor. 8).
- Women in Worship (I Cor. 11).
- Forgiveness and reconciliation (2 Cor. 2; 5-6).
- Ministry (2 Cor. 3).
- Christian Treasure (2 Cor. 4).
- Living for Christ (2 Cor. 6).
- Giving (2 Cor. 8-9).
- Warnings (2 Cor. 13).
- Personal Matters: (I Cor. 16; 2 Cor. 1; 7; 10-11; 12).

#### OPTION 2 - HEBREWS

- The Background to Hebrews; Authorship; Date; Location; Debate over its inclusion in the NT Canon.
- Content Overview of Hebrews.
- Theological Issues.
- The Supremacy of Christ (Heb. 1; 3; 12).
- Salvation Issues (Heb. 2; 4; 9-10).
- Jesus the High Priest like Melchizedek (Heb. 5-8).
- Apostasy (Heb. 5-6).
- Faith (Heb. 11).
- Christians Sacrifices (Heb. 13).

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Barker, Kenneth L. & Kohlenberger, John R. III, *Zondervan NIV Bible Commentary, Vol. II, New Testament*, Zondervan Publishing House, Grand Rapids, MI, 1994.
- Dallas Seminary Faculty, *The Bible Knowledge Commentary, New Testament Ed.*, Editors, Walvoord, John F., and Zuck, Roy B., Victor, Branch of Cook Communication Ministries, Colorado Springs, Colorado, 1983. pp 505-549.

### RECOMMENDED READING:

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

## **NEW 228 - MATTHEW OR LUKE**

COURSE LEVEL: YEAR 2 TERM 8

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

### OPTION 1 – MATTHEW

### COURSE DESCRIPTION

This course provides a survey of the Gospel of Matthew that gives the student a general understanding of the purpose of the gospels, and the primary teachings of this gospel. Attention is given to the matters of authorship, time and place, purpose, and distinctive features and teachings of the Gospel of Matthew.

### COURSE OBJECTIVES

*This course will equip the student to:*

- Develop a knowledge of the purpose of a gospel in general, and how Matthew compares and contrasts with the other Synoptic Gospels in the presentation of the life and ministry of Jesus Christ.
- Learn the authorship, time and place, purpose, and the distinctive features of the Gospel of Matthew, including such issues as the Messianic Secret, the emphasis on Old Testament material and fulfilled prophecy, and the five great discourses.

- Evaluate the source theories presented in class that help explain the writing of the gospels, including the theory of priority given for Matthew or Mark.
- Consider the pertinent issues concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Matthew.

#### COURSE LEARNING OUTCOMES

*The student will be able to:*

- Demonstrate a knowledge of the purpose of a gospel in general, and how Matthew compares and contrasts with the other Synoptic Gospels in the presentation of the life and ministry of Jesus Christ.
- Explain the current position concerning the sources used by the gospel writers as they wrote their individual gospels, including the issue of Matthean or Markan priority.
- Demonstrate a knowledge of the authorship, time and place, purpose, and the distinctive features of the Gospel of Matthew, including such issues as the Messianic Secret, the emphasis on Old Testament material and fulfilled prophecy, and the five great discourses.
- Describe the earthly life and teachings of Jesus as provided in the Gospel of Matthew.
- Summarize the pertinent issues concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Matthew.
- Explain the pertinent issues concerning the Messianic Secret, use of Old Testament materials, and fulfilled Old Testament prophecy.

#### COURSE OUTLINE

- Introduction.
- Authorship, time and place, purpose, distinctive features.
- Jewish nature of the book—yet universal outlook, Old Testament quotations and allusions, emphasis on fulfilled prophecy.
- Division of the book centred around the five great discourses (5-7; 10; 13; 18; 24-25).
- Introductory matters related to the Synoptic Gospels, including the Messianic Secret and the Synoptic Problem.
- A cursory study of the content of the Gospel.

### STUDY MATERIALS:

This course will utilize videos, books, and articles.

### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- 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:

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 LUKE

### COURSE DESCRIPTION

This course provides a survey of the Gospel of Luke that gives the student a general understanding of the purpose of the gospels, and the primary teachings of this gospel. Attention is given to the matters of authorship, time and place, purpose, and distinctive features and teachings of the Gospel of Luke.

### COURSE OBJECTIVES

*This course will equip the student to:*

- Identify the purpose of a gospel in general, and how Luke compares and contrasts with the other Synoptic Gospels in the presentation of the life and ministry of Jesus Christ.

- Study key issues concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Luke, including such issues as Luke's target audience, his unique birth narratives, concern for the poor and women, and the inclusion of Gentiles in the plan of God.
- Compare and contrast Luke with the other Synoptic gospels concerning the life and ministry of Jesus, and also to explain the general purpose of a New Testament gospel.
- Identify the most significant issues concerning the authorship, time and place, purpose, and the distinctive features of the gospel of Luke.

#### COURSE LEARNING OUTCOMES

*The student will be able to:*

- Teach the purpose of a gospel in general, and how Luke compares and contrasts with the other Synoptic Gospels in the presentation of the life and ministry of Jesus Christ.
- Describe the positions taken concerning the sources used by the gospel writers as they wrote their individual gospels, including the issue of Luke's research and use of resources.
- Summarize key issues concerning the authorship, time and place, purpose, and the distinctive features of the Gospel of Luke, including such issues as Luke's target audience, his unique birth narratives, concern for the poor and women, and the inclusion of Gentiles in the plan of God.
- Explain the earthly life and teachings of Jesus as provided in the Gospel of Luke.
- Compare and contrast Luke with the other Synoptic gospels concerning the life and ministry of Jesus, and also to explain the general purpose of a New Testament gospel.
- Teach the most significant issues concerning the authorship, time and place, purpose, and the distinctive features of the gospel of Luke.
- Discuss the main teachings of Luke's Kingdom parables, and especially the parables of the Good Samaritan and the Prodigal Son.

#### COURSE OUTLINE

- Introduction.
- Authorship, time and place, purpose, distinctive features.



- Unique features of Luke, including Luke's goal of edifying believers (in addition to evangelism), the birth narratives of John the Baptist and Jesus, and Luke's inclusion of seventeen parables unique to his gospel.
- Introductory matters related to the Synoptic Gospels, including the Messianic Secret and the Synoptic Problem.
- A cursory study of the content of the book.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- 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:

The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226-226.507.

## **NEW 319 - ROMANS**

COURSE LEVEL: YEAR 3 TERM 9

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course provides a survey of Paul's letter to the Romans, and especially the issues in the churches that provided the occasion, purpose, and theological teaching of this letter. Issues examined during this course will include authorship, time and place, and distinctive features of the letter. In addition, Paul's theological theme of "righteousness by faith" (1:17) will be examined within the context of this letter.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Study the issues of authorship, time and place, purpose, and the distinctive features of the letter to the Romans.
- Analyse the central themes of Romans, including righteousness, justification, sanctification, and God's purpose for and relationship with both the Jews and the Gentiles.
- Reflect on specific passages from Romans with the list of proposed issues within the church at Rome, including the relationships between the "weak" and "strong" Christians.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Summarize the issues of authorship, time and place, purpose, and the distinctive features of the letter to the Romans.
- Explain the underlying issues that result in this letter, including the situation in Rome, and Paul's plans to expand his missionary work to the west.
- Teach the central themes of Romans, including righteousness, justification, sanctification, and God's purpose for and relationship with both the Jews and the Gentiles.
- Apply the gospel to relationships in the church, with the world, and between individual Christians.

#### COURSE OUTLINE:

- Introduction to Romans.
- Paul's Introduction of Himself (1:1-15) [In general, follows the outline in NIV Study Bible].
- Central Theme: Righteousness from God (1:16-17).
- The Unrighteousness of All People (1:18-3:20).
- Righteousness Imputed: Justification (3:21-5:21).
- Righteousness Imparted: Sanctification (6-8).
- God's Righteousness Vindicated: the justice of His way with Israel (9-11).
- Righteousness Practiced (12:1-15:13)—practical applications to everyday relationships in the body.
- Conclusion (15:14-33).
- Commendation, Greetings and Doxology (16).

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

#### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- 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. Tyndale New Testament Commentaries. Romans. Inter-Varsity Press, 1985. Guthrie, Donald. A Survey of the New Testament. Intervarsity Press, 1970; Moo, Douglas. New International Commentary on the New Testament. Epistle to the Romans. Eerdmans, 1996; Morris, Leon. Epistle to the Romans. Eerdmans, 1988; Mounce, Robert H. New American Commentary. Vol. 27, Romans. B & H Publishing, 1995. Schreiner, Thomas R. Baker Exegetical Commentary on the New Testament. Romans. Baker Academic, 1998; The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226.6-227.83.

**NEW 3110 - EPHESIANS OR COLOSSIANS/PHILEMON**

COURSE LEVEL: YEAR 3 TERM 10

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

OPTION 1 – EPHESIANS

COURSE DESCRIPTION

This course will provide an understanding of Paul's letter to the Ephesians, and especially the issues in the churches that provided the occasion, the purpose, and the theological teaching of this "pastoral letter".

COURSE OBJECTIVES

*This course will equip the student to:*

- Study issues related to the authorship, time and place, purpose, and distinctive features of Ephesians.
- Analyse the issue of redemption of both the Jews and Gentiles and discover the practical outworking of this in the lives of the Christians to whom Paul writes.
- Develop a list/chart explaining Paul's use of the term "mystery".
- Analyze Paul's approach to shaping or improving family relationships through "submission".
- Assess the way the practical advice of Paul can assist the church to overcome vital issues such as racial and tribal relations, unity, and the temptations of the world.

## COURSE LEARNING OUTCOMES

*The student will be able to:*

- Summarize issues related to the authorship, time and place, purpose, and distinctive features of Ephesians.
- Explain the character of Ephesians as a circular letter, pertinent doctrinal/ethical issues, and Paul's use of the terms "mystery" and "predestination".
- Describe Paul's outlook on the spiritual battles confronting believers, and God's equipping of these Christians to gain victory over them for the glory of God.

## COURSE OUTLINE

- Introduction.
- Greetings (1:1-2).
- The Divine Purpose: The Glory and Headship of Christ (1:3-14).
- Prayer That Christians May Realize God's Purpose and Power (1:15-23).
- Steps Toward the Fulfilment of God's Purpose (2-3).
- Practical Ways to Fulfil God's Purpose in the Church (4:1-6:20).
- Strength in Spiritual Conflict (6:10-20).
- Conclusion, Final Greetings, and Benediction (6:21-24).

## STUDY MATERIALS:

This course will utilize videos, books, and articles.

## MODE OF DELIVERY:

Lectures, class discussions, and group projects.

## MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

## COURSE TEXTBOOKS AVAILABLE IN THE BOOK ROOM

- 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.

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; Liefeld, Walter L. *InterVarsity Press New Testament Commentary Series. Ephesians*. InterVarsity Press, 1997. 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 – COLOSSIANS/PHILEMON

COURSE DESCRIPTION

This course will provide an understanding of Paul’s letters to the Colossians and Philemon, and the issues in the churches that provided the occasion, and the authorship, time and place, purpose, distinctive features, and the major theological teachings of these “pastoral letters”.

COURSE OBJECTIVES

*This course will equip the student to:*

- Learn the authorship, time and place, purpose, and distinctive features of Colossians and Philemon.
- Analyze the issues of doctrine and practice involved in the Colossian heresy and the teachings concerning the supremacy of Christ.
- Identify the doctrinal and practical issues involved in the Colossian heresy, including the issues of the supremacy of Christ and Paul’s teachings concerning Christ’s supremacy.
- Evaluate Paul’s letter to Philemon in order to assess its effectiveness in gaining Philemon’s forgiveness and reinstatement of Onesimus as a brother in the Lord and a trusted servant.

COURSE LEARNING OUTCOMES

*The student will be able to:*

- Describe the authorship, time and place, purpose, and distinctive features of Colossians and Philemon.

- Explain the difference in Colossians between the “old self” and the “new self,” and to discover the practical principles Paul promulgates for application in the life of the Christian.
- Apply the guidelines of Roman letter writing to the content of Philemon to demonstrate how Paul utilized this accepted form of argumentation to present his position effectively.
- Describe the style and form of a proper Roman letter, and how Philemon fits within those parameters.
- Demonstrate the advantages this form of argumentation brought to Paul’s effort to gain Philemon’s willingness to forgive and reinstate Onesimus.

#### COURSE OUTLINE

- Colossians
  - Introduction of Letter.
  - Introduction (1:1-14)—Paul’s thanksgiving and prayers for them.
  - The Supremacy of Christ (1:15-23).
  - Paul’s Labour for the Church (1:24-2:7).
  - Freedom from Human Regulations through Life with Christ (2:8-23).
  - Warning to guard against the false teachers (2:8-15).
  - Pleas to reject the false teachers (2:16-19).
  - An analysis of the heresy (2:20-23).
  - The old self and the new self (3:1-17).
  - Rules for Christian households (3:18-4:1).
  - Further instructions (4:2-6).
  - Final Greetings and Benediction (4:7-18).
  - 4:16—Paul’s instructions to read this letter, and then have it read to Laodicea, and read the letter from Laodicea.
- Philemon
  - Introduction.
  - Greetings (1-3)—Philemon: a fellow Christian and a slave owner (including Onesimus).
  - Thanksgiving and Prayer (4-7).
  - Paul’s Plea for Onesimus (8-21).

- Final Request, Greetings, and Benediction (22-25)—the names in the benediction are also mentioned in Col. 4:10-17—so gives credence to same provenance and time.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- 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 Commentary on the New Testament*. Epistles to Colossians, Philemon, and to the Ephesians. The library has multiple books suitable for this course under the classification number 220.7, 225, 225.6 and 226.6-227.83.



## **NEW 3211 – REVELATION**

COURSE LEVEL: YEAR 3 TERM 11

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip student to:*

- Study the genre of apocalyptic literature and how the Apocalypse fits or does not fit into this genre of first century literature.
- Articulate 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.
- 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.
- Discuss various interpretations 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.
- Understand the relationship between Genesis and Revelation.
- Identify the high Christology of the Letter.

## COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

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

## COURSE OUTLINE:

- Introduction to the book.
- The Introduction (Rev. 1).
- Jesus among the Seven Churches (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).
- The Seven Bowls/Seven Last Plagues (Rev. 15-16).
- The Destruction of Babylon and the Coming of the New Jerusalem (Rev. 17-22:5).
- Fall of Babylon: great prostitute described, fall of Babylon, praise for Babylon's fall (Rev. 17:1-19:5).

- Final Judgment (Great White Throne) (Rev. 19:6-20:15).
- The coming of the New Jerusalem (Rev. 21:1-22:5).
- Conclusion (Rev. 22:6-21).

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM THE BOOK ROOM:

- 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; 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 236-236.9..

## 11.3 CHURCH HISTORY

<b><i>HIS 111 - EARLY CHURCH HISTORY: 100-1500 AD</i></b>
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COURSE LEVEL: YEAR 1 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- Understand how through history the church which began in the NT continues to grow and evolve.
- Identify events within church history and their causality in course assessments.
- Discuss the relationship between church and state and the benefits and pitfalls thereof.
- Create a historical timeline of the Early Church
- Assess the role of the Early church in terms of its spiritual authority in comparison to the New Testament.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Explain how the church, which began in the NT, continues to grow and evolve.
- Identify events within church history and their causality in course assessments.
- Describe the connection between the church and the political and social context of the age.
- Explain the historical timeline of the Early Church
- Describe the journey of the church from a small group of disciples to the state religion of the Roman Empire.
- 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 Medieval Period 540-800 AD.
- The Holy Roman Empire 800-1054 AD.
- The Crusades 1054-1305 AD.
- Toward the Reformation 1305-1500 AD.

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

#### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

#### 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.

## **HIS 122 – THE REFORMATION: 1500-1650 AD**

COURSE LEVEL: YEAR 1 TERM 3

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

### 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:

*This course will equip the student to:*

- Learn how a major historical event, such as the Reformation, can have many unrelated causes that combine together.
- Analyse the events that led to the Reformation.
- Assess the impact and outcomes of the Reformation.
- Identify key individuals (e.g. Martin Luther and Ulrich Zwingli).
- 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 LEARNING OUTCOMES:

*The student will be able to:*

- Analyze how a major historical event such as the Reformation can have many unrelated causes that combine together.
- Explain why the reformation took place.
- Evaluate the part played in the course of the Reformation by key individuals (e.g. Martin Luther and Ulrich Zwingli).
- Describe 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.
  - Martin Luther 1483-1546 AD.
  - Martin Bucer 1491-1551 AD and Philip Melanchthon 1497–1560.
  - Ulrich Zwingli 1484-1531 AD and the Swiss or Zurich reformation.
  - Conrad Grebel 1498-1526 AD and the Anabaptists.
  - John Calvin 1509-1564 AD and his teaching on Election and Predestination.
  - Jacob Arminius 1560-1609 AD challenged and his teaching on the Free Will of Man.
  - The French Protestant Huguenots.
  - English Protestantism, the Church of England.
  - Scottish Protestantism. John Knox c1505-1572 AD and the Presbyterian Church.
- Results of the Reformation.
- The Teaching of the Reformation.
- The Roman Catholic Counter Reformation.
- The Thirty Years War 1618-1648 AD.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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 270-274.2 and 284.2.

***HIS 123 - POST-REFORMATION HISTORY 1650 AD-PRESENT***

COURSE LEVEL: YEAR 1 TERM 4

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- Discuss the history of the church which began from the New Testament era until now.
- Demonstrate an understanding of events and their causality.
- Explain the role of the Church in relation to the State.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Record the development of Christianity in Britain and America in this period.
- Explain how religion and politics are inseparably entwined using evidence from this period.
- Define and explain the concept of Revival and its contribution to post-reformation church history.



#### COURSE OUTLINE:

- The 16<sup>th</sup> and 17<sup>th</sup> Centuries.
- Post-Reformation England.
- Revivals.
- Evangelicalism.
- European Missionary Beginnings.
- The 19<sup>th</sup> Century – A Century of Change.
- Religion in Britain and America.
- New Philosophies.
- Christian Mission in the 19<sup>th</sup> Century.
- The 20<sup>th</sup> Century – The World Becomes a Global Village.
- Pentecostalism.
- War and Totalitarianism.
- Theology and Philosophy in the 20<sup>th</sup> Century.
- Liberation Theology.
- A Global Church.

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

#### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

#### 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 in the 270-274.2 and 277.3-287.5.

## ***HIS 214 – BAPTIST HISTORY***

COURSE LEVEL: YEAR 2 TERM 5

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course focuses on the birth and evolution of the Modern Baptist Movement from its English beginnings 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:

*This course will equip the student to:*

- Understand how throughout history the Church continues to grow and evolve.
- Reflect on important events and people of Baptist History.
- Identify Baptist distinctives.
- Assess the contribution made by Baptists to the political, social and economic development of Britain and America.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Explain the key events and people involved in the origins of the Baptist Movement in 1609-1638.
- Describe the way in which historical events in the life of the Baptist Movement gave rise to Baptist Principles such as Freedom of Religion.
- Assess the contribution made by Baptists to the political, social and economic development of Britain and America.

## COURSE OUTLINE

- The 17<sup>th</sup> Century.
- Introduction.
- The First English Baptist Churches.
- The English Civil War (1642-1651) and the English Baptist.
- The Restoration of 1660 and its Impact on Baptist.
- The Glorious Revolution of 1688; The Act of Toleration and Changing Times for Dissenters.
- Fresh Challenges of New Ideologies.
- The 18<sup>th</sup> Century.
- The 19<sup>th</sup> Century.
- The 20<sup>th</sup> Century.
- The 21<sup>st</sup> Century.

## STUDY MATERIALS:

This course will utilize videos, books, and articles.

## MODE OF DELIVERY:

Lectures, class discussions, and group projects.

## MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

## COURSE TEXTBOOKS AVAILABLE FROM 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.

## **HIS 225 – AFRICAN CHURCH HISTORY**

COURSE LEVEL: YEAR 2 TERM 8

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip students to:*

- Learn the story of the church in Africa.
- Reflect on key moments and people that led to the development of the church in Africa.
- Compare and contrast the growth of the Church in other regions of the world with that of the growth in Africa.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Describe the origin of Christianity in Africa and in East Africa, in particular.
- Discuss the issues raised by such matters as dependency and local church autonomy.
- Formulate their own understanding as to the potential future development of the church in East Africa.

COURSE OUTLINE:

- A general survey of the church in Africa.
- The emergence of missions and missionaries into these areas.
  - List the ways missions aided in the area of medicine.
  - the development of mission councils between countries.
- Development of the church in Ethiopia and Sudan.
- 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 specific effects of World War II on these countries.
- How the educational system developed under the British commission of education.

- History of the Revival Movement.
- Influence of the Portuguese in East Africa.

STUDY MATERIALS:

This course will utilize class notes, videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM 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.

## 11.4 THEOLOGY

### ***THE 111 – BIBLIOLOGY AND HERMENEUTICS***

COURSE LEVEL: YEAR 1 TERM 1

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course is three-part course. In the first, we will explore how God reveals His nature and message through General Revelation and Special Revelation. The second part will be an overview of the Christian Scriptures. Finally, we will examine the importance and the methods of interpretation.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Describe the structure and basic divisions of both the Old Testament and New Testament.
- Present the historical, cultural contexts of the books of the Bible including authorship, place of writing, and recipients.
- Describe the Scriptures as a unified whole and as more than a sum of its individual parts.
- Explain the process of translation through the millennia.
- Define the terms inspiration, inerrancy, autograph, canon, and authority.
- Describe the basics of Biblical interpretation.
- Compare and contrast various genres of Biblical writings.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Reproduce a detailed chart of the structure of the Bible.
- Describe the historical-cultural contexts of the major sections of the Biblical world.
- Employ proper rules of interpretation and distinguish these from loose interpretation methods.
- Explain the process of translation from original writing to today.

COURSE OUTLINE:

- What is the Bible?
- Why is the Bible Authoritative and the Final Revelation for the Church?
- What are the five keys to Interpretation?

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Plummer, Robert, *40 Questions About Interpreting the Bible*, Kregel, USA, 2010.
- Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

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

***THE 112 – THEOLOGY PROPER***

COURSE LEVEL: YEAR 1 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course will examine the question of who God is and what God has done. Different definitions of God, names of God, attribute of God and the Trinitarian nature of God will all be examined. God's works such as creation and providence will be examined in depth.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Study General-Natural Revelation and Special Revelation.
- Investigate and analyse four arguments for the existence of God.

- Survey the references to and evidence for the Trinity in the Scriptures.
- Gain an understanding of the differences between the names used for God in the Scriptures (Elohim, Yahweh, Adonai, Lord, the LORD, God).
- Survey the attributes of God.

#### LEARNING OUTCOMES:

*The student will be able to:*

- Compare and contrast 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).
- Describe the attributes of God.
- Explain God's plan for the Creation.
- Analyze the difference between God's originating work in Creation and God's continuing work in Creation.

#### COURSE OUTLINE:

- How does God reveal God's self to the creation?
- 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?
- What is the difference between Creation and Providence?

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.



MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

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

***THE 123 - ANTHROPOLOGY AND HAMARTIOLOGY***

COURSE LEVEL: YEAR 1 TERM 3

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

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

*This course will equip the student to:*

- 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).
- Understand the fall of humanity and its consequences.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Analyse the origins of humankind, both through the lens of Scripture and the challenges faced by current scientific understandings.
- Describe the image of God and its various interpretations.
- Compare and contrast the different understandings of the composition of a human (Monist, Dichotomist, Trichotomist).
- Explain the fall of humanity and its consequences.

- Analyse 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?

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 230-231-044.

## **THE 124 - CHRISTOLOGY**

COURSE LEVEL: YEAR 1 TERM 4

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip the student to:*

- Explore the pre-existence and eternity of the Son of God.
- Investigate 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.
- Study the characteristics, works, and achievements of Christ.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Explain the pre-existence and eternity of the Son of God.
- Demonstrate the importance of the incarnation and virgin birth of Jesus.
- Teach the duality of Christ in an Orthodox manner.
- Explain the various names given to Jesus.
- Describe the offices and works of Christ.
- Explain the evidence for the bodily 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?
  - Prophet.
  - Priest.
  - King.
- What are the works of Jesus?

- Birth.
- Life.
- Death.
- Resurrection.
- Ascension.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

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

<b><i>THE 215 - PNEUMATOLOGY</i></b>
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COURSE LEVEL: YEAR 2 TERM 6

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- Understand the personhood of the Holy Spirit.
- Identify which symbols are associated with the Holy Spirit in the Scripture.
- Investigate 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.

- Study about angels and demons.

LEARNING OUTCOMES:

*The student will be able to:*

- Explain the personhood of the Holy Spirit.
- Describe 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.
- Analyze the scriptural references to angels and recognize their activities.
- Evaluate the scriptural references to demons and recognize their activities.
- Explain 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?
- How are the gifts of the Holy Spirit to be used today?

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

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

## **THE 226 - SOTERIOLOGY**

COURSE LEVEL: YEAR 2 TERM 7

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

### COURSE DESCRIPTION:

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

### COURSE OBJECTIVES:

*This course will equip the student to:*

- Understand the vocabulary of Scripture regarding the concept of Salvation (Atonement, Redemption, Reconciliation, Propitiation).
- Develop a theology of Soteriology.
- Study the theological positions regarding order, means, and results of Salvation.
- Identify the dynamics of the Calvin-Arminian tension.

### COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Teach 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.
- Compare and contrast the positions of Calvinism and Arminianism.

### 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 Armenians regarding salvation?

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

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

<b><i>THE 227 - ECCLESIOLOGY</i></b>
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COURSE LEVEL: YEAR 2 TERM 8

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- 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.
- Understand various government and office models for the local church.
- Investigate various denominational understandings of the Lord's Supper and Baptism.
- Course Learning Outcomes:

*The student will be able to:*

- Identify the various metaphors used in the Scriptures to refer to the universal Church of God.
- Summarize the story of the local and universal New Testament Church in the book of Acts of the Apostles.
- Define the purposes of the Church.
- Evaluate government and office models for the local church.
- 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.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

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

<b><i>THE 318 - ESCHATOLOGY</i></b>
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COURSE LEVEL: YEAR 3 TERM 10

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip the student to:*

- Study the meaning of death and the intermediate state.
- Analyse the resurrection of Christ and the implications for the future resurrection of the dead.
- Compare and contrast the present and future Kingdom of God.
- Appraise the various views of the millennial kingdom.

- Understand the Second Coming of Christ, the Rapture, Final Judgement, and the New Heavens and the New Earth.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Comfort believers regarding death and judgement.
- Explain how the Kingdom of God and the resurrection of believers impacts believers' lives.
- Teach the various views of the millennial kingdom.
- Describe the Second Coming of Christ and the Rapture.
- Summarize the Final Judgement.
- Articulate the concepts of 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?

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Erickson, Millard, *Introducing Christian Doctrine*, Baker, USA, 2001.

RECOMMENDED READING:

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

***THE 329 - CURRENT ISSUES IN AFRICA***

COURSE LEVEL: YEAR 3 TERM 11

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course is an analysis and examination of salient issues in African theology from an evangelical viewpoint.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Develop answers to theological, social, and moral issues are to be relevant to the African setting.
- Learn the specific theological issues found in Africa.
- Compare and Contrast issues discussed in this course to other regions of the world where they are understood and approached differently.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Teach the theological, social, and moral issues relevant to the African setting.
- Describe the specific theological issues found in Africa.
- Apply issues discussed in this course to their community.

COURSE OUTLINE:

- Universalism in the church in Africa,
- Terminology and Definitions in African Traditional Religions.
- "African Theology."

- African theological concepts of God, monotheistic ramifications, and eschatology.
- Ecumenism in Africa.
- Biblical Christianity.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

Ken Mbugua, *Prosperity? Seeking the True Gospel*, ACTS, Kenya, 2016.

RECOMMENDED READING:

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

## 11.5 RELIGION

### ***REL 211 - ISLAM***

COURSE LEVEL: YEAR 2 TERM 5

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

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 and beliefs of the Islamic Faith in comparison to the Christian Faith 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:

*This course will equip students to:*

- Gain a clear understanding of Islam and its teachings.
- Learn basic skills of Christian Apologetics.
- Identify the theological distinctions between Christianity and Islam.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- State the essential teachings of Islam.
- Appraise critically Islamic teachings in the light of Christian teachings.
- Design their own approach to Islam using the knowledge-based materials they have been taught at UBS.

COURSE OUTLINE:

- The life of Muhammad and the origins of Islam from 570-632 AD.
- Early development of Islam and the origins of the Sunni and Shia sects.
- 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.
- Islamic Faith and Practice including:

- Islamic Worship.
- Islamic Prayer.
- Islam and the Five Pillars of Faith.
- The Development of Islam, particularly in Africa.  
The Religious Books of Islam.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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 291, and 294-297.123.

## **REL 212 - INTRODUCTION TO ETHICS**

COURSE LEVEL: YEAR 1 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- Study the fundamentals of Biblical ethics.
- Gain an understanding of the foundation for ethics as taught in Scripture.
- Learn major current ethical issues confronting contemporary Christianity.
- Learn key thinkers, models, and ideas in ethics.
- Develop the conviction required to voice Christian values in ministry and community at appropriate time.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Define the fundamentals of biblical ethics so that the student will mature in spiritual and character development and thus produce a godly life.
- Construct a 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.
- Interpret and apply key ethical passages of Scripture.
- Identify and discuss key thinkers, models, and ideas in ethics, and learn to competently discuss and argue ethical issues convincingly.
- Appraise the commitment required to voice Christian values in ministry and community at appropriate time.
- Apply principles to church-related problems faced by the students.
- Define current terms and definitions of ethics in today's society.

#### COURSE OUTLINE:

- Unit One: The Fundamentals of Biblical Ethics.
- Unit Two: The Foundation for Spiritual Experience.
- Unit Three: Current Ethical Issues Confronting Contemporary Christianity.
- Unit Four: Thinkers, Models, and Ideas in Ethics.
- Unit Five: The Commitment Required.
- Unit Six: Church-Related Problems.

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

#### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Geisler, Norman L. *Christian Ethics: Options and Issues*. Baker Book House: Grand Rapids, Michigan, 1989.
- Mugambi, J.N.K., Wasike-Nasimiyu A. *Moral and Ethical Issues in African Christianity: A Challenge for African Christianity*. Acton Publishers: Nairobi, 1999.

#### RECOMMENDED READING:

Jones, David Clyde. *Biblical Christian Ethics*. Baker Books: Grand Rapids, MI 1994;  
Packer, J.I. *Knowing Christianity*. InterVarsity Press: Downers Grove, Illinois, 1999.

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



## **REL 223 - CHRISTIAN DENOMINATIONS**

COURSE LEVEL: YEAR 2 TERM 7

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- Reflect on the distinctions and similarities in Christian Denominations.
- Understand doctrinal triage.
- Develop a personal statement of belief.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Explain the differences between the different Christian Denominations.
- Defend what it is that allows him to be denominated as Christian despite these differences.
- Explain the differences between primary, secondary, and tertiary doctrines.
- Apply the distinctions between primary, secondary, and tertiary doctrines to modern issues within the church.
- Synthesize a comprehensive understanding of the various levels of doctrine resulting in the acceptance of others with varying beliefs.

COURSE OUTLINE:

- This course will not consider in detail the Baptist church as they are covered in full in courses 'BTH MIN 111 Baptist Basics' and 'BTH HIS 214 History of the Baptist Movement'.
- The origin, the teaching, and the practices of the major Christian churches.
- Theological and practical differences that 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.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS 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.

<b>REL 224 - QUASI-CHRISTIAN GROUPS</b>
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COURSE LEVEL: YEAR 2 TERM 7

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip the student to:*

- Reflect on the differences between Christianity and cults/false teachers.
- Identify similarities in cults.
- Learn the skills necessary to defend the faith against Quasi-Christian groups.

### COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Explain the differences between the different Quasi-Christian Groups.
- Explain the origins, the beliefs, the practices and the theological distinctions between the major Quasi-Christian cults and Christianity.
- Evaluate the classification of groups as either Quasi-Christian or Christian.
- Analyze the Nicene Creed as a basis for core beliefs held to be true across the Christian Denominations.

### COURSE OUTLINE:

- The Creeds, in particular the Nicene Creed
  - 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.
- Differences between Quasi-Christian Groups and Christian Denominations
- 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.

### STUDY MATERIALS:

This course will utilize videos, books, and articles.

### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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.

**REL 315 - PHILOSOPHY & APOLOGETICS**

COURSE LEVEL: YEAR 3 TERM 9

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

This course is an overview of the history of philosophy starting with the Greeks and following ideas through the history of western thought. Various philosophers and their ideas will be highlighted. An introduction to formal and informal logic will be presented. An overview of various worldviews will be surveyed. The concept of apologetics will also be employed in order to help the student apply Christian teachings in an increasingly secular and international society.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Identify many of the key thinkers of the last 2,500 years.
- Differentiate between logically sound thinking and illogically fallacious thinking.
- Develop a set of personal beliefs and a knowledge of why they believe it.
- Study different worldviews.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Identify many of the key thinkers of the last 2,500 years.
- Integrate logic into everyday life.
- Teach with conviction.

- Explain his own religious worldview and how it differs from concepts found in other religions.
- Analyze various truth claims that he will encounter in this ever-connected world.

#### COURSE OUTLINE:

- Eight different philosophers - their ideas and major contributions - will be studied. These include Plato, Aristotle, St. Augustine, St. Thomas Aquinas, René Descartes, Blaise Pascal, Søren Kierkegaard, and C. S. Lewis.
- Introduction to formal and informal logic. This will include inductive and deductive arguments as well as a survey of various informal fallacies and examples that can be found in today's society.
- The concept of worldview will be explained. Various religious worldviews will be studied including Christian Theism, Deism, Atheism, Polytheism, Pantheism, Agnosticism, Henotheism, Existentialism, and Nihilism.
- The tools of Christian Apologetics will be examined and discussed. Some of the topics within this section will be Biblical Apologetics, The Problem of Evil, Natural Theology, The Parable of the Invisible Gardner, The Case for the Historical Jesus, and the Evidence for the Resurrection.

#### STUDY MATERIALS:

This course will utilize videos, books, and articles.

#### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

#### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

#### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Baucham, Voddie. *Expository Apologetics: Answering Objections with the Power of the Word*. Crossway: Wheaton, Illinois, 2015.

#### RECOMMENDED READING:

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

## **REL 326 – THE GRAND NARRATIVE**

COURSE LEVEL: YEAR 3 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course acts as an overarching review of all that has been learned from Term 1 at UBS. It covers the “The Grand Narrative” of God’s creation and God’s interaction with humanity. There will be an overview of the entire Biblical story from the creation to the new creation. Integrated into the Biblical review will be the theological conclusions that come from the narrative.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Learn the relations between the Biblical Studies courses from the Old Testament and the New Testament.
- Relate the different themes with different theological topics.
- Understand the Scriptures as a whole and how it gives one big story.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Teach the big story of Scripture.
- Preach the different themes of Scripture accurately.
- Employ systematic theology to study the Scriptures as a whole.
- Apply sections from the “Grand Narrative” into local ministry contexts.

COURSE OUTLINE:

- Unit 1: The God Who Made Everything.
- Unit 2: The God Who Does Not Wipe Out Rebels.
- Unit 3: The God Who Write His Own Agreements.
- Unit 4: The God Who Legislates.
- Unit 5: The God Who Reigns.
- Unit 6: The God Who Is Unfathomably Wise.
- Unit 7: The God Who Becomes a Human Being.
- Unit 8: The God Who Grants New Birth.
- Unit 9: The God Who Loves.

- Unit 10: The God Who Dies - and Lives Again.
- Unit 11: The God Who Declares the Guilty Just.
- Unit 12: The God Who Gathers and Transforms His People.
- Unit 13: The God Who Is Very Angry.
- Unit 14: The God Who Triumphs.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

Carson, D. A. *The God Who Is There: Finding Your Place in God's Story*. Baker Books: Grand Rapids, Michigan, 2010.

RECOMMENDED READING:

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

## 11.6 MINISTRY & MISSIONS

### **MIN 111 - MINISTRY FOUNDATIONS**

COURSE LEVEL: YEAR 1 TERM 1

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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 the student to:*

- Gain essential practical application of learnt values, knowledge, and skills for ministry when they return to their churches and their communities.
- Analyse tools of evangelism and discipleship.
- Identify the difference between a healthy and unhealthy church and how to move an unhealthy church towards health.
- Study methods of leadership multiplication.

COURSE LEARNING OUTCOMES:

*The student will be able to.*

- Engage in effective ministry upon returning to his church and their community.
- Evangelise and make disciples as part of an ongoing ministry.
- Identify differences between a healthy and unhealthy church.
- Create a plan for assessing and moving an unhealthy church towards health.
- Develop leaders who produce leaders.
- 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?



STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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

**MIN 112 - HOMILETICS**

COURSE LEVEL: YEAR 1 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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 equip students to:*

- Explore historical styles of preaching.
- Reflect on Biblical illustrations and instructions for preaching.
- Understand the theological necessity and implications of preaching.
- Gain pastoral implications of preaching.
- Develop the skills to write expository sermons utilizing the historical, grammatical method.

### COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Preach theologically solid sermons.
- Exegete a passage of Scripture and prepare a sermon that includes application.
- Analyse sermons.

### COURSE OUTLINE:

- The importance and necessity of preaching.
  - Historical
  - Biblical
- A “template” structure of a sermon and helping them understand how to form each section:
  - Introduction
  - Body (unified points of the sermon)
  - Application
  - Conclusion
- Introduction 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.

### STUDY MATERIALS:

This course will utilize videos, books, and articles.

### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS FROM BOOK ROOM:

McDill, Wayne. *12 Essential Skills for Great Preaching*. Nashville, TN: B&H Academic, 2006.

RECOMMENDED READING:

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

**MIN 123 – COMMUNITY LEADERSHIP AND HEALTH**

COURSE LEVEL: YEAR 1 TERM 4

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

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:

*This course will equip the student to:*

- Provide care for themselves, families, and the community.
- Explain the concept of trauma and why it is important to listen to people with wounds of the heart and also walk with them to healing.
- Defend and care for those who have experienced wounds of the heart.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Provide care for themselves, families, and the community.
- Explain the concept of trauma and why it is important to listen to people with wounds of the heart and also walk with them to healing.
- Defend and care for those who have experienced wounds of the heart.

## COURSE OUTLINE:

- Practicals
  - 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?
- Administration
  - 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.

## STUDY MATERIALS:

This course will utilize videos, books, and articles.

## MODE OF DELIVERY:

Lectures, class discussions, and group projects.

## MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

*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 610.7-617.6.

**MIN 224 – BIBLICAL COUNSELLING**

COURSE LEVEL: YEAR 2 TERM 8

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip the student to:*

- Understand the place and role of counselling in pastoral ministry.
- Learn principles of Christian Counselling.
- Develop the skills-set necessary for effective Christian counselling.
- Gain knowledge regarding the pitfalls to avoid in counselling.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Summarise the key components involved in effective counselling.
- Diagnose from dialogue with other issues requiring counselling.
- Develop and effective strategy for counselling church members.

COURSE OUTLINE:

- The Basic Principles of Counselling from a Christian and Biblical perspective.
- Analysing Situations.
  - Traditional marriage customs in Africa working toward a Christian model for marriage.
  - Ugandan marriage laws specifically 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.
- Modern Cultural Problems.
  - Homosexuality.
  - Alcoholism.
  - Personal, Corporate and Political Corruption.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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.

## **MIN 315 - MARRIAGE & THE FAMILY**

COURSE LEVEL: YEAR 3 TERM 9

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

This course is an introductory course stressing Biblical standards for marriage and the family as interpreted in an east African setting including courtship, pre-marriage counselling and various current issues are dealt with including purity such as HIV/AIDS and AIDS prevention.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Study the marriage customs of their countries and traditions.
- Analyse the similarities and differences in traditional marriages and Biblical marriages.
- Develop a knowledge of current Ugandan (East African) marital law.
- Understand Biblical teachings on marriage and divorce.
- Learn the laws regarding marriage ceremonies.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Provide effective teaching on marriage to their congregations including marriage and divorce counselling.
- Prepare couples for their forthcoming marriages.
- Demonstrate a knowledge of current Ugandan (East African) marital law.
- Teach the biblical understanding of family and of family/household relationships.
- Explain the biblical teaching on divorce.
- Conduct a legal marriage ceremony in their churches in accordance with the law.

COURSE OUTLINE:

- Marriage.
  - Traditional marriage customs .
  - Biblical principles of Christian marriage, including the choosing of a partner.
  - Biblical teaching on divorce.

- Marriage laws of the country.
- Christian marriages.
- Troubled marriages.
- Conducting a legal marriage ceremony in their churches in accordance with the law.
- Family.
  - Biblical Families.
  - Biblical Teaching.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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 and 306.8-306.85.



## **MIN 316 - ADMINISTRATION & PRACTICALS**

COURSE LEVEL: YEAR 3 TERM 10

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

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:*

- Teach students the nature, structure, purpose, and priorities of the church as a spiritual organism.
- Instruct students in the principles and values that constitute the church's unique identity.
- Train students what the church can do to meet the ministry needs of the church members.
- Equip students in the principles and practice of operating and administering the church as an organizational institution.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Conduct the many special services required of them as pastors.
- Explain the reasons for the way these special services are conducted.
- Teach what are the main elements in a general service of worship: song, prayer, reading of the word, preaching; testimony and ministry.
- Incorporated the content from this course in different church services.
- Practice proper record keeping and data storage concerning membership and attendance.
- Provide financial oversight and financial integrity to a church.
- Describe methods of effectively communicating with the church membership.
- Explain the purpose, policies, and procedures of the church office.

## COURSE OUTLINE:

- Practicals
  - 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?
  - General worship service: song, prayer, reading of the word, preaching; testimony and ministry.
  - Incorporating the elements in different church services and to provide to student's different templates for a general service of worship.
  - Special services :
    - 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.
  - Record keeping and data storage concerning membership and attendance.
  - Effectively communicating with the church membership.
  - The purposes, policies, and procedures of the church office.

## STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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.

## **MIN 327 - PASTORAL LEADERSHIP & MINISTRY**

COURSE LEVEL: YEAR 3 TERM 11

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

The purpose of this course is to present to students the model of the “Servant Pastor” as that most appropriate for Church Ministry. We shall present the skills required of Christian Ministers including leadership development, planning, church education and administrative practices. The course will be taught with the role most especially of the Baptist/Pentecostal Minister in view.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Explore the concept of "servant leadership": what the pastor is to be, and what he is to do.
- Develop the biblical principles of administration and resultant functions.
- Compare and contrast administration and leadership.
- Describe the biblical functions of leadership and include practicums in church-related problems faced by the students.
- Understand and evaluate planning and organizational charts.
- Organize work schedules.

COURSE LEARNING OUTCOMES:

*The student will be able to:*

- Teach other pastors and leaders to be servant leaders.
- Employ Biblical principles of leadership.
- Utilize planning and organizational charts.
- Apply the practices and skills learned to their community.

COURSE OUTLINE:

- Unit One: Introduction to biblical servant leadership.
- Unit Two: Differentiation of leadership and administration.
- Unit Three: Allocation of time for task completion and for people.
- Unit Four: Organizing administration tasks.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

- Gangel, Kenneth O., *Feeding and Leading: A Practical Handbook on Administration in Churches and Christian Organizations*, Baker Books, Grand Rapids, MI, 1989.
- MacArthur, John D., *How to Shepherd Biblically*, Thomas Nelson, Nashville, TN, 2005.
- MacArthur, John, *Called to Lead: 26 Leadership Lessons from the Life of the Apostle Paul*, Thomas Nelson, Nashville, 2004.

RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 253.

**MIN 328 – MINISTRY FOUNDATIONS LAB**

COURSE LEVEL: YEAR 3 TERM 11

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

These courses are taught in conjunction with MIN 112: MINISTRY FOUNDATIONS and offers students opportunities to discuss and put into practice what they learned in that course.

COURSE OBJECTIVES:

*This course will equip students to:*

- Gain the skills necessary for the implementation of discipleship and evangelism in their communities.
- Learn about leadership development and healthy church formations.

- Develop a network and understanding of accountability.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Prioritize evangelism and discipleship as key aspects of healthy churches.
- Analyse the health of a church.
- Produce healthy churches.

COURSE OUTLINE:

- MFL 101: Introduction.
  - 3/3 Process.
  - Worship.
  - Accountability.
  - Vision Casting.
  - Practice.
  - Goals and Prayer.
- MFL 102: Understanding the Church.
  - Healthy Churches and Biblical Church Membership.
  - Baptist Perspective.
  - Church Circle.
  - Father's Heart & Four Fields.
- MFL 103: Ordinances.
  - Survey of Baptism
  - Theology of Baptism.
  - The Lord's Supper.
- MFL 104: Worship and Prayer.
  - Private Prayer.
  - Corporate Prayer.
  - Personal Discipleship.
  - Corporate Discipleship, Small Groups and Sunday School.
- MFL 105: 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 106: Evangelism and Missions
  - Biblical Theology.
  - Practical Methods.
  - Biblical missions – church planting.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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

## **MIN 329 – PREACHING LAB**

COURSE LEVEL: YEAR 3 TERM 11

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

These courses are taught in conjunction with THE 111: BIBLIOLOGY AND HERMENEUTICS and MIN 113: HOMILETICS and offers students opportunities to preach.

COURSE OBJECTIVES:

*This course will equip students to:*

- Identify the theological rationale and pastoral responsibility to deliver God's work to God's people, the Church.
- Learn and develop an appreciation and commitment to expository preaching.
- Learn and master the skills – elements, processes, methods – preparing expository sermons.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Compose Bible-based sermons.
- Demonstrate a mastery of exegetical techniques.
- Articulate sermons clearly and concisely.

COURSE OUTLINE:

- PRL 101: Review of Exegesis and Title and Division Statements.
- PRL 102: The Introduction and Conclusion of the Sermon.
- PRL 103: Preaching Theocentric Sermons and Pointing to Jesus.
- PRL 104: Using Illustrations Properly.
- PRL 105: Making Application.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.



MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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.

## **11.7 ENGLISH**

<b>ENG 111 - STUDY METHODS</b>
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COURSE LEVEL: YEAR 1 TERM 1

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip the student to:*

- Utilize study techniques and test taking strategies to use in all classes.
- Develop basic computer skills (creating an email address, sending an attachment, typing basics).
- Learn proper sentence and paragraph structure.
- Read and comprehend written and conversational English.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Demonstrate proficiency in usage of computers.
- Apply study skills required for successful studies at UBS.

COURSE OUTLINE:

- How to take tests.
- Create an email address and use it.
- Introduce computers/typing.

- Attachments.
- Sentence types.
- Study skills.
- Reading comprehension.
- Communication skills.

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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.

<b>ENG 112 – ORGANISED WRITING</b>
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COURSE LEVEL: YEAR 1 TERM 2

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip the student to:*

- Develop skills to write in an organized way.
- Learn necessary grammar tools to write properly.
- Learn reading comprehension and conversational English.

### COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Utilize the skills necessary to use good English and show proper use of illustrations and metaphor.
- Prepare essays and other coursework.

### COURSE OUTLINE:

- Writing Papers and Essays
  - Title Page
  - Footnotes
  - Quotations
- Nouns
- Reading Comprehension
- Communication Skills

### STUDY MATERIALS:

This course will utilize videos, books, and articles.

### MODE OF DELIVERY:

Lectures, class discussions, and group projects.

### MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

### COURSE TEXTBOOKS AVAILABLE FROM BOOK ROOM:

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

### RECOMMENDED READING:

The library has multiple books suitable for this course under the classification number 420-428.2 and 808.6.

## **ENG 213 – REFERENCING AND BIBLIOGRAPHY**

COURSE LEVEL: YEAR 2 TERM 6

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

This course focuses on making a proper bibliography and footnotes.

COURSE OBJECTIVES:

*This course will equip students to:*

- Develop the skills to prepare a bibliography.
- Distinguish the differences between footnotes and bibliography.
- Create a research paper.
- Learn reading comprehension and conversational English.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Prepare a bibliography.
- Choose and include properly appropriate references from other texts to support their interpretations and arguments.

COURSE OUTLINE:

- Bibliography
- Verbs
- Reading Comprehension
- Strengthening speaking skills in conversation exercises

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

### 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.

## **ENG 224 – INTRODUCING THE RESEARCH PAPER**

### COURSE DESCRIPTION:

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

### COURSE OBJECTIVES:

*This course will equip students to:*

- Identify a topic for their capstone research project.
- Gain an understanding of research and why it is important.
- Learn how to compose an outline.
- Learn reading comprehension and conversational English.

### COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Apply lessons learnt and develop a plan for writing their thesis.
- Justify the importance of their thesis and evaluate its contribution to theological understanding.

### COURSE OUTLINE:

- Research Paper
- Pronouns
- Reading Comprehension
- Communication Skills

### STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

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.

**ENG 225 – ORGANIZING THE RESEARCH PAPER**

COURSE LEVEL: YEAR 2 TERM 8

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

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:

*This course will equip students to:*

- Gain the ability to organize their research project.
- Learn the revision process.
- Learn reading comprehension and conversational English.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Organize and submit their thesis proposal for approval.
- Demonstrate the ability to understand and make corrections.

COURSE OUTLINE:

- Organize the research paper
- Adjectives
- Peer Reviewed Revisions
- Reading Comprehension

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS 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.

## **ENG 316 – REVIEWING RESEARCH PAPER**

COURSE LEVEL: YEAR 3 TERM 9

CONTACT HOURS: 30 HOURS

CREDIT UNITS: 2

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

*This course will equip students to:*

- Develop an understanding of the revision process.
- Develop computer skills.
- Read and edit papers.
- Learn reading comprehension and conversational English.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Conduct their own self-appraisal and critique of their thesis throughout its compilation.
- Demonstrate a proficiency in computer skills.

COURSE OUTLINE:

- Peer Review Sessions
- Editing on Computers
- Conjunctions and transitions
- Reading Comprehension
- Communication Skills

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.



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.

**ENG 317 - COMPLETE THE RESEARCH PAPER**

COURSE LEVEL: YEAR 3 TERM 10

CONTACT HOURS: 45 HOURS

CREDIT UNITS: 3

COURSE DESCRIPTION:

This course is a summation of the capstone research project.

COURSE OBJECTIVES:

*This course will equip the student to:*

- Develop computer skills by requiring a typed final project in Turabian style.
- Gain the skills necessary to finalize projects by editing, revising, and presenting their final project.
- Learn reading comprehension and conversational English.

COURSE LEARNING OUTCOMES:

*By the end of the course, the student will be able to:*

- Demonstrate an ability to follow accurately the submission guidelines.
- Create and edit a paper worthy of submission.

COURSE OUTLINE:

- Final project presentation
- Preposition
- Reading comprehension
- Conversational English

STUDY MATERIALS:

This course will utilize videos, books, and articles.

MODE OF DELIVERY:

Lectures, class discussions, and group projects.

MODE OF ASSESSMENT:

The assessment of this course will be determined through a combination of quizzes, research papers, group projects, and a final exam as determined by the appointed instructor.

COURSE TEXTBOOKS GIVEN TO STUDENTS 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.