

KNOX SCHOOL OF THEOLOGY UGANDA



Motto:

To know God and to make him known

Bachelor of Theology Curriculum

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Approved by the Governing Council on.....14th/03/2022.....

Council Chairperson signature..........

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1. INTRODUCTION

Knox School of Theology Uganda began as a small effort to train village pastors in Mbale, eastern Uganda in 2001. This effort grew and was named Westminster Theological College. After some challenges the school relocated to its present location in Bungokho and was renamed Knox Theological College.

The school's original purpose was to train men specifically affiliated with the Presbyterian Church of Uganda. However, the school is growing and has been teaching pastors from various backgrounds. The School would like to build on these efforts by launching formal academic programmes targeting qualified ordained ministers, ruling elders, deacons and other church leaders. Because we are dedicated to covenant theology, our first priority is those of the reformed covenant theology and secondly, members of other evangelical Protestant churches without restriction.

1.1. OUR VISION

The vision of KSTU is "To be a premier reformed educational school focused on Biblical Christianity for gospel faithfulness."

1.2. OUR MISSION

We pursue our mission by committing ourselves "To offer historical and reformed theology to equip students for holistic ministry, faithful shepherds of the church, preachers of the word of God, and faithful ministers of the sacraments."

1.3. OUR MOTTO

To know God and to make him known.

2. PROGRAMME NAME

Bachelor of Theology Degree Programme

3. PROGRAMME DESCRIPTION

The Bachelor of Theology Degree Programme at Knox School of Theology Uganda is a three year programme that will provide students with a solid foundation in all major areas of biblical

and theological studies and is therefore an excellent preparation for Christian ministry, church planting, missions etc. Major themes under this programme include church history, systematic theology, reformed theology, biblical studies, biblical language among others. By undertaking this programme, students will develop skills necessary to examine Scripture and church traditions hence deepening their own faith and their ability to work more effectively in the church and in a Christian community. Students who complete this programme may be employed in such positions as lay leaders, ministers of the word, missionaries etc in church and para-church organizations. The programme is competence based with qualified and experienced lecturers called to the ministry and are ready to give the help they can to the students both in classroom but also in their local churches.

4. PROGRAMME RATIONALE

The fundamental rationale is to provide a uniquely Reformed theological institution granting bachelor's degrees. To date, Knox will be the only Reformed institution granting bachelor's degrees in eastern Uganda. It has been projected that Africa is the fastest Christian growing continent in the 21st century and will be the next mission sending Centre in the near future. However, Africa desperately needs faithful shepherds who will rightly handle God's word, boldly preach it, lead healthy churches, and disciple the next generation of church leaders. The philosophy of Knox School of Theology Uganda behind bachelor degree in theology (BTH) is to produce competent reformed ministers who will be able to faithfully serve Christ. This curriculum is developed to ensure that students acquire not just a crucial training in reformed theology but to meet the demand and address some threats the church is facing here in Africa.

4.1. THREE THREATS TO THE GOSPEL IN THE CHURCH IN AFRICA TODAY

4.1.1 THE PROSPERITY GOSPEL

It is right to describe the church in Africa as shallow in her doctrines because a lot of churches planted every year on the continent are planted by prosperity preachers, a gospel that was imported from America. This gospel is one of the most poisonous movements threatening the church right here in the continent. Preachers of prosperity gospel have taken advantage of the poverty in Africa by presenting what seems to be the solution to poverty but with an aim to enrich themselves by exploiting these poor families in the name of the gospel. Thus, this gospel is the greatest danger to the Gospel of Grace since it distorts the true nature of the Gospel.

4.1.2 SYNCRETISM

One of the greatest challenges the gospel has ever faced in Africa is Syncretism. Even before the coming of Christianity on the continent, Africans had their own ways of worshipping spirit of their ancestors. This syncretism still going on in the church today where people who profess faith in Christ still hold onto their traditions including the fear of the ancestral spirits. It has been witnesses many times across the continent where church members still wear traditional charms and bracelets they have received from witch doctors for their own protection from the bad spirits. This is going on in the church because there is lack of proper handling of the word of God from the pulpits.

4.1.3 UNQUALIFIED MINISTERS OF THE WORD

Unqualified ministers are one of the greatest threats that the church in Africa faces today. We have so many pastors who feel the calling to the ministry but lack training in theology hence, so many local congregations are led by untrained pastors. This has given false teachers opportunity to mislead many congregations on the continent because the truth is, when the minister of the word is unqualified or incompetent, the sheep are defenseless against false teaching that they may encounter including syncretism, hence the congregation stands vulnerable.

Therefore, to address these threats and many others, Knox School of Theology Uganda is seeking to provide sound theological education to as many ministers in Africa and beyond as possible. We are seeking to train them to be competent in the ministry of the word but also to be able to go out and teach their local congregations. It is our prayer that we train ministers of the word who will not only be faithful preachers in their local congregations but will be missionaries crossing the borders and continents in order to accomplish the Great Commission as commanded in the Holy Scripture.

5. PROGRAMME OBJECTIVES

The overall objective of Bachelor of Theology (BTH) is to train and equip men to be competent for healthy ministry here in Africa and beyond.

Specific Objectives are to:

1. train and expose our students to various methods of theological and biblical interpretation both current and historical.
2. train students for a variety of ministry opportunities in local churches and para-church organizations.
3. Train students to understand and appreciate the gospel and the church as central themes in the scripture, and to have a passion for preaching and teaching it.
4. Train men to be faithful preachers of the word of God.
5. Expose our students to become good apologists of the word of God.
6. Equip our students to take up with confidence, the challenge facing the ministry in the world today.
7. Encourage our students to be humble, faithful shepherds who love Christ's church.

6. PROGRAMME LEARNING OUTCOMES

Upon successful completion of BTH at Knox, the students should be able to:

1. Articulate biblical truth while sharing the gospel and responding to criticisms against the Bible.
2. Describe the central message of the bible.
3. Identify the major issues that constitute the Christian Theological Thought.
4. Defend the credibility of Christianity and Reformed Theology.
5. Properly interpret the Bible to fortify their witness in this broken world.
6. Think biblically, historically, and theologically in a contemporary world.
7. Discuss dogmatic development in the history of the church and the implications of theological ideas for personal, church, ministry and mission practice.
8. Relate the heritage of the Christian faith with the contemporary culture.
9. Apply the ethical and moral principles of the Christian faith to the contemporary world.

7. PROGRAMME REGULATIONS

7.1 ADMISSION REQUIREMENTS

Knox shall admit students to the BA in Theology, using any of the following scheme:

- 1 A-level/Direct Entrants:
 - i) Uganda Certificate of Education (UCE) or its equivalent with five (5) passes and

ii) Uganda Advanced Certificate of Education (UACE) or its equivalent with two principal passes obtained at the same sitting.

- 2 Mature age Entry Scheme: Mature Age Entrance Examinations taken from a Centre authorized by NCHE awarded to a person-aged at least 25 years and has passed with at least 50% marks.
- 3 Diploma Entrants: A Diploma Recognized as such by the National Council for Higher Education. Holders of Diplomas in Theology may be allowed to start the programmes in second year, first semester.
- 4 Higher Education Certificate Entrants: Higher Education Certificate, passed with at least a credit.
- 5 Degree Holders: A Degree recognized by the National Council for Higher Education.

All applicants wishing to join Knox School of Theology Uganda will be required to prove to the school a sense of calling for the ministry by submitting a testimony of his walk with the Lord. Priority for admission will be given to the Presbyterian pastors and then students from other evangelical churches.

7.2 DURATION AND INTAKE

The programme duration is three years and 25 students will be admitted per intake. The programme will have two intakes in each academic year.

7.3 ASSESSMENT AND EXAMINATION

Each course offered in this programme shall clearly indicate how it will be assessed. Where it is not explicitly stated, the following shall apply. Course work carries 40% final examination takes 60%. The pass mark for each course shall be 50%. Course work (continuous assessment and tests) shall consist of one mid-semester test, a book review/report, and a term paper/research essay on an agreed topic. The written papers including the research, essays shall conform to the school guidelines and regulations. Plagiarism shall not be tolerated.

The aggregated marks earned by a student in any course shall be transformed to a five-point scale provided under Statutory Instruments No. 21 of 2015 as follows:

Marks	Letter Grade	Grade Point	Level of Competence
80 -100	A	5	Excellent
75-79	B+	4.5	Very Good
70-74	B	4	Good
65-69	C+	3.5	Fairly Good
60-64	C	3	Fair
55-59	D+	2.5	Pass
50-54	D	2.0	Marginal Pass
0-49	F	0	Unacceptable

7.4 RE-TAKING A COURSE

There shall be no supplementary exams for any course but retakes are allowed in order to;

- i) Pass a failed course.
- ii) Improve the previous passed course.

While re-taking a course, the student shall retake both the course work and the examination.

Whenever a course has been retaken, the academic transcript shall indicate so accordingly.

Where a student scores a worse mark than previously scored, a better mark shall be shown on the transcript.

7.5 PROGRESSION THROUGH THE COURSE

Progression through the programme shall be assessed in two aspects;

- i) **Normal progression:** this occurs when a student has passed all courses taken in a given semester and obtained the CGPA of 2.0 or above.
- ii) **Probationary progression:** this is a warning stage and occurs if a student fails any course in a given semester and has to retake it when next offered.

Probation is removed when the student retakes the course and scores 50% or higher.

7.6 DISCONTINUATION

A student shall be discontinued from the programme when he/she

- Accumulates three consecutive probations in the same course unit
- The CGPA has been below 2 for three consecutive semesters.
- Stays for more than five years on the programme.
- Is found guilty of examination malpractice

A student may also be discontinued on disciplinary grounds or on theological disorientations as the school academic board may determine.

7.7 WITHDRAW FROM A PROGRAMME

A registered student may choose to withdraw from a programme for various reasons. A student could withdraw from a programme not later than three (3) weeks after the commencement of the programme.

7.8 REFUND OF FEES

A refund of the fees for a student who choose to withdraw from the programme shall be done as follows;

S/N	Period of time within which a student has withdrawn	% of Tuition Refunded
a)	Before end of 1 st week after beginning of Semester	100%

b)	Between the 1 st and 4 th week of a particular semester	60%
c)	Before the 4 th week and the 8 th week of a particular semester	40%
d)	From the 9 th week onwards	0%

7.9 COMPLETION AND AWARD OF THE BTH DEGREE

A student who successfully completes all the prescribed programmes courses and meets all other requirements of Knox School of Theology Uganda including passing Catechism I, II & III and English Bible Examinations shall be eligible for the award of a Bachelor Degree in Theology. The degree shall be classified as follows.

Class	CGPA Range
First Class	4.4-5.00
Second Class Upper	3.6-4.39
Second Class Lower	2.80-3.59
Third Class (Pass)	2.00-2.79

A student who has no more than two retakes and also has a CGPA of more than 2.0 shall also be allowed to graduate provided the mark s/he obtained was at least 40 in each of the retakes.

7.8 GENERAL REGULATIONS OF THE PROGRAMME

Students undertaking the Bachelor Degree in Theology shall be governed by the general rules and regulations as prescribed by Knox School of Theology Uganda governance and management structures and other regulations and guidelines prescribed by the National Council for Higher Education and the Universities and other Tertiary Institutions ACT 2001 (as amended in 2003 & 2006).

8. RESOURCES

8.1 HUMAN RESOURCES

The programme is managed by lecturers with at least qualifications of a Master's Degree in Theology or its equivalent. The school has six (6) full time and four (4) part time or adjunct lecturers. Both the full time and adjunct lecturers are drawn from Presbyterian churches and men who acquired their trainings in reformed seminaries and universities across the globe.

8.1.1 FULL-TIME FACULTY

Rev., Dr. L. Charles Jackson, Ph.D. (University of Leicester, England), principal and lecturer. area of specialty is church history and practical theology.

Rev., Dr. Richard Daniels, Ph.D. (Westminster Theological Seminary, America) lecturer, area of specialty is systematic theology.

Rev., H. James Folkerts, M.Div. (Mid America Reformed Seminary) lecturer, area of specialty, practical theology and missiology. B.A. (Dordt College). History.

Mr., Okuch Andrew Ojullo, M.Div. (Africa Reformation Theological Seminary, Kampala), Academic Dean and Lecturer. His area of teaching specialty is systematic theology and New Testament.

Rev., Paul Magala, MS. Development Studies, (Uganda Christian University), B.A, Christian Community Leadership and Communication (African Bible University, Kampala), Registrar and Lecturer, area of specialty is practical theology and church planting.

8.1.2 ADJUNCT FACULTY

Rev., Douglas Clawson, M.Div. (Westminster Theological Seminary, America) lecturer, area of specialty is preaching and missiology.

Rev., Jonathan Falk, THM. (Westminster Theological Seminary, America) & (M.Div. (Gordon Conwell Theological Seminary) lecturer, area of specialty missiology and practical theology.

Rev., Dr., Paul Archibald, Ph.D. (Westminster Theological Seminary, America) lecturer, area of specialty is systematic theology and practical theology.

Rev., Jon Rogers, M.Div. (Westminster Theological Seminary, America) lecturer, area of specialty practical theology.

8.2 PHYSICAL RESOURCES

8.2.1 LECTURE ROOMS

The School has three lecture rooms, each measuring 33.14 sqm. All the lecture rooms are fitted with whiteboards and they are all connected to internet. Each room has 25 chairs

8.2.2 THE LIBRARY

The School has a library measuring 44 sqm. It has about 2000 volumes of books ready to be used by our students for their studies. There is one desktop computer fitted with all the data related to our library resources including the library catalogue. The School has a plan to build a bigger library.

8.2.3 STAFF OFFICES

The school has five offices of varying sizes as follows; 7.4 sqm, 9.02 sqm, 6.4 sqm, 27.2 sqm & 27.2 sqm. All our offices are well-furnished and tiled.

8.2.4 INFORMATION AND COMMUNICATION TECHNOLOGY FACILITIES

We have 12 computers connected to internet for use by our students to do their research and type their works as well. We also use a projector during lectures time to project lecturers' notes but also play videos to reinforce lectures.

9. FUNDING

The programme shall be funded from various sources including funding from Orthodox Presbyterian Uganda Mission (OPUM) the mother organization, fees levied from students as well as donations and gifts and funds accruing to KSTU in the course of the discharge of its functions and duties.

10. STANDARDS OF CONDUCT

Students within the Knox community should exhibit character traits that testify to their qualifications for Christian service. They should demonstrate servant leadership, wisdom, religious commitment, doctrinal reliability, and a willingness to serve without regard for personal gain. They should also be honest and self-disciplined, with evident emotional health that is expressed in an affirming and loving attitude toward others.

Part of belonging to a community means abiding by its principles. Students of Knox support and contribute to the spiritual life and testimony of the Seminary. A student's conduct is expected to conform to the standards of Scripture. Some specific regulations and suggestions regarding conduct are detailed in the student handbook. The student's signature on the application to Knox indicates willingness to comply with scriptural standards as interpreted by the Reformed Confessions regarding the Christian life, including the responsible use of Christian liberty.

Students guilty of serious moral offenses are subject to dismissal from the Seminary with no tuition refund. In addition to abiding by specific moral standards, students are expected to sustain an effective academic standard. Persons experiencing serious academic deficiencies over a period of time may be advised to discontinue their studies.

11. BACHELOR DEGREE IN THEOLOGY CURRICULUM STRUCTURE

Year 1 Semester 1

During this semester, the student will take the first portion of the foundational courses as listed below.

Course Code and name	LH	PH	CH	CU
BS 101: Introduction to the Bible	30		30	2
LA 101: English I: Grammar and Composition	30		30	2
ST 101: Basic Christian Doctrine: Intro. to Theology	30		30	2
ST 110: Introduction to Biblical Theology	30		30	2
ST 120: Introduction to Reformed Theology	30		30	2
HST 101: Western Civilization I (The Origins of Civilization - Early Medieval Europe)	30		30	2
HST 102: Western Civilization II (Scientific Revolution to the Cold War)	30		30	2
LA 120: Introduction to Rhetoric	30		30	2
PT 101: Library Orientation/Computer Literacy	25	10	30	2
Total				18

Year 1 Semester 2

During this semester, the student will now be ready to dive into the Bible as they take the following courses.

Course Code and name	LH	PH/TH	CH	CU
BS 102: Bible Interpretation	30		30	2
ST 180: Revelation, Scripture and God	30		30	2
BS 120: Christ and the Old Testament	30		30	2
BS 150: Genesis	30		30	2
BS 180: Exodus – Deuteronomy	30		30	2
PT 102: Basics of Christian Worship	30		30	2
BS 190: The Synoptic Gospels	30		30	2
ST 190: Man and Sin	30		30	2
LA 102: Communication Skills	45		45	3
Total				19

Year 2 Semester 1

The student will build on the year 1 foundational courses by taking more courses in the different fields of theology.

Course Code and name	LH	PH	CH	CU
HST 220: Church History I: Ancient to the Reformation	30		30	2
HST 250: Church History II: Reformation - Modern	30		30	2
PT 220: Biblical Church Government and Leadership	30		30	2
PT 250: Evangelism	25	10	20	2
ST 200: Christology	30		30	2
BS 220: Pauline Epistles: An Introduction	30		30	2
PT 290: Preaching I (An Introduction)	30		30	2
PT 200: Introduction to World Missions	30		30	2
BS 250: Introduction to New Testament Greek I (vocabulary and grammar)	30		30	2
HST 251: Westminster Confession and Catechism	30		30	2
Total				20

Year 2 Semester 2

The student will continue to build on the foundational courses by taking more courses in the different fields of Theology.

Course Code and name	LH	PH	CH	CU
BS 280: Introduction to New Testament Greek II (Grammar)	30		30	2
BS 290: Historical Books I (Joshua – Samuel)	30		30	2
BS 295: Acts	30		30	2
BS 230: General Epistles	30		30	2
ST 250: Soteriology	30		30	2
PT 230: Introduction to Biblical Counselling	30		30	2
PT 295: Preaching II (Preaching a Biblical Sermon)	25	10	30	2
PT 255: Covenant Theology and Sacraments	30		30	2
BS 291: Historical Books II (Kings – Esther)	30		30	2
Total				18

Year 3 Semester 1

Having completed two years, students in their third year will build on materials learned during the first two years of study as a foundation to increase preparation, skills, and effectiveness in the ministry experience.

Course Code and Name	LH	PH/TH	CH	CU
BS 350: OT Prophets I (Isaiah – Daniel)	30		30	2
BS 360: Pastoral Epistles	30		30	2
BS 380: Hebrews	30		30	2
PT 380: Prayer in the Christian Life	30		30	2
BS 320: Poetical Books	30		30	2
BS 390: Romans and Galatians	30		30	2
ST 380: Ecclesiology and Eschatology	30		30	2
LA 300: Research Methods	30		30	2
HST 300: African Church History	30		30	2
Total				18

Year 3 Semester 2

This is the last and final semester for degree students who have labored so hard. Completion of all the courses in this semester including passing all Catechism I, II & III and English Bible Examinations grants student to earn Bachelor Degree in Theology from KSTU.

Course Code and name	LH	PH/TH	CH	CU
BS 391: OT Prophets II: (Minor Prophets)	30		30	2
BS 395: Revelation	30		30	2
PT 300: Christian Ethics I: General Introduction	30		30	2
PT 301: Christian Ethics II: Issues in Africa	30		30	2
PT 320: Apologetics and Cults	30		30	2
HST 350: Puritan Theology	30		30	2
PT 320: Missions in Africa: Islam and ATR	30		30	2
PT 350: Marriage and Family Counselling	30		30	2
ST 300 Pauline Theology	30		30	2
Total				18

COMPUTATION OF CREDIT UNITS

In the computation of the Credit Units in the curriculum matrix below, we use the following guide from NCHE.

1. $1\text{CH} = 1\text{LH} = 2\text{PH} = 2\text{TH}$
2. 1LH means one hour or 60 Mins of Classroom instruction.
3. $1\text{CU} = 15\text{CH} = 15\text{LH} = 30\text{TH} = 30\text{PH}$

LH – Lecture Hour

CU – Credit Unit

TH – Tutorial Hour

PH – Practical Hour

CH – Contact Hour

12. DETAILED COURSE DESCRIPTIONS

12.1. Introduction to the Bible

Course Code: BS 101

Level of Course: Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 101: Introduction to the Bible	
Duration: 30 Hours	
Course Description	
<p>This course introduces students to the basics of the Bible. It addresses questions such as canon, the historicity, and the reliability of the scriptures. It provides students with a necessary framework for future Biblical studies. This course considers the structure of the Bible, the geography of the Bible, the historical periods of Bible history, and the storyline of the Old and New Testaments. It integrates a survey of the overarching theme of the Bible: God's plan of redemption as it unfolds in the pages of Scripture (sometimes called redemptive history).</p>	
Course Objectives	
<ul style="list-style-type: none"> • To provide a basic understanding of the major geographical features in the Bible. • To provide a basic understanding of the various eras and epochs in redemptive revelation in chronological sequence and how they fit together. • To offer insight into the Biblical theological significance of the major characters and events of biblical revelation. • To introduce students to the language of biblical studies and tools such as typology. • To communicate biblical theology focusing centrally on the Gospel, the Covenants, and the Kingdom. 	
Learning Outcomes	
<p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> • List in order the 66 books of the Bible, placing each book in its historical category and genre. • Identify on a map the important geographical features in the Bible. • Describe and recognize the different genres of biblical literature. • List the various eras of Bible history along with their approximate dates. • Discuss the major characters, locations, and events of each era of Bible history. • Define a biblical covenant with particular interest in Genesis. • Explain the common and distinctive features of the major biblical covenants. 	

Detailed Course Unit Content (Introduction to the Bible)	Duration
<p>Sub-Course unit 1: Introduction: The Bible, book of books</p> <ul style="list-style-type: none"> • The Literature of the Bible • The Structure of the Bible • The Geography of the Old Testament • Old Testament Eras <ul style="list-style-type: none"> a. The Creation Era b. The Patriarch Era c. The Exodus Era 	6 Hours

Detailed Course Unit Content (Introduction to the Bible)	Duration
Sproul, R. C., and Robert Wolgemuth. <i>What's in the Bible: The Story of God through Time & Eternity</i> . Nashville: Word Pub., 2000. Vos, Geerhardus. <i>Biblical Theology: Old and New Testaments</i> . Edinburgh: Banner of Truth Trust, 1975.	

12.2. English I: Grammar and Composition

Course Code: LA 101

Level of Course: Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 101: English I: Grammar and Composition
Duration: 30 Hours
<p>Course Description</p> <p>This course introduces students to the basics of English. This includes grammar, syntax, reading, and use. It is designed to introduce students in such a way so that they are able to combine logical thinking skills with the proper use of English in writing and speech particularly as a preparation and introduction to university studies.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> To introduce the basics of the English language such as understanding parts of speech, sentence and paragraph structure and writing essays. To help students to comprehend the principles of grammar and the writing process. To appreciate the history and use of the English language and its place in the world today. To use English as a means of expressing serious and thoughtful ideas.
<p>Learning Outcomes</p> <p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> Exhibit basic understanding of the five parts of speech, the definition of a sentence, a paragraph, etc. Establish ability to use the aforementioned skills to write in various modes: personal narrative, expository, analytical, descriptive, argument. Explore sources of writing: reading, thinking, analysing, and discussion. Create a thesis statement that suggests the focus of an essay. Develop and include enough details and examples to support the identified thesis and reinforce focus of an essay.

Detailed Course Unit Content (English I: Grammar and Composition)	Duration
<p>Sub-Course unit 1: Part of Speech</p> <ul style="list-style-type: none"> Noun & pronoun Verbs (Lexical & Auxiliary) 	4 Hours
<p>Sub-Course unit 2: Part of speech cont.</p> <ul style="list-style-type: none"> Verb Tenses Adjectives & Adverb 	4 Hours
<p>Sub-Course unit 3: Part of speech cont.</p> <ul style="list-style-type: none"> Preposition Conjunction, 	6 Hours

Detailed Course Unit Content (English I: Grammar and Composition)	Duration										
<ul style="list-style-type: none"> • Phrases and Clause 											
Sub-course unit 4: Sentence construction <ul style="list-style-type: none"> • Sentence Types • Transformations 	4 Hours										
Sub-course unit 5: Vocabulary <ul style="list-style-type: none"> • Word meanings, • synonym, • antonym • Root words, • one word substitutes 	6 Hours										
Sub-course unit 6: Phrases <ul style="list-style-type: none"> • Phrasal Verbs, Idioms • Word games – • Vocabulary development 	6 Hours										
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Mode of Assessment Course Work: <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Daily reading</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Quizzes</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading	10%	Essay writing	10%	Quizzes	20%	Written Examinations:	60%	Total	100%
Daily reading	10%										
Essay writing	10%										
Quizzes	20%										
Written Examinations:	60%										
Total	100%										
Suggested References Gorrel, Donna. <i>The Little Brown Workbook</i> , (Longman, 2006). Kirszener, Laurie, and Stephen Mandell. <i>The Pocket Handbook</i> , (Thomson/Heinle, 2003). Ross-Larsen, Bruce. <i>Edit Yourself: A Manual for Everyone Who Works with Words</i> , (Norton, 1996). Strunk, William, Jr., and E. B. White. <i>The Elements of Style</i> , (Macmillan, 1999). <i>The Shurley Method: English Made Easy Level 7 Student Textbook</i> , (Shurley Instructional Materials, 2000).											

12.3. Basic Christian Doctrine: Introduction to Theology

Course Code: ST 101

Level of Course Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 101: Basic Christian Doctrine: Introduction to Theology	
Duration: 30 Hours	
Course Description This course is an introduction to the basic beliefs of Christianity, especially in its historic creedal forms such as the Apostolic and Nicene Creeds. This course will challenge the students to appreciate creeds and sound doctrine as an important part of Christianity. This course introduces the methods of theology and the major topics within biblical revelation. Special attention is given to the rationale for these Christian doctrines, their interconnections as well as their development within the history of Christian thought, and their contemporary challenges.	
Course Objectives	
<ul style="list-style-type: none"> • To communicate the importance and necessity of creeds. • To communicate the necessity of sound doctrine. • To teach the basic beliefs of historic Christianity. • To teach theological method as a foundation for future studies. • To teach the importance of learning doctrine and history as guides for the future. 	
Learning Outcomes	
By the end of this course students should be able to:	
<ul style="list-style-type: none"> • Memorize the Apostle’s and Nicene Creed. • Identify the core content of the major doctrines of the Christian faith. • Recognize the historic orthodox Christian teachings regarding these major doctrines. • Define the unity and coherence of these theological doctrines from the scriptures. • Explain the application of major Christian doctrines to the Christian life. 	

Detailed Course Unit Content (Basic Christian Doctrine: Introduction to Theology)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Course Introduction, • Historical Survey • Foundations and Methods of Theology 	3 Hours
Sub-Course unit 2: Introduction to doctrine <ul style="list-style-type: none"> • What is doctrine? • The doctrine of Revelation • The doctrine of God 	6 Hours
Sub-Course unit 3: Doctrine of the trinity <ul style="list-style-type: none"> • The Trinity, • The Creation & Providence • Human Nature 	6 Hours
Sub-course unit 4: Second person of Godhead	

Detailed Course Unit Content (Basic Christian Doctrine: Introduction to Theology)	Duration										
<ul style="list-style-type: none"> • The person and work of Jesus Christ • The doctrine of salvation 	4 Hours										
<p>Sub-course unit 5: Third person of Godhead</p> <ul style="list-style-type: none"> • The person and work of the Holy Spirit • Doctrine of the Church 	3 Hours										
<p>Sub-course unit 7: The body of Christ</p> <ul style="list-style-type: none"> • The church and practices • The Sacraments • Sanctification; • Mission Eschatology – • the doctrine of Last Things 	8 Hours										
<p>Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Daily reading/response papers	10%										
Written assignments	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
<p>Suggested References Allison, FitzSimons C., <i>The Cruelty of Heresy: An Affirmation of Christian Orthodoxy</i>, (Morehouse Publishing, 1994). Jackson, L. Charles, <i>Faith of Our Fathers: A Study of the Nicene Creed</i>, (Canon Press, 2007). Lewis, C.S., <i>Mere Christianity</i>, (Harper One, 2015). McGrath, Alister, <i>I Believe: Exploring the Apostle's Creed</i>, (IVP Books, 1997). McGrath, Alister, <i>The Christian Theology Reader</i>, (Blackwell, 2011).</p>											

11.4 Introduction to Biblical Theology

Course Code: ST 110

Level of Course Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 110: Introduction to Biblical Theology	
Duration: 30 Hours	
Course Description This course will provide the overarching story of redemption as the structure of biblical theology and focus on the identity of God as the centre of biblical theology. It will cover the major topics of biblical theology: the theological relationship of the Old Testament to the New Testament God, creation, Jesus as God incarnate, the Gospel of the kingdom of God, the cross, the resurrection, soteriology, the Holy Spirit, the church and the last things, relationship of exegetical method to a method of doing biblical theology.	
Course Objectives	
<ul style="list-style-type: none"> • To communicate the basic nomenclature of biblical theology. • To identify the themes and major topics of biblical theology especially as in contrast and/or supplemental to systematic theology. • To teach the history and context of the development of biblical theology. • To instruct the students in the importance of the hermeneutical and methodological issues derived from biblical theology. • To introduce the student to the centrality and importance of biblical theology in preaching, teaching and pastoral ministry in the church. 	
Learning Outcomes	
By the end of this course students should be able to:	
<ul style="list-style-type: none"> • Exhibit a greater knowledge of the Bible, i.e. its unity and diversity. • analyse, evaluate, and critique proposals for Biblical theology from an understanding of hermeneutical and methodological issues. • inspect Scripture theologically in the areas specified in the course description. • Define and describe the similarities, differences and necessity of systematic and biblical theology. • apply methods of Biblical theology to other topics. 	

Detailed Course Unit Content (Introduction Biblical to Theology)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction to biblical theology • What is Biblical Theology? • Approaches to Biblical 	6 Hours
Sub-Course unit 2: Background <ul style="list-style-type: none"> • The history, • scholarship, and • Issues in Biblical theology 	6 Hours

Detailed Course Unit Content (Introduction Biblical to Theology)	Duration										
Sub-Course unit 3: Understanding Christian theology <ul style="list-style-type: none"> • Bases for Biblical Theology • Who is God and what is his mission? 	3 Hours										
Sub-course unit 4: Second person of Godhead <ul style="list-style-type: none"> • The person and work of Jesus Christ • The doctrine of salvation 	4 Hours										
Sub-course unit 5: God’s plan for salvation <ul style="list-style-type: none"> • Who is Jesus Christ and what is his in relation to salvation? • The Cross, the Resurrection, and Salvation 	4 Hours										
Sub-course unit 6: The Holy Spirit <ul style="list-style-type: none"> • Who is the Holy Spirit? • His work in relation to salvation 	4 Hours										
Sub-course unit 7: The church and her mission <ul style="list-style-type: none"> • What is church and her mission on earth? • Missional Biblical Theology 	3 Hours										
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading	10%	written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Daily reading	10%										
written assignments	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
Suggested References Bartholomew, Craig G., and Michael W. Goheen. <i>The Drama of Scripture: Finding Our Place in the Biblical Story</i> , (Baker Academic, 2004). Beale, G.G., <i>A New Testament Biblical Theology</i> (Baker, 2011). Goldsworthy, Graeme. <i>According to Plan: The Unfolding Revelation of God in the Bible</i> , (Intervarsity Press, 2003). Nichols, Stephen, J., <i>Welcome to the Story: Reading, Loving, & Living God’s Word</i> , (Crossway, 2011). Vos, Geerhardus, <i>Biblical Theology: Old and New Testaments</i> , (Eerdmans, 1948). Supplemental readings assigned by professor											

11.5 Introduction to Reformed Theology

Course Code: ST 120

Level of Course Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 120: Introduction to Reformed Theology

Duration: 30 Hours

Course Description

This course is a study of the basics of Reformed theology beginning with the 16th century, Reformation, its context, doctrines and consequences. The class will focus on the sovereignty of God, the doctrine of justification by faith, the “five solas” (the five “alones”) and the “five doctrines of grace” that were at the heart of the Reformers understanding of the gospel. The class will argue that the fundamental Reformation doctrines were biblical and should still remain central for today’s ministry. The implications of these doctrines for life, worship and ministry will be discussed, but particular attention will be given to worship. Attention will also be given to the Reformation’s recovery of a God-centered biblical world and life view. The course will provide a brief introduction to the Westminster Confession of Faith, the Belgic Confession of Faith, and the Synods of Dordt.

Course Objectives

- To lay a foundation for the understanding of the doctrines of the Christian faith as understood through the confessions of the Reformation and Reformed theology.
- To provide a basis for contextualizing the doctrines of Christianity within the African context.
- To explain the five solas of the Reformation along with the five doctrines of grace and their importance for understanding the gospel and for doctrinally based Christianity.
- To introduce students to the confessional foundations of the churches of the Anglo-Scottish Presbyterian tradition and the Dutch Reformed tradition.

Learning Outcomes

By the end of this course students should be able to:

- Compare and contrast the biblical doctrine of justification by grace through faith, rediscovered by Luther, and the Roman Catholic view.
- Explain God’s supremacy and sovereignty over all things including salvation and His free and unconditional election.
- Identify the five “solas” of the Reformation (Scripture alone, grace alone, faith alone, Christ alone and God’s glory alone)
- Analyze some basic doctrines in the Westminster Confession of Faith.
- Identify the implications of these doctrines for individuals, for worship, ministry and for the life of the church, with particular reference to the church in Africa, and how doctrine impacts society, culture and all of life.

Detailed Course Unit Content (Introduction to Reformed Theology)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• What is reformed theology?• How is reformed theology different from non-reformed theology?	3 Hours

Detailed Course Unit Content (Introduction to Reformed Theology)	Duration										
Sub-Course unit 2: Genesis of reformed theology <ul style="list-style-type: none"> • The 1517 great reformation movement. • Martin Luther in general • Calvinism in General 	6 Hours										
Sub-Course unit 3: Sovereignty of God <ul style="list-style-type: none"> • Understanding God sovereignty • The Sovereignty of God in relation to human responsibility • TULIP in general 	6 Hours										
Sub-course unit 4: The nature of man <ul style="list-style-type: none"> • TULIP cont. • Total depravity • Unconditional Election 	6 Hours										
Sub-course unit 5: The nature of man cont. <ul style="list-style-type: none"> • Limited Atonement / Particular Redemption • Irresistible Grace 	6 Hours										
Sub-course unit 7: The nature of man cont. <ul style="list-style-type: none"> • Preservation of the Saints • The Order of Salvation 	3 Hours										
Mode of Delivery The course entails lectures, video presentations, discussions, readings, small group discussions and student presentations of selected articles and textbooks chapters.											
Course Assessment: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Daily reading/response papers	10%										
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Total	100										
Suggested References Boice, James Montgomery and Philip Graham Ryken, <i>The Doctrines of Grace</i> , (Crossway Books, 2002). Horton, Michael, <i>Putting Amazing Back into Grace</i> , (Baker Book House, 1993). Sproul, R.C., <i>Chosen by God</i> , (Tyndale, 1987). Steele, David, Curtis Thomas and Lance Quinn, <i>The Five Points of Calvinism</i> , (P&R Publishing, 2004).											

11.6 Western Civilization I (Mesopotamian origins -Thirty Years' War in 1648)

Course Code: HST 101

Level of Course Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

HST 101: Western Civilization I (Mesopotamian origins -Thirty Years' War in 1648)

Duration: 30 Hours

Course Description

This course is a survey of the history of the western civilization from the ancient world to the year 1648. It includes defining and evaluating the notion of western civilization. As a history class it will also include serious consideration of humanities: humanities involve the study of various aspects of human society and culture, especially those aspects considered to have had a significant historical influence. This course will encourage students to consider cause and effect relationships in history in the hopes of using these thinking skills to help them in their present and future lives.

Course Objectives

- To introduce students to the study of the discipline of history.
- To introduce students to the idea of western civilization and why it's unique and worth knowing.
- To study the important people and to evaluate how/why such people are judged important in history.
- To investigate the factors contributing to the rise and fall of nations and movements.
- To study great works of art and music in their historical context and to study the idea of beauty itself.

Learning Outcomes

By the end of this course students should be able to:

- Define history and humanities and their significance for us today.
- Define the idea of western civilization and why it's important for us today.
- Explain the general flow of history in the various parts of the world including the dates, places, and people considered significant to western civilization.
- Identify the significant people why/how they have influenced western civilization.
- Analyze the various factors that have contributed to the rise and fall of nations that have changed the course of history.

Detailed Course Unit Content (Western Civilization I: Mesopotamian origins-Third Years' War in 1648)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• Course introduction• Discussion of the term's "civilization" and "western"	3 Hours
Sub-Course unit 2: The birth of civilization <ul style="list-style-type: none">• Western Heritage• Alexander the Great western heritage	6 Hours
Sub-Course unit 3: Growth of western civilization	6 Hours

Detailed Course Unit Content (Western Civilization I: Mesopotamian origins-Third Years' War in 1648)	Duration										
<ul style="list-style-type: none"> • Rome: From Republic to Empire • The Roman Empire 											
<p>Sub-course unit 4: Growth of western civilization cont.</p> <ul style="list-style-type: none"> • The High middle Ages • Medieval Society: • Hierarchies, • Towns, • Universities, and Families 	6 Hours										
<p>Sub-course unit 5: The late middle age</p> <ul style="list-style-type: none"> • The event surrounded late middle Ages • Renaissance and Discovery 	4 Hours										
<p>Sub-course unit 7: The reformation era</p> <ul style="list-style-type: none"> • The Age of Reformation • The Age of Religious Wars 	5 Hours										
<p>Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies</p>											
<p>Course Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book reviews</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book reviews	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Daily reading/response papers	10%										
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Total	100										
<p>Suggested References Gamble, Richard, M., ed., <i>The Great Tradition: Classic Readings on What It Means to be an Educated Human Being</i>, (ISI Books, 2007). Holland, Tom, <i>Dominion: The Making of the Western Mind</i>, (Little, Brown, 2019). Matthews, R.T. & Platt, DeWitt, <i>The Western Humanities: Beginnings Through the Renaissance, Vol. I.</i>, (McGraw Hill, 2003). Selected articles assigned from instructor</p>											

11.7 Western Civilization II

Course Code: HST 102

Level of Course Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

HST 102: Western Civilization II

Duration: 30 Hours

Course Description

This course is a survey of the history of the western civilization from the end of HST 101 (1648 A.D.) It includes building on the definition of western civilization provided in HST 101. As a history class it will also include serious consideration of humanities: humanities involve the study of various aspects of human society and culture, especially those aspects considered to have had a significant historical influence. This course will encourage students to consider cause and effect relationships in history in the hopes of using these thinking skills to help them in their present and future lives.

Course Objectives

- To review the ideas of the study of the discipline of history that was provided in Western Civilization I.
- To review the idea of Western Civilization and why it's unique and worth knowing.
- To study the important people and to evaluate how/why such people are judged important in history.
- To investigate the factors contributing to the rise and fall of nations and movements.
- To study great works of art and music in their historical context and to study the idea of beauty itself.

Learning Outcomes

By the end of this course students should be able to:

- Define history and its significance for us today.
- State and explain the idea of western civilization from Western Civilization I and why it's important for us today.
- Explain the general flow of history in the various parts of the world including the dates, places, and people considered significant to western civilization.
- Identify the significant people why/how they have influenced western civilization.
- Analyse the various factors that have contributed to the rise and fall of nations that have changed the course of history.

Detailed Course Unit Content (Western Civilization II)	Duration
Sub-Course unit 1: Events that surround the movement <ul style="list-style-type: none"> • The Reformation • Growth of Nation States • Absolutism and constitutionalism 	3 Hours
Sub-Course unit 2: Revolutions <ul style="list-style-type: none"> • Revolutions • Classical Liberalism • Industrialization 	3 Hours
Sub-Course unit 3: Era of religious <ul style="list-style-type: none"> • The Age of Religious Wars • European Consolidation in the Seventeenth and Eighteenth Centuries 	3 Hours
Sub-course unit 4: The raise of society and economy <ul style="list-style-type: none"> • Society and Economy in Eighteenth-Century Europe • The Transatlantic Economy 	3 Hours
Sub-course unit 5: The enlightenment era <ul style="list-style-type: none"> • The Enlightenment • The French Revolution 	3 Hours
Sub-course unit 7: Challenges facing reformation <ul style="list-style-type: none"> • The Age of Napoleon and Romanticism • Challenges of Reform 	3 Hours
Sub-course unit 8: Growth of economic <ul style="list-style-type: none"> • Economic Advance and Social Unrest (1830-1850) • Industrialization 	3 Hours
Sub-course unit 9: Politics <ul style="list-style-type: none"> • Society and Politics to World War I • Imperialism • Global Conflict 	3 Hours
Sub-course unit 10: World Wars <ul style="list-style-type: none"> • World War I • Interwar Years • World War II 	3 Hours
Sub-course unit 11: Aftermath of world wars <ul style="list-style-type: none"> • Cold War 25. • Globalism 	3 Hours
Mode of Delivery	

Detailed Course Unit Content (Western Civilization II)		Duration
Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies		
Course Assessment:		
Daily readings	10%	
Written assignments	10%	
Research essay on assigned topic	20%	
Written Examinations:	60%	
Total	100	
Suggested References		
Billington, James H., <i>Fire in the Minds of Men: Origins of the Revolutionary Faith</i> , (Routledge, 1998).		
Gamble, Richard, M., ed., <i>The Great Tradition: Classic Readings on What It Means to be an Educated Human Being</i> , (ISI Books, 2007).		
Holland, Tom, <i>Dominion: The Making of the Western Mind</i> , (Little, Brown, 2019).		
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Schaeffer, Francis A, <i>How Should We Then Live? The Rise and Decline of Western Thought and Culture</i> , (Crossway, 2005).		

11.8 Introduction to Rhetoric

Course Code: LA 120

Level of Course Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

LA 120: Introduction to Rhetoric
Duration: 30 Hours
Course Description
This course on Rhetoric studies the art of persuasion, which along with grammar and logic, is one of the three ancient arts of discourse, which makes this particularly necessary for preachers. Rhetoric aims to study the capacities of writers or speakers needed to inform, persuade, or motivate particular audiences in specific situations. For Knox students Rhetoric will focus on the fundamentals of eloquence and persuasive speech as it relates to speaking, preaching and teaching the gospel of Jesus Christ.
Course Objectives
<ul style="list-style-type: none"> • To define rhetoric. • To outline the history and context of rhetoric. • To explain the importance of rhetoric for today and the differences between rhetoric and modern speech/communication classes. • To inform students of the most popular logical fallacies. • To inform students how to use the principles of rhetoric, which are ethos, pathos and logos as they receive information and communicate information to others.

LA 120: Introduction to Rhetoric**Duration: 30 Hours****Learning Outcomes**

By the end of this course students should be able to:

- define and explain the importance of rhetoric.
- identify the core theories, debates, and questions in rhetoric.
- critique significant theories and trends of rhetoric.
- evaluate rhetoric in relation to greater contexts including political and social discourse.
- implement the principles of Rhetoric for effective public and private persuasion as a minister in the context of the church.

Detailed Course Unit Content (Introduction to Rhetoric)	Duration										
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Course Introduction, • Hearers and Proclaimers of the Word 	6 Hours										
Sub-Course unit 2: Ethos <ul style="list-style-type: none"> • The Character of the Proclaimer (Ethos) 	6 Hours										
Sub-Course unit 3: Logos <ul style="list-style-type: none"> • The Proclaimer's Content and Patterns for Teaching 	6 Hours										
Sub-course unit 4: Pathos <ul style="list-style-type: none"> • The Contours of Proclamation through the Spoken (Pathos) • The Embodiment (Ethos) 	6 Hours										
Sub-course unit 5: Logos cont. <ul style="list-style-type: none"> • The Word of God (the holy scripture) 	6 Hours										
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Daily reading/response papers	10%										
Written assignments/book critique	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
Suggested References Arp, Robert, <i>Bad Arguments: 100 of the Most Important Fallacies in Western Philosophy</i> , (Wiley Blackwell, 2018).											

Detailed Course Unit Content (Introduction to Rhetoric)	Duration
<p>Cothran, Martin, <i>Classical Rhetoric with Aristotle: Traditional Principles of Speaking and Writing</i>, (Memoria Press, 2003).</p> <p>Howat, Shaunna K., and Howat, Tyler, <i>Thoughts Clothed in Words: Classical Rhetoric from a Biblical Worldview</i>, (Create Space Publishing, 2018).</p>	

11.9 Library Orientation/Computer Literacy

Course Code: NA

Level of Course Year 1 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

CODE NA: Library Orientation/Computer Literacy Duration: 30 Hours
<p>Course Description</p> <p>The aim of this course is to develop the necessary skills in the use of information technology, mainly in software applications and Internet searching and browsing. These skills are crucial in helping students to complete assignments, produce professional presentations and achieve success in their ministries.</p>
<p>Learning objectives</p> <ul style="list-style-type: none"> • To acquaint the student with basic computer knowledge and skills. • To enable the student use a computer. • To introduce students to windows and packages like MS doc, Ms PowerPoint, Ms Excel, Ms Access among others.
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Describe the basic concepts of information technology and computing • Explain the common hardware and software applications and the need for outsourcing services • Identify the storage devices and also gain an understanding of information security.

Detailed Course Unit Content (Library Orientation/Computer Literacy)	Duration
<p>Sub-Course unit 1: Foundations of computing</p> <ul style="list-style-type: none"> • What is information? • What is information Technology? • Evolution of computing and Information Technology • Computer and its complements • What is computer? • Types of computers • Use of computers • Functions of information technology • Computer architecture 	2 Hours
<p>Sub-Course unit 2: Windows and File Management</p> <ul style="list-style-type: none"> • Start Microsoft windows: log on to the computer and identify objects on the desktop. • Display start menu and start an application program. • Open, Minimize, Restore, Move, size, scroll, and close a window. • Create a folder in the window explorer. • Browse the web using Internet Explorer, URL, etc. • Copy, move, rename and delete a file. • Search for files using a word or phrase in the file or by name. 	2 Hours
<p>Sub-Course unit 3: Theory and Computer Devices</p> <ul style="list-style-type: none"> • Computer components/Hardware and software • Input and output devices • Characteristics and purpose of input/output devices. • System unit • Data and information • Storage devices • Network devices • Various types of network systems (LANS, WANS Intranet and internet) 	2 Hours
<p>Sub-course unit 4: Computer Hardware and software</p> <ul style="list-style-type: none"> • Definition and examples • Importance of computer Hardware • Definition and Examples • Categories of computer software • (Application software, system software). • Functions of computer Memory • Types of Memory (RAM & ROM • The computer memory system 	2 Hours
<p>Sub-course unit 5: Editing and formatting word processed documents</p>	3 Hours

Detailed Course Unit Content (Library Orientation/Computer Literacy)	Duration
<ul style="list-style-type: none"> • Office applications • Format a page: format and edit background, change page orientation and size, adjust margins, insert columns. Edit columns, add header and footers, add page numbers, insert a page break, insert a watermark, select the page background colour. • Format text: bold, italic, underline, alignment, font style, font size, font colour, font effect. • Format paragraphs: alignment, indentation, spacing select and edit themes and styles. • Insert and edit bullet points and numbering. • Format borders and shading. • Use shortcut keys. 	
<p>Sub-course unit 6: editing and formatting word processed documents cont.</p> <ul style="list-style-type: none"> • Insert and format a table • Edit a table • Insert shapes • Draw shapes • Format shapes, apply special effects • Insert objects • Resize, move, copy, delete, add text, fill, align, rotate, edit and rotate object. • Insert and format WordArt 	3 Hours
<p>Sub-course unit 7: Spread Sheets</p> <ul style="list-style-type: none"> • Definition of spreadsheet software and its main functions • Key terminology: workbook, worksheet, cell, row, column. • The Excel screen • Navigating the screen, different views • Basic commands: new, open, save, close, print page, set-up, print property, print preview, select a print area. • Type of data: labels, constants, formulae • Enter data: cell, row, column • Edit: cut, copy, paste. Undo, find, replace, select all, edit active cell, clear cell contents • Format labels • Format values • Insert a row, column • Widen column • Introduction to formulae: constants and operators • Addition formula • Subtraction formula 	2 Hours

Detailed Course Unit Content (Library Orientation/Computer Literacy)	Duration
<ul style="list-style-type: none"> • Use shortcut keys 	
<p>Sub-course unit 8: Formatting Spreadsheets</p> <ul style="list-style-type: none"> • Workbook management: insert a new worksheet, rename a worksheet, move/copy a worksheet, change a worksheet tab colour, delete a worksheet. • Protect a worksheet. • Format cells, rows and columns • Add borders • Insert: diagrams, pictures, symbols • Insert headers and footers • Format as a table • Hide selected rows • Apply cell styles • Hide columns and rows • Produce a checklist for an effective spreadsheet 	3 Hours
<p>Sub-course unit 9: Using PowerPoint</p> <ul style="list-style-type: none"> • Definition of PowerPoint software and its main functions • The PowerPoint Screen • Navigate the PowerPoint screen and different views • Define presentation software and its main functions • Select slide design, background and layout • Enter text, set language and use the spelling check, grammar check and thesaurus. • Use basic commands such as: new, open, save, close, print, page set-up, print properties, print preview, handouts and speaker notes. • Format text: select font style, size and colour and alignment. • Edit, delete, copy, find and replace text. • Format paragraphs • Insert slide numbers, date and time, headers and footers. • Insert new slides and duplicate slides. • Re-arrange and delete slides. • Insert picture, clip Art graphics, SmartArt, diagrams, graphs, tables, text boxes and hyperlinks. • Format graphics. • Draw shapes and objects and forma, move, resize and delete objects. • Run and stop a slideshow. • Use shortcut keys. 	4 Hours
<p>Sub-course unit 10: Multimedia presentation</p> <ul style="list-style-type: none"> • Define transitions and add transitions and effects to slides • Define animations and add animations and effects to objects • Copy animation from one object to another • Insert audio clips from files and ClipArt 	2 Hours

Detailed Course Unit Content (Library Orientation/Computer Literacy)	Duration
<ul style="list-style-type: none"> • Insert an audio clip • Insert videos from files, websites and ClipArt • Insert actions • Set up slideshow delivery • Produce a checklist for an effect slideshow 	
Sub-course unit 11: Mobile Technologies <ul style="list-style-type: none"> • Smartphone productivity 	1 Hours
Sub-course unit 12: Cyber security and online privacy <ul style="list-style-type: none"> • Cyber security basics • Online privacy • Ethical considerations • Cyber laws, regulations and standards 	2 Hours
Sub-course unit 13: Trends in ICT <ul style="list-style-type: none"> • The internet of things • Cloud computing 	2 Hours
Mode of Delivery Lecturers, presentations and discussions Assessment Coursework 40% Final examinations 60%	
Suggested References Cohen, D. I. A. (2007). Introduction to computer theory (2 nd ed.). New Delhi: Wiley India. Brebner, G. (2002). <i>Computers in communication</i> : New York, NY: McGraw-Hill. Jim, J., & McFall, D. (2006). <i>Information Technology Course</i> . Chicago: Workbook, University. Robert, V. P. (2004). <i>Computer skills and concepts: A mastery approach</i> (6th ed.). Lubbock, TX: Texas Tech University. Roy, A. A. (2001). <i>A history of the personal computer</i> . London: Allan Publishing. Leon, A., & Leon, M. (1999). Introduction to Computers. New Delhi: Vikas Publishing House. Allan, R. A., A History of the Personal Computer: The People and the Technology, (Allan Publishers, 2001). Leon, A., Introduction to Computers, (Vikas Publishing House Pvt. Ltd., 1999). Norton. P., Introduction to Computers, (4th Ed), (Career Education, 2000). Price, R. V., & Hogue, J. Computer Skills and Concepts: A Mastery Approach, (Stipes, 2004). Assigned readings from instructor. Norton, P. (2000). Introduction to Computers (4th ed.). Career Education.	

Detailed Course Unit Content (Library Orientation/Computer Literacy)	Duration
<p>Brebner, G. (2002). <i>Computers in Communication</i>: New York, NY: McGraw-Hill.</p> <p>Jim, J., & McFall, D. (2006). <i>Information Technology Course</i>. Chicago: Workbook, University.</p> <p>Robert, V. P. (2004). <i>Computer Skills and Concepts: A Mastery Approach</i> (6th ed.). Lubbock, TX: Texas Tech University.</p> <p>Roy, A. A. (2001). <i>A History of the Personal Computer</i>. London: Allan Publishing.</p>	

12 Year 1 Semester 2

12.1 Bible Interpretation

Course Code: BS 102

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 102: Bible Interpretation Duration: 30 Hours
<p>Course Description</p> <p>This course is an introduction to the interpretation of the Bible. This class will outline the basic principles of interpretation for literature in general and for the scriptures in particular. It will seek to provide skills and insights for identifying the biblical author's intention for writing as well as the meaning he desired to communicate as it is expressed in the text. The goal of such interpretation will ultimately be the clear communication of the scriptural meaning.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To understand hermeneutical principles. • To understand the work of the Holy Spirit in Biblical interpretation. • To communicate the significance of provenance, introduction, historical and cultural contexts, as well as systematic and Biblical theological insights. • To teach the relationship between proper interpretation and the accurate communication such interpretations.
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • define the importance of biblical interpretation. • exhibit an understanding of the role of an interpreter's own assumption in hermeneutics. • explain the role of the Holy Spirit in biblical interpretation. • describe the role of context and historical\cultural background in determining meaning. • interpret and apply texts from the various genre categories found in the Bible.

Detailed Course Unit Content (Bible Interpretation)	Duration										
<p>Sub-Course unit 1: Introduction</p> <p>Introduction: Why is it critical that we develop an ability to handle the Bible with accuracy? Four things to keep in mind:</p> <ul style="list-style-type: none"> ○ The danger of heresy and cults; ○ The tendency to interpret all things in a self-centered way; ○ The reality of spiritual warfare ○ God has made the church the custodian of the Scriptures. 	4 Hours										
<p>Sub-Course unit 2: The word of God</p> <ul style="list-style-type: none"> ● What is implied in the phrase “the Word of God”? ● How adequate is the common human language to make God known? ● How can we properly interpret the Bible? ● How can we possibly visualize the image of God? 	6 Hours										
<p>Sub-Course unit 3: The Holy Bible</p> <ul style="list-style-type: none"> ● What is the Bible? What is a text? What is inspiration? ● Attributes of Scripture: Can it be trusted? ● Is it sufficient? 	4 Hours										
<p>Sub-course unit 4: The theme of the Bible</p> <ul style="list-style-type: none"> ● The Bible is Christ-centered. 	3 Hours										
<p>Sub-course unit 5: Organization of the Holy Bible</p> <ul style="list-style-type: none"> ● How is the Bible organized? 	3 Hours										
<p>Sub-course unit 6: The original meaning</p> <ul style="list-style-type: none"> ● What is grammatical-historical exegesis? 	4 Hours										
<p>Sub-course unit 7: Applications</p> <ul style="list-style-type: none"> ● What does the word of God mean to all generations? ● How is it important and relevant to us today? 	4 Hours										
<p>Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Daily reading/response papers	10%										
Written assignments	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
<p>Suggested References Alter, Robert, <i>The Art of Biblical Narrative</i>, (Basic Books, 1981).</p>											

Detailed Course Unit Content (Bible Interpretation)	Duration
Beale, G. K., <i>The Right Doctrine from the Wrong Texts?</i> (Baker, 1994). DeYoung, Kevin. <i>Taking God at His Word: Why the Bible Is Knowable, Necessary, and Enough and What That Means for You and Me</i> , (Crossway, 2016). Kostenberger, Andreas and Richard Patterson. <i>Invitation to Biblical Interpretation, Exploring the Hermeneutical Triad of History, Literature, and Theology</i> , (Kregal Publications, 2011). Ryken, Leland, <i>How to Read the Bible as Literature</i> , (Zondervan, 1984).	

12.2 Revelation, Scripture, and God

Course Code: ST 180

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 180: Revelation, Scripture, and God
Duration: 30 Hours
<p>Course Description</p> <p>This course is an introduction to the doctrine of revelation, scripture and God. This course addresses the doctrine of revelation and the Scriptures, which seeks to appreciate how God makes himself known and more specifically what Scripture <i>is</i> why it works as it does; its relationship to God, the Church, and the world; its qualities of truth, power, and revelation; and its role in salvation. This course also introduces the student to a study of the Being and Works of God. Topics covered include: the existence and knowability of God, the names and attributes of God, the doctrines of the Trinity, the Decrees of God, creation, predestination, providence, revelation, and spiritual beings.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To introduce students to the major schools of thought in regard to the doctrine of revelation and the scriptures. • To teach students the language (sometimes called nomenclature) of the history and study of the scriptures and of God. • To instruct students the historical Christian approaches to divine revelation and the scriptures. • To introduce students, the historical Christian approaches to the nature, character and attributes of God as well as his interaction with creation.
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • identify the basic approaches to revelation the scriptures. • articulate the centrality and importance of the scriptures for all other doctrines. • know, the use language (sometimes called nomenclature) of the history and study of the scriptures and of God. • identify and to articulate the Names and Attributes of God. • define the Trinity and its importance to the doctrine of God.

Detailed Course Unit Content (Revelation, Scripture and God)								
<p>Sub-Course unit 1: Infallibility of the Holy Bible</p> <p>What does it mean?</p> <p>Terms related to the doctrine of Inspiration</p> <ol style="list-style-type: none"> a. Revelation b. General Revelation of God c. Special Revelation of God d. Inerrancy e. Illumination 		8 Hours						
<p>Sub-Course unit 2: Inspiration of the scripture</p> <ul style="list-style-type: none"> • What is does it mean? • The Biblical Doctrine of Inspiration • Guiding Principles of the Doctrine of Inspiration 		6 Hours						
<p>Sub-Course unit 3: Doctrine of inspiration cont.</p> <ul style="list-style-type: none"> • The Holy Spirit preserved the sacred writers from all error and from all omission. • Inspiration is affirmed only of the original autographic text of Scripture as it left the pen of the sacred writers. 		5 Hours						
<p>Sub-course unit 4: Doctrine of Inspiration cont.</p> <ul style="list-style-type: none"> • Inspiration of Scripture is plenary and verbal. <ol style="list-style-type: none"> a. Natural Inspiration or the intuition theory b. The dynamic or Partial Inspiration theory 		5 Hours						
<p>Sub-course unit 5: Heresies attacking this doctrine</p> <ul style="list-style-type: none"> • The theory that says NOT WORDS are inspired • The theory that says, the Holy Bible contains the Word of God (i.e. that the Bible is not wholly the word of God) • The dictation theory 		6 Hours						
<p>Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies</p>								
<p>Course Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Daily reading/response papers</td> <td style="width: 30%;">10%</td> </tr> <tr> <td>Written assignments</td> <td>10%</td> </tr> <tr> <td>Research essay on selected topic</td> <td>20%</td> </tr> </table>			Daily reading/response papers	10%	Written assignments	10%	Research essay on selected topic	20%
Daily reading/response papers	10%							
Written assignments	10%							
Research essay on selected topic	20%							

Detailed Course Unit Content (Revelation, Scripture and God)	
Written Examinations:	60%
Total	100
Suggested References Frame, John. <i>The Doctrine God</i> , (P&R Publishing, 2002). Horton, Michael. <i>The Christian Faith</i> , (Zondervan, 2011). Kelly, Douglas F, <i>Systematic Theology, Vol. One, grounded in Scripture and Understood in the Light of the Church, The God Who is: The Holy Trinity</i> , (Mentor, 2008). <i>Chicago Statement on Biblical Inerrancy</i> (International Council on Biblical Inerrancy, 1978). <i>Westminster Confession of Faith [WCF], Larger Catechism [WLC], Shorter Catechism. [WSC]</i>	

12.3 Christ and the Old Testament

Course Code: BS 120

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 120: Christ and the Old Testament Duration: 30 Hours
Course Description This course teaches students that when we're reading the Old Testament, we're reading a book that is all about Jesus Christ. When Christ talked about himself in the New Testament, and when his earliest believers talked about who he was and what he was accomplishing through his acts of salvation, they referred to the Old Testament. We will explore key themes that place the Old Testament (sometimes called Torah) as the foundation for Jesus' ministry in the New Testament. We will study how the Old Testament was not merely the foundation for Jesus' life and work, but how the one cannot be understood without the other. The Old Testament for instance not only uses prophecies to teach about Jesus, but more importantly Jesus is present in the Old Testament in many important ways. This course will explore the centrality of Christ that is layered in the Old Testament stories, covenants, prophecies, types, psalms, and more.
Course Objectives <ul style="list-style-type: none"> • To present the major schools of thought on the relationship between the Old and New Testaments such as dispensational and covenant theology. • To explore the key themes that place the Old Testament (sometimes called Torah) as the foundation for Jesus' ministry in the New Testament. • To study Jesus and the New Testament's presentation of Christ from the Old Testament.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none"> • Recognize and articulate the major schools of thought on the relationship between the Old and New Testaments such as dispensational and covenant theology. • articulate the key themes that place the Old Testament (sometimes called Torah) as the foundation for Jesus' ministry in the New Testament.

BS 120: Christ and the Old Testament**Duration: 30 Hours**

- Identify and to articulate the important passages from the New Testament that speak of Christ and the Old Testament.

Detailed Course Unit Content (Christ and the Old Testament)	
Sub-Course unit 1: Genesis 3: <ul style="list-style-type: none"> • Jesus the Serpent crusher • How it all began? • God's plan unfolds • The woman's seed • The serpent's seed 	3 Hours
Sub-Course unit 2: Genesis 22: <ul style="list-style-type: none"> • Jesus the Sacrificial Lamb • A father's sacrifice • God makes Himself known • A father gives His son • Another father gives his son • Living by faith 	5 Hours
Sub-Course unit 3: Genesis 12: <ul style="list-style-type: none"> • Jesus the sacrificed Lamb 	2 Hours
Sub-course unit 4: Exodus 12: <ul style="list-style-type: none"> • Jesus the sacrificed Lamb 	2 Hours
Sub-course unit 5: Psalm 22: <ul style="list-style-type: none"> • Jesus the afflicted one 	2 Hours
Sub-course unit 6: 2Samuel 7: <ul style="list-style-type: none"> • Jesus the everlasting King 	2 Hours
Sub-course unit 7: Psalm 110: <ul style="list-style-type: none"> • Jesus the High Priest forever 	2 Hours
Sub-course unit 8: Isaiah 9: <ul style="list-style-type: none"> • Jesus the Mighty God 	2 Hours
Sub-course unit 10: Isaiah 52-53: <ul style="list-style-type: none"> • Jesus the suffering servant 	2 Hours
Sub-course unit 11: Isaiah 49: <ul style="list-style-type: none"> • Jesus the Light of the world 	2 Hours
Sub-course unit 12: Jeremiah 31: <ul style="list-style-type: none"> • Jesus the covenant mediator 	2 Hours
Sub-course unit 13: Daniel 7:	2 Hours

Detailed Course Unit Content (Christ and the Old Testament)											
<ul style="list-style-type: none"> • Jesus the son of man 											
Sub-course unit 14: Zechariah 2: <ul style="list-style-type: none"> • Jesus the kingdom deliverer 	2 Hours										
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Course Assessment: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected Topic</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected Topic	20%	Written Examinations:	60%	Total	100
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Research essay on selected Topic	20%										
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Suggested References Clowney, Edmond P., <i>The Unfolding Mystery: Discovering Christ in the Old Testament</i> , (P&R Publishing, 2013). France, R.T., <i>Jesus and the Old Testament: His Application of Old Testament Passage to Himself and His Mission</i> , (Regent College Publishing, 1998). Jackson, L. Charles, <i>Bible Studies on Ruth</i> , (Reformed Fellowship Inc., 2013). Kaiser, W.C., Jr., <i>The Messiah in the Old Testament</i> , (Zondervan, 1995). Poythress, Vern Sheridan, <i>The Shadow of Christ in the Law of Moses</i> (P&R Publishers, 1995).											

12.4 Genesis

Course Code: BS 150

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 150: Genesis
Duration: 30 Hours
Course Description This course instructs the student as to the foundational importance of Genesis for the whole of the Bible. This study of Genesis helps students to learn the major themes and issues in Genesis, which unfold in much of the rest of the Bible. Genesis provides us with the Christian doctrines of Creation, the Fall, the promise of Redemption, the covenant with Noah, and the election of Abraham and Israel. It is only from a foundational study of Genesis that the rest of the Scriptures unfold in a theologically meaningful way. Genesis therefore provides the essential foundation for a study of the whole Bible
Course Objectives <ul style="list-style-type: none"> • To establish the unique place of Genesis within the canon of Scripture in order to show the student that this book has a foundational role for both the entire Bible.

BS 150: Genesis**Duration: 30 Hours**

- To inform the student about the fundamental features of Genesis and their importance for Biblical theology.
- To provide a clear understanding of the way in which Genesis is foundational for the whole of the rest of Scripture, especially the person and work of Jesus.

Learning Outcomes

By the end of this course students should be able to:

- Place the Book of Genesis within its canonical context and biblical theological context, most especially to identify how the unfolding plan of redemption has its context in Creation, is necessary because of the Fall, and how it commences in the Book of Genesis.
- Appreciate the way in which the Book of Genesis points to the necessity of a Saviour and therefore to Jesus Christ as the Seed of the Woman and as the Word of God made flesh for the payment of our sins.
- Appreciate the various genres of literature in Genesis; and to gain an understanding of how such genres should be interpreted.
- explain the importance of the story of the Creation and the Fall as it relates to the Christian worldview, especially as it relates to the image of God in humanity and the preaching of the gospel.

Detailed Course Unit Content (Genesis)	Duration
Sub-Course unit 1: Foundational concepts <ul style="list-style-type: none"> • Various theological disciplines • Biblical, • Systematic, • Historical, • Pastoral. 	3 Hours
Sub-Course unit 2: Biblical Theology <ul style="list-style-type: none"> • Biblical Theology: Its nature and elements 	2 Hours
Sub-Course unit 3: Genesis, the Book <ul style="list-style-type: none"> • The Book of Genesis within its canonical and covenantal context • Outline of possible literary structures of Genesis 	3 Hours
Sub-course unit 4: Major literary <ul style="list-style-type: none"> • The major Literary Patterns in Genesis • The Creation Account outlined and discussed. • The “Cultural Mandate” given to humanity 	3 Hours
Sub-course unit 5: The fall <ul style="list-style-type: none"> • The Fall: Its causes, • consequences, • citizenship, and cure 	3 Hours
Sub-course unit 6: Genesis 3:15	3 Hours

Detailed Course Unit Content (Genesis)	Duration										
<ul style="list-style-type: none"> Genesis 3:15 and the concept of the two seed lines. Eden to the New Jerusalem 											
Sub-course unit 7: Creation renewed <ul style="list-style-type: none"> Creation Renewed – and Failure: Noah. The tents of Shem and the blessings of Pentecost 	3 Hours										
Sub-course unit 8: Human race scattered <ul style="list-style-type: none"> The Tower of Babel Narrative – its context and its significance overview of the Patriarchs The Abraham Cycle of Narratives with a focus on the Abrahamic covenant and its significance 	3 Hours										
Sub-course unit 9: Patriarchs cont. <ul style="list-style-type: none"> The Jacob Cycle of Narratives 	2 Hours										
Sub-course unit 10: Joseph as type of Christ <ul style="list-style-type: none"> The Joseph Cycle of Narratives and the significance of Joseph as the “saviour” of his people. 	2 Hours										
Sub-course unit 11: Summary <ul style="list-style-type: none"> Genesis Summarized: From Creation to the Promise of Kingship and the Prospect of Captivity 	3 Hours										
Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Suggested References Alter, R., <i>Genesis: Translation and Commentary</i> , (Norton, 1996). Belcher, R. P. <i>Genesis: The Beginning of God’s Salvation Plan</i> , (Christian Focus, 2012). Duguid, Ian M. <i>Living in the Gap between Promise and Reality, the Gospel according to Abraham</i> , (P&R Publishing, 1999). Kline, Meredith G. <i>Kingdom Prologue</i> , (Wipf and Stock Publishers, 2006). Kline, Meredith, <i>The Structure of Biblical Authority</i> , (Wipf & Stock Publishers, 1997). Pratt, R. <i>He Gave Us Stories</i> (P&R Publishing, 1993). Vos, Geerhardus, <i>Biblical Theology: Old and New Testaments</i> , (Eerdmans, 1948).											

12.5 Exodus – Deuteronomy

Course Code: BS 180

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 180 : Exodus – Deuteronomy Duration: 30 Hours
Course Description This course is designed to study the books of Exodus, Leviticus, Numbers, and Deuteronomy with special attention given to the thought flow, arguments, theology, and pastoral applications. This course will expound on the historical context, author, date, purpose, and structure of each book. It will also concentrate on the biblical theological themes of each book especially as they relate to the person and work of Jesus Christ and the central theme of salvation.
Course Objectives <ul style="list-style-type: none">• To relate the covenantal and redemptive connections of Exodus, Leviticus, Numbers, and Deuteronomy with the same theological themes found in Genesis.• To communicate the important connection these books, have with the rest of the Old Testament and the New Testament.• To teach the content and significance of each of the four books as biblical theology - the unfolding of the message of salvation through Jesus Christ.• To explain these books as a means of teaching hermeneutical skills and to develop a deeper appreciation for literary genre as well as other literary and interpretive features.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• To identify the author, the recipients, and their social and political context for the four books under consideration.• To exhibit an understanding of how to read the Pentateuch (the first five books of the Old Testament) from a Christ-centred perspective.• To demonstrate an understanding of the Messianic character of the Pentateuch.• To articulate the connection of these four books to the whole of the Bible and its message of salvation.• To enable the student to preach and teach from these books with clarity.

Detailed Course Unit Content (Exodus – Deuteronomy)	Duration
Sub-Course unit 1: Composition of the Pentateuch <ul style="list-style-type: none">• What is their similarities?• Modern critical approaches and modern evangelical approaches,	3 Hours
Sub-Course unit 2: Interpretative strategies <ul style="list-style-type: none">• Thematic• Historical• Literary	3 Hours
Sub-Course unit 3: Christianity and the Old Testament	

Detailed Course Unit Content (Exodus – Deuteronomy)	Duration										
<ul style="list-style-type: none"> • How as Christians do we approach the OT generally and the Pentateuch specifically? • The OT in the light of Luke 24:44–47, • Messianic document with an international missional concern. 	6 Hours										
<p>Sub-course unit 4: Pentateuch</p> <ul style="list-style-type: none"> • The Ethical authority of the Pentateuch • The storyline of the Bible, • the narrative problem in the storyline of the Bible, • The role of the Pentateuch in the storyline of the Bible, • The literary structure of the Pentateuch, 	6 Hours										
<p>Sub-course unit 5: Exodus</p> <ul style="list-style-type: none"> • Overview and themes, • literary purpose, • literary structure. • The Theology of Exodus and its significance for the Church today, 	3 Hours										
<p>Sub-course unit 6: Leviticus</p> <ul style="list-style-type: none"> • Overview and themes, • literary purpose, • literary structure. • The Theology of Leviticus and its significance for the Church today, 	3 Hours										
<p>Sub-course unit 7: Numbers</p> <ul style="list-style-type: none"> • Overview and themes, • literary purpose, • literary structure. • Theology of Numbers and its significance for the Church today, 	3 Hours										
<p>Sub-course unit 8: Deuteronomy</p> <ul style="list-style-type: none"> • Overview and themes, • literary purpose, • literary structure. • Theology of Deuteronomy and its significance for the Church today, 	3 Hours										
<p>Mode of Delivery Lectures and discussion, Reading the text, question and answer sessions, lecturing, and other teaching methods will be used to deliver the content of this course.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/ book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/ book critique	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Detailed Course Unit Content (Exodus – Deuteronomy)	Duration
<p>Suggested References Alexander, T.D., <i>From Paradise to the Promised Land: An Introduction to the Pentateuch</i>, (Baker Academic, 2002). Arnold, Bill T., and Bryan E. Beyer. <i>Encountering the Old Testament</i>, (Baker Academic, 2015). Crossley, Gareth, <i>The Old Testament Explained and Applied</i>, (Evangelical Press, 2006). Currid, John D., <i>Against the Gods: The Polemical Theology of the Old Testament</i>, (Crossway, 2013). Duguid, Iain. <i>Numbers: God’s Presence in the Wilderness</i>. Wheaton, IL: Crossway Books, 2006.</p>	

12.6 Basics of Christian Worship

Course Code: PT 102

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 102: Basic of Christian Worship
Duration: 30 Hours
<p>Course Description</p> <p>This course is a survey of Christian public worship. It will tackle the issues basic to worship. For instance, we are created with an essential hunger for God and because of the centrality of worship in feeding this hunger, we are what James K.A. Smith describes as “liturgical animals,” creatures who can’t not worship and who are fundamentally formed by worship practices.” This is surely why Daniel I. Block states simply and frankly, “to be human is to worship.” This class will define worship, investigate it’s context in the scriptures and church history. We will address the basic elements and ordinances of worship including preaching, prayer, praise music, the sacraments and other controversial aspects of worship. We will give particular attention to all of these items in the context of Africa and African church practices.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To teach the Biblical basis for worship in the Christian Church. • To communicate the regulative principle of worship as outlined in the Westminster Confession of Faith. • To provide an outline of the various forms of worship in the Christian Church and their origins in the Bible or in the traditions of the Christian Church. • To communicate the elements of Christian worship and their Biblical basis. • To provide an understanding of the role of the pastor and elders in overseeing and leading Christian worship
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Define worship: its nature, elements, purpose, and character. • Describe some of the basic or foundational passages from the scriptures that are important to worship. • Define how to develop a biblical philosophy of public worship.

PT 102: Basic of Christian Worship**Duration: 30 Hours**

- Outline the goals for biblical public worship.
- Evaluate alternatives to a biblical philosophy of public worship.

Detailed Course Unit Content (Basic of Christian Worship)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • What is worship? • Public worship is controversial; 	4 Hours
Sub-Course unit 2: Concepts of public worship In most churches worldwide make worship choices based on “the power and preferences of a dominant person or party in the church.” As a result, style and liturgy is determined by one of the following four criteria: <ul style="list-style-type: none"> • Arbitrary rule (“I or we have decided”); • Personal preference and taste (“What I or we like is...”); • Church tradition (“What we have always done is...”); • Cultural preference (“What our culture likes is...”); • Desire for outreach and cultural impact (“What unregenerate people will like, enjoy and be attracted to is...”). • See Bryan Chapell 2009, <i>Christ Centered Worship</i>, 126. 	6 Hours
Sub-Course unit 3: Six theses of the course <ol style="list-style-type: none"> Public Worship must be biblical; Public worship must be God-centered; Public worship must be gospel-driven, grace-saturated and Christ-exalting. Public worship should be structured to tell the gospel story. Public worship should be a blend of the best biblical elements of past tradition and the best biblical elements of current contemporary tradition. Blend together the best of the past church music, the best of the contemporary music with the biblical and best elements of historical and traditional liturgy applied to a contemporary context. 	6 Hours
Sub-course unit 4: Four worship issues <ul style="list-style-type: none"> • Should worship follow a performance model or congregational participation model? • What is the different? 	4 Hours
Sub-course unit 5: Four worship issues cont. Who should lead public worship? <ul style="list-style-type: none"> • Only ordained teaching elders? • Only ordained teaching elders and ruling elders? • Only spiritually qualified and musically gifted people approved and appointed by the elders? • Anyone who volunteers? 	6 hours

Detailed Course Unit Content (Basic of Christian Worship)	Duration										
<ul style="list-style-type: none"> What roles should women play in worship leadership? 											
<p>Sub-course unit 7: Four worship issues cont.</p> <p>Who should oversee public worship?</p> <ul style="list-style-type: none"> The worship leaders? Ultimately the elders and especially the teaching elder? See PCA Book of Church Order 12-5. 	4 Hours										
<p>Mode of Delivery</p> <p>The course entails lectures, video observations, readings, small group discussions of selected articles and textbooks chapters and student summaries of small group observations to the entire class.</p>											
<p>Course Assessment:</p> <table> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments</td> <td>10%</td> </tr> <tr> <td>Research essay on selected doctrine</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Written assignments	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
<p>Suggested References</p> <p>Chapell, Bryan, <i>Christ-Centered Worship: Letting the Gospel Shape Our Practice</i>, (Baker Academic, 2009).</p> <p>Frame, John M., <i>Worship in Spirit and Truth: A Refreshing Study of the Principles and Practice of Biblical Worship</i>, (P&R Publishing, 1996).</p> <p>Jackson, L. Charles, <i>Grape Juice Christianity and the Challenge of Worship</i>, (Forthcoming, 2021).</p> <p>Kauflin, Bob, <i>True Worshipers: Seeking What Matters to God</i>, (Crossway, 2015).</p> <p>Letham, Robert, <i>The Lord's Supper: Eternal Word in Broken Bread</i>, (P&R, 2001).</p> <p>O'Donnell, Douglas Sean, <i>God's Lyrics: Rediscovering Worship Through Old Testament Songs</i>, (P&R, 2010).</p>											

12.7 The Synoptic Gospels

Course Code: BS 190

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 190: The Synoptic Gospels

Duration: 30 Hours

Course Description

This course provides an introduction to the four canonical gospels (Matthew, Mark, Luke, and John). This course will study information concerning the authorship, time and place, purpose, and main teachings of each of the gospels. Using the grammatical-historical-theological interpretation method, we will study certain key texts of the four gospels. This will help the students better

BS 190: The Synoptic Gospels**Duration: 30 Hours**

understand the kingdom of God in the message and ministry of Jesus, how this fits into the grand scheme of biblical theology, and how it relates to ministry today. To examine and to explain the Synoptic Gospels, the Synoptic Problem (including use of sources), the Messianic Secret, and Jesus' teaching through parables. Also, to study New Testament religious parties in Israel.

Course Objectives

- To provide the students with an understanding of the political, geographical, cultural, and religious conditions/events central to preparing the way for the birth of Jesus Christ and the early church.
- To provide a survey of the basic outline of the four gospels.
- To provide a survey of the basic theology of the gospels and the life and ministry of Jesus.
- To study the most popular texts and teachings of the gospels including the Lord's Prayer, the parables, etc.
- To survey the theology of each of the gospels independently and also in relationship to each other.

Learning Outcomes

By the end of this course students should be able to:

- Identify the historical context of the gospels.
- Describe important information concerning the four gospels, including topics such as authorship, time and place, purpose, distinctive features, and the main teachings.
- Memorize significant sections of the gospels such as the Lord's Prayer and the Beatitudes.
- Describe and explain the theology of each of the gospels.

Detailed Course Unit Content (The Synoptic Gospels)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Course Introduction • What is a "Gospel?" • Who wrote the Gospels? • Where were the Gospels written? • When were the Gospels written? • Why were the Gospels written? 	6 Hours
Sub-Course unit 2: The Birth of Messiah and his ministry <ul style="list-style-type: none"> • The Birth of the Messiah • The Sermon on the Mount • The Parables of Jesus 	6 Hours
Sub-Course unit 3: Matthew <ul style="list-style-type: none"> • The Structure and Themes of Matthew's Gospel 	4 Hours

Detailed Course Unit Content (The Synoptic Gospels)	Duration										
Sub-course unit 4: Mark <ul style="list-style-type: none"> The Structure and Themes of Mark's Gospel 	4 Hours										
Sub-course unit 5: Luke <ul style="list-style-type: none"> The Structure and Themes of Luke's Gospel 	4 Hours										
Sub-course unit 7: The life and passion of Christ <ul style="list-style-type: none"> The Death of the Messiah 	3 Hours										
Sub-course unit 7: John <ul style="list-style-type: none"> The Structure and Themes of John's Gospel 	3 Hours										
Mode of Delivery The course entails lectures, video observations, readings, small group discussions of selected articles and textbooks chapters and student summaries of small group observations to the entire class.											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Suggested References Elwell, Walter A., and Robert W. Yarbrough. <i>Encountering the New Testament: A Historical and Theological Survey</i> , (Baker Academic, 2013). Gundry, Robert H., <i>A Survey of the New Testament</i> , (Zondervan, 1994). Guthrie, Donald, <i>A Survey of the New Testament</i> , (Intervarsity Press, 1970). Martin, James C., John A. Beck, and David G. Hansen. <i>A Visual Guide to Gospel Events</i> , (Baker Books, 2010). Rasmussen, Carl G., <i>Zondervan NIV Atlas of the Bible</i> , (Zondervan, 1989). <i>Zondervan Handbook to the Bible</i> , Zondervan, 1999											

12.8 Man and Sin

Course Code: ST 190

Level of Course Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 190: Man and Sin Duration: 30 Hours
Course Description A study of the nature and attributes of man in the 5 Moments of Time and Space: Creation/original state, Fall/corrupted state, Redemption/redeemed state, Today/Christian Life,

ST 190: Man and Sin**Duration: 30 Hours**

Consummation/resurrection state. Topics include the importance of the image of God, the nature and consequence of Original Sin, male and female/family relationships.

Course Objectives

- To study humanity as a special creation of God.
- To study the radical character of mankind made in the image of God.
- To consider seriously the fall of man into sin and the radical effects for human beings.
- To communicate the nature of man relating to the present and future hope of redemption.

Learning Outcomes

By the end of this course students should be able to:

- Articulate the unique aspects of man as created in the image of God.
- Communicate the central importance of creation design for human social order as it relates to the male/female design.
- Explain the role of the fall and the consequences of sin for humanity.
- Articulate the centrality of redemption in recovering and redirecting fallen humanity in worship, family, social order, politics, etc.

Detailed Course Unit Content (Man and Sin)	Duration
Sub-Course unit 1: Events at the garden of Eden <ul style="list-style-type: none"> • Creation • Fall • How did that change things? 	4 Hours
Sub-Course unit 2: Redemption plan Redemption <ul style="list-style-type: none"> • Incarnation – eternal Son of God – becomes a human individual –both body and spirit • Life – Christ fulfills man's obedience in which Adam failed • Death – Christ dies as a fully human substitute bearing the sins of fellow individuals • Resurrection – Christ arises from the grave in His fully human resurrected body • Ascension – Christ leaves earth and enters heaven in his glorified human body 	8 Hours
Sub-Course unit 3: Today <ul style="list-style-type: none"> • Physical birth – born in sin because Adam represented them – TOTAL DEPRAVITY • Spiritual birth – given a new nature in order to see and enter the kingdom of God • Christian life – believer's new spiritual self within the realities of the outer nature / flesh ... 	6 Hours

Detailed Course Unit Content (Man and Sin)	Duration										
<ul style="list-style-type: none"> Physical death –Body goes to the grave and soul/spirit goes to heaven 											
Sub-course unit 4: Last Days <ul style="list-style-type: none"> What will happen at the last day? What will be the signs of the last day? 	4 Hours										
Sub-course unit 5: Consummation At Christ's Return ... <ul style="list-style-type: none"> Day of the Lord – unbelievers suffer eternal destruction; believers glorified by Christ Second Coming – believers receive redemption of their bodies Resurrection – living believers caught up with those who have died to meet Christ New Heavens and New Earth – in which righteousness dwells Descent of believers to the New Earth – like a bride adorned for her husband Judgment – both believers (just) & unbelievers (unjust) tried before Christ Lake of Fire unbelievers cast with Satan & his angels 	8 Hours										
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Quizzes</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Quizzes	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Total	100										
Suggested References Berkhof, Louis, <i>Systematic Theology</i> , (Eerdmans, 1941) Berkouwer, G.C., <i>Man the Image of God</i> , (Eerdmans, 1941). Frame, John. <i>Systematic Theology</i> , (P&R Publishing, 2013). Grudem, Wayne. <i>Systematic Theology: An Introduction to Christian Theology</i> , (Zondervan, 2000). Hoekema, Anthony, <i>Created in God's Image</i> , (Eerdmans, 1941) <i>Westminster Confession of Faith [WCF], Larger Catechism [WLC], Shorter Catechism. [WSC]</i>											

12.9 Communication Skills

Course Code: LA 102

Level of Course Year 1 Semester 2

Credit Units: 3 CU

Contact Hours: 45 Hours

LA 102: Communication Skills**Duration: 45 Hours****Course Description**

This course introduces students to effective communication skills needed for effective ministry. To convey gospel message, some special skills are needed to win souls to Christ. This course therefore, emphasis on such skills and critical thinking of the students to facilitates all other managerial and operational functions.

Course Objectives

- To teach students the concept of effective communication
- To equip students with skills in writing and in analytical thinking.
- To introduce students to the culture of reading and responding so that they can convey their thoughts through speech and writing.
- To instruct students to embrace appropriate medium of communication to disseminate information
- To equip the students with skills needed to pass on messages in effective ways.

Learning Outcomes

By the end of this course students should be able to:

- Describe the meaning of communication and how it supports other managerial functions.
- Implement the principles learned in the course in their respective ministry
- Disseminate information using appropriate medium of communication.
- Make public presentation through speeches and writing.

Detailed Course Unit Content (Communication Skills)**Duration****Sub-Course unit 1: Introduction**

- Definition of communication.
- Communication process and its elements.
- Methods of communication.
- Communication barriers.
- Solutions to communication barriers.
- Interpersonal skills: team work, office dynamics, etiquette, emotional intelligence, personal interactions

5 Hours

Sub-Course unit 2: organizational communication

- Definition of organizational communication.
- Formal and informal communication.
- What is a sentence?
Sentence basics
 - a. Four kinds of sentences.
 - b. Syntax
 1. Syntax Definitions
 2. Syntax Examples
 3. Syntax Group Exercises

6 Hours

Detailed Course Unit Content (Communication Skills)	Duration
<ul style="list-style-type: none"> c. Grammar <ul style="list-style-type: none"> Grammar (various sources) d. Punctuation (“Punctuation,” Purdue OWL) e. Spelling (“Spelling: Common Words that Sound Alike,” Purdue Owl) • Public speaking in-class exercise #4 (2–3 students) 	
<p>Sub-Course unit 3: Written communication</p> <ul style="list-style-type: none"> • Definition of written communication. • Tools of written communication. • Merits and demerits of written communication. • Writing an effective research paper or academic essay • What is an academic paper? (Dartmouth Writing Program, “What is an Academic Paper?”) • Choosing a thesis: Select a topic or subject... <ul style="list-style-type: none"> a. That grabs your interest; b. That you would like to research; c. Concerning which you can be passionate; d. About which you can be enthusiastic to communicate to others; e. That can be developed into a good purpose statement that applies this truth to your audience. 	8 Hours
<p>Sub-course unit 4: Listening skills</p> <ul style="list-style-type: none"> • Definition of listening. • Types of listening. • Principles of effective listening. • Reasons for bad listening. 	6 Hours
<p>Sub-course unit 5: Non-verbal communication</p> <ul style="list-style-type: none"> • Definition of verbal communication. • Tool of verbal communication. • Merits and demerits of verbal communication. 	3 Hours
<p>Sub-course unit 6: public speaking</p> <ul style="list-style-type: none"> • Definition of public speaking. • Preparation of public speaking. • Methods of speech presentation. • Stage fright & solution to it. • Introduction to Public Speaking • Esldrive.com, “Public Speaking Course Outline” • Differences between preaching and public speaking <ul style="list-style-type: none"> a. The Difference Between Formal Preaching and Public Speaking” • Types of public speaking 	5 Hours

Detailed Course Unit Content (Communication Skills)	Duration										
<p style="text-align: center;">speech-time.com, “Types of Public Speaking”</p> <ul style="list-style-type: none"> • Public speaking in-class exercise #6 (2–3 students) 											
<p>Sub-course unit 7: Meetings</p> <ul style="list-style-type: none"> • Definition of meetings. • Types of meeting. • Documents used at a meeting. • Preparation for a meeting. • Key participants to a meeting and their roles. 	4 Hours										
<p>Sub-course unit 8: reading skills</p> <ul style="list-style-type: none"> • Critical reading, interacting with the author, interpretations the thoughts flow of the book, Summarising contents etc. 	3 Hours										
<p>Sub-course unit 9: reading skills</p> <ul style="list-style-type: none"> • Critical reading, interacting with the author, interpretations the thoughts flow of the book, Summarising contents etc. 	2 Hours										
<p>Sub-course unit 10: practical exercise</p> <ul style="list-style-type: none"> • Interviews • Letter, memo and report writing. • Oral presentation. 	3 Hours										
<p>Mode of Delivery Lectures, class discussions, readings and presentation in class, independent studies</p>											
<p>Course Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/reflection papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected aspect</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/reflection papers	10%	Research essay on selected aspect	20%	Written Examinations:	60%	Total	100%
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Total	100%										
<p>Suggested References Vyhmeister, Nancy 2001, 2008, Your Guide to Writing Quality Research Papers: For Students of Religion and Theology, Second Edition, Zondervan, 264 pages Langan, John 2005, College Writing Skills, Boston, McGraw-Hill (library resource). Turabian, Kate, A Manual for Writers of Term Papers, The University of Chicago Press (library resource).</p>											

13 Year 2 Semester 1

13.1 Church History I: Ancient to the Reformation

Course Code: HST 220

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

HST 220: Church History I: Ancient to the Reformation

Duration: 30 Hours

Course Description

The course is a survey of Christian history from the Ancient Church (sometimes called the Early Church) to the dawn of the Reformation (the 2nd Century to the 15th century) with lectures, seminars, and readings in both secondary and primary sources. This course will explore the key personalities, controversies, the major theological themes and developments of these eras. By studying this period student will better understand the continuities and discontinuities with the ancient church and the Reformation period. This course places an emphasis on the uses and applications of church history to life and ministry with particular focus on practical church applications. The course will help the student to understand the development of Christian thought and the formulation of doctrine as part of God's overall pattern of history.

Course Objectives

- To impart knowledge of the main events and persons in the course of church history from the ancient period to the dawn of the Reformation period.
- To accurately impart an understanding of the development of Christian thought and the formulation of doctrine.
- To understand and appreciate the continuities and discontinuities with the ancient church and the Reformation period.
- To communicate an appreciation of God's providence in the overall pattern of history.

Learning Outcomes

By the end of this course students should be able to:

- Establish knowledge of the main events and persons in the course of church history from the ancient period to the dawn of the Reformation period.
- Explain the development of Christian thought and the formulation of doctrine.
- Appreciate God's providence in the overall pattern of history.
- Articulate ways in which social and cultural contexts shaped the way the church developed during this period.
- Develop and exhibit the skill of applying church history to contemporary ideas and issues and especially regarding missions.

Detailed Course Unit Content (Church History I: Ancient to the Reformation)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• Course Introduction,• Introduction & Philosophy of History• Philosophy of History & Periodization	3 Hours

Detailed Course Unit Content (Church History I: Ancient to the Reformation)		Duration
Written assignments/book critique	10%	
Research essay on selected doctrine	20%	
Written Examinations:	60%	
Total	100	
Suggested References		
Justo Gonzalez. <i>The Story of Christianity</i> . Vol. 1. Revised ed. New York: HarperCollins, 2010.		
Alister McGrath. <i>Historical Theology: An Introduction to the History of Christian Thought</i> . Oxford: Blackwell, 1998.		
William Rusch, ed. and trans. <i>The Trinitarian Controversy</i> . Philadelphia: Fortress, 1980. Michael A. G. Haykin. <i>Rediscovering the Church Fathers: Who They Were and How They Shaped the Church</i> . Wheaton: Crossway, 2011		
Boer, Harry R., <i>A Short History of the Early Church</i> , (Eerdmans, 1976).		
Needham, N. R., <i>2000 Years of Christ's Power Part One: The Age of the Early Church Fathers</i> , (Christian Focus, 1997).		

13.2 Church History II: Reformation and Modern Church

Course Code: HST 250

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

HST 250: Church History II: Reformation and Modern Church	Duration:
30 Hours	
Course Description	
<p>The course is a survey of Christian history from the Reformation to the Modern era, or to the present time, with lectures, seminars, and readings in both secondary and primary sources. The time period covered will be from the 15th century through the 21st century and will be a continuation of the first survey HT 220. This course will explore the key personalities, controversies, the major theological themes and developments of these eras. This course also places an emphasis on the uses and applications of church history to life and ministry with a particular focus on its relationship to contemporary church life (especially in an African context). The course will help the student understand the development of Christian thought and the formulation of doctrine.</p>	
Course Objectives	
<ul style="list-style-type: none"> • To provide an understanding of the history of the Reformation and the development of the doctrines related to them. • To impart knowledge of the main events and persons in the course of church history from the Reformation to the present. • To communicate the influence of the Reformation on the societies and countries in which it occurred. • To teach students understand the development of Christian thought and the formulation of doctrine. • To train students to appreciate the continuities and discontinuities with the history of the ancient church, the Reformation, the modern eras. 	

HST 250: Church History II: Reformation and Modern Church
30 Hours

Duration:

Learning Outcomes

By the end of this course students should be able to:

- Articulate a knowledge of the main events and persons in the course of church history from the Reformation to the present day.
- Exhibit an understanding of the development of Christian thought and the formulation of doctrine especially as it relates to the Reformation.
- Appreciate God’s providence in the overall pattern of history.
- Articulate ways in which social and cultural contexts shaped the way the church developed during this period.
- Develop and exhibit the skill of applying church history to contemporary ideas and issues—especially regarding missions.

Detailed Course Unit Content (Church History II: Reformation and Modern Church)	Duration
Sub-Course unit 1: Zwingli <ul style="list-style-type: none"> • Zwingli and Bullinger Anabaptists 	3 Hours
Sub-Course unit 2: Calvin <ul style="list-style-type: none"> • Who was Calvin and what was his theology? 	3 Hours
Sub-Course unit 3: Scholasticism <ul style="list-style-type: none"> • Reformed Scholasticism • English Reformation & Puritanism 	4 Hours
Sub-course unit 4: Roman Catholic Church <ul style="list-style-type: none"> • The person and work of Jesus Christ • The doctrine of salvation 	3 Hours
Sub-course unit 5: Third person of Godhead <ul style="list-style-type: none"> • What was the respond of Roman Catholic to Reformation? • Roman Catholic Reformation & Later Catholic Developments 	3 Hours
Sub-course unit 6: The era of enlightenment <ul style="list-style-type: none"> • The Enlightenment • Modern Theology 	4 Hours
Sub-course unit 7: Era of Puritanism <ul style="list-style-type: none"> • American Puritanism • First Great Awakening 	4 Hours
Sub-course unit 8: Second great awakening <ul style="list-style-type: none"> • Second Great Awakening • 19th Century Developments, 	6 Hours

Detailed Course Unit Content (Church History II: Reformation and Modern Church)	Duration										
<ul style="list-style-type: none"> Fundamentalism & Evangelicalism 											
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Course Assessment: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Suggested References Justo Gonzalez. <i>The Story of Christianity</i> . Vol. 1. Revised ed. New York: HarperCollins, 2010. Alister McGrath. <i>Historical Theology: An Introduction to the History of Christian Thought</i> . Oxford: Blackwell, 1998. Boer, Harry R., <i>A Short History of the Early Church</i> , (Eerdmans, 1976). Needham, N. R., <i>2000 Years of Christ's Power Part One: The Age of the Early Church Fathers</i> , (Christian Focus, 1997). Needham, N.R., <i>2000 Years of Christ's Power Part Two: The Middle Ages</i> , (Christian Focus, 2000).											

13.3 Biblical Church Government and Leadership

Course Code: PT 220

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 220: Biblical Church Government and Leadership
Duration: 30 Hours
Course Description This course will instruct students in scriptural church government and church discipline. This class will communicate some of the basic kinds of church government; outlining the strengths and weakness of each. This class will highlight the problems that arise from the failure to implement biblical principles. This course will promote the idea that there is therefore but one King and Head of the church, the only Mediator between God and man, Jesus Christ, who rules in his church by his Word and Spirit. His mediatorial office includes all the offices in his church by which the church should be governed. This course will argue that following this rule will help preserve health, vitality, holiness, and order in His church. As a church is governed according to Christ's will as revealed in Scripture. Special attention will be given to the biblical basis for elder-ruled government (Presbyterian) and elder-promoted, governed, and led church discipline.

PT 220: Biblical Church Government and Leadership**Duration: 30 Hours****Course Objectives**

- To communicate the ability to identify and to describe of the biblical basis for biblical church government.
- To teach the student to become conversant with the various forms of church government that has developed since the apostolic age.
- To identify and to describe in particular the Presbyterian form of church government under a plurality of elders exercising oversight in mutual labour and accountability;
- To summarize the various offices in the Christian church, both in Scripture and as these have developed in the post-apostolic age down to the present time;
- To describe a plan and create a vision and passion for applying biblical and Presbyterian forms of church government in the African context.

Learning Outcomes

By the end of this course students should be able to:

- Explain the nature of the church in fellowship with and obedience to Christ, is divine worship, mutual edification, and gospel witness.
- Appreciate that church government by presbyters or elders is a New Testament ordinance and therefore not optional.
- Appreciate that all church power is only ministerial and declarative according to the Holy Scriptures are the only infallible rule of faith and practice.
- Appreciate that this model is in direct opposition to the idea of a “big man” model for ruling the church.
- Describe the basic biblical principles of church government, their importance and how they can be applied to concrete church situations in Africa.

Detailed Course Unit Content (Biblical Church Government and Leadership)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • What is church government? • What are the different form of church governments? 	6 Hours
Sub-Course unit 2: what are the options? <ul style="list-style-type: none"> • Common attitudes of indifference toward church government • Three basic options for church government 	4 Hours
Sub-Course unit 3: Presbyterian form of church government <ul style="list-style-type: none"> • The biblical case for Presbyterian Church government (elder-governed) and elder-led discipline follows. • The Bible provides a basic blueprint for church government. 	6 Hours
Sub-course unit 4: Biblical blueprint <ul style="list-style-type: none"> • The Bible provides the basic principles of church government, not all the details. 	4 Hours

Detailed Course Unit Content (Biblical Church Government and Leadership)	Duration										
<ul style="list-style-type: none"> The basic principles of biblical church government are worth discovering, understanding, and implementing. 											
<p>Sub-course unit 5: The failure of the church</p> <ul style="list-style-type: none"> The failure to heed these principles produces an array of sad problems, abuses, and corruption as seen throughout church history. 	4 Hours										
<p>Sub-course unit 7: What is the church?</p> <ul style="list-style-type: none"> Biblical Overview of the Church Character of the church Six New Testament Pictures of the Church and their implications for church government. Its six distinguishing marks What is biblical leadership? 	6 Hours										
<p>Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies</p>											
<p>Course Assessment:</p> <table> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments</td> <td>10%</td> </tr> <tr> <td>Research essay on selected doctrine</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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<p>Suggested References Adams, Jay E., <i>Shepherding God's Flock: A Preacher's Handbook on Pastoral Ministry, Counselling and Leadership</i>, (P&R Publishing, 1980). Anyabwile, Thabiti M., <i>What is A Healthy Church member?</i> (Crossway, 2008). Lucas, Sean Michael, <i>what is Church Government?</i> (P&R Publishing, 2009). <i>The Book of Church Order of the Orthodox Presbyterian Church</i>, (Committee on Christian Education of the OPC, 2020). Witmer, Timothy Z., <i>The Shepherd Leader: Achieving Effective Shepherding in Your Church</i>, (P&R Publishing, 2010).</p>											

13.4 Evangelism

Course Code: PT 250

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 250: Evangelism Duration: 30 Hours
Course Description This course will instruct the students in the basic theology of evangelism. Students will study various theologies and methods of evangelism. We will give particular attention to the relationship between God’s sovereignty and human responsibility. Students will explore the range of approaches for mobilizing missions through the church, and the relationship between evangelism and apologetics in various ministry contexts. Also, particular attention will be provided to require students to consider carefully the relationship of evangelism in the church as noting the Great Commission is essentially ecclesiastical.
Course Objectives <ul style="list-style-type: none">• To communicate the scriptural and doctrinal basis for evangelism.• To instruct students in the range of evangelistic methodologies.• To teach students the differences between the traditionally Calvinistic and Arminian approaches to evangelism.• To instruct the work of the Holy Spirit in the salvation of the sinner.• To communicate the importance of personal evangelism.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• Explain the Biblical foundations for evangelism.• Analyze methods of evangelism and identify a scriptural approach to evangelism.• Define a biblical theology and philosophy for personal evangelism in contrast to differing theologies of evangelism, and in particular to explain the relationship between God’s sovereignty and human responsibility in evangelism.• Describe the content of the Biblical gospel for Evangelism, particularly as opposed to modern deviations in Africa even more pointedly the “prosperity gospel.”• Identify the church-centered character of Biblical evangelism.

Detailed Course Unit Content (Evangelism)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• Course Introduction,• Packer, Evangelism and the Evangelism Background Sovereignty of God, Forward/Preface/ - Chapter 1-2	4 Hours
Sub-Course unit 2: Motivation for evangelism <ul style="list-style-type: none">• Motivation for Evangelism - Packer, Evangelism and the Sovereignty of God Chapters 3-4• Evangelistic Mandate -The Metzger – Preface/Intro/Chapter 1	6 hours

Detailed Course Unit Content (Evangelism)	Duration										
Sub-Course unit 3: Mediation <ul style="list-style-type: none"> • Mediation: Building Bridges Metzger – Chapter 2 • Miller, Chapter 2 	4 Hours										
Sub-course unit 4: Mind-set of Evangelism <ul style="list-style-type: none"> • Mindset of Evangelism Metzger – Chapter 5 • Miller, Chapter 5 	6 Hours										
Sub-course unit 5: Methods of Evangelism <ul style="list-style-type: none"> • Methods of Evangelism Metzger – Chapter 6 • Miller, Chapter 6 	4 Hours										
Sub-course unit 7: Mission <ul style="list-style-type: none"> • Mission: Evangelism and Your Church - Metzger – Chapter 7, 8, 9 • Miller, Chapter 7, 8, 9 	6 Hours										
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Course Assessment: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Suggested References Metzger, Will, <i>Tell the Truth: The Whole Gospel to the Whole Person by Whole People</i> , (Inter Varsity Press, 2000). Green, Michael, <i>Evangelism in the Early Church</i> , (Eerdmans, 1970). Kuiper, R. B., <i>God-Centered Evangelism</i> , (The Banner of Truth Trust, 1961). Murray, Ian, <i>The Invitation System</i> , (The Banner of Truth Trust, 1967). Packer J. I., <i>Evangelism and Sovereignty of God</i> , (IVP, 2012.) Reisinger, Ernest C., <i>Today's Evangelism: Its message and Methods</i> , (Craig Press, 1982)											

13.5 Christology

Course Code: ST 200

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 200: Christology Duration: 30 Hours
Course Description This course is a study of the person and work of Christ. This course studies Christ and God's accomplishment of salvation through him. Specific attention is given to both the central focus and comprehensive scope of this salvation as it relates to the person and work of Christ and especially the church.
Course Objectives <ul style="list-style-type: none">• To study the person and work of Christ in all of its wholeness.• To instruct the importance of the incarnation of Christ.• To communicate the redemptive work of Christ.• To explain the massive implications of this work for all of life.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• appreciate Jesus as second person of the trinity.• articulate the incarnation and its significance.• outline the accomplishments of Christ as prophet, priest and king.• explain this doctrine to others

Detailed Course Unit Content (Christology)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• Introduction to Christology,• Who is Christ in relations to trinity?	4 Hours
Sub-Course unit 2: in his pre-incarnate state <ul style="list-style-type: none">• Christ's Eternal state and• His pre-incarnate state	4 Hours
Sub-Course unit 3: The incarnate Christ <ul style="list-style-type: none">• Christ's Earthly life and• Ministry	6 Hours
Sub-course unit 4: Suffering messiah <ul style="list-style-type: none">• Christ's suffering and• Death on the cross	6 Hours
Sub-course unit 5: Resurrection <ul style="list-style-type: none">• Christ's resurrection and• What it means to the church	4 Hours
Sub-course unit 6: Ascension	

Detailed Course Unit Content (Christology)	Duration										
<ul style="list-style-type: none"> • Christ's Ascension and present session • Christ's Return and Reign • Christ's in the Eternal State 	6 Hours										
Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies											
Course Assessment: <table> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments/book critique</td> <td>10%</td> </tr> <tr> <td>Research essay on selected doctrine</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Written Examinations:	60%										
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Suggested References Athanasius, <i>The Incarnation</i> , (St. Vladimir Seminary Press, 2012). Letham, Robert, <i>The Work of Christ</i> , (Intervarsity Press, 1993). Piper, John, <i>Seeing and Savouring Jesus Christ</i> , (Crossway Books, 2004). Sproul, R. C., <i>Who Is Jesus?</i> (Reformation Trust Publishing, 2010). Warfield, Benjamin Breckinridge, <i>The Person and Work of Christ</i> , (P&R Publishing, 1950).											

13.6 Pauline Epistles: An Introduction

Course Code: BS 220

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 220: Pauline Epistles: An Introduction
Duration: 30 Hours
Course Description This course provides an introduction to 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. It will deepen exegetical skills to achieve a better understanding of the argument and contents of the epistles and their place in Pauline biblical theology.
Course Objectives <ul style="list-style-type: none"> • To present a picture of the life and ministry of Paul as seen in the light of his writings. • To investigate some history from the early church. • To communicate the central role of Paul in shaping the faith and practice of the early church. • To provide an introduction to the thirteen letters/Epistles of Paul, giving special emphasis to these four issues: authorship, time and place, purpose, and distinctive features.

BS 220: Pauline Epistles: An Introduction**Duration: 30 Hours**

- To introduce to Pauline theology.

Learning Outcomes

By the end of this course students should be able to:

- describe the life and ministry of Paul.
- discuss the ministry Paul in order to demonstrate his vital role in the spread of the Christian faith to the Gentiles.
- construct a written chart or map describing and illustrating the three known missionary journeys of Paul, plus the proposed fourth missionary journey.
- explain the introductory information for each of Paul's thirteen canonical letters, including authorship, time and place, purpose, and distinctive features and teachings.

Detailed Course Unit Content (Pauline Epistles: An Introduction)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction to Pauline Epistles • What is the scope of Pauline theology? 	3 Hours
Sub-Course unit 2: Galatians <ul style="list-style-type: none"> • What is Galatians about? • What are the issues Paul is addressing in this letter? 	3 Hours
Sub-Course unit 3: Thessalonians <ul style="list-style-type: none"> • Outline of 1st Thessalonians • Major issues Paul addresses in Thessalonians • Outline of 2nd Thessalonians • Major issues Paul is addressing here in this letter 	4 Hours
Sub-course unit 4: Corinthians <ul style="list-style-type: none"> • Outline of 1st Corinthians • Major doctrines in this letter • Outline of 2nd Corinthians • Major doctrines Paul addresses here in this letter 	4 Hours
Sub-course unit 5: Ephesians <ul style="list-style-type: none"> • Outline of Ephesians • Major issues Paul is addressing 	3 Hours
Sub-course unit 6: Colossians <ul style="list-style-type: none"> • Outline of Colossians • Major issues Paul is addressing in this letter 	3 Hours
Sub-course unit 7: Philemon and Philippians <ul style="list-style-type: none"> • Outline of Philemon • Major issues Paul is addressing in this letter • Outline of Philippians • Major doctrines Paul is dealing with here 	4 Hours
Sub-course unit 8: 1&2Timothy, and Titus	6 Hours

Detailed Course Unit Content (Pauline Epistles: An Introduction)	Duration										
<ul style="list-style-type: none"> • Outline of 1st Timothy • Major issues Paul is addressing in this letter • Outline of 2nd Timothy • Major issues Paul is addressing here • Outline of Titus • Major issues Paul is addressing in this letter 											
<p>Mode of Delivery Lectures, class discussions, case studies, class presentations, class demonstrations, independent studies</p>											
<p>Course Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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<p>Suggested References Gundry, Robert H., <i>A Survey of the New Testament</i>, (Zondervan, 1994). Schreiner, Thomas R., <i>Interpreting the Pauline Epistles</i>, (Baker Academic, 2011).</p>											

13.7 Preaching I: An Introduction

Course Code: PT 290

Level of Course: Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 24 Hours

PT 290: Preaching I: An Introduction
Duration: 30 Hours
<p>Course Description This course is an introductory study of the foundational principles for the development and delivery of effective biblical sermons – divine eloquence. Each student is required to preach two sermons in class, one sermon from the Old Testament and the other from the New Testament. Student’s sermons are critiqued and evaluated in class.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To teach the centrality and importance of preaching as the primary means of salvation and edification of the church. • To communicate everything necessary for preaching of the Word of God. • To communicate the importance of sound exegesis as it relates to preaching. • To instruct the principles of and to provide examples of sound preaching and the manner of its delivery.

PT 290: Preaching I: An Introduction**Duration: 30 Hours****Learning Outcomes**

By the end of this course students should be able to:

- Articulate the centrality and importance of preaching as the primary means of salvation and edification of the church.
- Explain the primacy, definition, purpose, and theological foundations of preaching.
- Explain the role of the authority of Scripture in preaching.
- Demonstrate an understanding of the importance and of how to discern the purpose of a Biblical text as it relates to preaching.
- Identify factors that make a sermon biblical, good and effective

Detailed Course Unit Content (Preaching I: An Introduction)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • What is the different between preaching and lecturing? • What is biblical preaching? • Is it organized? • Is it practical? • What is the purpose of preaching? • Who should preach? 	10 Hours
Sub-Course unit 2: nine basic Biblical pictures of the preacher <ul style="list-style-type: none"> • Herald (I Tim. 2:7; II Tim 1:11). • Sower (Matt. 13:1–23). • Ambassador (II Cor. 5:20). • Steward (I Cor. 4:1–2). • Shepherd (Acts 20:28; I Peter 5:2; John 21:15–19). • Worker (II Tim. 2:15; I Cor. 3:8–17). • Witness (Acts 20: 24, 31; John 15:26–27). • Father (I Thes. 2:10–12). • Servant/slave (I Cor. 3:5; II Cor. 6:4). 	10 Hours
Sub-Course unit 3: Essential problems with preaching today <ul style="list-style-type: none"> • What kind of man do you need to be in order to preach with effectiveness and power? • What does your message need to be in order to preach with power? 	10 Hours
Mode of Delivery The course entails lectures, readings, and discussions of course materials and selected articles and textbooks chapters. Each student will preach a sermon to the class accompanied by evaluation and coaching.	
Course Assessment: Brief written chapter response and reflection papers 10%	

Detailed Course Unit Content (Preaching I: An Introduction)	Duration
Brief written responses to 3 articles	10%
Class Sermon: Each student to preach a sermon to the class	20%
Written Examinations:	60%
Total	100
Suggested References	
Adams, Jay E. 1982. <i>Preaching with Purpose</i> . Grand Rapids: Zondervan (162pp)	
Adams, Jay E. 1982. <i>Truth Apparent</i> . Woodruff, SC: Timeless Texts (100pp; library copy)	
Adams, Jay E. 1990. <i>Truth Applied: Application in Preaching</i> , Woodruff, SC: Timeless Texts (144pp; library copy)	
Eby David. 2009. <i>Power Preaching for Church Growth</i> , Ross-Shire, Scotland: Mentor/Christian Focus Publications (256pp).	
Adams, Jay E. 1991. <i>A Consumer's Guide To Preaching</i> . Wheaton: Victor Books.	
Adams, Jay E. 1983. <i>Essays on Biblical Preaching</i> . Grand Rapids: Zondervan Publishing House.	
Adams, Jay E. 2007. <i>Preaching That Persuades</i> . Stanley, North Carolina: Timeless Texts.	

13.8 Introduction to World Missions

Course Code: PT 200

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 200: Introduction to World Missions
Duration: 30 Hours
Course Description
This course is an introductory survey of the biblical basis and definition of missions, the theological foundations for cross-cultural missions, the history of missions and a general introduction to the theological discipline of missiology. Special emphasis will be given to the mandate for missions in both the OT and NT, the nature of cross-cultural evangelism, the role of prayer and preaching in missions, the inseparability of preaching and deeds in missions, and the development a mission's vision and practice for the local church in Africa.
Course Objectives
<ul style="list-style-type: none"> • To define and offer a biblical mandate of global missions. • To analyse and critique the different approaches to missions. • To expound on all the vital components necessary for a healthy local church missions' ministry. • To equip the student with the knowledge and ability to offer a biblical critique of his/her home congregation's mission ministry.
Learning Outcomes
By the end of this course students should be able to: <ul style="list-style-type: none"> • Describe the biblical basis for world missions. • Describe the unified witness of both the Old and New Testaments to the mission's heart and plan of God for the nations and the missionary mandate for the church.

PT 200: Introduction to World Missions**Duration: 30 Hours**

- Explain the theological foundations for global missions including important biblical themes like the kingdom of God, the covenant of grace, the creation mandate, and the evangelism mandate.
 - Define key biblical and missiological terms and concepts.
- Demonstrate knowledge of the overview of the history of missions and missionary work

Detailed Course Unit Content (Introduction to World Missions)	Duration
<p>Sub-Course unit 1: Introduction</p> <ul style="list-style-type: none"> • Definition of world missions <p>Missiology or the science of missions includes (see Bavinck 1960, xxi):</p> <ol style="list-style-type: none"> 1. The theology and theory of missions which addresses the scriptural basis and practices of missions in the life of the church; 2. Elenctics (Grk. cross-examination, disproof, refutation) or the proper examination and evaluation of non-Christian religions (in general and in particular of the people being evangelized); 3. The history of missions or how the church has carried out God's mission in history which entails learning from the strengths, weaknesses, successes and failures of the past. 	4 Hours
<p>Sub-Course unit 2: Type of Evangelism</p> <ul style="list-style-type: none"> • Some basic questions that missiology asks. See Bavinck 1960, 3–5. • Four kinds of evangelism 	4 Hours
<p>Sub-Course unit 3: People group</p> <ul style="list-style-type: none"> • What is a “people group”? • What is an “unreached” people group? 	4 Hours
<p>Sub-course unit 4: Is world mission biblical?</p> <ul style="list-style-type: none"> • The Biblical basis for world missions • The theology of world missions • The Greatness of the Great Commission 	4 Hours
<p>Sub-course unit 5: Mission and Prayer</p> <ul style="list-style-type: none"> • Prayer and World Missions • Preaching and Missions 	4 Hours
<p>Sub-course unit 6: Missions and Muslim</p> <ul style="list-style-type: none"> • Missions and Muslims • World Missions and Social Responsibility 	4 Hours
<p>Sub-course unit 7: Indigenization vs. contextualization</p> <ul style="list-style-type: none"> • Promote world missions through financial stewardship • Missions and reaching oral learners • Missions: Indigenization vs. Contextualization 	6 Hours

Detailed Course Unit Content (Introduction to World Missions)	Duration
Mode of Delivery The course entails lectures, video presentations, readings, small group discussions and student presentations of selected articles and textbooks chapters.	
Course Assessment:	
Daily reading/response papers	10%
Present reflection paper to class on Piper, <i>Let the nations be Glad</i>	10%
Two brief written project that apply to the course and to the students' local congregation	20%
Written Examinations:	60%
Total	100
Suggested References Piper, John, <i>Let the Nations Be Glad</i> , (Baker Academic, 2010). Bavinck, J. H., <i>An Introduction to the Science of Missions</i> , (P&R Publishing, 1960). Klauber, Martin I., & Manetsch, Scott M., <i>The Great Commission: Evangelicals and the History of World Missions</i> , (B&H Academic, 2008). Nevius, John L., <i>The Planting and Development of Missionary Churches</i> , (Monadnock Press, 2003).	

13.9 Introduction to New Testament Greek I: (Alphabets and Vocabulary)

Course Code: PT 250

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 250: Introduction to New Testament Greek I: (Alphabets and Vocabulary)
Duration: 30 Hours
Course Description This course is designed to provide a foundation for the study of New Testament Greek. It introduces the student to the Greek alphabet and the basic vocabulary and grammar of the New Testament. The course emphasizes reading and translating passages from the Greek New Testament.
Course Objectives <ul style="list-style-type: none"> To teach the fundamentals of Greek so that the alphabet and the basic structure of the Greek language begin to be understood. To instruct the teaching of the formation and declension of verbs. To expose students to the translation of basic texts from the Greek New Testament.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none"> Recognize and reproduce the Greek alphabet.

PT 250: Introduction to New Testament Greek I: (Alphabets and Vocabulary)**Duration: 30 Hours**

- Write and read New Testament Greek.
- identify the vocabulary of words occurring 30 or more times in the Greek New Testament.
- Exhibit an understanding of approximately half of the Greek New Testament grammar.
- Translate simple New Testament Greek sentences.

Detailed Course Unit Content (Introduction to New Testament Greek I: Alphabets and vocabulary)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction to the language, • The Greek alphabet, names, and transliteration, 	4 Hours
Sub-Course unit 2: An Introduction to case <ul style="list-style-type: none"> • First declension nouns and introduction to the Greek case • Second declension nouns 	6 Hours
Sub-Course unit 3: Greek tense <ul style="list-style-type: none"> • Present active and deponent verbs and introduction to Greek tense, • Voice and mood and Imperfect verbs 	4 Hours
Sub-course unit 4: Greek Verbs <ul style="list-style-type: none"> • Contract verbs and Future verbs • First aorist verbs 	4 Hours
Sub-course unit 5: Verbs and Adjectives <ul style="list-style-type: none"> • Second aorist verbs • First and Second declension adjectives 	4 Hours
Sub-course unit 6: Nouns <ul style="list-style-type: none"> • Third declension nouns (and their variations) • Prepositions 	4 Hours
Sub-course unit 7: Verbs cont. <ul style="list-style-type: none"> • Perfect Verbs • Middle and Passive Verbs 	4 Hours
Mode of Delivery Lectures, class discussions, class demonstrations, independent studies	
Course Assessment:	
Class quizzes	20%
Translating selected text from Greek to English	10%
Written Examinations:	70%
Total	100
Suggested References	
Mounce, William, <i>Basics of Biblical Greek</i> , (Zondervan, 1996).	
Machen, J. Gresham, <i>New Testament Greek for Beginners</i> (Pearson, 2004).	

13.10 Westminster Confession and Catechisms

Course Code: HST 251

Level of Course Year 2 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

HST 251: Westminster Confession and Catechisms

CH: 30 Hours

Course Description

This course is a summary of the study of evangelical, Reformed, systematic theology. As a survey it will use the system of Christian thought embodied in the Westminster Confession of Faith and Catechisms. The course will also include introductory material on the issue of the value and role of confessions and catechisms, and will also serve as an introduction to the Westminster Assembly.

Course Objectives

- To impart the knowledge of the language of basic systematic theology.
- To teach the knowledge of the biblical basis of Reformed theology.
- To instruct students to be able to articulate their ability to understand and communicate Christian truth.
- To expose students to the classical documents and major authors of Reformed theology

Learning Outcomes

By the end of this course students should be able to:

- exhibit knowledge of the language of basic systematic theology.
- exhibit knowledge of the biblical basis of Reformed theology.
- articulate in one's understanding and communicating of truth.
- Implement the knowledge of classical documents and major authors of Reformed theology.
- prepare and teach lessons on theology.

Detailed Course Unit Content (Westminster Confession and Catechism)

Sub-Course unit 1:

- Introduction: Value & Role, Historical Context of the Westminster Confession of Faith (WCF) and the Westminster Larger Catechism (WLC)

Sub-Course unit 2:

- WCF Chapter I & Corresponding WLC Section
- WCF Chapter II, III & IV & Corresponding WLC Section

Sub-Course unit 3:

- WCF Chapter V, VI, & VII & Corresponding WLC Section
- WCF Chapter VIII, IX & X & Corresponding WLC Section

Sub-course unit 4:

- WCF Chapter XI, XII & XIII & Corresponding WLC Section
- WCF Chapter XIV, XV, & XVI & Corresponding WLC Section

Sub-course unit 5:

- WCF Chapter XVII, XVIII, & XIX & Corresponding WLC Section
- WCF Chapter XX, XXI, & XXII & Corresponding WLC Section

Detailed Course Unit Content (Westminster Confession and Catechism)	
Sub-course unit 6:	
<ul style="list-style-type: none"> • WCF Chapter XXIII, XXIV, & XXV & Corresponding WLC Section • WCF Chapter XXVI, XXVII, & XXVIII & Corresponding WLC Section 	
Sub-course unit 7:	
<ul style="list-style-type: none"> • WCF Chapter XXIX, XXX, XXXI & Corresponding WLC Section • WCF Chapter XXXII & XXXIII & Corresponding WLC Section 	
Mode of Delivery	
Lectures and Seminar presentations	
Course Assessment:	
Seminar Topic Assignments	40%
Catechism Question Memory Work	60%
Total:	100%
Suggested References	
Morton Smith, <i>Harmony of the Westminster Confession and Catechisms</i> . Available from Westminster Theological College and Seminary.	
R. C. Sproul, <i>Truths We Confess: A Layman's Guide to the Westminster Confession of Faith</i> , 3 vols. Phillipsburg, NJ: P&R, 2006–2007.	
Miller, Samuel. <i>The Utility and Importance of Creeds and Confessions</i> , orig. 1839. Greenville, SC: A Press, 1991.	
Morris, Edward D. <i>Theology of the Westminster Symbols</i> . Original 1923. Reprints 2007–2010.	
Parsons, Burk. <i>Why Do We Have Creeds? Basics of the Faith Series</i> . Phillipsburg, NJ: P&R, 2012.	
Schaff, Philip, ed. <i>The Creeds of Christendom, With a History and Critical Notes</i> , 3 vols., 6 th edition. Original 1931. Reprint, Grand Rapids: Baker, 1983.	
World Reformed Fellowship. <i>Statement of Faith</i> . 2011.	

14 Year 2 Semester 2

14.1 Introduction to New Testament Greek II: Grammar

Course Code: BS 280

Level of Course: Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 280: Introduction to New Testament Greek II: (Grammar)
Duration: 30 Hours
Course Description
This course is designed to continue to lay the grammatical and foundations taught in Greek I. It will continue to teach basic vocabulary and grammar of the New Testament. The focus will be to continue to build a vocabulary and grammar that will enable the student to possess the tools for continued learning after graduation.
Course Objectives
<ul style="list-style-type: none"> • To continue to build upon the objectives described in New Testament Greek 1

BS 280: Introduction to New Testament Greek II: (Grammar)**Duration: 30 Hours**

- To continue to teach the various verbal forms.
- To introduce students to the syntax and structure of Greek sentences.
- To continue to expose the students to the translation of basic texts from the Greek New Testament.

Learning Outcomes

By the end of this course students should be able to:

- identify the vocabulary of words occurring 13 or more times in the Greek New Testament.
- Exhibit an understanding of all the New Testament grammar and an ability to competently parse verbs, nouns, pronouns, adjectives of NT Greek.
- Competently read and translate basic New Testament Greek sentences.
- Appreciate the need for (and apply) careful exegesis of the Greek text.

Detailed Course Unit Content (Introduction to New Testament Greek II: Grammar)	Duration
Sub-Course unit 1: Reflexive Pronouns <ul style="list-style-type: none"> • Personal and Reflexive Pronouns • Demonstrative, Indefinite, and Interrogative Pronouns 	4 Hours
Sub-Course unit 2: Liquid Verbs <ul style="list-style-type: none"> • Liquid Verbs • Participle Use and the Present Participle 	5 Hours
Sub-Course unit 3: Aorist <ul style="list-style-type: none"> • Aorist Participle • Perfect Participle 	4 Hours
Sub-course unit 4: Verbs <ul style="list-style-type: none"> • Subjunctive Mood Verbs and Subjunctive Usage • Relative Pronouns & Usage and the Indefinite Relative Clause 	5 Hours
Sub-course unit 5: Noun variations <ul style="list-style-type: none"> • Noun Variations: Foreign Names, • Feminine Second Declension Nouns, • Masculine First Declension Nouns, and • Occupation Nouns 	6 Hours
Sub-course unit 6: Mood verbs <ul style="list-style-type: none"> • Imperative Mood Verbs and Imperative Usage • Infinitives and Infinitive Usage 	2 Hours
Sub-course unit 7: MI Verbs <ul style="list-style-type: none"> • MI Verbs • Positive, Comparative, and Superlative Adjectives • Numbers and Optative Mood Verbs 	4 Hours
Mode of Delivery	

Detailed Course Unit Content (Introduction to New Testament Greek II: Grammar)	Duration
Lectures, classroom exercise drills, study groups	
Course Assessment:	
Quizzes	60%
Exam	40%
Total	100%
Suggested References	
Mounce, William, <i>Basics of Biblical Greek</i> , (Zondervan, 1996).	
Machen, J. Gresham, <i>New Testament Greek for Beginners</i> (Pearson, 2004).	

14.2 Historical Books I: (Joshua – Samuel)

Course Code: BS 290

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 290: Historical Books I: (Joshua – Samuel)
Duration: 30 Hours
Course Description
This course covers Biblical history from the conquest to return from Exile through the study of the canonical, historical books from Joshua through Samuel. This course lays the foundation for further study in the Old Testament as students expand their skills in exegesis and analysis. This course will highlight how the history of Israel finds its fulfilment in Christ and how Old Testament historical books are relevant to the church today.
Course Objectives
<ul style="list-style-type: none"> • To provide a chronological and sequential overview of the history of Israel. • To teach a covenantal understanding of the unfolding of redemptive history so that students come to understand the history of Israel in the light of its covenantal foundations • To instruct insight into the way in which the history of Israel reached its Old Covenant climax in the conquest of Jerusalem and the election of David and of Zion. • To teach an outline and summary of the content of each of the books in the Historical Writings together with an insight into their foundations in the covenants with Abraham and Moses and also where appropriate their own covenantal structure as canonical texts.
Learning Outcomes
By the end of this course students should be able to: <ul style="list-style-type: none"> • present an overview of the covenantal framework and redemptive history of Israel from the time of the Conquest to the return from exile in Babylon. • articulate the significance of the covenant with Abraham for the history of Israel in the Promised Land, and of the Old Covenant with Moses for an understanding of the significance of the exile. • explain the significance of the election of David and of Zion as the high point of Old Covenant revelation.

BS 290: Historical Books I: (Joshua – Samuel)**Duration: 30 Hours**

- exhibit a knowledge of the major themes and theological issues of the era.
- discern the canonical structure of each of the books under study and to differentiate the various literary forms and conventions employed in them.

Detailed Course Unit Content (Historical Books I: (Joshua - Samuel)	Duration
Sub-Course unit 1: Canonical <ul style="list-style-type: none"> • Canonical and Covenantal overviews of the whole of Scripture • The Covenantal framework for the history of Israel: the covenants with Abraham and Moses. 	2 Hours
Sub-Course unit 2: Definitions <ul style="list-style-type: none"> • The significance of Deuteronomy for the history of Israel • Definition of the Historical Books • Biblical Theological Context and Overview 	5 Hours
Sub-Course unit 3: Conquest <ul style="list-style-type: none"> • The Conquest and Settlement of the Promised Land: Joshua • The Conquest and Settlement of the Promised Land: Judges 	3 Hours
Sub-course unit 4: Major themes <ul style="list-style-type: none"> • 1 and 2 Samuel Contrasts, Major Themes and Characters, Transition Points • The Transition from Judge to King (Eli to Saul) and its significance 	4 Hours
Sub-course unit 5: Monarchy <ul style="list-style-type: none"> • The rise of the monarchy and the covenant with David • Election of Zion and Election of David 	3 Hours
Sub-course unit 6: Election <ul style="list-style-type: none"> • The Ark of the Covenant and its pilgrim journey to Zion • Solomon and the divided kingdom; • the origins and rise of the prophetic movement 	4 Hours
Sub-course unit 7: Kings <ul style="list-style-type: none"> • 1 and 2 Kings • The demise of Israel, • Josiah, and • the final years of Judah 	3 Hours
Sub-course unit 8: Exile <ul style="list-style-type: none"> • The impact of the Exile on Israel's faith and the prophets of the Exile • Daniel and Apocalyptic Literature 	2 Hours
Sub-course unit 9: Post-exilic <ul style="list-style-type: none"> • Post-Exilic restoration and reconstruction • Ezra and Nehemiah 	2 Hours

Detailed Course Unit Content (Historical Books I: (Joshua - Samuel)	Duration										
<p>Sub-course unit 10:</p> <ul style="list-style-type: none"> • 1 and 2 Chronicles • The Book of Esther 	2 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Daily reading/response papers	10%										
Written assignments	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
<p>Suggested References Arnold, Bill T., and Beyer, Bryan E., <i>Encountering the Old Testament</i>, (Baker, 1999). Hendriksen, W. <i>Survey of the Bible</i>, (Evangelical Press, 1984). Hill, Andrew E., and Walton, John H., <i>A Survey of the Old Testament</i>, (Zondervan, 1991). Goldsworthy, Graeme, <i>According to Plan</i>, (I.V.P., 1991). Van Gemeren, W., <i>The Progress of Redemption</i>, (Zondervan, 1988).</p>											

14.3 Acts

Course Code: BS 295

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 295: Acts
Duration: 30 Hours
Course Description This course provides an introduction to 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.
Course Objectives <ul style="list-style-type: none">• To present the formation of the early church through the work of God/the Holy Spirit, as the Great Commission was fulfilled in the church.• To teach the chronicle spread of the early church and the role of Peter and Paul in the inclusion of the Gentiles in God's kingdom plan.• To instruct the vital importance of the Jerusalem Council in shaping the outreach to the Gentiles and their inclusion in the church and the basis for Presbyterian church government.• To cultivate an understanding of Paul's missionary journeys and the spread of the gospel to the world.• To provide an introduction to the thirteen letters/Epistles of Paul.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• describe the formation of the early church, and be able to evaluate the ministry of the Holy Spirit in developing the witness of the apostles and the response of the peoples.• discuss the ministries of Peter and Paul in order to demonstrate their vital role in the spread of the Christian faith to the Gentiles.• assess the role, the Jerusalem Council played in shaping the gospel message preached to the Gentiles and as the basis for Presbyterian church government.• construct a written chart or map describing and illustrating the three known missionary journeys of Paul, plus the proposed fourth missionary journey.• exhibit a knowledge of the introductory information for each of Paul's thirteen canonical letters.

Detailed Course Unit Content (Acts)	Duration
<ul style="list-style-type: none">• Forty Days and after day of Pentecost• Acts 1:1-26, Acts 2:1-47	2 Hours
<ul style="list-style-type: none">• Act of Healing -Acts 3:1-26• Peter & John before Sanhedrin -Acts 4:1-31	3 Hours
<ul style="list-style-type: none">• Apostles and Sanhedrin -Acts 4:32-5:42• Seven and Stephen - Acts 6:1-8:1	2 Hours

Detailed Course Unit Content (Acts)	Duration										
<ul style="list-style-type: none"> Philip - Acts 8:1-40 Conversion of Saul of Tarsus - Acts 9:1-31 	2 Hours										
<ul style="list-style-type: none"> Important Events of Peter - Acts 9:32-10:48 Peter Vindicated & Antioch Base - Acts 11:1-30 	3 Hours										
<ul style="list-style-type: none"> Peter, Herod, Barnabas and Saul - Acts 12:1-13:3 Cyprus and Pisidian Antioch -Acts 13:4-52 	2 Hours										
<ul style="list-style-type: none"> Iconium, Lystra, and Derbe - Acts 14:1-28 Council of Jerusalem- Acts 15:1-41 	3 Hours										
<ul style="list-style-type: none"> Paul, Silas, and Timothy in Philippi- Acts 16:1-40 Thessalonica to Athens - Acts 17:1-34 	2 Hours										
<ul style="list-style-type: none"> Corinth and Ephesus - Acts 18:1-19:22 Riot, Visit to Macedonia and Greece - Acts 19:23-20:6 	2 Hours										
<ul style="list-style-type: none"> Journey to Jerusalem - Acts 20:7-38 Paul's Arrival and Arrest - Acts 21:1-36 	2 Hours										
<ul style="list-style-type: none"> Paul's Defence - Acts 21:37-22:30 The Plot against Paul - Acts 23:1-35 	2 Hours										
<ul style="list-style-type: none"> Paul before Felix, Festus, & Agrippa - Acts 24:1-25:22 Paul's Apology - Acts 25:23-26:32 	3 Hours										
<ul style="list-style-type: none"> Paul Sail's for Rome & Shipwreck - Acts 27:1-44 Paul Winters, then Arrives Acts 28:1-31 	2 Hours										
Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Written assignments/book critique	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
Suggested References Gundry, Robert H., <i>A Survey of the New Testament</i> , (Zondervan, 1994). Guthrie, Donald, <i>A Survey of the New Testament</i> , (Intervarsity Press, 1970). Hendriksen, W. <i>Survey of the Bible</i> , (Evangelical Press, 1984).											

Detailed Course Unit Content (Acts)	Duration
Marshall, I. Howard, <i>Tyndale New Testament Commentary: Acts of the Apostles</i> , (Intervarsity Press, 1980)	

14.4 General Epistles

Course Code: BS 230

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 230: General Epistles
Duration: 30 Hours
<p>Course Description</p> <p>Students will study the following general letters: James, I and II Peter, Jude, I, II, and III John with a view toward understanding both their theological teaching and, when appropriate, their practical application for the exercise of Christian ministry. Each of the general letters will be studied individually in terms of their introduction, provenance, structures, and major themes and appropriate methodologies for their interpretation to the end that students will become better equipped for Christian ministry and especially for preaching.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To instruct an introduction and provenance of each of the general letters. • To teach a detailed outline of the structure and content of each of the general letters. • To communicate insight into the literary genres of the general letter where appropriate. • To instruct insight into the doctrinal teaching of each of the general letters.
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • exhibit a knowledge and an understanding of the introduction, provenance, and message of the general letters. • implement the skills of exegesis in relation to selected pericopes from the general letters. • discern the structure, genre, forms, and literary features of the General Letters. • state the major themes—practical, pastoral, and biblical theological that are to be found in the general letters. • articulate the relationship of faith and works in the book of James.

Detailed Course Unit Content (General Epistles)	Duration
<p>Sub-Course unit 1: Introduction</p> <ul style="list-style-type: none"> • Introduction to the General letters. • Background to the authors 	2 Hours
<p>Sub-Course unit 2: James</p> <ul style="list-style-type: none"> • James: Provenance – • authorship, 	4 Hours

Detailed Course Unit Content (General Epistles)	Duration
<ul style="list-style-type: none"> • recipients, • date, • occasion. • James: main features and themes, • summary outline 	
<p>Sub-Course unit 3 : James cont.</p> <ul style="list-style-type: none"> • James: extended outline and comments 	3 Hours
<p>Sub-course unit 4: 1st Peter</p> <ul style="list-style-type: none"> • I Peter: Provenance – • authorship, • recipients, • date, • occasion. • I Peter: outline and significant passages 	4 Hours
<p>Sub-course unit 5: 2nd Peter and Jude</p> <ul style="list-style-type: none"> • II Peter and Jude: • their relationship and possible reasons; • significant features • II Peter: Provenance – • authorship, • recipients, • date, • occasion. 	4 Hours
<p>Sub-course unit 6: 2nd Peter and Jude cont.</p> <ul style="list-style-type: none"> • II Peter: outline and comments • Jude: Provenance – • authorship, • recipients, • date, • occasion; • outline and comments. 	5 Hours
<p>Sub-course unit 7: 1st, 2nd, 3rd John</p> <ul style="list-style-type: none"> • I, II, III John: Provenance – • authorship, • recipients, • date, • occasion. 	4 Hours
<p>Sub-course unit 8: John cont.</p> <ul style="list-style-type: none"> • I John: special features, • structure, 	4 Hours

Detailed Course Unit Content (General Epistles)	Duration										
<ul style="list-style-type: none"> • major themes, • outline and comments • II, & III John: outline and comments. • Relationship between the letter and the Gospel of John. 											
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book review</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book review	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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14.5 Soteriology

Course Code: ST 250

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 250: Soteriology Duration: 30 Hours
<p>Course Description A study of the elements of salvation including regeneration, calling, faith, repentance, justification, sanctification, adoption, and other benefits together with Union with Christ and the role of the Holy Spirit in redemption.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To communicate the sovereignty of God in salvation. • To teach the order of events (ordo salutis) in salvation. • To differentiate between conversion, regeneration, justification, and sanctification. • To study specific passage in the scriptures that teach on salvation. • To teach the central points of controversy in the doctrine of salvation.

ST 250: Soteriology**Duration: 30 Hours****Learning Outcomes**

By the end of this course students should be able to:

- Appreciate the sovereignty of God in salvation.
- Articulate the order of events (ordo salutis) in salvation.
- Differentiate between conversion, regeneration, justification, and sanctification.
- Summarize some of the important passage in the scriptures that teach on salvation.
- Communicate the Holy Spirit's unique work in salvation.

Detailed Course Unit Content (Soteriology)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction to Soteriology • The doctrine of election: <ul style="list-style-type: none"> • Unconditional Election • Conditional Election • Corporate vs. Personal Election 	3 Hours
Sub-Course unit 2: Reprobation <ul style="list-style-type: none"> • Biblical Overview of the Doctrine • Preterition • Pre-Condemnation 	2 Hours
Sub-Course unit 3: Ordo Salutis <ul style="list-style-type: none"> • History and Use of the Concept • Analysis of Romans 8:29-30 • Nature of God's Saving Grace and the Order of Application 	3 hours
Sub-course unit 4: Effectual Calling <ul style="list-style-type: none"> • History and Use of the Concept • Analysis of Romans 8:29-30 • Nature of God's Saving Grace and the Order of Application 	2 Hours
Sub-course unit 5: Regeneration <ul style="list-style-type: none"> • Relationship of Regeneration and Effectual Calling • Regeneration and the New Birth: Analysis of John 3 • Regeneration and the Issue of Lordship Salvation 	3 Hours
Sub-course unit 6: Conversion <ul style="list-style-type: none"> • Relationship between Repentance and Faith • Nature of Biblical Repentance • Nature of Saving Faith 	2 Hours
Sub-course unit 7: Justification	2 Hours

Detailed Course Unit Content (Soteriology)	Duration										
<ul style="list-style-type: none"> • The Protestant View and the Response of Trent • The Biblical Concept of Imputation • Impartation: John Piper’s Response to S. Gundry 											
<p>Sub-course unit 8: Adoption</p> <ul style="list-style-type: none"> • Adoption -Biblical Concept of Adoption <ul style="list-style-type: none"> ○ Sealing of the Holy Spirit ○ Disciplining His Children: Hebrews 12:6-8 	2 Hours										
<p>Sub-course unit 9: Union with Christ</p> <ul style="list-style-type: none"> • Pauline Use of “In Christ” • Eternal Union: An Overview of John Murray’s Position • Spiritual Union 	2 Hours										
<p>Sub-course unit 10: Sanctification</p> <ul style="list-style-type: none"> • Definitive Sanctification • Sanctification and the Image of God • Biblical Teaching Regarding Holiness • The Mortification of Indwelling Sin • The Third Use of the Law • Perfectionism 	4 Hours										
<p>Sub-course unit 11: Perseverance</p> <ul style="list-style-type: none"> • Biblical Overview of Perseverance • Walking by Faith: The Continuous Nature of Regeneration • Assurance of Salvation 	2 Hours										
<p>Sub-course unit 12: Glorification</p> <ul style="list-style-type: none"> • Glorification of the Believer and its Relation to the Created Order: Romans 8:23 • The Nature of Glorification • The Glorification of the Believer and its Relation to Ecclesiology 	3 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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Written assignments/book critique	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
<p>Suggested References</p>											

Detailed Course Unit Content (Soteriology)	Duration
Ferguson, Sinclair B., <i>The Christian Life: A Doctrinal Introduction</i> , (The Banner of Truth Trust, 1996). Gaffin, Richard B., Jr., <i>By Faith, Not by Sight – Paul and the Order of Salvation</i> , (Paternoster, 2006). Hoekema, Anthony A., <i>Saved by Grace</i> , (Eerdmans, 1994). Pink, Arthur W., <i>The Holy Spirit</i> , (Baker Book House, 1986). Sproul, R.C., <i>Willing to Believe: The Role of Human Will in Salvation</i> , (Baker, 2018).	

14.6 Introduction to Biblical Counselling

Course Code: PT 220

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 220: Introduction to Biblical Counselling
Duration: 30 Hours
<p>Course Description</p> <p>This course is an introductory study to biblical counselling. This course will provide students with a theological framework and methodological foundation for counselling individuals, couples, families, etc. It will enable students to move beyond the outward situation to the underlying dynamics that keep problems in place, including motives, desires, and relationship with God. One of the aims of biblical (sometimes called nouthetic counselling) is to effect change in the counselee by encouraging greater conformity to the principles of Scripture and ultimately to Christ.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To teach the Biblical basis for counselling. • To teach the definition and biblical basis for nouthetic counselling. • To teach the range of counselling methodologies that come from a Christian perspective. • To present an overview of the history of pastoral and biblical counselling. • To identify major secular counselling methodologies and provide a Biblical critique.
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Identify and describe an overview of what the Bible says about counselling. • articulate the distinguishing standards, values, features, marks and methods of counselling that is distinctly biblical and be able to apply this information to identifying and answering important questions about biblical counselling; • Articulate the purpose of biblical counselling. • Explain the criteria and standards for evaluating counselling approaches, both secular and Christian, and be able to evaluate what is properly called biblical counselling and counselling that is only superficially biblical; • Identify and understand the biblical foundations for biblical counselling.

Detailed Course Unit Content (Introduction to Biblical Counselling)	Duration										
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction to the course, • Its importance 	3 Hours										
Sub-Course unit 2: Introduction to terminologies <ul style="list-style-type: none"> • Theological basis • Its uniqueness 	8 Hours										
Sub-Course unit 3: Heart issues <ul style="list-style-type: none"> • The process of change • Touching the root problem 	8 Hours										
Sub-course unit 4: Fundamental <ul style="list-style-type: none"> • Foundational elements of Biblical Counselling 	7 Hours										
Sub-course unit 5: General <ul style="list-style-type: none"> • Counselling issues in the church today 	4 Hours										
Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Case study (project)</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100</td> </tr> </table>		Case study (project)	10%	Written assignments	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
Case study (project)	10%										
Written assignments	10%										
Research essay on selected doctrine	20%										
Written Examinations:	60%										
Total	100										
Suggested References Adams, Jay E., <i>Competent to Counsel</i> , (Zondervan, 1970). Adams, Jay E., <i>The Christian Counsellor's Wordbook: A Primer of Nouthetic Counselling</i> , (P&R Publishing, 1981). MacArthur, John and Wayne Mack, <i>Introduction to Biblical Counselling</i> . (Thomas Nelson, 1994). Powlison, David, <i>seeing with New Eyes: Counselling and the Human Condition Through the Lens of Scripture</i> , (P&R Publishing, 2003). Sande, Ken, <i>The Peacemaker: A Biblical Guide to Resolving Personal Conflict</i> , (Baker, 1991).											

14.7 Preaching II: (Practicum)

Course Code: PT 295

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 295: Preaching II: Practicum
Duration: 30 Hours
Course Description <p>This course is an introductory study of the foundational principles for the development and delivery of effective biblical sermons – divine eloquence. Building on the principles and practices they learned in Preaching I, each student is required to preach two sermons in class, one sermon from the Old Testament and the other from the New Testament. Student’s sermons are critiqued and evaluated in class</p>
Course Objectives <ul style="list-style-type: none">• To teach the centrality and importance of preaching as the primary means of salvation and edification of the church.• To communicate everything necessary for preaching of the Word of God.• To instruct the importance of sound exegesis as it relates to preaching.• To teach the principles of and to provide examples of sound preaching and the manner of its delivery.• To instruct students in the importance of concise and focused preaching.• To provide students more experience building on Preaching I class.
Learning Outcomes <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none">• Articulate the centrality and importance of preaching as the primary means of salvation and edification of the church.• Explain the primacy, definition, purpose, and theological foundations of preaching.• Describe the role of the authority of Scripture in preaching.• Exhibit an understanding of the importance and of how to discern the purpose of a Biblical text as it relates to preaching.• Develop lessons from Preaching I that make a sermon biblical, good and effective• Prepare and preach a sermon before the class that is 15 minutes or less.

Detailed Course Unit Content (Preaching II: Practicum)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• Review of Preaching I (Preaching I Catechism), part 1• Observations of American and African preaching weaknesses (that are also prevalent and world-wide);• Present and discuss document: Eby 2013, “Five Factors that Make a Good Sermon.”	5 Hours
Sub-Course unit 2: Elements of preaching <ul style="list-style-type: none">• Faithfulness to the text	4 Hours

Detailed Course Unit Content (Preaching II: Practicum)	Duration										
Sub-Course unit 3: Elements of preaching cont. <ul style="list-style-type: none"> Gospel-driven preaching What is gospel-driven preaching? 	4 Hours										
Sub-course unit 4: Elements of preaching cont. <ul style="list-style-type: none"> Grace-saturated preaching What is grace-saturated preaching? 	3 Hours										
Sub-course unit 5: Spiritual-anointed preaching <ul style="list-style-type: none"> What is Spirit-anointed preaching? The dangers of moralistic preaching 	4 Hours										
Sub-course unit 6: Short sermons <ul style="list-style-type: none"> Students preach short sermons in class 	10 Hours										
Mode of Delivery The course entails lectures, readings, and discussions of course materials and selected articles and textbooks chapters.											
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Each student will preach a sermon in class</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Each student will preach a sermon in class	20%	Written Examinations:	60%	Total	100%
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Suggested References Adams, Jay E., <i>Preaching with Purpose</i> , (Zondervan, 1982). Dabney, R.L., <i>Evangelical Eloquence: A Course of Lectures on Preaching</i> , (first published in 1870, The Banner of Truth Trust, reprinted 1979). Gordon, T. David, <i>Why Johnny Can't Preach: The Media Have Shaped the Messengers</i> , (P&R Publishing, 2009). Lloyd-Jones, D. Martyn, <i>Preaching and Preachers</i> , (Zondervan, 1971). Piper, John, <i>The Supremacy of God in Preaching</i> , (Baker Books, 2004). Assigned reading from instructor.											

14.8 Covenant Theology and Sacraments

Course Code: PT 255

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 255: Covenant Theology and Sacraments

Duration: 30 Hours

Course Description

PT 255: Covenant Theology and Sacraments**Duration: 30 Hours**

This course is a study of covenant theology from exegetical, theological and historical perspectives. The course will survey the successive biblical covenants from a redemptive historical perspective and then move to apply this theological perspective in the life of the church; most specifically in the sacraments. This course will encourage the students to understand covenant theology as the fundamental structure of the unfolding of biblical revelation.

Course Objectives

- To teach the covenant theology from exegetical, theological and historical perspectives.
- To teach this covenantal in connection with the sacraments.
- To provide an overview of the various theological approaches to the Lord's Supper.
- To deliver summary of the various theological approaches to Baptism.
- To define and defend the Protestant teaching that there are only two sacraments as compared to the seven that are practiced in Roman Catholicism.

Learning Outcomes

By the end of this course students should be able to:

1. Define and describe covenant theology from the scriptures.
2. Summarize each of the major covenants of the Old and New Testaments.
3. Explain how each covenant is built on the proceeding one and understand how the covenants are connected.
4. Define how covenant theology gives rise to a comprehensive world and life view that impacts all of faith and practice, both in the church and in society.
5. Explain the sacraments and the way they should be administered and celebrated within the context of the covenant community, the church.
6. Analyze the biblical arguments for covenantal baptism.
7. Compare and evaluate the covenantal and baptistic views of baptism (paedo-baptism vs. credo-baptism).
8. Define the major views of the Lord's Supper.

Detailed Course Unit Content (Covenant Theology and Sacraments)	Duration
<ul style="list-style-type: none"> • Louis Berkhof, Systematic Theology, 211-218 • Donald Macleod, Covenant Theology. • O. Palmer Robertson, Christ of the Covenants, 3-63. 	3 Hours
<ul style="list-style-type: none"> • J. Ligon Duncan III, Covenant Theology, Chapter 1. • Listen to online lectures – Lesson 1 • WCF 7; LC Questions 20-22, 30-36; and SC Questions 12,16, & 20. 	3 Hours
<ul style="list-style-type: none"> • The Trinity, • The Creation & Providence • Human Nature 	3 Hours
<ul style="list-style-type: none"> • O. Palmer Robertson, Christ of the Covenants, 67-87. • Donald Macleod, Covenant: 2 & Federal Theology-An Oppressive Legalism? 	3 Hours

Detailed Course Unit Content (Covenant Theology and Sacraments)	Duration										
<ul style="list-style-type: none"> • Heinrich Heppe, Reformed Dogmatics, 281-319. 											
<ul style="list-style-type: none"> • Ward, God and Adam, 1-27. • Ligon Duncan III, Covenant Theology, Chapter 2. • Listen to online lectures – 	3 Hours										
<ul style="list-style-type: none"> • O. Palmer Robertson, Christ of the Covenants, 91-107. • Louis Berkhof, Systematic Theology [262-301]. • Heinrich Heppe, Reformed Dogmatics [371-409] Word, God and Adam, 28-76. 	3 Hours										
<ul style="list-style-type: none"> • O. Palmer Robertson, Christ of the Covenants, 109-125. • Ward, God and Adam, 77-125. • Ligon Duncan III, Covenant Theology, Chapter 3. 	2 Hours										
<ul style="list-style-type: none"> • O. Palmer Robertson, Christ of the Covenants, 127-166. • Donald Macleod, The Lord's Supper as a Means of Grace (all), Qualifications for Communion (all), and The Real Presence (all). • Ward, God and Adam, 126-197. • Ligon Duncan III, Covenant Theology, Chapter 4. • Listen to online lectures – Lesson 4 	4 Hours										
<ul style="list-style-type: none"> • O. Palmer Robertson, Christ of the Covenants, 201-269. • Vern Poythress, Understanding Dispensationalists (all). • J. Ligon Duncan III, Covenant Theology, Chapter 5. • Listen to online lectures – Lesson 5 	3 Hours										
<ul style="list-style-type: none"> • O. Palmer Robertson, Christ of the Covenants, 271-300. • J. Ligon Duncan III, Covenant Theology, Chapter 6-7. • J. Ligon Duncan III, Covenant Theology, Chapter 8-9 	3 Hours										
<p>Mode of Delivery Lectures, videos through projectors, class discussions, case studies, class presentations, class demonstrations, independent studies</p>											
<p>Course Assessment:</p> <table> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments/book review</td> <td>10%</td> </tr> <tr> <td>Research essay on selected doctrine</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book review	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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<p>Suggested References Booth, Robert A, <i>Children of The Promise: The Biblical Case for Infant Baptism</i>, (P&R Publishing, 1995). Ferguson, Sinclair, Anthony N.S. Lane and Bruce A. Ware., <i>Baptism: Three Views</i>, (Intervarsity Press, 2009).</p>											

Detailed Course Unit Content (Covenant Theology and Sacraments)	Duration
Hyde, Danny R., <i>Jesus Loves the Little Children: Why We Baptize Children</i> , (Reformed Fellowship, Inc., 2006). Murray, John, <i>Christian Baptism</i> , (Baker Book House, 1974). Strawbridge, Gregg, ed., <i>The Case for Covenantal Infant Baptism</i> , (P&R Publishing, 2003).	

14.9 Historical Books II: (Kings – Esther)

Course Code: BS 291

Level of Course Year 2 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 291: Historical Books II: (Kings – Esther)

Duration: 30 Hours

Course Description

Picking up where Historical Books I left off, this course focuses on God's plan of redemptive history from Kings through Esther, highlighting how the history of Israel finds its fulfilment in Christ. This course lays the foundation for further study in the Old Testament as students expand their skills in translation, exegesis, and preaching.

Course Objectives

- To provide a chronological and sequential overview of the history of Israel.
- To explain a covenantal understanding of the unfolding of redemptive history so that students come to understand the history of Israel in the light of its covenantal foundations.
- To provide insight into the way in which the history of Israel reached its Old Covenant climax in the conquest of Jerusalem and the election of David and of Zion.
- To teach an outline and summary of the content of each of the books in the Historical Writings together with an insight into their foundations in the covenants with Abraham and Moses and also where appropriate their own covenantal structure as canonical texts.

Learning Outcomes

By the end of this course students should be able to:

- present an overview of the covenantal framework and redemptive history of Israel from the time of the rise of the Davidic Kingdom to exile.
- articulate the significance of the covenant with Abraham for the history of Israel in the Promised Land, and of the Old Covenant with Moses for an understanding of the significance of the exile
- explain the significance of the election of David and of Zion as the high point of Old Covenant revelation.
- exhibit a knowledge of the major themes and theological issues of the era.
- discern the canonical structure of each of the books under study and to differentiate the various literary forms and conventions employed in them.

Detailed Course Unit Content (Historical Books II: Kings – Esther)	Duration										
<ul style="list-style-type: none"> • Introduction to 1 and 2 Kings 	3 Hours										
<ul style="list-style-type: none"> • The demise of Israel, Josiah, and the final years of Judah 	3 Hours										
<ul style="list-style-type: none"> • The impact of the Exile on Israel’s faith and the prophets of the Exile 	4 Hours										
<ul style="list-style-type: none"> • Daniel and Apocalyptic Literature 	2 Hours										
<ul style="list-style-type: none"> • The person and work of the Holy Spirit • Doctrine of the Church 	4 Hours										
<ul style="list-style-type: none"> • The church and practices • The Sacraments • Sanctification; • Mission Eschatology – • the doctrine of Last Things 	6 Hours										
<ul style="list-style-type: none"> • Post-Exilic restoration and reconstruction • Ezra and Nehemiah 	4 Hours										
<ul style="list-style-type: none"> • 1 and 2 Chronicles • The Book of Esther 	4 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments/book critique</td> <td>10%</td> </tr> <tr> <td>Research essay on selected doctrine</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100
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<p>Suggested References Arnold, Bill T., and Beyer, Bryan E., <i>Encountering the Old Testament</i>, (Baker, 1999). Hendriksen, W. <i>Survey of the Bible</i>, (Evangelical Press, 1984). Hill, Andrew E., and Walton, John H., <i>A Survey of the Old Testament</i>, (Zondervan, 1991). Goldsworthy, Graeme, <i>According to Plan</i>, (I.V.P., 1991). Van Gemeren, W., <i>The Progress of Redemption</i>, (Zondervan, 1988).</p>											

15 Year 3 Semester 1

15.1 OT Prophets I (Isaiah – Daniel)

Course Code

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

NA: OT Prophets I: (Isaiah – Daniel)	
Duration: 30 Hours	
Course Description	
<p>This course is designed to provide the students with an overview of the majority of the OT prophets, paying special attention to the three major ones (Isaiah, Jeremiah, Ezekiel, and Daniel) and the pre-exilic minor prophets. This course focuses on the structure, content, and theology of the prophetic books of the Old Testament. Students will use exegetical methods, to understand how the message of the prophet's fits into God's plan of redemption by their fulfilment in Christ.</p>	
Course Objectives	
<ul style="list-style-type: none"> • To communicate the historical context and times of each of the prophets. • To convey an understanding of the covenantal context of those prophets who pointed back to the foundations of the Old Covenant and to those who anticipated the coming of Messiah and the end of the age. • To impart an understanding of the various literary genres of the Prophets. • To give particular attention to the significance of the structure of the Book of Isaiah and its theological interpretation as it relates to Christ. 	
Learning Outcomes	
<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • recount the history of the fall of the kingdoms of Israel and Judah. • know the generally accepted dates each prophet prophesied and to which kingdom. • identify and recognize the recurring themes within the prophetic writings. • Implement an exegetical method to interpret prophetic passages, and especially to identify the main point of a passage, which leads logically to determine an appropriate point of application. • Convey the importance of drawing out Christ-centred, gospel-centred applications. 	

Detailed Course Unit Content (OT Prophets I: Isaiah – Daniel)	Duration
<p>Sub-Course unit 1: Introduction</p> <ul style="list-style-type: none"> • Introduction to course • Defining a prophet • The prophetic office in Scripture in both the OT and the NT • The question of prophecy today, and questions to ask of those who believe it continues • Biblical tests of a prophet 	3 Hours
<p>Sub-Course unit 2: Major Themes</p> <ul style="list-style-type: none"> • Themes of the OT prophets and prophecies 	3 Hours

Detailed Course Unit Content (OT Prophets I: Isaiah – Daniel)	Duration
<ul style="list-style-type: none"> • Formulaic calling of a prophet • Basic questions about interpreting prophecy for today • Israel’s future? Our future? Or Both? • Surprise fulfillments, second fulfillments • Overview of Israel’s history 	
<p>Sub-Course unit 3: Isaiah</p> <ul style="list-style-type: none"> • Date, author • Higher critical questions of authorship and date • Liberal biases against specific prophecies within Isaiah • Contemporary events in Isaiah • Isaiah’s calling • Isa. 1 • Empty religion • Isa. 2: Eschatological hope • Isa. 3 –5: Judgement • Isa. 6: Atonement, election (Why should he preach?) • Isa. 7, 8: Who is Immanuel? (Dual fulfillment?) • Applications from Ahaz’s behavior • Prayerlessness • Isa. 9: The mystery of the child (chiasm) • Isa. 10: God’s sovereignty: Using and then punishing Assyria • Isa. 11: Messianic age. Eschatology. New Exodus. • Isa. 12–23: Passages of judgement • Is Isa. 14 about Satan? • Isa. 28: What is a covenant with death? • Isa. 30: Sin of foreign alliances. Application? • Isa. 35: Salvation of the redeemed. Messianic. • Isa. 36–39: Sennacherib and Hezekiah. Babylonians visit. • Isa. 40: Comfort! Atonement? • Isa. 41: Courtroom drama, common theme in prophets. God sues his people. • Isa. 42: st Servant Song 1. Introduction to the Servant Songs. Who is the Servant? • Isa. 44–45: Cyrus is predicted. Exile to end. • Isa. 48: God disciplines for his own glory. • Isa 49, 50: Servant Songs 2 and 3. Who is the servant? • Isa. 52: Salvation is coming. Gospel application. • Isa. 52, 53: 4th Servant Song. Is this the Messiah? Jewish interpretations. • Isa. 54 — the Divine Marriage • Isa. 55: Come and eat • Isa. 60–66: Messianic Age, New Exodus. New Heavens, New Earth. 	10 Hours
<p>Sub-course unit 4: Jeremiah</p> <ul style="list-style-type: none"> • Historical situation • Jer. 1: Call. Symbols: almond tree, boiling cauldron. 	6 Hours

Detailed Course Unit Content (OT Prophets I: Isaiah – Daniel)	Duration										
<ul style="list-style-type: none"> • Jer. 2, 3: marriage theme. Cisterns that cannot hold water. • Jer. 7, v. 3: The temple of the Lord (3x). Meaning? • Jer. 17, v. 9: Total depravity. Possible application: deceit of syncretism. • Jer. 18: The lesson of the potter • Jer. 22: Purse on Jehoiachin • Jer. 29: letter to the exiles. • Jer. 31: New Covenant • Jer. 39–52: Fall of Jerusalem, judgement. 											
<p>Sub-course unit 5: Ezekiel</p> <ul style="list-style-type: none"> • Historical situation: • Exile of 605 and 597 BC • Ezekiel’s call • Ezek. 1: Purpose of vision. Chariot. God’s characteristics: His omniscience and omnipresence. His power and might. • Ezek. 2: Why is Ezek. called “son of man”? • Ezek. 4, 5: Signs of siege and scattering • Ezek. 10: God’s glory leaves the temple • Ezek. 16: Israel the unfaithful bride. Idolatry • Ezek. 18: Individual responsibility for sin. Group shame? • Ezek. 23: Israel & Judah, the lustful unfaithful wives. Political alliances. • Ezek. 28: King of Tyre or Satan? • Ezek. 34: The shepherds of Israel (vs. the Good Shepherd) • Ezek. 36: New hearts of flesh, new covenant. Baptism? • Ezek. 37: New birth, restoration. Reuniting of nations. • Ezek. 40–48: New temple, new sanctuary. Flow of Spirit 	8 Hours										
<p>Mode of Delivery The course entails lectures, readings, and discussions of course materials and selected articles and textbooks chapters.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected themes</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected themes	20%	Written Examinations:	60%	Total	100%
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Written Examinations:	60%										
Total	100%										
<p>Suggested References Arnold, Bill T., & Bryan E., Beyer, <i>Encountering the Old Testament</i>, (Baker Academic, 2008). <i>Henrickson, Survey of the Bible: A Treasury of Bible Information</i>, (Evangelical Press, 1976). Longman III, Tremper, and David E. Garland, eds., <i>Jeremiah–Ezekiel</i>, (Zondervan Publishing, 2010). Robertson, O. Palmer, <i>The Christ of the Prophets</i>. Phillipsburg, (P & R Publishing, 2004). Williams, Michael J. <i>The Prophet and His Message</i>, (P&R Publishing, 2003).</p>											

Detailed Course Unit Content (OT Prophets I: Isaiah – Daniel)	Duration

15.2 Pastoral Epistles

Course Code: BS 360

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 360: Pastoral Epistles
Duration: 30 Hours
<p>Course Description</p> <p>Each of the Pastoral letters will be studied individually in terms of their introduction, provenance, structures, major themes, and appropriate methodologies for their interpretation. This course introduces students to the character and calling of the pastor and other ministry positions.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To explain the introduction and provenance of the pastoral letters. • To provide a detailed outline of the epistolary form of the epistles as this applies to the prison letters. • To provide an outline of the structure and literary genres to be found in the pastoral letters. • To outline the content of each of the pastoral letters. • To summarize Paul’s teaching concerning the offices of the church and his teaching on pastoral care.
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • exhibit a knowledge and an understanding of the message of the pastoral letters. • Implement important skills in relation to teaching the pastoral letters on a theme or topic. • Describe the epistolary genre and of the skills of exegesis in relation to texts from the pastoral letters. • exhibit understanding of the teaching on pastoral ministry and church government that are to be found in the pastoral letters.

Detailed Course Unit Content (Pastoral Epistles)	Duration
<p>Sub-Course unit 1: Introduction</p> <ul style="list-style-type: none"> • The Apostle Paul – his life and ministry • The Apostle Paul – missionary journeys and church planting ministry • Provenance of the Pastoral letters – authorship, recipients, date, occasion. • Characteristics of 1 and 2 Timothy and Titus 	4 Hours

Detailed Course Unit Content (Pastoral Epistles)	Duration										
<p>1. Timothy:</p> <ul style="list-style-type: none"> • Chapter 1:1–17: Faithful Ministry • Chapter 1:18 – 2:15: Directions for Public Worship • Chapter 3: The Exercise of Oversight in the Church • Chapter 4: Training for godliness. • Chapter 5: Proper Pastoral Attitudes to various groups: • Chapter 6: Godliness with Contentment 	8 Hours										
<p>2 Timothy:</p> <ul style="list-style-type: none"> • Chapter 1:1–2 Salutation • Chapter 1:3 – 2:13 Characteristics of a faithful ministry • Chapter 2:14–26 Timothy’s Responsibilities • Chapter 3: Warnings to Timothy • Chapter 4:1–8 Paul’s final charge to Timothy • Chapter 4:9–22 Personal Instructions and farewell messages. 	8 Hours										
<p>Titus:</p> <ul style="list-style-type: none"> • Chapter 1:1–4: Salutation • Chapter 1:5 – 16 Qualifications for eldership • Chapter 2: 1–15 The importance of sound doctrine Chapter 3:1–11 Attitudes and Relationships in ministry • Chapter 3:12–15: Personal notes and conclusion. 	6 Hours										
<ul style="list-style-type: none"> • Review – Paul, • Timothy and Titus – • Mentoring and Ministry in the Pastoral letters 	4 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100%
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Total	100%										
<p>Suggested References Bassler, J.M., <i>1 Timothy, 2 Timothy, Titus</i>, (Abingdon, 1996). Donfield, K.P and Marshall, I.H., <i>The Theology of the Shorter Pauline Epistles</i>, (Cambridge University Press, 1993). Knight, G.W., <i>Commentary on the Pastoral Epistles</i>, (Eerdmans, 1992). Marshall, I.H., <i>The Pastoral Epistles</i>, (T. and T. Clark, 1999).</p>											

15.3 Hebrews

Course Code: BS 380

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 380: Hebrews Duration: 30 Hours
Course Description This course covers the contents, distinctive features, themes, and major emphases of Hebrews. Students will gain greater skill in exegeting portions of Hebrews and understand their place in the flow of redemptive history and their overall canonical context so that students will become better equipped for a range of Christian ministries and in particular for teaching the book's message in a variety of situations.
Course Objectives <ul style="list-style-type: none">• To provide an understanding of the introduction and provenance of Hebrews• To instruct the historical context of Hebrews particularly the possibility that it was written for Hebrew Christians who faced persecution.• To give an outline of the content of the book of Hebrews.• To deliver detailed insight into the various Biblical theological themes that are contained in Hebrews.• To highlight the dependence upon and developments between the Old Covenant and the person and work of Jesus Christ.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• teach the unique purpose of the author(s) in writing Hebrews.• describe skills in finding and teaching a given theme.• communicate the skills of exegesis in relation to New Testament texts.• exhibit an understanding, the structure Hebrews as relating to its theology.

Detailed Course Unit Content (Hebrews)	
<ul style="list-style-type: none">• Matters of Provenance:• Authorship,• Destination,• Recipients,• Date,• Occasion• Old Testament citations in Hebrews and their significance• Foundations and Methods of Theology	8 Hours
<ul style="list-style-type: none">• Structured Outline of Hebrews• Hebrews 9 and the relationship of the concept of "Covenant" and "Testament" and their significance	5 Hours

Detailed Course Unit Content (Hebrews)												
<ul style="list-style-type: none"> • The Superiority of Christ to the angels – Hebrews 1 and 2 • The Superiority of Christ to Moses – Hebrews 3 and 4 • The Superiority of Christ’s High Priestly office to that of the Old Covenant – Hebrews 4 to 7 • The Superior Priesthood of Christ – superior covenant, tabernacle and sacrifice – Hebrews 8 to 10 		12 Hours										
<ul style="list-style-type: none"> • The “honour roll” of faith – Hebrews 11 • The call to persevering faith – Hebrews 12 • The unshakable kingdom and its importance for our day – Hebrews 12 												
<ul style="list-style-type: none"> • Exhortations to godly living – Hebrews 13 • The Book of Hebrews and Old Covenant Biblical Theological themes. A comparison of the person and work of Christ with His Old Covenant fore-shadowing 		5 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>												
<p>Course Assessment:</p> <table> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments/book review</td> <td>10%</td> </tr> <tr> <td>Research essay on selected doctrine</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>			Daily reading/response papers	10%	Written assignments/book review	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100%
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<p>Suggested References Bruce, F.F., <i>The Epistle to the Hebrews</i>, (Eerdmans, 1990). Hendriksen, W. <i>Survey of the Bible</i>, (Evangelical Press, 1984). Kistemaker, S.J. <i>Hebrews</i>, (Baker, 1984). Lane, W.L., <i>Hebrews: A Call to Commitment</i>, (Hendrickson, 1985).</p>												

15.4 Prayer in the Christian Life

Course Code: PT 380

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 380: Prayer in the Christian Life Duration: 30 Hours
Course Description This course aims to develop godly character and personal piety in theological students. It progresses from foundational principles of biblical godliness, to personal spiritual qualities and disciplines, to family piety, to cultivating the character needed to study theology proper. The most particular focus is on prayer.
Course Objectives <ul style="list-style-type: none">• To communicate the nature of prayer from the scriptures.• To teach the various kinds of prayers that a believer may offer to God.• To instruct the students as to the centrality of prayer for godliness and holiness.• To communicate the importance of prayer as a fundamental component of pastoral ministry.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• Outline the nature of spiritual warfare and its impact on prayer, Christian living and ministry.• Recognize the importance of delight in God and prizing Christ as treasure as the foundation of personal life and ministry especially in prayer.• create a meaningful and disciplined prayer schedule for their personal lives.• generate prayers that are theological and personal for their ministry.• memorize the Lord's Prayer.• outline and articulate certain critical passage about prayer.

Detailed Course Unit Content (Prayer in the Christian Life)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• Course Introduction,• Teaching on the theology and practice of basic categories of prayer	7 Hours
<ul style="list-style-type: none">• The theology and practice of prayer in the Old Testament	6 Hours
<ul style="list-style-type: none">• The theology and practice of prayer in the New Testament	8 Hours
<ul style="list-style-type: none">• A theological and experiential examination of various prayer forms from the history of the Church.	5 Hours
<ul style="list-style-type: none">• Examining prayer from a pastoral perspective with a particular focus on issues raised in the congregational setting	4 Hours

Detailed Course Unit Content (Prayer in the Christian Life)	Duration
Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.	
Course Assessment:	
Daily reading/response papers	10%
Written assignments/book review	10%
Research essay on selected doctrine	20%
Written Examinations:	60%
Total	100%
Suggested References Beeke, Joel R. and Brian G. Najapfour, <i>Taking Hold of God: Reformed and Puritan Perspectives on Prayer</i> , (Reformation Heritage Books,). Henry, Matthew, <i>A Way to Pray: A Biblical Method for Enriching Your Prayer Life and Language by Shaping Your Words with the Scripture</i> , Edited & Revised by O. Palmer Robertson, (The Banner of Truth Trust, 2010). Lundgaard, Kris, <i>The Enemy Within: Straight Talk About the Power and Defeat of Sin</i> , (P&R Publishing, 1998).	

15.5 Poetical Books

Course Code: BS 320

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 320: Poetical Books
Duration: 30 Hours
Course Description This course introduces the genres of Hebrew poetry and wisdom literature. This course explores biblical Hebrew poetry and wisdom literature. Using exegesis, and literary analysis, students will explore the theological content and context of these books and discuss their relationship to the gospel of Jesus Christ.
Course Objectives <ul style="list-style-type: none"> • To place the Psalms in their Biblical-theological context. • To communicate the genres of Hebrew poetry and wisdom literature. • To teach the classification of the Hebrew psalms. • To communicate the structure of Hebrew Poetry. • To study the structure and literary features of selected Hebrew Psalms.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none"> • Describe the principal features of Hebrew poetry.

BS 320: Poetical Books**Duration: 30 Hours**

- List the most important types of Psalms and give examples of each.
- Describe three kinds of parallelism in Hebrew poetry.
- Summarize the message and use of the books of wisdom in the Old Testament particularly as they relate to Christ.

Detailed Course Unit Content (Poetical Books)	Duration		
<ul style="list-style-type: none"> • Introduction to wisdom literature and poetry in the Old Testament; classic divisions of the Old Testament into Law, Prophets, and Writings. • Toward a definition of wisdom; wisdom in the context of alternative worldviews (naturalism and materialism) 	6 Hours		
<ul style="list-style-type: none"> • Introduction to Hebrew poetry; • Introduction to the Psalms; major divisions of the book; key structure and themes with reference to O. Palmer Robertson's <i>The Flow of the Psalms: Discovering their Structure and Theology</i>. 	6 Hours		
<ul style="list-style-type: none"> • The major types of psalms • Exegesis of the Psalms with attention to type of psalm, its purpose, structural details, and function as God's Word: Pss. 116, 63, 23 	4 Hours		
<ul style="list-style-type: none"> • Proverbs; review of Biblical wisdom and its role in the life of God's people; the structure of Proverbs; detailed exegesis of the introduction (Pr. 1:1-7); terse structure of Hebrew proverbs 	3 Hours		
<ul style="list-style-type: none"> • Introduction to Job; authorship and date of the book; its structure and function in the life of God's people; the arc of Job's life in tragedy and restoration as a recurrent pattern in the life of God's people • The major dialogues in Job and Job's responses; the final dialogue of God and Job's response; the disposition of the friends; preaching Christ from the book of Job 	5 Hours		
<ul style="list-style-type: none"> • Ecclesiastes; authorship and date; major interpretive schools; key terms and phrases • Ecclesiastes as a derash on Genesis 2 and 3; Ecclesiastes and biblical theology; futility in the New Testament; the use of Ecclesiastes in evangelism and preaching • Song of Songs; authorship; classic interpretive approaches; untangling the personae; major themes and the use of this book in teaching, counseling, and preaching 	6 Hours		
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>			
<p>Course Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Daily reading/response papers</td> <td style="width: 50%; border: none;">10%</td> </tr> </table>		Daily reading/response papers	10%
Daily reading/response papers	10%		

Detailed Course Unit Content (Poetical Books)	Duration
Written assignments/book critique	10%
Research essay on selected doctrine	20%
Written Examinations:	60%
Total	100%
Suggested References	
Alter, Robert., <i>The Art of Biblical Poetry</i> , (Basic Books, 1985).	
Futato, Mark David., and David M. Howard, <i>Interpreting the Psalms: An Exegetical Handbook</i> , (Kregel Publications, 2007).	
Kidner, Derek, <i>The Wisdom of Proverbs, Job, and Ecclesiastes: An Introduction to Wisdom Literature</i> , (Intervarsity Press, 1985).	
Meyers, Jeffrey J., <i>A Table in the Mist: Meditations on Ecclesiastes</i> , (Athanasius Press, 2006).	

15.6 Romans

Course Code: BS 390

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 390: Romans
Duration: 30 Hours
Course Description
This course is a survey of Paul's Letter to the Romans with particular attention given to their historical context, theological themes, and literary structure. This course will also focus the student on the major historical and theological issues in Romans.
Course Objectives
<ul style="list-style-type: none"> • To communicate the introduction and provenance of Romans. • To instruct a clear and detailed outline of Romans. • To teach various doctrines that are progressively revealed in the structure of Romans. • To explore and provide insight into the various doctrines that are contained in Romans and to grasp the Biblical theological significance of Paul's teaching in Romans. • To explore the foundational significance of Romans for Pauline theology and for the early apostolic church.
Learning Outcomes
By the end of this course students should be able to: <ul style="list-style-type: none"> • exhibit an understanding of the context and provenance of the letter to the Romans. • describe the structures and various literary genres and forms to be found in the letter to the Romans. • outline of the letter to the Romans. • describe the content and theology of the letter to the Romans. • articulate the doctrine of justification from Romans.

Detailed Course Unit Content (Romans)	Duration												
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction to Romans • The Life of Paul 	2 Hours												
<ul style="list-style-type: none"> • The Missionary Journeys of Paul and their relationship, when known, to Paul's letters and the churches to which they were written • Matters of Provenance: Authorship, Date, Occasion, Recipients 	6 Hours												
<ul style="list-style-type: none"> • Purposes for studying and preaching from the Book of Romans • Epistolography in the New Testament • Some literary and rhetorical keys to Romans 	8 Hours												
<ul style="list-style-type: none"> • Summary and abbreviated outlines of Romans • Extended outline of Romans and review of section-by-section content • Exegetical notes and commentary on Romans 	8 Hours												
<ul style="list-style-type: none"> • The theology of Paul with a discussion of his doctrine of salvation • Paul's doctrine of salvation: the perfect justice and love of God • Pauline interpretation and theology 	6 Hours												
Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.													
Course Assessment: <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Exegesis paper on any text from Roman</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments on choice theme in Romans</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">A detailed outline of the Romans</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on a choice theme in Romans</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Exegesis paper on any text from Roman	10%	Written assignments on choice theme in Romans	10%	A detailed outline of the Romans	10%	Research essay on a choice theme in Romans	20%	Written Examinations:	50%	Total	100%
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Suggested References Bruce, F. F. <i>Paul, Apostle of the Free Spirit</i> , (Paternoster, 1980). Gundry, R. H., <i>A Survey of the New Testament</i> , (Zondervan, 2012). Morris, L. <i>The Epistle to the Romans</i> . Eerdmans, 1988. Ridderbos, H. <i>Paul: An Outline of His Theology</i> . Eerdmans, 1975. Schreiner, Thomas R. <i>Magnifying God in Christ</i> . Grand Rapids: Baker, 2010.													

15.7 Ecclesiology and Eschatology

Course Code: ST 380

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 380: Ecclesiology and Eschatology

Duration: 30 Hours

Course Description

This course will cover basic biblical and historical themes in ecclesiology, including the kingdom of God, the body of Christ, the sacraments, and worship, among others. Students will gain an appreciation for and an ability to articulate the teaching of Scripture about the church. This course will also survey eschatology including the nature and destiny of man following death, together with a consideration of the complexity of events surrounding the second coming of Christ, including the question of the millennium, the resurrection of the dead, the final judgment, and the final state.

Course Objectives

- To teach the nature of the church.
- To communicate the governance and discipline of the church.
- To teach the preaching of the Word and the sacraments as means of grace.
- To teach the nature of the last days.
- To teach the nature of man during the last days.

Learning Outcomes

By the end of this course students should be able to:

- Communicate the nature of the church from the scriptures.
- Explain the specific officers and their duties in the church.
- Describe basic forms of church government: Episcopal, Presbyterian, Congregational.
- Explain the role of Sacraments: Baptism & the Lord's Supper.
- Communicate the various schools of thought regarding eschatology such as dispensationalism, pre-Millennialism, millennialism, and post-millennialism, and the preterist position.

Detailed Course Unit Content (Ecclesiology and Eschatology)	Duration
<ul style="list-style-type: none">• Overview: 4 Millennial Views—• Dispensational• Premillennialism,• Historic Premillennialism,• Postmillennialism,• Amillennialism • Premillennial Dispensational	5 Hours

Detailed Course Unit Content (Ecclesiology and Eschatology)	Duration										
<ul style="list-style-type: none"> • Dispensationalism's 2 key principles: • a “literal” hermeneutic biblical symbolism & prophecy always has a literal reference; • sharp demarcation between God's earthly people, Israel, & His heavenly people, the Church. 	6 Hours										
<ul style="list-style-type: none"> • Historic Premillennial – • Christ’s 2nd Coming is after the tribulation (Post-Tribulation) and before the millennium (Pre-millennial). 	3 Hours										
<ul style="list-style-type: none"> • Postmillennial • PRETERIST (PAST) – Most Prophetic Events are past, especially the Great Tribulation • Matt 24:34 “Truly, I [Jesus] say to you, this generation will not pass away until all these things take place.” 	8 Hours										
<ul style="list-style-type: none"> • Postmillennial – Signs Today of the Coming Golden Age (Millennium) • Amillennial – The millennium is symbolic for fullness, i.e., 1000 years (10³). The millennium is “Today” – the Gospel Age between Christ's 1st & 2nd Comings. g. • Progressive Parallelism (Amillennial) 	8 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100%
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<p>Suggested References Clowney, Edmund. <i>The Church</i>, (Intervarsity Press, 1995). Clouse, Hoyt. <i>The Meaning of the Millennium: Four Views</i>, (IVP Academic, 1977). Kuyper, R. B. <i>The Glorious Body of Christ</i>, Edinburgh/Carlisle, (Banner of Truth, 1967). Sproul, R.C., <i>The Last Days According to Jesus: When Did Jesus Say He Would Return?</i> (Baker Books, 2015). Venema, Cornelius. <i>Christ and the Future</i>, (Banner of Truth Trust, 2008).</p>											

15.8 Research Methods

Course Code: LA 300

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

LA 300: Research Methods
Duration: 30 Hours
Course Description <p>This course will introduce the students to the basics of research methods. The goal will be to teach the students to produce simple research projects that meet university level standards. The course will address such skills as the development of ideas, organization, structure, logic, and flow of thought; interpretation and correct use of source materials (including quotation, paraphrase, citation, and bibliographic form); paragraph, sentence style, syntax, grammar, punctuation, and spelling; and other abilities essential to clear and persuasive written. The hope is that the same methods learned in this class to produce university level essays and papers will also prepare the student to use the same thinking and communication skills after graduation and particularly in pastoral work in the church.</p>
Course Objectives <ul style="list-style-type: none">• To teach English grammar, syntax and competence in essay writing.• To enable students to understand the research process.• To provide students with skills to produce a research proposal and the various methods of data collection and analysis for their work.• To teach communication skills and the connected discipline of written communication.
Learning Outcomes <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none">• Identify topics suitable for research and the related skill of created a thesis for the topic.• Collect and review the data related to their chosen topic.• Organize and write an actual essay and/or paper on the topic.• Review and edit for spelling, grammar and English syntax.• Describe how to write effectively and clearly to state and support a point for their thesis.

Detailed Course Unit Content (Research Methods)	Duration
<ul style="list-style-type: none">• Concept of Research• Review of related literature• Types and Methods of Research• Research problems, Variables and Hypothesis• Population and Sampling	14 Hours
<ul style="list-style-type: none">• Tools and Techniques of Research- meaning and concept• Research Proposal• Collection of Data• Analysis and Interpretation of Data	10 Hours

Detailed Course Unit Content (Research Methods)	Duration
<ul style="list-style-type: none"> • Report Writing • See Scholarly Writing Course 	6 Hours
Mode of Delivery Lectures, group discussions, Research Paper and seminar presentation and oral presentations.	
Course Assessment: Research Paper and seminar presentation and oral presentations 100%	
Suggested References Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams <i>The Craft of Research 3rd Ed.</i> Turabian, Kate L. <i>A Manual for Writers of Term Papers, Theses, and Dissertations 8th</i> Vyhmeister, Nancy J. <i>Quality Research Papers for Students of Religion and Theology 3rd</i> Purdue Online Writing Lab http://owl.english.purdue.edu Ader, H., and G. Mellenbergh, eds. <i>Research Methodology in the Social, Behavioural and Life Sciences.</i> Babbie, E. R. <i>The Basis of Social Research.</i> 8th ed. Beasley, D. <i>Beasley's Guide to Library Research. Research Methods: Guidance for Postgraduates.</i>	

15.9 African Church History

Course Code: HST 300

Level of Course Year 3 Semester 1

Credit Units: 2 CU

Contact Hours: 30 Hours

HST 300: African Church History
Duration: 30 Hours
Course Description This course will survey the history of African Christianity. Since Christianity in Africa has much longer history than its western or European expressions this course will begin from Christianity's origins in north Africa to its present-day manifestations. This course highlights the many ways in which early African Christianity shaped world Christianity in ways that are often not adequately studied. The class will emphasize the monumental contributions of such great African Christian leaders such as Augustine, Origen, Athanasius, Tertullian, Cyprian and more. This course will cover missionary activity on the continent of Africa. Finally, this course will compare and contrast the earliest forms of Christianity in Africa and nineteenth century traditions with the more popular present-day manifestations particularly Pentecostalism in Africa.
Course Objectives <ul style="list-style-type: none"> • To enlighten the students on the importance of early African Christianity. • To highlight important of African Christian thinkers and leaders. • To communicate the history of missions in Africa. • To communicate the history of missions in Uganda. • To set this history in its broader worldwide context.
Learning Outcomes

HST 300: African Church History**Duration: 30 Hours**

By the end of this course students should be able to:

- Outline the history of African Christianity.
- Articulate some of the giants of early African Christianity and their contributions to Christian history.
- Articulate the history of evangelical missions in Africa; their different approaches and legacies.
- Articulate the history of missions in Uganda and its legacies.
- Explain the help and insights that history in general, but African church history in particular can have for present-day African churches.

Detailed Course Unit Content (African Church History)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction: General Introduction to Church and Mission History in Africa 	5 Hours
Sub-Course unit 2: AD 62 - 1500 The First Encounter of Africa with Christian Faith: AD 62–1500 <ul style="list-style-type: none"> ○ Wrestling with the Kingdom of God ○ The Kingdom of God along the Nile ○ Christianity in North Africa, Nubia & Ethiopia ○ Islam and African Church/Religion ○ Collapse of Nubian Church and Survival of Ethiopian Church 	8 Hours
Sub-Course unit 3: AD 1400 -1800 The Second Encounter of Africa with Christian Faith: AD 1400–1800 <ul style="list-style-type: none"> ○ European Discovery of Africa: Imperialized Christianity ○ The Kingdom and Slave Trade ○ Kingdom Power in West and East Africa 	6 Hours
Sub-course unit 4: AD 1884 – the Present The Third Encounter of Africa with Christian Faith: AD1884–the Present <ul style="list-style-type: none"> ○ The Western Missions to Africa ○ Independent Christian Movements ○ Christianity in Independent Africa 	6 Hours
Sub-course unit 5: present <ul style="list-style-type: none"> • The Church in Uganda (and East Africa) Today 	5 Hours
Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.	
Course Assessment:	
Daily reading/response papers	10%
Written assignments/book critique	10%
Research essay on selected topic	20%
Written Examinations:	60%
Total	100%

Detailed Course Unit Content (African Church History)	Duration
<p>Suggested References Oden, Thomas C., <i>How Africa Shaped the Christian Mind: Rediscovering the African Seedbed of Western Christianity</i>, (IVP Books, 2007). Oden, Thomas C., <i>The African Memory of Mark: Reassessing Early Church Tradition</i>, (IVP Academic, 2011). Shaw, Mark, & Wanjiru, M. Gitau, <i>The Kingdom of God in Africa: A History of African Christianity</i>, (Langham Global Prints, 2020).</p>	

16 Year 3 Semester 2

16.1 OT Prophets II: Minor (Hosea – Malachi)

Course Code: BS 391

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 391: OT Prophets II: Minor (Hosea – Malachi)

Duration: 30 Hours

Course Description

This course focuses on the structure, content, and theology of the prophetic books of the Old Testament (Hosea – Malachi). Students will use exegetical methods, including literary analysis to understand how the message of the prophet's fits into God's plan of redemption by their fulfilment in Christ. The material is more selective and topical. Consideration will be given to understanding and addressing the special introductory topics, crucial themes, and distinctive dynamics and challenges entailed in reading these Old Testament writings particularly those themes which help us understand Christ.

Course Objectives

- To communicate the historical context and times of each of the minor prophets.
- To convey an understanding of the covenantal context of those prophets
- To address the special introductory topics, crucial themes, and distinctive dynamics and challenges entailed in reading these Old Testament writings.
- To give particular attention to the significance of the structure of the Book of selected book in minor prophets and its theological interpretation especially as it points to and teaches about Jesus Christ.

Learning Outcomes

By the end of this course students should be able to:

- know the generally accepted dates each prophet prophesied and to which kingdom.
- identify and recognize the recurring themes within the prophetic writings.
- Implement a basic exegetical method to interpret prophetic passages, and especially to identify the main point of a passage, which leads logically to determine an appropriate point of application.
- recognize the essentially Christ-centred character of all of the prophecies.

Detailed Course Unit Content (OT Prophets II: Minor (Hosea – Malachi))	Duration										
Sub-Course unit 1: Hosea <ul style="list-style-type: none"> • Historical situation, call (northern kingdom) • A story of infidelity, divorce, and reconciliation • Marriage theme in Hosea and Scripture • Choosing passages as time allows 	8 Hours										
Sub-Course unit 2: Amos <ul style="list-style-type: none"> • Historical situation, call (northern kingdom) • Choosing passages as time allows • Particularly Chapter 9, promises of New Exodus 	6 Hours										
Sub-Course unit 3: Micah <ul style="list-style-type: none"> • Historical situation (southern kingdom) • Choosing passages as time allows 	6 Hours										
Sub-course unit 4: Habakkuk <ul style="list-style-type: none"> • Historical situation (southern kingdom) • Dialogue between God and the prophet: God’s justice and sovereignty • Choosing passages as time allows 	4 Hours										
Sub-course unit 5: Haggai <ul style="list-style-type: none"> • Historical situation. Post-exilic. • Sluggish spirituality (temple rebuilding) • Choosing passages as time allows • Prepare for Class Presentations • Class Presentations 	6 Hours										
Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.											
Course Assessment: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected topic</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected topic	20%	Written Examinations:	60%	Total	100%
Daily reading/response papers	10%										
Written assignments/book critique	10%										
Research essay on selected topic	20%										
Written Examinations:	60%										
Total	100%										
Suggested References Arnold, Bill T., & Bryan E., Beyer, <i>Encountering the Old Testament</i> , (Baker Academic, 2008).											

Detailed Course Unit Content (OT Prophets II: Minor (Hosea – Malachi))	Duration
<p><i>Henrickson, Survey of the Bible: A Treasury of Bible Information</i>, (Evangelical Press, 1976). Longman III, Tremper, and David E. Garland, eds., <i>Jeremiah–Ezekiel</i>, (Zondervan Publishing, 2010). Petersen, David L., <i>Haggai and Zechariah</i>, (Westminster Press, 1984). Robertson, O. Palmer, <i>The Christ of the Prophets</i>. Phillipsburg, (P & R Publishing, 2004). Smith, Ralph L. <i>Micah–Malachi</i>, (Word Books, 1984). Williams, Michael J. <i>The Prophet and His Message</i>, (P&R Publishing, 2003).</p>	

16.2 Revelation

Course Code: BS 395

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

BS 395: Revelation Duration: 30 Hours
<p>Course Description</p> <p>This course is an introduction and overview of the contents of Revelation, with particular attention given to the historical context, theological themes, and literary structure. This course will survey interpretive approaches to Revelation: historicism, idealism, futurism, and preterism. Emphasis will be placed on interpretation, teaching, preaching, and applying the content of Revelation in a practical manner to the African church today.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To provide an understanding of the introduction and provenance of the book of Revelation. • To teach the critical Old Testament background of the apocalyptic imagery used in Revelation. • To outline the most common approaches for interpreting the book of Revelation. • To provide the clear and practical message found in Revelation for churches today.
<p>Learning Outcomes</p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Outline the historical and theological context of Revelation particularly the dating of the book. • Identify how an understanding of Old Testament imagery and Old Testament covenantal and prophetic themes is essential for interpreting Revelation correctly. • Identify how an understanding of the Olivet Discourse (Matthew 24, Mark 13 and Luke 21) and that this teaching by Jesus is essential for understanding Revelation. • Analyse different interpretations and their implications for the church's mission. • Exhibit a familiarity knowledge with the literature and commentaries on the book of Revelation.

Detailed Course Unit Content (Revelation)	Duration										
<ul style="list-style-type: none"> • Introduction to Revelation • What a difference a date makes: Dating the Book of Revelation • How to approach Revelation: four views? • The Book of Revelation: Overview • Understanding the theme of Revelation • Audience relevance of Revelation 	8 Hours										
<ul style="list-style-type: none"> • The contemporary expectation of fulfillment • Further examination of the dating of Revelation • Gentry, Before Jerusalem Fell DVD presentation and class discussion • The enemies of Revelation: The Beast • Gentry, The Beast of Revelation Identified DVD presentation and class discussion • The enemies of Revelation: The Harlot 	10 Hours										
<ul style="list-style-type: none"> • Further examination of the book of Revelation and the Olivet Discourse • Gentry and Ice debate, The Great tribulation: Past or Future? DVD presentation and class discussion • Dispensationalism, futurism and Revelation (part 1) • Nicene Council, The Late Great Planet Church: The Rise of Dispensationalism, DVD presentation #1 and class discussion • Dispensationalism, futurism and Revelation (part 2) • Nicene Council, The Late Great Planet Church: The Rise of Dispensationalism, DVD presentation #2 and class discussion 	12 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100%
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Research essay on selected doctrine	20%										
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Total	100%										
<p>Suggested References Gentry, Kenneth, <i>The Book of Revelation Made Easy</i>, (American Vision Press. 2010). Gentry, Kenneth, <i>The Beast of Revelation</i>, (American Vision, 2002). Gregg, Steve. ed., <i>Revelation: Four Views</i>, (Thomas Nelson Publishers, 1997). Mathison, Keith, <i>Postmillennialism: An Eschatology of Hope</i>, (P&R Publishing, 1999). Sproul, R.C., <i>The Last Days According to Jesus</i>, (Baker Books, 1998). DeMar, Gary, <i>Last Days Madness: Obsession of the Modern Church</i>, (American Vision, 1997).</p>											

16.3 Christian Ethics I: General Introduction

Course Code: PT 300

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 300: Christian Ethics I: General Introduction
Duration: 30 Hours
Course Description A study of the foundations of biblical ethics, including the nature and purpose of the law, the place of love in ethics, the role of conscience, and the use of Scripture in moral arguments. The application of Christian ethics in the modern world, using the Ten Commandments as the foundation then doing an analysis of selected ethical problems facing the church in the modern world. We will particularly focus on analysing Christian ethics according to the positive and negative pattern provided in the Westminster Shorter Catechism.
Course Objectives <ul style="list-style-type: none">• To teach the basis for Christian ethics rooted fundamentally in the law of God.• To study the nature and purpose of the law• To study the place of love in ethics, the role of conscience, and the use of Scripture in moral arguments.• To study the importance of worldview, culture, and social identity in shaping the ethics of communities and societies.• To teach the students to reason biblically in order to solve ethical problems.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• memorize the Ten Commandments.• Exhibit knowledge on the fundamentals of Christian ethics.• Communicate these fundamentals in order to solve ethical problems.• articulate the place of love in ethics, the role of conscience, and the use of Scripture in moral arguments.• exhibit an awareness of the role that worldview, culture, and social identity play in shaping ethics.

Detailed Course Unit Content (Christian Ethics I: General Introduction)	Duration
<ul style="list-style-type: none">• Basic definitions: Ethics as an academic discipline,• ethics as a philosophical discipline;• ethics as theological discipline;• African Ethics,• Western Ethics;• Christian ethics.	8 Hours
<ul style="list-style-type: none">• The role of religion, worldview and culture• African Christian Ethics: Is this a legitimate category?	6 Hours
Sub-Course unit 3: Doctrine of the trinity	

Detailed Course Unit Content (Christian Ethics I: General Introduction)	Duration										
<ul style="list-style-type: none"> • The Trinity, • The Creation & Providence • Human Nature 											
<ul style="list-style-type: none"> • The Bible and ethics: Is the Bible really sufficient for the 21st-century Christian? • Ethics as theology: “The meaning of Scripture is its application”. • Humans as the image of God 	5 Hours										
<ul style="list-style-type: none"> • Ethics as wisdom: The fear of the Lord, discerning between good and evil in a created world, the use and limits of science and reason. • Eschatology and ethics • Ethics and the Great Commission: Israel as an ethical (holy) people in the midst of the nations. • Ethics and the Great Commission: The church as an ethical (holy) people in the midst of the nations. • Discipleship and ethics 	6 Hours										
<ul style="list-style-type: none"> • The family as incubator for ethics: The church as a family of families. • Examples of how Paul reasons in his letters to solve ethical problems in the churches. • Discussion of the two approaches from the assigned reading. 	5 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Class presentation on topics assigned</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected topics</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Class presentation on topics assigned	10%	Written assignments	10%	Research essay on selected topics	20%	Written Examinations:	60%	Total	100%
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Research essay on selected topics	20%										
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Total	100%										
<p>Suggested References Davis, John Jefferson, <i>Evangelical Ethics</i>, (Murray, John, <i>Principles of Conduct</i>, (Eerdmans, 1957). O’Donovan, Oliver. <i>Resurrection and Moral Order: An Outline for Evangelical Ethics</i>, (Eerdmans, 1994.) Westminster Shorter Catechism. Frame, John M. <i>The Doctrine of The Christian Life</i>. Phillipsburg, NJ: P&R Publishing, 2008. Kunhiyop, Samuel Waje. <i>African Christian Ethics</i>. Grand Rapids, MI: Zondervan, 2008.</p>											

16.4 Christian Ethics II: Issues in Africa

Course Code: PT 301

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 301: Christian Ethics II: Issues in Africa
Duration: 30 Hours
Course Description This course will build on Ethics I especially with a requirement to understand the nature and purpose of God’s law (particularly the Ten Commandments). Using the positive and negative framework of the Westminster Shorter Catechism, this course is designed to provide an introduction and overview of Christian Ethics with a particular focus on contemporary African issues like corruption, poverty, witchcraft, reproductive technology, polygamy, domestic violence, homosexuality, female circumcision, prostitution etc.
Course Objectives <ul style="list-style-type: none">• To develop the principles of ethics from Ethics I relating to the law of God.• To study the place of love in ethics, the role of conscience, and the use of Scripture in moral arguments in Africa.• To teach the students to reason biblically in order to solve ethical problems in the context of African life.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• appreciate that which is forbidden negatively and that which is required positively in each commandment and apply it to African ethical issues.• Implement the aforementioned framework to outline practical answers to the like corruption, poverty, witchcraft, reproductive technology, polygamy, domestic violence, homosexuality, female circumcision, prostitution etc.

Detailed Course Unit Content (Christian Ethics II: Issues in Africa)	Duration
Sub-Course unit 1: Introduction <ul style="list-style-type: none">• Charting the Moral Life in Context• Moral Formation and Agency• Doing Christian Ethics• Bible + Ethics• Theological Norms Love + Justice	10 Hours
Sub-Course unit 2: <ul style="list-style-type: none">• The Public Vocation of Christian Ethics• Professional Ethics• Violence and Peace, homosexuality, female circumcision, prostitution etc	10 Hours
Sub-Course unit 3: <ul style="list-style-type: none">• Wealth and Poverty• Ecology and Economy• Christian Ethics in a Global World	10 Hours

Detailed Course Unit Content (Christian Ethics II: Issues in Africa)	Duration										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table> <tr> <td>Presentation in class on topics assigned</td> <td>10%</td> </tr> <tr> <td>Written assignments/book critique</td> <td>10%</td> </tr> <tr> <td>Research essay on selected topic</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Presentation in class on topics assigned	10%	Written assignments/book critique	10%	Research essay on selected topic	20%	Written Examinations:	60%	Total	100%	
Presentation in class on topics assigned	10%										
Written assignments/book critique	10%										
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<p>Suggested References Keller, Timothy. <i>Generous Justice: How God's Grace Makes Us Just</i>, (Dutton, 2010). Kunhiyop, Samuel Waje, <i>African Christian Ethics</i>, (Zondervan, 2008). Murray, John, <i>Principles of Conduct</i>, (Eerdmans, 1957). O'Donovan, Oliver. <i>Resurrection and Moral Order: An Outline for Evangelical Ethics</i>, (Eerdmans, 1994.)</p>											

16.5 Apologetics and Cults

Course Code: PT 320

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 320: Apologetics and Cults
Duration: 30 Hours
<p>Course Description This course serves as an introduction to the method of defending the faith that is thoroughly biblical and self-consciously Reformed. This course will cover the biblical basis for apologetics, developing a world-and-life view, the issue of meaning, covenantal apologetics, engaging contemporary culture, and highlights in the history of apologetics. We will give special attention to apologetics as it relates to cults.</p>
<p>Course Objectives</p> <ul style="list-style-type: none"> • To provide a definition for apologetics and a Biblical basis for this academic discipline. • To teach the various apologetic methodologies that are taught in the Christian Church. • To teach methodologies for sharing Christian faith and the Gospel by use of an apologetic methodology especially as it relates to cults.
<p>Learning Outcomes By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Define the concepts of apologetics. • Develop the art of giving a reason for one's faith. • Apply a practical apologetic methodology as a way of loving their neighbours. • Deal with the prevalent false teachings in our day especially the major cults in Africa.

Detailed Course Unit Content (Apologetics and Cults)	Duration										
Sub-Course unit 1: Introduction <ul style="list-style-type: none"> • Introduction • A Case study of Mormonism • A case study of Watch tower Bible & Tract Society (Jehovah’s Witnesses) • A case study of Seventh Day Adventism • Cult theology: A case of Scripture Twisting 	8 Hours										
<ul style="list-style-type: none"> • African traditional World view • Parallels with Biblical Christianity • A Christian response to ATR • A critique of indigenous African cults: a case of “Kanungu inferno” • Lessons for today 	10 Hours										
<ul style="list-style-type: none"> • Word-Faith Movement • Lausanne Covenant statement on prosperity Gospel • Biblical Discernment • Definitions • Challenges • A biblical case discernment 	7 Hours										
<ul style="list-style-type: none"> • The Great Commission in a multi-religious setting. • Ten Keys to Evangelizing Cults 	3 Hours										
<ul style="list-style-type: none"> • A review of the whole course and Preparation for the Exam 	2 Hours										
Mode of Delivery <ol style="list-style-type: none"> 1. Lectures 2. Group discussion, assignment and class presentations 3. Audio and visual materials 4. Role-playing 5. Field work 											
Course Assessment: <table> <tr> <td>Class attendance and class participation</td> <td>10%</td> </tr> <tr> <td>Book review</td> <td>20%</td> </tr> <tr> <td>Mid Semester exam</td> <td>10%</td> </tr> <tr> <td>Final Exam</td> <td>30%</td> </tr> <tr> <td>Research Paper</td> <td>30%</td> </tr> </table>		Class attendance and class participation	10%	Book review	20%	Mid Semester exam	10%	Final Exam	30%	Research Paper	30%
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Suggested References <p>Rhodes, Ron. 2013. <i>The Challenge of the Cults and New Religions</i>. Grand Rapids: Zondervan (<i>General Cults</i> -400 pp).</p> <p>Chalk, Jack. 2013. <i>Making Disciples In Africa: Engaging Syncretism In the African Church Through Philosophical Analysis of World Views</i>. London: Langham Global Library (<i>ATR</i>-208 pp).</p> <p>Gehman, Richard. 1989. <i>African Traditional Religion In Biblical Perspective</i>. R. J. Gehman Publisher (<i>ATR</i>-210 pp).</p> <p>Gruss, Edmond C. 2002. <i>Cults and the Occult</i>. Phillipsburg, NJ: P&R Publishing (<i>General Cults</i>-272 pp).</p>											

16.6 Puritan Theology

Course Code: HST 350

Level of Course: Year 1 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

HST 350: Puritan Theology Duration: 30 Hours
Course Description This course surveys the history and theology of Puritanism in England and North America during the 17th – 18th centuries. The theology of the Puritans has often been denominated ‘practical divinity.’ Set within the context of revolutionary times in both the church and the world in the seventeenth century, the literatures they produced has had striking resonance in many parts of the contemporary world and as a consequence they are valuable for us today. Key themes such as worship, political, education reform, and family will be explored along with an emphasis on the Puritan Regulative Principle. Several leading figures of the Puritan movement and their theology are explained including John Owen, Richard Sibbes, Thomas Goodwin, and Jonathan Edwards.
Course Objectives <ul style="list-style-type: none">• To teach the nature, definition and history of Puritanism.• To communicate and to investigate the theology of Puritanism.• To explore the historical context of Puritanism and its place in Christian history.• To teach the significance of Puritan theology to contemporary issues today.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• articulate the nature, definition and history of Puritanism.• outline the major points of significance of Puritan theology.• compare and contrast Puritan theology to present day theological trends.• identify and communicating some of the major Puritan figures and their basic ideas.

Detailed Course Unit Content (Puritan Theology)	Duration
Sub-Course unit 1: part I: The History of Puritan <ul style="list-style-type: none">• Introduction to Course and Puritanism• Puritanism during the Reign of Elizabeth I, c.1558-1580• Puritanism during the Reign of Elizabeth I, c.1580-1603• Puritanism during the Reign of James I, c.1603—1625• Puritanism during the Reign of Charles I, c.1625–1642• Puritanism during the Interegnum, c.1642—1660• Puritanism during the Reign of Charles II, c.1660–c.1700• The End and Legacy of Puritanism	8 Hours
Sub-Course unit 2: Part II: Introduction to Puritan Theology <ul style="list-style-type: none">• Puritanism and the Formation of Reformed Orthodoxy	6 Hours

Detailed Course Unit Content (Puritan Theology)	Duration										
<ul style="list-style-type: none"> • Puritanism and Soteriology • Puritans on Union with Christ • Puritans on Sanctification: The Renewal of the Affections through Mortification Vivification 											
<p>Sub-Course unit 3: Part II: Introduction to Puritan Theology cont.</p> <ul style="list-style-type: none"> • Puritans and Eschatology • Intra-Puritan Theological Diversity 	3 Hours										
<p>Sub-course unit 4: Part III: Puritans on the Christian Life</p> <ul style="list-style-type: none"> • Puritan Piety and Practical Divinity • The classical of Puritan devotional literature • Puritans on Communion with the Triune God • Puritans on the Holy Spirit Friday 	8 Hours										
<p>Sub-course unit 5: Part IV: Puritans and Pastoral Ministry</p> <ul style="list-style-type: none"> • Puritans as Pastors and Counselors • Puritans on Preaching • Lessons from the Puritans Catch up 	5 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book review</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book review	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100%
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Written Examinations:	60%										
Total	100%										
<p>Suggested References Bremer, Francis J., <i>Puritanism: A Very Short Introduction</i>, (Oxford University Press, 2009). Coffey, John & Lim, Paul C.H., <i>The Cambridge Companion to Puritanism</i>, (Cambridge University Press, 2008). Haykin, Michael A.G., and Smalley, Paul M., <i>Puritan Piety: Writings in Honour of Joel Beke</i>, (Christian Focus, 2018). Packer, J. I., <i>A Quest for Godliness: The Puritan Vision of the Christian Life</i>, (Crossway, 2010). Ryken, Leland, <i>Worldly Saints: The Puritans as They Really Were</i>, (Zondervan, 1986). (Selected essays assigned by instructor)</p>											

16.7 Islam and African Tradition Religion

Course Code: PT 320

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 320: Islam and African Tradition Religion
Duration: 30 Hours
Course Description This course is intended to introduce a basic outline of the history and beliefs of Islam and to help the student to be discerning about the differences between Islam and Christianity so as to be able to engage Muslim friends with the truths of the Christian faith in a way that is sensitively, culturally, and spiritually aware. The same principle is also taught in regard to African Traditional Religion (ATR).
Course Objectives <ul style="list-style-type: none">• To communicate the basic history of Islam.• To communicate the basic doctrines and beliefs of Islam.• To communicate the basic history and beliefs of ATR.• To communicate ways in which believers may approach Muslims and their ATR neighbours with a view to teaching them the Good News of the Gospel.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• Outline a very basic history of Islam and its growth to worldwide influence.• Summary a very basic history of ATR.• Outline the basic doctrines of Islam and ATR.• Compare and contrast Islam and ART with Christianity.• Appreciate the ways in which Muslims and those who follow ARR may be approached and encouraged to believe the Gospel.

Detailed Course Unit Content (Islam and African Tradition Religion)	Duration
<ul style="list-style-type: none">• The Power and Love of God: The greatness and personal nature of God; The difference between Islam and Muslims• The Life of Muhammad: Early Life, Visions, War and Violence, Muhammad and Christians and Jews; death and legacy; A Brief History of Islam: After Muhammad's death; expansion across North Africa; the Crusades; modern Islam.• A History of Islam in Africa: Christianity in Africa before Islam; Islam in East and West Africa; Islam and slavery.• The Five Pillars of Islam: A religion of works; confessing Allah; Prayer, Fasting, Giving, Pilgrimage to Mecca; Jihad (holy war).	8 Hours
<ul style="list-style-type: none">• Influences on Islam: Jewish and Christian beliefs and culture; Zoroastrian sources; paganism; pilgrimage to Mecca.	4 Hours
<ul style="list-style-type: none">• Differences within Islam: Sunni, Shia, Sufism (Islamic mysticism), folk Islam, Progressive (modern or liberal) Islam; traditional Islam; Radical Islam.	4 Hours

Detailed Course Unit Content (Islam and African Tradition Religion)	Duration										
<ul style="list-style-type: none"> The Qu'ran: How it became a book; what Muslims believe about the Qu'ran; understanding the Qu'ran and its contents; what the Qu'ran says about the Bible and Jesus Christ. Muslim traditions and law: The Sunna; the Hadith; Sharia; Sharia and non-Muslims; Taqiyya; the end times in Islam. Muslim Culture and Worldview; Islam as a way of life; honour and shame; constant fear; blaming non-Muslims; Islamic nation or Umma; Muslims revere Muhammad. Women in Islam: A woman's place in the family; clothing; legal status of women; marriage; treatment of Christian and other non-Muslim women; divorce; spiritual duties. 	6 Hours										
<ul style="list-style-type: none"> How Muslims view non-Muslims: types of non-Muslims; treatment of non-Muslims; treatment of non-Muslims today; why Muslims despise and persecute Christians and other non-Muslims; converts from Islam to Christianity. How to witness to Muslims: Prayer and discernment; friendship; what to share; accepting Christ; convert care; discipleship. 	8 Hours										
<p>Mode of Delivery Class lectures, with the aid of PowerPoint presentations when available, will be supplemented with diagrams and class discussion as it arises out of the lectures and the required readings.</p>											
<p>Course Assessment:</p> <table> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments/book critique</td> <td>10%</td> </tr> <tr> <td>Research essay on selected topic</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected topic	20%	Written Examinations:	60%	Total	100%
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<p>Suggested References Azumah, J., and Sanneh, L. <i>The African Christian and Islam</i>, (Langham Monographs, 2013). Barnabas Fund, <i>Unveiled: A Christian Study Guide to Islam</i>, (Barnabas Fund, 2015). Barnabas Fund pamphlet, <i>Islam and Slavery</i>, (Barnabas Fund, 2013). Barnabas Fund pamphlet, <i>Islam and Truth</i>, (Barnabas Fund, 2007). Barnabas Fund pamphlet, <i>what is Islam?</i> (Barnabas Fund, 2014). Barnabas Fund pamphlet, <i>what is Sharia?</i> (Barnabas Fund, 2014). Olupona, Jacob K., <i>African Religions: A Very Short Introduction</i>, (Oxford University Press, 2014).</p>											

16.8 Marriage and Family Counselling

Course Code: PT 350

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

PT 350: Marriage and Family Counselling	
Duration: 30 Hours	
Course Description The purpose of this course is to introduce the student to both the Biblical view of marriage and family and the fundamentals of a Biblical methodology for marriage counselling.	
Course Objectives <ul style="list-style-type: none">• To provide a definition and description of the biblical view of marriage.• To teach the major biblical passages dealing with marriage.• To equip the student with ability to differentiate and offer a biblical critique to different approaches to counselling	
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• define and describe the biblical view of marriage.• teach the major biblical passages dealing with marriage.• articulate a biblical methodology enabling her/him to begin to conduct a responsible biblical-helping relationship.• Implement the concepts and principles in real life counselling ministry.	

Detailed Course Unit Content (Marriage and Family Counselling)	Duration
<ul style="list-style-type: none">• Theology of Marriage 1:• Why God created marriage. We exist “for God through Christ”. We are created in God’s image. We discuss the purposes for marriage, companionship, sexual intimacy, and procreation.	6 Hours
<ul style="list-style-type: none">• Theology of Marriage 2: God’s instructions for marriage.• Basic conditions for a successful marriage.• We discuss husband’s duties and wife’s duties.• Marriage Counselling at Home 3: looking at own marriage. The way we deal with our own families directly affects the way we minister to others. Common problems of other people that may arise in the minister’s family and particular problems of minister’s families.	8 Hours
<ul style="list-style-type: none">• Biblical Methodology 4: Linear and multidimensional process.• Functional dynamics of the process model.• The linear process and multidimensional process.• How to isolate the problem.• The Processes of Change and Implementing Permanent Change.• How does a person change?• The difference between dishabituation and habituation.• What is cognitive change?	8 Hours

Detailed Course Unit Content (Marriage and Family Counselling)	Duration										
<ul style="list-style-type: none"> • Myths and Truths about Needs. What is the historical and cultural background of need theory? 											
<ul style="list-style-type: none"> • Discuss Abraham Maslow, Larry Crabb, and William Harley, Jr. • Leaving/Cleaving and Roles. What is leaving, cleaving, and becoming one flesh? Discuss geographical and psychological leaving. Discuss expectations and role relationships. What expectations to couples have going into marriage? • Communication: When communication turns sour. What is communication? Discuss source-orientated, message-oriented, and other-orientated communication. 	4 Hours										
<ul style="list-style-type: none"> • Intimacy Issues- Biblical concept of intimacy. Define intimacy. Discuss words for intimacy and types of intimacy. • Personality, Family Relationships/Parenting, and Childrearing. Discuss in-law problems generated by the couple and in-law problems generated by the in-laws. Discuss infertility and principles of childrearing. • Sexual Problems in Marriage: causes of sexual dysfunction. Discuss important rules about sexual counselling, types of dysfunction, and factors contributing. 	4 Hours										
<p>Mode of Delivery Lectures, class discussions, and Video</p>											
<p>Course Assessment:</p> <table border="0"> <tr> <td>Daily reading/response papers</td> <td>10%</td> </tr> <tr> <td>Written assignments</td> <td>10%</td> </tr> <tr> <td>Research essay on case study</td> <td>20%</td> </tr> <tr> <td>Written Examinations:</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments	10%	Research essay on case study	20%	Written Examinations:	60%	Total	100%
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<p>Suggested References Adams, Jay, <i>The Case of the "Hopeless" Marriage</i>, Timeless Texts (weekly assignments) Adams, Jay, <i>Solving Marriage Problems</i>, Zondervan Eyrich, Howard, <i>Marriage and Family Manual</i> (weekly assignments) Harvey, Dave, <i>When Sinner Say "I Do"</i>, Shepherd Press Kostenberger, Andreas J., <i>God, Marriage, and Family: Rebuilding the Biblical Foundation</i>, Crossway Books Mack, Wayne A., <i>A Homework Manual for Biblical Living, Vol. 2</i>, P & R Publishing).</p>											

16.9 Pauline Theology

Course Code: ST 300

Level of Course Year 3 Semester 2

Credit Units: 2 CU

Contact Hours: 30 Hours

ST 300: Pauline Theology Duration: 30 Hours
Course Description This course is a study of Paul's theology that emphasizes the application of Paul's theology to the pastoral needs of the churches of his days and ours. It will deepen exegetical skills to achieve a better understanding of the argument and contents of the epistles and their place in Pauline biblical theology.
Course Objectives <ul style="list-style-type: none">• To teach Pauline theology in the context of redemptive history and the New Testament historical context.• To explain the main structure of Pauline's theology, soteriology, Christology, ecclesiology and eschatology as expressed in these letters.• To encourage students to read, exegete, and teach/preach with special attention to their key issues, internal logic and contribution to doctrine.
Learning Outcomes By the end of this course students should be able to: <ul style="list-style-type: none">• Articulate knowledge, both oral and written of essential Biblical theological, historical and cultural information, including details, concepts and framework as we see in Pauline Epistles.• Explain the basics Pauline Theology.• Describe the major themes—practical, pastoral, and Biblical Theological—that are to be found in Pauline Theology.

Detailed Course Unit Content (Pauline Theology)	Duration
Sub-Course unit 1: Paul as pastor - theologian <ul style="list-style-type: none">• Paul as Pastor-Theologian• The Centre of Paul's Theology• The Kingdom of God• God's Redemptive Plan• Created anew in Christ• The Authenticity of Paul's Gospel• The Ministry of Reconciliation	8 Hours
Sub-Course unit 2: Pauline Eschatology <ul style="list-style-type: none">• Eschatological basis for Reconciliation• Theology of the New Creation• Eschatological Content of Paul's Preaching Unit• The Church and its Faith in the Eschatological Context• The Future Eschatology• Paul's Concept of Sanctification	12 Hours

Detailed Course Unit Content (Pauline Theology)	Duration										
<p>Sub-Course unit 3: The Resurrection and the Christian Life</p> <ul style="list-style-type: none"> • The Resurrection of Christ and the Resurrection of Believers • The Place of the Holy Spirit in Eschatology • The Collection for the Saints: 2 Corinthians 8-9 • The Concept of the Christian Community and Giving to the Gospel • The Christian Life 	10 Hours										
<p>Mode of Delivery The course entails lectures, video presentations, discussions, readings, small group discussions and student presentations of selected articles and textbooks chapters.</p>											
<p>Course Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Daily reading/response papers</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Written assignments/book critique</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Research essay on selected doctrine</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Written Examinations:</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>		Daily reading/response papers	10%	Written assignments/book critique	10%	Research essay on selected doctrine	20%	Written Examinations:	60%	Total	100%
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<p>Suggested References Michael J. Kruger (ed.), <i>A Biblical-Theological Introduction to the New Testament: The Gospel Realized</i> (Wheaton, IL: Crossway, 2016). Herman Ridderbos, <i>Paul: An Outline of His Theology</i> (Wm. B. Eerdmans, 1997). Frank Thielman, <i>Paul and the Law: A Contextual Approach</i>, (IVP, 1994).</p>											