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## Faculty of **Theology**

Dean:

**Prof NN Koopman**

BA (Stell), DTh (UWC)



CALENDAR 2012  
PART 9





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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 and Information Services 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 Language Plan of Stellenbosch University were 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 that 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 and/or the coordination of the relevant language support required for the effective implementation of the Language Policy and Plan.

### *Please Note*

A further explanation of the language specifications, as well as the language specifications for specific modules, is given in the section Subjects, Modules and Module Content.

## **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 Language Plan of SU, which were 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 a 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 sport 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 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 10 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**

### **Faculty of Theology**

Dean  
Enquiries  
Faculty Secretary  
Synod Minister for Theological  
Training: Dutch Reformed Church  
Church Secretary, Curatorium,  
URCSA

### **Telephone**

(021) 808 3254  
(021) 808 3576  
(021) 808 4850  
(021) 887 6819  
  
(021) 808 4269

### **Fax**

(021) 808 3251  
(021) 808 3251  
(021) 808 3822

**Major entities by campus**

Interactive Telematic Education (Stellenbosch)	(021) 808 3563	(021) 808 3565
Library (= JS Gericke) (Stellenbosch)	(021) 808 4385 / (021) 808 4883	(021) 808 4336
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

**Other units**

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

**Faculty Secretary of:**

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 in 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). Only a student taking the Youth Work option in the BTh and who registered as a first-year student before 2012 may, after meeting all the requirements of BTh III with specialisation in Youth Work, exit with a BTS. This concession is in effect only until 2013 and no BTS will be awarded after 2013.

Bachelor of Theology (BTh). A distinction must be made between the old four-year BTh (with or without Biblical Languages), which was offered from the first year of the programme until 2011 and which will not be offered any longer after 2014, and the new three-year BTh (without Biblical Languages), which is offered as of 2012.

Bachelor of Divinity (BDiv). This four-year theological degree programme corresponds with the old BTh (with Biblical Languages) and is offered as of 2012. In 2012 BDiv I is phased in for the first time, in 2013 BDiv II, in 2014 BDiv III and in 2015 BDiv IV.

Master of Divinity (MDiv)

Postgraduate Diploma in Theology in Christian Ministry (PDip (Theology) (Christian Ministry)). This postgraduate diploma represents only a renaming of the Licentiate in Theology and entails no changes in the content of the programme.

Postgraduate Diploma in Theology (PDT)

Master of Theology (MTh)

Postgraduate Diploma in Theology in Chaplaincy Studies (PDip (Theology) (Chaplaincy Studies)). This postgraduate diploma entails the first year of the old two-year, full-time MPhil in Chaplaincy Studies.

MPhil in Chaplaincy Studies (presented jointly with the Military Academy). Starting in 2012, this master's programme will not run for two years full-time any longer, but only for one year full-time and two years part-time.

MPhil in Religion and Culture

Doctor of Philosophy (PhD)

## 2. UNDERGRADUATE ENROLMENT MANAGEMENT

In order to meet the targets of Council with regard to the *size* (the total number of students) and *shape* (fields of study and diversity profile) of the student body of Stellenbosch University (SU), it is necessary to manage the undergraduate enrolments at SU.

SU's total number of enrolments is managed to be accommodated by its available capacity.

SU offers a balanced package of programmes covering all of three main study areas, namely (a) the humanities, (b) the economic and management sciences, and (c) the natural sciences, agricultural sciences, health sciences and engineering (Science, Engineering and Technology or SET).

SU is committed to the advancement of diversity.

Undergraduate enrolment management at SU adheres to the framework of the national higher-education system. A well grounded cohesion between national and institutional

goals, respecting important principles such as institutional autonomy, academic freedom and public responsibility, is pursued. The following points of departure apply:

- The expansion of academic excellence by maintaining high academic standards.
- The maintenance and improvement of high success rates.
- The fulfilment of SU's commitment to correction, to social responsibility and to contributing towards the training of future role models from all population groups.
- The expansion of access to higher education especially for students from educationally disadvantaged and economically needy backgrounds who possess the academic potential to study at SU with success.

Due to the limited availability of places and the strategic and purposeful management of enrolments, not all undergraduate applicants who meet the minimum requirements of a particular programme will automatically gain admission.

Details about the selection procedures and admission requirements for undergraduate programmes are given on [www.maties.com](http://www.maties.com) and on the faculty's web page at <http://www.sun.ac.za/theology>

All undergraduate prospective students with the 2013 intake and beyond in mind must write the National Benchmarking Test (NBT). Consult the NBT web site ([www.nbt.ac.za](http://www.nbt.ac.za)) or the SU web site at [www.maties.com](http://www.maties.com) for more information on the National Benchmarking Test.

The results of the National Benchmarking Tests may be used by SU for the following purposes (details are available at [www.maties.com](http://www.maties.com)):

- Supporting decision-making about the placement of students in extended degree programmes,
- selection, and
- curriculum development.

### **3. COMMENCEMENT OF CLASSES**

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

### **4. ACADEMIC DEVELOPMENT PROGRAMME**

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

#### **4.1 Extended degree programme**

Students with a weighted average of between 50% and 55% for the ATs and the NSC (excluding Life Orientation) added together in the ratio 40:60 will be required to take the extended degree programme. Students in the extended degree programme are allowed to take the prescribed modules for the first year of the BTh and BDiv programmes over two years

### **5. SCREENING FOR THE MINISTRY**

Prospective ministers of the Uniting 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.

### **6. 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), co-requisite (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.

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

- 7.1 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, co-requisite and pass prerequisite requirements and will depend on the class and examination timetables.
- 7.2 If a student has met the prerequisite, co-requisite 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.
- 7.3 However, students must pass at least four of the six subjects in the first, second and third study year of the BTh and BDiv programmes before they may begin the following year's studies.

## **8. IMULTANEOUS 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 apply in writing to the Senate for permission to do so.

## **9. 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.)

## **10. KNOWLEDGE OF GERMAN**

Because prescribed works for the BTh, BDiv 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.

## **11. 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 and BDiv programmes.

## **12. 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

## UNDERGRADUATE PROGRAMMES

### BACHELOR'S DEGREES

#### 1. BTh PROGRAMME (including the BTS Programme as exit point after three years, which will be phased out as of 2009) SECOND YEAR TO FOURTH YEAR

As of 2012, no first-year students will be accepted for the old four-year BTh programme. Only second- to fourth-year students will be allowed to complete the programme.

#### Target groups

This programme is designed to academically equip prospective ministers called to congregational ministry as well as other persons who wish to acquire a professional qualification. The target groups are those who wish to prepare for the ministry, and those who wish become 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.

#### 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 communicating the Gospel.

#### Programme structure

The existing BTh programme is offered full-time and is being phased out with no intake of first-year students as of 2012. The programme is divided into two subprogrammes. The one subprogramme focuses on Ancient Languages (Biblical Hebrew and Greek), while the other, which is presented without Ancient Languages, allows a wider presentation within Old and New Testament Theology and Theological Hermeneutics. This subprogramme also provides a range of options in other non-theological disciplines that are relevant to the training of Christian leaders, pastoral caregivers and ministers. Students must ascertain what their denomination's requirements are in respect of biblical languages.

After completion of the second and third years of the existing four year 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 for the existing four year BTh ceases to exist as of 2010, except for students following the Youth Work option within the existing four year BTh.)

#### *Subprogramme with Ancient Languages*

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 no longer exists as of 2010, except for students following the Youth Work option within the BTh.)*

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 Biblical Hebrew and Greek become electives.

### **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.

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

The BTh programme has two subprogrammes: one requires Hebrew and Greek; the other 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 becoming Christian leaders in society and caring for people in need.

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

1. Students in Youth Work have to take all the prescribed Youth Work modules.
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.
3. Substance Dependency I (214) is a prerequisite for Substance Dependency II (314).
4. Students have to pass all the Youth Work modules in order to register for the module Human Development and Service Learning (Practical)

## **1.1 EXISTING FOUR-YEAR BTh**

### **With Ancient Languages**

*Denominations requiring Greek and Hebrew, e.g. DR Church, UR Church*

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 are required in each of the Ancient Languages, 16 credits must be taken at second-year level each in Biblical Hebrew and Greek. 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.

**SECOND YEAR – Programme composition (2012 is the last year of presentation) (136 credits)**

**Compulsory Modules**

*First semester:*

Biblical Hebrew	212(8)
Ecclesiology	234(16)
Greek	212(8)
New Testament	212(8)
Old Testament	212(8)
Practical Theology	214(16)
Systematic Theology	222(8) Old and New Testament

*Second semester:*

Biblical Hebrew	242(8)
Ecclesiology	242(8)
Greek	242(8)
New Testament	242(8)
Old Testament	242(8)
Practical Theology	242(8)
Psychology	242(8)
Systematic Theology	242(8)

**Elective Modules**

*First semester:*

Substance Dependency I	214(8)
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*Second semester:*

Children's Ministry	242(16)
Christian Spirituality, Life Skills and Healing	252(16)

**THIRD YEAR – Programme composition (2013 is the last year of presentation) (128 credits)**

**Compulsory Modules**

*First semester:*

Biblical Hebrew	222(8)
Greek	222(8)
New Testament	322(12)
Old Testament	322(6)
Systematic Theology	324(12) Old and New Testament 314(12), 334(12)

*Second semester:*

Biblical Hebrew	252(8)
Greek	252(8)
Missiology	344(12)
New Testament	352(6)
Old Testament	352(12)
Systematic Theology	344(12), 354(12)

**Elective Modules***First semester:*

Planning and Organising within Youth Work	324(12)
Substance Dependency II	314(16)

*Second semester:*

Gangsterism, Violence and the Abuse of Power	342(12)
Human Development and Service Learning (Practical)	352(12)

**FOURTH YEAR – Programme composition (2014 is the last year of presentation) (126 credits)****Compulsory Modules***First semester:*

Missiology	414(12)
New Testament	414(12)
Old Testament	414(12)
Practical Theology	414(12), 424(12)
Systematic Theology	422(6)

*Second semester:*

Ecclesiology	442(6)
Missiology	444(12)
New Testament	444(12)
Old Testament	444(12)
Practical Theology	444(12), 452(6)

**1.2 EXISTING FOUR-YEAR BTh PROGRAMME****Without Ancient Languages**

*Other denominations not requiring Greek and Hebrew:*

*(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.)*

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

**SECOND YEAR – Programme composition (2012 is the last year of presentation) (120 credits)**

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).

**Compulsory Modules***First semester:*

Old Testament	212(8)
Systematic Theology	222(8) Old and New Testament

*Second semester:*

New Testament	242(8)
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**Elective Modules***First semester:*

Biblical Hebrew	212(8)
Ecclesiology	234(16)
Greek	212(8)
New Testament	212(8)
Practical Theology	214(16)
Substance Dependency I	214(8)

*Second semester:*

Biblical Hebrew	242(8)
Greek	242(8)
Children's Ministry	242(16)
Christian Spirituality, Life Skills and Healing	252(16)
Ecclesiology	242(8)
Practical Theology	242(8)
Old Testament	242(8)
Psychology	242(8)
Systematic Theology	242(8)

**THIRD YEAR – Programme composition (2013 is the last year of presentation) (120 credits)**

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).

*Compulsory Modules*

Old Testament	322(6)
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*Second semester:*

New Testament	352(6)
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**Elective Modules***First semester:*

Biblical Hebrew	222(8)
Greek	222(8)
New Testament	322(12)

## Theology

Planning and Organising within Youth Work	324(12)
Systematic Theology	324(12) Old and New Testament 314(12), 334(12)
Substance Dependency II	314(16)

### *Second semester:*

Biblical Hebrew	252(8)
Gangsterism, Violence and the Abuse of Power	342(12)
Greek	252(8)
Human Development and Service Learning (Practical)	352(12)
Missiology	344(12)
Old Testament	352(12)
Systematic Theology	344(12) Old and New Testament 354(12)

### **FOURTH YEAR – Programme composition (2014 is the last year of presentation) (120 credits)**

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).

#### **Compulsory Modules**

##### *First semester:*

Old Testament	414(12)
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##### *Second semester:*

New Testament	444(12)
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#### **Elective Modules**

##### *First semester:*

Missiology	414(12)
New Testament	414(12)
Practical Theology	414(12), 424(12)
Systematic Theology	422(6)

##### *Second semester:*

Ecclesiology	442(6)
Missiology	444(12)
Old Testament	444(12)
Practical Theology	444(12), 452(6)

## **2. NEW THREE-YEAR BTh PROGRAMME (General and with Specialisation in Youth Work) – IN 2012 ONLY THE FIRST YEAR IS OFFERED**

### **2.1 Admission requirements**

#### *2.1.1 For applicants who matriculated in 2007 or earlier:*

A student must be in possession of a Senior Certificate with full matriculation endorsement, or an exemption certificate of the Matriculation Board;

OR

a conditional certificate of exemption from the matriculation examination issued by the Matriculation Board to candidates from foreign countries;

OR

a conditional certificate of exemption from the matriculation examination issued on the grounds of age (to people 23 years and older).

*2.1.2 For applicants who obtained the NSC in 2008 or later:*

*Admission requirements for university study according to the National Senior Certificate (NSC)*

To be able to study at Stellenbosch University, in accordance with the new national school curriculum for the Further Education and Training Phase, a student must:

- be in possession of a National Senior Certificate (NSC) as certified by Umalusi;
- have obtained an average of at least 50% in each of four school subjects from the list of designated university admission subjects;
- have written Stellenbosch University's Access Tests (ATs);
- have obtained an average of at least 50% for the ATs and NSC added together in the ratio 40:60.

Students with a weighted average of between 50% and 55% for the ATs and the NSC (excluding Life Orientation) added together in the ratio 40:60 will be required to follow the extended degree programme.

## **2.2 Target groups**

- This three-year degree programme in Theology is aimed at denominations that do not require Hebrew and Greek for theological training. Though not required, Hebrew and Greek may be taken as elective modules.
- Apart from general theological training, it is also possible to specialise in a specific field such as Youth Work.

## **2.3 Programme-specific outcomes**

- A theological-hermeneutic understanding of the religious texts, such as the Bible, that make addressing cardinal questions of life and death possible.
- An understanding of the dogmatic doctrines that may have a constructive impact on cardinal questions of life and death.
- The ability to function as a leader in different faith communities.
- The ability, as cultivated by the specialisation in Youth Work, to develop suitable ministries for pre-school and primary-school children, as well as for adolescents.

## **2.4 Programme structure**

The BTh programme is presented full-time and spans a period of three years. Although Hebrew and Greek are not compulsory, they may be taken as electives.

Besides a theological core curriculum, certain non-theological electives are relevant for training of community ministers, leaders in religious communities, such as youth workers, and people rendering service to those in need.

### *General BTh*

First year: 88 credits Theology and 34 credits elective modules in Theology or Arts and Social Sciences at NQF level 6; also the compulsory module in Information Skills which totals six credits.

### *BTh with specialisation in Youth Work*

First year: 64 credits Theology and 24 credits Youth Work; additionally 24 credits in Psychology and Sociology at NQF level 6; also the compulsory module in Information Skills which totals six credits.

The number of credits specified above must be viewed as the minimum requisite number of credits. Students are free to follow more credits than the specified minimum, as far as the timetable allows for this.

## 2.5 An overview of the programme (in 2012 only BTh I is phased in)

The three-year BTh programme does not require Biblical Languages and therefore allows for a wider choice from Theology and Arts and Social Sciences. A distinction must be made throughout between the core curriculum and the elective modules that can be taken in both Theology and Arts and Social Sciences. Please note as well the distinction made between the general BTh programme and the BTh programme with specialisation in Youth Work.

Information regarding the new BTh curriculum in the second and third year, which will be phased in in 2013 and 2014 respectively, may be requested from the Faculty of Theology directly.

## 2.6 Stipulations regarding Youth Work modules

- Students in Youth Work have to take all the prescribed Youth Work modules.
- Elective modules are offered to students in Youth Work in each of the three years of the programme.
- Students in Youth Work have to pass the first-year modules dealing with the theological foundations for Youth Work and with substance dependency and group work in order to obtain admission to the subsequent second-year and third-year modules in Youth Work.
- Students in Youth Work have to pass all the Youth Work modules in the first and second year before they may register for the Service Learning (Practical Theology 378) module in the third year.

## 2.1 NEW THREE-YEAR BTh PROGRAMME

### General

#### FIRST YEAR – Programme curriculum (Minimum 126 credits on NQF level 6)

#### Compulsory Modules

##### *Year module*

Information Skills	172(6)
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##### *First semester*

Old and New Testament	114(16) Introduction to the Old and New Testament
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology

##### *Second semester*

Old and New Testament	144(16) Narrative Texts in the Bible
Missiology	142(8) Theory and History of Missiology
Systematic Theology	144(8) Philosophy for Theologians
Ecclesiology	143(16) Early Church and Middle Ages

#### Elective Modules

##### *Year modules*

Biblical Hebrew	178(24)
Greek	178(24)
Xhosa	178(24)

*First semester*

Practical Theology	112(8) Theological Foundations for Youth Work
Ancient Cultures	114(12)
Basic Xhosa	114(12)
Philosophy	112(6), 122(6)
Psychology	114(12)
Sociology	114(12)

*Second semester*

Practical Theology	144(16) Substance Dependency and Group Work
Psychology	144(12) Psychology in Context
Sociology	144(12) Social Problems in South Africa
Ancient Cultures	144(12)
Basic Xhosa	144(12)
Philosophy	142(6), 162(6)

**2.2 NEW THREE-YEAR BTh PROGRAMME****Specialisation in Youth Work**

**FIRST YEAR – Programme curriculum (Minimum 130 credits on NQF level 6; 118 credits are for compulsory modules and 12 credits have to be chosen out of the elective modules)**

**Compulsory Modules***Year module*

Information Skills	172(6)
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*First semester*

Old and New Testament	114(16) Introduction to the Old and New Testament
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
Practical Theology	112(8) Theological Foundations for Youth Work

*Second semester*

Old and New Testament	144(16) Narrative Texts in the Bible
Missiology	142(8) Theory and History of Missiology
Practical Theology	144(16) Substance Dependency and Group Work
Psychology	144(12) Psychology in Context
Sociology	144(12) Social Problems in South Africa

**Elective Modules***Year modules*

Biblical Hebrew	178(24)
Greek	178(24)
Xhosa	178(24)

*First semester*

Ancient Cultures	114(12)
Basic Xhosa	114(12)
Philosophy	112(6), 122(6)
Psychology	114(12)
Sociology	114(12)

*Second semester*

Systematic Theology	144(8) Philosophy for Theologians
Ecclesiology	143(16) Early Church and Middle Ages
Ancient Cultures	144(12)
Basic Xhosa	144(12)
Philosophy	142(6), 162(6)

### 3. NEW FOUR-YEAR BDIV PROGRAMME (with Biblical Languages) – FIRST YEAR

#### 3.1 Admission requirements

##### 3.1.1 For applicants who matriculated in 2007 or earlier:

A student must be in possession of a Senior Certificate with full matriculation endorsement, or an exemption certificate of the Matriculation Board;

OR

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

OR

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

##### 3.1.2 For applicants who obtained the NSC in 2008 or later:

*Admission requirements for university study according to the National Senior Certificate (NSC)*

To be able to study at Stellenbosch University, in accordance with the new national school curriculum for the Further Education and Training Phase, a student must:

- be in possession of a National Senior Certificate (NSC) as certified by Umalusi;
- have obtained an average of at least 50% in each of four school subjects from the list of designated university admission subjects;
- have written Stellenbosch University's Access Tests (ATs);
- have obtained an average of at least 50% for the ATs and NSC added together in the ratio 40:60.

Students with a weighted average of between 50% and 55% for the ATs and the NSC (excluding Life Orientation) added together in the ratio 40:60 will be required to take the extended degree programme.

#### 3.2 Target groups

The four-year BDiv programme offers professional theological training to denominations requiring Hebrew and Greek as part of their theological training. This programme is aimed at students who want to prepare themselves for the ministry, to become religious leaders in society and to offer aid to people in need.

#### 3.3 Programme-specific outcomes

- Extensive, systematic and integrated knowledge of all theological disciplines, bearing in mind the Bible in its original languages (Hebrew, Aramaic and Greek).

- The principles and theory of theological hermeneutics.
- The nature and functioning of the church.
- Determining the context of ministry.
- Communication of the Christian message.
- The ability to point out the applicability of the Bible in the Southern African context.
- Insight into the way in which perceptions of human dignity influence value systems.
- The ability to develop 'n contextual theory of practice about how faith communities should function within their own set of circumstances.
- Knowledge and understanding of other faith traditions, especially in Africa.

### 3.4 Programme structure

The BDiv programme is offered full-time and runs for four years. The Biblical languages (Hebrew, Aramaic and Greek) are assumed on different levels, depending on denominational preference. Students must acquaint themselves with the requirements for Biblical languages set by their specific denomination.

The compulsory core and elective modules for every year of study must be noted. Information regarding the new BDiv curriculum for the second, third and fourth year, to be phased in in 2013, 2014 and 2015 respectively, may be obtained from the Faculty of Theology directly.

Elective modules in the second and third year provide for a measure of specialisation with the research assignment in the fourth year, and also the research for the MDiv in view.

### 3.5 An overview of the programme (in 2012 only BDiv I is phased in)

Although the first year of the BDiv programme does not include any elective modules, allowance is made for elective modules at the second-year level as of 2013 and at the third-year level as of 2014.

### FIRST YEAR – Programme curriculum (Curriculum for all theological students (142 credits on NQF level 6))

#### Compulsory Modules

##### *Year modules*

Biblical Hebrew	178(24)
Greek	178(24)
Information Skills	172(6)

##### *First semester*

Old and New Testament	114(16) Introduction to the Old and New Testament
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology

##### *Second semester*

Old and New Testament	144(16) Narrative Texts in the Bible
Systematic Theology	144(8) Philosophy for Theologians
Ecclesiology	143(16) Early Church and the Middle Ages
Missiology	142(8) Theory and History of Missiology

## 4. ACADEMIC DEVELOPMENT PROGRAMME: FOUR-YEAR BTh

### Overview of programme

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

### Module content

The contents of the modules for the Academic Development Programme correspond with the module content of the BTh and the BDiv programmes as set out in the section Subjects, Modules and Module Content.

## 4.1 ACADEMIC DEVELOPMENT

### Three-year General BTh

#### FIRST YEAR (60 credits)

##### *Compulsory Modules*

Information Skills	172(6)
Old and New Testament	114(16) Introduction to the Old and New Testament
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
Ecclesiology	143(16) Early Church and the Middle Ages
Missiology	142(8) Theory and History of Missiology
Philosophy	142(6)

#### Second Year (64 credits)

##### *Compulsory Modules*

Ancient Cultures	114(12), 144(12)
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology
Old and New Testament	144(16) Narrative Texts in the Bible
Systematic Theology	144(8) Philosophy for Theologians

## 4.2 ACADEMIC DEVELOPMENT PROGRAMME

### Three-year BTh Programme with specialisation in Youth Work

#### FIRST YEAR (66 credits)

##### *Compulsory Modules*

Information Skills	172(6)
Old and New Testament	144(16) Introduction to the Old and New Testament
Practical Theology	112(8) Theological Foundations for Youth Work
Ecclesiology	143(16) Early Church and the Middle Ages
Missiology	142(8) Theory and History of Missiology
Psychology	144(12) Psychology in Context

#### SECOND YEAR (68 credits)

##### *Compulsory Modules*

Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology
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Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
Old and New Testament	144(16) Narrative Texts in the Bible
Practical Theology	144(16) Substance Dependency and Group Work
Sociology	144(12) Social Issues in South Africa

### 4.3 ACADEMIC DEVELOPMENT PROGRAMME

#### Four-year BDiv programme

##### FIRST YEAR (70 credits)

###### *Compulsory Modules*

Information Skills	172(6)
Old and New Testament	114(16) Introduction to the Old and New Testament
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology
Ecclesiology	143(16) Early Church and the Middle Ages
Systematic Theology	144(8) Philosophy for Theologians
Missiology	142(8) Theory and History of Missiology

##### SECOND YEAR (72 credits)

###### *Compulsory Modules*

Biblical Hebrew	178(24)
Greek	178(24)
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
Old and New Testament	144(16) Narrative Texts in the Bible

### POSTGRADUATE PROGRAMMES

#### POSTGRADUATE DIPLOMAS

#### 5. POSTGRADUATE DIPLOMA IN THEOLOGY

##### **Programme Outcomes**

Outcomes required are in the field of Hermeneutics and Bibliology, 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.

##### **Specific 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.

##### **Programme Structure**

###### *Target group*

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

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).

#### *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.

#### *Course B*

This course is for students who have already received training in theology. Within the framework of the particulars (as expounded under 1 – 3), each application must be assessed individually so that adaptations can be made according to the student's need and qualifications already attained.

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.
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. The second semester also offers the opportunity for in-depth study in one or more of the subjects.

#### **Duration**

The duration of the programme is one year.

#### **Programme Content**

In the first semester, the focus of this programme is specifically aimed 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*

Ecclesiology	711(10)
Missiology	711(10)
New Testament	711(10)
Old Testament	711(10)
Practical Theology	711(10)
Systematic Theology	711(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.

#### **Assessment and Examination**

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

## 6. POSTGRADUATE DIPLOMA IN THEOLOGY IN CHRISTIAN MINISTRY (PGDip (THEOLOGY) (CHRISTIAN MINISTRY))

### Programme Description

#### *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.

### Programme Outcomes

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

### Specific 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.

### 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

### 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. The placement of candidates in congregations for congregational exposure is done in co-operation with the contracted churches before the orientation programme in November of the year preceding the congregational ministry year.
4. An orientation day is arranged for all the prospective candidates and their mentors for November of the preceding year.
5. The candidates report to the congregations for the last full week in January.
6. Students return during the year for the following four sessions:
  - 6.1 At the beginning of the year in March, together with all the lecturers. At this session the programme is set out by the programme co-ordinator and the lecturers explain the assignments and the requirements of the sub-disciplines.

- 6.2 In May the half-year assessment takes place over the course of one week. All assignments for the first semester are discussed at this session.
- 6.3 The third session takes place for the last two full weeks in August and the first week in September.
- 6.4 During the first week in November, after the candidates have completed their year-long ministry exposure in the congregations, the whole group meets for final feedback and assessment with the mentors and lecturers.
7. In June, after the half-year assessment, all the candidates take part in a compulsory combined ecumenical tour of approximately two weeks.
8. Each candidate is expected to experience cross-cultural exposure at another denomination for a period of at least two weeks.
9. The programme is subject to continuous assessment and the writing of research reports and assignments to be handed in on a number of dates during the first and second semester.
10. The programme does not make use of lectures but of independent work in the form of reports and assignments.
11. The discipline group Practical Theology and Missiology is responsible for the selection and training of mentors as well as for the allocation of congregations.
12. The division of credits for the Postgraduate Diploma in Theology in Christian Ministry follows:

Mentorship	18
OT, NT and ST	18
Research portfolio	34
Ministry practice	50
<b>Total</b>	<b>120</b>

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

Module	Ministry Practice	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>

## 7. POSTGRADUATE DIPLOMA IN CHAPLAINCY STUDIES

### Specific Admission Requirements

For general admission requirements, see 10.2 under "MTh stipulations". Persons holding a three-year degree in Theology or holding any other appropriate three-year qualification (especially from the military context and the chaplaincy, army, police, correctional services) deemed sufficient according to the discretion of Senate, may apply for admission to this postgraduate diploma in Theology. Complementary work may be prescribed as prerequisite for the discipline of Practical Theology, depending on the applicant's previous academic background and experience.

### Programme Structure

The Postgraduate Diploma runs for one year and consists of five modules (90 credits) and a research assignment (30 credits) presented over two semesters on NQF level 8.

### Presentation

The programme is presented by the discipline group Practical Theology and Missiology, together with the Chaplaincy Services of the SA National Defence Force and the Military Academy at Saldanha. Mode of tuition: class work, lectures, prescribed literary scopus and

clinical work, performed under supervision in the hospital context. Language of instruction: English.

### **Programme Content**

The programme aims to orientate students within the wider framework of a multi- and interdisciplinary understanding of chaplaincy in a military/correctional/police context and to equip students theologically with a view to pastoral services and assistance. It aims to deliver spiritual and moral leaders with a view to preventative care, crisis preparedness and life skills development, given the African security environment.

#### *Modules*

General Introduction: Theology and Pastoral Ministry	771(30)
General Management	771(10)
Theological and Medical Ethics	771(15)
Spirituality Research HIV/AIDS	771(15)
Chaplain and Military Environment	771(20)
Research Study: Chaplaincy Studies	772(30)

**Total 120 credits**

### **Assessment and Examination**

Students complete the programme by doing a number of assignments, being tested or examined (orally or in writing) and doing clinical work. An assignment of 30 credits must be written on a research topic in the research area relevant to the qualification.

## **8. POSTGRADUATE DIPLOMA IN THEOLOGY AND MPhil IN RELIGION AND CULTURE (11646:888)**

### **Specific Admission Requirements**

- See 10.2 and 10.3 under "MTh stipulations". 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 to the MPhil in Religion and Culture. 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. The Postgraduate Diploma in Theology is simultaneously a bridging qualification for students holding a four-year qualification that does not comply sufficiently with the admission requirements of the MPhil.
- Students who do hold an appropriate four-year qualification may enrol for the MPhil directly, without first doing the Post Graduate 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.

### **Programme Structure**

Students with an appropriate three-year B-degree qualification first complete an adapted Postgraduate Diploma in Theology programme and if they pass with an average of at least 65%, they may be considered for the MPhil. The adapted Postgraduate Diploma in Theology consists of six modules, totalling 90 credits, as well as a research assignment of 30 credits.

Students with an appropriate four-year qualification may register for the MPhil, which consists of four modules, totalling 80 credits, as well as a thesis of 100 credits.

### **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

### Programme content and modules

#### FIRST YEAR (PDT)

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

Hermeneutics of Religion	711(15)
Literature of the Bible	711(15)
Biblical Anthropology and Anthropology of Religion and Culture	711(15)
Interreligious Hermeneutics	711(15)
Religion within a Global Culture	711(15)
Religion, Culture and Ethics	711(15)
Religion of Texts and Media	711(15)
Religion and Rituals	711(15)

#### SECOND YEAR (MPhil)

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

Anthropology and Human Identity	812(20) Two options: Religious Studies OR Religion and Gender.
Forms and Contexts of Religious discourse	812(20) Three options: Religion and Media OR Religion and Symbol/Rite OR Religion within Historical Contexts (Christendom/Islam/Judaism).
Religion and Contemporary Society	812(20) Three options: Religion, Ecumenics and Interculturality OR Religion and Economy OR Religion, Public Theology and Politics.
Religion, Spirituality and Life Issues	812(20) Two options: Religion and Reconciliation OR Religion and the Healing of Life ( <i>cura vitae</i> ).

A thesis of 100 credits about a theme related to Religion and Culture must be completed as well.

### Assessment and Examination

#### *Formal stipulations*

Students complete the programme by doing a number of assignments, being tested or examined (orally or in writing) and writing a thesis of 100 credits on a research topic in the relevant research area of the qualification.

## MASTER'S DEGREES

### 9. MDiv IN CHURCH MINISTRY

#### Programme Description

##### *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.

#### Programme Outcomes

Theory formation: A practical theological ecclesiology

The role of the church in society

Doing congregational analyses in different contexts and situations.

Church history and church polity  
Systematic ecclesiology and symbolism  
Worship and edification of congregations  
Christian spirituality and the identity of the Christian leader / pastoral caregiver / minister  
Ministry from the perspective of reconciliation and justice  
Pastoral care and crisis ministry  
Eco-systemic ministry within a pastoral policy of preventing marital and family problems

### **Specific Admission Requirements**

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

### **Programme Structure**

The MDiv is offered full-time and runs for one year. The first semester starts in the middle of January and runs for twenty-one weeks. The second semester runs for fifteen weeks. There are a number of main groupings and assessment is done within each main grouping.

Different themes under the main themes: Church in society (*pathos*), Church – history, systematic ecclesiology, Bible and worship (*logos*), and Discipleship, spirituality and ministry skills (*ethos*) are given focus by means of a block approach and the integration of various theological disciplines. A week starts on Tuesday and ends on Monday so as to include the weekend.

### **Programme Content**

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

From a hermeneutic-rhetorical meta-theoretical framework the programme develops various practical-theological ministry themes aimed at a theological understanding of ministry and the distinctive nature of church life in different contexts.

The main themes are:

*Pathos aspects*: Church in society (contextuality): The role of the church in society within different contexts and ethical questions.

*Logos aspects*: Church – history, systematic ecclesiology, Bible and worship (church identity): The nature and functions of the church; historical connections; church confessions and communication within the context of worship and liturgy.

*Ethos aspects*: Discipleship, spirituality and ministry skills (ministry practice): The connection between Christian spirituality and leadership aimed at developing congregational spirituality within various forms of ministry. Faith maturity and faith formation: The development of ministry and pastoral skills with a view to pastoral care, solace, 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) PATHOS ASPECTS**

### **Module 1: Church in Society 1 (15 credits)**

Practical theological ecclesiology (4): Introduction to practical theological interpretation.

Congregational studies and congregational analysis in African contexts (4): Synoptic context-analysis of church and society.

Gender, culture and the Bible in the life of the church (4): Investigation of the mutual relationship between gender and diverse cultural contexts.

Childhood and youth culture (3): Tendencies in youth research and theological understanding of youth problems.

**Module 2: Church in Society 2 (15 credits)**

The church and public life (3): Moral decision-making and public policy in the private and public spheres.

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

Ministry of reconciliation and justice (3): The theological nature of reconciliation and forgiveness and connection with Christology/Soteriology.

Ecumenics (3): Contemporary problems and developments.

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

**LOGOS ASPECTS**

**Module 3: Church – History, Systematic Ecclesiology, Bible and Worship 1 (24 credits)**

Figures from church history and ministry today (4): Integrated knowledge of important figures from church history and the history of theology.

Remembrance, history and involvement with the past (4): A critical discussion of the importance of remembrance as access to the past.

Church polity and church governance (4): Theological foundations; methodology; principles and understanding of being a church and church governance.

Systematic ecclesiology (4): The doctrine of the church.

Symbolism (8): Confessions and confessional writings.

**Module 4: Church – Systematic Ecclesiology, Bible and Worship 2 (26 credits)**

Apologetics (justifying faith) (4): Theology in conversation with science, culture and views of life.

Pedagogics of the Bible (4): Hermeneutical impact of Biblical pedagogics in congregational context.

Liturgics (3): The theological nature and understanding of worship and the question of communication in a secularised society. Various ways and models of worship.

Homiletics (3): Preaching as mode of communication. Theory and practice.

Homiletics (3): Preaching of the Old and New Testament. Various themes and pericopes regarding congregational ministry in society.

Homiletics (3): Preaching of the Old and New Testament. Various themes and pericopes regarding the question of suffering, the will of God, lament and the question of meaning.

Homiletics (3): Preaching of the Old and New Testament regarding the nature of the Christian faith, marriage, family and divorce.

Sermon practicals (3).

**ETHOS ASPECTS**

**Module 5: Discipleship, Spirituality and Ministry Skills 1 (20 credits)**

Spirituality week (7): Christian spirituality and calling of the minister/Christian leader.

Faith formation and moral development (3).

Youth care and moral formation (3).

Childhood ministry (3).

Christian leadership and edification of congregations (4): Leadership styles and congregational development.

**Module 6: Discipleship, Spirituality and Ministry Skills 2 (20 credits)**

Pastoral care for the sick and hospital care (12): Hospital supervision (e.g. AIDS).

Preventative pastoral care (4): Marriage pastoral care and enrichment; family pastoral care and enrichment.

Managing diversity (4).

**Module 7: Research component**

Students must complete a research assignment of 50 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 or Missiology. The research assignment represents 60 credits.

**Assessment and Examination**

In addition to continuous assessment, a fixed, integrated and outcomes-based assessment is carried out at the close of the programme in the form of a 48-hour examination.

<b>Name of Module</b>	<b>Credits</b>
Module 1: Church in Society 1	15
Module 2: Church in Society 2	15
Module 3: Church – History, Systematic Ecclesiology, Bible and Worship 1	24
Module 4: Church – Systematic Ecclesiology, Bible and Worship 2	26
Module 5: Discipleship, Spirituality and Ministry Skills 1	20
Module 6: Discipleship, Spirituality and Ministry Skills 2 (20 credits)	20
Module 7: Research component	60
<b>Total</b>	<b>180</b>

**10. MTh STIPULATIONS****10.1 Two MTh options**

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

1. by completing four examination papers in the field of specialisation 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 are dealt with and then defended before the Faculty (888 option);
2. by completing two examination papers in the field of specialisation 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.

**10.2 Admission Requirements**

Students are admitted to the MTh programme who –

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;
2. comply with further requirements that the relevant discipline group may set;
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
  - 3.1 on written application, have been admitted to the MTh programme by the Senate, or by the Executive Committee acting on behalf of the Senate.
  - 3.2 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 2 – 4 above, will be admitted to the MTh programme.
  - 3.3 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.

- 3.4 Students who wish to write an MTh 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.

### **10.3 Supplementary language requirements**

- 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.
- Students who must do supplementary studies in Greek and Ancient 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.
- 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, 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.
- 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 the student must receive to achieve the required standard. The International Office sets this test. Should the student's level of English communication skills be adequate, the student 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.
- 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.

### **10.4 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.

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

- A student must present the following combination of subjects for the MTh programme:
- one main subject chosen from the six subjects listed under "Programme content" below; and
- two supplementary subjects chosen from the remaining subjects, or in another appropriate department of the University (see "Remark" in the programme description above).

### **10.6 Programme content**

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

- Old and New Testament
- New Testament
- Ecclesiology
- Systematic Theology
- Practical Theology
- Missiology

### 10.7 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.

### 10.8 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).

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

### 10.9 Stages of the programme

- 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.
- Discipline groups annually report to the Faculty on the progress of students.

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

### 10.10 Completion of programme

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.
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 seven 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.

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 master's theses.

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.
5. The relevant discipline group, in collaboration with the examining committee, finalises the mark achieved for the MTh programme.
  6. Candidates must take note that, whenever applicable and possible, an MTh thesis should lead to publication(s) in a recognised academic journal.

## 11. MTh STRUCTURED MASTER'S PROGRAMMES (888 Options)

### 11.1 MTh IN OLD AND NEW TESTAMENTS (50547:888)

#### Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

#### Duration

At least one year.

#### Programme content

##### Five major modules (100 credits) from:

Text of the Bible	872(20)
Context of the Bible OT	874(20)
Criticism of the Bible OT	872(20)
Reception of the Bible OT	872(20)
Text of the Old Testament	872(20)
Context of the Old Testament	872(20)
Criticism of the Old Testament	872(20)
Reception of the Old Testament	872(20)
Text of the New Testament	872(20)
Context of the New Testament	872(20)
Criticism of the New Testament	872(20)
Reception of the New Testament	872(20)

##### And one supplementary module (20 credits) from:

Ecclesiology	873(20)
Systematic Theology	872(20)
Practical Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences

#### Research Assignment (compulsory)

Research Assignment Old and New Testament	873(60)
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**Total 180 credits**

### 11.2 MTh IN OLD TESTAMENT (17418:888)

#### Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

#### Duration

At least one year.

#### Programme content

##### Four major modules (80 credits):

Text of the Old Testament	872(20)
Context of the Old Testament	872(20)
Criticism of the Old Testament	872(20)
Reception of the Old Testament	872(20)

**And two supplementary modules (40 credits) from:**

New Testament	872(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Practical Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences

**Research Assignment (compulsory)**

Research Assignment Old Testament	873(60)
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**Total 180 credits**

### 11.3 MTh IN NEW TESTAMENT (16586:888)

**Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content**

**Four major modules (80 credits):**

Text of the New Testament	872(20)
Context of the New Testament	872(20)
Criticism of the New Testament	872(20)
Reception of the New Testament	872(20)

**And two supplementary modules (40 credits) from:**

Old Testament	873(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Practical Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences

**Research Assignment (compulsory)**

Research Assignment New Testament	875(60)
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**Total 180 credits**

### 11.4 MTh IN ECCLESIOLOGY (12068:888)

**Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content**

**Four major modules (80 credits) from:**

Early Christian Church History	872(20)
Medieval Church History	872(20)
History of the Reformation	872(20)
Modern Church History	872(20)
History of the Church in South Africa	872(20)
Church Law	872(20)

**And two supplementary modules (40 credits) from:**

Old Testament	872(20)
New Testament	872(20)
Systematic Theology	872(20)
Practical Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences

**Research Assignment (compulsory)**

Research Assignment Ecclesiology	875(60)
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**Total 180 credits**

**11.5 MTh IN SYSTEMATIC THEOLOGY (50741:888)**

**Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content**

**Four major modules (80 credits) from:**

African Theologies	872(20)
Christian Confessions	872(20)
Christian Ethics and Globalisation	872(20)
Christian Ethics and the Media	872(20)
Christology	872(20)
Dogmatic History	872(20)
Ecological Ethics	872(20)
Economical Ethics	872(20)
Ecumenical Systematic Theology	872(20)
Ecumenical Ethics	872(20)
Eschatology	872(20)
Ethics and the Use of Scripture	872(20)
Ethics in African Contexts	872(20)
Ethical Theories	872(20)
Evangelical Systematic Theology	872(20)
Reformed Systematic Theology	872(20)
History of Ethics	872(20)
Theology	872(20)
Introduction to Systematic Theology	872(20)
Catholic Systematic Theology	872(20)
Classical Works and Figures in Christian Ethics	872(20)
Medical Ethics	872(20)
Moral Formation	872(20)
Overview of the Study of the Christian Faith	872(20)
Pneumatology	872(20)
Political Ethics	872(20)
Sacramentology	872(20)
Sexual Ethics	872(20)
Systematic Theology and Worship	872(20)
Systematic Theology and Africa Theology	872(20)

## Theology

Systematic Theology and Liberation Theology	872(20)
Systematic Theology and Feminist Theology	872(20)
Systematic Theology and Spirituality	872(20)
Soteriology and Culpability	872(20)
Theology and Hermeneutics	872(20)
Theology and Contextuality	872(20)
Theology and Rhetorics	872(20)
Theology and the Spirit of the Times	872(20)
Theology and Science	872(20)

**And** two supplementary modules (40 credits) from:

Old Testament	872(20)
New Testament	872(20)
Ecclesiology	873(20)
Practical Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences

### **Research Assignment (compulsory)**

Research Assignment Systematic Theology	875(60)
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**Total 180 credits**

## **11.6 MTh IN MISSIOLOGY (50768:888)**

### **Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

### **Duration**

At least one year.

### **Programme content**

#### **Four major modules (80 credits):**

Other Religions	872(20)
History of Missiology	872(20)
Theology of Missiology	872(20)
Theory, Practice and Community Development	872(20)

**And** two supplementary modules (40 credits) from:

Old Testament	872(20)
New Testament	872(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Practical Theology	872(20)

**OR** any relevant module in Arts and Social Sciences

### **Research Assignment (compulsory)**

Research Assignment Missiology	875(60)
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**Total 180 credits**

## **11.7 MTh IN PRACTICAL THEOLOGY (General) (50776:888)**

### **Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content****Four major modules (80 credits) from:**

Ministry Practice	873(20)
Homiletics	872(20)
Youth work	872(20)
Pastorate	872(20)
Theory, Practice and Community Development	872(20)

**And two supplementary modules (40 credits) from:**

Old Testament	872(20)
New Testament	872(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences

**Research Assignment (compulsory)**

Research Assignment Practical Theology	875(60)
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**Total 180 credits**

**11.8 MTh IN PRACTICAL THEOLOGY (Specialisation)****11.8.1 MTh IN PRACTICAL THEOLOGY****MINISTRY PRACTICE (50784:878)****Specific Admission Requirements**

- See 10.2 and 10.3 under "MTh stipulations". Students must be involved in a congregation.
- 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.
- A maximum of eight students per year will be admitted to each individual field of specialisation.

**Duration**

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

**Programme Content**

- The six modules contribute 50% to the final mark and the thesis contributes the other 50%.
- This MTh programme makes provision for specialisation in Ministry Practice.

*Modules***Six compulsory modules**

Congregation and Culture	872(15)
Leadership	875(15)
<i>Missio Dei</i> Spirituality	872(15)
Multi-cultural and -generational Communication	872(15)
Practical Theological System Analysis	872(15)

**Thesis (compulsory)**

Thesis Ministry Practice	872(90)
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**Total 180 credits**

### 11.8.2 MTh IN PRACTICAL THEOLOGY COMMUNITY DEVELOPMENT (58963:878)

**Specific Admission Requirements**

- See 10.2 and 10.3 under "MTh stipulations". Students must be involved in a congregation.
- 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.
- A maximum of eight students per year will be admitted to each individual field of specialisation.

**Duration**

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

**Programme Content**

- The six modules contribute 50% to the final mark and the thesis contributes the other 50%.
- This MTh programme makes provision for specialisation in Community Development.

*Modules***Six compulsory modules**

The Church and the Management of Development: Leadership	872(15)
Multi-cultural and -generational Communication	872(15)
Practical Theological System Analysis	872(15)
Social Diaconate in the Urban and Work Environment	872(15)
Theological Perspective on Development: Political, Economic, Social	872(15)
Value issues in Development	872(15)

**Thesis (compulsory)**

Thesis Community Development	872(90)
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**Total 180 credits**

### 11.8.3 MTh IN PRACTICAL THEOLOGY PREACHING (50784:888)

**Specific Admission Requirements**

- See 10.2 and 10.3 under "MTh stipulations". Students must be involved in a congregation.
- 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.
- A maximum of eight students per year will be admitted to each individual field of specialisation.

**Duration**

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

**Programme Content**

- The six modules contribute 50% to the final mark and the thesis contributes the other 50%.
- This MTh programme makes provision for specialisation in Preaching

*Modules***Six compulsory modules**

Homiletics and Liturgy	873(15)
Communication of the Gospel: Preaching and Plurality	872(15)
Practical Theological System Analysis	872(15)
Preaching and Congregation: Sermon Evaluation	872(15)
Preaching and Moral Formation	872(15)
Trinity and Indentity	872(15)

**Research Assignment (compulsory)**

Thesis Preaching	872(90)
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**Total 180 credits**

### **11.8.4 MTh IN PRACTICAL THEOLOGY YOUTH MINISTRY (50792:888)**

**Specific Admission Requirements**

- See 10.2 and 10.3 under "MTh stipulations".
- 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.
- A maximum of fifteen students per year will be admitted to the programme, that is if the programme will be presented in that particular year. The programme will only be presented if at least ten students register for it.
- Students must be involved in a congregation.

**Duration**

At least one year.

**Programme Content**

The programme is designed to equip students for children's ministry, to provide students with specialised knowledge of today's youth and specific youth problems, to illustrate the way in which the Gospel must be communicated to the you in order to develop faith and growth towards religious 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, namely in the first two full weeks of March, June and September.

**Theoretical section**

Students will be examined on each block.

*Modules***Six compulsory modules**

Ministry to Pre-school and Primary School Children	872(20)
Ministry to Adolescents	872(20)
Youth Ministry as Specialised Congregational Ministry	872(20)
Pastoral Care of the Youth	872(20)

The Educational and Psychological Basis of Faith Development	872(20)
Strategic Theological Planning and Analysis of Congregations	872(20)

**Research Assignment (compulsory)**

Research Assignment Youth Ministry	875(60)
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**Total 180 credits****11.8.5 MTh IN PRACTICAL THEOLOGY****CLINICAL PASTORATE (50806:888)****Specific Admission Requirements**

- See 10.2 and 10.3 under "MTh stipulations". 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 to be considered for screening.
- Because a maximum of eight students per year will 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

**Duration**

Full-time study for at least one year

OR

Part-time study for at least two years.

**Programme Content**

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:

*Modules***Nine compulsory modules**

General Pastoral Care	873(10)
Dogmatic Issues	872(10)
Group Work	872(5)
Marriage and Family Pastoral Care	873(10)
Interviewing	873(16)
Personality and Development Psychology	871(16)
Practical: Clinical Pastorate	873(15)
Theological Ethics in a Medical Context	872(10)
Applied Clinical Pastoral Care	874(28)

**Research Assignment (compulsory)**

Research Assignment Pastoral Care	874(60)
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**Total 180 credits**

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

students in Clinical Pastorate. Students who have not passed this short course may not continue with this master's programme.

## 12. MTh THESIS PROGRAMMES (878 Options)

### 12.1 MTh IN OLD TESTAMENT (THESIS)

#### Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

#### Duration

At least one year.

#### Programme content

##### Two major modules (40 credits) from:

Text of the Old Testament	872(20)
Context of the Old Testament	872(20)
Criticism of the Old Testament	872(20)
Reception of the Old Testament	872(20)

##### And one supplementary module (20 credits) from:

New Testament	872(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Practical Theology	872(20)
Missiology	872(20)

OR any relevant module in Arts and Social Sciences (20)

#### Thesis (compulsory)

Research Methodology and thesis OT	872(120)
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**Total 180 credits**

### 12.2 MTh IN NEW TESTAMENT (THESIS)

#### Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

#### Duration

At least one year.

#### Programme content

##### Four major modules (40 credits) from:

Text of the New Testament	872(20)
Context of the New Testament	872(20)
Criticism of the New Testament	872(20)
Reception of the New Testament	872(20)

##### And one supplementary module (20 credits) from:

Old Testament	872(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Practical Theology	872(20)
Missiology	872(20)

OR any relevant module in Arts and Social Sciences (20)

#### Thesis (compulsory)

Research Methodology and thesis NT	872(120)
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**Total 180 credits**

**12.3 MTh IN ECCLESIOLOGY (THESIS)****Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content****Two major modules (40 credits) from:**

Early Christian Church History	872(20)
Medieval Church History	872(20)
History of the Reformation	872(20)
Modern Church History	872(20)
History of the Church in South Africa	872(20)
Church Law	872(20)

**And one supplementary module (20 credits) from:**

Old Testament	872(20)
New Testament	872(20)
Systematic Theology	872(20)
Practical Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences (20)

**Thesis (compulsory)**

Thesis Ecclesiology	873(120)
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**Total 180 credits**

**12.4 MTh IN SYSTEMATIC THEOLOGY (THESIS)****Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content****Two major modules (40 credits) from:**

African Theologies	872(20)
Christian Confessions	872(20)
Christian Ethics and Globalisation	872(20)
Christian Ethics and the Media	872(20)
Christology	872(20)
Dogmatic History	872(20)
Ecological Ethics	872(20)
Economical Ethics	872(20)
Ecumenical Systematic Theology	872(20)
Ecumenical Ethics	872(20)
Eschatology	872(20)
Ethics and the Use of Scripture	872(20)
Ethics in African Contexts	872(20)
Ethical Theories	872(20)
Evangelical Systematic Theology	872(20)
Reformed Systematic Theology	872(20)
History of Ethics	872(20)
Theology	872(20)

## Theology

Introduction to Systematic Theology	872(20)
Catholic Systematic Theology	872(20)
Classical Works and Figures in Christian Ethics	872(20)
Medical Ethics	872(20)
Moral Formation	872(20)
Overview of the Study of the Christian Faith	872(20)
Pneumatology	872(20)
Political Ethics	872(20)
Sacramentology	872(20)
Sexual Ethics	872(20)
Systematic Theology and Worship	872(20)
Systematic Theology and Liberation Theology	872(20)
Systematic Theology and Feminist Theology	872(20)
Systematic Theology and Spirituality	872(20)
Soteriology and Culpability	872(20)
Theology and Hermeneutics	872(20)
Theology and Contextuality	872(20)
Theology and Rhetorics	872(20)
Theology and Science	872(20)

**And one supplementary module (20 credits) from:**

Old Testament	872(20)
New Testament	872(20)
Ecclesiology	873(20)
Practical Theology	872(20)
Missiology	872(20)

**OR** any relevant module in Arts and Social Sciences (20)

### **Thesis (compulsory)**

Thesis Systematic Theology	872(120)
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**Total 180 credits**

## **12.5 MTh IN MISSIOLOGY (THESIS)**

### **Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

### **Duration**

At least one year.

### **Programme content**

#### **Two major modules (80 credits):**

Missiology	872(20)
Community Development	872(20)

**And one supplementary module (20 credits) from:**

Old Testament	872(20)
New Testament	872(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Practical Theology	872(20)

OR any relevant module in Arts and Social Sciences

**Thesis (compulsory)**

Thesis Missiology	872(120)
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**Total 180 credits**

**12.6 MTh IN PRACTICAL THEOLOGY (General) (THESIS)**

**Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content**

**Two major modules (40 credits) from:**

Community Development	872(20)
Practical Theology	874(20), 872(20)

**And one supplementary module (20 credits) from:**

Old Testament	872(20)
New Testament	872(20)
Ecclesiology	873(20)
Systematic Theology	872(20)
Missiology	872(20)

OR any relevant module in Arts and Social Sciences (20)

**Thesis (compulsory)**

Thesis Practical Theology	872(120)
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**Total 180 credits**

**12.7 MTh IN PRACTICAL THEOLOGY (Specialisation) (THESIS)**

**12.7.1 MTh IN PRACTICAL THEOLOGY (THESIS)**

**YOUTH MINISTRY (50792:878)**

**Programme Description**

- Applications for screening for this programme must be submitted to the Registrar before 30 November 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.
- A maximum of fifteen students per year will be admitted to the programme; that is, if the programme will be presented in that particular year.
- Students must be involved in a congregation.

**Programme Outcomes**

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.

It is supplemented by a thesis, which must be defended before the Faculty.

**Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations".

**Duration**

At least one year.

**Programme content****Three major modules (60 credits):**

Strategic Theological Planning and Analysis of Congregations	872(20)
Youth Ministry as Specialised Congregational Ministry	872(20)
Research Methodology (Youth Work)	872(20)

**Thesis (compulsory)**

Thesis Youth Ministry	872(120)
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**Total 180 credits***Assessment and Examination*

The 878 programme is assessed by means of oral examinations and assignments.

**12.7.2 MTh IN PRACTICAL THEOLOGY (THESIS)****CLINICAL PASTORATE – AND HIV MINISTRY AND COUNSELLING (50806:878)****Programme Outcomes**

The programme centres around a thesis counting a minimum of 50% (90 credits). The rest of the programme consists of structured and clinical work done under supervision. Full-time study for a period of at least one year OR part-time study over a period of at least two years.

**Specific Admission Requirements**

- See 10.2 and 10.3 under "MTh stipulations". 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 chairperson 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 eight 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.

**Presentation Notes***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.

**Programme Content**

The aim of the programme is to combine theological reflection on the HIV pandemic and the issue of meaning in suffering with internship in communication skills and counselling. The clinical work counts 15 credits and the thesis 90 credits. An average pass mark of 60% must be obtained. Candidates must pass all of the subdivisions, including the clinical work

*Programme content***Nine major modules (90 credits):**

General Pastoral Care	873(10)
Dogmatic Issues	872(10)
Group Work	872(5)
Marriage and Family Pastoral Care	873(10)
Clinical Work / Supervision	872(15)
Crisis and Trauma Counselling	872(5)
Pastoral Counselling	872(15)
Personality and Development Psychology	873(10)
Theological Ethics in a Medical Context	872(10)

**Thesis (compulsory)**

Thesis Clinical Pastorate	872(90)
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**Total 180 credits**

Students have to complete the existing registered short course on HIV ("Spiritual care, healing and counselling in the South African context: The HIV pandemic as a challenge to communities of faith" – 12 credits), which is presented in January, before they can be admitted to government hospitals or clinics. This is a compulsory requirement for all students in Clinical Pastorate. Students who have not passed this short course may not continue with this master's programme.

**13. MPhil IN CHAPLAINCY STUDIES (63827:889)****Specific Admission Requirements**

See 10.2 and 10.3 under "MTh stipulations". 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. Students holding a Postgraduate Diploma in Theology (Chaplaincy Studies) must have obtained an average of at least 60% in general and for the research assignment in particular in to be admitted 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.

**Programme Structure**

The programme lasts at least one year and consists of a thesis (60 credits) and seven (120 credits) modules. The programme must be completed within three years.

**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.

**Programme Content**

- The programme aims to deepen students' insight into 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 preventative care, crisis preparedness and life skills development, given the African security environment.
- The modules listed below are compulsory and are presented on NQF level 9. Since the programme is presented part-time at the behest of the SA National Defence Force's Chaplaincy Services, six modules are presented in the first year, while the second year entails one module and the research assignment.

**Modules**

Diversity within society	872(20)
Pastoral care and counselling	872(20)
Organisational development	872(20)
Communication and hermeneutics	872(20)
Introduction: Military Leadership	872(10)
National and Security environment	872(10)
Public Ethics	872(20)

**Thesis (compulsory)**

Thesis Chaplaincy	871(60)
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**Total 180 credits**

## Assessment and Examination

### *Formal stipulations*

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.

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

### Programme Description

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

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.
2. At present, the members of the Cluster are:
  - Department of Religion and Theology, University of the Western Cape;
  - Faculty of Theology and related discipline groups of Stellenbosch University;
  - Department of Religious Studies, University of Cape Town;
  - Helderberg College (Somerset West).
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 completed successfully, students of the Faculty of Theology and related discipline groups 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:

- Written applications must be submitted to the Faculty Officer of the Faculty of Theology at least two weeks before the final date for registration;
- Students must indicate clearly 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;
- Information in respect of a programme's number of modules that may be replaced is available at the relevant home institution; and
- 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.

## DOCTORAL DEGREES

### 15. PhD

#### Specific Admission Requirements

1. Students who wish to register for the PhD programme must:
  - 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 major 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

- 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.
2. Students must apply in writing for admission to the PhD 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.

### **Other Requirements**

In conjunction with the promoter, the Faculty of Theology determines 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 PhD study:

1. Biblical Hebrew III, or an equivalent qualification.
2. Language skills are required for foreign students with English as a second language (see supplementary language requirements under "MTh stipulations").

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

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.

### **Duration**

1. Students must be enrolled for the PhD programme for at least two years before they can report for the final examination.
2. A period of approximately six months residency is required from PhD students from outside Southern Africa.

### **Programme Content**

1. A candidate for the PhD 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 a standard of competency in the specific field of study, deemed to be adequate by Senate.
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.
3. Candidates deliver a report on their research at least once during a postgraduate seminar.
4. Discipline groups report annually to the Faculty on the progress of doctoral candidates.
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.

## **Assessment and Examination**

### *Completion/submission of dissertations*

1. When candidates report for the examination, at least eight unbound copies must be submitted before 1 September for the December graduation ceremony or before 1 December for the March graduation ceremony 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.
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.)
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 stated otherwise) 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:

<b>50741 SYSTEMATIC THEOLOGY</b>				
<b>114</b>	12	<b>Introduction to Theological Hermeneutics</b>	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
  - (i) fully in Afrikaans and fully in English, or
  - (ii) 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
  - (i) fully in Afrikaans and fully in English, or
  - (ii) 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
  - (i) Afrikaans and English in the same class, with the proviso that the use of Afrikaans must be at least 50%, or
  - (ii) 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
  - (i) fully in Afrikaans and fully in English in the same handout, or
  - (ii) 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 co-requisite are given for that module. The following abbreviations are used:

PP – Prerequisite Pass module.

P – Prerequisite module.

C – Co-requisite 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 co-requisite module is a module which students must take in the same academic year as the module for which it is a co-requisite, or in an earlier academic year.

*Note:* No qualification will be awarded unless the candidate has passed all the relevant prerequisite and co-requisite modules.

**SUBJECTS AND MODULES****NEW THREE-YEAR BACCALAUREUS IN THEOLOGY (BTh)****BTh 1*****Compulsory Year Module***

<b>53899 INFORMATION SKILLS</b>				
<b>172</b>	<b>6</b>	<b>Information and Computer Competence</b>	1L, 1P	<b>A &amp; E</b>
<p>Study and practice of information usage, the WWW and selected software programs – such as word processing, databases, spreadsheets and presentations – that are necessary for communication and information purposes in the humaniora.</p> <p>Assessed continuously.</p> <p>Home department: INFORMATION SCIENCE</p> <p>Formula for Final mark: The class mark counts as the final mark.</p>				

***First Semester***

<b>50547 OLD AND NEW TESTAMENT</b>				
<b>114</b>	<b>16</b>	<b>Introduction to the Old and New Testament (Compulsory for General BTh and BTh with Youth Work)</b>	2L, 1T	<b>T</b>
<p><i>Objective</i> An introductory and orientational module regarding the study of the Old and New Testaments.</p> <p><i>Contents</i> The module offers a broad overview of the art and technique of Bible interpretation, focusing on the text, context and reception of the Bible. The module includes the unique aspects of the interpretation of the Bible, as well as the historical and socio-cultural contexts of these books.</p> <p><i>Outcomes</i> Developing an understanding of the unique nature of the Bible, including knowledge about the diverse literary genres contained in the various books of the Old and the New Testament, as well as the historic and socio-cultural contexts of these books. Developing a hermeneutical approach to Theology and the interpretation of the Bible, including knowledge of the various methodological approaches used to interpret the Bible. Introductory familiarisation with exegetic theory and practice. The acquisition of analytical and critical English reading skills.</p> <p>Home department: OLD AND NEW TESTAMENT</p>				

<b>12283 SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</b>				
<b>114</b>	<b>16</b>	<b>Introduction to Systematic Theology and Ecclesiology (Compulsory for General BTh and BTh with Youth Work)</b>	2L, 1T	<b>T</b>
<p><i>Objective</i> The introduction of students to the discipline of Theology, and more specifically with regard to the various disciplines in Systematic Theology and Ecclesiology.</p> <p><i>Contents</i> The first part of the module focuses on questions such as the following: What is Theology? What are the sources for Theology? Where is Theology practiced? What is the impact of our context on our theologising? Why is the history of Theology important? How is Theology related to faith, the church and public life? After this broad introductory orientation, the rest of the module covers the questions, contents and methodologies related to the various disciplines of Systematic Theology, Theological Ethics, Church History and Church Polity.</p> <p><i>Outcomes</i> The ability to deal competently with questions such as the following: What is Theology? What are the sources for Theology? Where is Theology practiced? What is the impact of our context on our theologising? Why is the history of Theology important? How is Theology related to faith, the church and public life? Possession of a basic knowledge of questions, contents and methodologies related to the various disciplines that are presented in the discipline group of Systematic Theology and Ecclesiology (namely Systematic Theology, Theological Ethics, Church History and Church Polity). Having students orient themselves with regard to how these disciplines fit into the broader theological encyclopedia.</p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				

<b>12282 PRACTICAL THEOLOGY AND MISSIOLOGY</b>				
<b>112</b>	<b>8</b>	<b>Introduction to Practical Theology and Missiology (Compulsory for General BTh and BTh with Youth Work)</b>	1L, 1T	<b>T</b>
<p><i>Objective</i> To guide students in the acquisition of knowledge, skills and the disposition to understand Practical Theology and Missiology as theological disciplines with a view to preparing them for congregational ministry and service to the community.</p> <p><i>Contents</i> Conceptual framework for Practical Theology and Missiology. Methodology of Practical Theology and Missiology. Foundational theory of the church. Models of being a church. Community and congregational analysis. Christian leadership.</p> <p><i>Outcomes</i> To acquire a conceptual understanding of Practical Theology and Missiology. A basic understanding for the methodology of Practical Theology and Missiology.</p>				

Developing a foundational theory of the church.  
 Acquiring knowledge regarding various contextually developed church models.  
 Acquiring the ability to do a congregational and community analysis.  
 Acquiring a basic understanding of Christian leadership development.  
 Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

### 50776 PRACTICAL THEOLOGY

<b>112</b>	<b>8</b>	<b>Theological Foundations for Youth Work (Compulsory for BTh Youth Work)</b>	2L, 1T	<b>T</b>
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#### *Objective*

To guide students in the development of knowledge regarding the theological foundation for Youth Work.

#### *Content*

Knowledge of the key concepts in Youth Work.

Knowledge of the theological foundation for Youth Work.

Knowledge of the implications of the theological foundation for Youth Work on Youth Work practice.

#### *Outcomes*

Understanding key concepts and theories of the discipline.

Knowledge of the theological framework for Youth Work.

Understanding the importance of a theological grounding for Youth Work.

Understand the implications of a theological framework for Youth Work practice.

The ability to identify theological foundations of Youth Work in Youth Work practice.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

### *Elective Modules*

### 53813 ANCIENT CULTURES

<b>114</b>	<b>12</b>	<b>Introduction to the Ancient World I</b>	3L, 1P	<b>T</b>
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The cultures of the Ancient Near East

Home department: ANCIENT STUDIES

### 12882 PHILOSOPHY

<b>122</b>	<b>6</b>	<b>Greek Philosophy and Philosophy of the Middle Ages</b>	1.5L, 0.5T	<b>T</b>
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The Greek Enlightenment and the most prominent Greek philosophers, primarily Socrates, Plato and Aristotle

The intersection of Greek and Hebraic-Christian thought in the works of Aurelius Augustine

The most prominent philosophical issues of the Middle Ages and the historical development of ideas in early, high and late scholasticism, with reference to thinkers like Anselm, Thomas Aquinas and William of Ockham.

Home department: PHILOSOPHY

**Second Semester**

<b>50547 OLD AND NEW TESTAMENT</b>				
<b>144</b>	<b>16</b>	<b>Narrative Literature in the Bible (Compulsory for General BTh and BTh with Youth Work)</b>	<b>2L, 2T</b>	<b>T</b>
<p><i>Objectives</i></p> <p>Introductory and orientational module about the study of Biblical narratives in their respective socio-historical contexts.</p> <p>The nature of the narrative genre and ancient historiography will be studied together with the use of suitable methodologies.</p> <p>In the section on the Old Testament the focus is on the Deuteronomic History, Ezra-Nehemiah and Chronicles.</p> <p>In the section on the New Testament the focus is on Acts (together with aspects of the Synoptic Gospels).</p> <p><i>Contents</i></p> <p>Introduction to the narrative genres in the Biblical texts.</p> <p>Introduction to the narratological models with which narrative texts in the Bible may be interpreted.</p> <p>Introduction to the characteristics and dynamics of ancient and Biblical historiography.</p> <p>Introduction to the Deuteronomic History, as well as Chronicles and Ezra-Nehemiah.</p> <p>Introduction to Acts (and related Gospels literature).</p> <p>A service-learning component (with a weight of 1 out of 16 credits) to be carried out in a congregational context, and which will facilitate learning by means of the practical planning, development and implementation of programmes among secondary-school learners.</p> <p><i>Outcomes</i></p> <p>Identification of the literary form of a text and explanation of the narrative genres in Biblical texts.</p> <p>Demonstration of the basic aspects of using suitable methodologies in reading and analysing Biblical narratives.</p> <p>Description of the socio-historical context of Biblical narratives and explanation of the importance of it for the interpretation of narratives.</p> <p>Demonstration of the basic ability to read, translate and explain narrative texts in a theological context.</p> <p>Development of a basic understanding of how Biblical historiography communicates in narrative format.</p> <p>Indication of the relevance of narrative Biblical texts for Theology and Ethics in the contemporary world.</p> <p>Demonstration of the basic ability to design practical programmes for implementation in congregational contexts, through which familiarity with the narrative and historiographic genres in the Bible is facilitated, especially among secondary-school learners.</p> <p>Home department: OLD AND NEW TESTAMENT</p>				

**55743 MISSIOLOGY****142****8****Introduction to the Theory and History of Mission (Compulsory for General BTh and BTh with Youth Work)**

1L, 1T

**T***Objective*

The module offers a broad overview of the theories, methods and history of worldwide witness and service. It focuses on the Biblical, theological and socio-historical dimensions of cross-cultural, intercultural and other praxis-based dimensions of Christianity worldwide.

*Contents*

(i) Theories and methods of global mission in theological paradigms.

*Missio Dei* theology and reconciliation through witness and service.

Intercultural and missional hermeneutics.

Spirituality of hospitality, vulnerability and courageous witness.

Methods of witness as evangelisation (such as friendship and service evangelisation).

Theories and methods of global witness and service – case-study approach to denominations and congregations.

Short-term outreaches.

Church founding and church growth or new-congregation development model.

Contextualisation and inculturation.

Intercultural communication and witness.

Theories and methodology in a growing global praxis.

(ii) Theories and methodology of global mission in historical paradigms.

Historical case studies of cross-cultural and intercultural witness, service and dialogue.

History of the modern missionary movement: chronology, themes and service.

Cross-cultural and intercultural processes in the history of global witness and service.

Historical waves and patterns of denominational witness and service.

*Outcomes*

Showing comprehensive understanding for paradigmatic, thematic and case-study approaches to the theories, methodology and history of global witness and service.

Developing an intercultural and missional hermeneutic approach to witness.

Introductory familiarisation with the theories, methodology and history of witness and service in missionary movements (nineteenth to twenty-first century) and missionary congregations (since the 1980s).

Obtaining cross-cultural and intercultural analytical and interpretation skills of themes and case studies of witness and service in the missionary movements and missional congregations.

Developing the understanding for a comprehensive grasp of *missio Dei* theologies, reconciliation, service and witness of selected denominations.

Growing in a missional spirituality of hospitality, vulnerability and courageous witness and service.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

<b>50776 PRACTICAL THEOLOGY</b>				
<b>144</b>	<b>16</b>	<b>Substance Dependency and Group Work (Compulsory for BTh Youth Work)</b>	2L, 1P	<b>T</b>
<p><i>Objective</i> This module is aimed at equipping students with the necessary knowledge, skills, values and professional attitudes to deal with substance abuse and addiction, with specific reference to alcoholism, within counseling and community contexts. It also facilitates the assessment, development of treatment plans and utilisation of resources in the community; in order to deal with substance abuse so as to benefit the individual, family, group and community.</p> <p><i>Content</i> Knowledge, skills, values and professional attitudes to deal with substance abuse and addiction. The assessment and development of treatment plans and utilisation of resources in the community. Facilitating a group. Dealing with substance abuse so as to benefit the individual, family, group and community.</p> <p><i>Outcomes</i> Broad knowledge and understanding of the key terms and concepts related to addiction and substance abuse. Developing an understanding of the factors related to alcohol abuse/alcoholism among the youth, and the impact of alcoholism of parents on the youth. Developing skills for assessing substance abuse and addiction. Broad knowledge of group-work theory formation. Acquiring basic group facilitation skills for developing and implementing an intervention plan for persons suffering from chemical addiction and their families.</p> <p>Home department: PRACTICAL THEOLOGY AND MISSIOLOGY</p>				

***Elective Module***

<b>12882 PHILOSOPHY</b>				
<b>142</b>	<b>6</b>	<b>Practical Logic and Critical Thinking Skills</b>	1.5L, 1P	<b>T</b>
<p>Basic concepts of logic (truth, validity, soundness, deductive and inductive argumentation, the principle of non-contradiction, logical form and basic patterns in argumentation, etc.) Meaning and language use; disputes and definitions; recognising fallacies; the manipulation of language and meaning; rhetorical strategies. Exercises in the analysis of reasoning.</p> <p>Home department: PHILOSOPHY</p>				

**NEW FOUR-YEAR BACCALAUREUS IN THEOLOGY (BDiv)****Compulsory Year Modules**

<b>53899 INFORMATION SKILLS</b>				
<b>172</b>	<b>6</b>	<b>Information and Computer Competence</b>	1L, 1P	<b>A &amp; E</b>
<p>Study and practice of information usage, the WWW and selected software programs – such as word processing, databases, spreadsheets and presentations – that are necessary for communication and information purposes in the humaniora.</p> <p>Assessed continuously.</p> <p>Home department: INFORMATION SCIENCE</p> <p>Formula for Final mark: The class mark counts as the final mark.</p>				

<b>14109 GREEK</b>				
<b>178</b>	<b>24</b>	<b>Introduction to Ancient Greek Grammar and Translation</b>	3L, 1P, 1T	<b>T</b>
<p>Elementary morphology and syntax of ancient Greek</p> <p>A vocabulary of about 300 words</p> <p>Translation, with elementary grammatical commentary, of a few chapters from a Gospel or another simple ancient text</p> <p>Introduction to the use of electronic tools and libraries</p> <p>Cultural-historical overview of the ancient world</p> <p>Home department: ANCIENT STUDIES</p>				

<b>53848 BIBLICAL HEBREW</b>				
<b>178</b>	<b>24</b>	<b>Introduction to Biblical Hebrew</b>	3L, 1P, 1T	<b>T</b>
<p>Basic characteristics of Biblical Hebrew morphology, syntax and (grammatical) semantics.</p> <p>A basic vocabulary in cultural context.</p> <p>The world of the Hebrew Bible and the world-view of its people.</p> <p>Translation and analysis of elementary Biblical Hebrew texts.</p> <p>Home department: ANCIENT STUDIES</p>				

**Compulsory Modules in First Semester**

<b>50547 OLD AND NEW TESTAMENT</b>				
<b>114</b>	<b>16</b>	<b>Introduction to the Old and New Testament (Compulsory for General BTh and BTh with Youth Work)</b>	2L, 1T	<b>T</b>
<p><i>Objective</i></p> <p>An introductory and orientational module regarding the study of the Old and New Testaments.</p> <p><i>Contents</i></p> <p>The module offers a broad overview of the art and technique of Bible interpretation, focusing on the text, context and reception of the Bible.</p> <p>The module includes the unique aspects of the interpretation of the Bible, as well as the historical and socio-cultural contexts of these books.</p>				

*Outcomes*

Developing an understanding of the unique nature of the Bible, including knowledge about the diverse literary genres contained in the various books of the Old and the New Testament, as well as the historic and socio-cultural contexts of these books.

Developing a hermeneutical approach to Theology and the interpretation of the Bible, including knowledge of the various methodological approaches used to interpret the Bible.

Introductory familiarisation with exegetic theory and practice.

The acquisition of analytical and critical English reading skills.

Home department: OLD AND NEW TESTAMENT

**12283 SYSTEMATIC THEOLOGY AND ECCLESIOLOGY**

<b>114</b>	<b>16</b>	<b>Introduction to Systematic Theology and Ecclesiology (Compulsory for General BTh and BTh with Youth Work)</b>	2L, 1T	<b>T</b>
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*Objective*

The introduction of students to the discipline of Theology, and more specifically with regard to the various disciplines in Systematic Theology and Ecclesiology.

*Contents*

The first part of the module focuses on questions such as the following: What is Theology? What are the sources for Theology? Where is Theology practiced? What is the impact of our context on our theologising? Why is the history of Theology important? How is Theology related to faith, the church and public life?

After this broad introductory orientation, the rest of the module covers the questions, contents and methodologies related to the various disciplines of Systematic Theology, Theological Ethics, Church History and Church Polity.

*Outcomes*

The ability to deal competently with questions such as the following: What is Theology? What are the sources for Theology? Where is Theology practiced? What is the impact of our context on our theologising? Why is the history of Theology important? How is Theology related to faith, the church and public life?

Possession of a basic knowledge of questions, contents and methodologies related to the various disciplines that are presented in the discipline group of Systematic Theology and Ecclesiology (namely Systematic Theology, Theological Ethics, Church History and Church Polity).

Having students orient themselves with regard to how these disciplines fit into the broader theological encyclopedia.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

**12282 PRACTICAL THEOLOGY AND MISSIOLOGY**

<b>112</b>	<b>8</b>	<b>Introduction to Practical Theology and Missiology (Compulsory for General BTh and BTh with Youth Work)</b>	1L, 1T	<b>T</b>
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*Objective*

To guide students in the acquisition of knowledge, skills and the disposition to

understand Practical Theology and Missiology as theological disciplines with a view to preparing them for congregational ministry and service to the community.

#### *Contents*

Conceptual framework for Practical Theology and Missiology.

Methodology of Practical Theology and Missiology.

Foundational theory of the church.

Models of being a church.

Community and congregational analysis.

Christian leadership.

#### *Outcomes*

To acquire a conceptual understanding of Practical Theology and Missiology.

A basic understanding for the methodology of Practical Theology and Missiology.

Developing a foundational theory of the church.

Acquiring knowledge regarding various contextually developed church models.

Acquiring the ability to do a congregational and community analysis.

Acquiring a basic understanding of Christian leadership development.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

### ***Compulsory Modules in Second Semester***

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

<b>144</b>	<b>16</b>	<b>Narrative Literature in the Bible (Compulsory for General BTh and BTh with Youth Work)</b>	2L, 2T	<b>T</b>
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#### *Objectives*

Introductory and orientational module about the study of Biblical narratives in their respective socio-historical contexts.

The nature of the narrative genre and ancient historiography will be studied together with the use of suitable methodologies.

In the section on the Old Testament the focus is on the Deuteronomic History, Ezra-Nehemiah and Chronicles.

In the section on the New Testament the focus is on Acts (together with aspects of the Synoptic Gospels).

#### *Contents*

Introduction to the narrative genres in the Biblical texts.

Introduction to the narratological models with which narrative texts in the Bible may be interpreted.

Introduction to the characteristics and dynamics of ancient and Biblical historiography.

Introduction to the Deuteronomic History, as well as Chronicles and Ezra-Nehemiah.

Introduction to Acts (and related Gospels literature).

A service-learning component (with a weight of 1 out of 16 credits) to be carried out in a congregational context, and which will facilitate learning by means of the practical planning, development and implementation of programmes among secondary-school learners.

#### *Outcomes*

Identification of the literary form of a text and explanation of the narrative genres in Biblical texts.

Demonstration of the basic aspects of using suitable methodologies in reading and analysing Biblical narratives.

Description of the socio-historical context of Biblical narratives and explanation of the

importance of it for the interpretation of narratives.

Demonstration of the basic ability to read, translate and explain narrative texts in a theological context.

Development of a basic understanding of how Biblical historiography communicates in narrative format.

Indication of the relevance of narrative Biblical texts for Theology and Ethics in the contemporary world.

Demonstration of the basic ability to design practical programmes for implementation in congregational contexts, through which familiarity with the narrative and historiographic genres in the Bible is facilitated, especially among secondary-school learners.

Home department: OLD AND NEW TESTAMENT

### 50741 SYSTEMATIC THEOLOGY

<b>144</b>	<b>8</b>	<b>Philosophy for Theologians</b>	1L, 1T	<b>T</b>
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#### *Objective*

To provide students with an introduction to a number of important philosophers / philosophical streams/ philosophical questions that are important for theological investigation.

#### *Contents*

The first part of the module investigates the close and complex relationship between Philosophy and Theology. Attention is given to the way in which a philosophical conceptual thought-framework may be of value for theological investigation.

The rest of the module offers students an introduction to important philosophers and philosophical streams, with specific attention to their influence on Theology and theologians. In the process, students are exposed to important debates in, for example, philosophy of religion, philosophy of history, hermeneutics and philosophy of science.

#### *Outcomes*

Developing an understanding for the close and complex relationship between Theology and Philosophy.

Understanding in what way a conceptual philosophical thought-framework is of value in theological investigations.

Generating introductory knowledge of important philosophers/philosophical streams.

Developing knowledge and skills regarding the way in which these philosophers and philosophical streams have influenced Theology, as well as the way in which theological issues were central for some philosophers/philosophical streams.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

### 12068 ECCLESIOLOGY

<b>143</b>	<b>16</b>	<b>Church History and the History of Theology: Early Church and Middle Ages</b>	2L, 1T	<b>T</b>
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#### *Objective*

To provide students with the necessary knowledge of important historical events, figures and streams in the early church and in the Middle Ages and to guide them to establish a theological-historical interpretation framework regarding these periods.

#### *Contents*

This module focuses on the church history and history of theology of the early church

and the Middle Ages. It covers important events, figures, doctrines and streams from these periods and asks what it means church-historically for our present time.

*Outcomes*

Obtaining knowledge and insight regarding the historical events, figures and streams in the early church and in the Middle Ages.

The integration of theological-historical knowledge and skills with their context and possible ministries.

Developing a sensitivity for the importance of the forgotten or silenced voices from the past.

The constructive reading and critical interpretation of primary sources and other church-historical literature.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

**55743 MISSIOLOGY**

<b>142</b>	<b>8</b>	<b>Introduction to the Theory and History of Mission (Compulsory for General BTh and BTh with Youth Work)</b>	1L, 1T	<b>T</b>
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*Objective*

The module offers a broad overview of the theories, methods and history of worldwide witness and service. It focuses on the Biblical, theological and socio-historical dimensions of cross-cultural, intercultural and other praxis-based dimensions of Christianity worldwide.

*Contents*

- (i) Theories and methods of global mission in theological paradigms.
  - Missio Dei* theology and reconciliation through witness and service.
  - Intercultural and missional hermeneutics.
  - Spirituality of hospitality, vulnerability and courageous witness.
  - Methods of witness as evangelisation (such as friendship and service evangelisation).
  - Theories and methods of global witness and service – case-study approach to denominations and congregations.
  - Short-term outreaches.
  - Church founding and church growth or new-congregation development model.
  - Contextualisation and inculturation.
  - Intercultural communication and witness.
  - Theories and methodology in a growing global praxis.
- (ii) Theories and methodology of global mission in historical paradigms.
  - Historical case studies of cross-cultural and intercultural witness, service and dialogue.
  - History of the modern missionary movement: chronology, themes and service.
  - Cross-cultural and intercultural processes in the history of global witness and service.
  - Historical waves and patterns of denominational witness and service.

*Outcomes*

Showing comprehensive understanding for paradigmatic, thematic and case-study approaches to the theories, methodology and history of global witness and service.

Developing an intercultural and missional hermeneutic approach to witness.

Introductory familiarisation with the theories, methodology and history of witness and service in missionary movements (nineteenth to twenty-first century) and missionary congregations (since the 1980s).

Obtaining cross-cultural and intercultural analytical and interpretation skills of themes and case studies of witness and service in the missionary movements and missional congregations.

Developing the understanding for a comprehensive grasp of *missio Dei* theologies, reconciliation, service and witness of selected denominations.

Growing in a missional spirituality of hospitality, vulnerability and courageous witness and service.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

## EXISTING BTh II [being phased out at the end of 2012]

### Bibliology and Theological Hermeneutics

#### *With Ancient Languages*

<b>53848 BIBLICAL HEBREW</b>				
<b>212</b>	<b>8</b>	<b>Continued Biblical Hebrew Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Tuition in the morphology, syntax and semantics of Biblical Hebrew verbs and particles Practice in the analysis of the morphological, syntactic and semantic dimensions of a narrative text <i>PP Biblical Hebrew 178</i> Home department: ANCIENT STUDIES				
<b>242</b>	<b>8</b>	<b>Continued Biblical Hebrew Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Semantics and pragmatics of the word order of Biblical Hebrew. Theoretical orientation in the textual criticism of the Hebrew Bible. Analysis of the morphological, syntactic and semantic dimensions of a more advanced narrative text. Treatment of basic text-critical problems. <i>PP Biblical Hebrew 178</i> Home department: ANCIENT STUDIES				

<b>14109 GREEK</b>				
<b>212</b>	<b>8</b>	<b>Continued Ancient Greek Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Intermediate Greek grammar. The language, form and structure of selected texts. Problems of translation. Cultural-historical background of the specific texts. <i>PP Greek 178</i> Home department: ANCIENT STUDIES				
<b>242</b>	<b>8</b>	<b>Continued Ancient Greek Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Continued Intermediate Greek grammar. The language, form and structure of selected, more complex narrative texts. Critical comparison of translations. Literary and Cultural-historical background of the specific texts. <i>PP Greek 178</i> Home department: ANCIENT STUDIES				

<b>17418 OLD TESTAMENT</b>				
<b>212</b>	<b>8</b>	<b>The Pentateuch and Narrative Literature in the Old Testament I</b>	1L, 1T	<b>T</b>
<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> <p>Home department: OLD AND NEW TESTAMENT</p>				
<b>242</b>	<b>8</b>	<b>The Pentateuch and Narrative Literature in the Old Testament II</b>	1L, 1T	<b>T</b>
<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> <p>Home department: OLD AND NEW TESTAMENT</p>				

<b>16586 NEW TESTAMENT</b>				
<b>212</b>	<b>8</b>	<b>The Gospels and Acts I</b>	1L, 1T	<b>T</b>
<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> <p>Home department: OLD AND NEW TESTAMENT</p>				
<b>242</b>	<b>8</b>	<b>The Gospels and Acts II</b>	1L, 1T	<b>T</b>
<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> <p>Home department: OLD AND NEW TESTAMENT</p>				

<b>50741 SYSTEMATIC THEOLOGY</b>				
<b>222</b>	<b>8</b>	<b>Theological Hermeneutics</b>	1L, 1T	<b>T</b>
<p><i>Objective</i>            Besides a hermeneutical sensitivity, the development of a historical awareness and self-</p>				

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.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

***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 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 with programme that includes Hebrew and Greek)

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

(Compare with programme that includes Hebrew and Greek)

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

(Compare with 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>	<b>16</b>	<b>History of the Church 1483 to 1800</b>	2L, 1T	<b>T</b>
<p><i>Objective</i></p> <p>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.</p> <p><i>Programme content</i></p> <p>The history of the church as from the Reformation to the end of the 18th century.</p> <p><i>Outcome</i></p> <p>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.</p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				
<b>242</b>	<b>8</b>	<b>The History of the Church during the Nineteenth and Twentieth Centuries</b>	2L, 1T	<b>T</b>
<p><i>Objective</i></p> <p>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</p>				

centuries within the context of that time and with reference to its contemporary relevance.

*Programme content*

The history of the church during the nineteenth century.

The history of the church during the twentieth century.

*Outcomes*

The development of a theologically justified insight into, and knowledge of, the church's history during the nineteenth and twentieth centuries within the context of that time and in the light of its relevance for contemporary questions.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

### 50741 SYSTEMATIC THEOLOGY

<b>242</b>	<b>8</b>	<b>Christology and Atonement</b>	1L, 1T	<b>T</b>
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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.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

### Communication and Community Studies

#### *With and without Ancient Languages*

### 18414 PSYCHOLOGY

<b>242</b>	<b>8</b>	<b>Human Development in Context</b>	1.5L	<b>T</b>
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In this module human development is studied, with specific reference to the South African context.

Home department: PSYCHOLOGY

### 50776 PRACTICAL THEOLOGY

<b>214</b>	<b>16</b>	<b>Theory of Communication, Liturgical and Homiletic Processes in the Ministry</b>	2L, 1T	<b>T</b>
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*Objectives*

Introducing to the theory of communication, in view of homiletic and conversational skills.

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

Guiding 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, learning to interpret Scripture so that it is heard as the dynamic Word of God in our day.

Understanding 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, being 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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

<b>242</b>	<b>8</b>	<b>Theology and Community Development I</b>	1L, 1T	<b>T</b>
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*Objectives*

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".

*Programme content*

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.

*Outcomes*

Acquiring the ability to reflect theologically on the relationship of the church in the community.

Developing an ethical sensitivity for social issues.

Learning to function as facilitators and field workers in communities.

Becoming knowledgeable about the theory and practice of being involved in community development as part of congregation building.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

**11803 SUBSTANCE DEPENDENCY I**

<b>214</b>	<b>8</b>	<b>Substance Dependency I</b>	1L, 1T	<b>T</b>
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*Objectives*

To guide students in understanding the extent of substance dependency and to use the knowledge to guide young people in this regard.

*Programme content*

Substance dependency.

Drug and alcohol misuse.

Pastoral guiding of young people with substance dependency.  
Identity crisis and the quest for meaning.

*Outcomes*

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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

### 11774 CHILDREN'S MINISTRY

<b>242</b>	<b>16</b>	<b>Children's Ministry</b>	2L, 1T	<b>T</b>
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*Objectives*

To guide students in developing a knowledge of the theoretical basis and theology of children's ministry.

*Programme content*

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.

*Outcomes*

Understanding of the theological theory of children's ministry.  
Acquiring knowledge of hermeneutics within the field of children's ministry.  
Acquiring knowledge of the theory of different approaches to children's ministry.  
Demonstrating comparative skills concerning the different approaches to children's ministry.  
Demonstrating the skills to describe and apply the various approaches and strategies to the practice of children's ministry within local contexts.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

### 11804 CHRISTIAN SPIRITUALITY, LIFE SKILLS AND HEALING

<b>252</b>	<b>16</b>	<b>Christian Spirituality, Life Skills and Healing</b>	1L, 1T	<b>T</b>
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*Objectives*

To guide students in understanding Christian spirituality and the meaning of life.

*Programme content*

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.

*Outcomes*

Understanding the character of Christian spirituality and how it ties in with the phenomenon of religion.  
Imparting knowledge of a systems theory and its relation to different life and relational issues.  
Understanding the interplay between life care, spiritual healing and counselling.

Gaining insight into the dynamics of spiritual/faith development/formation, spiritual maturity and spiritual care.

Acquiring the ability to do spiritual counselling from a Christian perspective.

Developing the ability to identify social pathology and to address it pastorally.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

### EXISTING BTh III [being phased out at the end of 2013]

#### Bibliology and Theological Hermeneutics

##### *With Ancient Languages*

<b>53848 BIBLICAL HEBREW</b>				
<b>222</b>	<b>8</b>	<b>Continued Biblical Hebrew Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Morphology, syntax and semantics of Biblical Hebrew nouns. Characteristics of Biblical Hebrew poetry. Analysis and interpretation of elementary poetic and more advanced narrative texts. <i>PP Biblical Hebrew 178</i> Home department: ANCIENT STUDIES				
<b>252</b>	<b>8</b>	<b>Continued Biblical Hebrew Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Methodology of Bible interpretation. History of Bible translation. Analysis and interpretation of more advanced poetic, instructive and descriptive texts. <i>PP Biblical Hebrew 178</i> Home department: ANCIENT STUDIES				

<b>14109 GREEK</b>				
<b>222</b>	<b>8</b>	<b>Continued Ancient Greek Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Continued Intermediate Greek grammar. The language, form and structure of selected texts. Critical comparison of translations. Literary and Cultural-historical background of the specific texts. <i>PP Greek 178</i> Home department: ANCIENT STUDIES				
<b>252</b>	<b>8</b>	<b>Continued Ancient Greek Language and Text Study</b>	1.5L, 0.5P, 1T	<b>T</b>
Continued Intermediate Greek grammar. The language, form and structure of selected argumentative texts. Critical comparison of translations. Literary and Cultural-historical background of the specific texts. <i>PP Greek 178</i> Home department: ANCIENT STUDIES				

<b>17418 OLD TESTAMENT</b>				
<b>322</b>	<b>6</b>	<b>The Prophetic Literature of the Old Testament I</b>	1L, 1T	<b>T</b>
<p><i>Objective</i> Introduction to the scientific and theological study of the major Old Testament prophets</p> <p><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.</p> <p><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.</p> <p>Home department: OLD AND NEW TESTAMENT</p>				
<b>352</b>	<b>12</b>	<b>The Prophetic Literature of the Old Testament II</b>	1L, 1T	<b>T</b>
<p><i>Objective</i> Continued scientific and theological study of the minor Old Testament prophets.</p> <p><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 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.</p> <p><i>Outcomes</i> 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.</p> <p>Home department: OLD AND NEW TESTAMENT</p>				

<b>16586 NEW TESTAMENT</b>				
<b>322</b>	<b>12</b>	<b>The Epistles of Paul I</b>	1L, 1T	<b>T</b>
<p><i>Objectives</i> 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.</p>				

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 into the literary form of the epistles of Paul.  
Insight into 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.

Home department: OLD AND NEW TESTAMENT

<b>352</b>	<b>6</b>	<b>The Epistles of Paul II</b>	1L, 1T	<b>T</b>
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*Objectives*

Continued 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 into the literary form of the epistles of Paul.  
Insight into 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.

Home department: OLD AND NEW TESTAMENT

*Without Ancient Languages*

**17418 OLD TESTAMENT**

<b>322</b>	<b>6</b>	<b>The Prophetic Literature of the Old Testament I</b>	1L, 1T	<b>T</b>
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*Objective*

Introduction to the scientific and theological study of the major 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 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.

*Outcomes*

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.

Home department: OLD AND NEW TESTAMENT

<b>352</b>	<b>12</b>	<b>The Prophetic Literature of the Old Testament II</b>	1L, 1T	<b>T</b>
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*Objective*

Continued 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.

Home department: OLD AND NEW TESTAMENT

**16586 NEW TESTAMENT**

<b>322</b>	<b>12</b>	<b>The Epistles of Paul I</b>	1L, 1T	<b>T</b>
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*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 into the literary form of the epistles of Paul.

Insight into 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.

Home department: OLD AND NEW TESTAMENT

<b>352</b>	<b>6</b>	<b>The Epistles of Paul II</b>	1L, 1T	<b>T</b>
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*Objectives*

Continued 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 into the literary form of the epistles of Paul.

Insight into 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.

Home department: OLD AND NEW TESTAMENT

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*

**50741 SYSTEMATIC THEOLOGY**

<b>314</b>	<b>12</b>	<b>The Doctrine of the Church, the Doctrine of the Sacraments and Eschatology</b>	2L, 1T	<b>T</b>
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*Objective*

To study the Christian doctrine concerning the Holy Spirit against the backdrop of the biblical, historical and contemporary traditions, convictions and questions.

*Programme content*

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.

*Outcomes*

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

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

<b>324</b>	<b>12</b>	<b>Ethical Themes</b>	2L, 1T	<b>T</b>
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*Objective*

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.

*Programme content*

Amongst others, the following issues will be addressed: racism, pluralism, war and violence, human rights, democracy, the media, art, work, recreation and sport.

*Outcomes*

Students demonstrate the knowledge, skills and values that enable them to give critical responses, from a Christian ethical perspective with the Bible as most important resource, to various social questions.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

<b>334</b>	<b>12</b>	<b>Ethics – Sexuality and Life</b>	2L, 1T	<b>T</b>
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*Objectives*

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 to bio-ethics, especially to reflections regarding the status of human life, evaluation of recent technological possibilities and moral issues flowing from these.

*Programme content*

Human sexuality (hetero- and homosexual): 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.

*Outcomes*

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.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

344	12	Doctrinal Themes	2L, 1T	T
<p><i>Objective</i> 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> Important representations of salvation in the Biblical traditions, while taking into consideration the respective literary and historical concerns, as well as the rhetorical strategies. 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> 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> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				
354	12	Economic Ethics and Apologetics	2L, 1T	T
<p><i>Objectives</i> 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> Economic structures. Economic problems and challenges. Economics and faith. The Christian faith and economic transformation. 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.</p> <p><i>Outcomes</i> 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 a Christian ethical perspective. The critical consideration of important recent forms of religious critique. The formation of personal standpoints on this critique. Practice in the skill of formulating and motivating personal standpoints on the truth and credibility of the Gospels.</p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				

**Communication and Community Studies**

<b>11805 SUBSTANCE DEPENDENCY II</b>				
<b>314</b>	<b>16</b>	<b>Substance Dependency II</b>	<b>2L, 1T</b>	<b>T</b>
<p><i>Objective</i></p> <p>To guide students to approach substance dependency from a systems theoretical, pastoral anthropological, Christian spiritual and pastoral care perspective. Learning the practical application of pastoral care concerning young people with substance dependency.</p> <p><i>Programme content</i></p> <p>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.</p> <p><i>Outcomes</i></p> <p>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.</p> <p>Home department: PRACTICAL THEOLOGY AND MISSIOLOGY</p>				

<b>11806 PLANNING AND ORGANISING WITHIN YOUTH WORK</b>				
<b>324</b>	<b>12</b>	<b>Planning and Organising within the Youth Work Context</b>	<b>2L, 1T</b>	<b>T</b>
<p><i>Objective</i></p> <p>To guide students to gain knowledge and understanding of the process of planning and organising in Youth Work.</p> <p><i>Programme content</i></p> <p>Process of strategic planning.            Organisational functioning in the context of Youth Work.            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.</p> <p><i>Outcomes</i></p> <p>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.</p> <p>Home department: PRACTICAL THEOLOGY AND MISSIOLOGY</p>				

<b>11807 GANGSTERISM, VIOLENCE AND THE ABUSE OF POWER</b>				
<b>342</b>	<b>12</b>	<b>Gangsterism, Violence and the Abuse of Power</b>	<b>2L, 1T</b>	<b>T</b>
<p><i>Objective</i> 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> Substance abuse and the abuse of power (theological perspective: omnipotence of God; theology of power). Violence in pastoral care. Pastoral care and the phenomenon of gangsterism on the Cape Flats.</p> <p><i>Outcomes</i> Understanding of the interconnectedness between substance dependency and public/community issues. Development of a systems approach to life problems and the notion of power. Understanding of the relevancy of a holistic approach in pastoral care to the problem of addiction. The ability to deal with violence and understand how it is related to youth problems and substance dependency. The ability to apply the principles of pastoral care to communities where gangsterism is a reality.</p> <p>Home department: PRACTICAL THEOLOGY AND MISSIOLOGY</p>				

<b>11808 HUMAN DEVELOPMENT AND SERVICE LEARNING (PRACTICAL)</b>				
<b>352</b>	<b>12</b>	<b>Human Development and Service Learning (Practical)</b>	<b>1L, 4P, 1T</b>	<b>T</b>
<p><i>Objective</i> 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> Practical work under supervision in a community setting. Individual and group supervision. Practical exposure in specific Youth Work practice. Integration of theory and practice by means of report writing. Organise and manage themselves and their activities in a responsible and effective way. Work with others as a team member. Identity and spiritual formation.</p> <p><i>Outcomes</i> The ability to integrate theory and practice by means of academic report writing. Demonstration and application of specific skills (life counselling skills). The ability to contextualise. The development of a positive Christian spiritual life orientation in personal and professional conduct (spiritual maturity). The ability to structure and organise Youth Work within an ecclesial context.</p>				

The ability to integrate human development with spiritual development.

The ability to work within a team.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

*With and without Ancient Languages*

**55743 MISSIOLOGY**

<b>344</b>	<b>12</b>	<b>Mission Practice: Theory and Methodology of Mission</b>	2L, 1T	<b>T</b>
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*Objective*

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.

*Programme content*

Missionary work as a multidimensional act of witness.

Public witness.

Cross-cultural communication.

Co-operative 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 co-operative missionary work.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

**EXISTING BTh IV [being phased out at the end of 2014]**

**Bibliology and Theological Hermeneutics**

*With Ancient Languages*

**17418 OLD TESTAMENT**

<b>414</b>	<b>12</b>	<b>Lyrical Literature in the Old Testament</b>	2L, 1T	<b>T</b>
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(In cooperation with the Department of Ancient Studies – Biblical Hebrew)

*Objective*

Introduction to the theological study of the lyrical literature (Psalms, Lamentations and Song of Songs) of the Old Testament.

*Programme content*

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.

*Outcomes*

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.				
Home department: OLD AND NEW TESTAMENT				
<b>444</b>	<b>12</b>	<b>Wisdom Literature in the Old Testament</b>	2L, 1T	<b>T</b>
(In co-operation 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 wisdom literature in the Old Testament.				
Insight into 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.				
Home department: OLD AND NEW TESTAMENT				

<b>16586 NEW TESTAMENT</b>				
<b>414</b>	<b>12</b>	<b>The Johannine Literature</b>	2L, 1T	<b>T</b>
(In cooperation with the Department of Ancient Studies – Greek)				
<i>Objectives</i>				
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.				
<i>Programme content</i>				
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.				
<i>Outcomes</i>				
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.

Home department: OLD AND NEW TESTAMENT

<b>444</b>	<b>12</b>	<b>General Epistles and Hebrews</b>	2L, 1T	<b>T</b>
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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 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.

Home department: OLD AND NEW TESTAMENT

*Without Ancient Languages*

**17418 OLD TESTAMENT**

<b>414</b>	<b>12</b>	<b>Lyrical Literature in the Old Testament</b>	2L, 1T	<b>T</b>
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(In cooperation with the Department of Ancient Studies – Biblical Hebrew)

*Objective*

Introduction to the theological study of the lyrical literature (Psalms, Lamentations and Song of Songs) of the Old Testament.

*Programme content*

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.

*Outcomes*

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.				
Home department: OLD AND NEW TESTAMENT				
<b>444</b>	<b>12</b>	<b>Wisdom Literature in the Old Testament</b>	2L, 1T	<b>T</b>
(In co-operation 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 wisdom literature in the Old Testament.				
Insight into 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.				
Home department: OLD AND NEW TESTAMENT				

<b>16586 NEW TESTAMENT</b>				
<b>414</b>	<b>12</b>	<b>The Johannine Literature</b>	2L, 1T	<b>T</b>
(In cooperation with the Department of Ancient Studies – Greek)				
<i>Objectives</i>				
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.				
<i>Programme content</i>				
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.				
<i>Outcomes</i>				
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.

Home department: OLD AND NEW TESTAMENT

<b>444</b>	<b>12</b>	<b>General Epistles and Hebrews</b>	2L, 1T	<b>T</b>
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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 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.

Home department: OLD AND NEW TESTAMENT

## Christian Spirituality and Studies in Views of Life

### *With and without Ancient Languages*

#### **12068 ECCLESIOLOGY**

<b>442</b>	<b>6</b>	<b>The Theology of Church Polity</b>	1L, 1T	<b>T</b>
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*Objective*

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.

*Programme content*

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.

*Outcomes*

To enable students to read and apply a church order, given their knowledge of the theology of Church Polity.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

**50741 SYSTEMATIC THEOLOGY**

<b>422</b>	<b>6</b>	<b>Contemporary Theology</b>	2L	<b>T</b>
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*Objective*

To study and critically evaluate selected contemporary issues, figures and developments in Christian theology.

*Content*

The individual study and critical group discussion of selected sources concerning contemporary issues, figures and developments.

*Outcomes*

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.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

**Communication and Community Studies*****With and without Ancient Languages*****55743 MISSIOLOGY**

<b>414</b>	<b>12</b>	<b>Religions in Africa</b>	2L, 1T	<b>T</b>
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*Objectives*

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.

*Programme content*

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.

*Outcomes*

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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

444	12	Ecumenics	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.				
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				

<b>50776 PRACTICAL THEOLOGY</b>				
414	12	Pastoral Care and Counselling	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, solace, 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.				
<i>Outcomes</i>				
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.				
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
424	12	Liturgical and Homiletical Communication of the Gospel	2L, 1T	T
<i>Objectives</i>				
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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

<b>444</b>	<b>12</b>	<b>Community Development, Management and Entrepreneurial Skills</b>	2L, 1T	<b>T</b>
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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. Students will be required to take appropriate modules in the BA programme in Environmental Studies, as well as in 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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

<b>452</b>	<b>6</b>	<b>Theology and Community Development II</b>	1L, 1T	<b>T</b>
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(The Department of Sociology and Social Anthropology and the School for Public Management and Planning are consulted in order to develop joint modules.)

*Objectives*

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 develop systematically the diaconal concept "Church in Society".

*Programme content*

Community development and the church.  
Community development in theological perspective.  
Training in participatory action research and learning.  
Human needs development.  
Community and congregation development.

*Outcomes*

Developing an ethical awareness and sensitivity for social issues.  
Reflecting theologically on the relationship of church in community.  
Becoming ethically sensitive to social issues.  
Becoming facilitators and field workers in communities.  
Becoming knowledgeable on the theory and practice of being congregationally involved in community development.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

## POSTGRADUATE DIPLOMA IN THEOLOGY IN CHRISTIAN MINISTRY

### 55573 CONGREGATIONAL MINISTRY AND ADMINISTRATION

671	13	<b>Congregational Ministry and Administration</b>		
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*Objective*

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.

*Programme content*

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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

**55581 YOUTH MINISTRY**

<b>671</b>	<b>10</b>	<b>Youth Ministry</b>		
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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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

**55603 PASTORAL MINISTRY**

<b>671</b>	<b>10</b>	<b>Pastoral Ministry</b>		
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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 relationships. The student should have a heightened pastoral sensitivity for people's needs during crises and suffering.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

**55611 PUBLIC WORSHIP AND COMMUNICATION****671****15****Public Worship and  
Communication***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 deliver a topical sermon from the Old Testament?

Homiletic exercises and preaching from the New Testament (3): How do I deliver 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.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

**50547 OLD AND NEW TESTAMENT****671****9****Old and New Testament**

Theological and ethical themes in the Old and New Testament.

Home department: OLD AND NEW TESTAMENT

**50741 SYSTEMATIC THEOLOGY****671****9****Dogmatic and Ethical Issues**

Dogmatic and ethical issues.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

<b>58769 SUPERVISION</b>			
<b>671</b>	<b>18</b>	<b>Supervision</b>	
Assessment by supervisor of practical work done in the congregation.			
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY			

# 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 provide training in the form of short courses, seminars and similar initiatives.

### **Enquiries:**

The Director: Prof Nico Koopman

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Fax: 021 808 3251

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

## **EKKLESIA**

Ekklesia 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 Ekklesia 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 to continue studying 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, Ekklesia, 171 Dorp Street, Stellenbosch 7600. Tel.: (021) 808 3382

## **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.

### **Enquiries:**

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Web: <http://www.sun.ac.za/theology/urdr.htm>

## **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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