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Faculty of **Theology**

Acting Dean:

Prof HL Bosman

BAHons, DD (Pret)



CALENDAR 2016
PART 9



Calendar

Amendments, liability and accuracy

- In this publication any expression signifying one of the genders includes the other gender equally, unless inconsistent with the context.
- The University reserves the right to amend the Calendar parts at any time.
- The Council and Senate of the University accept no liability for any inaccuracies there may be in the Calendar parts.
- Every reasonable care has been taken, however, to ensure that the relevant information to hand as at the time of going to press is given fully and accurately in the Calendar parts.

Where do I find the printed versions of the Calendar parts?

- The printed versions of the Calendar parts can be obtained at the Help Desk in the Admin A Building.
- Afrikaans (Part 1 to 12) and English copies of the individual parts are available.

Where do I find the electronic versions of the Calendar parts?

- The electronic versions of the Calendar parts can be obtained at www.sun.ac.za/Calendar.

The division of the Calendar

- The Calendar is divided into 13 parts.
- Part 1, 2 and 3 of the Calendar contains general information applicable to all students. Students are urged to take note especially of the content of the provisions in Part 1 of the Calendar applicable to them.
- Part 4 to 13 of the Calendar are the faculty Calendar parts.

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Part 1	General
Part 2	Bursaries and Loans
Part 3	Student Fees
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How to use this Calendar Part

Readers of the Calendar Part

The information in this Calendar Part is intended for the following groups of readers:

- **Prospective** undergraduate and postgraduate students who are looking for information about the programmes of study offered by the Faculty
- **Registered** undergraduate and postgraduate students of Stellenbosch University who are looking for more information about the curriculums (combinations of subjects and modules) of specific programmes of study, as well as for other information related to their studies
- **Teaching, administrative and management staff of Stellenbosch University** who are required to keep abreast of the information contained herein to be able to fulfil their various functions.

Any person who are not in one of the abovementioned groups, but who wish to use this Calendar Part as a source of information for any reason, is of course also more than welcome to do so.

How to locate information

Following are guidelines for finding information in the different chapters in this Calendar Part. Consult the table of contents for the page numbers of the chapters referred to below.

Prospective undergraduate students

- Undergraduate Programmes chapter
 - Information on undergraduate programmes of study that are offered;
 - the minimum admission requirements for the different programmes of study; and
 - the subjects and modules that must be taken for the different programmes of study each year, with choices where applicable.
- General Information chapter
 - Information about the academic offering, the process of enrolment management, which entails selection for admission to programmes of study, as well as requirements regarding programmes of study;
 - information about the Language Policy of the University and the Faculty;
 - information about communication with the University, which includes an explanation of the concept “student number” and indicates applicable options for enquiries along with their contact details; and
 - contact details of the Faculty of Theology.
- Subjects, Modules and Module Contents chapter
 - An explanation of subjects as distinct from modules;
 - definitions of the language specifications of modules;

- definitions of prerequisite pass, prerequisite and corequisite modules; and
- an explanation of the different digits used for the numbering of modules in the Undergraduate Programmes chapter.
- Index
 - An index of undergraduate subjects that can be taken in programmes of study of the Faculty (as these subjects appears in the Subjects, Modules and Module Contents chapter), appears in the back of this Calendar Part.

Prospective postgraduate students

- Postgraduate Programmes chapter
 - Information on postgraduate programmes of study that are offered;
 - the minimum admission requirements for the different programmes of study;
 - information about specific closing dates for applications, and other relevant information, for example selection; and
 - the subjects and modules that must be taken for the different programmes of study each year, with choices where applicable.
- General Information chapter
 - Information about the Language Policy of the University and the Faculty;
 - information about communication with the University, which includes an explanation of the concept “student number” and indicates applicable options for enquiries along with their contact details; and
 - contact details for the Faculty of Theology.

Registered undergraduate students

- Undergraduate Programmes chapter
 - Information on undergraduate programmes of study that are offered; and
 - the subjects and modules that must be taken for the different programmes of study each year, with choices where applicable.
- General Information chapter
 - The Faculty’s policy on the granting of Dean’s Concession Examinations to final-year students;
 - information about the Language Policy of the University and the Faculty;
 - information about communication with the University, as well as applicable options for enquiries along with their contact details; and
 - contact details of the Faculty of Theology.
- Subjects, Modules and Module Contents chapter
 - An explanation of subjects as distinct from modules;
 - an explanation of the different digits used for the numbering of modules in the Undergraduate Programmes chapter;
 - the abbreviations and definitions used for the teaching loads of individual modules;
 - an indication at each module of what its teaching load is;

- definitions of the language specifications of modules, as well as an indication at each module of what its language specification is; and
- the definitions of prerequisite pass, prerequisite and corequisite modules, as well as an indication at each module of which of the requisites apply to it, if any.
- Index
 - An index of undergraduate subjects that can be taken in programmes of study of the Faculty (as these subjects appears in the Subjects, Modules and Module Contents chapter), appears in the back of this Calendar Part.

Registered postgraduate students

- Postgraduate Programmes chapter
 - Information on postgraduate programmes of study that are offered; and
 - the subjects and modules that must be taken for the different programmes of study each year, with choices where applicable.

Teaching, administrative and management staff

Most of the information in this Calendar Part may be of value in the execution of your various duties. The table of contents is the best place to begin looking for information, but frequent use of the book will naturally lead to familiarity with all the information in the book and with where it is located.

General Information

The Faculty of Theology (established 1963) developed out of the Theological Seminary of the Dutch Reformed Church (DRC) that was founded in 1859. Since 2000 the Faculty has also trained ministers and youth workers, per agreement, for the Uniting Reformed Church (URC) in Southern Africa, the Uniting Presbyterian Church in Southern Africa (UPCSA); and the Anglican Church of Southern Africa.

The Faculty of Theology is the smallest faculty at the University. It is, however, a hospitable, energetic and creative faculty in which scientific theology is practised with integrity.

The academic offering, with Christian Reformed theology as point of departure, has been broadened with the incorporation of a Youth Work programme and the development of a new curriculum which offers a wide range of options for undergraduate students in regards to teaching and research. The variety of undergraduate and postgraduate programmes of the Faculty accommodates students from various communities, churches and countries.

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 Theology (BTh). This is a three-year theology programme, offered since 2012, for which ancient languages are optional. The programme allows for specialisation in Youth Work.

Bachelor of Divinity (BDiv). This is a four-year theology programme for which ancient language are compulsory.

Postgraduate Diploma in Theology – PG Dip (Theology)

Postgraduate Diploma in Theology in Christian Ministry – PG Dip (Theology) (Christian Ministry)

Master of Divinity (MDiv)

Master of Theology (MTh)

MPhil in Chaplaincy Studies (presented jointly with the Military Academy), **preceded by:**

- **Postgraduate Diploma in Theology in Chaplaincy Studies – PG Dip (Theology) (Chaplaincy Studies)**

(From 2014, no new students will be admitted to the programmes PG Dip (Theology) (Chaplaincy Studies) and MPhil in Chaplaincy Studies.)

MPhil in Religion and Culture, preceded by:

- **Postgraduate Diploma in Theology** (for students in Religion and Culture) – PG Dip (Theology) (for students in Religion and Culture)

Doctor of Philosophy (PhD)

2. Undergraduate enrolment management

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 available at www.maties.com and on the faculty's web page at <http://www.sun.ac.za/theology>.

All undergraduate prospective students must write the National Benchmarking Test (NBT). Consult the NBT web site (www.nbt.ac.za) or the SU web site at 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):

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

3. Extended degree programme

Students follow an academic development programme in the form of the Extended Degree Programme approved for this Faculty.

Students who have obtained an average mark of at least 55% but below 60% for their National Senior Certificate (NSC) may be placed in the Extended Degree Programme (EDP) with the possibility of being allowed to switch to the mainstream programme based on academic performance and on recommendation by the Dean. The early warning tests could function as a next round of consideration with a view to possible referral to the EDP. The Learning and Teaching Committee of the Faculty of Theology will make a recommendation in this regard.

4. 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.

5. Specific regulations of the faculty

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

Students should also ascertain which prerequisite pass (PP), prerequisite (P) and co-requisite (C) requirements apply to each module. Particulars are given with the module content descriptions (under Subjects, Module and Module Content).

6. Granting of credit(s) for advanced standing placement

6.1 Basic points of departure:

- only credits from accredited SA Higher Education Institutions (HEIs) or foreign HEIs that are regarded to be in compliance with SA accreditation requirements and standards may be considered; and
- only credits obtained at the applicable HEQSF level may be considered; and
- the nature and scope of modules/qualifications will be the determining factors in granting of credit(s); and
- matriculation exemption must be in order for advanced placement in the BTh or BDiv programmes.

Please Note: Credits obtained elsewhere/earlier will not count as having been obtained for both admission and advance placement purposes.

6.2 No less than half of the SU qualification's credits and, of this, no less than half of the final-year credits must have been obtained to obtain the SU qualification (in accordance with statutory provisions and SU regulations) – therefore:

- Students applying for advanced placement in the (three-year) BTh may at most join BTh II.
- Students applying for advanced placement in the (four-year) BDiv, *and only if ancient languages are at least at a level equivalent to SU's Greek I and Hebrew I*, may at most join BDiv III.

6.3 Where ancient languages are not present at the time of admission with advanced placement in the (four-year) BDiv, students may at most join the second year of the curriculum; and,

- both Greek I and Hebrew I must be successfully completed during the second year of the BDiv before the student may register for the Old Testament and New Testament modules in the third year of the BDiv.
- However, students may register for other third year modules, provided that they meet the prerequisites of such modules, before they have completed the language modules.

6.4 BDiv students, whose situation is described in the previous paragraph, require the Dean's permission (in consultation with the Programme Committee chair) to take (only) the tutorials of the Old Testament II and New Testament II modules for BTh students during their second year and to take part in the corresponding assessments.

7. Continuation of a module and a programme

- 7.1 If students have met the prerequisite, co-requisite and pass prerequisite requirements applicable to a module, they may, subject to the class and examination timetables, continue with the next module in the relevant field of study.
- 7.2 Students may apply to the Faculty Secretary (who may consult with the Faculty Manager and Programme Committee chair) for a *concession* to take a maximum of 32 credits (maximally 16 credits per semester) from a previous year of study of a module, provided that the concession
- does not result in any class/test/examination timetable clashes, and
 - does not apply to more than 16 credits in the same subject.
 - In case of the above mentioned two situations, the failed module (and not the subsequent year's module) must be taken.
- 7.3 This decision runs complementary to the decision that a student may, at any time, register for a maximum of 32 credits per year more than the prescribed maximum number of credits for the year of study concerned.

8. Simultaneous registration for more than one programme

Students enrolled in the Faculty of Theology who wishes 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: Extraordinary categories of students at the Faculty of Theology

Extraordinary students at Theology registered as 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 work for the BTh, BDiv and MDiv programmes may 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. Standing rules for Dean's Concession Examinations (DCEs)

- 12.1 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 24 credits in arrears for his degree may be admitted to a Dean's Concession Examination (DCE) as a concession by the Dean, in consultation with the academic department(s) concerned, subject to the provisions.
- 12.2 It is the responsibility of the student to identify himself as a DCE candidate with the Faculty Secretary and to obtain the necessary permission and make the necessary arrangements. The Faculty Secretary must verify whether the student qualifies for a DCE and inform the relevant department(s) and Dean accordingly.
- 12.3 DCEs shall be granted only by the Dean in consultation with the academic department concerned. 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.
- 12.4 DCEs are conducted on a date and at a time determined by the Dean, in consultation with the academic department(s) concerned, but no later than 15 February.
- 12.5 DCEs are not granted to modules subject to continuous assessment.
- 12.6 A student who has been granted a DCE must ascertain what fees need to be paid, when and where the DCE in question is to be written and make such payment and present himself at such time and place.

13. Bursaries

Students who want to apply for bursaries should consult the Bursary and Loans Calendar Part 2 for information about the bursaries available. Students should contact Bursaries and Loans directly. The Faculty does not deal with bursary applications. Bursary and Loans website: <http://www.maties.com/bursaries-loans-and-fees.html>

14. Student representation

All students enrolled at the Faculty of Theology are members of the Theological Student Society which is managed by the Theological Student Committee (TSC). This is an elected executive committee of nine members assisted by elected class representatives from each academic year. The TSC is affiliated with the Student Representative Council of Stellenbosch University and also has two seats on the Academic Affairs Council. Members of the TSC have seats on the Faculty Board and faculty committees, namely the Programme Committee, Operations Committee, Coram Deo and Community Interaction Committee, as well as on committees of the different Teaching and Learning task groups ("TGLO"). The TSC manages the financial and

academic concerns of the students in the Faculty of Theology, and is therefore non-denominational. The TSC represents student interests in the faculty and coordinates student projects.

More information is available from:

The Chairman: Theological Student Committee
Faculty of Theology
Stellenbosch University
171 Dorp Street
Stellenbosch 7600

Website: www.sun.ac.za/theology/tsc

E-mail: tsktsc@sun.ac.za

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

15. Language at the University

Stellenbosch University (SU) uses Afrikaans and English as languages of instruction at undergraduate level in its endeavour to promote multilingualism. The University is committed to safeguarding and developing Afrikaans further as a well-established academic language, taking into consideration this endeavour to promote multilingualism. SU also recognises English as an international academic language and a medium through which most South Africans can communicate with each other. In addition, the University provides for the development of specialist terminology and communication skills in isiXhosa, and the teaching of isiXhosa in some academic programmes for students who will need it in their careers.

Many of our modules are already presented in Afrikaans and English through parallel medium teaching and simultaneous interpretation. However, it is not possible to present the lectures of all modules fully in Afrikaans and English. The medium of teaching is therefore indicated in the relevant faculty's calendar part. More information concerning language at the University is available on the website www.sun.ac.za/language. Support for the acquisition of academic language proficiency in Afrikaans and English is provided.

Parallel medium: A class is divided into separate Afrikaans and English streams. Students provide their preferred language of teaching at registration.

Interpreting: Simultaneous interpretation into Afrikaans or English, depending on the lecturing language, can take place during class teaching.

Bilingual: A combination of teaching in Afrikaans (approximately 50%) and English (approximately 50%) in the same class.

Afrikaans and English: A small percentage of the modules are presented in either Afrikaans or English.

16. The Faculty's Language Plan

The Faculty of Theology is committed to the development of multilingualism and the creation of an inclusive culture at the University of Stellenbosch.

- Undergraduate modules are taught simultaneously in Afrikaans and English in accordance with the University's T specification.
- Tutorials are presented, where it is feasible, in both Afrikaans and English for first year students. The Language Centre also provides language support to first year students.
- The simultaneous interpreting of selected modules is currently being evaluated.
- A glossary of English, Afrikaans and Xhosa theological terms is currently being developed.

17. How to communicate with the University

17.1 Use of student number

- In dealing with new formal applications for admission, the University assigns a student number to each applicant. This student number serves as the unique identification of the person concerned and has the purpose of making future communication easier.
- Once you have been informed of your student number you must please quote it in all future correspondence with the University.

17.2 Send correspondence to the following addresses

- Correspondence on academic matters – i.e. study-related matters, bursaries, loans, etc. – 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 Chief Operating Officer
Stellenbosch University
Private Bag X1
MATIELAND
7602

18. Useful contact details

For divisions or sections not listed below, please contact the Stellenbosch University Contact Centre at telephone 021 808 9111, fax 021 808 3822 or e-mail info@sun.ac.za.

Faculty of Theology	Telephone	E-mail
General Enquiries	(021) 808 3255	karinl@sun.ac.za
Dean's office	(021) 808 2142	mariekeb@sun.ac.za
Faculty Secretary	(021) 808 4850	shirle@sun.ac.za
Faculty Manager	(021) 808 3261	liena@sun.ac.za
Marketing and Liaison	(021) 808 9560	hvdwest@sun.ac.za
Library: Theology	(021) 808 3252	kwe_bib@sun.ac.za
Department Old and New Testament	(021) 808 3626	em4@sun.ac.za
Department Practical Theology and Missiology	(021) 808 3577	brobyn@sun.ac.za
Department Systematic Theology and Ecclesiology	(021) 808 3576	wriek@sun.ac.za
Synod Minister for Theological Training: Dutch Reformed Church	(021) 887 6819	mpsahd@sun.ac.za
Church Secretary, Curatorium URCSA	(021) 808 9214	nphil@sun.ac.za
Beyers Naudé Centre for Public Theology (BNS)	(021) 808 9560	hvdwest@sun.ac.za
Ekklesia	(021) 808 2827	dr@sun.ac.za
Network for African Congregational Theology (NetACT)	(021) 808 3260	netact@sun.ac.za
Unit for Religion and Development Research (URDR)	(021) 808 9248	eleroux@sun.ac.za
Entities on campus		
Bursaries (Postgraduate candidates)	(021) 808 4208	
Bursaries and Loans (Undergraduate candidates)	(021) 808 9111	
Campus Health Services	(021) 808 3496 / 3494	
Centre for Student Counselling and Development	(021) 808 3894	
Examinations Section	(021) 808 9111	
Library (= JS Gericke) (Stellenbosch)	(021) 808 4385 / 4883	
Postgraduate and International Office	(021) 808 4628	
Student fees	(021) 808 4519	
US Campus Security (emergency)	(021) 808 2333	

Undergraduate Programmes

Bachelor's Degrees

Admission requirements

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).

For applicants who obtained the NSC in 2008 or later:

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

In order to study at Stellenbosch University's Faculty of Theology, students have to comply with the following requirements according to the new national school curriculum for the Further Education and Training Phase:

- They must have obtained a National Senior Certificate (NSC), certified by Umalusi, with an average of at least 60% (Life Orientation excluded).
- Students with an average of 55% or higher, but lower than 60% (EDP students) may only be admitted after an interview with the Dean or his/her representative.
- They must have achieved a mark of at least 50% in each of four school subjects from the list of designated subjects for university admission.
- Students who do not have Theology as first choice AND students who apply for Theology during the registration period will not be considered for admission unless their weighted average for the NSC (approved subjects) is 60% or higher.
- Where there is sufficient uncertainty, the National Benchmarking Test may be used to place a student in the mainstream or EDP programmes.
- Church denominations may approach the Dean, who consults on this matter with the Programme Committee chair, with a view to Dean's discretionary admission in special cases of students with a weighted NSC average (approved subjects) of below 55%, but higher than 50% (in particular with regard to students who have been structurally disadvantaged regarding school, household income, etc.)

- Students with a weighted NSC average (approved subjects) of below 55% may apply for admission based on AEPL with the EDP in mind.
- The closing date for applications is 30 September every year.

1. BTh Programmes (HEQSF 7)

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.

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.

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: Minimum requirement 126 credits at HEQSF 6:

- 88 credits: *compulsory* Theology modules
- 6 credits: *compulsory* Information Skills module
- 32 credits: *elective modules* in Theology or Arts and Social Sciences

Second year:

All students except Anglican students: Minimum requirement 128 credits at HEQSF 6:

- 56 credits: *compulsory* Theology modules
- 72 credits: *elective modules* in Theology or Arts and Social Sciences

Anglican students: Minimum requirement 128 credits at HEQSF 6:

- 64 credits: *compulsory* Theology modules
- 64 credits: *elective modules* in Theology or Arts and Social Sciences

Third year: Minimum requirement 132 credits on HEQSF 7:

- 56 credits: *compulsory* Theology modules
- 76 credits: *elective modules* in Theology or Arts and Social Sciences

BTh with specialisation in Youth Work

First year: Minimum requirement 130 credits at HEQSF 6:

- 88 credits: *compulsory* Theology modules
- 6 credits: *compulsory* Information Skills module
- 36 credits: *compulsory* Psychology and Sociology modules

Second year:

All students except Anglican students: Minimum requirement 128 credits at HEQSF 6:

- 96 credits: *compulsory* Theology modules
- 24 credits: *compulsory* Psychology and Sociology modules
- 8 credits: *elective modules* in Theology or Arts and Social Sciences

Anglican students: Minimum requirement 128 credits at HEQSF 6:

- 104 credits: *compulsory* Theology modules
- 24 credits: *compulsory* Psychology and Sociology modules

Third year: Minimum requirement 132 credits on HEQSF 7:

- 112 credits: *compulsory* Theology modules
- 12 credits: *compulsory* Sociology modules
- 8 credits: *elective modules* in Theology

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.

An overview of the programme

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.

1.1 BTh Programme: General (605100) (HEQSF 7)**First year – Programme curriculum (Minimum 126 credits)****HEQSF 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
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology

Second semester

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

*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)
Practical Theology	112(8) Theological Foundations for Youth Work
Psychology	114(12)
Sociology	114(12)

Second semester

Ancient Cultures	144(12)
Basic Xhosa	144(12)
Philosophy	142(6), 152(6)

Practical Theology	144(16) Substance Dependency and Group Work
Psychology	144(12) Psychology in Context
Sociology	144(12) Social Problems in South Africa

Second year – Programme curriculum (Minimum 128 credits)

HEQSF level 6

NOTE: Ecclesiology 243 is compulsory for Anglican students

Compulsory Modules

First semester

New Testament	213(8) Synoptic Gospels
Old Testament	213(8) Pentateuch
Practical Theology	212(8) Approaches to Youth Work 222(8) Introduction to Pastoral Counselling
Systematic Theology	212(8) Doctrine of God

Second semester

Systematic Theology	245(8) Christology 253(8) Human Dignity
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Elective Modules

First semester

Biblical Hebrew	214(16)
Ecclesiology	213(8) 15th–18th-century Church History
Greek	214(16)
Practical Theology	234(16) Children’s Ministry
Psychology	213(8) Approaches to Psychological Theories of the Person 223(8) Human Development in Context
Sociology	222(8) Race

Second semester

Biblical Hebrew	244(16)
Ecclesiology	243(8) Anglican Church History and Church Polity
Greek	244(16)
Missiology	244(16) African Religions and Ecumenics
New Testament	262(8) The Epistles of Paul
Old Testament	252(8) Prophetic Literature
Practical Theology	244(16) Planning and Organising within Youth Work 254(16) Youth Related Pastoral Care

Third year – Programme curriculum (Minimum 132 credits)**HEQSF level 7***Compulsory Modules**First semester*

New Testament	312(8) Johannine Literature
Practical Theology	314(16) Homiletics and Liturgy
Systematic Theology	312(8) Public Theology

Second semester

Ecclesiology	342(8) Modern Church History
Practical Theology	344(16) Theology and Development

*Elective Modules**Year module*

Practical Theology	378(24) Service Learning
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First semester

Old Testament	312(8) Lyrical Literature
Practical Theology	324(16) Faith Formation 332(8) Pastoral Care
Systematic Theology	322(8) Pneumatology and Eschatology

Second semester

New Testament	342(8) General Epistles and Hebrews
Old Testament	342(8) Wisdom Literature
Practical Theology	352(8) Youth Culture
Sociology	364(12) Social Research
Systematic Theology	342(8) Doctrine of the Church and Sacraments

1.2 BTh Programme: Youth Work (605101) (HEQSF 7)**First year – Programme curriculum (Minimum 130 credits)****HEQSF level 6****130 credits are compulsory 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
Practical Theology	112(8) Theological Foundations for Youth Work
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
Psychology	114(12) Psychology as Science
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology

Second semester

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

Second Year – Programme curriculum (Minimum 128 credits)**HEQSF level 6****NOTE: Ecclesiology 243 is compulsory for Anglican students***Compulsory Modules**First semester*

New Testament	213(8) Synoptic Gospels
Old Testament	213(8) Pentateuch
Practical Theology	212(8) Approaches to Youth Work 222(8) Introduction to Pastoral Counselling 234(16) Children's Ministry
Psychology	213(8) Approaches to Psychological Theories of the Person 223(8) Human Development in Context
Sociology	222(8) Race

Second semester

Practical Theology	244(16) Planning and Organising within Youth Work 254(16) Youth Related Pastoral Care
Systematic Theology	245(8) Christology 253(8) Human Dignity

Elective Modules

First semester

Biblical Hebrew	214(16)
Ecclesiology	213(8) 15th–18th-century Church History
Greek	214(16)
Systematic Theology	212(8) Doctrine of God

Second semester

Biblical Hebrew	244(16)
Ecclesiology	243(8) Anglican Church History and Church Polity
Greek	244(16)
Missiology	244(16) African Religions and Ecumenics
New Testament	262(8) The Epistles of Paul
Old Testament	252(8) Prophetic Literature

Third Year – Programme curriculum (Minimum 132 credits)

HEQSF level 7

Compulsory Modules

Year module

Practical Theology	378(24) Service Learning
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First semester

New Testament	312(8) Johannine Literature
Practical Theology	314(16) Homiletics and Liturgy 324(16) Faith Formation 332(8) Pastoral Care
Systematic Theology	312(8) Public Theology

Second semester

Ecclesiology	342(8) Modern Church History
Practical Theology	344(16) Theology and Development 352(8) Youth Culture
Sociology	364(12) Social Research

*Elective Modules**First semester*

Old Testament	312(8) Lyrical Literature
Systematic Theology	322(8) Pneumatology and Eschatology

Second semester

New Testament	342(8) General Epistles and Hebrews
Old Testament	342(8) Wisdom Literature
Systematic Theology	342(8) Doctrine of the Church and Sacraments

2. BDiv Programme (604100) (HEQSF 8)*Target groups*

The 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.

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 a 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.

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.

- At present the Dutch Reformed Church requires two years of study of Greek and Hebrew.
- At present the Uniting Reformed Church requires one year of study of Greek and Hebrew, as well as one year of training in a South African language besides the

student's mother tongue, e.g. Afrikaans, English or Xhosa (see language modules offered by the Faculty of Arts and Social Sciences).

The compulsory core and elective modules for every year of study must be noted.

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.

First year: Minimum requirement 142 credits at HEQSF 6:

- 88 credits: *compulsory* Theology modules
- 6 credits: *compulsory* Information Skills module
- 48 credits: *compulsory* Arts and Social Sciences modules

Second year:

Dutch Reformed Church students: Minimum requirement 160 credits at HEQSF 6:

- 96 credits: *compulsory* Theology modules
- 64 credits: *compulsory* Arts and Social Sciences modules

Anglicans students: Minimum requirement 128 credits at HEQSF 6:

- 104 credits: *compulsory* Theology modules
- 24 credits: *elective modules* in Theology or Arts and Social Sciences

All denominations except Dutch Reformed and Anglican students: Minimum requirement 128 credits at HEQSF 6:

- 96 credits: *compulsory* Theology modules
- 32 credits: *elective modules* in Theology or Arts and Social Sciences

Third year: Minimum requirement 144 credits on HEQSF 7:

- 96 credits: *compulsory* Theology modules
- 48 credits: *elective modules* in Theology or Arts and Social Sciences

Fourth year: Minimum requirement 144 credits on HEQSF 8:

- 144 credits: *compulsory* Theology modules

An overview of the programme

Although the BDiv programme does not include any elective modules in the first year, provision is made for elective modules in the second and third year. In the fourth year students must complete a substantial assignment (48 credits) in any of the six theological subdisciplines. The assignment is examined internally by the supervisor, as well as externally.

First year – Programme curriculum (Curriculum for all theological students) (142 credits)

HEQSF 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
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology

Second semester

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

Note: Psychology 114 and 144 are prerequisite pass modules for Psychology 213 and 223. Therefore students, who would like to register for Psychology 213 and 223 during their second year, would have to register for Psychology 114 and 144 during their first year.

Second year – Programme curriculum (Curriculum for Dutch Reformed Church students) (Minimum 160 credits)

HEQSF level 6

Compulsory Modules

First semester

Biblical Hebrew	214(16)
Ecclesiology	213(8) 15th–18th-century Church History
Greek	214(16)
New Testament	213(8) Synoptic Gospels
Old Testament	213(8) Pentateuch
Practical Theology	212(8) Approaches to Youth Work 222(8) Introduction to Pastoral Counselling
Systematic Theology	212(8) Doctrine of God

Second semester

Biblical Hebrew	244(16)
Greek	244(16)
Missiology	244(16) African Religions and Ecumenics
New Testament	262(8) The Epistles of Paul
Old Testament	252(8) Prophetic Literature
Systematic Theology	245(8) Christology 253(8) Human Dignity

*Elective Modules**First semester*

Old and New Testament	234(16) Gender and the Bible
Practical Theology	234(16) Children's Ministry
Psychology	213(8) Approaches to Psychological Theories of the Person 223(8) Human Development in Context
Sociology	222(8) Race

Second semester

Ecclesiology	243(8) Anglican Church History and Church Polity
Practical Theology	244(16) Planning and Organising within Youth Work 254(16) Youth Related Pastoral Care 262(8) Ministry Practice

Second year – Programme curriculum (Curriculum for denominations who do not require biblical languages on second year level) (Minimum 128 credits)

HEQSF level 6

NOTE: Ecclesiology 243 is compulsory for Anglican students

*Compulsory Modules**First semester*

Ecclesiology	213(8) 15th–18th-century Church History
New Testament	213(8) Synoptic Gospels
Old Testament	213(8) Pentateuch
Practical Theology	212(8) Approaches to Youth Work 222(8) Introduction to Pastoral Counselling
Systematic Theology	212(8) Doctrine of God

Second semester

Missiology	244(16) African Religions and Ecumenics
New Testament	262(8) The Epistles of Paul
Old Testament	252(8) Prophetic Literature
Systematic Theology	245(8) Christology 253(8) Human Dignity

*Elective Modules**First semester*

Biblical Hebrew	214(16)
Greek	214(16)
Old and New Testament	234(16) Gender and the Bible
Practical Theology	234(16) Children's Ministry
Psychology	213(8) Approaches to Psychological Theories of the Person 223(8) Human Development in Context
Sociology	222(8) Race

Second semester

Biblical Hebrew	244(16)
Greek	244(16)
Ecclesiology	243(8) Anglican Church History and Church Polity
Practical Theology	244(16) Planning and Organising within Youth Work 254(16) Youth Related Pastoral Care 262(8) Ministry Practice

**Third year – Programme curriculum (Curriculum for all theology students)
(Minimum 144 credits)**

HEQSF level 7*Compulsory Modules**First semester*

New Testament	312(8) Johannine Literature
Old Testament	312(8) Lyrical Literature
Practical Theology	314(16) Homiletics and Liturgy
Systematic Theology	312(8) Public Theology 322(8) Pneumatology and Eschatology

Second semester

Ecclesiology	342(8) Modern Church History
New Testament	342(8) General Epistles and Hebrews
Old Testament	342(8) Wisdom Literature
Practical Theology	344(16) Theology and Development
Systematic Theology	342(8) Doctrine of the Church and Sacraments

*Elective Modules**First semester*

Biblical Hebrew	314(12), 324(12)
Greek	314(12), 324(12)
Old and New Testament	324(16) Archaeology of the Ancient World
Practical Theology	324(16) Faith Formation 332(8) Pastoral Care

Second semester

Biblical Hebrew	344(12), 354(12)
Greek	344(12), 354(12)
Practical Theology	352(8) Youth Culture 362(8) HIV and AIDS Pastorate

**Fourth year – Programme curriculum (Curriculum for all theology students)
(Minimum 144 credits)**

HEQSF level 8*Compulsory Modules**First semester*

Ecclesiology	414(8) South African Church History
New Testament	422(8) Text and Context of the New Testament
Old Testament	412(8) Text and Context of the Old Testament
Practical Theology	413(16) Current Trends in Practical Theology
Systematic Theology	421(8) Modern and Contemporary Theology: Background and Trends

Second semester

Ecclesiology	443(8) Church Polity
Missiology	442(16) Trends in Missiology and Science of Religion
New Testament	442(8) Criticism and Reception of the New Testament
Old Testament	452(8) Criticism and Reception of the Old Testament
Systematic Theology	444(8) Modern and Contemporary Theology: Thinkers and Themes

Elective Modules

The *Research Methodology and Research Assignment* module is completed in one of six specialist areas. Only one of the modules below may be presented for purposes of obtaining a BDiv. Students choose among the following:

Ecclesiology	478(48) Research Methodology and Research Assignment Ecclesiology
Missiology	478(48) Research Methodology and Research Assignment Missiology
New Testament	478(48) Research Methodology and Research Assignment New Testament
Old Testament	478(48) Research Methodology and Research Assignment Old Testament
Practical Theology	478(48) Research Methodology and Research Assignment Practical Theology
Systematic Theology	478(48) Research Methodology and Research Assignment Systematic Theology

Extended Degree Programme*Overview of programme*

The Extended Degree Programme for the three-year BTh programme is presented over four years; for the four-year BDiv programme it is presented over five years. In each of these programmes the first-year modules are presented over two years. Thereafter, the modules per year are followed as for the normal BTh and BDiv programmes. This entails the following respectively:

Module content

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

1. BTh Programme: General (EDP) (605102) (HEQSF 7)**First Year (60 credits)***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
Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology

Second semester

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

First semester

Ancient Cultures	114(12)
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology

Second semester

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

2. BTh Programme: Youth Work (EDP) (605103) (HEQSF 7)

First Year (78 credits)

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
Practical Theology	112(8) Theological Foundations for Youth Work
Psychology	114(12) Psychology as Science

Second semester

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

First semester

Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
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Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology
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Second semester

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

3. BDiv Programme (EDP) (604102) (HEQSF 8)

First Year (70 credits)

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

Second semester

Ecclesiology	143(16) Early Church and the Middle Ages
Missiology	142(8) Theory and History of Missiology
Systematic Theology	144(8) Philosophy for Theologians

Second Year (72 credits)

Compulsory Modules

Year modules

Biblical Hebrew	178(24)
Greek	178(24)

First semester

Practical Theology and Missiology	112(8) Introduction to Practical Theology and Missiology
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Second semester

Old and New Testament	144(16) Narrative Texts in the Bible
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Postgraduate Programmes

Postgraduate Diplomas

1. Postgraduate Diploma in Theology (50547:778) (HEQSF 8)

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 varies 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 Senate or by the Executive Committee on behalf of 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 theology training inadequate for post-graduate studies).

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. Students must pass all first semester subjects before they may begin with the second semester.

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. Students must pass all first semester subjects before they may begin with the second semester.
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.

Total 120 credits

First semester (60 credits)

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

Second semester (60 credits)

Students register for one or more of the above six subjects under the code 742(60) (e.g. Old Testament 742(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.

2. Postgraduate Diploma in Theology in Christian Ministry – PG Dip (Theology) (Christian Ministry) (12916:778) (HEQSF 8)

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, computer skills, 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
- Pastoral Ministry
- Worship and Communication
- Youth Ministry

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 Old and New Testament and the Systematic Theology and Ecclesiology discipline groups.

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.

The division of credits for the Postgraduate Diploma in Theology in Christian Ministry follows:

Mentorship	711(18)
Old and New Testament and Systematic Theology	711(18)
Research Portfolio	711(34)
Ministry Practice	711(50)

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

Module	Research Portfolio	Ministry Practice	Total
Congregational Ministry and Administration	10	14	24
Pastoral Ministry	7	10	17
Public Worship and Communication	11	16	27
Youth Ministry	6	10	16
Total	34	50	84

Master's Degrees

1. MDiv (55735:889) (HEQSF 9)

Target groups

The MDiv in Church ministry offers training to 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
- Ecosystemic ministry within a pastoral policy of preventing marital and family problems

Specific Admission Requirements

A BDiv degree or other qualification that is judged by Senate to be equivalent to the four-year BDiv programme, as well as the bible languages requirements regarding the current BDiv degree.

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 a Tuesday and ends on a Monday so as to include the weekend.

Programme Content

The programme makes provision for a module in research methodology, theology as 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.

Pathos Aspects

Module 1: Church in Society 1 (15 credits)

Children's and youth culture (3)	Tendencies in youth research and theological understanding of youth problems.
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.
Practical theological ecclesiology (4)	Introduction to practical theological interpretation.

Module 2: Church in Society 2 (15 credits)

Church in Africa (3)	The issue of intercultural and interreligious communication.
Church, society and market (3)	The issue of poverty, unemployment, criminality, gang violence, street children.
Ecumenics (3)	Contemporary problems and developments.
Ministry of reconciliation and justice (3)	The theological nature of reconciliation and forgiveness and connection with Christology/Soteriology.
The church and public life (3)	Moral decision-making and public policy in the private and public spheres.

Logos Aspects

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

Church polity and church governance (4)	Theological foundations; methodology; principles and understanding of being a church and church governance.
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.
Symbolism (8)	Confessions and confessional writings.
Systematic ecclesiology (4)	The doctrine of the church.

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.
Homiletics (3)	Preaching as mode of communication. Theory and practice.
Homiletics (3)	Preaching of the Old and New Testament regarding the nature of the Christian faith, marriage, family and divorce.
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.
Liturgics (3)	The theological nature and understanding of worship and the question of communication in a secularised society. Various ways and models of worship.
Pedagogics of the Bible (4)	Hermeneutical impact of Biblical pedagogics in congregational context.
Sermon practicals (3)	

Ethos Aspects

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

Children’s ministry (3)	
Christian leadership and edification of congregations (4)	Leadership styles and congregational development.
Faith formation and moral development (3)	
Spirituality week (7)	Christian spirituality and calling of the minister/Christian leader.
Youth care and moral formation (3)	

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

Managing diversity (4)	
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.

Module 7: Research component (60 credits)

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 term.

All MDiv assignments are examined internally by the supervisor, as well as externally.

Research may be carried out in any of the six disciplines: Ecclesiology, Missiology, New Testament, Old Testament, Practical Theology and Systematic Theology. The research assignment represents 60 credits.

Students enrol for the following core modules:

180 credits

Church in Society	871(15), 872(15)
Ministry and Worship	871(24), 872(26)
Discipleship Spirituality and Ministry Skills	871(20), 872(20)
Research Study Church Ministry	873(60)

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.

2. MTh (HEQSF 9)*Two MTh options*

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

1. Structured option or 889 option: 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;
2. Thesis option or 879 option: 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.

Students register for the modules and assignment or thesis concerned at the administrative officer of the discipline group in which they specialise.

Remark

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

Admission requirements

Students are admitted to the MTh programme who –

1. have completed any degree programme in Theology on a HEQSF level 8, or are in possession of any other appropriate four-year qualification equivalent to a four-year training deemed by 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 an average of 60% in the final year of Theology-related studies preceding the MTh degree; and
4. on written application have been admitted to the MTh programme by Senate, or by the Executive Committee acting on behalf of Senate.
5. Students who have a BAHons (Religious Studies), after a BA (with Theology) obtained at this University, or some other honours degree deemed equivalent by Senate, or who have in another way achieved a standard of competence in their particular field of study, deemed adequate by Senate, and which complies with further requirements in 1–3 above, will be admitted to the MTh programme.
6. 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.
7. 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

Admissions of new applications for MTh programmes are considered twice a year, namely in May and September (except in the case of students who obtained their preceding qualification at SU – such applications are considered immediately). Thus, two closing dates apply: 1 May (for enrolment as from the second semester) or, preferably, 1 September (for enrolment as from the first semester of the following year – this is the recommended date). Applications, stating the area of specialisation, must be directed to the Registrar. Queries about the application procedure may be directed to the faculty secretary at shirle@sun.ac.za.

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 preferably before or otherwise during 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 PhD must report to the relevant discipline groups before 1 October 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 complying with this requirement.
- 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. The costs of these tests and courses are the responsibility of the student.

- 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.

Duration of and minimum residency for the programme

- The duration of the MTh programme is at least one year.
- A supervisor may, after consultation with the environment concerned, require a minimum period of six months residence for MTh students from outside Southern Africa.

Programme content

The MTh programme can be taken in one of the following theological disciplines (889 structured option or 879 thesis option): (the specific modules in each theological discipline are mentioned later)

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

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 Postgraduate Programme in Theology in Christian Ministry to the satisfaction of the licensing body of the church concerned.

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:
 - Ecclesiology: If necessary, Latin I.
 - 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.
- Old and New Testament: Appropriate language requirements as determined by the discipline group in the light of the student's research proposal.
- Systematic Theology: Relevant requirements determined by the discipline group.

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: Students should make sure of all fees and possible additional levies as specified in part 3 (Student fees) of the calendar and/or the International and Postgraduate office.

Completion of programme

1. The final oral examination covers the prescribed subject matter and the assignment or 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.

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

See Part 1 of the Calendar for General Regulations in respect of examiners for master's theses.

Assessment and Examination of 889 candidates

2. The length of the research assignment must be approximately 50-60 pages.
3. Assignments are discussed as part of the examination. Students must hand in the following at the administrative officer of the disciplinary group concerned in time for the final examination: (1) an electronic (pdf) version and at least three printed copies of the assignment; or (2) at least eight printed copies. 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.
4. The research assignment is examined and moderated internally and is also examined externally.

Assessment and Examination of 879 candidates

5. When 879 candidates declare themselves ready for the examination, and should their thesis be examined in the presence of the Faculty, the following must be handed in at the administrative officer of the disciplinary group concerned, either before 1 September (for the December graduation ceremony) or before 1 December (for the March graduation ceremony): (1) an electronic (pdf) version and at least three printed copies of the thesis; or (2) at least eight printed copies.

6. The examination of the thesis is conducted in accordance with the Faculty's "Guidelines for Administration and Supervision of Postgraduate Study". A thesis is examined in the presence of the Faculty Board.

2.1 MTh Structured Programmes (889 Options)

2.1.1 MTh in Ecclesiology (12068:889)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose four core modules (80 credits) from:

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Ecclesiology	875(60)
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2.1.2 MTh in Missiology (50768:889)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Four core modules (80 credits):

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Missiology	875(60)
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2.1.3 MTh in New Testament (16586:889)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Four core modules (80 credits):

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

AND choose two modules (40 credits) from:

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

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

Research Assignment (compulsory) (60 credits)

Research Assignment New Testament	875(60)
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2.1.4 MTh in Old and New Testament (50547:889)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose five core modules (100 credits) from:

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

AND choose one module (20 credits) from:

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

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

Research Assignment (compulsory) (60 credits)

Research Assignment Old and New Testament	873(60)
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2.1.5 MTh in Old Testament (17418:889)*Specific Admission Requirements*

See general MTh admission requirements.

Duration

At least one year.

*Programme content***Total 180 credits***Four core modules (80 credits):*

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Old Testament	873(60)
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2.1.6 MTh in Practical Theology (General) (50776:889)*Specific Admission Requirements*

See general MTh admission requirements.

Duration

At least one year.

Chaplaincy Studies focus:

Students register for the MTh (structured option) in Practical Theology, and take two Chaplaincy Studies modules in the Faculty of Military Science. In their MTh research assignment students must research a theme that relates to Chaplaincy Studies.

Pastorate focus:

As from 2015 no new students will be admitted to the programme MTh Clinical Pastorate. Students who want to specialise in Pastorate have to enrol for four modules in practical theology and choose one module in each of two ancillary subjects. In their MTh research assignments students must research a topic that relates to Pastorate.

*Programme Content***Total 180 credits**

Choose four core modules (80 credits) from:

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

AND choose two modules (40 credits) from:

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

OR any relevant module in Arts and Social Sciences or other faculty

Research assignment (compulsory) (60 credits)

Research Assignment Practical Theology	875(60)
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2.1.7 MTh in Practical Theology (Specialisation)**2.1.7.1 MTh in Practical Theology****Clinical Pastorate (50806:889)****Pastorate focus:**

As from 2015 no new students will be admitted to the programme MTh Clinical Pastorate. However, students can specialise in Pastorate within the MTh Practical Theology programme. See Pastorate focus under MTh in Practical Theology (General) (50776:889).

Specific Admission Requirements

- See general MTh admission requirements. 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 administrative officer of the discipline group Practical Theology and Missiology: 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 nine examinations and assignments in respect of the following subjects:

Total 180 credits

Nine core modules (120 credits):

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

Research assignment (compulsory) (60 credits)

Research Assignment Pastoral Care	874(60)
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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.

2.1.7.2 MTh in Practical Theology Ministry Practice (50784:889)

Specific Admission Requirements

- See general MTh admission requirements. 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.
- Also submit by email or fax the following documents to the administrative officer at the Faculty of Theology before 1 November of the preceding year. Email address: dr@sun.ac.za; fax: 086 530 0839
 - personal details and contact details
 - full academic records and certificates
 - full CV
 - copy of ID
- Not more than fifteen students will be admitted to the programme at each opportunity. The programme will be presented only if at least ten students have registered.

Duration

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

Programme Content

- The six modules contribute two thirds (120 credits) to the final mark; a research assignment contributes the other third (60 credits).
- This MTh provides for specialisation in ministry practice.
- The programme is presented over two years in six block courses of a week each.
- Examination will take place during each block.

Total 180 credits

Six core modules (120 credits):

Congregation and culture	873(20)
Development of faith communities and public spirituality	873(20)
Leadership	873(20)
Missio Dei Spirituality	873(20)
Missional leadership and integration	873(20)
Trinity and identity	873(20)

Research assignment (compulsory) (60 credits)

Research Study Ministry	872(60)
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2.1.7.3 MTh in Practical Theology Youth Ministry (50792:889)

Specific Admission Requirements

- See general MTh admission requirements.
- 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, 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. 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 youth in order to develop faith and growth towards religious maturity, and to impart the knowledge and skills necessary for empirical research.

The 889 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.

Total 180 credits

Six core modules (120 credits):

Ministry to Adolescents	872(20)
Ministry to Pre-school and Primary School Children	872(20)
Pastoral Care of the Youth	872(20)
Strategic Theological Planning and Analysis of Congregations	872(20)
The Educational and Psychological Basis of Faith Development	872(20)
Youth Ministry as Specialised Congregational Ministry	872(20)

Research assignment (compulsory) (60 credits)

Research Assignment Youth Ministry	875(60)
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Assessment and Examination

Students will be examined on each block.

2.1.8 MTh in Systematic Theology (50741:889)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose four core modules (80 credits) from:

African Theologies	872(20)
Catholic Systematic Theology	872(20)
Christian Confessions	872(20)
Christian Ethics and Globalisation	872(20)
Christian Ethics and the Media	872(20)
Christology	872(20)
Classical Works and Figures in Christian Ethics	872(20)
Dogmatic History	872(20)
Ecological Ethics	872(20)
Economical Ethics	872(20)
Ecumenical Ethics	872(20)
Ecumenical Systematic Theology	872(20)
Eschatology	872(20)
Ethical Theories	872(20)
Ethics and the Use of Scripture	872(20)
Ethics in African Contexts	872(20)
Evangelical Systematic Theology	872(20)
History of Ethics	872(20)
Introduction to Systematic Theology	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)
Reformed Systematic Theology	872(20)
Sacramentology	872(20)
Sexual Ethics	872(20)
Soteriology and Culpability	872(20)

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Systematic Theology	875(60)
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2.2 MTh Thesis Programmes (879 Options)

From 2013 it is possible to take the MTh (thesis option; 879) in any of the six theological disciplines with a “Gender and Health” focus. Students register for the two modules in their area of specialisation, as well as for the compulsory “Gender, Health and Theology” module. In their MTh thesis students must research a theme that relates to gender and health.

2.2.1 MTh in Ecclesiology (Thesis) (12068:879)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose two core modules (40 credits) from:

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

History of the Reformation	872(20)
Medieval Church History	872(20)
Modern Church History	872(20)

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Thesis Ecclesiology	873(120)
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2.2.2 MTh in Missiology (Thesis) (50768:879)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Two core modules (40 credits):

Community Development	872(20)
Missiology	872(20)

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Thesis Missiology	872(120)
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2.2.3 MTh in New Testament (Thesis) (16586:879)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose two core modules (40 credits) from:

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

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Research Methodology and thesis NT	872(120)
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2.2.4 MTh in Old Testament (Thesis) (17418:879)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose two core modules (40 credits) from:

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

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Research Methodology and thesis OT	872(120)
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2.2.5 MTh in Practical Theology (General) (Thesis) (50776:879)

Pastorate focus:

As from 2015 no new students will be admitted to the programme MTh Clinical Pastorate – and HIV Ministry and Counselling. Students who want to specialise in Pastorate have to enrol for two modules in practical theology and a third one in any other applicable module at master's level. In their MTh thesis students have to research a topic that relates to Pastorate.

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose two core modules (40 credits) from:

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

And choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Thesis Practical Theology	872(120)
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2.2.6 MTh in Practical Theology (Specialisation) (Thesis)

2.2.6.1 MTh in Practical Theology (Thesis)

Clinical Pastorate – and HIV Ministry and Counselling (50806:879)

As from 2015 no new students will be admitted to the programme MTh Clinical Pastorate – and HIV Ministry and Counselling. However, students can specialise in Pastorate within the MTh Practical Theology programme. See Pastorate focus in MTh Theology (General) (50776:879).

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. 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.

Specific Admission Requirements

- See general MTh admission requirements. Students from therapeutic disciplines (medical, paramedical disciplines and psychology) who hold a four-year degree may apply for this MTh degree, which is a selection programme. Applications must reach the 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 administrative officer of the discipline group Practical Theology and Missiology: Tel. (021) 808 3577.

Duration

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

Total 180 credits

Nine core modules (90 credits):

Clinical Work / Supervision	872(15)
Crisis and Trauma Counselling	872(5)
Dogmatic Issues	872(10)
General Pastoral Care	873(10)
Group Work	872(5)
Marriage and Family Pastoral Care	873(10)
Pastoral Counselling	872(15)

Personality and Development Psychology	873(10)
Theological Ethics in a Medical Context	872(10)

Thesis (compulsory) (90 credits)

Thesis Clinical Pastorate	872(90)
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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.

2.2.6.2 MTh in Practical Theology (Thesis)

Community Development (58963:879)

Specific Admission Requirements

- See general MTh admission requirements. 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.

Total 180 credits

Six core modules (90 credits):

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

Thesis (compulsory) (90 credits)

Thesis Community Development	872(90)
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2.2.6.3 MTh in Practical Theology (Thesis)

Preaching (50784:879)

Specific Admission Requirements

- See general MTh admission requirements. 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.

Total 180 credits

Six core modules (90 credits):

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

Thesis (compulsory) (90 credits)

Thesis Preaching	872(90)
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2.2.6.4 MTh in Practical Theology (Thesis)

Youth Ministry (50792:879)

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, 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.
- 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 general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Two core modules (40 credits):

Research Methodology (Youth Work)	872(20)
Youth Ministry as Specialised Congregational Ministry	872(20)

AND choose one module (20 credits) from:

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

Thesis (compulsory) (120 credits)

Thesis Youth Ministry	872(120)
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Assessment and Examination

The 879 programme is assessed by means of oral examinations and assignments.

2.2.7 MTh in Systematic Theology (Thesis) (50741:879)

Specific Admission Requirements

See general MTh admission requirements.

Duration

At least one year.

Programme Content

Total 180 credits

Choose two core modules (40 credits) from:

African Theologies	872(20)
Catholic Systematic Theology	872(20)
Christian Confessions	872(20)
Christian Ethics and Globalisation	872(20)
Christian Ethics and the Media	872(20)
Christology	872(20)
Classical Works and Figures in Christian Ethics	872(20)
Dogmatic History	872(20)
Ecological Ethics	872(20)
Economical Ethics	872(20)
Ecumenical Ethics	872(20)
Ecumenical Systematic Theology	872(20)
Eschatology	872(20)
Ethical Theories	872(20)
Ethics and the Use of Scripture	872(20)
Ethics in African Contexts	872(20)
Evangelical Systematic Theology	872(20)
History of Ethics	872(20)
Introduction to Systematic Theology	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)
Reformed Systematic Theology	872(20)
Sacramentology	872(20)
Sexual Ethics	872(20)
Soteriology and Culpability	872(20)
Systematic Theology and Feminist Theology	872(20)
Systematic Theology and Liberation	872(20)

Theology	
Systematic Theology and Spirituality	872(20)
Systematic Theology and Worship	872(20)
Theology	872(20)
Theology and Contextuality	872(20)
Theology and Hermeneutics	872(20)
Theology and Rhetorics	872(20)
Theology and Science	872(20)

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Thesis Systematic Theology	872(120)
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3. MPhil Programmes

3.1 MPhil in Chaplaincy Studies preceded by: PG Dip (Chaplaincy Studies)

From 2014 no new students will be admitted to the programmes PG Dip (Theol) (Chaplaincy Studies) and MPhil in Chaplaincy Studies. It is possible, however, to take the MTh (structured option) in Practical Theology with a “Chaplaincy Studies” focus. See Chaplaincy Studies focus under MTh in Practical Theology (General) (50776:889).

3.1.1 Postgraduate Diploma in Chaplaincy Studies (63827:778)

Specific Admission Requirements

- See general MTh admission requirements. 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.
- 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

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 HEQSF 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.

Total 120 credits

Five core modules (90 credits):

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

Research assignment (compulsory) (30 credits)

Research Assignment: Chaplaincy Studies	772(30)
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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.

3.1.2 MPhil in Chaplaincy Studies (63827:889)

Specific Admission Requirements

- See general MTh admission requirements. Students 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.

- 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

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

Presentation

The programme is presented by the discipline group 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 HEQSF 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.

Total 180 credits

Seven core modules (120 credits):

Communication and Hermeneutics	872(20)
Diversity within Society	872(20)
Organisational Development	872(20)
Introduction: Military Leadership	872(10)
National and Security Environment	872(10)
Pastoral Care and Counselling	872(20)
Public Ethics	872(20)

Research assignment (compulsory) (60 credits)

Research study: Chaplaincy Studies	871(60)
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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. A research assignment of 60 credits must be written on a research topic in the relevant research area of the qualification.

3.2 MPhil in Religion and Culture preceded by: PG Dip (Theology) for students in Religion and Culture

3.2.1 Postgraduate Diploma in Theology (11646:778)

For Religion and Culture students

Specific Admission Requirements

- See general MTh admission requirements. Students must hold a three-year bachelor's degree in Theology or a bachelor's degree in an appropriate discipline or any other qualification approved by Senate as fitting and sufficient, for admission 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. Students with an appropriate three-year B-degree qualification first complete a Postgraduate Diploma in Theology for students in Religion and Culture and if they pass with an average of at least 65%, they may be considered for the MPhil. This 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 this MPhil.
- 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

The Postgraduate Diploma in Theology for students in Religion and Culture consists of six modules, totalling 90 credits, as well as a research assignment of 30 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

Total 120 credits

Select six modules from the following (6 x 15 credits = 90 credits):

Biblical Anthropology and Anthropology of Religion and Culture	711(15)
Hermeneutics of Religion	711(15)
Interreligious Hermeneutics	711(15)
Literature of the Bible	711(15)
Religion and Rituals	711(15)

Religion, Culture and Ethics	711(15)
Religion of Texts and Media	711(15)
Religion within a Global Culture	711(15)

Research assignment on one of the abovementioned modules (compulsory) (30 credits)

Research study: Religion and Culture	712(30)
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3.2.2 MPhil in Religion and Culture (11646:889)

Specific Admission Requirements

- See general MTh admission requirements. Students must hold a three-year bachelor's degree in Theology or a bachelor's degree in an appropriate discipline or any other qualification approved by Senate as fitting and sufficient, for admission 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. Students with an appropriate three-year B-degree qualification first complete a Postgraduate Diploma in Theology programme for students in Religion and Culture and if they pass with an average of at least 65%, they may be considered for the MPhil. This 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 can enrol directly for the MPhil without the first year of the Postgraduate Diploma for students in Religion and Culture.
- 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

MPhil in Religion and Culture consists of four modules, totalling 80 credits, as well as a thesis of 100 credits that has to be completed on a theme related to Religion and Culture.

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***Total 180 credits**

Select one component from each of the following four modules (4 x 20 credits = 80 credits):

Anthropology and Human Identity	812(20) Choose one of two options: Religious Studies OR Religion and Gender.
Forms and contexts Contexts of religious Religious discourse Discourse	812(20) Choose one of three options: Religion and Media OR Religion and Symbol/Rite OR Religion within Historical Contexts (Christianity/Islam/Judaism).
Religion and Contemporary Society	812(20) Choose one of three options: Religion, Ecumenics and Interculturality OR Religion and Economy OR Religion, Public Theology and Politics.
Religion, Spirituality and Life Issues	812(20) Choose one of two options: Religion and Reconciliation OR Religion and the Healing of Life (cura vitae).

Thesis (compulsory) (100 credits)

Thesis: Religion and Culture	812(100)
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Assessment and Examination

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.

4. 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.

- 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.
- At present, the members of the Cluster are:
 - Department of Religion and Theology, University of the Western Cape;
 - Faculty of Theology and related departments at Stellenbosch University;
 - Department of Religious Studies, University of Cape Town;
 - Helderberg College (Somerset West).
- 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 departments of Stellenbosch University will be credited for

modules of the MTh/MPhil programme that have been replaced with modules taken at other institutions.

The following procedures apply:

- Written applications must be submitted to the faculty secretary 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.
- 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 secretary 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

1. PhD

Specific Admission Requirements

1. Students who wish to register for the PhD programme must:
 - be in possession of the MTh degree (thesis option) 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
 - be in possession of the MTh degree (structured option) of this University with a minimum final mark of 60% and have obtained a minimum final mark of 70% in the research assignment; supplementary work may be required, 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

- be in possession of a MDiv degree of this University with a minimum final mark of 70% and have obtained a minimum final mark of 70% in the research assignment; supplementary work may be required; or
 - be in possession of a MPhil (Religion and Culture) degree of this University with a minimum final mark of 60%, and have completed any relevant supplementary work in consultation with the discipline group concerned; 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. Admission of new applications for PhD studies are considered twice a year, namely in May and September (except in the case of students who obtained their preceding qualification at SU – such applications are considered immediately). Thus, two closing dates apply: 1 May and 1 September. Applications, stating the area of specialisation, must be directed to the Registrar. Queries about the application procedure may be directed to the faculty secretary at shirle@sun.ac.za.

When considering the applications, the disciplinary groups will contact the relevant students to gain an impression of the specific subdiscipline each wants to specialise in. Supervisors will be allocated, according to the capacity they have available, for all applicants who are admitted in order to guide their students in preparing a research proposal. Applicants will be enrolled as students only after the Faculty's Research Committee has approved their research proposals – a process that typically takes a number of months.

Other Requirements

In conjunction with the supervisor, the Faculty of Theology determines any additional requirements that may be necessary for a specific field of study. The following additional requirements for admission to PhD studies have been set by the disciplines Old Testament and New Testament respectively:

- For Old Testament: Biblical Hebrew III, or an equivalent qualification.
- For New Testament: Greek III, or an equivalent qualification.
- Language skills are required for foreign students with English as a second language (see supplementary language requirements under “MTh admission requirements”).

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 supervisor may, after consultation with the environment concerned, require a minimum period of six months residence for 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 written documentation from the relevant discipline group containing clear guidelines in respect of the responsibilities of candidates and their supervisors, 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 present themselves for examination, the following must be handed in at the administrative officer of the disciplinary group concerned, either before 1 September (for the December graduation ceremony) or before 1 December (for the March graduation ceremony): (1) the dissertation – preferably in electronic (pdf) format – along with at least four printed copies; or (2) at least eleven printed copies.

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 supervisor, the internal examiner and, if practical possible, the external examiners 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 five 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:

50547 Old and New Testament				
114	16	Introduction to the Old and New Testament	2L, 1T	T

Explanation:

50547 is the subject number; it refers to the subject Old and New Testament.

114(16) (the 16 will normally be written in brackets) is the module code of the module Old and New Testament 114(16) with the module topic: Introduction to the Old and New Testament.

The module code 114(16) 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) (16) – indicates the credit value of the module.

Old and New Testament 114(16) is therefore offered as a module during the first semester of the first year and a student will acquire 16 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 Old and New Testament 114(16) 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
 - fully in Afrikaans, or
 - where possible, fully in Afrikaans and fully/partially (e.g. core class notes) also in English.
- Other compulsory reading material (e.g. scholarly journals, books, etc.) is in Afrikaans and/or English.
- Module frameworks and study guides drawn up by the lecturer are in Afrikaans and, where possible, are provided in Afrikaans and English to students whose language of preference for study is English.
- Transparencies and data-projector contents used by the lecturer in lectures, seminars, tutorials and practicals are in Afrikaans and/or English.
- The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is primarily Afrikaans, but key terms and concepts may be explained briefly in English. Students asking questions in English may be answered in English by the lecturer. Guest lectures by overseas and/or South African lecturers with an inadequate academic language proficiency in Afrikaans may be delivered in English.
- Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.
- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in Afrikaans and fully in English on the same handout.
- Written answers by students to test and examination questions and assignments may be in Afrikaans or English.
- Oral presentations by students in lectures, seminars, tutorials and practicals may be in Afrikaans or English.

T Specification

- Prescribed textbooks are in Afrikaans and/or English.
- Class notes drawn up by the lecturer are
 - fully in Afrikaans and fully in English, or
 - alternately in Afrikaans and English.
- Other compulsory reading material (e.g. scholarly journals, books, etc.) is in Afrikaans and/or English.
- Module frameworks and study guides are
 - fully in Afrikaans and fully in English, or
 - alternately in Afrikaans and English depending on the language of oral communication of the lecturer in the particular classes.

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

E Specification

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

- Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in English and fully in Afrikaans on the same handout.
- Written answers by students to test and examination questions and assignments may be in English or Afrikaans.
- 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.

Prerequisite Pass, Prerequisite, Co-requisite

After the description of the content of the module, the prerequisite pass, 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

Please consult the appropriate volumes of the SU Calendar for all other elective modules at other faculties.

12068 Ecclesiology				
143	16	Church History and the History of Theology: Early Church and Middle Ages	2L, 1T	T
<p><i>Objectives</i></p> <p>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.</p> <p><i>Contents</i></p> <p>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 trends from these periods and asks what it means church-historically for our present time.</p> <p><i>Outcomes</i></p> <p>Obtaining knowledge and insight regarding the historical events, figures and trends in the early church and in the Middle Ages.</p> <p>The integration of theological-historical knowledge and skills with their context and possible ministries.</p> <p>Developing sensitivity for the importance of forgotten or silenced voices from the past.</p> <p>The constructive reading and critical interpretation of primary sources and other church-historical literature.</p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				
213	8	15th–18th-century Church History	1L, 1P	T
<p><i>Objectives</i></p> <p>To communicate to students the general church history (with attention to dogmatic history, history of mission, history of 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>Contents</i></p> <p>The history of the church from the Reformation to the end of the 18th century.</p> <p><i>Outcomes</i></p> <p>Have gained a theologically justified insight into and knowledge of church 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>				

243	8	Anglican Church History and Church Polity	1L, 1P	T
<p><i>Objectives</i></p> <p>Introduction to the scope and main areas of Anglican Church History and Polity</p> <p><i>Contents</i></p> <ol style="list-style-type: none"> 1. Anglican thinking <ol style="list-style-type: none"> 1.1 In matters of faith 1.2 On authority in moral matters 2. Anglican history <ol style="list-style-type: none"> 2.1 The Victorian Church in the Church of England 2.2 The Church in Southern Africa 3. Authority in the Anglican Church <ol style="list-style-type: none"> 3.1 Anglican identity 3.2 The authority of scripture 3.3 The Church's order and structures 3.4 Authority in the local community 3.5 Authority linking the local and universal Church 3.6 Episcopal authority 3.7 Authority in matters of faith 4. Anglican spirituality <ol style="list-style-type: none"> 4.1 Liturgy 4.2 The Holy Eucharist 4.3 The Lectionary 4.4 Musicology 4.5 Symbols <p><i>Outcomes</i></p> <p>To effectively minister in an Anglican context.</p> <p>To think, reflect, and write theologically within an Anglican ecclesial framework.</p> <p>To relate to the ecumenical community; to have an appreciation of the responsibility of the Church towards the social, political, economic, and educational challenges in contemporary South African civil society.</p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				
342	8	Modern Church History	1L, 1T	T
<p><i>Objectives</i></p> <p>To communicate to students the General Church History of the nineteenth and twentieth century within the context of the time and with reference to its contemporary relevance. Attention is paid to important figures and currents from the era, and applicable themes out of the history of theology, the history of missionary and the history of spirituality are discussed.</p>				

Contents

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 history of the church during the nineteenth and twentieth centuries in the context of the time and in light of the relevance for contemporary problems.

PP Systematic Theology and Ecclesiology 114

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

414	8	South African Church History	1L, 1T	T
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Objectives

To engage important figures, events and currents within South African church and theological history from the 17th century until today in a way that displays a responsible historical and theological epistemology and hermeneutic.

Contents

Important episodes in South African church and theological history from 17th century until today.

Church historical methodology.

Outcomes

Display the necessary knowledge of important historical figures, events and currents in South African Church history.

Identify the different church historiographies of the period, as well as the challenges regarding (church) historical method. This includes a sense for a responsible historical epistemology and hermeneutic.

Be attentive to the excluded or muted voices not always assimilated into “official” histories.

Use the acquired skills to write a church historical research essay on an aspect of the South African church history, displaying originality and familiarity with sound church historical method and practice.

Develop the skill to use primary sources. This includes greater acquaintance with the archive, library and internet as loci of church historical knowledge.

Integrate church historical knowledge within broader theological frameworks.

Relate their understanding of the history of the church in South Africa to current challenges.

PP Ecclesiology 143, 213

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

443	8	Church Polity	1L, 1T	T
<p><i>Objectives</i></p> <p>To introduce students to the theology of church polity as well as the principles that forms the basis of Reformed church polity. To teach students to think theologically and systematically when applying the principles of church polity in a congregation, ring or synod.</p> <p><i>Contents</i></p> <p>A general orientation regarding the theology of church polity, ecumenical church polity, the historical background of Reformed church polity, the principles of canonical law that are associated with the Anglican Church, and the sources and structures of authority in the church, as well as an orientation for effectively applying principles regarding a church order in practice.</p> <p><i>Outcomes</i></p> <p>Understand the principles regarding church polity and the church order of the Anglican Church in light of the history in the Dutch Reformed tradition (continental Europe).</p> <p>Can distinguish between the biblical principles underlying Reformed church polity or Anglican canonical law.</p> <p>Can apply those principles in a certain cultural and historical context.</p> <p><i>PP Ecclesiology 143, 213</i></p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				
478	48	Research Methodology and Research Assignment Ecclesiology	1L, 1T	T
<p><i>Objectives</i></p> <p>This module introduces the student to the nature, process and components of a research project.</p> <p>Various aspects of research methodology are covered including the following: introduction to research, developing a research proposal, research methods and methodologies, the literature review, referencing methods and systems, ethics in research, role relations between student and supervisor, presenting research, getting research published, professional academic societies, and research leadership.</p> <p><i>Contents</i></p> <p>Research Methodology</p> <p>Preparing an academic research proposal (focus in one discipline)</p> <p>Articulating and defending their research proposal and research results to a public audience (focus in one discipline)</p> <p><i>Outcomes</i></p> <p>Understand the nature, process and components of a research project.</p> <p>Develop and write a research proposal based on appropriate academic knowledge, values and skills.</p>				

Communicate various aspects of their research proposal and research project in a critical, public setting.

PP Ecclesiology 143, 213

C Ecclesiology 414, 443

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

55743 Missiology

142	8	Introduction to the Theory and History of Mission	1L, 1T	T
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Objectives

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.
 - History of the unfolding missional movement: chronology, themes and methodology.

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

244

16

African Religions and Ecumenics

2L, 1P

T

Objectives

To provide insight into the history and main elements of religions that play a role in Southern Africa.

To help promote dialogue: the Christian faith and other faith traditions.

To make students aware of interpathy: help them gain sensitivity to and respect for the roles of and relationships between different religions.

To understand the history, functioning and missionary context of ecumenics.

To obtain an overview of the historical course of mission against the background of the ecumenical movement.

Contents

Study of selected religions (traditional African religions, Islam, Hinduism, Buddhism).

Guidelines for conducting dialogue with other religions.

Theological accountability regarding views of the relationships between faith traditions.

The missionary roots of the ecumenical movement.

The relationship between mission and ecumenics: the International Missionary Council, the World Council of Churches and Evangelical missionary movements.

Mission in the Roman Catholic, Orthodox and other Christian traditions.

Background to an ecumenical missionary paradigm.

Outcomes

Knowledge and understanding of, and sensitivity to, the views, practices and religious values of adherents of other faith traditions.

The ability to enter into dialogue with adherents of other faith traditions.

The ability to formulate a theologically accountable view of the relationships between faith traditions.

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 postmodern era.

PP Missiology 142

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

442	16	Trends in Missiology and Science of Religion	2L, 1T	T
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Objectives

An in-depth study of selected interreligious themes and practices in at least three religions in Africa (African Traditional Religions, Christianity, Islam, Buddhism and Hinduism).

Insight into what and how theories, theologies and methods of Current Trends in Missiology (Intercultural Theology Perspective) and Science of Religion have shaped general and specific approaches to the themes and practices in religions and faith-based organisations.

Insight into and re-think (critical reflection) the nature and influence of individual and (inter)group identities and roles on intercultural and interreligious hospitality, encounters, conversations, dialogue, social service, formation, and personal reflections.

Understand and apply practice-based (problem-solving and transformative) Missiological and Science of Religion approaches to interreligious challenges and problems in faith-based communities and other publics.

Contents

Current trends in comparative religious and theological approaches in religion and theology: background, theories and methods.

Postcolonial theories in Missiology and Science of Religion.

Intercultural and interreligious theology: background, theories, theologies and methods.

Contents, rituals, practices, ethics and institutions of Christianity, African Traditional Religions, Islam, Hinduism and Buddhism.

Comparative religious approaches to some dimensions of 'The Golden Rule', Ubuntu ('African hospitality') and human dignity in religions and faith-based communities.

Case studies of intercultural and interreligious encounters and conversations in religions, 'mission' movements and other faith-based communities and organisations.

Intercultural and interreligious themes and practices of sustainable development in religions and faith-based movements.

Intercultural and interreligious hospitality, conversations, dialogue, social service and witness.

Learning and formation across intercultural- and interreligious borders today

Service-learning and basic qualitative (problem-solving 'ethnographic') research projects.

Outcomes

Insight and the ability to apply theories and methodologies in Current Trends in Missiology and Science of Religion to intercultural and interreligious issues and themes in historical and contemporary contexts.

Growth in comparative religious and theological analysis and interpretation of concepts,

rituals, institutions and a doctrine or ethical issue in at least two religions.

Acquire basic problem-solving methodological skills through an applied ethnographic research project on an interreligious issue in a selected public sphere.

Ability to assess the contributions of two religions or faith-based organisations to relevant and contextual issues in sustainable development: for example an outcome-based topic related to freedom, human dignity, social reconciliation or justice.

Personal / Professional formation and development of individual and small group skills in intercultural and interreligious hospitality, conversations, dialogues, social service, and reflections.

PP Missiology 244

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

478	48	Research Methodology and Research Assignment Missiology	1L, 1T	T
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Objectives

This module introduces the student to the nature, process and components of a research project.

Various aspects of research methodology are covered including the following: introduction to research, developing a research proposal, research methods and methodologies, the literature review, referencing methods and systems, ethics in research, role relations between student and supervisor, presenting research, getting research published, professional academic societies, and research leadership.

Contents

Research Methodology

Preparing an academic research proposal (focus in one discipline)

Articulating and defending their research proposal and research results to a public audience (focus in one discipline)

Outcomes

Understand the nature, process and components of a research project.

Develop and write a research proposal based on appropriate academic knowledge, values and skills.

Communicate various aspects of their research proposal and research project in a critical, public setting.

PP Missiology 244

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

16586 New Testament			
213	8	Synoptic Gospels	1L, 1P T
<p><i>Objectives</i></p> <p>Introduction to the scientific study of the Synoptic Gospels and Acts.</p> <p>Understanding the unique nature of the Gospels and Acts as ancient narratives.</p> <p>Insight into the question of the historical Jesus.</p> <p>The interpretation of narrative texts.</p> <p><i>Contents</i></p> <p>The genre of the Gospels.</p> <p>The Synoptic problem.</p> <p>Overview of methods for examining the Gospels.</p> <p>Cultural-historical background and message of the relevant texts.</p> <p>The question of the historical Jesus.</p> <p>Central theological and ethical themes in relevant texts and their unique relevance.</p> <p><i>Outcomes</i></p> <p>Insight into the cultural-historical background of the relevant texts.</p> <p>The ability to identify and use a suitable method of textual interpretation.</p> <p>Insight into the literary form and genre of relevant texts.</p> <p>The ability to read, translate and interpret narrative texts theologically.</p> <p>Insight into the relevance of New Testament narrative texts for theology and ethics in Southern Africa.</p> <p><i>PP Old and New Testament 114 and P Old and New Testament 144; or P Old and New Testament 114 and PP Old and New Testament 144</i></p> <p>Home department: OLD AND NEW TESTAMENT</p>			
262	8	The Epistles of Paul	1L, 1P T
<p><i>Objectives</i></p> <p>Introduction in the scientific study of the epistolary literature of Paul.</p> <p>To comprehend the epistles of Paul as argumentative texts.</p> <p>Insight in the problems related to the relationship between Jesus and Paul.</p> <p>The interpretation of argumentative texts.</p> <p>Insight in the coherence and contingency of the theology of Paul.</p> <p><i>Contents</i></p> <p>The rhetorical and epistolary nature of the epistles of Paul.</p> <p>The chronology of the ministry of Paul.</p> <p>Survey of the research on Paul.</p>			

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 modern South African context.

PP Old and New Testament 114 and P Old and New Testament 144; or P Old and New Testament 114 and PP Old and New Testament 144

Home department: OLD AND NEW TESTAMENT

312

8

Johannine Literature

1L, 1T

T

(In co-operation with the Department of Ancient Studies – Greek)

Objectives

Introduction to the theological study of the Johannine literature.

Insight into the relationship between the Synoptic gospels and the Gospel of John.

To understand the Gospel of John as an ancient narrative.

To interpret the Johannine epistles as argumentative texts.

The interpretation of narrative, argumentative, and apocalyptic texts.

Appreciation for the theology of John.

Contents

The literary genre of the Gospel of John and Johannine epistles.

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 the Johannine literature.

Outcomes

Insight into the literary form and genre 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 literature – including apocalyptic texts – for

current theological and ethical reflection in Southern Africa.

The ability to apply the theological and ethical dimensions of the Johannine writings in conjunction with other disciplines in view of the needs of religious communities and society.

PP Old and New Testament 114, 144

C New Testament 213 or New Testament 262

Home department: OLD AND NEW TESTAMENT

342	8	General Epistles and Hebrews	1L, 1T	T
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(In co-operation with the Department of Ancient Studies – Greek)

Objectives

Introduction to the theological study 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.

Insight into the cultural-historical context of the General Epistles and Hebrews.

Contents

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 Southern Africa.

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

PP Old and New Testament 114, 144

C New Testament 213 or New Testament 262

Home department: OLD AND NEW TESTAMENT

422	8	Text and Context of the New Testament	1L, 1T	T
<p><i>Objectives</i></p> <p>This module allows for specialisation in New Testament with specific focus on extra-biblical texts and historical contexts which contributed to the formation of the New Testament.</p> <p><i>Contents</i></p> <p>In-depth study of extra-biblical texts of the New Testament period.</p> <p>Skills development in the assessment of the influence of the extra-biblical environment and documents on the New Testament.</p> <p>Advanced study of the history of research pertaining to the historical study of the New Testament.</p> <p>Development of the critical ability to evaluate different approaches to the history writing of New Testament times.</p> <p>Advanced exposure to the role of archaeology, iconography and epigraphy for the historical study of the New Testament documents.</p> <p><i>Outcomes</i></p> <p>Advanced knowledge of the extra-biblical literature of the New Testament times;</p> <p>Advanced competency in recognition and interpretation of genres of extra-biblical literature;</p> <p>Detailed knowledge about the influence of extra-biblical context and literature for the development and interpretation of the New Testament texts, individually and as a collection;</p> <p>A comprehensive overview and analysis of the historical research of New Testament times, including the importance of archaeology, iconography and epigraphy;</p> <p>Ability to construct a comprehensive synthesis of the most important approaches and studies for writing about the socio-historical contexts of the New Testament texts, as well as the ability to provide a critical assessment of these materials;</p> <p>The skill to link historical research with biblical hermeneutics in a critical, comprehensive and detailed manner</p> <p>The skills to present and communicate contextual and textual issues and perspectives related to the New Testament to a range of audiences (i.e. catechism, Bible study groups, sermons etc) within the different spheres of ministry.</p> <p><i>PP Old and New Testament 114, 144</i></p> <p><i>PP New Testament 213, 262</i></p> <p><i>PP New Testament 312 and P New Testament 342; or P New Testament 312 and PP New Testament 342</i></p> <p>Home department: OLD AND NEW TESTAMENT</p>				

442	8	Criticism and Reception of the New Testament	1L, 1T	T
<p><i>Objectives</i></p> <p>This module allows for specialisation in New Testament with specific focus on the interpretation and reception of the New Testament.</p> <p><i>Contents</i></p> <p>The conceptual clarification of terminology such as the hermeneutics, exegesis, criticism, reception, theology and ethics of the New Testament as well as Biblical Theology.</p> <p>A survey of recent scholarship concerned with the criticism and reception of the New Testament – with special attention to the scholarship emanating from Africa.</p> <p>The exegesis of a representative sample of New Testament texts; as well as the theological-ethical reflection on its implications for divergent interpretive communities in Southern Africa.</p> <p>The discussion of how scholarship focused on the criticism and reception of the New Testament can impact on the presentation of catechism, Bible study groups and sermons.</p> <p><i>Outcomes</i></p> <p>A comprehensive, systematic and integrated knowledge of New Testament hermeneutics, exegesis, theology and ethics;</p> <p>A coherent and critical understanding of the principles, scope, theories and epistemologies of New Testament criticism and reception;</p> <p>An ability to critique current research and advanced scholarship related to New Testament hermeneutics, exegesis, theology and ethics;</p> <p>The skills to present and communicate hermeneutical, exegetical, theological and ethical ideas and perspectives related to the New Testament to a range of audiences (i.e. catechism, Bible study groups, sermons etc) within the different spheres of ministry.</p> <p><i>PP Old and New Testament 114, 144</i></p> <p><i>PP New Testament 213, 262</i></p> <p><i>PP New Testament 312 and P New Testament 342; or P New Testament 312 and PP New Testament 342</i></p> <p>Home department: OLD AND NEW TESTAMENT</p>				
478	48	Research Methodology and Research Assignment New Testament	1L, 1T	T
<p><i>Objectives</i></p> <p>This module introduces the student to the nature, process and components of a research project.</p> <p>Various aspects of research methodology are covered including the following: introduction to research, developing a research proposal, research methods and methodologies, the literature review, referencing methods and systems, ethics in research, role relations between student</p>				

and supervisor, presenting research, getting research published, professional academic societies, and research leadership.

Contents

Research Methodology

Preparing an academic research proposal (focus in one discipline)

Articulating and defending their research proposal and research results to a public audience (focus in one discipline)

Outcomes

Understand the nature, process and components of a research project.

Develop and write a research proposal based on appropriate academic knowledge, values and skills.

Communicate various aspects of their research proposal and research project in a critical, public setting.

PP Old and New Testament 114, 144

PP New Testament 213, 262

PP New Testament 312 and P New Testament 342; or P New Testament 312 and PP New Testament 342

C New Testament 422, 442

Home department: OLD AND NEW TESTAMENT

50547 Old and New Testament

114	16	Introduction to the Old and New Testament	2L, 1T	T
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Objectives

An introductory and orientational module regarding the study of the Old and New Testaments.

Contents

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.

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

144	16	Narrative Literature in the Bible	2L, 2T	T
<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>				

234	16	Gender and the Bible	2L, 1P	T
(The module can be presented every year with a focus on the Old Testament, or the New Testament or the Old and New Testament.)				
<i>Objectives</i>				
To provide an exegetical, literary and theological study of gender and/in the Bible, with special attention to global and multicultural perspectives in reflecting on the relationship between gender and the Bible, with due consideration of different cultural, social, economical and political contexts.				
<i>Contents</i>				
Some of the following components and themes will be discussed in different modes and combinations, and in connection with different texts:				
<ul style="list-style-type: none"> • Various theoretical and methodological approaches (including feminist, postcolonial, gender-critical and queer-theoretical approaches) • The socio-historic context of the Bible (regarding gender issues) • Men, women and children in/and the Bible • Corporeality, gender, sexuality and the Bible • Sex, sexuality (including hetero- and homosexuality) and the Bible • Gender language, gender rhetoric, readers and the Bible • Theological perspectives 				
<i>Outcomes</i>				
Demonstrate a clear understanding of the theoretical, literary and exegetic aspects regarding gender and the Bible.				
Demonstrate exegetic skills regarding Bible texts that are important in gender-critical biblical interpretation.				
Demonstrate an integrated, cohesive understanding of the focus of this discipline group on text/context/reception regarding the critical-constructive study of biblical texts.				
Meaningfully articulate the impact of a person's cultural and social position in gender-critical interpretation.				
Appropriately formulate, with reference to the Bible and with various appropriate contexts (society, academia, and/or church) in mind, gender-critical perspectives that promote human dignity.				
Home department: OLD AND NEW TESTAMENT				

324	16	Archaeology of the Ancient World	2L, 1T	T
<p><i>Objectives</i></p> <p>This elective module offers the opportunity to receive an orientation regarding the archaeology of the Ancient World, as well as practical experience in the latest archaeological methods.</p> <p><i>Contents</i></p> <p>Orientation regarding the archaeology of the Ancient World as historical discipline; Introduction to archaeological methods; Introduction to the identification and categorisation of artefacts; Introduction to archaeological excavation sites in Israel/Greece/Turkey; Practical experience with regard to archaeology.</p> <p><i>Outcomes</i></p> <p>After completion of the module the student will...</p> <ul style="list-style-type: none"> • Have advanced knowledge of the archaeology of the Ancient World as historical discipline; • Have a thorough general view of the history of archaeology methods and research; • Have a thorough orientation regarding the most important archaeological excavation sites in Israel/Greece/Turkey; • Have a well-developed skill to identify and categorise archaeological artefacts; • Have practical experience of archaeological excavation sites. <p>Home department: OLD AND NEW TESTAMENT</p>				

17418 Old Testament				
213	8	Pentateuch	1L, 1P	T
<p><i>Objectives</i></p> <p>Introduction to the theological-scientific approach of the first five books of the Bible of the Old Testament.</p> <p><i>Contents</i></p> <p>The cultural-historical background of the origin of the Pentateuch 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.</p> <p><i>Outcomes</i></p> <p>The ability to understand the canonical origin of the Pentateuch against the relevant cultural-historical background. Insight into the theological-ethical coherence of the first five books of the Bible.</p>				

<p>Understanding of the dialectical relation between education and narrative in the Pentateuch. The ability to read, translate and interpret the Pentateuch theologically. <i>PP Old and New Testament 114 and P Old and New Testament 144; or P Old and New Testament 114 and PP Old and New Testament 144</i> Home department: OLD AND NEW TESTAMENT</p>				
252	8	Prophetic Literature	1L, 1P	T
<p><i>Objectives</i> Introduction to the scientific and theological study of the major Old Testament prophets.</p> <p><i>Contents</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. <i>PP Old and New Testament 114 and P Old and New Testament 144; or P Old and New Testament 114 and PP Old and New Testament 144</i> Home department: OLD AND NEW TESTAMENT</p>				
312	8	Lyrical Literature	1L, 1T	T
<p>(In co-operation with the Department of Ancient Studies – Biblical Hebrew)</p> <p><i>Objectives</i> Introduction to the theological study of the lyrical literature (Psalms, Lamentations and Song of Songs) of the Old Testament.</p> <p><i>Contents</i> The cultural-historical background of the lyrical literature in the Old Testament canon. The historical development of cultic service in the temple literature in the Old Testament. The exegesis of the lyrical literature in the Old Testament canon. Theological and ethical themes in the lyrical literature in the Old Testament canon.</p>				

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.

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

PP Old and New Testament 114, 144

C Old Testament 213 or Old Testament 252

Home department: OLD AND NEW TESTAMENT

342

8

Wisdom Literature

1L, 1T

T

(In co-operation with the Department of Ancient Studies – Biblical Hebrew)

Objectives

Introduction to the theological study of the wisdom literature of the Old Testament.

Contents

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.

Outcomes

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.

PP Old and New Testament 114, 144

C Old Testament 213 or Old Testament 252

Home department: OLD AND NEW TESTAMENT

412	8	Text and Context of the Old Testament	1L, 1T	T
<p><i>Objectives</i></p> <p>To allow students to specialise in Old Testament with a specific focus on the extra-biblical texts and historical contexts that was influential factors in the emergence of the Old Testament</p> <p><i>Contents</i></p> <p>Advanced study of extra-biblical texts from the pre-Christian era in Ancient Israel</p> <p>Development of the skill to evaluate the influence of extra-biblical writings on the Old Testament</p> <p>Advanced review of the history of research regarding the writing of a history of Ancient Israel</p> <p>Development of the critical ability to evaluate different approaches to the historical writing of Ancient Israel</p> <p>Advanced exposure to the role of iconography, archaeology and epigraphy in the historical appreciation of Israel's past</p> <p><i>Outcomes</i></p> <p>Possess advanced knowledge of extra-biblical literature from the pre-Christian era.</p> <p>Possess the skills to identify genres and interpret extra-biblical literature.</p> <p>Show insight in the influence of extra-biblical literature on the emergence and interpretation of the Old Testament and how such literature still influences interpretation.</p> <p>Received a thorough overview of the historiographical research into the past of Ancient Israel, including the value of archaeology, iconography and epigraphy.</p> <p>Received a thorough orientation regarding the major approaches to and works on the writing of a history of Israel, and possess the ability to evaluate such works critically.</p> <p>Possess a well-developed skill for relating historiographical research to a historical hermeneutics.</p> <p><i>PP Old and New Testament 114, 144</i></p> <p><i>PP Old Testament 213, 252</i></p> <p><i>PP Old Testament 312 and P Old Testament 342; or P Old Testament 312 and PP Old Testament 342</i></p> <p>Home department: OLD AND NEW TESTAMENT</p>				
452	8	Criticism and Reception of the Old Testament	1L, 1T	T
<p><i>Objectives</i></p> <p>This module allows for specialisation in Old Testament with specific focus on the interpretation and reception of the Old Testament.</p> <p><i>Contents</i></p> <p>The conceptual clarification of terminology such as the hermeneutics, exegesis, criticism, reception, theology and ethics of the Old Testament as well as Biblical Theology.</p>				

A survey of recent scholarship concerned with the criticism and reception of the Old Testament – with special attention to the scholarship emanating from Africa.

The exegesis of a representative sample of Old Testament texts; as well as the theological-ethical reflection on its implications for divergent interpretive communities in Southern Africa.

The discussion of how scholarship focused on the criticism and reception of the Old Testament can impact on the presentation of catechism, Bible study groups and sermons.

Outcomes

A comprehensive, systematic and integrated knowledge of Old Testament hermeneutics, exegesis, theology and ethics;

A coherent and critical understanding of the principles, scope, theories and epistemologies of Old Testament criticism and reception;

An ability to critique current research and advanced scholarship related to Old Testament hermeneutics, exegesis, theology and ethics;

The skills to present and communicate hermeneutical, exegetical, theological and ethical ideas and perspectives related to the Old Testament to a range of audiences (i.e. catechism, Bible study groups, sermons etc) within the different spheres of ministry.

PP Old and New Testament 114, 144

PP Old Testament 213, 252

PP Old Testament 312 and P Old Testament 342; or P Old Testament 312 and PP Old Testament 342

Home department: OLD AND NEW TESTAMENT

478

48

**Research Methodology and
Research Assignment Old
Testament**

1L, 1T

T

Objectives

This module introduces the student to the nature, process and components of a research project.

Various aspects of research methodology are covered including the following: introduction to research, developing a research proposal, research methods and methodologies, the literature review, referencing methods and systems, ethics in research, role relations between student and supervisor, presenting research, getting research published, professional academic societies, and research leadership.

Contents

Research Methodology

Preparing an academic research proposal (focus in one discipline)

Articulating and defending their research proposal and research results to a public audience (focus in one discipline)

Outcomes

Understand the nature, process and components of a research project.

Develop and write a research proposal based on appropriate academic knowledge, values and skills.

Communicate various aspects of their research proposal and research project in a critical, public setting.

PP Old and New Testament 114, 144

PP Old Testament 213, 252

PP Old Testament 312 and P Old Testament 342; or P Old Testament 312 and PP Old Testament 342

C Old Testament 412, 452

Home department: OLD AND NEW TESTAMENT

50776 Practical Theology

112

8

Theological Foundations for Youth Work

2L, 1T

T

Objectives

To guide students in the development of knowledge regarding the theological foundation for youth work.

Contents

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

144	16	Substance Dependency and Group Work	2L, 1P, 1T	T
<p><i>Objectives</i></p> <p>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 counselling and community contexts. It also facilitates the assessment and 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>Contents</i></p> <p>Knowledge, skills, values and professional attitudes to deal with substance abuse and addiction.</p> <p>The assessment and development of treatment plans and utilisation of resources in the community.</p> <p>Facilitating a group.</p> <p>Dealing with substance abuse so as to benefit the individual, family, group and community.</p> <p><i>Outcomes</i></p> <p>Broad knowledge and understanding of the key terms and concepts related to addiction and substance abuse.</p> <p>Developing an understanding of the factors related to alcohol abuse/alcoholism among the youth, and the impact of alcoholism of parents on the youth.</p> <p>Developing skills for assessing substance abuse and addiction.</p> <p>Broad knowledge of group-work theory formation.</p> <p>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>				
212	8	Approaches to Youth Work	1L	T
<p><i>Objectives</i></p> <p>To communicate to students the different approaches within the field of youth work.</p> <p><i>Contents</i></p> <p>Theory on the different approaches in youth work</p> <p>The theological foundations of the different approaches</p> <p>Family approach</p> <p>Missional approach</p> <p>Relational approach</p> <p>Evangelistic approach</p> <p>Inclusive congregational approach</p> <p>Community approach</p>				

<i>Outcomes</i>				
Have knowledge of different approaches in youth work.				
Critically evaluate different approaches.				
Demonstrate the ability to identify approaches in youth work within a specific context.				
The ability to analyse relevant approaches in youth work for a specific context.				
Develop the ability to apply relevant approaches in youth work in a specific context.				
<i>PP Practical Theology 112 and 144 and PP Practical Theology and Missiology 112 (For BTh General and BDiv: only PP Practical Theology and Missiology 112)</i>				
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
222	8	Introduction to Pastoral Counselling	1L, 1P	T
<i>Objectives</i>				
To create an understanding of the relationship between the distinctiveness of pastoral theology and anthropology, and the influence this relationship has on a discussion model for pastoral ministry. The goal is to develop students' basic communication skills with a view to pastoral care and counselling, and for them to develop sensitivity to the issue of interculturalism in cross-cultural communication.				
<i>Contents</i>				
Theological foundational theory: What is pastoral care and counselling?				
The study of various pastoral metaphors in order to understand the theological nature of care, solace and giving aid.				
Pastoral care in different contexts.				
<i>Outcomes</i>				
Develop a theological understanding of pastoral care as a theological and scientific endeavour in a trans-disciplinary approach.				
Knowledge of the theory of pastoral care as a theological and scientific endeavour.				
Knowledge of the theory of a trans-disciplinary approach for the field of pastoral care.				
Develop communication skills for counselling and pastoral outreach.				
The ability to practice counselling skills within a pastoral context.				
<i>PP Practical Theology 112 and 144 and PP Practical Theology and Missiology 112 (For BTh General and BDiv: only PP Practical Theology and Missiology 112)</i>				
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
234	16	Children's Ministry	2L, 1P	T
<i>Objectives</i>				
This module is aimed at guiding students in developing knowledge of the theoretical basis and theology of children's ministry. It also gives the student a practical understanding of children's ministry, covering topics like hermeneutics, different approaches to and				

interpreting children's ministry.

Contents

Theoretical basis and theology of children's ministry.

Practical understanding of children's ministry: hermeneutics, different approaches to and interpreting children's ministry.

Outcomes

Understand the theological theory of children's ministry.

Gain knowledge of the hermeneutics involved when preparing for children's ministry.

Understand and demonstrate different approaches to children's ministry.

Applying various skills related to the practice of children's ministry.

Understand what child and family legislation in South Africa entails.

PP Practical Theology 112 and 144 and PP Practical Theology and Missiology 112 (For BTh General and BDiv: only PP Practical Theology and Missiology 112)

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

244

16

Planning and Organising within Youth Work

2L, 1P

T

Objectives

This module is aimed at guiding students in gaining knowledge and understanding of the process of planning and organising in youth work.

Contents

Process of strategic planning.

Organisational functioning.

Leadership styles in ministry.

Understand the dynamics of church, para-church and other youth organisations.

Recruiting and training of volunteers.

Applying various planning and organisational strategies within youth work practice.

Outcomes

Understand the planning and organising process within youth work.

Have knowledge of the different theories regarding strategic planning in ministry.

Have knowledge of the recruitment and training of volunteers.

Be able to recognise the different leadership styles within youth ministry and develop them appropriately.

PP Practical Theology 112 and 144 and PP Practical Theology and Missiology 112 (For BTh General and BDiv: only PP Practical Theology and Missiology 112)

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

254	16	Youth Related Pastoral Care	2L, 1P	T
<p><i>Objectives</i></p> <p>The module will enable students to understand the contemporary issues facing South African youth in context of community and society, such as teenage sexuality and HIV/AIDS, eating disorders, depression, gangsterism, substance abuse, violence and suicide. It focuses on the spiritual formation of youth facing these issues.</p> <p><i>Contents</i></p> <p>Teenage sexuality and HIV/AIDS</p> <p>Eating disorders</p> <p>Depression</p> <p>Gangsterism</p> <p>Violence and suicide amongst SA youth</p> <p>Substance abuse</p> <p>Spiritual formation of youth</p> <p><i>Outcomes</i></p> <p>Identify various approaches/possibilities of counselling and relationship building when working with youth.</p> <p>Understand the issues involved in teenage sexuality.</p> <p>Understanding the connection between life care and spiritual care, healing and counselling.</p> <p>To apply principles of pastoral care to community care and care for people involved in gangsterism.</p> <p>The development of a systems approach to life problems and the notion of power.</p> <p>Apply principles of pastoral care to youth dealing with substance abuse.</p> <p><i>PP Practical Theology 112 and 144 and PP Practical Theology and Missiology 112 (For BTh General and BDiv: only PP Practical Theology and Missiology 112)</i></p> <p>Home department: PRACTICAL THEOLOGY AND MISSIOLOGY</p>				
262	8	Ministry Practice	1L, 1P	T
<p><i>Objectives</i></p> <p>To develop an integrated practical-theological ecclesiology with a view to ministry in Christian faith communities, and to develop students' basic ministry skills with a view to Christian leadership in faith communities.</p> <p><i>Contents</i></p> <p>Theological foundational theory: What is the ministry and what are the skills required of the ministry leadership? This includes:</p> <p>Contextual analysis – the role and importance of a cultural hermeneutics</p> <p>The role of Scripture and tradition – dealing with Scripture, discipleship and religious discernment</p>				

Ministry practices – liturgy, preaching, instruction, pastoral care and service

The role of leadership and processes – relationships, conflict, processes and leadership

Outcomes

Have gained a conceptual understanding of ministry practice and a practical-theological ecclesiology.

Have developed a foundational theory of ministry.

Can undertake contextual analyses.

Possess hermeneutic skills in dealing with Scripture.

Have developed a basic understanding of the role of leadership and processes in faith communities.

PP Practical Theology and Missiology 112

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

314

16

Homiletics and Liturgy

2L, 1T

T

Objectives

A basic introduction to the theory of communication, with the focus on homiletic and conversational skills.

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

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

To interpret Scripture, in coherence with Hermeneutics, Old and New Testament and Systematic Theology, so that it can be heard as the dynamic Word of God in our day.

To understand the dynamics of composing and delivering a sermon as a hermeneutic process within the dialogue between Word and situation.

To draw up theologically justified liturgical and homiletic designs for particular public worship services, under the leadership of supervisors.

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

Contents

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 and Systematic Theology.

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. <i>PP At least two of Practical Theology and Missiology 112, New Testament 213, New Testament 262, Old Testament 213, Old Testament 252</i> Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
324	16	Faith Formation	2L, 1T	T
<i>Objectives</i> To equip students with knowledge and skills to facilitate faith formation processes in an ecclesiastical and community context.				
<i>Contents</i> Process of faith formation Agents of faith formation Theories of faith development Making use of catechesis as a faith forming process Family as agent for faith formation Faith-Mentoring Christian Practices as Faith formation				
<i>Outcomes</i> Have a conceptual understanding of faith and faith formation Demonstrate the ability to identify and strengthen the agents of faith formation Demonstrate the ability to use teaching and education as a tool for faith formation Demonstrate the ability to use cathesis as a faith forming process Demonstrate the ability to strengthen the family and community as primary context of faith formation. <i>PP At least three of Practical Theology 212, 222, 234, 244 and 254 (For BTh General and BDiv: only PP Practical Theology 212 and 222)</i> Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
332	8	Youth and Family Pastorate	1L, 1T	T
<i>Objectives</i> This module is aimed at reflecting on family life as an integral aspect of youth work. It looks at the importance of family when working with youth in any context.				
<i>Contents</i> Life skills in pastoral care and counselling Group work Family care and counselling Family enrichment				

Outcomes

Develop a well-grounded and integrated theology of youth care as family care

Coherent and critical understanding of basic life skills in care and counselling as connected to marriage care, family care.

Understanding the dynamics of group work with relevance to a systems approach to family care

Integrative knowledge about the theology of family care

Demonstrate skills related to the models of family care

Apply models for family enrichment (prevention) when working with youth.

PP At least three of Practical Theology 212, 222, 234, 244 and 254 (For BTh General and BDiv: only PP Practical Theology 212 and 222)

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

344**16****Theology and Development**

2L, 1T

T*Objectives*

To communicate Development to the student in a theologically critical hermeneutic way so as to enable the student to develop a spirituality and scientific ability to facilitate, as agents of change, the contemporary problems confronting the church for a human-dignity-affirming existence and society, in accordance with kingdom values.

Contents

The principles, theories and history of Development

Theology of Development

The management of Development problems (project and programme management)

Outcomes

Christian workers who are equipped

- With knowledge on the theories and practices of Development in the local and global context
- To reflect theologically on the Christian life within society, with an ethical awareness and moral sensitivity for social and human problems and human need
- To act as facilitators and field workers in the community in order to help repair the moral fibre of South African society and to help build up the community for a human-dignity-affirming existence
- To act as promoters of human-centred participatory and integrated development
- To equip the church so that it may serve as an effective agent, grounded in kingdom values, for (community) development

PP At least three of Practical Theology 212, 222, 234, 244 and 254 (For BTh General and BDiv: only PP Practical Theology 212 and 222)

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

352	8	Youth Culture	1L, 1T	T
<p><i>Objectives</i></p> <p>To equip students with knowledge concerning the nature and implications of youth culture and also the challenges it poses for youth work in order to be able to communicate the Gospel effectively to youth.</p> <p><i>Contents</i></p> <p>Knowledge of youth culture Generational theory Media, Music Youth culture and moral values Youth culture and religion</p> <p><i>Outcomes</i></p> <p>Have a conceptual understanding of culture and Youth culture. Understand how the information era, technology, globalization influence and shape youth culture. Demonstrate the ability to identify the challenges and opportunities youth culture poses to youth work. Demonstrate the ability to understand and engage with youth culture.</p> <p><i>PP At least three of Practical Theology 212, 222, 234, 244 and 254 (For BTh General and BDiv: only PP Practical Theology 212 and 222)</i></p> <p>Home department: PRACTICAL THEOLOGY AND MISSIOLOGY</p>				
362	8	HIV and AIDS Pastorate	1L, 1T	T
<p><i>Objectives</i></p> <p>HIV and AIDS Counselling: theory and models for care and spiritual healing</p> <p><i>Contents</i></p> <p>HIV and AIDS. Care and counselling Care and stigmatization HIV Counselling: The dynamics of disclosure Guilt & shame in HIV counselling</p> <p><i>Outcomes</i></p> <p>Knowledge about the theory of pastoral counselling. Knowledge about HIV and the pandemic. Understanding problematic areas attached to the HIV pandemic; discrimination, stigmatization and the crisis of disclosure. Ability to counsel people living positively with HIV. Understanding the connection between life care and spiritual care. Sensitivity for the impact of existential life issues on the HIV pandemic.</p>				

Understanding the connection between HIV and poverty. Demonstrate a basic knowledge and ability in pastoral counselling. <i>PP At least three of Practical Theology 212, 222, 234, 244 and 254 (For BTh General and BDiv: only PP Practical Theology 212 and 222)</i> Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
378	24	Service Learning	2L, 1T	T
<p><i>Objectives</i></p> <p>The purpose of the module is to enable students to integrate theory and praxis, to develop, demonstrate and apply specific skills and develop a positive life orientation in their personal and professional conduct.</p> <p><i>Contents</i></p> <p>Practical work which entails specific outcomes under supervision</p> <p>Individual and group supervision</p> <p>Group discussions</p> <p>Workshops on specific topics</p> <p><i>Outcomes</i></p> <p>Demonstrate ability to relate knowledge from several areas;</p> <p>Demonstrate ability to make choices based on reasoned arguments;</p> <p>Collect, analyse, organize and critically evaluate information;</p> <p>Demonstrate the ability to work in a team, group and organization;</p> <p>Demonstrate the ability to identify problems and solve problems through critical and creative thinking;</p> <p>Demonstrate the ability to organize and manage themselves and their activities responsibly and effectively;</p> <p>Communicate effectively using visual, symbolic/ and or language skills in various modes.</p> <p><i>PP Practical Theology 212, 222, 234, 244 and 254 (For BTh General and BDiv: only PP Practical Theology 212 and 222)</i></p> <p>Home department: PRACTICAL THEOLOGY AND MISSIOLOGY</p>				
413	16	Current Trends in Practical Theology	2L, 1T	T
<p><i>Objectives</i></p> <p>To guide students towards a comprehensive, systematic and integrated knowledge of the hermeneutics of Practical Theology To develop a coherent and critical understanding of the principles, scope, theories, methodologies and epistemologies of Practical Theology</p> <p>To enhance the skills of students to do independent research and to develop skills to present and communicate hermeneutical perspectives related to Practical Theology within the different spheres of ministry</p>				

Contents

The conceptual clarification of terminology such as hermeneutics, within Practical Theology.

A survey of recent scholarship concerned with the critique of Practical Theology – with special attention to scholarship emanating from Africa.

The discussion of how scholarship focused on the critique of Practical Theology can impact on the presentation of the context within ministry.

Outcomes

Students should :

Have a comprehensive, systematic and integrated knowledge of Practical Theological hermeneutics;

Have a coherent and critical understanding of the principles, scope, theories, methodologies and epistemologies of Practical Theology;

Have an ability to critique current research and advanced scholarship related to Practical Theological hermeneutics;

have the skill to do independent research;

Have the skills to present and communicate hermeneutical perspectives related to Practical Theology within the different spheres of ministry.

PP Practical Theology 314, 344

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

478

48

**Research Methodology and
Research Assignment Practical
Theology**

1L, 1T

T

Objectives

This module introduces the student to the nature, process and components of a research project.

Various aspects of research methodology are covered including the following: introduction to research, developing a research proposal, research methods and methodologies, the literature review, referencing methods and systems, ethics in research, role relations between student and supervisor, presenting research, getting research published, professional academic societies, and research leadership.

Contents

Research Methodology

Preparing an academic research proposal (focus in one discipline)

Articulating and defending their research proposal and research results to a public audience (focus in one discipline)

Outcomes

Understand the nature, process and components of a research project.

Develop and write a research proposal based on appropriate academic knowledge, values and skills.

Communicate various aspects of their research proposal and research project in a critical, public setting.

PP Practical Theology 314, 344

C Practical Theology 413

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

12282 Practical Theology and Missiology

112	8	Introduction to Practical Theology and Missiology	1L, 1T	T
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Objectives

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

50741 Systematic Theology

144	8	Philosophy for Theologians	1L, 1T	T
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Objectives

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

212	8	Doctrine of God	1L, 1P	T
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Objectives

To introduce students to different approaches to the doctrine of God and the doctrine of the creation of human beings and providence, as these doctrines have been contemplated in the history of theology and in current systematic theology, and to develop in students the necessary skills to reflect on these doctrines critically and defend an independent point of view.

Contents

Within the broader Trinitarian framework – within which Christology and Pneumatology (with their related themes) come up for discussion elsewhere in the study trajectory – this module focuses on questions regarding knowledge of God; the existence, nature and characteristics of God; the Trinity and those aspects of God’s involvement in reality that traditionally, although not exclusively, have been linked to God as “Father” (or the “first Person of the Trinity”) – to wit the creation, specifically also human beings as creatures and sinners, and providence – as they have come up for discussion in the course of the history of theology and still come up in current systematic theology. Changes and differences in opinion in reflections on this are highlighted to make it clear that there has never been, and currently also is not, only one way of understanding these matters. Precisely for this reason, the development and use of hermeneutical and other thinking skills are also emphasised to evaluate the different points of view critically and to defend a personal point of view. Part of this lies in being able to see the importance of context as well as the ethical and existential implications of different points of view, and to make students aware of critical questions being posed from non-theological and non-Christian perspectives.

Outcomes

Have gained a broad knowledge of the historical development of the doctrine of God and the doctrine of creation, humanity and providence.

Understand the different systematic-theological standpoints on the nature and characteristics of God, the creation, humanity and providence.

Can draw links between the different theological points of view and the contexts in which they are formulated and assessed – including current African contexts.

Can explain and debate a number of philosophical and scientific questions that arise regarding the doctrines concerned.

Can formulate an independent understanding of the doctrines clearly and systematically, and can defend such understanding in an argument.

Can point out the ethical and existential consequences of such understanding of these doctrines.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

245	8	Christology	1L, 1P	T
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Objectives

To introduce students to and help them reflect critically on ways in which, within the Christian tradition, the person and work of Christ have been, and can be, reflected on.

Contents

In addition to background information about biblical origins of Christology, some important themes in this part of theology are highlighted. Important themes include the humanity and divinity of Christ, his life, death, resurrection and glorification, and his saving and atoning work. Various approaches to, and critical questions about, these themes –also in contemporary contexts – are dealt with.

Outcomes

After completion of the module, students will be able to:

- give an overview of the historical development of Christology;
- compare and evaluate different views concerning the person and work of Christ;
- relate views and contexts – including contemporary African contexts;
- critically analyse philosophical and scientific questions about the doctrine;
- formulate and defend their own understanding of the doctrines; and
- point to ethical and existential implications of their understanding of the doctrine.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

253	8	Human Dignity	1L, 1P	T
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Objectives

The question of human dignity as an ethical matter is of central importance for the church, academy and society. This module focuses on the meaning and challenges of human dignity in reference to political ethics, sexual ethics and bio-ethics.

Contents

Political ethics: race and identity, human rights and building a human rights culture, and violence and war.

Sexual ethics: human sexuality in contemporary society, marriage and family, divorce and remarriage, homosexuality, and other relevant sexuality issues.

Bio-ethics: human life in contemporary society, abortion, euthanasia, HIV/AIDS, stigmatisation of life, and other relevant medical issues.

Throughout the module the question of human dignity as an ethical matter is emphasised by way of an engagement with the insights of the Bible, tradition, reason and experience.

Outcomes

Understand the meaning of human dignity as a theological-ethical matter in its political, sexual and medical contexts.

Identify, recognise and critique relevant arguments of an ethical nature within the political, sexual and medical domains.

Apply Christian theological resources and insights to various human dignity challenges.

Provide thought leadership in church and public life towards responsible moral formation for a more humane life in its political, sexual and medical dimensions.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

312	8	Public Theology	1L, 1T	T
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Objectives

The question of public morality is an important matter for church and public life. This module explores various ethical challenges in public life and the actual and potential role and impact of Christian faith for the common good.

Contents

The first part of the module provides an orientation and introduction to Christian faith and public life. Special attention is given to the ambiguous roles of church and theology during both apartheid and democratic South Africa. The second part of the module focuses specifically on economic ethics as a critical aspect of theological ethics and public life. Special consideration is devoted to such themes as the South African economy, globalisation, climate change, corporate social responsibility, work and labour, and public responsibility.

Outcomes

After completion of the module the student will be able to...

- Understand the meaning, nature, methodology and issues of public theology and its ethical role in public life.
- Identify, recognise and critique relevant arguments of an ethical nature within the public domain.
- Apply Christian theological resources and insights to various public morality challenges.
- Provide thought leadership in church and public life towards responsible moral formation for a more humane public life.

PP Systematic Theology and Ecclesiology 114

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

322	8	Pneumatology and Eschatology	1L, 1T	T
<p><i>Objectives</i></p> <p>To introduce different approaches to the doctrine of the person and work of the Holy Spirit and the doctrine of the church, in the way that these doctrines have been contemplated in the history of theology and in current systematic theology, and to develop the necessary skills to reflect on these doctrines critically and defend an independent point of view.</p> <p><i>Contents</i></p> <p>Within the broader Trinitarian framework, this module focuses on questions regarding and work of the Holy Spirit, the Trinity from a Pneumatological perspective and those aspects of God’s involvement in reality that traditionally, although not exclusively, have been linked to God as “Spirit” (or the “third Person of the Trinity”), to wit the origin and continuation of the church, as they have come up for discussion in the course of the history of theology and still come up in current systematic theology.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> • Provide an overview of the historical development of pneumatology and ecclesiology • Describe, compare and evaluate different systematic-theological standpoints on the person and work of the Holy Spirit and the nature and characteristics of the church • Draw links between the different theological points of view and the contexts in which they are formulated and assessed – including current African contexts • Explain and debate a number of philosophical and scientific questions that arise regarding the doctrines concerned • Formulate an independent understanding of the doctrines clearly and systematically and defend such understanding in an argument • Point out the ethical and existential consequences of such understanding of these doctrines <p><i>PP Systematic Theology and Ecclesiology 114</i></p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				
342	8	Doctrine of the Church and Sacraments	1L, 1T	T
<p><i>Objectives</i></p> <p>To introduce different approaches to the doctrine of the sacraments and of the eschatology or end times, in the way that these doctrines have been contemplated in the history of theology and in current systematic theology, and to develop the necessary skills to reflect on these doctrines critically and defend an independent point of view.</p> <p><i>Contents</i></p> <p>Within the broader Trinitarian framework, this module focuses on questions regarding the sacraments and the eschaton or end times that traditionally have been linked to God as “Spirit” (or the “third Person of the Trinity”), as they have come up for discussion in the</p>				

course of the history of theology and still come up in current systematic theology.

Outcomes

- Provide an overview of the historical development of sacramentology and eschatology
- Describe, compare and evaluate different systematic-theological standpoints on the sacraments and the eschaton (“last days” or end times);
- Draw links between the different theological points of view and the contexts in which they are formulated and assessed – including current African contexts
- Explain and debate a number of philosophical and scientific questions that arise regarding the doctrines concerned
- Formulate an independent understanding of the doctrines clearly and systematically and defend such understanding in an argument
- Point out the ethical and existential consequences of such understanding of these doctrines

PP Systematic Theology and Ecclesiology 114

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

421	8	Modern and Contemporary Theology: Background and Trends	1L, 1T	T
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Objectives

To introduce the contributions of influential modern and contemporary theologians and theological trends, and to foster critical understanding of their work.

Contents

The different loci of systematic theology having been covered in the first three years of study, the aim of this module is to introduce students to some modern and contemporary theologians and theological trends that have contributed significantly to reflection on the above-mentioned loci as well as other theological themes, and to situate these theologians and trends within the broader theological landscape so that it may become clear how specific theological viewpoints link up with other viewpoints held by a specific theologian or trend, and how this may be regarded as contributions within a continuous theological discourse. Thus the background to the work of every theologian or trend, their important publications and the central contents of their theology are discussed, also taking into account criticism on their work and the questions that it evoked, and their influence on other theologians and theological trends. Thus students are brought up to date with the theology of their own time and enabled to position themselves within the theological discourse.

Outcomes

Can identify some of the most influential modern and contemporary theologians and theological trends, and can indicate their position within the broader theological landscape.

Can give a cursory account of the background, publications and theological contents of some of these theologians and theological trends, including their various views on the nature and

task of theology.

Can discuss the contribution of at least one of these theologians or trends critically and in more depth.

Can formulate and defend, in conversation with the theologians and trends that were discussed, an own view on the nature and task of theology.

Can draw on the knowledge, understanding and skills gained earlier on in the study trajectory to discuss with insight specific content viewpoints of the theologians and trends concerned.

PP Systematic Theology 144, 212, 245, 253

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

444

8

**Modern and Contemporary
Theology: Thinkers and Themes**

1L, 1T

T

Objectives

To introduce the contributions of influential contemporary theological figures and important theological themes, and to foster critical understanding thereof.

Contents

The different loci of systematic theology having been covered in the first three years of study, and a number of important historical figures and trends in the modern and contemporary theology having been covered in the first semester of the fourth year, the aim of this module is to expose students to the person, work and legacy of a number of living contemporary theologians (including South African theologians). Where possible, these theologians will come to address the class on their own theology. The second part of the module addresses some important theological themes in contemporary theology, such as theology and religion(s), theology and the arts, and theology and science. Thus students are brought up to date with the theology of their own time and enabled to position themselves within the theological discourse.

Outcomes

Have come to know the person and work of a number of important contemporary theologians (including South African theologians), and can indicate their position within the broader theological landscape.

Possess thorough knowledge and skills regarding important contemporary theological themes (e.g. theology and religion(s), theology and science, and theology and the arts).

Can discuss the contribution of at least one of these theological figures or theological themes critically and in more depth.

Can formulate and defend an own view on the theological figures and themes covered.

PP Systematic Theology 144, 212, 245, 253

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

478	48	Research Methodology and Research Assignment Systematic Theology	1L, 1T	T
<p><i>Objectives</i></p> <p>This module introduces the student to the nature, process and components of a research project.</p> <p>Various aspects of research methodology are covered including the following: introduction to research, developing a research proposal, research methods and methodologies, the literature review, referencing methods and systems, ethics in research, role relations between student and supervisor, presenting research, getting research published, professional academic societies, and research leadership.</p> <p><i>Contents</i></p> <p>Research Methodology</p> <p>Preparing an academic research proposal (focus in one discipline)</p> <p>Articulating and defending their research proposal and research results to a public audience (focus in one discipline)</p> <p><i>Outcomes</i></p> <p>Understand the nature, process and components of a research project.</p> <p>Develop and write a research proposal based on appropriate academic knowledge, values and skills.</p> <p>Communicate various aspects of their research proposal and research project in a critical, public setting.</p> <p><i>PP Systematic Theology 144, 212, 245, 253</i></p> <p><i>C Systematic Theology 421, 444</i></p> <p>Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY</p>				

12283 Systematic Theology and Ecclesiology				
114	16	Introduction to Systematic Theology and Ecclesiology	2L, 1T	T
<p><i>Objectives</i></p> <p>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></p> <p>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?</p> <p>After this broad introductory orientation, the rest of the module covers the questions, contents</p>				

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?

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 encyclopaedia.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

53848 Biblical Hebrew

178	24	Introduction to Biblical Hebrew	3L, 1P, 1T	T
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Basic characteristics of Biblical Hebrew morphology, syntax and (grammatical) semantics.

A basic vocabulary in cultural context.

The world of the Hebrew Bible and the world-view of its people.

Translation and analysis of elementary Biblical Hebrew texts.

Home department: ANCIENT STUDIES

214	16	Continued Biblical Hebrew Language and Text Study	3L, 1P, 1T	T
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Intermediate Hebrew grammar.

Language, form and structure of selected texts.

Literary and cultural-historical background of the specific texts.

Critical comparison of translations.

Textual criticism.

PP Biblical Hebrew 178

Home department: ANCIENT STUDIES

244	16	Continued Biblical Hebrew Language and Text Study	3L, 1P, 1T	T
<p>Continued intermediate Hebrew grammar. Language, form and structure of selected texts. Literary and cultural-historical background of the specific texts. Critical comparison of translations. History of Bible Translation. <i>PP Biblical Hebrew 214</i> Home department: ANCIENT STUDIES</p>				

14109 Greek				
178	24	Introduction to Ancient Greek Grammar and Translation	3L, 1P, 1T	T
<p>Elementary morphology and syntax of ancient Greek. A vocabulary of about 300 words. Translation, with elementary grammatical commentary, of a few chapters from a Gospel or another simple ancient text Introduction to the use of electronic tools and libraries. Cultural-historical overview of the ancient world. Home department: ANCIENT STUDIES</p>				
214	16	Continued Ancient Greek Language and Text Study	3L, 1P, 1T	T
<p>Intermediate Greek grammar. The language, form and structure of selected texts. Problems of translation. Literary and cultural-historical background of the specific texts. <i>PP Greek 178</i> Home department: ANCIENT STUDIES</p>				
244	16	Continued Ancient Greek Language and Text Study	3L, 1P, 1T	T
<p>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 214</i> Home department: ANCIENT STUDIES</p>				

53899 Information Skills				
172	6	Information and Computer Competence	1L, 1P	A&E
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.				
<i>Assessed continuously.</i>				
Home department: INFORMATION SCIENCE				
Formula for Final mark: The class mark counts as the final mark.				

18414 Psychology				
114	12	Psychology as a Science	2L, 1T	T
This module is an introduction to psychology both as a science and a profession, with specific emphasis on psychological issues that are relevant in the South African context. Psychology is positioned at the convergence of a number of traditions of research and practice, including biological, philosophical and pragmatic traditions. This introductory module gives students a basis from which to approach further study of the discipline.				
Home department: PSYCHOLOGY				
144	12	Psychology in Context	2L, 1T	T
In this module the basic principles in psychology are applied in order to understand the person in context, with particular reference to core social issues and challenges facing South African society.				
Home department: PSYCHOLOGY				
213	8	Approaches to Psychological Theories of the Person	1.5L	T
This module addresses psychological theories and understandings of the person with reference to major contemporary approaches. Theories to be considered may include systemic, psychodynamic, behavioural, cognitive and existential components, with consideration of the applicability of psychological theories to African contexts.				
<i>PP Psychology 114, 144</i>				
Home department: PSYCHOLOGY				
223	8	Human Development in Context	1.5L	T
In this module human development is studied, with specific reference to the South African context.				
<i>PP Psychology 114, 144</i>				
Home department: PSYCHOLOGY				

19003 Sociology				
144	12	Social issues in South Africa	3L	T
<p>A selection of social issues that reflect the complexity of contemporary South African society. Examples of themes include: social change; poverty and development; social institutions such as the family, education and religion; crime and security; health, the body and HIV/AIDS; political and economic relationships.</p> <p>Home department: SOCIOLOGY AND SOCIAL ANTHROPOLOGY</p>				
222	8	Race	1.5L, 0.5T	E
<p>Sociological understandings of race. The contemporary significance of race in South Africa. Race and social identities. Race and inequalities.</p> <p>Home department: SOCIOLOGY AND SOCIAL ANTHROPOLOGY</p>				
364	12	Social Research	2L, 1P	T
<p>(Compulsory module)</p> <p>Methodological perspectives on social research; research process: theory and research; research designs: quantitative and qualitative approaches; research procedures and techniques; interpretation and representation of results.</p> <p>A system of continuous assessment is used in Sociology 364 (Social Research).</p> <p>Home department: SOCIOLOGY AND SOCIAL ANTHROPOLOGY</p> <p>Formula for Final mark: Students are notified in writing at the beginning of the module about the way in which marks are calculated and will receive regular feedback on their progress during the course of the module.</p>				

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

Tel.: 021 808 9560

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E-mail: hvdwest@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.

Aims

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.

Enquiries:

The Director: Ekklesia
171 Dorp Street, Stellenbosch 7600
Tel.: (021) 808 4269

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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Fax: (021) 808 3251

E-mail: eleroux@sun.ac.za

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:

The Director: Prof Christo van der Merwe

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