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# General Information

## STANDING INVITATION TO PAST STUDENTS

The Registrar cordially invites all past students of Stellenbosch University to notify him in writing of any change of address.

The Registrar also welcomes news of distinctions, academic or other, won by our past students, and would appreciate being informed of the titles of any of their publications. The Senior Director: Library Service would be equally happy to receive copies of such publications on behalf of the University Library.

## SUMMARY: LANGUAGE POLICY AND PLAN

The official Language Policy and Plan of Stellenbosch University was approved by the Council of the University in 2002. The following summary is provided in the interests of brevity, but must be read in conjunction with, and is subject to, the full Language Policy and Plan. The full version is available at <http://www.sun.ac.za/taal>.

### A. Language Policy

1. The University is committed to the use and sustained development of Afrikaans as an academic language in a multilingual context. Language is used at the University in a manner that is directed towards its engagement with knowledge in a diverse society.
2. The University acknowledges the special status of Afrikaans as an academic language and accepts the responsibility to promote it. At the same time, it takes account of the status of English as an international language of communication and of isiXhosa as an emerging academic language.
3. The University distinguishes between the use of the three languages in the following manner:
  - Afrikaans is by default the language of learning and teaching at undergraduate level, while English is used to a greater extent at the postgraduate level;
  - isiXhosa is promoted as an emerging academic language. The University creates opportunities for students and staff to acquire communication skills in isiXhosa.
4. The institutional language of the University is, by default, Afrikaans, while English is also used, depending on the circumstances, as an internal language of communication. All three languages are used, where possible, for external communication.

### B. Language Plan

1. The Language Plan distinguishes between the implementation of the policy in learning and teaching situations and in the support services and management.
2. Choices between various language options may be made in learning and teaching situations, depending on the language abilities of the lecturer and the composition of the students and programme. These language options are arranged in a hierarchy. Reasons must be provided for deviating from the default option (see point 4 for details). In extraordinary and compelling circumstances the University may deviate from the language specification of a module or programme, on condition that any such deviation must be reviewed at the end of each semester to determine whether its continuation remains justified. The deans manage this process, reporting on it to the Executive Committee (Senate). The Language Committee must be informed of any deviation from the language specification of a module or programme and must be given the opportunity to enquire about such deviation, where necessary.
3. Three general guidelines apply with regard to the language of learning and teaching in class:
  - Modules in which a language is taught are conducted mainly in the language in

question (e.g. isiXhosa is taught mainly in isiXhosa, Mandarin in Mandarin) and tasks, tests and examinations are set and answered accordingly.

- Questions papers in all other modules are set in Afrikaans and English and students may answer in Afrikaans or English.
  - Except in cases where the aim of the module is language acquisition or the study of the language, students may ask questions and expect answers in Afrikaans or English.
4. Departments choose and implement the various language specifications as follows (the above three points apply generally for all options):

### **A Specification\***

#### *Rationale*

Applies as the default mode for all undergraduate modules. No reasons need to be given for exercising this option.

#### *Characteristics*

- Teaching is mainly in Afrikaans
- Study material such as textbooks, notes, transparencies, electronic learning and teaching material may be in Afrikaans and/or English
- Study framework is in Afrikaans and English.

### **T Specification (bilingual classes)**

#### *Rationale*

Is used for classes where

- students' language competence requires greater use of English
- a programme offered is unique to the University
- multilingualism is important in the context of a specific occupation
- the lecturer does not yet have an adequate command of Afrikaans.

#### *Characteristics*

- Teaching is in Afrikaans for at least 50% of the time.
- Textbooks and reading matter are in Afrikaans and/or English.
- Study notes, transparencies and electronic learning and teaching material are fully in Afrikaans and English, or alternately in Afrikaans and English.

### **E Specification (English as the main medium of instruction)**

#### *Rationale*

Is used only in highly exceptional circumstances for

- programmes unique in South Africa
- programmes in which students do not have adequate language skills (foreign or English-speaking students)
- modules in which the lecturer does not have a command of Afrikaans
- regional co-operation and strategic aims necessitate English.

#### *Characteristics*

- Teaching is primarily in English.
- Textbooks and reading matter are in Afrikaans and/or English.
- Notes are in English with core notes in Afrikaans.
- Transparencies and electronic learning and teaching material are in English.

### **A & E Specification (separate 'streams' in Afrikaans and English)**

#### *Rationale*

Used only in most exceptional circumstances when academically and financially justified and attainable for

- modules with large numbers of students
- regional co-operation and attaining strategic goals

- programmes offered by satellite technology or interactive telematic education.

### *Characteristics*

- The characteristics of the A and E options apply respectively here.
  - \* For both of these options an academic language competence in Afrikaans and English is essential for successful study.
5. Afrikaans is the default language of communication for the support services and management. All official documents of the University are available in Afrikaans. 'Default' does not, however, mean 'exclusively': important policy documents are available in English and communication with staff is also conducted in English. Guidelines are provided for the language to be used at meetings. Documents relating to the service conditions for staff are available in Afrikaans, English and isiXhosa.
  6. Written communication with students is conducted in Afrikaans and English, and recruitment is conducted, where possible, also in isiXhosa. Oral communication is conducted in Afrikaans or English, according to the language of preference of the student.
  7. The corporate image of the University reflects the Language Policy and Plan.
  8. A Language Committee is appointed by the Council to implement the Language Policy and Plan.
  9. The Language Centre assumes the responsibility for the provision of and/or co-ordination of the relevant language support required for the effective implementation of the Language Policy and Plan.

## **CODE OF CONDUCT FOR LANGUAGE IN THE CLASSROOM**

This Code of Conduct has been drawn up in order to provide practical guidelines for understanding and implementing the Language Policy and Plan of the US, which was accepted by the University Council in 2002. The Council regards it as important that the Language Policy and Plan of the US should be implemented with integrity. The Code is offered as an aid for dealing constructively with possible difficulties or uncertainties. The core principle governing the day-to-day use of language on the campus is that all staff, students and clients of the University are responsible for language matters and may have the expectation that disputes will be approached and dealt with in a spirit of co-operation in which workable solutions are sought.

A distinction is drawn in the Code of Conduct between the responsibilities and expectations of staff and of students. Complaints on language matters of an academic nature will be dealt with in accordance with standard procedures.

The Language Policy and Plan sets the minimum language requirements for students studying at Stellenbosch University (Language plan 2002:5):

As a general rule, students taking an A module or a T module require an academic language proficiency in both Afrikaans and English for effective study at the undergraduate level. A higher level of academic language proficiency is required for postgraduate study. Lecturers, especially with regard to their obligations to set and assess assignments, tests and question papers in English and Afrikaans, will be expected within a reasonable time from their appointment to develop sufficient receptive skills (listening and reading) in Afrikaans and English to be able to follow discussions in class, to set assignments and examination question papers in both languages and to be able to understand students' answers in both languages. They should also be capable of judging the equivalence of translations and of fairly assessing answers in Afrikaans and English.

### **Lecturers' Responsibilities**

Lecturers bear the responsibility of:

1. implementing the language specifications of the module being taught in accordance with the requirements of the Language Plan (see especially paragraph 3 of the Language Plan).

2. revising and adjusting the language specifications where necessary and according to the circumstances (new text books, other lecturers).
3. informing students briefly at the beginning of the teaching of the module, orally and in the module framework, of the choices and alternative for which the language specifications make provision.
4. ensuring that questions in assignments, tests and examinations have exactly the same content in English and Afrikaans.
5. developing sufficient language proficiency to be able to mark assignments, tests and examinations in Afrikaans and English, or making other satisfactory arrangements that it takes place.
6. ensuring that, in accordance with the guidelines for the T option (see 3.3.1.2 of the Language Plan), students' language proficiency is sufficiently developed, and the necessary measures are in place to ensure subject-specific language proficiency in Afrikaans and English.
7. striving at all times to act courteously and accommodatingly in situations involving language use (e.g. when questions are asked in English in a class where the language specification for the module is A).

### **Lecturers' Expectations**

Lecturers can expect students to:

1. take note of the characteristics of the language specification applicable to the specification laid down for the module. (See paragraph 3, Language Plan).
2. inform the lecturer of their needs with regard to academic language skills.
3. respect the spirit of the Language Policy and Plan, especially with regard to the development of skills in a language which is not their language of choice, by deliberately paying attention to it, taking part actively in class and working on their knowledge of subject terminology and subject discourse in both languages. This expectation applies especially to the T Specification for modules.

### **Students' Responsibilities**

Students bear the responsibility of:

1. ascertaining the language options for each module and noting especially the consequences; e.g. that translations will not be available in some instances.
2. being honest and open-hearted about their language skills and taking the responsibility for early and appropriate action if they should experience difficulties.
3. deliberately developing the receptive skills (listening and reading) in the language not of choice for learning and teaching by active participation in class.
4. buying and using the prescribed material (especially text books) to improve their language skills in the subject.
5. being courteous and accommodating, and acting accordingly, in situations where language use is at issue, e.g. with regard to the difficulties of the minority group in the class.
6. accepting that one or a few students, because of inadequacies in his/their language proficiency, may not exercise or try to exercise a right of veto with regard to the use of Afrikaans or English in the class situation.

### **Students' Expectations**

Students can expect that:

1. help with language skills development will be provided should their academic language proficiency in Afrikaans and/or English be inadequate.
2. they can ask questions and conduct discussions in Afrikaans or English (unless the other languages are required, as in language modules), taking into account their own and the lecturer's language proficiency.

3. Afrikaans and English versions of assignments and question papers will be available and will have the same content.
4. there will be sensitivity for language difficulties, so that language errors made under examination conditions will be assessed with discretion.

### **NON-RACISM**

Stellenbosch University admits students of any race, colour, nationality or ethnic origin to all rights, privileges, programmes and activities generally accorded or made available to students of the University. The University does not discriminate on the basis of race, colour, nationality or ethnic origin in the implementation of its educational policies, its scholarship and loan programmes, or its sports programmes.

### **PLEASE NOTE**

1. In this publication any expression signifying one of the genders includes the other gender equally, unless inconsistent with the context.
2. Before making a final choice of modules (subjects), every student should closely consult the relevant timetables. Should it then become apparent that two modules fall in the same time slot on a particular timetable, the University will not allow registration as a student in both of them for the same year/semester since they will be an inadmissible combination.
3. The University reserves the right to amend the Calendar at any time. The Council and the Senate of the University accept no liability for any inaccuracies there may be in the Calendar. Every reasonable care has, however, been taken to ensure that the relevant information to hand as at the time of going to press, is given fully and accurately in the Calendar.
4. In the event of uncertainty or a dispute regarding information in Part 9 of the Calendar, the final interpretation will be based on the Afrikaans version.
5. Parts 1, 2 and 3 of the Calendar contain general information applicable to all students. Students are urged to note with special care the content of the Provisions relating to Examinations and Promotions in the "University Examinations" chapter of Part 1 of the Calendar.

### **CALENDAR CLASSIFICATION**

The University Calendar is divided into the following parts:

General	Part 1
Bursaries and Loans	Part 2
Student Fees	Part 3
Arts and Social Sciences	Part 4
Science	Part 5
Education	Part 6
Agrisciences	Part 7
Law	Part 8
Theology	Part 9
Economic and Management Sciences	Part 10
Engineering	Part 11
Health Sciences	Part 12
Military Science	Part 13

Afrikaans (Part 1 - 12) or English copies of the individual parts may be obtained from the Registrar on request.

## **COMMUNICATION WITH THE UNIVERSITY**

### **Student Number**

In dealing with new formal applications for admission, the University assigns a student number to each applicant. This number serves as the unique identification of the person concerned. However, the mere assignment of a student number does not imply that the applicant has been accepted for the proposed programme of study. You will be advised whether or not you have been accepted in a separate letter.

Once you have been informed of your student number you must please quote it in all future correspondence with the University.

### **Addresses at the Central Administration**

Correspondence on academic matters - i.e. study-related matters, bursaries, loans, etc., as well as placement in a residence - should be directed to

The Registrar  
Stellenbosch University  
Private Bag X1  
MATIELAND  
7602

Correspondence on matters relating to finance and services, including services at University residences, should be directed to

The Executive Director: Operations and Finance  
Stellenbosch University  
Private Bag X1  
MATIELAND  
7602

### **Other official addresses**

The Dean

Faculty of Theology  
Stellenbosch University  
171 Dorp Street  
Private Bag X1  
Matieland  
7602

Student Affairs (Non-academic matters)

Neelsie  
Private Bag X1  
MATIELAND  
7602

**USEFUL TELEPHONE AND FAX NUMBERS**

<b>Faculty of Theology</b>	<b>Telephone</b>	<b>Fax</b>
Dean	(021) 808 3254	(021) 808 3251
Enquiries	(021) 808 3576	(021) 808 3251
Faculty Secretary	(021) 808 4850	(021) 808 3822
Synod Minister for Theological Training: Dutch Reformed Church	(021) 887 6819	
Church Secretary, Curatorium, URCSA	(021) 808 4269	
<b>Major entities by campus</b>		
Interactive Telematic Education (Stellenbosch)	(021) 808 3563	(021) 808 3565
Library (=JS Gericke) (Stellenbosch)	(021) 808 4385	(021) 808 4336
	(021) 808 4883	
Health Sciences, Faculty of (Tygerberg)	(021) 938 9111	(021) 931 7810
Military Science, Faculty of (Saldanha)	(022) 702 3999	(022) 814 3824
Graduate School of Business (Bellville Park)	(021) 918 4111	(021) 918 4112
School for Public Management and Planning (Bellville Park)	(021) 918 4122	(021) 918 4123
Stellenbosch University (Stellenbosch)	(021) 808 9111	(021) 808 3822
<b>Other units</b>		
Admissions	(021) 808 4546	(021) 808 3822
Bursaries (Postgraduate candidates)	(021) 808 4208	(021) 808 2954
Bursaries and Loans (Undergraduate candidates)	(021) 808 4627	(021) 808 2954
Central Administration, Stellenbosch	(021) 808 4515	(021) 808 3822
Centre for Student Counselling and Development	(021) 808 3894	(021) 808 4706
Centre for Teaching and Learning (Extended Degree Programmes)	(021) 808 3717	(021) 808 4142
Communication and Liaison	(021) 808 4633	(021) 808 3800
Examinations Section	(021) 808 4582	(021) 808 2884
International Office	(021) 808 4628	(021) 808 3799
Research Development	(021) 808 4914	(021) 808 4537
Stellenbosch Foundation	(021) 808 4020	(021) 808 3026
Student Fees	(021) 808 4913	(021) 808 3739
Student Housing	(021) 808 2848	(021) 808 2847
Student Records	(021) 808 4574	(021) 808 3822
<b>Faculty Secretary of:</b>		
Agrisciences	(021) 808 4833	(021) 808 3822
Arts and Social Sciences	(021) 808 4840	(021) 808 3822
Economic and Management Sciences	(021) 808 4837	(021) 808 3822
Education	(021) 808 4831	(021) 808 3822
Engineering	(021) 808 4835	(021) 808 3822
Health Sciences: Administration, Stellenbosch	(021) 808 4842	(021) 808 3822
Health Sciences: Tygerberg Campus	(021) 938 9204	(021) 931 7810
Law	(021) 808 4850	(021) 808 3822
Military Science	(021) 808 4835	(021) 808 3822
Science	(021) 808 4832	(021) 808 3822
Theology	(021) 808 4850	(021) 808 3822

## **STANDING RULES FOR DEAN'S CONCESSION EXAMINATIONS (DCEs)**

1. A final-year student who, when he has taken all the examinations and when all final marks are available, is one module with a credit value of no more than 36 credits in arrears for his degree may - subject to the provisions of paragraph 2 below - be admitted to a Dean's Concession Examination (DCE) as a concession by the Dean, in consultation with the academic department(s) concerned.
2. Where a student qualifies for a DCE in an examination module subsequent to the first round of examination (in June or November), such DCE must be taken during the second round of examination, (in December or January). The Faculty Secretary must inform the relevant department(s) accordingly, but it remains the responsibility of the student concerned to identify himself as a DCE candidate and to gain the necessary clearance to present himself for the second round of examination. If the student again fails the module, no further DCE will be granted.
3. Where a student qualifies for a DCE subsequent to the second examination opportunity (in December or January), the DCE must be taken at a scheduled time during the last week of February.
4. The students referred to paragraph 3 above must be identified by the Faculty Secretary, who must send their names to the departments concerned via the Dean's office. The onus, however, will be on the students concerned to apply to the Faculty Secretary in good time about possible admission to the DCE. Students who are granted a DCE must present themselves for the examination, which will be conducted departmentally.
5. DCEs in modules subject to continuous assessment must be taken at the same time as referred to in paragraph 3 above, subject to the procedures laid down in paragraph 4 above.
6. Students who have been granted a DCE must ascertain when and where the DCE in question is to be written and present themselves at such time and place.
7. DCEs are granted only with the approval of the Dean. Under no circumstances may any department grant a DCE without the Dean's approval. No lecturer may give an undertaking to a student in this matter.

# Faculty of Theology

## 1. ACADEMIC OFFERING

The Faculty of Theology presents programmes for the training of students for the ministry of various denominations. The denominations that have a training agreement with the University enjoy representation on a Church Liaison Council. The Faculty consults this Liaison Council when determining the nature and content of the programmes to be presented.

The following programmes may be taken:

Bachelor of Theological Studies (BTS) (The possibility of BTS as exit point from BTh does no longer exist from 2010, except for students following the Youth Work option within BTh.)

Bachelor of Theology (BTh)

Master of Divinity (MDiv)

Licentiate in Theology (LicTheol)

Postgraduate Diploma in Theology (PDT)

Master of Theology (MTh)

MPhil in Chaplaincy Studies (presented jointly with the Military Academy)

MPhil in Religion and Culture

Doctor of Theology (DTh)

The following programmes are presented jointly with the Faculty of Arts and Social Sciences:

BPhil, MPhil and DPhil in Bible Interpretation

## 2. COMMENCEMENT OF CLASSES

All lectures in BTh III and IV begin with block courses two weeks before the academic year commences.

## 3. ACADEMIC DEVELOPMENT PROGRAMME

Students follow the Academic Development Programme (in the form of the extended degree programme) approved for this Faculty.

### **Extended degree programme**

Students who qualify for admission to the four-year training programme can, on application, be admitted to the extended degree programme.

Participating students to the extended degree programme are allowed to take the prescribed subjects for the first year of the BTh programme over two years.

## 4. SCREENING FOR THE MINISTRY

Prospective ministers of the Unifying Reformed Church in Southern Africa, the Dutch Reformed Church and other churches who receive their training at this University must, at the beginning of their studies, report to their denomination's Church Secretary in order to undergo screening for the ministry. Students who have interrupted their studies and now wish to continue, with a view to entering the ministry, must, before they apply for re-admission to this University, discuss resumption of their selected programme with their denomination's Church Secretary.

## 5. SPECIFIC REGULATIONS OF THE FACULTY

Besides the general examination and promotion regulations, as stipulated under General Regulations in Part 1 of the Calendar, students must ascertain the specific regulations applicable to each programme in the Faculty of Theology.

Students should also ascertain which prerequisite (P), corequisite (C) and prerequisite pass

(PP) requirements apply to each module. Particulars are given with the module content descriptions (under Subjects, Module and Module Content) of each discipline group.

## **6. CONTINUATION OF A MODULE AND A PROGRAMME**

- 6.1 Students may follow a module from a specific year of a subject only if they have obtained half or more of the required credits for that subject in the previous year of study. This concession is subject to the applicable prerequisite, corequisite and pass prerequisite requirements and will depend on the class and examination timetables.
- 6.2 If a student has met the prerequisite, corequisite and pass prerequisite requirements applicable to a module, he may, subject to the class and examination timetables, continue with the next module in the relevant field of study.
- 6.3 However, students must pass at least four of the six subjects in the first, second and third study year of the BTh programme before they may begin the following year's studies.

## **7. SIMULTANEOUS REGISTRATION FOR MORE THAN ONE PROGRAMME**

Students enrolled in the Faculty of Theology who wish to follow simultaneously an Honours, Master's or Doctoral programme in another faculty of this University must first make written application to the Senate for permission to do so.

## **8. SPECIAL STUDENTS**

A special student is a person who does not wish to follow the programme for a degree or diploma, or who does not meet the requirements for admission to a degree programme. Such students must register for and pass at least one module if they wish to continue their studies as special students (See also Admission as Special Student in Part 1 (General) of the Calendar).

## **9. KNOWLEDGE OF GERMAN**

Because prescribed works for the BTh and MDiv programmes require the ability to understand German, it is strongly recommended that students should acquire at least a reading knowledge of this language, if necessary by taking German 178, for which additional class fees are payable.

## **10. COMPUTER LITERACY**

In the light of the increasing use of computers and word processors in congregational work, the module on Information Skills 172(6) is a compulsory module for prospective evangelists during the BTh programme.

## **11. STUDENT REPRESENTATION**

The Theological Student Society is the official student body of the Faculty of Theology. All BTh, MDiv and LicTheol students are members of this society. The society is managed by an elected executive committee of 3 members assisted by 6 elected class representatives from each academic year. The society is affiliated with the Student Representative Council of Stellenbosch University and also has two seats on the Academic Concerns Committee. Members of the society have seats on the Faculty Board and the Lecturer Board, as well as on other faculty committees, namely the Programme Committee, Buildings Committee, Research Committee, Library Committee, Ecumenical and International Committee, as well as on committees of the different "TGLO" assignment groups. The society manages the financial and academic concerns of the students in the Faculty of Theology, and is therefore not attached to any denomination. There are various activities in which students can participate, e.g. missionary work, sports, cultural activities. The society also organises all faculty-related social gatherings.

Additional information is available from:

The Chairman

Theological Student Society

Faculty of Theology

Stellenbosch University

171 Dorp Street

Stellenbosch, 7600

Website: [www.sun.ac.za/TSV](http://www.sun.ac.za/TSV)

E-mail: [tsv@sun.ac.za](mailto:tsv@sun.ac.za)

Tel.: (021) 808 3255; Fax: (021) 808 3251

# Programme Offering

## **1. BTh PROGRAMME (INCLUDING THE BTS PROGRAMME AS EXIT POINT AFTER THREE YEARS, WHICH WILL BE PHASED OUT FROM 2009)**

### **1.1 Admission requirements**

A Matriculation certificate or a Matriculation exemption certificate from the Matriculation Board. In addition, applicants who matriculated in 1986 or later must have achieved an average of at least 50% in the relevant school-leaving examination;

or  
a conditional Matriculation exemption certificate issued by the Matriculation Board to candidates from foreign countries;

or  
a conditional Matriculation exemption certificate issued on the grounds of age (to people 23 years and older).

### *Remarks*

1.1.1 A conditional Matriculation exemption certificate, issued under the ordinary regulations, will not be accepted for admission to degree programmes.

1.1.2 A student without the full Matriculation exemption at the commencement of classes will not be admitted to a degree programme. This does not apply to students with conditional Matriculation exemption on the grounds of age, nor does it apply to learners who, on account of illness or injury, cannot write their examinations for Matriculation exemption before February/March.

1.1.3 Students who obtained an average percentage of 50% to 55% for the Senior Certificate may be compelled to follow the extended degree programme, or to receive other forms of academic support.

### **1.2 Target groups**

This programme is designed to academically equip prospective ministers called to congregational ministry and other people who wish to acquire a professional qualification. The target groups are people who wish to prepare for the ministry, and people who wish to act as Christian leaders in society and intend caring for people in need. The programme offering in terms of the BTh (without ancient languages) has been expanded with nine elective Youth Work and related modules.

### **1.3 Programme-specific outcomes**

Understanding of the Christian nature of Theology (Christian spirituality).

Understanding of the principles and theory of theological hermeneutics.

Understanding of the unique nature and functioning of the church.

Understanding of the unique context of congregational ministry.

The acquisition of skills for the communication of the Gospel.

### **1.4 Programme structure**

The BTh is a full-time, four-year programme, divided into two subprogrammes. The one subprogramme focuses on Ancient Languages (Biblical Hebrew and Greek), while the other subprogramme, which is presented without Ancient Languages, enables a wider presentation to be made within Old and New Testament Theology and Theological Hermeneutics. This subprogramme also provides a possibility of choices in other non-theological disciplines that are relevant to the training of Christian leaders, pastoral caregivers and ministers. Students must themselves ascertain what their denomination's requirements in respect of biblical languages are.

After completion of the first, second and third years of the BTh programme in the subprogramme without Ancient Languages, a student can exit the BTh programme by obtaining the BTS degree. (The possibility of BTS as exit point from BTh does no longer exist from 2010, except for students following the Youth Work option within BTh.)

### *Subprogramme with Ancient Languages*

First year: 60 credits for Theology and 72 credits for Arts subjects at first-year level.

Second year: 96 credits for Theology and 40 credits for Arts subjects at second-year level.

Third year: 96 credits for Theology and 32 credits for an Arts subject or Arts subjects at second-year level.

Fourth year: 126 credits for Theology.

The subprogramme with Ancient Languages carries 24 credits each in Biblical Hebrew and Greek at first-year level, if two standard modules are required. If three standard modules in each of the Ancient Languages are required, then 16 credits each in Biblical Hebrew and Greek at second-year level must be taken. Should a minimum of four standard modules in Ancient Languages apply, then 16 credits in each of the Ancient Languages must be taken during or after the second year.

### *Subprogramme without Ancient Languages*

*(The possibility of BTS as exit point from BTh does no longer exist from 2010, except for students following the Youth Work option within BTh.)*

First year: 24 compulsory credits from Theology, at least 36 credits from elective modules in Theology and a maximum of 60 credits from non-Theological modules.

Second year: 24 compulsory modules from Theology, at least 36 modules from elective modules in Theology and a maximum of 60 credits from non-Theological modules.

Third year: 24 compulsory credits from Theology, at least 36 credits from elective modules in Theology and a maximum of 60 credits from non-Theological modules.

Fourth year: 24 compulsory credits from Theology, at least 36 credits from elective modules in Theology and a maximum of 60 credits from non-Theological modules.

In the subprogramme without Ancient Languages, modules in which Biblical Hebrew and Greek are presented become elective modules that may be supplemented either from within the Faculty of Theology or from some other source.

## **1.5 Programme content**

The programme is divided into three main groups:

Biblical Studies and Theological Hermeneutics

Christian Spirituality and Studies in Views of Life

Communication and Community Studies

The programme is multi- and interdisciplinary and consists of standard modules in Theology (Old Testament, New Testament, Systematic Theology, Ecclesiology, Practical Theology, Missiology), Greek and Biblical Hebrew, Psychology, Philosophy and Sociology.

Information Skills 172(6) is a compulsory module for all students.

The content of individual modules is expounded in the section Subjects, Modules and Module Content.

## **1.6 An overview of the programme (BTh I - IV)**

The BTh programme has two subprogrammes: one subprogramme requires Hebrew and Greek; the other subprogramme does not. In the latter subprogramme it is possible to enrol for more modules concerned with Old and New Testament Theology and Theological Hermeneutics. Non-theological modules can be considered as a substitute for Hebrew and Greek by those students who are contemplating other non-theological disciplines relevant to acting as Christian leaders in society and caring for people in need.

## **1.7 Stipulations regarding Youth Work modules**

1.7.1 Students in Youth Work have to take all the prescribed Youth Work modules.

- 1.7.2 Students have to pass the first-year modules Theological Foundations for Youth Work 114 and Approaches in Youth Work 144 in order to obtain admission to the following second-year and third-year modules: Children's Ministry 242 and Planning and Organising within Youth Work 324.
- 1.7.3 Substance Dependency I 214 is a prerequisite for Substance Dependency II 314.
- 1.7.4 Students have to pass all the Youth Work modules in order to register for the module Human Development and Service Learning (Practical) 352.

### **BTh first year - Programme composition**

Column 1: Denominations requiring Greek and Hebrew, e.g. DR Church, UR Church (132 credits).

Column 2: Other denominations: 24 credits from compulsory Theology modules (OT 144 and ST 114) plus 36 credits from Theology modules, and not more than 60 credits from non-theological modules - some examples are provided in the table (120 credits).

Take note that Information Skills 172 is compulsory for all students.

C = Compulsory modules

E = Elective modules

	Column 1	Column 2
<i>Year modules:</i>		
Afrikaans Language Acquisition 178(24)		E
Afrikaans and Dutch 178(24)		E
English Studies 178(24)		E
Greek 178(24)	C	E
Information Skills 172(6)	C	C
Xhosa 178(24)		E

	Column 1	Column 2
<i>First semester:</i>		
Ancient Cultures 114(12)		E
Basic Xhosa 114(12)		E
Biblical Hebrew 114(12)	C	E
Philosophy 112(6)		E
Philosophy 122(6)	C	E
Latin 114(12)		E
Practical Theology 114(12)	C	E
Psychology 114(12)		E
Systematic Theology, Old and New Testament 114(12)	C	C
Systematic Theology 122(6)	C	E
Sociology 114(12)		E
Theological Foundations for Youth Work 114(12)	E	E

	Column 1	Column 2
<i>Second semester:</i>		
Ancient Cultures 144(12)		E
Approaches in Youth Work 144(12)	E	E
Basic Xhosa 144(12)		E
Biblical Hebrew 144(12)	C	E
Ecclesiology 144(12)	C	E
Philosophy 142(6)		E
Philosophy 162(6)		E
Latin 144(12)		E
Old Testament 144(12)	C	C
Psychology 144(12)		E
Systematic Theology 143(6)	C	E
Sociology 152(6)	C	E
Sociology 162(6)	C	E

### **BTh second year - Programme composition**

Column 1: Denominations requiring Greek and Hebrew, e.g. DR Church, UR Church (136 credits).

Column 2: Other denominations not requiring Greek and Hebrew: 24 credits from compulsory Theology modules (NT 242, OT 212, ST 222); plus at least 36 credits from Theology modules and not more than 60 credits from non-theological modules - examples are given in the table (120 credits) (one full non-theological subject must thus be taken at second-year level).

C = Compulsory modules

E = Elective modules

	Column 1	Column 2
<i>First semester:</i>		
Biblical Hebrew 212(8)	C	E
Ecclesiology 234(16)	C	E
Greek 212(8)	C	E
New Testament 212(8)	C	E
Old Testament 212(8)	C	C
Practical Theology 214(16)	C	E
Systematic Theology, Old and New Testament 222(8)	C	C
Substance Dependency I 214(8)	E	E

	Column 1	Column 2
<i>Second semester:</i>		
Biblical Hebrew 242(8)	C	E
Children's Ministry 242(16)	E	E
Christian Spirituality and Healing of Life 252(16)	E	E
Ecclesiology 242(8)	C	E
Greek 242(8)	C	E
Practical Theology 242(8)	C	E
New Testament 242(8)	C	C
Old Testament 242(8)	C	E
Psychology 242(8)	C	E
Systematic Theology 242(8)	C	E

**BTh third year - Programme composition**

Column 1: Denominations requiring Greek and Hebrew, e.g. DR Church, UR Church (128 credits).

Column 2: Other denominations not requiring Hebrew and Greek: 24 credits from compulsory Theology modules (NT 352, OT 322 and STONT 324 or STONT 344); plus at least 36 credits from Theology modules; plus approximately 60 credits from non-theological modules - one non-theological subject must be taken as a major (120 credits).

C = Compulsory modules

E = Elective modules

	Column 1	Column 2
<i>First semester:</i>		
Biblical Hebrew 222(8)	C	E
Greek 222(8)	C	E
New Testament 322(12)	C	E
Planning and Organising within Youth Work 324(12)	E	E
Old Testament 322(6)	C	C
Systematic Theology, Old and New Testament 324(12)	C	E
Systematic Theology 314(12)	C	E
Systematic Theology 334(12)	C	E
Substance Dependency II 314(12)	E	E

	Column 1	Column 2
<i>Second semester:</i>		
Biblical Hebrew 252(8)	C	E
Gangsterism, Violence and the Abuse of Power 342(12)	E	E
Greek 252(8)	C	E
Human Development and Service Learning (Practical) 352(12)	E	E
Missiology 344(12)	C	E
New Testament 352(6)	C	C
Old Testament 352(12)	C	E
Systematic Theology, Old and New Testament 344(12)	C	E
Systematic Theology 354(12)	C	E

### **BTh fourth year - Programme composition**

Column 1: Denominations requiring Greek and Hebrew, e.g. DR Church, UR Church: (126 credits).

Column 2: Denominations not requiring Greek or Hebrew: 24 credits from compulsory Theology modules; plus at least 36 credits from Theology modules; plus approximately 60 credits from non-theological modules – with preferably one non-theological subject as a major (120 credits).

C = Compulsory modules

E = Elective modules

	Column 1	Column 2
<i>First semester:</i>		
Missiology 414(12)	C	E
New Testament 414(12)	C	E
Old Testament 414(12)	C	C
Practical Theology 414(12)	C	E
Practical Theology 424(12)	C	E
Systematic Theology 422(6)	C	E

	Column 1	Column 2
<i>Second semester:</i>		
Ecclesiology 442(6)	C	E
Missiology 444(12)	C	E
New Testament 444(12)	C	C
Old Testament 444(12)	C	E
Practical Theology 444(6)	C	E
Practical Theology 452(6)	C	E

## **2. ACADEMIC DEVELOPMENT PROGRAMME: FOUR-YEAR BTh**

### **2.1 Overview of programme**

The Academic Development Programme for the four-year BTh degree is spread over five years and comprises the following:

#### **2.1.1 With Ancient Languages**

##### **First year (72 credits)**

Information Skills 172(6) Compulsory

Biblical Hebrew 114(12) Compulsory

Biblical Hebrew 144(12) Compulsory

Greek 178(24) Compulsory

Philosophy 122(6) Compulsory

Old Testament 144(12) Compulsory

**Second year (60 credits)**

Systematic Theology, Old and New Testament 114(12) Compulsory

Systematic Theology 122(6) Compulsory

Systematic Theology 143(6) Compulsory

Ecclesiology 144(12) Compulsory

Sociology 152(6) Compulsory

Sociology 162(6) Compulsory

Practical Theology 114(12) Compulsory

**Third year (136 credits)**

Programme content as for the second year of the four-year BTh with Ancient Languages.

**Fourth year (128 credits)**

Programme content as for the third year of the four-year BTh with Ancient Languages.

**Fifth year (126 credits)**

Programme content as for the fourth year of the four-year BTh with Ancient Languages.

**2.1.2 Without Ancient Languages**

**First year (66 credits)**

Information Skills 172(6) Compulsory

Philosophy 122(6) Elective

Philosophy 162(6) Elective

Ancient Cultures 114(12) Elective

Ancient Cultures 144(12) Elective

Old Testament 144(12) Compulsory

**Second year (60 credits)**

Systematic Theology, Old and New Testament 114(12) Compulsory

Systematic Theology 122(6) Elective

Systematic Theology 143(6) Elective

Ecclesiology 144(12) Elective

Sociology 152(6) Elective

Sociology 162(6) Elective

Practical Theology 114(12) Elective

**Third year (120 credits)**

Programme content as for the second year of the four-year BTh without Ancient Languages.

**Fourth year (120 credits)**

Programme content as for the third year of the four-year BTh without Ancient Languages.

**Fifth year (120 credits)**

Programme content as for the fourth year of the four-year BTh without Ancient Languages.

**2.2 Content of modules**

The content of the modules of the Academic Development Programme is similar to the module content of the BTh programme, as set out in the section Subjects, Modules and Module Content.

**3. POSTGRADUATE DIPLOMA IN THEOLOGY**

**3.1 Admission requirements**

Any Bachelor's degree or equivalent qualification, not necessarily in Theology, or a qualification of equal value from this or another university or seminary approved for this purpose by the Senate or by the Executive Committee on behalf of the Senate.

### 3.2 Target group

- 3.2.1 Students without any theological training and from a variety of backgrounds and disciplines (BSc, BA, etc).
- 3.2.2 Students with a three-year qualification in theology who do not qualify to continue with an MDiv, MTh or Licentiate in Theology.

Because the target group is of a dual nature, the Postgraduate Diploma programme is divided into an A course (enriched programme for students without any previous training in theology) and a B course (adapted programme for students with inadequate training in theology).

### 3.3 Duration

The duration of the programme is one year.

### 3.4 Outcomes

Outcomes required are in the field of Hermeneutics and Biblical Science, Systematic Theology, Church History, Church Polity, Ministry and Pastoral Communication, Missiology, Community Development, Studies in Views of Life, Christian Spirituality, and a Practical Theological Ecclesiology. The focus of the outcomes switches according to the degree of depth in the second part of the programme.

### 3.5 Programme structure

#### 3.5.1 Course A

This course comprises an enriched and more comprehensive syllabus designed to offer applicants without any training in theology the opportunity for basic orientation in the six theological subjects. The scope of each subject is dealt with during the first semester. The second semester augments the first semester's work with a more thorough treatment of one or two subjects and the completion of an assignment.

#### 3.5.2 Course B

This course is for students who have already received training in theology. Within the framework of the particulars (as expounded under 3.5.2.1 - 3.5.2.3), each application must be assessed individually so that adaptations can be made according to the student's need and qualifications already attained.

- 3.5.2.1 In the programme itself there are flexible possibilities for linking up in the first semester with what had already been done in the preparatory study.
- 3.5.2.2 The second semester builds on the work of the first semester, and also offers the opportunity for further augmentation through work in related disciplines during the preparatory study.
- 3.5.2.3 The second semester also offers the opportunity for in-depth study in one or more of the subjects.

### 3.6 Programme content

In the first semester, the focus of this programme specifically aims at an overview of the field of theology and further theological theory formation within the various theological subjects. The field of specialisation, studied in one or more of the six theological subjects, determines the focus of the second semester.

#### *First semester*

Old Testament 111(10)

New Testament 111(10)

Ecclesiology 111(10)

Systematic Theology 111(10)

Practical Theology 111(10)

Missiology 111(10)

*Second semester*

Students register for one or more of the above six subjects under the code 142(60) [e.g. Old Testament 142(60)]. Credits and the workload are divided proportionally in cases where students choose more than one subject.

**3.7 Assessment**

Assessment is by means of written as well as oral examinations, written assignments and seminars. No thesis is required.

**4. MDiv IN CHURCH MINISTRY****4.1 Admission requirements**

A four-year BTh degree or other qualification that is judged by Senate to be equivalent to the BTh programme.

**4.2 Target groups**

The training of ministers, clergy, pastors, lay workers, pastoral care givers, and pastoral therapists for the ministry. The programme is designed to equip people professionally for the ministry.

**4.3 Programme-specific outcomes**

Theory formation: A practical theological doctrine of the church (identity).

Public worship and edification of congregations (Liturgical skills).

Christian spirituality and the identity of the Christian leader/pastoral care giver/minister.

Ministry from the perspective of reconciliation and justice.

Congregational analyses in different contexts and situations.

The role of the church in society (public church).

*Social diakonia*

Pastoral care and crisis ministry (counselling skills).

A systems approach to pastoral care with a view to preventing marital and family problems.

**4.4 Programme structure**

The MDiv programme is presented full time over one year. The first 21-week semester begins during the last week of January. The second semester spans 15 weeks. There are nine main groups and assessment takes place within each main group. Various topics under the main themes - identity, ministry, contextuality and faith formation - are dealt with as a group by means of a block approach and the integration of various theological disciplines. A week starts on a Tuesday and ends on a Monday to incorporate the weekend. The first semester's two main groups are: Church and Worship (Practical Theological Ecclesiology); Spirituality and Discipleship (identity of the minister/pastoral care giver and administering reconciliation). There are two main groups: The Church in Society (contextual analysis and social problems) and Pastoral Care (systems approach to pastoral care, pastoral prevention and enrichment).

**4.5 Programme content**

The programme makes provision for a module in research methodology: Theology as a science, and various methods of research.

This programme comprises four practical theological themes relevant to the ministry:

Church identity: The nature and functions of the church; historical connections; church confessions and communication within the context of worship and liturgy.

Ministry: The connection between Christian spirituality and leadership aimed at developing congregational spirituality within various forms of ministry.

Contextuality: The role of the church in society within various contexts and in respect of ethical questions.

Faith formation: The development of ministry and pastoral skills with a view to pastoral care, comfort, prevention and enrichment during various life crises and problems in personal relations.

The four themes are divided into nine main groups that offer a framework for a theological understanding of the ministry.

Students enrol for:

## **55735 CHURCH MINISTRY AND CHRISTIAN LEADERSHIP 888 (120)**

### **Church and worship**

Practical Theological Ecclesiology (2): Introduction; cursory contextual analysis of church and society.

SA Church History 1652-2003 (4): Overview and themes.

Church Polity and Church Order (4): Theological substructure; methodology; principles and comprehension of being church, church governance.

Systematic Ecclesiology (2): The doctrine of the church.

Symbolism (6): Confessions and confessional writings.

Liturgy (2): The theological nature and understanding of worship and the question of communication in a secularised society. Various ways and models of worship.

Homiletics (2): Preaching as a mode of communication: theory and practice.

Homiletics (2): Preaching from the Old and New Testaments: various themes and pericopes concerning congregational ministry in society.

Homiletics (2): Preaching from the Old and New Testaments: various themes and pericopes concerning questions about the will of God, suffering, lament and meaning.

Homiletics (2): Preaching from the Old and New Testaments about the nature of the Christian faith, marriage, family and divorce.

Sermon exercises (2).

### **Spirituality and discipleship**

Identity of the minister (2): Christian spirituality and the calling of the minister/Christian leader.

Christian leadership and the edification of the congregation (3): Styles of leadership and congregational development.

Ministry of reconciliation and justice (3): The theological nature of reconciliation and forgiveness and its relationship with the doctrine of Christ and Salvation.

Dealing with conflict (2): Conflict theory, mediation and styles of conflict.

Justice and witness (3): Diakonia and missionary outreach within social contexts; the question of poverty and unemployment.

### **Church in society**

Youth culture and social context (3): Trends in youth research and theological understanding of youth problems.

Church in Africa (3): The question of intercultural and interreligious communication.

Congregation and community analysis in Africa contexts (3).

Moral decision-making and public ministry in the private and public spheres (3).

Ecumenical Studies (3): Contemporary problems and developments.

Church, society and market (3): The question of poverty, unemployment, criminality, gang violence, street children.

### **Rendering pastoral care**

Hospital care and care for the sick (8): Hospital supervision (and Aids).

Preventative pastoral care (3): marriage and family.

Faith formation and moral development (3).

Youth ministry (3).

Catechesis (3).

**Research component**

Students must complete a research assignment of 30 pages during the programme in order to develop research skills. The due date for this research assignment is the first day of the fourth quarter.

Research may be carried out in any of the six disciplines: Old Testament, New Testament, Systematic Theology, Ecclesiology, Practical Theology and Missiology. The research assignment represents 36 credits.

**Final assessment**

In addition to continuous assessment, a fixed, integrated and outcomes-based assessment is carried out at the close of the programme.

**5. LICENTIATE IN THEOLOGY****5.1 Admission requirements**

Any three-year qualification in Theology or an MDiv (Church Ministry), as determined by the relevant church denomination, will serve as a valid prerequisite.

**5.2 Target group**

The programme aims to provide supervised practical training for prospective ministers with a view to integrating theological theories with ministry practice, and developing ministry skills within a specific denominational context.

**5.3 Programme-specific outcomes**

The programme focuses on skills for the ministry, such as preaching, counselling, using a computer, administrative and general communicative skills. It is closely linked to the MDiv (Church Ministry) programme. The uniqueness of this programme lies in the supervision that takes place within a congregational context.

**5.4 Programme structure**

It is a one-year programme directed towards supervised professional training within a congregational context. The training is accessible to all denominations and takes place under supervision of the Board of Governors and church councils of various church denominations in co-operation with the Faculty of Theology, in order to comply with the church's requirements regarding the admission and calling of ministers/Christian leaders/pastoral care givers.

The programme comprises the following four basic modules:

Congregational ministry and administration

Youth ministry

Pastoral ministry

Worship and communication

**5.5 Programme content**

The content is aimed at the requirements of ministry and the development of ministers, Christian leaders and pastoral care givers. The programme is aimed at exposure to and preparation for congregational ministry and the development of ministry skills. The Practical Theology and Missiology discipline group presents the programme in co-operation with the Systematic Theology and Ecclesiology and Old and New Testament discipline groups.

The content of the modules is set out in the section Subjects, Modules and Module Content.

**Remarks**

1. The total number of credits is 120.
2. The programme is the responsibility of the Practical Theology and Missiology discipline group.
3. Students return from congregations to the Faculty on the following five occasions during the year:
  - 3.1 At the beginning of the year, in February, together with all the lecturers: here, the

- programme co-ordinator discusses and explains the programme.
- 3.2 In April, a retreat and spirituality week in an island situation provides guidance and the project is evaluated. Here a pastor interviews students personally.
  - 3.3 In June, a half-year evaluation takes place over two weeks. Now, all assignments for the first semester are discussed. Each student is referred to a lecturer for a discussion and feedback. The supervisors and lecturers also meet with the entire class.
  - 3.4 In September, a four-day retreat and evaluation of the project takes place.
  - 3.5 During the first week in November the whole class meets the lecturers and supervisors again for feedback and evaluation.
  4. A system of continuous assessment is used, and research reports and assignments are to be written and handed in on various dates during the first and second semester.
  5. The credits for the Licentiate in Theology will consist of the following:

Supervision	18
OT, NT and ST	18
Research portfolio	34
Praxis	50
Total	120

The division of the 84 credits related to the Research Portfolio and Praxis is:

Module	Praxis	Research	Total
Congregational Ministry and Administration	14	10	24
Youth Ministry	10	6	16
Pastoral Ministry	10	7	17
Public Worship and Communication	16	11	27
<b>Total</b>	<b>50</b>	<b>34</b>	<b>84</b>

6. There are no lectures for this programme, but independent work, by way of reports and assignments, is expected.
7. The Practical Theology and Missiology discipline group is responsible for the screening and training of supervisors, as well as for the allocation of students to congregations.
8. In June, after completion of the half-year assessment, all theology students take part in a combined ecumenical tour for approximately two weeks.

## 6. GENERAL MTh

### 6.1 Two MTh options

The MTh degree may be obtained in one of the following ways:

- 6.1.1 by completing four examination papers in the main subject and one paper in each of the supplementary subjects, augmented by an assignment in which especially the problem, the research hypothesis and methodology in respect of a particular theme is dealt with and then defended before the Faculty (888 option);
- 6.1.2 by completing two examination papers in the main subject and a paper in one supplementary subject, augmented by a thesis which the student defends before the Faculty (878 option).

#### *Remark*

Supplementary subjects may be studied in appropriate departments in another faculty of this University.

### 6.2 Admission requirements

- 6.2.1 Students are admitted to the MTh programme who -
  - 6.2.1.1 have completed any four-year programme in Theology, or are in possession of any other appropriate four-year qualification equivalent to a four-year training deemed by the Senate to be suitable for the proposed study;
  - 6.2.1.2 comply with further requirements that the relevant discipline group may set;

- 6.2.1.3 during their Theology studies, maintained an average achievement of at least 60% in the subject in which they wish to acquire the MTh degree; and
- 6.2.1.4 on written application, have been admitted to the MTh programme by the Senate, or by the Executive Committee acting on behalf of the Senate.
- 6.2.2 Students who have an BAHons (Religious Studies), after a BA (with Theology) obtained at this University, or some other honours degree deemed equivalent by the Senate, or who have, in another way, achieved a standard of competence in their particular field of study, deemed adequate by the Senate, and which complies with further requirements in 6.2.1.2 - 6.2.1.4 above, will be admitted to the MTh programme.
- 6.2.3 Students who pass this University's Postgraduate Diploma in Theology with an average of at least 65% may apply to sit for an admission examination, as determined by the relevant discipline group, with a view to enrolment for the MTh programme.
- 6.2.4 Students who wish to write an M thesis must submit a research proposal in which the following are set out to the satisfaction of their supervisors: the research problem; the research methodology and the method of work.

### *Remark*

Students must apply in writing for admission to the MTh programme before 31 October. Applications, specifying the student's main subject and/or field of specialisation, must be addressed to the Registrar.

### **6.3 Supplementary language requirements**

- 6.3.1 Students who do not meet the language requirements (e.g. German, Latin, etc.) set by the relevant discipline group, must meet such requirements during, preferably, the first phase of the MTh programme.
- 6.3.2 Students who must do supplementary studies in Greek and Old Near Eastern Languages and Cultures with a view to registration for the programmes MTh and DTh must report to the relevant discipline groups before October 1 of the preceding year, so that special arrangements can be made for them.
- 6.3.3 Foreign students, with English as their second language, will be admitted only if they have passed the TOEFL English literacy examination with a minimum mark of 550. If this examination has not been written abroad, then the International Office can help these students to write this examination (four opportunities per year). No foreign student may register before having obtained this qualification.
- 6.3.3.1 Foreign students who have passed the TOEFL examination and have registered with the University, must, without delay, sit for an internal English communications skills test. This test will determine how much training in English communication skills he must receive to achieve the required standard. The International Office sets this test. Should the student's level of English communication skills be adequate, he receives a certificate in this respect. However, should the test prove that these students need assistance, they will be referred to organisations that can help them to achieve the required standard and that will then grant them the relevant certificate.
- 6.3.3.2 No examination will be allowed in respect of the programme for which the student is registered before a certificate in English communication skills has been obtained.

### **6.4 Duration of and minimum residency for the programme**

The duration of the MTh programme is at least one year. A minimum residency of six months is required of students not from Southern Africa.

### **6.5 Choice of subjects for the MTh programme**

A student must present the following combination of subjects for the MTh programme:

- 6.5.1 one main subject chosen from the seven subjects listed in 6.6 below; and

6.5.2 two supplementary subjects chosen from the remaining subjects, or in another appropriate department of the University (see Remark at 6.1.2 above).

### **6.6 Programme content**

The MTh programme can be taken in one of the following subjects (888 structured option or 878 thesis option):

- 6.6.1 Old and New Testament: Biblical Hermeneutics; Biblical Literature; Biblical Exegesis; Biblical World; Biblical Theology and Biblical Ethics.
- 6.6.2 Old Testament: Introduction; Cultural historical background of the Old Testament era; Exegesis; Theology and Ethics of the Old Testament; Hermeneutics, and one of the following subjects: Canon, Textual criticism, Archaeology.
- 6.6.3 New Testament: Canon; Textual criticism; Archaeology; Cultural historical background of the New Testament era; Hermeneutics; Introduction; Exegesis; Theology and Ethics of the New Testament.
- 6.6.4 Ecclesiology: General Church History; South and Southern African Church History; Science of Ecclesiology; Church Polity.
- 6.6.5 Systematic Theology: Doctrinal theology; Ethics; Apologetics; History of Doctrine; Philosophy of Religion; Contemporary manifestations of Christianity.
- 6.6.6 Practical Theology: Practical Theological Ecclesiology; Communication of the Gospel; Homiletics; Liturgics; Catechesis and Youth Care; Pastoral Care; Ministry; Community Development.
- 6.6.7 Missiology: Theology of Mission; Mission Theory and Methodology; History of Missions; Ecumenical Studies; Study of Religions and Theology of Religions.

### **6.7 Licensing**

Students who wish to present themselves for licensing for the ministry of a specific denomination can, during their MTh study, complete the outstanding modules for the MDiv and/or Licentiate programmes to the satisfaction of the licensing body of the Church concerned.

### **6.8 Supplementary requirements for the various subjects**

The following additional requirements are set for various subjects when they are chosen as major subjects for MTh studies. Students who do not meet these requirements must complete the outstanding module(s).

- 6.8.1 The Faculty of Theology may, in conjunction with the supervisor, set any additional requirements necessary for a particular field of study.
- 6.8.2 The following requirements apply to the subjects listed:
  - 6.8.2.1 Old and New Testament: Appropriate language requirements as determined by the discipline group in the light of the student's research proposal.
  - 6.8.2.2 Old Testament: Appropriate language requirements as determined by the discipline group in the light of the student's research proposal.
  - 6.8.2.3 New Testament: Appropriate language requirements as determined by the discipline group in the light of the student's research proposal.
  - 6.8.2.4 Ecclesiology: If necessary, Latin I.
  - 6.8.2.5 Systematic Theology: Relevant requirements determined by the discipline group.

### **6.9 Stages of the programme**

- 6.9.1 After registering, each student receives a policy document from the relevant discipline group containing clear guidelines concerning the respective responsibilities of the student and the supervisor, regular discussions, progress reports, examination procedures, assessment criteria for theses and other regulations as set out by the discipline group.
- 6.9.2 Discipline groups report annually to the Faculty on the progress of students.

**Remark**

In connection with the payment of an additional fee, see Part 3 (Student Fees) of the University Calendar.

**6.10 Completion of programme**

6.10.1 The final oral examination covers the prescribed subject matter and/or the assignment/thesis and (where applicable) the evaluation of practical work. The examination is set by at least the discipline groups involved with the main subject and supplementary subjects.

6.10.2 When candidates report for the examination, and if a thesis is to be examined by the Faculty Board, at least eight unbound copies must be submitted before August 1 for the December graduation ceremony or before November 1 for the April graduation ceremony as follows: one to the secretary of the Faculty and the other 7 copies to the secretary of the discipline group concerned.

**Remark**

For technical requirements in respect of the appearance, duplication and binding of theses, see Part 1 of the Calendar.

6.10.3 A thesis is examined in the presence of the Faculty Board.

**Remark**

See Part 1 of the Calendar for General Regulations in respect of examiners for M theses.

6.10.4 If an assignment is to be assessed as part of the examination, at least seven copies must be submitted to the secretary of the discipline group one week before the final examination date. Students in the MTh (Practical Theology: Clinical Pastoral Care), MTh (Practical Theology: Ministry) and MTh (Practical Theology: Youth Ministry) are, furthermore, referred to the Faculty of Theology's Postgraduate Policy and Agreement document, which is available during registration.

6.10.5 The relevant discipline group, in collaboration with the examining committee, finalises the mark achieved for the MTh programme.

6.10.6 Candidates must take note that, whenever applicable and possible, an M thesis should lead to publication(s) in a recognised academic journal.

**7. SPECIFIC MASTER'S PROGRAMMES (888)****7.1 MTh IN OLD AND NEW TESTAMENTS (50547:888)****7.1.1 Admission requirements**

See 6.2 and 6.3 above.

**7.1.2 Duration of programme**

At least one year.

**7.1.3 Programme content**

7.1.3.1 Biblical Hermeneutics: preparatory questions in respect of understanding the Bible; the founding and application of various reading strategies in respect of selected passages from the Bible.

7.1.3.2 Biblical Literature: the genesis of the Bible as canon; various types of literature and related literature of the Ancient Near East; the Bible in contemplation and in art through the centuries; dealing critically with translations and commentaries.

7.1.3.3 Biblical Exegesis.

7.1.3.4 Biblical World: geography, history and archaeology of the Biblical world in the light of the contemporary circumstances; values and ideologies in different times; interaction between various religions).

7.1.3.5 Biblical Theology: deals with: biblical theology; selected themes and their function in the various faith communities through the centuries; the implementation of various theological frameworks in modern society.

7.1.3.6 Biblical Ethics: the Decalogue and the Sermon on the Mount as norms for faith communities; creation beliefs and ecological responsibility.

#### **7.1.4 Choice of subjects**

Five examination papers from the six options above;

plus

one examination paper in a supplementary subject that may be a module from a related department in the Faculty of Arts and Social Sciences.

#### **7.1.5 Assignment**

The usual MTh assignment must be done.

### **7.2 MTh IN PRACTICAL THEOLOGY: MINISTRY PRACTICE (50784:878)**

#### **7.2.1 Admission requirements**

7.2.1.1 See 6.2 above. Students must be involved in a congregation.

7.2.1.2 Applications for screening for this programme must include all particulars of the candidate's preparatory studies and must be submitted to the Registrar before 1 November of the preceding year.

7.2.1.3 No more than eight students per year may be admitted to each individual field of specialisation, that is if the programme will be presented in the year concerned. The programme can be presented only if at least five students enrol for it.

#### **7.2.2 Duration of the programme**

The programme has six modules which are taken over a period of two years.

#### **7.2.3 Content and presentation of the programme**

7.2.3.1 Six five-day modules will be presented: three per year, normally in the first week of March, June and September.

7.2.3.2 Seminars: In at least four of the block courses a seminar paper must be prepared in which the theory of the particular module is applied in the praxis of the ministry.

7.2.3.3 The six modules contribute 50% to the final mark and the thesis contributes the other 50%.

7.2.3.4 This MTh programme makes provision for specialisation in Preaching, in Ministry or in Community Development.

#### **Ministry**

- Trinity and identity
- Missio Dei spirituality
- Practical theological system analysis
- Congregation as culture
- Leadership
- Multicultural and multigenerational communication

#### **Community Development**

- Theological perspective on development: political, social and human development
- Social diaconate in the urban and work environment
- Practical theological system analysis
- The church and the management of development; leadership
- Ethical issues in development
- Multicultural and multigenerational communication

#### **Preaching**

- Trinity and identity
- Evaluation of preaching
- Practical theological system analysis
- Preaching and moral formation

- Homiletics and liturgy
- Communication of the gospel: preaching and plurality

### **7.3 MTh IN PRACTICAL THEOLOGY: YOUTH MINISTRY (50792:878 AND 888)**

#### **7.3.1 Two options**

The two options (878 and 888) correspond with 6.1.1 and 6.1.2.

#### **7.3.2 Admission requirements**

See 6.2 above.

7.3.2.1 Applications for screening for this programme must be submitted to the Registrar before November 30 of the preceding year and must include full particulars of the candidate's preparatory study, his practical experience, as well as other particulars that the discipline group may require.

7.3.2.2 No more than fifteen students per year may be admitted to the programme, that is if the programme will be presented in that particular year. The programme can be presented only if at least three students have enrolled for it.

7.3.2.3 Students must be involved in a congregation.

#### **7.3.3 Duration of the programme**

At least one year.

#### **7.3.4 Content and presentation of the programme**

The programme is designed to equip students for ministering to children, to provide students with specialised knowledge of the youth of today and specific youth problems, to illustrate the way in which the Gospel must be communicated to the young in order to develop faith and growth towards faith maturity, and to impart the knowledge and skills necessary for empirical research.

The 888 programme is presented over two years, in six two-week block courses per year, i.e. in the first two full weeks of March, June and September.

The 878 programme is presented over at least one year, in three two-week block courses, i.e. in the first two full weeks of March, June and September, augmented by a thesis which the student defends before the Faculty.

##### *7.3.4.1 Theoretical section*

The 888 programme comprises six block courses and students will be examined on each block. The 878 programme comprises three block courses that correspond with the 888 programme, and students will be examined on each block.

Practical theological basic theory and theological planning.

The educational psychological basis of faith development.

Ministry to pre-school and primary school children.

Ministry to the adolescent.

Youth pastorate.

Youth ministry as a focused and specialised congregational ministry.

##### *7.3.4.2 Assignment*

At the end of the programme, the students must submit an assignment on an aspect of youth ministry with which they are involved.

### **7.4 MTh IN PRACTICAL THEOLOGY: CLINICAL PASTORATE (50806:888)**

#### **7.4.1 Admission requirements**

For general admission requirements, see 6.2. Students from the therapeutic disciplines (medical/paramedical disciplines, such as clinical psychology, physiotherapy, occupational

therapy, speech therapy and audio therapy) who have a four-year degree, may apply and be considered for screening.

Because no more than eight students per year may be admitted to the programme, candidates are subjected to screening by the discipline group. Applications for the programme must include full details of candidates' preparatory studies and must be submitted to the chairperson of the discipline group before 30 August of the preceding year. Application forms are available from the secretary of the discipline group: Telephone (021) 808 3577.

#### **7.4.2 Duration of the programme**

Full-time study for at least one year

or

Part-time study for at least two years.

#### **7.4.3 Content of programme**

The purpose of this programme is to integrate pastoral theology with praxis theory. Training takes place under supervision in a clinical situation. Besides a class mark for clinical work, the final mark is calculated on the basis of eight examinations and assignments in respect of the following subjects:

General pastoral care. Various pastoral models (theological base theory), pastoral therapy and use of Scripture in pastoral care. (2L in 1 semester) (5 credits)

Doctrinal questions. Theodicy and meaningful questions regarding the connection between God and suffering. (2L for 1 semester) (5 credits)

Marital, as well as family pastoral care. (2L for 1 semester) (5 credits)

Theological ethics in a medical context. (2L for 1 semester) (5 credits)

Applied clinical pastoral care. Hospital ministry and various categories of patients. Crisis counselling, grief work, drug/alcohol addiction, terminal care, care for psychiatric patients and the aged, sexuality and dysfunction. (1L for 2 semesters) (20 credits)

Personality and developmental psychology. (2L for 2 semesters) (16 credits)

Counselling. (1L for 2 semesters) (16 credits)

Group work. (2 credits)

Work in consulting room: 2 hours per week for 2 semesters.

Practical work: 2 days per week for 2 semesters, under supervision at approved institutions. (32 credits)

Research assignment (14 krediete)

Students have to complete the existing registered short course on HIV ("Spiritual care, healing and counseling in the South African context: The HIV pandemic as a challenge to communities of faith" – 12 credits) that is presented in January before they can be admitted to government hospitals/clinics. This is a compulsory requirement for all students in Clinical Pastorate.

### **7.5 MTh IN PRACTICAL THEOLOGY: CLINICAL PASTORATE - HIV MINISTRY AND COUNSELLING (50806:888)**

#### **7.5.1 Admission requirements**

See 6.2 for general admission requirements. Students from therapeutic disciplines (medical, paramedical disciplines and psychology) who hold a four-year degree may apply for this MTh degree, which is a selection programme. Applications must reach the chair for the discipline before 30 August of the previous year and must be accompanied by the full details of the candidate's previous studies. A maximum of 8 students will be admitted to the programme annually. Candidates are expected to appear before a selection panel in September. Forms are available from the secretary: Tel. (021) 808 3577.

#### **7.5.2 Nature of the programme**

The programme centres around a thesis counting a minimum of 50% (60 credits). The rest of the programme consists of structured and clinical work done under supervision. Full-

time study lasts for a period of at least one year OR part-time study over a period of at least two years.

### **7.5.3 Programme content and modules**

The aim of the programme is to combine theological reflection on the HIV pandemic and the issue of meaningfulness in suffering with internship in communication skills and counselling. The clinical work counts 12 credits and the thesis 60 credits. An average pass mark of 60% must be obtained. Candidates must pass all of the subdivisions, including the clinical work.

General pastorate: theological pastoral theory construction regarding the HIV issue; anthropology; counselling and therapy. Life care and the development of life skills with a view to preventative strategies in pastoral counselling within the HIV pandemic (5 credits).

Dogmatic issues: theodicy; meaningfulness in suffering (5 credits).

Pastoral counselling: counselling and communication skills (12 credits).

Psychology: personality and developmental psychology (12 credits).

Crisis counselling: trauma, mourning and terminal care (4 credits).

Theological ethics: stigmatisation, medical-ethical issues, moral decision making, gene technology and the issue of the origin of life and the termination of life (abortion; euthanasia; cloning; fertility) (5 credits).

Pastoral enrichment/prevention: marriage enrichment and family enrichment (5 credits).

Group work (5 credits).

Students have to complete the existing registered short course on HIV ("Spiritual care, healing and counseling in the South African context: The HIV pandemic as a challenge to communities of faith" – 12 credits) that is presented in January before they can be admitted to government hospitals/clinics. This is a compulsory requirement for all students in Clinical Pastorate.

### **7.5.4 Structure**

Clinical work under supervision for two days per week; lectures for two days per week. No clinical work during the last term. Only case study presentation if necessary.

## **7.6 MPhil IN CHAPLAINCY STUDIES (63827:888)**

### **7.6.1 Admission requirements**

See 6.2 for general admission requirements. People holding a four-year degree in Theology or any other appropriate four-year qualification (especially from the military context and the chaplaincy, army, police, correctional services) who qualify for the programme according to the discretion of Senate may apply for admission to the MPhil. Complementary work may be prescribed as prerequisite for the discipline of Practical Theology, depending on the applicant's previous study and experience.

### **7.6.2 Programme structure**

The programme lasts two years and consists of a thesis (60 credits) and 10 modules. The programme must be completed within three years.

### **7.6.3 Programme content and modules**

The programme aims to equip students theologically for the broader field of a multi- and interdisciplinary understanding of chaplaincy in a military/correctional/police context with a view to pastoral services and assistance. It aims to deliver spiritual and moral leaders with a view to preventive care, crisis preparedness and life skills development, given the Africa security environment.

The chaplain in a military environment (30 credits).

The national and security environment (20 credits).

Introduction to military leadership (20 credits).

General management (20 credits).

Spirituality within pastoral assistance in the HIV pandemic (10 credits).

Pastoral care and counselling (30 credits).

Organisational development (10 credits).

Communication and the hermeneutics of religious texts (10 credits).

Theological and medical-ethical issues (10 credits).

#### **7.6.4 Presentation**

The programme is presented by the discipline of Practical Theology and Missiology, together with the chaplaincy services and the Military Academy, Saldanha.

Mode of tuition: class work, lectures, prescribed literary scopus and clinical work, performed under supervision in the hospital context.

Language of instruction: English.

#### **7.6.5 Formal stipulations**

*Assessment:* Students complete the programme by doing a number of assignments, being tested or examined (orally or in writing) and doing clinical work. A thesis of 60 credits must be written on a research topic in the relevant research area of the qualification.

### **7.7 MPhil IN RELIGION AND CULTURE (11646:888)**

#### **7.7.1 Admission requirements**

See 6.2 for general admission requirements. Students must hold a three-year Bachelor's degree in Theology or a Bachelor's degree in an appropriate discipline or any other qualification approved by Senate as fitting and sufficient for admission. Because the degree is presented in co-operation with Humboldt University in Berlin, Germany, a three- or four-year degree from that university or an equivalent qualification will be deemed acceptable for admission. In the first year of this two-year MPhil, an adapted version of the Postgraduate Diploma in Theology (PDT) is completed. The Postgraduate Diploma in Theology is simultaneously a bridging qualification for students who do not comply sufficiently with the admission requirements.

Students who do hold an appropriate four-year qualification/degree can enrol directly for the MPhil without the first year of the Postgraduate Diploma.

Applications for selection must reach the Registrar or the Faculty Secretary before 1 November of the previous year and must be accompanied by full details of the candidate's previous studies and academic records.

#### **7.7.2 Programme structure**

The programme lasts at least two years and consists of a research assignment (36 credits) and 6 modules (90 credits) in the first year and a thesis (96 credits) and 4 modules (96 credits) in the second year. The programme must be completed within three years.

#### **7.7.3 Programme content and modules**

##### *First year (PDT)*

Select six modules from the following (6 x 15 credits):

Hermeneutics of religion and culture (15 credits).

Literature of the Bible (15 credits).

Biblical anthropology and anthropology of religion and culture (15 credits).

Inter-religious hermeneutics (15 credits).

Religion within a global culture (globalisation and postmodernism) (15 credits).

Religion, culture and ethics (15 credits).

Religion, texts and media (15 credits).

Religion and rite/symbol (15 credits).

##### *Second year (MPhil)*

Select one component from each of the following four modules (4 x 24 credits):

(a) Anthropology and human identity (24 credits).

Two options: Religious Studies OR Religion and gender.

(b) Forms and contexts of religious discourse (24 credits).

Three options: Religion and media OR Religion and symbol/rite OR Religion within

historical contexts (Christendom/Islam/Judaism).

(c) Religion and contemporary community/society (24 credits).

Three options: Religion, ecumenics and inter-culturality OR Religion and economy OR Religion, public theology and politics.

(d) Religion, spirituality and life skills (24 credits).

Two options: Religion and reconciliation OR Religion and the healing of life (*cura vitae*).

#### **7.7.4 Presentation**

The programme is presented by the discipline of Practical Theology and Missiology of the Faculty of Theology at Stellenbosch University in co-operation with Humboldt University in Berlin.

Mode of teaching: class work, lectures, prescribed literary scopus.

Medium of instruction: English

#### **7.7.5 Formal stipulations**

*Assessment:* Students complete the programme by doing a number of assignments, being tested or examined (orally or in writing) and writing a thesis of 96 credits on a research topic in the relevant research area of the qualification.

### **8. POSTGRADUATE PROGRAMMES IN BIBLE INTERPRETATION**

The Department of Ancient Studies and the Old and New Testament discipline group are responsible for the programmes in Bible Interpretation.

#### **8.1 BPhil IN BIBLE INTERPRETATION (54275 – 778) (120)**

##### **8.1.1 Admission Requirements**

A bachelor's degree in an appropriate field or any other qualification accepted by the Senate as appropriate and sufficient for admission. Additional work may be required as a prerequisite, depending on the study background and experience of the applicant.

##### **8.1.2 Programme structure**

*Nature of programme*

The programme consists of four modules and is focused on the type of knowledge and skills required for present-day interpretation of the Bible by readers and expositors who do not know its source languages.

*Module description*

*Compulsory Modules*

10063 History of Origins 711(30) (T)

10064 History of Interpretation 712(30) (T)

10066 World and Literature 743(30) (T)

10067 Assignment (Bible Interpretation) 744(30) (A & E)

##### **8.1.3 Assessment and formal stipulations**

An extensive series of assignments and two examinations.

##### **8.1.4 Enquiries**

Programme Co-ordinator: Prof LC Jonker

Tel.: (021) 808 3268

E-mail: lcj@sun.ac.za or cyster@sun.ac.za

Web address: www.sun.ac.za.as

#### **8.2 MPhil IN BIBLE INTERPRETATION (54275 - 898) (120)**

*(NQF8a: assignment) (after BPhil)*

##### **8.2.1 Admission Requirements**

Any postgraduate qualification (e.g. BPhil or BAHons) or any qualification accepted by the Senate as appropriate and sufficient for admission. Additional work may be required as a prerequisite, depending on the study background and experience of the applicant.

## 8.2.2 Programme structure and contents

### *Nature of the programme*

The programme consists of four modules and focuses on reflection on the theory and understanding of the Bible and exposition of portions of the text of the Bible in the context of present-day life problems.

### *Modules description*

#### *Compulsory Modules*

10068 Research proposal (Bible Interpretation) 873(5) (A & E)

10067 Assignment (Bible Interpretation) 874(55) (A & E)

#### *Elective modules*

Students take two of the undermentioned modules. Students who have completed the BPhil in Bible Interpretation take 811 and 812; other students take 813 and one of 811 or 812.

10069 Exegesis OT 811(30) (T)

10070 Exegesis NT 812(30) (T)

10066 World and Literature 813(30) (T)

## 8.2.3 Assessment and formal requirements

A series of assignments and a research assignment.

## 8.2.4 Enquiries

Programme Co-ordinator: Prof LC Jonker

Tel.: (021) 808 3268

E-mail: lcj@sun.ac.za or cyster@sun.ac.za

Web address: www.sun.ac.za.as

## 8.3 DPhil IN BIBLE INTERPRETATION (54275 - 987) (120)

### 8.3.1 Admission requirements

An appropriate Master's degree. Corequisite: knowledge of at least one Bible language at a level required by the research topic.

### 8.3.2 Programme Structure and Contents

#### *Nature of programme*

The programme requires the writing of a dissertation which contains the results of independent and original research on a research problem.

#### *Module description*

#### *Compulsory module*

54275 Bible Interpretation 978(240) (A & E)

### 8.3.3 Assessment and formal stipulations

The writing of a dissertation and an oral examination.

### 8.3.4 Enquiries

Programme Co-ordinator: Prof LC Jonker

Tel.: (021) 808 3268

E-mail: lcj@sun.ac.za or cyster@sun.ac.za

Web address: www.sun.ac.za.as

## 9. MASTER'S DEGREES IN THEOLOGY: COLLABORATION

Master's degrees in Theology are presented in collaboration with the Cluster of Theological Institutions in the Western Cape.

9.1 Students who register for a structured master's programme can take certain components or modules of the programme at one or more members of the Cluster of Theological Institutions of the Western Cape.

9.2 At present, the members of the Cluster are:

9.2.1 Department of Religion and Theology, University of the Western Cape;

- 9.2.2 Faculty of Theology and related departments of Stellenbosch University;
  - 9.2.3 Department of Religious Studies, University of Cape Town;
  - 9.2.4 Huguenot College (Wellington); and
  - 9.2.5 Helderberg College (Somerset West).
- 9.3 In terms of the agreement among the above-mentioned partners, students who are registered with the Faculty of Theology and related departments of Stellenbosch University may take modules of a structured master's programme presented by any of the other participating institutions. After such modules have been successfully completed, students of the Faculty of Theology and related departments of Stellenbosch University will be credited for modules of the MTh/MPhil programme that have been replaced with modules taken at other institutions.

The following procedures apply:

- 9.3.1 Written applications must be submitted to the Faculty Officer of the Faculty of Theology at least two weeks before the final date for registration;
- 9.3.2 Students must clearly indicate which module(s) of the Faculty of Theology and related departments of Stellenbosch University they wish to replace and which module(s) presented by other participating institutions they wish to take instead;
- 9.3.3 Information in respect of a programme's number of modules that may be replaced is available at the relevant home institution; and
- 9.3.4 Students must register with Stellenbosch University for the components of the structured master's programme that are taken at a participating institution.

**Please note:**

Students need not register at the guest institutions nor settle their financial obligations there in respect of registration or training. Students will thus be registered only at Stellenbosch University if they register with the Faculty of Theology or related departments.

Particulars in respect of programmes for master's degrees that are presented within the Cluster of Theological Institutions in the Western Cape are available from the Faculty Officer of the Faculty of Theology and/or at the other participating institutions.

Applications to take part in the exchange programme are subject to the approval of the host institutions.

## **10. DTh**

### **10.1 Admission requirements**

- 10.1.1 Students who wish to register for the DTh programme must:
  - 10.1.1.1 be in possession of the MTh degree of this University with a minimum final mark of 60%, on condition that candidates who registered for the MTh programme before 1985 write a preliminary examination consisting of four papers (written or oral) on the main subject group, one paper (written or oral) on each of the two supplementary subjects, and an oral examination before the Faculty of Theology (to pass the preliminary examination, a final mark of at least 50 must be achieved in each of the papers in the main subject group, as well as in each of the two supplementary subjects); or
  - 10.1.1.2 have attained a standard of competency in their particular field of study in some other way deemed to be adequate for this purpose by Senate.
- 10.1.2 Students must apply in writing for admission to the DTh programme, stating the proposed dissertation subject, the promoter, and the main theme (and supplementary themes, where applicable). Students must submit a research proposal in which they have set out the following to the satisfaction of the promoter and the Faculty: the research problem, the research methodology and the method of work.

## **10.2 Additional admission requirements**

The Faculty of Theology determines, in conjunction with the promoter, any additional requirements that may be necessary for a specific field of study. The following further requirements apply to the subject Old Testament in respect of admission to DTh study:

10.2.1 Biblical Hebrew III, or an equivalent qualification.

10.2.2 Language skills are required for foreign students with English as a second language (see 6.3.3).

The following further requirements apply to the subject New Testament in respect of admission to DTh study:

10.2.3 Greek III, or an equivalent qualification.

### *Please note*

Exceptions may be made with regard to the Biblical Hebrew III or Greek III requirements in cases where the Ancient Languages are not important to the theme of the dissertation.

## **10.3 Duration of programme and minimum period of residency**

10.3.1 Students must be enrolled for the DTh programme for at least two years before they can report for the final examination.

10.3.2 A period of approximately six months residency is required from postgraduate students from outside Southern Africa.

## **10.4 Content and presentation of the programme**

10.4.1 A candidate for the DTh degree must submit, for Senate's approval, a dissertation which deals with a subject in his main field of study. This may not be submitted before two years have elapsed after the MTh degree has been obtained, or after the candidate has achieved, in the specific field of study, a standard of competency deemed to be adequate by Senate.

10.4.2 After registration, all candidates receive a policy document from the relevant discipline group containing clear guidelines in respect of the responsibilities of candidates and their promoters, regular discussions, progress reports, examination procedures, assessment criteria for dissertations and other regulations of the discipline group.

10.4.3 Candidates deliver a report on their research at least once during a postgraduate seminar.

10.4.4 Discipline groups report annually to the Faculty on the progress of doctoral candidates.

10.4.5 See also, in Part 3 (Student Fees) of the Calendar, the general regulations for doctoral programmes in respect of the payment of an additional fee.

## **10.5 Completion/submission of dissertations**

10.5.1 When candidates report for the examination, at least 8 unbound copies must be submitted before 1 August for the December graduation ceremony or before 1 November for the April graduation ceremony as follows: one to the faculty secretary and the remaining seven to the secretary of the discipline group.

Remark: For technical guidelines in respect of the appearance, duplication and binding of dissertations, see Part 1 of the Calendar.

10.5.2 The final oral examination deals with the dissertation. The examination is set by the Faculty Board, and the promoter, the internal examiner and, if practical, the external examiner, must be present. (See also, in Part 1 of the Calendar, the general regulations for doctoral programmes in respect of examinations and examiners for doctoral dissertations.)

10.5.3 Where applicable and feasible, and taking into account the requirements set by the University, candidates are encouraged, before reporting for the examination, to submit a manuscript or manuscripts on the results of their research for publication in recognised academic journals.

# Subjects, Modules and Module Content

## ABBREVIATION AND NUMBERING SYSTEM

All subjects are represented by a subject number of 5 digits. Each module of the subject is represented by a three-digit module code, in which the year of study and semester of presentation (unless otherwise stated) are combined.

The subjects, as well as the composite modules, credit values, module topics, teaching loads, language specifications and module content are summarised and given below.

### Example:

50741 SYSTEMATIC THEOLOGY				
114	12	Introduction to Theological Hermeneutics	2L, 1T	T

### Explanation:

50741 is the subject number; it refers to the subject Systematic Theology.

114(12) (the 12 will normally be written in brackets) is the module code of the module Systematic Theology 114(12) with the module topic: Introduction to Theological Hermeneutics

The module code 114(12) has the following meaning:

First digit: 1 - refers to the year of study in which the module is presented;

Second digit: 1 - is a number to discriminate between modules of the same subject in the same year of study and refers to the semester (unless stated otherwise), according to the following pattern:

1, 2 of 3: modules offered in the first semester;

4, 5 of 6: modules offered in the second semester;

7, 8 of 9: modules offered over two semesters, i.e. a year module.

Third digit: 4 - has no specific meaning, but can be used to discriminate between different modules of the same subject in the same semester of the same year of study.

The number in the second square (otherwise in brackets) (12) - indicates the credit value of the module. Systematic Theology 114(12) is therefore offered as module during the first semester of the first year and a student will acquire 12 credits on completion.

The teaching load of each module is indicated in brackets.

The following abbreviations are used:

L - lectures lasting 50 minutes each (e.g. 1L, 2L)

P - practical periods lasting 50 minutes each (e.g. 1P, 2P, 3P)

S - seminars lasting 50 minutes each (e.g. 1S, 2S)

T - tutorials lasting 50 minutes each (e.g. 1T, 2T)

The teaching load of Systematic Theology 114(12) amounts to two lectures plus one tutorial per week for the duration of the module, i.e. one semester.

In the last square the language specification of each module is indicated. The following abbreviations are used:

### A Specification

- Prescribed textbooks are in Afrikaans and/or English.

- Class notes drawn up by the lecturer are

(i) fully in Afrikaans, or

(ii) where possible, fully in Afrikaans and fully/partially (e.g. core class notes) also in English.

- Other compulsory reading material (e.g. scholarly journals, books, etc.) is in Afrikaans and/or English.
- Module frameworks and study guides drawn up by the lecturer are in Afrikaans and, where possible, are provided in Afrikaans and English to students whose language of preference for study is English.
- Transparencies and data-projector contents used by the lecturer in lectures, seminars, tutorials and practicals are in Afrikaans and/or English.
- The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is primarily Afrikaans, but key terms and concepts may be explained briefly in English. Students asking questions in English may be answered in English by the lecturer. Guest lectures by overseas and/or South African lecturers with an inadequate academic language proficiency in Afrikaans may be delivered in English.
- Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.
- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in Afrikaans and fully in English on the same handout.
- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
- Oral presentations by students in lectures, seminars, tutorials and practicals may be in Afrikaans or English.

### **T Specification**

- Prescribed textbooks are in Afrikaans and/or English.
- Class notes drawn up by the lecturer are
  - fully in Afrikaans and fully in English, or
  - alternately in Afrikaans and English
- Other compulsory reading material (e.g. scholarly journals, books, etc.) is in Afrikaans and/or English.
- Module frameworks and study guides are
  - fully in Afrikaans and fully in English, or
  - alternately in Afrikaans and English depending on the language of oral communication of the lecturer in the particular classes.
- Transparencies and data-projector contents used by the lecturers in lectures, seminar classes, tutorials and practicals are in Afrikaans.
- The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is
  - in the same class Afrikaans and English, with the proviso that the use of Afrikaans must be at least 50%, or
  - alternately Afrikaans and English in different classes of the module or programme, with the proviso that the use of Afrikaans must be at least 50%.
- Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.
- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are
  - fully in Afrikaans and fully in English in the same handout, or
  - alternately in Afrikaans and English depending on the material not for assessment purposes (class notes, module frameworks, study guides, etc.) where the average use of Afrikaans must be at least 50%.
- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
- Oral presentations by students in lectures, seminars, tutorials and practicals in the T specification may be in Afrikaans or English according to their preferred academic language.

## E Specification

- Prescribed textbooks are in English.
- Class notes drawn up by the lecturer are fully in English or, where possible, fully in English and fully/partially (e.g. core class notes) also in Afrikaans.
- Other compulsory reading material (e.g. scholarly journals, books etc.) is in English and/or Afrikaans.
- Module frameworks and study guides drawn up by the lecturer are in English and, where possible, are provided in English and Afrikaans to students whose language of preference for study is Afrikaans.
- Transparencies and data-projector contents used by the lecturer in lectures, seminars, tutorials and practicals are in English.
- The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is primarily English, but key terms and concepts may be explained briefly in Afrikaans. Students asking questions in Afrikaans may be answered in Afrikaans by the lecturer. Afrikaans is not compulsory in the case of overseas lecturers.
- Test and examination question papers are fully in English and fully in Afrikaans on the same question paper.
- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in English and fully in Afrikaans on the same handout.
- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
- Oral presentations by students in lectures, seminars, tutorials and practicals may be in English or Afrikaans.

## A & E Specification

Lectures are presented fully in Afrikaans and English.

After the description of the content of the module, the pass prerequisite, prerequisite and/or corequisite are given for that module. The following abbreviations are used:

PP - Prerequisite Pass module.

P - Prerequisite module.

C - Corequisite module.

The following definitions apply:

A prerequisite pass module is a module which students must have passed before they are allowed to take the module(s) for which it is a prerequisite pass module.

A prerequisite module is a module in which students must have achieved a class mark of at least 40, or a final mark of at least 40 in the case of a module subject to continuous assessment, before they are allowed to take the module for which it is a prerequisite module.

A corequisite module is a module which students must take in the same academic year as the module for which it is a corequisite, or in an earlier academic year.

Note: No qualification will be awarded unless the candidate has passed all the relevant prerequisite and corequisite modules.

## SUBJECTS AND MODULES

### BACCALAUREUS IN THEOLOGY (BTh)

#### BTh I

<b>53899 INFORMATION SKILLS</b>				
<b>172</b>	<b>6</b>	<b>Basic information skills</b>	<b>1L, 1P</b>	<b>T</b>
See Part 4 (Arts and Social Sciences) of the University Calendar.				

### Biblical Science and Theological Hermeneutics

*With Ancient Languages*

<b>14109 GREEK</b>
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<b>178</b>	24	<b>Introduction to Greek grammar and translation</b>	3L, 1P	T
See Part 4 (Arts and Social Sciences) of the University Calendar.				
<b>53848 BIBLICAL HEBREW</b>				
<b>114</b>	12	<b>Introduction to Biblical Hebrew I</b>	3L, 1P	T
<b>144</b>	12	<b>Introduction to Biblical Hebrew I</b>	3L, 1P	T
See Part 4 (Arts and Social Sciences) of the University Calendar.				

<b>50741 SYSTEMATIC THEOLOGY</b>				
<b>114</b>	12	<b>Introduction to Theological Hermeneutics</b>	2L, 1T	T
<i>Objective</i>				
Introduction to Theological Hermeneutics with a view to acquiring a hermeneutical approach to the origin and theological interpretation of biblical texts.				
English reading skills.				
<i>Programme content</i>				
Introduction to textual hermeneutics.				
The origin of the biblical text.				
The spectrum of theological reading strategies.				
Description of core concepts such as theology, canon, Bible, Holy Scripture and Word of God.				
The general and particular doctrine of revelation in which the nature and status of the Bible as Holy Scripture is discussed.				
English reading exercises with a focus on the prescribed literature of the module.				
<i>Outcomes</i>				
Insight into language as system, event and text.				
Understanding of the history of origin of the Bible - especially the Mediterranean.				
The ability to understand reading as part of the production of meaning.				
Clarity with regard to core concepts like theology and text.				
The attainment of a basic theological understanding and frame of reference with regard to the Christian faith and the Bible as Holy Scripture.				
The development of a hermeneutical approach to theology and biblical interpretation.				
The attainment of analytical and critical English reading skills.				

### *Without Ancient Languages*

All modules in which Biblical Hebrew and Greek are presented, are optional modules that can be supplemented either from within the Faculty of Theology or from some other source. In all modules where Biblical Hebrew and Greek are partially presented, the Biblical Hebrew and Greek components fall away.

In BTh I there are two modules (Systematic Theology, Old and New Testament 114 and Old Testament 144) that are specifically compiled for students who do not take Ancient Languages.

The first module corresponds to the Certificate programme "Origin and Interpretation of the Bible", presented by means of interactive telematic education. Thus, bridging from the Certificate programme to BTh I is made possible.

<b>53813 ANCIENT CULTURES</b>				
<b>114</b>	12	<b>A summarised introduction to the ancient world</b>	3L, 1P	T
See Part 4 (Arts and Social Sciences) of the University Calendar.				
<b>144</b>	12	<b>Ancient literature and society</b>	3L, 1P	T
See Part 4 (Arts and Social Sciences) of the University Calendar.				

<b>17418 OLD TESTAMENT</b>				
<b>144</b>	12	<b>Important theological and ethical themes in the Bible</b>	2L, 1T	T

*Objectives*

The identification of the most important theological and ethical themes in the Bible.  
Introduction to the Christian doctrine of the Trinity.  
The development of English writing skills.

*Contents*

The Ten Commandments according to Exodus 20 and Deuteronomy 5.  
The coming of the Kingdom of God in the New Testament.  
The contents of the Christian doctrines concerning God and the Trinity.  
English writing exercises to enable the efficient completion of written assignments.

*Outcomes*

Insight into the various contexts of, and theological motivations in the Ten Commandments in Exodus 20 and Deuteronomy 5.  
The theological understanding of the concept "the Kingdom of God" in the New Testament.  
Insight into the origins (Bible and Early Church) and implications (historical and contemporary) of the Christian doctrine of God and the Trinity.  
The acquisition of creative and critical English writing skills.

**Christian Spirituality and Studies in Views of Life***With and without Ancient Languages***12882 PHILOSOPHY**

<b>122</b>	<b>6</b>	<b>History of ideas (Greeks and Middle Ages)</b>	1½L, ½T	T
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The Greek Enlightenment.  
The main Greek philosophers.  
Greek philosophy and Augustine's Hebrew-Christian ideas.  
The main philosophical problems of the Middle Ages.  
The main idea-historical developments in scholastics.

<b>152</b>	<b>6</b>	<b>Modern Philosophy</b>	1½L, ½T	T
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The problem of assured knowledge.  
The problem of the meaningful use of language.  
The relation between body and soul.  
The idea of universal morality.  
The idea of autonomous art.  
Important philosophical tendencies and modern thinkers.

**50741 SYSTEMATIC THEOLOGY**

<b>122</b>	<b>6</b>	<b>Christian Anthropology</b>	2L, 1T	T
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*Objective*

Introduction to reflection on values, virtues and norms.  
The uniqueness of Christian ethics.  
An appeal to Scripture, and methodology in ethics.

*Programme contents*

Historical introduction to Christian anthropology.  
Practical-phenomenological introduction to contemporary views.  
Systematic overview of Christian anthropology.

*Outcomes*

Insight into the need for and importance of anthropology  
Knowledge of alternative images of man  
Knowledge of the core aspects of Christian anthropology

<b>143</b>	<b>6</b>	<b>Ethics, values and virtues</b>	2L, 1T	T
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*Objective*

Introduction to reflection on values, virtues and norms, the uniqueness of Christian ethics, an appeal to Scripture, and methodology in ethics.

*Programme contents*

Historical introduction to Christian anthropology.

Practical-phenomenological introduction to contemporary views.

Systematic overview of Christian anthropology.

*Outcomes*

Insight into the need for and importance of anthropology

Knowledge of alternative images of man

Knowledge of the core aspects of Christian anthropology

## Communication and Community Studies

### *With and without Ancient Languages*

#### **50776 PRACTICAL THEOLOGY**

<b>114</b>	12	<b>Practical Theological Ecclesiology</b>	2L, 1T	T
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*Objective*

To guide students in the development of knowledge, skills and disposition so as to integrate theory with practice in order to enhance their skills for ministry in the congregation and community

*Programme content*

The methodology of Practical Theology.

A basis theory of the church.

Knowledge of various contextually developed church models.

Congregation and community analysis; social tendencies.

The development of a contextual praxis theory.

Christian leadership development.

*Outcome*

Students should be able to understand and start to apply a praxis methodology; they should be able to relate two critical analyses to each other: the theory on the church and the situation of the congregation/community to which they are called to serve and lead; they must understand the process and be able to develop a contextual practice theory of how faith communities should function within their particular context.

<b>114</b>	12	<b>Theological Foundations for Youth Work</b>	2L, 1T	T
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*Objective*

To guide students in the development of knowledge regarding the task of practical theology and the understanding of the theological foundation for Youth Work.

*Programme content*

A theological framework for Youth Work.

Contextual approach to Youth Work.

Models in Youth Work.

Intergenerational Youth Work.

Comparative reflection on Youth Work practice.

*Outcomes*

Knowledge of the task of Practical Theology and an understanding of the importance of a theological foundation for Youth Work.

The ability to create a theological frame of reference for Youth Work.

Demonstration of comparative skills concerning Youth Work practice.

Demonstration of skills to identify and describe the theological foundation of different Youth Work practices.

<b>144</b>	12	<b>Approaches in Youth Work</b>	2L, 1T	T
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*Objective*

To communicate to students the different approaches within the field of Youth Work.

*Programme content*

A practical theological understanding of Youth Work.

Hermeneutics within the field of Youth Work.

Different approaches to Youth Work.

Interpreting Youth Work within the local context.

Identifying the approaches within Youth Work practice.

*Outcomes*

Understanding of the theological theory of ministry.

Knowledge of hermeneutics.

Knowledge of the theory of different approaches to Youth Work.

Demonstration of comparative skills concerning the different approaches to Youth Work.

The ability to describe and identify the various approaches to and strategies regarding the practice of Youth Work within the local context.

### 12068 ECCLESIOLOGY

144	12	<b>History of the church up to 1483</b>	2L, 1T	T
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*Objective*

To communicate to students the general church history (with attention to the histories of: doctrine, missionary work, church Polity and spirituality) of the early church and the Middle Ages, within the context of that time and with reference to their contemporary relevance.

*Programme content*

History of the early church

History of the church during the Middle Ages until 1483

*Outcome*

Development of a theologically justified insight into and knowledge of the Early and Middle Age church history within the context of the time and with a view to the relevancy thereof for contemporary problems.

### 19003 SOCIOLOGY

152	6	<b>Social change</b>	1L, ½T	T
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162	6	<b>Social and anthropological perspectives on community and culture</b>	1L, ½T	T
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See Part 4 (Arts and Social Sciences) of the University Calendar.

## BTh II

### Biblical Science and Theological Hermeneutics

*With Ancient Languages*

#### 53848 BIBLICAL HEBREW

212	8	<b>Biblical Hebrew Language and Text Study I</b>	1½L, ½P	T
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242	8	<b>Biblical Hebrew Language and Text Study II</b>	1½L, ½P	T
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See Part 4 (Arts and Social Sciences) of the University Calendar.

#### 14109 GREEK

212	8	<b>Study of Narrative Texts I</b>	1½L, ½P	T
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242	8	<b>Study of Narrative Texts II</b>	1½L, ½P	T
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See Part 4 (Arts and Social Sciences) of the University Calendar.

#### 17418 OLD TESTAMENT

212	8	<b>The Pentateuch and narrative literature in the Old</b>	1L, 1T	T
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<b>Testament I</b>				
<b>242</b>	8	<b>The Pentateuch and narrative literature in the Old Testament II</b>	1L, 1T	T
<p><i>Objective</i> Introduction to the theological-scientific approach of the first five books of the Bible and the narrative literature of the Old Testament.</p> <p><i>Programme content</i> The cultural-historical background of the origin of the Pentateuch and the narrative literature in the Old Testament canon. The theological interpretation of the first five books of the Bible with reference to important theological-ethical themes. The Pentateuch question. The narrative literature as Deuteronomistic and Chronistic historical writing.</p> <p><i>Outcomes</i> The ability to understand the canonical origin of the Pentateuch and the narrative literature against the relevant cultural-historical background. Insight into the theological-ethical coherence of the first five books of the Bible. Understanding of the dialectical relation between education and narrative in the Pentateuch. Understanding of the coherence and difference between the Deuteronomistic and Chronistic stories about Israelite kingship. The ability to read, translate and interpret Old Testament narrative texts theologically.</p>				

<b>16586 NEW TESTAMENT</b>				
<b>212</b>	8	<b>The Gospels and Acts I</b>	1L, 1T	T
<b>242</b>	8	<b>The Gospels and Acts II</b>	1L, 1T	T
<p><i>Objectives</i> Introduction to the scientific study of the Synoptic Gospels and Acts. Understanding the unique nature of the Gospels and Acts as ancient narratives. Insight into the question of the historical Jesus. The interpretation of narrative texts.</p> <p><i>Programme content</i> The genre of the Gospels and Acts as ancient narratives. The Synoptic problem. Overview of methods for examining the Gospels. Cultural-historical background and message of the relevant texts. The question of the historical Jesus. Central theological and ethical themes in relevant texts and their unique relevance.</p> <p><i>Outcomes</i> Insight into the cultural-historical background of the relevant texts. The ability to identify and use a suitable method of textual interpretation. Insight into the literary form and genre of relevant texts. The ability to read, translate and interpret narrative texts theologically. Insight into the relevance of New Testament narrative texts for theology and ethics in Southern Africa.</p>				

<b>50741 SYSTEMATIC THEOLOGY</b>				
<b>222</b>	8	<b>Theological Hermeneutics</b>	1L, 1T	T

<p><i>Objective</i> Besides a hermeneutical sensitivity, the development of a historical awareness and self-</p>				
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critical thought about practising theology

*Programme content*

Introduction to contextual hermeneutics.

Introduction to historiographic questions.

Introduction to the Christian doctrine of creation and providence.

*Outcomes*

Insight into theological hermeneutics concomitant with biblical history of interpretation within new historical contexts.

The ability to understand the pragmatic aspects of the theological use of language.

Conceptual clarity in respect of concepts such as praxis, context, historiography and history of interpretation.

Insight into the Christian doctrine of creation and providence.

*Without Ancient Languages*

All modules in which Biblical Hebrew and Greek are presented are elective modules which can be taken either from within the Faculty of Theology or from some other source. Compare with the programme offering of the Faculty of Arts and Social Sciences.

Old Testament 212(8) (1L, 1T) and 242(8) (1L, 1T) (T): The Pentateuch and narrative literature I and II

(Compare the programme that includes Hebrew and Greek)

New Testament 212(8) (1L, 1T) and 242(8) (1L, 1T): The Gospels and Acts I and II

(Compare the programme that includes Hebrew and Greek)

Systematic Theology 222(8) (1L, 1T): Theological Hermeneutics

(Compare the programme that includes Hebrew and Greek.)

**Christian Spirituality and Studies in Views of Life**

*With and without Ancient Languages*

<b>12068 ECCLESIOLOGY</b>				
<b>234</b>	16	<b>History of the church 1483 to 1800</b>	2L, 1T	T
<i>Objective</i>				
To communicate to students the General Church History (with attention to the histories of: Doctrine, Missionary work, Church Polity and Spirituality) from the Reformation to the end of the 18th century within the context of that time and with reference to its contemporary relevance.				
<i>Programme content</i>				
The history of the church as from the Reformation to the end of the 18th century.				
<i>Outcome</i>				
The development of a theologically justified insight into, and knowledge of, the church's history from the Reformation to the end of the 18th century within the context of that time and in the light of its relevance for contemporary questions.				
<b>232</b>	8	<b>The history of the church during the 19th and 20<sup>th</sup> centuries</b>	2L, 1T	T
<i>Objective</i>				
To communicate to the students the General Church History (with attention to the histories of: Doctrine, Mission, Church Polity and Spirituality) of the 19th and 20th centuries within the context of that time and with reference to its contemporary relevance.				
<i>Programme content</i>				
The history of the church during the 19th century.				
The history of the church during the 20th century.				
<i>Outcomes</i>				
The development of a theologically justified insight in, and knowledge of, the church's				

history during the 19th and 20th centuries within the context of that time and in the light of its relevance for contemporary questions.

### 50741 SYSTEMATIC THEOLOGY

242	8	<b>Christology and Atonement</b>	1L, 1T	T
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#### *Objective*

The attainment of insight into Christology and the Christian doctrine of atonement.

#### *Programme content*

The origin and nature of sin.

Original sin.

Christ's person and work.

The "cosmic Christ".

#### *Outcome*

The ability to develop an independent judgement of the doctrine of Christ and atonement.

### Communication and Community Studies

#### *With and without Ancient Languages*

### 18414 PSYCHOLOGY

242	8	<b>Theoretical and Applied Social Psychology</b>	1½L	T
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See Part 4 (Arts and Social Sciences) of the University Calendar.

### 50776 PRACTICAL THEOLOGY

214	16	<b>Theory of communication, liturgical and homiletic processes in the ministry</b>	2L, 1T	T
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#### *Objectives*

A basic introduction to the theory of communication, in view of homiletic and conversational skills.

To reflect theologically on the role of meaningful liturgy, and specifically of preaching, in the formation of faith communities.

To guide students in the important aspects of contemporary liturgy formation and development in a congregational context.

In coherence with Hermeneutics, Old and New Testament/Systematic Theology 221, to interpret Scripture so that it is heard as the dynamic Word of God in our day.

To understand the dynamics of composing and delivering a sermon as a hermeneutical process in a dialogue between Word and situation. Under the leadership of supervisors, to draw up theologically justified liturgical and homiletic designs for particular public worship services.

Under the leadership of an elocutionist, to be introduced to the techniques of liturgical and homiletic communication.

#### *Programme content*

The theology of the worship in historical perspective.

The basic principles of liturgy and the development of worship.

The point of departure of preaching, as contemporary proclamation of the Word of God.

The process of composing a sermon in coherence with Old and New Testament, Systematic Theology 222.

#### *Outcomes*

The development of a theological comprehension of worship, as the heart of congregational ministry, with regard to faith formation and integration of spirituality. The development of interpretation and communication skills in contemporary communication of the Gospel in a congregational context.

242	8	Theology and Community Development I	1L, 1T	T
<p><i>Objectives</i></p> <p>To reflect theologically on local manifestations of human need and poverty.            To create opportunities for students to become actively involved in development work.            To be able to determine how development work is influenced and shaped by biblical principles.            To obtain clarity on theological issues pertaining to development.            To systematically develop the diaconal concept "Church in Society".</p> <p><i>Programme content</i></p> <p>Introduction to community development.            Community development and the church.            Training in participatory action research and learning.            Human needs development.            Community development in theological perspective.            Community development and the development of congregations.</p> <p><i>Outcomes</i></p> <p>The ability to reflect theologically on the relationship of the Church in the community.            To develop an ethical sensitivity for social issues.            The ability to function as facilitators and field workers in communities.            To be knowledgeable about the theory and practice of being involved in community development as part of congregation building.</p>				
214	8	Substance Dependency I	2L, 1T	T
<p><i>Objectives</i></p> <p>To guide students in understanding the extent of substance dependency and to use the knowledge to guide young people in this regard.</p> <p><i>Programme content</i></p> <p>Substance dependency.            Drug and alcohol misuse.            Pastoral guiding of young people with substance dependency.            Identity crisis and the quest for meaning.</p> <p><i>Outcomes</i></p> <p>Knowledge of the different theories about substance dependency.            Knowledge of the misuse of alcohol and its effect on the lives of young people.            The ability to bring this in relation with juvenile delinquency.            The ability to counsel young people struggling with alcohol misuse.</p>				
242	16	Children's Ministry	3L, 1T	T
<p><i>Objectives</i></p> <p>To guide students in developing a knowledge of the theoretical basis and theology of children's ministry.</p> <p><i>Programme content</i></p> <p>A practical theological understanding of children's ministry.            The intergenerational nature of children's ministry.            Hermeneutics within the field of children's ministry.            Different approaches to children's ministry.            Interpreting children's ministry within the local context.</p> <p><i>Outcomes</i></p> <p>Understanding of the theological theory of children's ministry.            Knowledge of hermeneutics within the field of children's ministry.            Knowledge of the theory of different approaches to children's ministry.            Demonstration of comparative skills concerning the different approaches to children's ministry.</p>				

Demonstration of the skills to describe and apply the various approaches and strategies to the practice of children's ministry within local contexts.				
<b>252</b>	16	<b>Christian Spirituality and the Meaning of Life</b>	2L, 1T	T
<i>Objectives</i>				
To guide students in understanding Christian spirituality and the meaning of life.				
<i>Programme content</i>				
Christian spirituality.				
The development of spirituality and maturity.				
Healing of life and caring.				
Systems theory and the dynamics of life caring.				
Social pathology and the making of a social-communal analysis.				
<i>Outcomes</i>				
Understanding the character of Christian spirituality and how it ties in with the phenomenon of religion.				
Knowledge of a systems theory and its relation to different life and relational issues.				
Understanding the interplay between life care, spiritual healing and counselling.				
Insight into the dynamics of spiritual/faith development/formation, spiritual maturity and spiritual care.				
The ability to do spiritual counselling from a Christian perspective.				
The ability to identify social pathology and to address it pastorally.				

**BTh III****Biblical Science and Theological Hermeneutics***With Ancient Languages*

<b>53848 BIBLICAL HEBREW</b>				
<b>222</b>	8	<b>Biblical Hebrew Language and Text Study III</b>	1½L, ½P	T
<b>252</b>	8	<b>Biblical Hebrew Language and Text Study IV</b>	1½L, ½P	T
See Part 4 (Arts and Social Sciences) of the University Calendar.				

<b>14109 GREEK</b>				
<b>222</b>	8	<b>Study of ancient argumentative texts I and II</b>	1½L, ½P	T
<b>252</b>	8	<b>Study of ancient argumentative texts I and II</b>	1½L, ½P	T
See Part 4 (Arts and Social Sciences) of the University Calendar.				

<b>17418 OLD TESTAMENT</b>				
<b>322</b>	6	<b>The prophetic literature of the Old Testament I</b>	1L, 1T	T
<i>Objective</i>				
Introduction to the scientific and theological study of the major Old Testament prophets				
<i>Programme content</i>				
The cultural-historical background of the prophetic literature in the Old Testament canon.				
The historical development of prophetism in the Old Testament, with special attention to the major prophets.				
The exegesis of prophetic literature of the Old Testament, concentrating on the major prophets.				
The theological interpretation of themes in the prophetic literature of the Old Testament.				
<i>Outcomes</i>				
The ability to determine the cultural-historical influence on the formation of the canon of the major prophets in the Old Testament.				
Insight into the history of prophetism in the Old Testament, based on the major prophets				

of the Old Testament.

The theological interpretation of the major prophets in the Old Testament.

The identification and description of the theological and ethical themes in the major prophets of the Old Testament.

### 16586 NEW TESTAMENT

<b>322</b>	12	<b>The Epistles of Paul I</b>	2L, 1T	T
<b>352</b>	6	<b>The Epistles of Paul II</b>	1L, 1T	T

#### *Objectives*

Introduction in the scientific study of the epistolary literature of Paul.

To comprehend the epistles of Paul as argumentative texts.

Insight in the problems related to the relationship between Jesus and Paul.

The interpretation of argumentative texts.

Insight in the coherence and contingency of the theology of Paul.

#### *Programme content*

The rhetorical and epistolary nature of the epistles of Paul.

The chronology of the ministry of Paul. Survey of the research on Paul.

Cultural-historical background and theology of the epistles of Paul.

Central theological and ethical themes in the epistles of Paul.

#### *Outcomes*

Insight in the literary form of the epistles of Paul.

Insight in the cultural-historical background of the epistles of Paul.

The ability to choose and apply the appropriate method of text interpretation.

The ability to translate and interpret theologically the argumentative texts in the epistles of Paul.

The ability to discern the theological and ethical dimensions in the epistles of Paul in an interdisciplinary way, in view of the application in the life of the church and society. Insight in the relevance of the epistles of Paul for the South African context in the new millennium.

### 17418 OLD TESTAMENT

<b>352</b>	12	<b>The prophetic literature of the Old Testament II</b>	2L, 1T	T
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#### *Objective*

Introduction to the scientific and theological study of the minor Old Testament prophets.

#### *Programme content*

The cultural-historical background of the prophetic literature in the Old Testament canon.

The historical development of prophetism in the Old Testament, with special attention for the minor prophets.

The exegesis of prophetic literature of the Old Testament, concentrating on the minor Prophets.

The theological interpretation of themes in the prophetic literature of the Old Testament.

#### *Outcomes*

The ability to determine the cultural-historical influence on the formation of the canon of the minor prophets in the Old Testament.

Insight into the history of prophetism in the Old Testament, according to the minor prophets of the Old Testament.

The theological interpretation of the minor prophets in the Old Testament.

The identification and description of the theological and ethical themes in the minor prophets of the Old Testament.

*Without Ancient Languages*

<b>322</b>	6	<b>Old Testament</b>	1L, 1T	T
The prophetic literature of the Old Testament I (See programme with Ancient Languages.)				
<b>322</b>	12	<b>New Testament</b>	1L, 1T	T
The Epistles of Paul I (See programme with Ancient Languages.)				
<b>352</b>	12	<b>Old Testament</b>	1L, 1T	T
The prophetic literature of the Old Testament II (See programme with Ancient Languages.)				
<b>352</b>	6	<b>New Testament</b>	1L, 1T	T
The Epistles of Paul II (See programme with Ancient Languages.)				

Other modules from Arts and Social Sciences or Theology instead of modules in Ancient Languages.

**Christian Spirituality and Studies in Views of Life***With and without Ancient Languages*

<b>50741 SYSTEMATIC THEOLOGY</b>				
<b>314</b>	12	<b>The doctrine of the Church, the doctrine of the Sacraments and Eschatology</b>	1L, 1T	T
<p><i>Objective</i> To study the Christian doctrine concerning the Holy Spirit against the backdrop of the biblical, historical and contemporary traditions, convictions and questions.</p> <p><i>Programme content</i> Historical and systematic perspectives on the person and the work of the Holy Spirit. Historical and systematic perspectives on the doctrine concerning the sacraments. Historical and systematic perspectives on the doctrine concerning the church. Historical and systematic perspectives on the doctrine concerning eschatology.</p> <p><i>Outcomes</i> The acquisition of knowledge concerning pneumatology, ecclesiology, sacramentology and eschatology. The critical evaluation of recent thought regarding the doctrines concerned. The formulation of an own point of view regarding the doctrines concerned. The ability to develop an own point of view and to be able to substantiate it by means of an own argument</p>				
<b>324</b>	12	<b>Ethical themes</b>	2L, 1T	T
<p><i>Objective</i> To help students acquire the knowledge, skills and values they need to give Christian ethical responses to various social issues, while using the Bible as the most important source.</p> <p><i>Programme content</i> Amongst others, the following issues will be addressed: racism, pluralism, war and violence, human rights, democracy, the media, art, work, recreation and sport.</p> <p><i>Outcomes</i> Students demonstrate the knowledge, skills and values that enable them to give critical responses, from Christian ethical perspective with the Bible as most important resource, to various social questions.</p>				

334	12	<b>Sexuality and life</b>	2L, 1T	T
<p><i>Objectives</i></p> <p>Introduction to the basic issues of human sexuality and knowledge of the Christian view of marriage and family as well as a variety of problems in this connection. Introduction in bio-ethics, especially in reflections regarding the status of human life, evaluation of recent technological possibilities and moral issues flowing from these.</p> <p><i>Programme content</i></p> <p>Human sexuality: Bible and modern experience.  The Christian marriage and the problem of divorce.  Responsible family planning.  Status of human life.  Modern reproductive technology (AI, IVF, etc.).  Abortion and euthanasia.  Primary and preventative health care.  Allocation of scarce resources.</p> <p><i>Outcomes</i></p> <p>Understanding human sexuality and moral problems.  Knowledge of the foundations of Christian marriage and skills in addressing moral problems.  Understanding the Christian view on the status of human life.  Basic skills in handling a variety of moral problems in this regard.</p>				
344	12	<b>Doctrinal themes</b>	2L, 1T	T
<p><i>Objective</i></p> <p>To discuss the Christian understanding of salvation in the light of the biblical, historical and contemporary traditions, convictions and questions.</p> <p><i>Programme content</i></p> <p>Important representations of salvation in the Biblical traditions, while taking into consideration the respective literary and historical concerns, as well as the rhetorical strategies.</p> <p>Important representations of salvation in the Christian traditions, while taking into consideration the respective literary and historical concerns, as well as the rhetorical strategies Economics and faith. The Christian faith and economic transformation</p> <p><i>Outcomes</i></p> <p>The ability to interpret the Old and New Testament representations of salvation, bearing in mind the literary, historical and theological aspects of the Biblical texts.  The acquisition of basic knowledge concerned with the doctrine of salvation (Soteriology).  The critical evaluation of recent thought related to the doctrine of salvation.  The formulation of an own point of view regarding the doctrine concerned.  The ability of students to develop their own point of view and to be able to substantiate it by means of their own arguments.</p>				
354	12	<b>Economic Ethics and Apologetics</b>	2L, 1T	T
<p><i>Objectives</i></p> <p>To guide students to acquire the knowledge, skills and values to give appropriate Christian ethical responses to various economic challenges on local, national and global levels.</p> <p><i>Programme content</i></p> <p>Economic structures.  Economic problems and challenges.  Economics and faith.  The Christian faith and economic transformation.</p>				

Historical and systematic perspectives on the Christian view of truth.  
 Historical and systematic perspectives on the so-called tension between reason and faith.  
 Forms of debate on the so-called “point of contact”.  
 Main aspects, forms and problems of the critique of religious.  
 Recent debates on the possibilities and limitations of dialogue on the truth and credibility of the Gospels.

*Outcomes*

Students demonstrate knowledge of the basic elements, structures, problems and challenges of the economy as well as of the relationship between faith and economy.  
 Students demonstrate the skills and values that enable them to give critical responses to these issues from Christian ethical perspective.  
 The critical consideration of important recent forms of religious critique.  
 The formation of personal standpoints on this critique.  
 Practise in the skill formulate and motivate personal standpoints on the truth and credibility of the Gospels.

### Communication and Community Studies

#### 50776 PRACTICAL THEOLOGY

<b>314</b>	12	<b>Substance Dependency II</b>	2L, 1T	T
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*Objective*

To guide students to approach substance dependency from a systems theoretical, pastoral anthropological, Christian spiritual and pastoral care perspective.

*Programme content*

Substance dependency: TIK addiction: a systems approach.  
 Pastoral care to the families of addicted people (family care).  
 TIK and juvenile delinquency.  
 Youth and moral formation.  
 Social ethics and spiritual healing.

*Outcomes*

Knowledge of pastoral anthropology, spirituality and addiction.  
 The ability to care for and counsel young people addicted to TIK.  
 Understanding the phenomenon of addiction from the perspective of Christian spirituality.  
 The ability to apply a systems theory to the phenomenon of drug abuse within pastoral ministry and the existing structures of the church.

<b>324</b>	12	<b>Planning and organising within the Youth Work context</b>	2L, 1T	T
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*Objective*

To guide students to gain knowledge and understanding of the process of planning and organising in Youth Work.

*Programme content*

Process of strategic planning.  
 Organisational functioning.  
 Leadership styles in ministry.  
 Understand the dynamics of church, para-church and other youth organisations.  
 Recruiting and training of volunteers.  
 Applying various planning and organisational strategies within Youth Work practice.

*Outcomes*

Understanding the planning and organising process within Youth Work.  
 Knowledge of the different theories regarding strategic planning in ministry.  
 Knowledge of the recruitment and training of volunteers.  
 The ability to recognise the different leadership styles within youth ministry and

knowledge of how to deal with it.				
<b>342</b>	12	<b>Gangsterism, Violence and the Abuse of Power</b>	2L, 1T	T
<p><i>Objective</i></p> <p>To guide students in knowledge regarding gangsterism, violence, abuse of power and the related social challenges facing young people.</p> <p><i>Programme content</i></p> <p>Substance abuse and the abuse of power (theological perspective: omnipotence of God; theology of power).</p> <p>Violence in pastoral care.</p> <p>Pastoral care and the phenomenon of gangsterism on the Cape Flats.</p> <p><i>Outcomes</i></p> <p>Understanding of the interconnectedness between substance dependency and public/community issues.</p> <p>Development of a systems approach to life problems and the notion of power.</p> <p>Understanding of the relevancy of a holistic approach in pastoral care to the problem of addiction.</p> <p>The ability to deal with violence and understand how it is related to youth problems and substance dependency.</p> <p>The ability to apply the principles of pastoral care to communities where gangsterism is a reality.</p>				
<b>352</b>	12	<b>Human Development and Service Learning (Practical)</b>	2L, 1T	T
<p><i>Objective</i></p> <p>The purpose of this module is to enable students to integrate theory and praxis, to demonstrate and apply specific skills and develop a positive life orientation in their personal and professional conduct.</p> <p><i>Programme content</i></p> <p>Practical work under supervision in a community setting.</p> <p>Individual and group supervision.</p> <p>Practical exposure in specific Youth Work practice.</p> <p>Integration of theory and practice by means of report writing.</p> <p>Organise and manage themselves and their activities in a responsible and effective way.</p> <p>Work with others as a team member.</p> <p>Identity and spiritual formation.</p> <p><i>Outcomes</i></p> <p>The ability to integrate theory and practice by means of academic report writing.</p> <p>Demonstration and application of specific skills (life counselling skills).</p> <p>The ability to contextualise.</p> <p>The development of a positive Christian spiritual life orientation in personal and professional conduct (spiritual maturity).</p> <p>The ability to structure and organise Youth Work within an ecclesial context.</p> <p>The ability to integrate human development with spiritual development.</p> <p>The ability to work within a team.</p>				
<i>With and without Ancient Languages</i>				
<b>55743 MISSIOLOGY</b>				
<b>344</b>	12	<b>Mission practice: theory and methodology of mission</b>	2L, 1T	T
<p><i>Objective</i></p> <p>To investigate certain methodological and practical aspects of missionary work in our time, to develop guidelines for the common and public witness to the world.</p> <p><i>Programme content</i></p> <p>Missionary work as a multidimensional act of witness.</p>				

Public witness.  
 Cross-cultural communication.  
 Cooperative missionary work.  
 Organization of church and missionary work.  
 Church founding.  
 Local church and missionary work.  
 The person of the missionary.  
 Missionary spirituality.

*Outcomes*

The development of a responsible and theologically accountable missionary practice, that entails the extent of missionary work, witnessing, multicultural questions and the demands of cooperative missionary work.

## **BTh IV**

### **Biblical Science and Theological Hermeneutics**

*With Ancient Languages*

<b>17418 OLD TESTAMENT</b>				
<b>414</b>	<b>12</b>	<b>Lyrical literature in the Old Testament</b>	<b>2L, 1T</b>	<b>T</b>
(In cooperation with the Department of Ancient Studies - Biblical Hebrew)				
<i>Objective</i>				
Introduction to the theological study of the lyrical literature (Psalms, Lamentations and Song of Songs) of the Old Testament.				
<i>Programme content</i>				
The cultural-historical background of the lyrical literature in the Old Testament canon.				
The historical development of cultic service in the temple literature in the Old Testament.				
The exegesis of the lyrical literature in the Old Testament canon.				
Theological and ethical themes in the lyrical literature in the Old Testament canon.				
<i>Outcomes</i>				
The ability to determine the cultural-historical influence on the formation of the canon of the lyrical literature in the Old Testament canon.				
Insight in the historical development of the Second Temple literature in the Old Testament.				
The theological interpretation of the Psalms, Lamentations, and Song of Songs and Daniel.				
The identification and description of theological and ethical themes in the lyrical literature of the Old Testament.				
<b>444</b>	<b>12</b>	<b>Wisdom literature in the Old Testament</b>	<b>2L, 1T</b>	<b>T</b>
(In cooperation with the Department of Ancient Studies - Biblical Hebrew)				
<i>Objective</i>				
Introduction to the theological study of the wisdom literature of the Old Testament.				
<i>Programme content</i>				
The cultural-historical background of the wisdom literature in the Old Testament canon.				
The historical development of wisdom instruction in the Old Testament.				
The exegesis of the wisdom literature in the Old Testament canon.				
Theological and ethical themes in the wisdom literature in the Old Testament canon.				
<i>Outcomes</i>				
The ability to determine the cultural-historical influence on the formation of the canon of the wisdom literature in the Old Testament canon.				
Insight in the historical development of wisdom instruction in the Old Testament.				
The theological interpretation of the Old Testament wisdom literature.				

The identification and description of theological and ethical themes in the wisdom literature of the Old Testament.

## 16586 NEW TESTAMENT

<b>414</b>	12	<b>The Johannine literature</b>	2L, 1T	T
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(In cooperation with the Department of Ancient Studies - Greek)

### *Objectives*

Introduction to the theological study of the Johannine literature.

Insight into the relationship between the Synoptic gospels and the Johannine literature.

To understand the Gospel of John as an ancient narrative.

To interpret the Johannine epistles as argumentative texts.

The interpretation of apocalyptic and argumentative texts.

Appreciation for the theology of John.

### *Programme content*

The literary genre of the Gospel of John.

A survey of Johannine research.

The cultural-historical background and theology of the Johannine literature.

The Johannine community's witness about Christ.

Important theological and ethical themes in Johannine literature.

### *Outcomes*

Insight into the literary genres of the Johannine literature.

An understanding of the cultural-historical influence on the Johannine literature.

The ability to identify and apply an appropriate exegetical methodology .

The ability to read, translate and interpret Johannine writings in a theological manner.

To determine the relevance of the Johannine and apocalyptic literature for current theological and ethical reflection in South Africa.

The ability to theologically apply the theological and ethical dimensions of Johannine writings in conjunction with other disciplines with a view to the demands of the religious community and society.

<b>444</b>	12	<b>General Epistles and Hebrews</b>	2L, 1T	T
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(In cooperation with the Department of Ancient Studies - Greek)

### *Objectives*

Introduction to the theological study of the General Epistles and Hebrews. Insight into the cultural-historical context of the General Epistles and Hebrews. To interpret the epistles as argumentative texts.

The interpretation of argumentative texts.

An appreciation for the theology of the General Epistles and Hebrews.

### *Programme content*

The genre of the epistles.

The cultural-historical background and the theology of these epistles.

The Early Church according to the General Epistles.

Important theological and ethical themes in the General Epistles and Hebrews and their current relevance.

### *Outcomes*

Insight into the literary genres of the General Epistles and Hebrews.

Insight into the cultural historical background of the relevant texts.

An understanding of the cultural-historical influence on the General Epistles and Hebrews.

The ability to identify and apply an appropriate exegetical methodology.

The ability to read, translate and interpret the General Epistles and Hebrews in a theological manner.

To determine the relevance of the General Epistles and Hebrews for current theological

and ethical reflection in South Africa.

The ability to theologically apply the theological and ethical dimensions of Johannine writings in conjunction with other disciplines with a view to the demands of the religious community and society.

### *Without Ancient Languages*

<b>414</b>	12	<b>Old Testament</b>	2L, 1T	T
Lyrical literature in the Old Testament				
<b>444</b>	12	<b>Old Testament</b>	2L, 1T	T
Wisdom literature in the Old Testament				
<b>414</b>	12	<b>New Testament</b>	2L, 1T	T
The Johannine literature				
<b>444</b>	12	<b>New Testament</b>	2L, 1T	T
General Epistles and Hebrews				

## **Christian Spirituality and Studies in Views of Life**

### *With and without Ancient Languages*

#### **12068 ECCLESIOLOGY**

<b>442</b>	6	<b>The theology of church polity</b>	1L, 1T	T
<i>Objective</i>				
To introduce students to the theology of Church Polity. Although the main aim will be Reformed theology, other traditions will also be taken into account.				
<i>Programme content</i>				
An introduction to the theological principles of Church Polity.				
Different viewpoints with regard to points of departure, sources and methodology will be taught.				
Factual information and description with regard to the current state of affairs in different Churches will be given.				
<i>Outcomes</i>				
To enable students to read and apply a church order, given their knowledge of the theology of Church Polity.				

#### **50741 SYSTEMATIC THEOLOGY**

<b>422</b>	6	<b>Contemporary Theology</b>	2L	T
<i>Objective</i>				
To study and critically evaluate selected contemporary issues, figures and developments the Christian theology.				
<i>Content</i>				
The individual study and critical group discussion of selected sources concerning contemporary issues, figures and developments.				
<i>Outcomes</i>				
Acquiring basic knowledge regarding contemporary issues, figures and developments in theology.				
Developing critical skills regarding contemporary theology.				
Forming one's own constructive views regarding issues in contemporary theology.				
Exercises in the skill of formulating and defending personal views on contemporary theological issues.				
Advancement of integrated theological competence.				

**Communication and Community Studies***With and without Ancient Languages*

<b>55743 MISSIOLOGY</b>				
<b>414</b>	12	<b>Religions in Africa</b>	2L, 1T	T
<i>Objectives</i>				
To provide the student with an understanding of the history and main elements of religions which play a role in Southern Africa.				
To promote dialogue between the Christian faith and other faith traditions.				
To make the student aware of interpathy: sensitivity and respect for the roles of and relationship between the various religions.				
<i>Programme content</i>				
A study of selected religions (Traditional African Religions, Islam, Buddhism).				
Guidelines for conducting dialogue with other religions.				
Theological accountability with regard to views on the relationships between faith traditions.				
<i>Outcomes</i>				
The development of knowledge and understanding of and sensitivity for the views, practices and faith values of adherents of other faith traditions.				
The ability to enter into dialogue with adherents of other faith traditions. A theologically accountable view of the relationships between faith traditions.				
<b>444</b>	12	<b>Ecumenics</b>	2L, 1T	T
(Presented in conjunction with Systematic Theology and Ecclesiology)				
<i>Objectives</i>				
To understand the history, functioning and missionary context of the ecumenical movement as well as to acquire an overview of the course of the history of mission against the background of the ecumenical movement.				
<i>Programme content</i>				
The missionary roots of the ecumenical movement.				
The relationship between mission and Ecumenics: International Missionary Council; World Council of Churches; Evangelical missionary movements.				
Mission in Roman Catholic, Orthodox and other Christian traditions Background to an ecumenical missionary paradigm.				
<i>Outcome</i>				
The development of a theologically accountable understanding of the significance of ecumenics for missionary work and of the place of an ecumenical missionary paradigm in the post-modern era.				

<b>50776 PRACTICAL THEOLOGY</b>				
<b>414</b>	12	<b>Pastoral care and counselling</b>	2L, 1T	T
<i>Objectives</i>				
An understanding of the unique relationship between an anthropology and a pastoral theology in theory formation for a hermeneutical approach in pastoral care and counselling and the impact of such a theological model on the design of a model for counselling (pastoral conversation) and the pastoral ministry of the church. The overall goal is to develop the counselling and communication skills of students as connected with the uniqueness of therapy in pastoral care and interculturality in cross cultural communication.				
<i>Programme content</i>				
Theory formation in pastoral care. A pastoral hermeneutics of care and counselling in connection with different pastoral metaphors in order to understand the theological				

character of care, comfort, consolation and compassion.  
 The interplay between anthropology and a psychology of religion. Diagnostic criteria for pastoral counselling within a four-stage model for the pastoral conversation.  
 Pastoral therapy and the place of Scripture and prayer in counselling. Guilt and suffering within pastoral care.  
 Interculturality and cross-cultural communication in an African approach to care and counselling.  
*Outcomes*  
 The development of a theological understanding of pastoral care as a theological and scientific endeavour in an interdisciplinary approach.  
 The development of communication skills for counselling and pastoral outreach.

<b>424</b>	12	<b>Liturgical and homiletical communication of the Gospel</b>	2L, 1T	T
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*Objectives*

To view the unique challenges of the communication of the Gospel in South Africa as an opportunity to interpret the Bible in creative and imaginative ways.  
 To evaluate modern liturgical and homiletical approaches in a critical way.  
 To critically assess sermons and liturgies that evolved in periods of transition.

*Programme content*

Communicative challenges and opportunities accompanying paradigm changes.  
 Liturgical variations in service of the communication of the Gospel.  
 Homiletic rhetoric, with special attention to the narrative approach.  
 The implementation and functioning of homiletical and liturgical discussion groups.  
 The evaluation of sermons (in cooperation with Old Testament 414 and New Testament 414)

*Outcomes*

The ability to make accountable choices for the most appropriate liturgical and homiletical styles in service of the communication of the Gospel.  
 The skill to develop liturgical and sermon designs in close cooperation with liturgical-homiletical discussion groups.  
 To achieve theological understanding for modern paradigmatic changes that influence the communication of the Gospel.

<b>444</b>	6	<b>Community development, management and entrepreneurial skills</b>	2L, 1T	T
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*Objective*

The formation of Christian leaders / pastoral care workers as entrepreneurs skilled in community management. The development of human potential in neighbourhoods exposed to chronic poverty.

*Programme content*

Strategic theological planning.  
 Congregational management and entrepreneurial skills  
 Community analysis and needs assessment.  
 The Christian leader as a community and social worker.  
 The development and management of human potential and other resources.

*Outcome*

Christian leaders and pastoral care workers capable of managing the process of congregational and community development.

*Remark*

This module is taught in conjunction with similar modules in the Faculty of Arts and Social Sciences. It will be required from students to take appropriate modules in BA

Environmental Studies, Public Management and Planning and Sociology (Example: Poverty and Development 212). This will depend on whether the general timetable allows it. Consult the relevant departments in this regard.				
<b>452</b>	12	<b>Theology and community development II</b>	1L, 1T	T
(The Department of Sociology and Social Anthropology and the School for Public Management and Planning are consulted in order to develop joint modules.)				
<i>Objectives</i>				
To reflect theologically on local manifestations of human need and poverty.				
To create opportunities for students to become actively involved in development work.				
To be able to determine how development work is influenced and shaped by biblical principles.				
To obtain clarity on theological issues pertaining to development.				
To systematically develop the diaconal concept "Church in Society".				
<i>Programme content</i>				
Community development and the church.				
Community development in theological perspective.				
Training in participatory action research and learning.				
Human needs development.				
Community and congregation development.				
<i>Outcomes</i>				
To develop an ethical awareness and sensitivity for social issues.				
Reflect theologically on the relationship: Church in the community.				
Be ethically sensitive for social issues.				
Be facilitators and field workers in communities.				
Be knowledgeable on the theory and practice of being congregationally involved in community development..				

## LICENTIATE IN THEOLOGY

<b>55573 CONGREGATIONAL MINISTRY AND ADMINISTRATION</b>				
<b>671</b>	24	<b>Congregational ministry and administration</b>		T
<i>Objective</i>				
An understanding of the unique demands and structures of congregational ministry, within different contexts, for the furtherance of congregational analysis and community development. This understanding is aimed at cultivating sensitivity for the development of various ministry models, to promote effective congregational administration, Christian leadership and the growth and building up of members' faith. Furthermore, it aims to develop the ministerial skills needed in a multicultural society to deal with people's destitution and suffering.				
<i>Programme content</i>				
Congregational analysis and congregational development (5): How does a congregation work and function within various contexts, with the growth of faith in view?				
Community development (5): How does the church become involved in community projects for the uplifting of people in deprived or impoverished communities?				
Witnessing (internal missionary focus) (6): How does the congregation's witnessing reach out to people, groups and communities in their own (congregational/synodical) environment; church unity and local ecumenical relationships?				
Church Polity (5): The functioning of church stipulations and regulations within congregational structures and legal church questions.				
Church meetings and procedures (2): Meetings and procedures for meetings within the unique context of various denominations.				
Congregational administration and computer skills (3): Effective congregational				

management and the use of electronic technology.

Witnessing (external missionary focus) (3): What is the congregation's involvement with missionary activities in broader (also co-operative) context: other areas, countries, world mission?

Tension in ministry and collegiality (3): Stress and burnout in the ministry.

Multicultural ministries (3): How does the congregation develop skills in cross-cultural liaison and communication and preparedness for ministry in multicultural contexts?

#### *Outcomes*

The module develops critical, analytical skills with a view to more effective ministry and community management, the promotion of the church and the service of the church in the broader community (public church), the acquisition of skills to reach out to alienated members, as well as to persons/communities not within the Christian faith. After this module, students will have better insight into the functioning and demands of ministry, with effective planning and management in view.

### **55581 YOUTH MINISTRY**

<b>671</b>	16	<b>Youth Ministry</b>		T
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#### *Objective*

To understand children and young people in their different developmental stages and contexts, in order to help them see the meaning of their life, to realise their identity, to develop their faith and to achieve effective communication. To convey the Christian faith to young people so that they will be better prepared for the demands of life.

#### *Programme content*

Catechesis (5): The conduct of the catechist and the catechumens' basic needs, as well as basic pedagogic demands for communicating doctrinal contents and confessional writings.

Youth policy (3): Church policy and the church's outreach to young people in a postmodern and African context.

Youth care (3): Adolescence and the unique problems of youth identity.

Children's ministry (5): Communication with pre-school and primary school children.

#### *Outcomes*

After completion of this module, students will understand the basic pedagogic principles applicable to faith formation, and they will have a frame of reference that will enable them to prepare young people more effectively for life within their own context and to help them in their search for identity.

### **55603 PASTORAL MINISTRY**

<b>671</b>	17	<b>Pastoral Ministry</b>		T
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#### *Objective*

The establishment of a pastoral identity and sensitivity with a view to helping people in need and in various crisis situations. The unique needs of people in an African context are kept in mind.

#### *Programme content*

Home visits and use of Scripture (4): How does one pay home visits (various models) in a family context, and how does one use Scripture and prayer in pastoral communication?

Ministry in crises and to patients (5): Various strategies for dealing with crises, and a diagnostic model for the identification of people's needs during life's crises.

Pastoral care for different categories of patients.

Pastor and identity (3): The pastor's role and function in a team situation.

Pastoral care for the unemployed (2): Unemployment and the congregation's supportive role.

Pastoral ministry in an African context (3): Aids and the problem of poverty.

*Outcomes*

The student should have a fundamental knowledge of patients' unique needs in a hospital context and at home. Skills in pastoral care are developed for dealing with crises in personal contexts and in relations. The student should have a heightened pastoral sensitivity for people's needs during crises and suffering.

### **55611 PUBLIC WORSHIP AND COMMUNICATION**

<b>671</b>	<b>27</b>	<b>Public Worship and Communication</b>		<b>T</b>
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*Objective*

The development of models of public worship within the interaction between symbols, rituals and liturgical actions. The programme aims to increase the effectiveness of communication between text and context in public worship.

*Programme content*

Public worship and symbolism (3): Renewal of public worship.

Liturgy, congregational singing in multicultural contexts (3): The relationship between liturgy, culture and singing.

Catechism preaching (3): How do I preach from the catechism?

Preaching to children (3): How do I communicate with pre-school and primary school children in the church service?

Preaching at special occasions (3): funerals, confession, marriage, confirmation of council members etc.

Homiletic exercises and preaching from the Old Testament (3): How do I give a topical sermon from the Old Testament?

Homiletic exercises and preaching from the New Testament (3): How do I give a topical sermon from the New Testament?

Baptising (3): Covenantal sermons.

Serving Holy Communion (3): Sacramentality and the influence of the Eucharist on life and various events of life.

*Outcomes*

An understanding of the uniqueness of worship and the development of communication skills with a view to establishing the connection between understanding the Word, sacraments and life.

### **50547 OLD AND NEW TESTAMENT**

<b>671</b>	<b>9</b>	<b>Theological and ethical themes in the Old and New Testament</b>		<b>T</b>
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Theological and ethical themes in the Old and New Testament.

### **50741 SYSTEMATIC THEOLOGY**

<b>671</b>	<b>9</b>	<b>Dogmatic and ethical issues</b>		<b>T</b>
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Dogmatic and ethical issues.

### **58769 SUPERVISION**

<b>671</b>	<b>18</b>	<b>Supervision</b>		<b>T</b>
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Assessment by supervisor of practical work done in the congregation.

# Research and Service Bodies

## **BEYERS NAUDÉ CENTRE FOR PUBLIC THEOLOGY**

The Centre is a research and service institution of Stellenbosch University which is based in the Systematic Theology and Ecclesiology discipline group and reports to the Faculty Council. The Centre is virtually entirely dependent on so-called third channel funding.

### **Vision**

To advance understanding of the role, task and responsibility of Theology in the public arena through research, teaching and community interaction.

### **Aims**

- To undertake research in co-operation with local and international experts into aspects of Public Theology. Current research topics include human rights, human dignity in the context of globalisation, moral transformation, religion and identity, peace and justice, Christianity and civilian society.
- To publicise the results of research by means of national and international publications and through the presentation of congresses, symposia, public lectures and workshops.
- To assist in the generation of contributions to publications which have a specific relevance to the Faculty of Theology.
- To perform research and provide advice on a contractual basis.
- To promote co-operation between the Faculty of Theology and the broader church communities, the ecumenical movements, national and international research and service institutions, and the public and private sector.
- To offer training in the form of short courses, seminars and similar initiatives.

### **Enquiries:**

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## **BUREAU FOR CONTINUED THEOLOGICAL TRAINING AND RESEARCH (BUCTER)**

BUCTER functions as a bureau of the Faculty of Theology. The running costs are met by the Curatorium (the governing body) of the Dutch Reformed Church in South Africa, which, in turn, depends on donations from benevolent organisations and from members of its congregations.

The objectives of the Bureau are -

1. To conduct ongoing research on
  - 1.1 the task and ministry of the church and the demands it faces in respect of the theological training of students and the continued theological training of ministers;
  - 1.2 curriculum development in order to ensure that the continued training of ministers is effective.
2. To facilitate postgraduate research projects with a ministry focus within the Faculty of Theology and to collaborate with other national and international research programmes.
3. To create, with a view to continued theological training,
  - 3.1 the necessary facilities and to motivate ministers for continued study after completion of their formal theological training; and
  - 3.2 to present regular courses for ministers and for others involved in church ministry.

Further particulars are available from:

The Director, BUCTER, 171 Dorp Street, Stellenbosch 7600. Tel.: (021) 808 3382

## **CENTRE FOR BIBLE INTERPRETATION AND TRANSLATION IN AFRICA**

### **Focus**

The Centre is an interdisciplinary research and service establishment of Stellenbosch University (SU) which is based in the Department of Ancient Studies and the Old and New Testament discipline group and which reports to the Arts and Social Sciences and Theology faculty boards. The mission of the Centre is to co-ordinate and promote academic expertise in the field of Bible interpretation and translation through research and facilitation so as to render a service to Bible interpretation, Bible translation, and the reception of the Bible in general, and on the African continent in particular.

### **Aims**

To undertake research on a project basis on relevant aspects of Bible interpretation, Bible translation, and the reception of the Bible, in collaboration with experts from within and outside of the University.

To gather information on the need for research and practical assistance through regular liaison with all parties involved in the interpretation, translation or reception of the Bible (e.g. Bible translation agencies, training establishments, etc.) in Africa, so that research and other projects will not be exclusively theoretical in nature, but will also be practically orientated.

To publicise the results of research by means of national and international academic publications, the presentation of symposia, workshops and/or congresses, and to make tested findings available to interest groups and members of the public through more popular publications.

To compile a framework in conjunction with institutions governing Bible translation in Africa and related departments of SU and other educational institutions for equipping and training Bible translators and the direction of researchers on Bible translation.

To compile and maintain accessible computerised databases in the field of Bible interpretation, translation and reception in Africa, in co-operation with existing national and international information retrieval programmes.

To provide advice on request to relevant publishers, translators or users of the Bible.

To perform practical translation on a project basis and/or to compile aids for understanding the Bible or parts of the Bible for specific reading groups and purposes.

### **Enquiries:**

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## **UNIT FOR RELIGION AND DEVELOPMENT RESEARCH (URDR)**

Since early 2002, the Unit has been an independent entity within the structure of the Practical Theology and Missiology discipline group in the Faculty of Theology.

### **Vision**

To empower religious communities for sustainable development through research, theory formulation and training.

### **Aims**

The Unit aims to

1. Perform primary and secondary religio-demographic research in relation to the developmental profile and requirements of local communities.
2. Develop applicable theory formulation that is relevant to
  - the interpretation of the religio-demographic research; and
  - the mobilisation of religious communities towards sustainable community development.

3. Make available to postgraduate students (master's and doctoral) a training facility and research venue in the field of Theology and Development and other disciplines in the social sciences.
4. Provide professional research and training services to communities.
5. Communicate research results through scientific and popular publications.

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