NAZARENE   THEOLOGICAL   COLLEGE
Johannesburg

BC 113: Marriage and the Family Counselling

Module:　　BC 113: Marriage and the Family
Level:　　　**Diploma**
Credit:　　　**10**
Term:
Facilitator:

Module Description:
A survey intended to equip the learner for the development of marriage and family relationships. The study provides both marriage guidance and enrichment through an analysis of the family, its structure and function. Focus will be on the practical patterns which develop a Christian family.

LEARNING OUTCOMES: Distribution of the 4 Cs: 3-4-1-2
At the end of this module learners will be able to:
Content: 3
1. Describe and list the structure and function of family members according to Scriptural principles found in Psalm 128.
2. Describe the basis elements essential for positive family communication and conflict resolution.
3. Describe several biblical counseling techniques for effective marriage counseling.
   Competency: 4
4. Develop a biblical counseling paradigm for motivating others toward positive family relationships.
5. Apply the principles of conflict resolution to troubled marriages.
6. Do basic biblical marriage and family counseling with confidence.
7. Apply oneself to supporting Christian marriages that may be experiencing difficulties.
   Character: 1
8. Apply oneself in practicing personal marriage enrichment principles
   Context: 2
9. Apply information learned with cultural relevance.
10. Develop sensitivity in counseling cross-culturally.

MODULE RELEVANCE:
Universally, across many cultures, marriages are dissolving at an alarming rate. Ministerial students need adequate training to face the challenges of Christian marriage counseling from a clearly Biblical paradigm. Additionally, this course is designed to assist the learner to personally develop a solid Christian marriage and family life.

REQUIRED TEXTS:
Mack, Wayne A. 1991. *Your Family God's Way: Developing and Sustaining Relationships in the Home.* New Jersey: P & R Publishing. ISBN: 0-87552-358-7.

ASSESSMENT AND EVALUATION:
1) Class attendance and participation……………………. 10%

3) Critique of **journal article**: (article to be handed out by lecturer).
   Write a three page typed summary of three main concepts you learned
   from reading the article and whether or not they will be helpful to you in your future
   ministry……………………………………………………….15%
3) Write out answers to each unit goal (hand in weekly)…………10%
4) **Group Panel Discussions**:……………………………………..15%
   Group #1: Discuss the benefits of effectively communicating
                      in a marriage relationship.
Group #2: Discuss the biblical basis for conflict resolution in a family
                      Relationship.
Group #3: Discuss the topic of "Small Talk: The Silent Menace."
5) Mid Term Examination…………………………………………20%
5) Final Examination……………………………………………30%

ASSIGNMENT DUE D ATES (TBA)

COURSE OUTLINE

Unit 1: Read text (Mack): Chapter 1: First Things First…
         At the conclusion of this unit, learners will be able to:
- Identify key biblical factors in becoming a maximum husband/father**.**
- Describe the kind of "*fear of God*" that is wholesome and constructive.
- Describe six benefits that are promised to the person who fears God.
- Discuss the Old Testament figure of Abraham and his relationship with God.

Unit 2: Read text (Mack): Chapter 2: …The Fulfilled and Fulfilling Wife and
         Mother.
         At the conclusion of this unit, learners will be able to:
- Identify key factors in becoming a fulfilled wife/mother according to Psalm
  128.
- Discuss the significance of the biblical simile that God uses to describe the
  woman in the family relationship.
- Discuss the significance of Proverbs 31 in relation to a God-fearing wife and
  mother.
- Summarise the privileges, responsibilities, role and value of women
  according to scriptures in: Genesis 1:26-28; Prov. 1:8-9; Mt. 26:13.

Unit 3: Read text (Mack): Chapter 3: Insights into Parent-Child Relations.
         At the conclusion of this unit, the learner will be able to:
- Discuss the simile of the olive plant in Psalm 128 in regards to parent-child
  relations.
- Discuss the importance of viewing children as "plants" instead of
  "branches."
- Identify at least six ways in which to foster a spirit of loyalty and
  togetherness in a family relationship.
- Identify two extremes to avoid when viewing our children.

Unit 4: Read text (Mack): Chapter 4: I Heard What you Didn't Say.
         At the conclusion of this unit, learners will be able to:

- Identify the major hindrance to family and marital happiness.
- Discuss tenets of effective family communication.
- Explain the "domino" or "boomerang" concept of non-verbal behavior.
- Give a general definition of effective communication.
- Identify at least three scripture passages about non verbal communication.

Unit 5: Read text (Mack): Chapter 5: How to Hear What's Not Being Said.
At the conclusion of this unit, learners will be able to:
- Replace unbiblical and ungodly feelings with ones that are biblical and God-honoring.
- Identify four lessons about non-verbal communication.
- Evaluate Jacob and Esau's non-verbal communication style
- Understand our nonverbal behavior by other people's responses.

Unit 6: Read text (Mack): Chapter 6: Small Talk: The Silent Menace
At the conclusion of this unit, learners will be able to:
- Identify several blocks to effective family communication.
- Identify two ways in which prayer is beneficial in developing communication skills.
- Describe the positive value of words in communication.

Unit 7: Read text (Mack): Chapter 7: Enough is Enough…
At the conclusion of this unit, learners will be able to:
- Evaluate the use of defensive speech in family communications.
- Select scripture that specifically deals with "overtalk."
- Discuss the destructive use of "overtalk" as a controlling mechanism in family relationships.
- Identify scripture that specifically deals with "overtalk" as a block to communication.

Unit 8: Read text (Mack): Chapter 8: Circuit Jammers to Family Comm-
unication.
At the conclusion of this unit, learners will be able to:
- Identify causes for jammed communication circuits in the home.
- Identify the circuit jammers from Ephesians, Proverbs, Matthew and James and their impact on family relationships.

Unit 9: Read text (Mack): Chapter 9: To Tell the Truth.
At the conclusion of this unit, learners will be able to:
- List three facts about the power of verbal communication according to Ephesians 4:25.
- Identify the two essential elements for wholesome communication.
- Identify key principles in developing deep and abiding interpersonal relationships.
- Identify various family communication styles.
- Discuss the deepest dimension of truthful communication.
- Identify a major goal in family communication.

Unit 10: Read text (Mack): Chapter 10: Now You are Really Talking
At the conclusion of this unit, learners will be able to:
- Discuss the biblical emphasis of positive talk.

Unit 11: Read text (Mack): Chapter 11: Getting Your Ears On
At the conclusion of this unit, learners will be able to:
- Identify scriptures that emphasise the importance of being a good listener.
- Discuss the components involved in being a good listener.

Unit 12: Read text (Mack): Chapter 12: Why Families Fight
   At the conclusion of this unit, learners will be able to:
- Identify conflict resolution principles according to several New Testament scriptures.
- Identify reasons for family discord.
- Discuss the three phases of the marriage relationship

Unit 13: Read text (Mack): Chapter 13: The Peace Officer Every Family Needs
   At the conclusion of this unit, learners will be able to:
- **Discuss the most critical factor in preventing family discord.**
- **Identify the peace officer in a family.**

BC 213: Introduction to Christian Counseling

Module: **BC 213:** Introduction to Christian Counseling
Level: Diploma
Credit: 10 hours
Semester:
Facilitator:

Module Description:
To provide the learner with an in depth introduction to biblical counseling. To enable the learner to counsel biblically through an organised structure both philosophically and functionally.

LEARNING OUTCOMES:

At the conclusion of this module the learner will be able to:
Distribution of the 4 Cs: 3-3-2-2
   Content: 3
1. Discuss the issue of the sufficiency of Scripture in relation to basic counseling principles.
2. Describe the issue of the debate in Christian counseling circles over the integration of theology with psychology.
3. Explain the two-book approach theory to Christian counseling.
Competency: 3
4. Apply the techniques of biblical counseling to those in need.
5. Develop an organised structure of biblical counseling.
6. Develop biblical *Homework Assignment Worksheets* for counselees.
Character: 2
7. Gain confidence in the value of a biblical counseling perspective of conducting counseling.
8. Motivate others to apply biblical principles to problem-solving.
Context: 2
9. Apply this information contextually to a counseling ministry of the local church.
10. Offer biblical counseling with cultural relevance to those in need.

Module Relevance:
It is imperative for theological learners to be exposed to a biblically-sound and theologically-based approach to counseling. Specialised Christian training is essential to prepare learners to engage in church, community or one-on-one counseling.

Required Text:
> Hindson, Ed. and Eyrich Howard. 1997. *Totally Sufficient: The Bible and Christian Counseling.* Eugene: Harvest House Publishers. (300 pp).

ASSESSMENT AND EVALUATION:

1) Class attendance and participation…………………………… 10%
2) Group Panel Discussion:…………………………………… 15%
   Group #1: Discuss Ch. 1 of text: *Is the Bible Really Enough.*
   Group #2: Discuss Ch. 10 of text: *The Bible and the Mission of the Church*
   Group #3: Discuss Ch. 5 of text: *Is there a Psychiatrist in the House?*
   Be creative in your class discussions. You may use power point, charts, graphs, etc.
3) Answer all Unit Goals (typed responses) to be handed in to
   Facilitator at the end of each unit………………………………. 25%
4) Mid Term Examination (one week before R&R week.)……….. 20%
5) Final Examination…………………………………………… 30%

COURSE OUTLINE

Unit 1: Read text: Chapter 1: *Is the Bible Really Enough?*
Unit Goals: At the conclusion of unit 1, learners will be able to:
- Discuss the use of the BIBLE as a clinical counseling tool.
- Discuss the debate in Christian counseling circles over the issue of the sufficiency of Scripture.
- Describe the issue of the integration of theology and psychology .
- Explain the role of Scriptures in relation to human behavior and healing of emotions.

Hand in responses to Unit 1 Goals today.

Unit 2: Read text: Chapter 2: *What is Biblical Counseling?*
Unit Goals: At the conclusion of unit 2, learners will be able to:
- Discuss the issue of extrabiblical psychological theories in resolving counseling issues.
- Define Christian counseling.
- Explain the two-book approach theory to Christian counseling.
- Summarise the sufficiency of Scripture to address human need.

Hand in responses to Unit 2 Goals today.

Unit 3: Read text: Chapter 3: *Does Biblical Counseling Really Work?*
Unit 3 Goals: At the conclusion of unit 3, learners will be able to:
- Summarise a case study to demonstrate biblical thinking.
- Explain the three phase integrationist movement.
- Discuss the anthropological question: *What is at the bottom of the heart of man?*
- Discuss psychology's role in counseling.

Hand in responses to Unit 3 Goals today.

Unit 4: Read text: Chapter 4: *True Confessions of a Professional Psychologist.*
Unit 4 Goals: At the conclusion of unit 4, learners will be able to:
- Discuss the one true cure for emotionally wounded people.

- Explain the application of Scripture to human need.
- Discuss the sufficiency of Scripture regarding love and intimacy.

Hand in Response to Unit 4 Goals today.

Unit 5: Read text: Chapter 5: *Is there a Psychiatrist in the House?*
At the conclusion of unit 5, learners will be able to:
- Discuss the limitation of psychiatry in meeting emotional needs.
- Discuss the three-fold responsibilities of medicine.
- Discuss the biblical view of man versus the secular view of man.
- Summarise the emphasis of a biblical counselor regarding human behavior.
- Summarise the history of mental illness.

Hand In responses to Unit 5 Goals today.

Unit 6: Read text: Chapter 6: *What's the Brain Got to Do with It?*
At the conclusion of unit 6 learners will be able to:
- Explain the distinction between body and spirit.
- Discuss key issues of the scriptures and the brain sciences as they relate to homosexuality.
- Explain the two key principles for thinking biblically in the brain sciences.
- Discuss the controversial issues surrounding the use of the drug – Prozac.

Hand in Responses to Unit 6 Goals today.
Unit 7: Read text: Chapter 7: *What about Biomedical Research?*
At the conclusion of unit 7, learners will be able to:
- Define science in the traditional sense.
- Discuss the two basic questions that arise from the issue of studying science.
- Explain the two aspects of biomedical research.
- Discuss the biblical principle of the sanctity of human life.
- Discuss the ethical considerations of genetic engineering.
  Hand In Responses to Unit 7 Goals today.
Unit 8: Read text: Chapter 8: *Marriage and Family Counseling.*
At the conclusion of unit 8, the learner will be able to:
- Discuss the five major topics of a worldview.
- Discuss the biblical basis for the issue of authority in a marriage relationship.
- Summarise the scriptural worldview for marriages.
- Examine elements of commitment in a marriage relationship.
- Discuss the scriptural basis for: sexuality, sexual desires, communication and friendship in a marriage relationship.
- Explain the issue of masturbation and sexual control.

Hand In Responses to Unit 8 Goals today:

Unit 9: Read text: Chapter 9: *The Bible and Family Practice*
At the conclusion of unit 9, the learner will be able to:
- Discuss the Bible as a resource for the art and science of healing.
- Briefly discuss the history of biblical counseling.

- Discuss the Bible's use in the medical field by physicians.

Hand In responses to Unit 9 Goals today.

**Unit 10:   Read text: Chapter 10: *The Bible and the Mission of the Church.*
At the conclusion of unit 10, the learner will be able to:**
- Define the mission of the Church.
- Explain the sufficiency of Scripture in meeting human need.
- Discuss the contemporary challenge of a culture that denies absolute truth.
- Summarise the challenges of declaring God's truth to meet human need.

Hand In responses to Unit 10 Goals today.

**Unit 11: Read text: Chapter 11: *The Biblical Basis of Pastoral Ministry.*
At the conclusion of unit 11, the learner will be able to:**
- Discuss ways in which Scripture can be used to purify people to enjoy the pleasures God has ordained.

Hand in Responses to Unit 11 Goals today.

**Unit 12: Read text: Chapter 12: *Total Sufficiency and Biblical Truth.*
At the conclusion of unit 12, the learner will be able to:**
- Discuss the issue of "how we do counseling will be determined by our theology."
- Summarise the ten pop psychology myths.
- Discuss the seven pillars of the Christian faith.
- Discuss the importance for Christian psychological counselors to strengthen their understanding of biblical theology.

Hand In Responses to Unit 12 Goals today.

Syllabus:

BC: 222 Performing Counseling with Confidence

Module: **BC: 222** Performing Counseling with Confidence
Level: **Diploma**
Credit: 10
Semester:
Facilitator:

Module Description:
Students will be introduced to basic counseling skills which draws from secular psychology without betraying scriptural premise. A number of positions representative of the thinking of secular psychologists are reviewed and critiqued from a biblical perspective.

Learning Outcomes: Distribution of the 4 Cs: 4-2-2-2
At the conclusion of this module, the learner will be able to:
Content: 4
1. Describe the six secular counseling skills.
2. Describe why the six counseling skills may or may not be integrated into Christian counseling.
3. Describe several models of biblical counseling.
4. List and describe three dangers of biblical counseling.
    Competency: 2
5. Apply counseling principles that do not betray scriptural premises.
6. Develop a biblical-based paradigm for Christian counseling.
    Character: 2
7. Gain confidence in biblical counseling.
8. Develop and attitude of appreciation for secular counseling skills that do not betray biblical principles.
    Context: 2
9. Integrate appropriate psychological principles with biblical perspectives that are culturally relevant.
10. Perform Christian counseling with confidence and cultural relevance.

MODULE RELEVANCE:
Tensions between professional secular counselors and spiritual counselors have existed over the years. This tension has led many Christian counselors to feel inferior to their secular colleagues. This module will introduce skills that are equal to the tasks that secular counselors face. Learners will develop greater confidence in addressing psychological issues from an informed and biblically-sound perspective.
Required Text:
Watson, Jeffrey. *Biblical Counseling for Today.* 2000. Nashville: Word.
   ISBN: 0-8499-1358-6. (227 pgs).

ASSESSMENT AND EVALUATION:
   1) Class attendance, participation, reading of required textbook……..15%

2) Group Presentations:……………………………………………… 15%
    Group #1: Role play a case study.
    Group #2: Role play a case study.
    Group # 3: Role play a case study.
    Case studies will be assigned by your facilitator.

3) Assigned reading and reflective book review…………………… 10%
    Reflective Book Review:
    Read a book from the NTC library on a topic relating to any content of this
    Module that is of great interest to you.
    Present this review in class as an oral report…………………….. 10%

4) Mid-Term Exam……………………………………………………. 20%
5) Final Examination……………………………………………….. 30%

COURSE OUTLINE

Unit 1: Read text (Watson): Introduction and Chapter 2. Biblical Counseling:
       What it isn't.
       Unit Goals: At the conclusion of this unit, learners will be able to:
- Define the various tenets that comprise biblical counseling.
- Describe the three dangers of performing biblical counseling.

Unit 2: Read text (Watson): Chapter 3: Biblical Counseling: What it is.
       Unit Goals: At the conclusion of this unit, learners will be able to:
- Illicit respect for the scriptural process of biblical counseling**.**
- Describe the cognitive, psychomotor, and affective domains which produce behavior change.
- Define principled intervention of biblical counseling
- Distinguish characteristics of secular therapy and biblical counseling.
- Define the differences between truth and love associated with counseling models.

Unit 3: Read text (Watson): Chapter 4: Skills for Biblical Counselors
       At the conclusion of this unit, learners will be able to:
- Define the three fundamental skills for counseling.
- Elaborate and role play the three skills for counseling.
- Understand the importance of observing non-verbal behaviors using Jesus' communication style.
- Identify what is meant by the P O L E R acronym.

Unit 4: Read text (Watson): Chapter 5:   Helping People Choose their Goals.
       At the conclusion of this unit, learners will be able to:
- To understand the process for biblical goal-setting for counselees.
- To understand the importance of biblically-directed counselors.
- To understand the importance of character and lifestyle of the counselor.

- Adhere to the commands of Christ to provide direction for the biblical counselor.

Unit 5: Read text (Watson): Chapter 6:   Helping People Change.
At the conclusion of this unit, learners will be able to:
- Define the eight principles of change.
- Teach counselees how to overcome barriers and build positive habits.

Unit 6: Read text (Watson): Chapter 7: Biblical Counseling by Lay Christians
At the conclusion of this unit, learners will be able to:
- Identify the five tiers of the credibility pyramid.
- Describe the attributes of an effective counselor.
- Discuss a case study of biblical counseling by lay Christians.

Unit 7: Read text (Watson): Chapter 8: Biblical Counseling for Congregational Leaders.
At the conclusion of this unit, learners will be able to:
- Distinguish the difference between lay Christians and congregational leaders.
- Understand facilitativeness in biblical counseling
- Define the importance of: respect, genuineness, immediacy and empathy in the counseling arena.
- Discuss a case study in congregational leadership and counseling.

Unit 8:   Read text (Watson): Chapter 9: Professionalism and the Bible
At the conclusion of this unit, learners will be able to:
- **Understand** the preparation needed by trained professional therapists who offer biblical counseling.
- Understand what it means to compare "slippery truths" to the full **knowledge of Christ.**

Unit 9: Read text (Watson): Chapter 10: Conclusion
At the conclusion of this unit, learners will be able to:
- Understand ways in which lay Christians, pastoral and professional counselors can work together to assist those with emotional distress.
- Understand the giftedness of those who practice biblical and wise counseling – using Scripture as their foundational guide.

BC 223: Fundamentals of Crisis Counseling

Module: BC 223:Fundamentals of Crisis Counseling
Level: I
Credit: 10
Semester:
Facilitator:

Module Description:
To acquaint the learner with the basic issues in crisis counseling. Various methods will be analysed and evaluated. The learner will be introduced to specific case study examples. Issues such as death/grief, abortion, PTSD (Post Traumatic Stress Disorder), suicide, and addictions will be examined.

LEARNING OUTCOMES:
At the conclusion of this module the learner will be able to:
Distribution of the 4 Cs: 3-4-2-1
     Content: 3
1. Identify the eight steps in assisting a person in a crisis situation.
2. Describe practical solutions and biblical strategies to manage crisis situations.
3. Complete a *Crisis Assessment Summary* form.
     Competency: 4
4. Develop effective biblical counseling skills to those in a crisis.
5. Complete an index of Potential Suicide Assessment Form.
6. Apply principles of grief assessment to those experience traumatic grief and loss.
7. Administer the Holmes-Rahe Stress test to those experiencing depression.
     Character: 2
8. Display an attitude of pastoral care toward those experiencing a major life crisis.
9. Apply principles of biblical crisis management to one own's life when faced with personal crisis situations.
     Context: 1
10. Apply biblical crisis counseling skills with cultural relevance within South African society.

MODULE RELEVANCE:
In a global society where natural disasters as well as humanly implemented tragedies occur, it is essential that ministerial students are effectively equipped to minister to people in times of immediate crisis.

Required Text:
Wright, Norman H. 1993**.** *Crisis Counseling: A practical guide for pastors and counselors.* Ventura: Regal. ISBN: 0-8307-1611-4. (335 pgs).

EVALUATION AND ASSESSMENT:
1) Class attendance, participation and reading of required textbook…….15%

2) Small Groups: Role play counseling case study………………………20%
3) Write a typed, three page summary of pages 301-313 of your text book. Tell why it is essential to be sensitive to the leading of the Holy Spirit when counseling someone in a crisis situation.
Present this information to the class in an oral report…………………15%
4) Mid-Term Examination…………………………………………………...20%
5) Final Examination……………………………………………………… 30%

COURSE OUTLINE

Unit 1: Read text: (Wright) Introduction: Anatomy of a Crisis.
    At the conclusion of this unit learners will be able to:
  - Identify potential crisis situations in ministry.
Unit 2: Read text: (Wright) Chapter 1: What is a Crisis?
    At the conclusion of this unit learners will be able to:
  - Describe the four common elements of a crisis.
  - Identify the distinctiveness of a crisis.

Unit 3:   Read text (Wright) Chapter 2: Crisis Counseling from a Biblical Perspective.
    At the conclusion of this unit learners will be able to:
  - Understand the counseling approach to individual, marital or family crisis.
  - Establish a biblical counseling process in crisis counseling.
Unit 4: Read text (Wright) Chapter 3: Applications of Biblical Principles
    At the conclusion of this unit learners will be able to:
  - Understandthe factors that influence listening.
  - Develop the art of asking questions of the counselee.
  - Be aware of the barriers to helping a person in crisis.
Unit 5: Read text: (Wright) Chapter 4: The Process of Crisis Intervention.
  - Identify the eight steps in helping a person in crisis.
  - Understand the importance of focused problem-solving.

Unit 6: Read text: (Wright) Chapter 5:   The Crisis of Depression
    At the conclusion of this unit, learners will be able to:
  - Understand depression as a family of systems.
  - Discuss the Depressive Triad
  - Administer the Holmes-Rahe Stress Test
  - Understand the role of action in changing beliefs

Unit 7: Read text: (Wright) Chapter 6: The Crisis of Suicide
    At the conclusion of this unit learners will be able to:
  - Identify common myths about suicide
  - Identify signs of suicide ideation
  - Complete an Index of Potential Suicide assessment form.
  - Learn effective ways to minister to the suicidal person
Unit 8:   Read text (Wright) Chapter 7: The Crisis of Death
    At the conclusion of this unit, learners will be able to:
  - Distinguish differences in loss, bereavement, and mourning.

- Describe the six stages of grief.
- Minister to children and the terminally ill.
- Describe the tenets of anticipatory grief.

Unit 9: Read text (Wright): Chapter 9, 10: Ministering to Children and Adolescents in Crisis

At the conclusion of this unit, learners will be able to:
- **Understand the limited coping skills of children.**
- **Describe the important factors in working with children in crisis.**
- **Understand depression in children and adolescents.**
- **Understand the crisis of child abuse in children and adolescents.**

Unit 10: Read text (Wright) Chapter 13: Trauma, After Shock and PTSD

At the conclusion of this unit, learners will be able to:
- **Understand** that PTSD is the response to the crisis.
- Define the five levels of anxiety.
- List the six characteristics of a traumatic event
- Learn effective skills in assisting potential PTSD candidates.

Counseling Troubled Youth

SYLLABUS

Module: BC 224Y:Counseling Troubled Youth
Level: Diploma
Credit: 10
Term:
Facilitator:

Module Description:
This module focuses on problems of youth and adolescents and the development of
counseling techniques specific to youth and adolescence**:**
At the conclusion of this module the learner will be able to demonstrate and understanding
of:
- The physical, intellectual and emotional stages of adolescents.
- The multi-dimensional challenges facing youth today.
- Basic counseling skills to work with troubled youth

Learning Outcomes:
At the conclusion of this module learners will be able to:
(Distribution of the 4 Cs: 2-5-2-1)
Content: 2
- List and describe the major life issues facing youth of South Africa today.
- Describe the physiological and emotional stages of adolescents.
  Competency: 5
- Apply Christian counseling skills to youth.
- Apply listening skills to troubled youth.
- Effectively communicate to youth, biblical principles for dealing with problems they
  face.
- Support and assist youth in developing plans for behavioral change.
- Teach youth problem-solving skills
  Character: 2
- Develop greater empathy for youth facing multi-dimensional problems.
- Develop confidence in the ability to counsel troubled youth.
  Context: 1

- Counsel troubled youth with cultural relevance.

Module Relevance:
Research indicates that the largest global population group consists of those between the ages
of 15-19. It is essential for youth workers to be aware of the multi-dimensional challenges
that young people are facing in the global community. In addition to being aware of the
complex needs of adolescents, youth ministry workers must be adequately equipped to lead
teenagers forward out of their maze of confusion and questioning.

Required Text:

Dykstra, Robert C. *Counseling Troubled Youth.* 1997. Westminster John Knox.

McDowell, Josh and Hostetler, Bob. 1996. *Handbook on Counseling Youth.*
  Dallas: Word Publishing.

Assessment and Evaluation:

1. **Class attendance and participation…………………………………. 25%**
2. **Oral Test on elements of counseling troubled youth……………. 10%**
3. **Supervised Presentation…………………………………………… 10%**
4. **Group Role play of a counseling scenario………………………… 10%**
5. **Mid Term Examination……………………………………………… 15%**
6. **Final Examination………………………………………………… 30%**

Syllabus

Developmental Psychology

Module: **Developmental Psychology**
Code: **BC214**
Level: **Diploma**
Credit: **10**
Term:
Facilitator:

Module Description:
To provide learners with a study of how physical and emotional changes occur in people from birth to old age. How and why changes occur in people as they grow older are presented and discussed. The impact of social and moral learning will be emphasized.

LEARNING OUTCOMES: (Distribution of the 4 Cs: 6-1-2-1)
At the conclusion of this module learners will be able to:
    Content: **6**
1. Describe and list Erik Erikson's eight stages of psycho-social development.
2. Describe the stages of pre-natal development.
3. Identify and explain the basic fears of the elderly after age 60.
4. Describe ways people learn and develop moral and social behaviors.
5. Describe Jean Piaget's cognitive development stages.
6. Discuss several reasons why changes occur in people throughout the aging process.
    Competency: **1**
7. Teach principles of moral and social reasoning within a ministry context across age spectrums.
    Character: **2**
8. Gain a deeper understanding of self in human experience and behavior.
9. Express an attitude of pastoral care to those experiencing moral and social reasoning difficulties.
    Context: **1**
10. Distinguish between developmental changes and emotional problems with cultural relevance and spiritual sensitivity.

Module Relevance:
It is essential that theological learners grasp the essential elements of human experience and behavior. Analysis of group functioning regarding moral and social reasoning will assist learners to identify potential sources of conflict and teach biblical ways to resolve critical issues. Therefore, a study of human development, behavior and experience is essential in understanding self, ministering to, and counseling others within the global community.

Required Text:
Child and Adolescent Development by:_____. Oxford Univ. Press.

ASSESSMENT AND EVALUATION:
   1) Class attendance, class participation, reading of text…………..   20%
   2) **Group Project** (presentation of a text chapter with graphics, etc…15%
        Group #1: Develop a questionnaire to assess social and moral learning
                    from a group of adolescents. Present this information in class.

        Group #2: Observe a group interacting, ie, NTC lunch room, Chapel,
                    Soccer field.   Describe the intergroup relationship
                    dynamics and present this information in class.
        Group #3:   Make a chart or poster describing prenatal development of a
                    Human fetus.
   3) **Oral Presentation** of assigned reading report……………………….15%
        Topic: choose a topic that relates to any content of this module that is of great interest
        to you.
   4) **Mid Term Examination**……………………………………………. 20%
   5) **Final Examination**……………………………………………. 30%

COURSE OUTLINE: (2 weeks per unit)

Unit 1:   Read text: Chapter 7: A Typical Body Cell.
        Unit Goals: At the conclusion of this unit learners will be able to:
            • Describe cellular functions
            • Describe the structure of a typical body cell

Unit 2:   Read text: Chapter 30: Social and Moral Learning.
        At the conclusion of this unit, learners will be able to:
            • Define ways people learn operantly.
            • Describe social observational learning
            • Define the aspects of basic moral learning

Unit 3: Read text: Chapter 32: The Nature of Feelings.
        Unit Goals: At the conclusion of this unit learners will be able to:
            • Describe the concept of "feeling."
            • Identify the dimensions of feeling.
            • Define how one determines the expression and recognition of feeling.

Unit 4:   Read text: Chapter 40: Group Functioning
        Unit Goals: At the conclusion of this unit learners will be able to:
            • Describe the attributes of group functioning
            • Identify group differentiation
            • Describe intergroup relationship dynamics

Unit 5:   Read text: (Rubin & McNeil) Chapter 11: Beginnings of Life
        Unit Goals: At the conclusion of this unit learners will be able to:
            • Describe prenatal development
            • Identify psychological factors in childbirth

Unit 6: Read text: (Rubin & McNeil) Chapter 12: From Infancy to Adolescence.

Unit Goals: At the conclusion of this unit, learners will be able to:
- **Define learning and maturation.**
- **Define Jean Piaget's cognitive development**
- **Describe adolescence physical developmental stages**
- **Describe Erikson's eight stages of psychosocial development**

Unit 7: Read text: (Rubin & McNeil) Chapter 13: Adulthood and Aging
Unit Goals: At the conclusion of this unit learners will be able to:
- Describe the nature of adult development and early adulthood
- Describe physical changes of middle adulthood
- Describe the biology of aging in late adulthood
- Describe the intellectual and social changes in late adulthood

NAZARENE THEOLOGICAL COLLEGE
Reg. 2001/HE08/004

<u>Syllabus</u>

<u>**BC 225: HIV/AIDS Care and Counseling**</u>

Module: **BC 225:** HIV/AIDS Care and Counseling
Level: Diploma
Credit: 10
Term:
Facilitator:

MODULE DESCRIPTION:
A multi-disciplinary approach to acquaint the learner with the fundamental facts about
HIV/AIDS and to introduce principles and strategies for behavioral change. Learners will be
introduced to `essential skills for counseling people with HIV. Legal and ethical aspects of
AIDS will be discussed. Particular attention will be given to cross-cultural counseling to
those with traditional African beliefs and customs. Care for the care-giver will be given
special attention, as well.

LEARNING OUTCOMES: (Distribution of the 4 Cs: 3-3-2-2)
At the conclusion of this module learners will be able to:
Content: 3
1. Describe the fundamental facts about HIV/AIDS.
2. Describe the necessary care needed for the caregiver of an AIDS victim.
3. Describe the theoretical principles for behavior change.
Competency: 3
4. Develop skills for counseling those with HIV/AIDS.
5. Develop skills to motivate others toward behavioral change associated with the
   disease of AIDS.
6. Manage his/her life in ways to prevent the transmission of HIV/AIDS to oneself.
Character: 2
7. Display an empathetic and supportive attitude to those victims of AIDS.
8. Display an attitude of understanding and support toward the caregivers of AIDS
   sufferers.
Context: 2
9. Identify elements of culture associated with African belief's and customs which may
   hinder positive behavior change.
10. Counsel AIDS victims and caregivers with cultural relevance.

MODULE RELEVANCE:
Global research indicates that the HIV/AIDS crisis is affecting nearly every country in the
world. Endemic to South Africa, particularly, AIDS is affecting hundreds of lives per day.
Families, especially children, are living with the reality of HIV/AIDS as a normal part of
their lives. This modules is essential to theological students who will be ministering to many
within their local churches and communities. Therefore, a thorough understanding of the HI
virus and all its ramifications is essential in order for ministers to teach others in the
community about the spread of HIV/AIDS and the necessary behavioral changes that need to
take place.

Required Text:
Van Dyk, Alta. 2001. *HIV/AIDS Care and Counseling.* Cape Town: Pearson.
 ISBN: 1-86891-078-4. (442 pgs).

ASSESSMENT AND EVALUATION:
1) Class attendance, participation, reading of text book…………………20%
2) Develop a visual aid poster to be used in community bulletin board areas, or schools. The poster must depict an aspect of ways to promote behavioral change for the prevention of HIV/AIDS……………………………….15%
3) Site visit to a Children's AIDS hospice. (2-3 page typed report to follow)
   ……………15%
4) Mid-Term Exam……………………………………………………… 20%
5) Final Examination……………………………………………………. 30%

COURSE OUTLINE:

Unit 1: Read text: Chapter 1: Fundamental Facts about HIV/AIDS.
Unit Goals: At the conclusion of this unit, learners will be able to:
- Write a definition of AIDS
- Understand the historical background and theories of the origins of AIDS,
- Understand the HI virus
- Understand the effect of HIV on the immune system
- Understand the body's response to HIV infection

Unit 2: Read text: Chapter 2: The Transmission of HIV
Unit Goals: At the conclusion of this unit, learners will be able to:
- Understand ways in which HIV is transmitted.
- Understand the myths about the transmission of HIV

Unit 3: Read text: Chapter 3: Symptoms and Diseases Associated with HIV
Unit Goals: At the conclusion of this unit, learners will be able to:
- Identifythe four phases of HIV infection
- Identify symptoms of HIV infection in children**.**
- Understand the dangers of TB and HIV infection
- Understand STDS and HIV as the deadly alliance.

Unit 4: Read text: Chapter 4: Diagnosis of HIV Infection and AIDS
Unit Goals: At the conclusion of this unit learners will be able to:
- Identify the clinical criteria for HIV infection
- Understand HIV testing as a diagnostic tool.

Unit 5: Read text: Chapter 5: Management of HIV Infection
Unit Goals: At the conclusion of this unit learners will be able to:
- Understand the clinical assessment of immune status and viral load.
- Understand the use of ART drugs
- Understand the management of occupational exposure to HIV

Unit 6:   Read text: Chapter 6: Principles and Strategies for Prevention
Unit Goals: At the conclusion of this unit, learners will be able to:
- Define the theoretical principles for behavior change.
- Describe HIV prevention programmes available

Unit 7: Read text: Chapter 7: Prevention in Traditional Africa
Unit Goals: At the conclusion of this unit, learners will be able to:
- Understand traditional African perceptions of sexuality.
- Understand ways in which to use African beliefs to the advantage of AIDS education.

Unit 8: Read text: Chapter 8: Changing Unsafe Behavior and Practices
Unit Goals: At the conclusion of this unit, learners will be able to:
- Understand ways to prevent transmission of HIV.
- Identify ways that HIV victims may acquire life skills.

Unit 9: Read text: Chapter 10: Basic Counseling Principles and Skills
Unit Goals: At the conclusion of this unit learners will be able to:
- Attain basic counseling skills for assisting HIV/AIDS persons.

Unit 10:Read text: Chapter 12: Counseling the Infected and Affected
At the conclusion of this unit learners will be able to:
- Understand the impact of HIV on affected significant others.
- Understand the need for providing education and care for those who are the care-givers to HIV/AIDS sufferers.

SURVEY OF THE BIBLE
Syllabus

Code   BS 112
Level   Diploma
Credits   10
Date
Facilitator

Module Description

   An introduction to the content of the Bible, its literary characteristics, geography, origin and development and its significance for Christian faith and theology.

Learning Outcomes

   At the conclusion of the module, learners should be able to

Content
1. Identify the basic thrust of each major section of the Old and New Testaments.
2. Relate the major events of biblical history as God's revelation of Himself to man.
3. Articulate the coherent story of God and His people as presented in the Scriptures.
4. Discuss the various literary forms contained in Scripture.
5. Describe the historical and geographical settings of the Old and New Testaments.

Competency
6. Describe the ways in which the literary genres of the Bible provide keys for understanding the message of Scripture.
7. Articulate the major theological concepts of the Bible.
8. Evaluate how the concept of covenant influences all the scripture and God's interaction with mankind.

Character
9. Understand and utilize the major themes of scripture as a source of personal growth and development.

Context
10. Find and articulate parallels between biblical culture and teachings and local cultural Context while making appropriate application.

Module Relevance

   The Bible and its teachings apply to everyday practical life situations. This module attempts to capture the complete message of the bible in its content as well as the historical, geographical, social and religious setting in which it was written. Such understanding aids correct interpretation of the Bile and offers better application of biblical truths and their relevance to the contemporary Church, social issues, and theological thought. The module is foundational for the learner providing a resource from which the learner will draw in other course within the theology and biblical studies programme and also for ministry. Learners

should grasp the methods of study that will all him or her to explore the richness of the Bible narratives for personal growth and ministry.

Text
Varughese, A. (ed). 2006. *Discovering the Bible*. Kansas City: Beacon Hill Press.

Assessment and Evaluation

1. Class attendance and participation	10%
2. Research project	25%
3. Continuous Assessment	15%
4. Mid-term examination (after OT)	20%
5. Final Examination	30%

Module Outline
1. Introduction to the Bible
	Canon		Translations		Geography
2. The Pentateuch
	Prehistory
	Patriarchs
	Moses – the shaping of a nation and religion
3. Entering the Promised Land
4. Years of the Monarchy
5. Prophets & Time of Exile
6. Poetry and Wisdom Literature
7. Inter-Testamental Period
8. New Testament Overview
	Christianity and Judaism
	Historical, geographical, social, and religious setting of 1st C Greco-Roman world
9. Life and Teachings of Jesus (Gospels)
10. Early Christian Church (Acts)
11. Life and Teachings of Paul
12. Letters of Paul
13. General and Johannine Letters
14. Revelation
	Apocalyptic literature including Daniel and Ezekiel

PENTATEUCH
Syllabus

Code   BS 117
Level   Diploma
Credits   10
Semester
Facilitator

Module Description

This module is a study of the historical and theological content of the Pentateuch with primary emphasis on the covenant, Law, and promise. Relationship of the Pentateuch to the New Testament will also be examined. Literary aspects and problems of authorship and analysis will also be investigated.

Learning Outcomes
          At the end of the module, learners will be able to:

Content
1. Evaluate the various genre of the Pentateuch and the theories of authorship
2. Understand the story of creation integrating from both Scriptural accounts.
3. Describe the historical and cultural context in which the events of the Pentateuch are set.
4. Understand the significance and structure of the Tabernacle and sacrificial system.
5. Summarise the major characteristics of the Law.
6. Describe the place and faith of the patriarchs in shaping the Hebrew nation.

Competency
7. Demonstrate skills in interpreting Pentateuchal literature.
8. Prepare a properly exegeted message from a Pentateuchal text.

Character
9. Appreciate and apply principles of commitment, faith, and courage of the Hebrew Patriarch

Context
10. Contextually interpret and apply particular messages of the Pentateuch it affects and impacts the current social context.

Text

Hamilton, V. 1982. *Handbook on the Pentateuch: Genesis, Exodus, Leviticus, Numbers, Deuteronomy*. Grand Rapids: Baker Book House.

Module Relevance

In ancient times God made covenants and promises to his people that He kept and fulfilled despite the disobedience and waywardness of his people. It is through the covenants and Law that God laid the foundation for salvation of humanity culminating in the coming, death, and resurrection of Jesus Christ. Not only will the module provide students with facts and information, but also answer questions of relevance to the 21st Century, and to the New Testament. The Pentateuch is no only a history book, but it presents the foundation upon which God established his love and desired relationship with His people.

Assessment and Evaluation

1. Class attendance and participation   10%
2. Essay   15%
3. Map   10%
4. Continuous Assessment Assignments   10%
5. Exegetical paper   25%
6. Final Examination   30%

Module Content

Lesson 1	Introduction
	Genre, authorship, and interpretation of the Pentateuch
Lesson 2	Historical and cultural setting of the Pentateuch
Lesson 3	Creation accounts
Lesson 4	Man's rebellion (Fall)
Lesson 5	Flood and Nations
Lesson 6	Patriarchs
Lesson 7	Major covenants of the Pentateuch
	Covenant content and meaning
Lesson 8	The Law
Lesson 9	The Tabernacle and Sacrificial System
Lesson 10	Deuteronomy

BIBLICAL THEOLOGY
Syllabus

Code   BS 122
Level   Diploma
Credits   10
Semester
Location
Facilitator

Module Description

Biblical Theology is an introduction to the major theological emphasis of Scripture with special attention to the themes of biblical unity; unifying theological concepts of Scripture such as God, man, sin, salvation, covenant and holiness, and practical ethics and application.

Learning Outcomes

At the conclusion of the module, learners should have the ability to:

Content
1. Describe major theological concepts in both the Old and New Testaments
2. Understand biblical theology as a scholarly discipline
3. Discuss issues of diversity and unity in the Scriptures as a whole
4. Understand the significance of the proclamation and teaching of Jesus Christ

Competency
5. State in theological concepts the Scriptural teachings of God, man, sin, salvation, and holiness
6. Recognize issues of continuity and discontinuity in the Old and New Testaments.

Character
7. Apply theological convictions to personal life, providing for personal and spiritual growth and formation
8. Apply theological truth to church and family life

Context
9. Discern and apply appropriately the theological concepts in the Bible to practical life situations in today's world
10.. Use the Bible as a resource for critiquing culture, forming worldview, and formulating theological convictions for practical ministry and preaching

Module Relevance

The Bible and its teachings apply to everyday practical life situations. Biblical Theology is an attempt to capture the complete message of the Bible and apply its teaching and concepts to daily life. Biblical Theology seeks to find its guidelines in the Scripture itself, thus establishing a theology based upon the Scripture with its focus on salvation history that culminates in the life, death, and resurrection of Jesus Christ. This course is foundational

for the learner providing a resource from which he/she will draw for other courses within the theology programme and also for ministry and preaching. Learners should grasp the methods of study that will allow them to explore the richness of the bible narrative for personal growth and ministry.

Text
Clergy Services.   Student Guide – *Tracing the Story of God.* Kansas City: Nazarene
    Publishing House.
Purkiser. W. T. (ed). 1977. *God, Man and Salvation.* Kansas City: Beacon Hill Press.

Assessment
1. Read weekly portions of Scripture as assigned, keeping a record of the Scripture and a weekly paragraph interaction/response to the reading.
2. Several essays on theological understanding will be assigned throughout the module by the instructor.
3. Study questions for each unit will be assigned by the instructor.
4. A sermon project from Unit 3 will be completed.
5. Final examination

Evaluation
Class participation   10%
Essays & Study questions
    or Thematic Summaries 20%
Sermon   20%
Research project   20%
Final examination   30%

Module Outline
Unit 1   Introduction to Theology

Unit 2`   Overview of the Bible

Unit 3   Unifying Theological Concepts of Scripture
        A. God
                Creation, attributes, knowledge of God, names of God
        B. Man
                Created in image of God
                Sin and its effects
        C. Salvation
                OT – covenant, Law, Messianic hope
                NT – incarnation & life of Jesus
                    cross & atonement
                     new man
        D. Holiness

Unit 4   Practical application & biblical ethics
                forgiveness, discipleship, temptation, body of Christ, future hope, Christian maturity

For 10 sessions

Session 1	Unit 1	
Session 2	Unit 2	
Session 3	Unit 3	Introduction to unifying theological themes of Scripture
Session 5	Unit 3	God
Session 6	Unit 3	Man
Session 7	Unit 3	Salvation
Session 8	Unit 3	Holiness
Session 9 & 10	Unit 4	

Topics for Research and Thematic Summaries

The Image of God in Man
Satan and the Fallen Angels
Judgment and Grace
Circumcision
Providence and Election
Passover & the Lord's Supper
Sacrifices and Offerings
The Role of the Law
The Covenants – Old and New
The Suffering Servant (Messianic Concepts)
Theology of Faith

HERMENEUTICS
Syllabus

Code   BS 217
Level   Diploma
Credits   10
Semester
Location
Facilitator

Module Description

  As a foundational discipline of Christian ministry, hermeneutics will provide learners with an historical survey and study of the various approaches to biblical interpretation as well as the methods and tools available in its application to different literary genre in Scripture.

Learning Outcomes

  At the conclusion of the module students should be able to

Content
1. Understand the various approaches used in interpreting the Bible.
2. Understand and describe the different literary genres of the Bible.
3. Understand the different tools, methods and hermeneutical principles for developing a sound interpretation of the Bible.

Competency
4. Prepare hermeneutically sound biblical interpretations from a Wesleyan perspective.
5. Recognize the impact of genre, form, grammar, sentences, and words on the meaning of specific texts.
6. Recognize his/her own understanding of inspiration and authority of Scripture and how that understanding relates to Articles 4 of the Manual.

Character
7. Demonstrate an appreciation for scriptures by using accepted hermeneutical principles for biblical interpretation.
8. Recognize the principles used in moving from the reading of Scripture to personal spiritual formation.

Context
9. Recognize the importance of contextualizing Scripture for a contemporary audience without compromising the meaning and intent of God's word.
10. Identify the ways the worldviews of biblical authors compare to modern worldviews and how these views affect the meaning of the textual interpretation.

Module Relevance

  In the ministry process, God's word must be communicated accurately. The primary tool for accurate biblical interpretation is an understanding of the hermeneutical process. The Bible has historically been accepted as the authoritative foundation for Christian faith and

practice revealing God's divine purpose for His people. It is essential, then, that the minister have a sound understanding of the history, approaches, methods, and tools and processes of biblical interpretation. In addition to methodology, students must become students of the Word out of their own desire for God; to know His word and allow it to transform their lives, and thus impact their own ministry context.

Text
Fee, G. & D. Stuart. 1981. *How to Read the Bible for All Its Worth*. 3rd Edition. Grand
       Rapids: Zondervan.

Requirements and Evaluation
1. Class attendance & participation   10%
2. Exegetical paper   30%
3. Assignments   20%
4. Final Examination   35%

Module Outline

Unit 1	Introduction and definitions
Unit 2	Canon and translations
Unit 3	Hermeneutics of Early Christian Period to Reformation (Luther)
Unit 4	Hermeneutics to and including the 21st Century (Wesley& modern hermeneutics)
Unit 5	Methods of Exegesis
Unit 6	Interpreting Old Testament Law and Narratives
Unit 7	Interpreting the Psalms & Wisdom Literature
Unit 8	Interpreting Apocalyptic Literature
Unit 9	Interpreting Gospels & Acts
Unit 10	Interpreting the Epistles

Assignments

Exegetical Paper
     Students are to conduct exegetical research over a specific text. The text should be choses from:

Pentateuch	Gen 3.1-24			
Law	Dt 7.1-11			
Gospels	Mt 23.1-12	Mt 18.10-20		
Psalms	Ps 1	Ps 107		
Prophets	Jer 7.1-15	Is 6.1-13		
Epistles	1 Peter 2.13-25	Gal 3.1-14	1 Jn 4.7-12	Ro 10.5-17

Exegesis must include a proper analysis of the literary, historical, and theological context of the text.

An exegetical example of Amos 5.21-24 has been included.
Also included are questions to guide the students through the historical and theological portion of the exegetical process.

SYNOPTIC GOSPELS
Syllabus

Code   BS 224
Level   Diploma
Credits   10
Date
Location
Facilitator

Module Description

The module focuses on the literary forms, origin, themes and message of the Synoptic Gospels. The similarities and differences in recorded information are discussed with attention to the seeming conflict brought about by the Synoptic problem, as well as the distinctive picture of Jesus contained in each book. A general introduction to the New Testament Gospels, emphasizing matters of text, canon, authorship, date, authorial purpose, and theme development. Also, an introduction, involving current issues of criticism and interpretation, such as the synoptic problem. The general principles of interpretation (hermeneutics) will be discussed regarding special principles concerning parables, miracles, discourses, etc.

Learning Outcomes

At the end of the module learners should be able to:

Content
1. Detail the content of the first three Gospels
2. Investigate the similarities and differences among the Synoptic Gospels
3. Describe the historical, geographical and cultural background, the audience, and purpose, of each Gospel.
4. Identify key events, persons, and geographical sites from approximately 50BC to 100 AD.

Competency
5. Correctly interpret the teaching and preaching of Jesus
6. Construct a base of understanding which inspires confidence not only in the authority of the Word of God but also in the Gospels effective use for life's situations

Character
7. Encourage expertise and 'ownership' of one of the Synoptic Gospels
8. Accept the continuing relevance and value of the gospels for the faith and life of the individual and church
9. Develop a growing hunger to understand and live the word of God.

Context
10. In a local context to make the meaning of 'gospel' known to those who live in and serve the church and world in an age of pluralism.

Module Relevance

Christianity is a Christo-normative faith. Thus, the more thorough one's understanding of Jesus' life, teaching, and ministry, the more one understands one's own religious faith and commitment and can thus more effectively pass one's faith on to others. Any in-depth study of the New Testament should be based upon a general knowledge of the whole. Students often possess many bits of piecemeal information which need structure, unity and completion. This module seeks to allow students to see the gospels as a whole, related to one another, and provide a framework into which pieces of information may be appropriately placed. This course also seeks to integrate cognitive biblical knowledge, hermeneutics, and the appropriately communicate this integration through teaching and preaching.

Text
Varughese, A. (ed). 2006. *Discovering the Bible: Story and Faith of the Biblical Communities(* Chapter   *).* Beacon Hill Press: Kansas City, MO.

Requirements and Evaluation
1. Class attendance and participation   10%
2. Reading of all three Gospels   15%
3. Research and exegete a Gospel passage   25%
4. Group presentations on research topic   20%
5. Final Examination   30%

Module Outline

Unit 1   Introduction
                     New Testament genres
                     Process of obtaining written scripture
                     Purpose of the Gospels
                     Literary genres of the Synoptics

Unit 2   The Synoptic Problem
                     Problem
                     Possible solutions
Unit 3   General survey of life and ministry of Jesus
Unit 4   Discourses of Jesus
Unit 5   Parable of Jesus
Unit 6   Miracles of Jesus
Unit 7   Theological distinctives of Matthew
Unit 8   Theological distinctives of Mark
Unit 9   Theological distinctives of Luke
Unit 10

Possible topics for research:

The synoptic problem, a genuine problem or man-made?
The Lukan Jesus, friend of the marginialised and outcasts
The Marken Jesus moving toward the cross
The Sea of Galillee and the boat – Marken Jesus tools for confronting racial tensions
Matthew, a Jewish gospel with a universal outlook

Matthew's presentation of Jesus as the Old Testament awaited Messiah
The world of the Gospels
Institutions, religious and political parties in Jesus' time
Matthew's use of the Old Testament
Teaching techniques of Jesus and their value
Eschatology in the Synoptics
Significant attention to women and Gentiles in the ministry of Christ
Christ and social justice in the Gospels
The parabolic method of Jesus
Analysis of the Sermon on the Mount
Messianic Secret and revelation
Jesus' teaching on wealth and riches in the Gospels
Resurrection event
Virgin birth and its significance to the Christian Church
The healing ministry of Jesus
Some aspect of New Testament era culture or customs. e.g. marriage, Roman law, dress (including head dress) of Roman, Greek, and Jewish culture and how it is specifically demonstrated in the Gospel content.

The influence of the Intertestamental Period upon the New Testament Jewish political authority and structure; The trial of Jesus

Exegesis of a problematic passage in the Gospels

Nazarene Theological College
Reg. 2001/HE08/004

JOHANNINE LITERATURE
Syllabus

Code	BS 225
Level	Diploma
Credits	10
Location	
Date	
Facilitator	

Course Description

The Gospel, Epistles, and Revelation of John are studied. Special attention is given to Johannine backgrounds and the development of the Johannine community. This course is intended to introduce learners to the content, literary structure, and the theological thought of the Johannine corpus.

Outcomes   On completion of this course, the learner will be able to:

Content
1. Identify the core themes, signs, sayings, and discourses according to John.
2. Recognize key elements of the role Johannine literature plays in the New Testament.
3. Demonstrate a knowledge and understanding of the major emphasis and structure of the theology of John.
4. Describe the historical background and origin of the literature in terms of authorship, dates, structure, occasion, and purpose.

Competency
5. Demonstrate proper methods for interpreting Johannine literature.
6. Demonstrate the exegetical and expositional skills from Johannine writing.
7. Communicate the message of Johannine writings through preaching and teaching with a clear grasp of Johannine theology.

Character
8. Incorporate the teaching and theology of Johannine teachings into his/her Christian witness by demonstrating the truth learned in a daily personal walk with God.

Context
9. Highlight the continuing relevance and value of Johannine literature for the faith and life of the local church.
10. Identify similarities in political, social and cultural backgrounds of early Christianity to contemporary African culture.

Relevance
        The learner will gain an understanding of the key theological concepts that only John presents that play a large and important role in the development of Christian theology. Therefore, a basic knowledge of Johannine literature is essential in the understanding of Christian witness by demonstrating the truth acquired in a daily personal walk with God and highlight the continuing relevance and value of t his literature for faith and life of the Church.

The study will strengthen the learner's appreciation of the unique portrait of Jesus as presented in the Gospel of John.

Textbook
Study Guide: Notes for Johannine Literature. ANSE/NTC: Mildersdrift, SA.
Holy Bible (English version)

Course Requirements and Evaluation

1. Class attendance and participation   10%
2. Exegetical presentation (referenced)   20%
3. Research paper   25%
4. Continuous assessment   15%
5. Final examination   30%

Module Outline

Unit 1 Gospel of John
- Similarities & differences between the Gospel of John and the Synoptic Gospels
- Structure, purpose, authorship of John's Gospel
- Place and date of writing
- Johannine Community
- Major themes and theology of the Gospel
- Sources of the Gospel

Unit 2 Epistles of John
- Background
- Community issues and concerns of the Epistles
- Selected passage exposition
- Theology of the Epistles
- Comparison of Gospel and Epistles

Unit 3 Revelation
- Background of book
- Various methods of interpretation
- Structure of Revelation
- Major themes and theology of Revelation

Assignments
Exegetical Presentation (pericope)
        Students are to select a passage from the Johannine writings and conduct exegetical research of the passage. The exegesis of the passage will be presented in class.
This is not a complete sermon, only the exegetical portion of the passage. The research should contain a minimum of three external sources. Students should use the following headings and questions as a guide to their study:

Structure: Where and how does this periscope fit into the organization of the book as a
            whole? What is its immediate context?

2. *Observations and interpretive questions:* Based on your reading of the Scripture passage, what appears to be significant? What questions do these observations raise (who, where, when, what, how, why, so what?). Are there parallels in the synoptic Gospels? If so, how do they differ? Does it matter? How does the content of this pericope compare with that of other New Testament passages?

3. *Secondary Sources*: What light do commentaries, Bible dictionaries, word studies, lexica, grammars, introductions, surveys, New Testament theologies, and concordances shed on this passage?

4. *Implications and applications*: Based on your study, what theological, ethical and practical significances are found in this pericope? What ideas for teaching and/or preaching are found in it?

5. *Bibliography*: What sources id you consult in answering these questions? (3 source minimum)

Pericope Topics
      Selected topics include:
1. The 'I AM' sayings and their significance in John
2. Discourses in John
3. Conflicts between Jesus and the Jews in the Gospel
4. Farewell discourse of Jesus'
5. The false teachings of the dissenters in the Epistles
6. Revelation of the early church problems in the Epistles
7. Christology in the book of Revelation
8. Letters to the seven churches
9. The triumphant 'King of Kings and Lord of Lords" in Revelation
10. The Bread of Life
11. Spiritual blindness
12. The children of God

Nazarene Theological College
Reg No 2001/HE08/004

HEBREW PROPHETS
Syllabus

Code   BS 311
Level   Diploma
Credits   10
Date
Facilitator
Location

Module Relevance

The purpose of the module is to study the nature and role of the prophets in ancient Israelite religion; to survey the historical, social and religious context in which the Israelite prophets live and spoke. Content contains focus on the life and character of the prophets; a survey of the literary elements, content, message and prevailing theme of the prophetic literature as well as the contemporary relevance of the messages.

Learning Outcomes
        At the end of the module learners will be able to:

Content
1. Describe the overall and specific contents of prophetic books of Scripture.
2. Enumerate various activities and roles of the prophets.
3. Understand the nature and role of prophecy in the religious life and traditions of ancient Israel in comparison with other ancient Near East practices.

Competency
4. Apply proper methods for interpreting and appropriating the message of prophetic literature.
5. Incorporate themes and teachings of the prophets into sermons, counseling, teaching and other areas of pastoral work.
6. Demonstrate skill in interpreting prophetic literature.

Character
7. Recognize the prophets as an important source for personal devotional enrichment
8. Appreciate the commitment, faith, and courage of the Hebrew prophets and patriarchs

Context
9. Articulate the relevance of the message of the prophets to the life and faith of the local church and ministry context.
10. Contextually apply the prophetic message as it affects and impacts the current social context.

Text
        Miller, John W. *Meet the Prophets*. New York: Paulist Press.

Module Relevance

The biblical books of the prophets are as relevant today as they were in the 8th to 6th Century BC. The three major themes of the prophets, repentance, judgment, and restoration are still relevant today. The prophets call to social justice and reconciliation are issue we encounter every day in 21st Century society. An understanding of the content and message of the prophets offer fertile material for sermons and teachings within the local church today.

Assessment and Evaluation

1. Class attendance and participation   10%
2. Essay   15%
3. Map   10%
4. Continuous Assessment Assignments   10%
5. Exegetical paper   25%
6. Final Examination   30%

Module Content

Lesson 1	Introduction Definitions and Terms
Lesson 2	Sketches and Classification of Prophets
Lesson 3	Nature of ancient versus Hebrew prophecy
Lesson 4	Character and origin of prophecy and prophets
Lesson 5	Message, Mission, and Task of prophecy
Lesson 6	Characteristics and themes of Prophetic Speeches
Lesson 7 – 10	Analysis of specific Prophetic Books (perhaps Amos, Isaiah, Habakkuk, and Jeremiah)

Nazarene Theological College
Reg No 2001/HE08/004

ACTS AND PAULINE EPISTLES
Syllabus

Code   BS 313
Level   Diploma
Credits   10
Date
Facilitator
Location

Module Description

The module is an introduction to the book of Acts and the Epistles traditionally believed to have been written by Paul the Apostle. Book structure, historical background, and literary elements will be highlight the beginnings and planting of the Christian church, and the distinctive teaching of the Apostle Paul through his letters to the churches. In the Pauline writing emphasis will be given to the book of Romans and its teaching and theology of salvation.

Learning Outcomes
   At the end of the modules, learners will be able to:

Content
1. Locate on a map the major places where Paul ministered,
2. Chart the route of Paul's three major missionary journeys.
2. Identify the teaching peculiar to Paul.
3. Explain the reasons why Paul addressed different churches in different situations for different reasons.
4. Explain salvation in the light of the teachings of Pauline literature.

Competency
5. Prepare biblically-based messages from themes in Pauline literature.
6. Develop and teach lay leaders from the themes in Pauline Literature
7. See and apply a pattern for church planting and development as illustrated in Acts.

Character
8. Live a responsible life based on love as advocated and taught by Paul and Scripture.

Context
9. Assess similarities and differences among the social and religious climate in which Paul ministered to those of the social and religious climate in which the local church to day finds itself.
10. Lead the local church in the teachings of Paul as found in the Epistles.

Module Relevance

The planting and spread of the Christian church is documented in the book of Acts. It is of importance that pastors recognise where and how the church began in order to compare its 'roots' to what is happening today. The revelation of Jesus Christ and its application to the Gentile world is revealed through the teaching of the Apostle Paul as contained in his epistles. When the Epistles are understood correctly, the message of the Gospel is enabled to effectively address the spiritual, mental, social, and emotional needs of any given community.

Text
Bruce, F. F. 1977. *Paul: Apostle of the Heart Set Free*. Grand Rapids: Eerdman's Publ. Co.

Module Evaluation and Requirements

1. Class attendance and participation   10%
2. Class reports on teachings peculiar to Paul
     including both Acts and the Epistles.   20%
3. Research paper on a topic assigned or approved by the facilitator   25%
4. Map study of Paul's journeys, including cities and countries   15%
5. Final Examination   30%

Module Content

Unit 1   Historical, political, religious and cultural background and climate of Paul's world
Unit 2   Persecutor becomes Christian and missionary
Unit 3   Overview of Paul's missionary journeys
Unit 4   The First General conference in Jerusalem
Unit 5   Church Planting: Cyprus to Asia Minor
Unit 6   Church Planting: Church in Europe
                      Philippi, Thessalonica, Athens, Corinth
Unit 7   Church problems at Corinth
Unit 8   Church problems at Ephesus
Unit 9   The law in relation to the Gospel
Unit 10   Treatise on the "Flesh and the Spirit"
Unit 11   The gospel according to Paul
Unit 12   The church and the pastor: Pastoral Epistles
Unit 13   Revision

Nazarene Theological College
Reg. 2001/HE08/004

SYSTEMATIC THEOLOGY I
Syllabus

Code DT 114
Programme Diploma
Credits 10
Location
Date
Facilitator

Module Description

A study of the doctrines of the Christians faith in their inter-relatedness as integral parts o the whole. Areas of study will include the foundations of faith and the basis of redemption. Subject matter will include the themes of revelation, faith, God, Godhead, Trinity, humanity, and the problem of sin.

Module Relevance

Generally speaking, theology is thinking and reflecting on the Divine, and the whole spectrum of our Christian belief system. Theology is relevant to the pastor, to one involved in church work or ministry as well as to the entire church body of believers. All of these people ought to have a firm grounding in Christina theology. Basically, there is no aspect of the church which need not be reflected theologically. This is further attested by the Bible itself when it states :. . . be ready always to give an answer to every man who asks you for a reason of the hope that is in you." (RSV). People ought to know what they believe and theology ifs the discipline which helps us reflect intelligently on our faith.

Outcomes

At the conclusion of this module, learners will be able to:

Content
1. Describe the mystery of faith and evaluate it from a Wesleyan-Arminian perspective
2. Describe how the discipline of systematic theology mutually engages with other fields of study such as   philosophy, ethics and church administration
3. Identify and explain the important foundational doctrines o the Christin religion: faith, revelation, inspiration of Scripture, attributes of God, creation, man and sin, Christ and the atonement
4. Describe ways to integrate Wesley's quadrilateral of tradition, reason, experience, and scripture for theological reflection

Competency
5. Teach the value of Christian theology for the faith and life of today's church
6. Gain the ability to pursue holy character by practicing the foundational doctrines of the Christian faith
7. Gain the ability to explain how the theological foundations of Christianity proceed from Scripture

Character
8. Appreciate the important foundational doctrines of the Christian religion for one's own spiritual formation
9. Enlarged one's perception of the grace of God as it intersects with the doctrines of the Christian religion.

Context
10. Apply the Christian doctrines of God the sovereign, God the Saviour, and God the Spirit to the cultural perspectives and needs a Southern Africa society.

Textbook
Purkiser, W.T. (ed). 1978. *Exploring Our Christian Faith.* Kansas City: Beacon Hill Press.
Calhoun, R and S. nd. *Notes for Introduction to Christian Theology I.*

Module Outline

Unit 1	Scope of Theology
	Wesleyan-Arminian Theological Distinctions
Unit 2	Divine Revelation & Inspiration of Scripture
Unit 3	Doctrine of God
Unit 4	Doctrine of Creation (Cosmology)
Unit 5	Doctrine of Christ (Christology)
Unit 6	Doctrine of the Godhead (Trinity)
Unit 7	Doctrine of the Holy Spirit (Pneumatology)
Unit 8	Doctrine of Humanity (Anthropology)
Unit 9	Doctrine of Sin (Hamartiology)
Unit 10	Atonement (Christ and sin)

Module Requirements

1. Class attendance and participation
2. Glossary of terms
3. A 20 minute class presentation on an assigned topic. The topic must be researched and presented in a scholarly manner
4. A research paper of a minimum of 1750 words. Paper must follow Harvard format.
5. Final examination

Module Evaluation

1. Attendance and participation	10%
2. Glossary of theological terms	15%
3. Class presentation	20%
4. Research paper	25%
5. Final examination	30%

Assignments

Glossary of theological terms –
        Compile your own glossary of theological terms. Write a brief explanation in your words, reflecting your own understanding (not copied from a book or other source) – your own words. Your glossary should contain at least 20 terms.

Class presentation – Choose one of the topics below
        Sources of theology
        Inerrancy of Scripture
        Attributes of God
        Creation theology
        Dual nature of Christ (human/divine)
        Trinity

Man and Sin
Major theories of Atonement
or other topic pertinent to course content and approved by the instructor

Research Paper – an expanded version of class presentation topic

<u>Corresponding Purkiser</u> <u>Chapter</u>			<u>Correspond</u> <u>Calhoun Chapter</u>	
Unit 1	Scope of Theology	1-2		1
	Wesleyan-Arminian Theological Distinctions		additonal notes	
Unit 2	Divine Revelation & Inspiration of Scripture	3		2
Unit 3	Doctrine of God	6		3-4
Unit 4	Doctrine of Creation (Cosmology)	7		5
Unit 5	Doctrine of Christ (Christology)	8		6
Unit 6	Doctrine of the Godhead (Trinity)	6		
Unit 7	Doctrine of the Holy Spirit (Pneumatology)	9		7
Unit 8	Doctrine of Humanity (Anthropology)	10		8
Unit 9	Doctrine of Sin (Hamartiology)	11		9
Unit 10	Atonement (Christ and sin)	12		10

Nazarene Theological College
Reg. 2001/HE08/004

SYSTEMATIC THEOLOGY II
Syllabus

Code	**DT 215**
Programme	**Diploma**
Credits	**10**
Location	
Date	
Facilitator	

Module Description

A study of the doctrines of the Christians faith in their inter-relatedness as integral parts o the whole. Areas of study will include the foundations of faith and the basis of redemption. Subject matter will include the themes of redemption and sanctification process, the church, and final consummation.

Module Relevance

Generally speaking, theology is thinking and reflecting on the Divine, and the whole spectrum of our Christian belief system. Theology is relevant to the pastor, to one involved in church work or ministry as well as to the entire church body of believers. All of these people ought to have a firm grounding in Christina theology. Basically, there is no aspect of the church which need not be reflected theologically. This is further attested by the Bible itself when it states :. . . be ready always to give an answer to every man who asks you for a reason of the hope that is in you." (RSV). People ought to know what they believe and theology ifs the discipline which helps us reflect intelligently on our faith.

Outcomes

At the conclusion of this module, learners will be able to:

Content
1. Llist and describe the foundational doctrines of the faith: atonement, deliverance from sin, the Church, Christian maturity and values, second coming and final judgment
2. Describe how the discipline of systematic theology mutually engages with other fields of study such as   philosophy, ethics and church administration
3. Evaluate and describe the doctrines of the Christian faith (Outcome one) from a Wesleyan-Arminian perspective

Competency
4. Teach the doctrine of entire sanctification
5. Gain the ability to pursue holy character by practicing the foundational doctrines of the Christian faith
6. Gain the ability to explain the theological foundations of atonement, deliverance from sin, sacraments, second coming, Church, and end times.

Character
7. have an enlarged perception of and devotion to God in his three aspects of the Godhead in personal spiritual transforming moments of one's own spiritual journey
8. have an enlarged perception of the grace of God as it intersects with the doctrines of the Christian religion.
9. Give value and appreciation for the teachings of systematic theology

Context
10. Apply the theological Christian doctrines of a contextualized ministry of the church to current society

Textbook
Purkiser, W.T. (ed). 1978. *Exploring Our Christian Faith.* Kansas City: Beacon Hill Press.
Calhoun, R and S. nd. *Notes for Introduction to Christian Theology II*
.
Module Outline

Unit 1   Resurrection Theology
Unit 2   Conditions of Reconciliation
Unit 3   Justification and Regeneration
Unit 4   Deliverance from Sin
Unit 5   Sanctification
Unit 6   Church
Unit 7   Sacraments and Means of Grace
Unit 8   Kingdom of God, Second Coming, Future Life
Unit 9   Maturing Christian Life
Unit 10

Module Requirements

1. Class attendance and participation
2. Glossary of theological terms
3. A 20 minute class presentation on an assigned topic. The topic must be researched and presented in a scholarly manner
4. A research paper of a minimum of 1750 words. Paper must follow Harvard format.
5. Final examination

Module Evaluation

1. Attendance and participation   10%
2. Glossary of theological terms   15%
3. Class presentation   20%
4. Research paper   25%
5. Final examination   30%

Assignments

Glossary of theological terms –
       Compile your own glossary of theological terms. Write a brief explanation in your words, reflecting your own understanding (not copied from a book or other source) – your own words. Your glossary should contain at least 20 terms.

Class presentation – Choose one of the topics below
       Comparison and integration of theology of justification and sanctification
       The New Testament on deliverance from sin
       Distinction between Ceremonial (positional) sanctification and Moral (ethical) Sanctification
       Crisis Sanctification (Wesleyan position) versus the Growth Theory (Calvinistic position)
       Effects of entire sanctification on human weaknesses and moods

Significance of the Lord's Supper as a means of grace
Christian baptism viewed from different Church traditions

Research Paper – an expanded version of class presentation topic

Corresponding Purkiser Chapter			Corresponding Calhoun Chapter
Unit 1	Resurrection Theology	12	
Unit 2	Conditions of Reconciliation	13	
Unit 3	Justification and Regeneration	14	
Unit 4	Deliverance from Sin	15	
Unit 5	Sanctification	16-18	4-6
Unit 6	Church	19	7
Unit 7	Sacraments & Means of Grace (Baptism)	20	8
Unit 8	Sacraments & Means of Grace (Lords' Supper)	20	8
Unit 9	Kingdom of God, Second Coming, Future Life	22-23, 26	9-10
Unit 10	Maturing Christian Life	24	

Nazarene Theological College
Reg. 2001/HE08/004

THEOLOGICAL ETHICS
Syllabus

Code   DT 221
Level   Diploma
Credits   10
Date
Location
Facilitator

Module Description
A careful examination of the methods, presuppositions, and content of biblical ethics and of present-day Christian ethics with special emphasis on its application to current moral issues in today's world and especially in South African society. Discussion will include the distinctiveness of Biblical ethics, Christian ethics and Theological ethics.

Learning Outcomes
At the end of the module students will be able to:

Content
1. Describe in general content and specifics the Covenant of Christian Conduct and the Special Rules as contained in the Manual of the Church of the Nazarene.
2. Identify and describe specific ways in which Christian ethics can be implemented in daily decisions and life situations.

Competency
3. Apply a basic understanding of ethical theories to teach and nurture ethical behavior in the Christian community.
4. Discern and make theologically based ethical decisions in the midst of a complex and/or paradoxical context.
5. Teach and model sexual purity.
6. Understand and apply the unique ethical dimensions of spiritual leadership in the church.

Character
7. Safeguard personal ethical integrity.
8. Practice faithful stewardship of personal relations including gender relationships, marriage and family, personal finance, and professional conduct.

Context
9. Discover sociological dynamics and trends and to apply that information to specific ministry settings.
10. Place the ministry context in light of the large schemes of world and national history.

Module Relevance
The outlook of the world today is that of a pagan pluralistic society. It is of absolute importance that today's Christian worker acquire skills to engage post-modern society with clear Christian motives and persuasion.

Text

Clergy Services. 2005. *Student Guide: Living Ethical Lives*. Kansas City: Nazarene
        Publishing House.

Requirements and Evaluation
1. Class attendance and participation   10%
2. Group Presentation   20%
3. Assigned Essays   20%
4. Research project   25%
5. Final Examination   25%

Module Outline

Unit 1   Definitions and & ethics classification

Unit 2   Biblical foundations and sources of Christian theological ethics

Unit 3   Christians in a non-Christian society

Unit 4   Christian approach to social issues (solving ethical problems)

Unit 5   Basic human rights

Unit 6 - 10   Specific social/ethical issues
                These may change or be rearranged at the discretion of the instructor
                These units will involve group presentations & class discussion rather
                        than lecture

Unit 6   Sex in society (Pornography, prostitution, sex industry, homosexuality &
                        lesbianism, etc)

Unit 7   Substance Abuse (alcohol, tobacco, drugs, etc.)

Unit 8   Feminist and Gender Issues

Unit 9   Environmental Concerns

Unit 10   Right to life: suicide, euthanasia, capital punishment, abortion

Discussion Sessions for Units 6-10

Class discussions will comprise the bulk of these five units. Absenteeism is not acceptable as
these discussions will constitute a portion of each student's mark. Students must be present
for the discussion time. There is no way of making-up this time with any other form of
assignment. Ethics is more about talking, sharing, and shaping our thought than the input of
facts. In these sessions we will learn from one another.

Discussion 1 Unit 6
Discussion 2 Unit 7
Discussion 3 Unit 8
Discussion 4 Unit 9
Discussion 5 Unit 10

Discussions must include:
1. Scriptural defense and support for all opinions and views presented
2. Current news items relevant to the topic
   > Ethics are both personal and social. As Christians, we must be aware of the views of society and how they align or contradict God's word.
3. Substantiation of views presented. *Why* do you believe, think, or hold such an opinion?

Research paper – students will select a narrowed specific topic from units 6-10. Research is to be presented in proper Harvard Form and Style. At least 6 sources must be cited.

Nazarene Theological College
Reg. 2001/HE08/004

THEOLOGY OF HOLINESS
Syllabus

Code   DT 211
Level   Diploma
Credits   10
Date
Location
Facilitator

Module Description

A study of the doctrine and lifestyle of Christian Holiness as taught in Scripture and developed in Wesleyan Theology, with special focus on the Wesleyan distinctive of entire sanctification and Christian perfection.

Module Outcomes

At the end of the module students should be able to:

Content
1. Gain a broad understanding of the doctrine of Christian holiness.
2. Recognize the different aspects of holiness from a variety of church traditions
3. Articulate the distinctive characteristics the doctrine of holiness from a Wesleyan perspective.

Competency
4. Contextualize the doctrine of holiness to make it appealing to local believers
5. Articulate the theology of holiness and doctrine of entire sanctification in both traditional and innovative language
6 Explain the process and crisis of sanctification to be understood by local membership.

Character
7. Appreciate and appropriate holiness in personal Christian life.
8. Identify important landmarks on one's personal holiness journey

Context
9. Acquire guidelines and skills to lead a congregation into the experience and practice of holiness living.
10. Identify characteristics and problems in the development of an African perspective of holiness.

Module Relevance

A clear understanding of the theology of holiness of heart and life is necessary to all Christians, especially to those who will engage in Christian ministry in the Church. Holiness is essential for personal spiritual development as well as the development of the spiritual life of the congregation. Holiness is the spiritual health of the church and the minister. Both

individuals and the church are called upon to demonstrate holiness in order to please God (1 Peter 1.15-16) and influence the world.

Text

Greathouse, Wm. 1998. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Kansas City: Beacon Hill Press.

Lo, J. nd. *God's Call to Holiness*. Fort Wayne, IN: Christian Literature for Africa.

Requirements and Evaluation

1. Class attendance and participation   10%
2. Assigned essays   20%
3. Research Paper   25%
4. Final Examination   30%

Module Outline

Unit 1   Introduction
         Definition
         Related terminology
Unit 2   Historical survey of holiness
         Including Wesleyan movement
Unit 3   Biblical Survey of holiness
Unit 4   Theology of holiness as observed in Creation account
Unit 5   Holiness as related to sin and grace in the old and new covenants
Unit 6   Non-Wesleyan theological positions on holiness/sanctification
         Misconceptions regarding holiness/sanctification
Unit 7   Role of the Holy Spirit in Sanctification
Unit 8   Positive & Negative aspects of sanctification
Unit 9   Outcomes of Sanctification
Unit 10   Current issues on holiness

Research Topics

Marks of a sanctified life
Conflicting concepts of holiness
Holiness and growth in grace
The Practical and Ethical implications for the doctrine of holiness in the church today
The role of the Holy Spirit in sanctification
Holiness, Purity, and maturity
Wesley's doctrine of Christian perfection
Distinctive views on baptism with the Holy Spirit
Relating the doctrine of sanctification to a new believer
The doctrine of holiness in an African context
Preaching holiness today

<u>**HM: 103 English I: Grammar and Vocabulary**</u>

MODULE:	**English I: Grammar and Vocabulary**
CODE:	**HM 103**
LEVEL:	**Diploma**
CREDIT:	**3 Credits**
SEMESTER:	
LECTURER:	

MODULE DESCRIPTION: A study and application of the English language in areas of vocabulary, spelling, basic grammar usage and effective sentence

structure.

COURSE OBJECTIVES: At the conclusion of this module the learner will be able to:
- Demonstrate an increased vocabulary.
- Demonstrate a greater accuracy in spelling.
- Demonstrate competent use of major verb tenses.
- Demonstrate an awareness and improved skill in subject-verb agreement.
- Develop an adeptness in constructing rhetorically varied sentences that are idiomatically correct.

COURSE GOALS:
1. Learner will *understand* the steps necessary to build an increased vocabulary and proper grammar usage through multi-modal assessments.

2. Learner will develop a positive *attitude* toward the proper use of the English language.

3. Learner will develop *skills* in using and applying English grammar usage and effective sentence structure through assignments and assessments.

COURSE RELEVANCE: English is the medium of instruction at this institution and all written assignments are done in English. Since this institution recognizes and affirms multi-cultural diversity of its learners, this module attempts to accommodate ESL learners by equipping them to improve their basic English skills in order to enhance their present and future academic endeavors.

REQUIRED TEXT:
Chapman, James A. 1999. **<u>Grammar and Composition.</u>** Florida: A Beka Books.

COURSE REQUIRMENTS:
1. Regular class attendance. Three tardys constitute one absence.   5%
2. Quizzes   10%
3. Two one-hour periods a week in SRA Reading   20%
   Lab: …Reading: 350 pages:
   100 pages (25 cards) from SRA Reading Lab
   250 pages from *Readers* (see list below).
4. Mid-Term Examination (TBA)   30%
5. Final Examination (TBA)   35%

DUE DATES: **Reading Lab Journal……….Submit to lecturer weekly.**
Homework Assignments…. Submit to lecturer weekly.
Reading Reports (2) from any READERS below…..TBA

READERS: You must READ at least TWO
of the Readers from the list below:

Abels, H.S.	The Circus Detectives
Baum, Frank L.	The Wizard of Oz
Bligh, William	The Mutiny on Board HMS Bounty
Bolliger, Max	Giant Slayer: The Story of David
Bunyon, John	The Pilgrim's Progress
Cameron, Joan	King Solomon's Mines
Cervantes	Don Quixote
Cooper, James F.	The Last of the Mohicans
Dickens, Charles	A Tale of Two Cities
David Copperfield	
	Oliver Twist
Donnelly, Judy	The Titanic: Lost and Found
Doyle, A. Conan	Sherlock Holmes: Hound of the Baskervilles
Dumas, Alexander	The Count of Monte Cristo
	The Man n the Iron Mask
Garcia, Eugene	American Short Stories: A Collection
Haggard, H. Rider	King Solomon's Mines
Hemmingway, Ernest	The Old Man and the Sea
Kunhardt, Edith	Pompeii: Buried Alive
Kipling, Rudyard	Captains Courageous
London, Jack	The Call of the Wild
Paton, Alan	Debbie Go Home
Poe, Edgar Allen	Tales of Mystery and Terror
Sewell, Anna	Black Beauty
Standiford, Natalie	The Bravest Dog Ever: The True Story of Balto
Steinbeck, John	The Pearl
Stewart, Mary	My Brother Michael
Twain, Mark	A Connecticut Yankee in King Arthur's Court
	The Prince and the Pauper
Verne, Jules	Journey to the Centre of the Earth
	Around the World in Eighty Days
	20,000 Leagues Under the Sea
Wilde, Oscar	The Canterville Ghost

STUDY AND RESEARCH
Syllabus

Code   HM 111
Programme   Diploma
Credits   10
Location
Date
Facilitator

Module Description

This module provides the valuable study techniques which will become the foundation for lifelong learners. It also helps to develop online and library research methods in order for the learner to develop the basics for doing a précis and a formal research paper. It will give a basis for future academic endeavours.

Learning Outcomes

At the end of this module, learners will be able to:
Content
1. Identify and explain the academic writing and theological research
2. Describe the basic process for research writing.
3. Use Harvard style method of documentation

Competency

1. Develop and improve study habits by practicing the three steps of an effective study process.
2. Locate, understand, and use resources for individual and corporate writing.
3. Communicate effectively in writing.
4. Synthesize, analyze, reason logically for discernment, assessment, & problem solving
5. Analyze the validity of arguments and to identify their presuppositions and consequences

Character
1. Develop confidence in written communication skills
2. Follow ethically sound practices in written work and research

Context
1. Communicate effectively within cultural context.

Module Relevance

The learner will be able to gain responsible skills for doing research in the academic field to facilitate and enhance writing of professional sermons and study items used in ministry.

Textbook

_____ *Study and Research Student Guide*. 2010. Muldersdrift, SA: Nazarene
       Theological College.
Burger, Marlene. 1991. *Reference Techniques,* 8th revision. Pretoria: University of South
    Africa.
Smith, K. 2008. *Academic Writing and Theological Research.* Johannesburg, SA: South
       Africa Theological Seminary.

Module Requirements and Evaluation

1. Class participation	20%
2. Continuous assessment as assigned	25%
3. Research paper	30%
4. Final Examination	25%

Module Content

Lesson 1	Library Skills and Plagiarism
Lesson 2	Beginning the paper
Lesson 3	Thesis & Introductions & Conclusions
Lesson 4	Documentation
Lesson 5	Incorporating research into the text
Lesson 6	Putting it all Together
Lesson 7	Writing a Précis (Book Report)
Lesson 8	The Study Process and Memory Aids.
Lesson 9	Setting Goals, Time Management
Lesson 10	Note-taking, revision, & exam taking

Assignments

Research paper – The writing of a formal research paper is the primary assignment for this module. This paper must be researched and written according to the prescribed method taught in the module (Harvard Method). The paper must be typed, double spaced, and must contain all the relevant sections. The paper should be 6-8 pages of text or approximately 1500 words.

Nazarene Theological College
Reg. 2001/HE08/004

HISTORY OF CHRISTIANITY
Syllabus

Code   **HT 114**
Level   **Diploma**
Credits   **10**
Date
Location
Facilitator

Module Description
         This module gives a broad survey of the major developments in the history of the Christian church from its birth in the First Century AD (Apostolic times) to the present day. Attention will be given to the great leaders of the Reformation and to the establishment of the Protestant church and its branches.

Learning Outcomes
         At the end of the module students should be able to:

Content
1. Identify the major events, personalities, and themes of the history of the early Church.
2. Describe the reasons behind the persecution of the early church.
3. Discuss the major reasons behind and importance of the Protestant Reformation.
4. Identify and describe the basic tenets of the great Church creeds.
5. Identify and describe the major events, personalities and main themes of the history of the church in Africa
6. Discuss several ways the Protestant church has spread to various parts of the world.
7. Discuss reasons why Christianity is viewed as an historical religion.

Competency
8. Apply and teach historical church history developments in a local ministry setting

Character
9. Be conscious of the providence of God in the history of the Christian Church.

Context
10. Apply skills of communicating the foundational teachings of the Church in a context of the students cultural environment.

Module Relevance
         Church history is a good resume of the church. It is past experience of the church that is needed today and in the future by all who are involved in the work of God. From the past experience we should, on the one hand, be able to avoid the mistakes of the past, and, on the other hand, be able to continue to improve and to build on the success of the past.

Text

Shelly, Bruce. 1995. *Church History in Plain Language*. 3rd Edition. Grand Rapids: Word
   Publishers.

Requirements and Evaluation

1. Class attendance and participation   10%
2. Reading of assigned chapters from text
       and written summaries   20%
3. Research Project   25%
4. Final Examination   30%

Module Outline

Unit 1	Introduction to church history
	The Early church
	Apostolic church
	Spread of Christianity after Pentecost
	Early church doctrine & persecution
Unit 2	Age of Catholic Christianity
	Development of canons and creeds
	Continued expansion of early church
	Formation of Papacy and Eastern Christianity
Unit 3	Early Middle Ages
Unit 4	High Middle Ages
	Interaction of church and Culture
	Tensions within the church
	Rise of Scholarship
Unit 5	Late Middle Ages
	Gospel and culture interact --- East & West
Unit 6	The Age of the Reformation
	Martin Luther
	Anabaptists
	John Calvin
Unit 7	The Age of Reason and Revival
	Wesley and Methodism
	The Great Awakening
Unit 8	The Age of Progress
	The shaping of new social orders
	Twenty first Century ideologies
	Evangelicalism
	Ecumenism
Unit 9	The Church in Africa
	Beginnings of Christianity
	Rise of Independent Churches
Unit 10	Directions and Conclusions

Nazarene Theological College
Reg. 2001/HE08/004

HISTORY OF THE
CHURCH OF THE NAZARENE
Syllabus

Code　　　　　**HT 124**
Level　　　　　**Diploma**
Credits　　　　**10**
Semester
Facilitator

Module Description

An examination of the historical development of the Church of the Nazarene from inception to present. The course examines the global outreach and growth of the church with emphasis on its establishment and expansion in Africa.

Learning Outcomes
At the conclusion of this module, the learner will be able to:

Content
1. Describe the background of the origin and development of the Church of the Nazarene
2. Describe the general story line of church history and the development of major doctrines and creeds
3. Identify the formative influences and figures of the American Holiness Movement and the Church of the Nazarene.
4. Explain the basic methodologies used for the outreach and growth of the Church of the Nazarene
5. Describe the establishment and expansion of the church of the Nazarene in Africa
6. Identify and describe key events and indigenous personalities in the context of the church history in Africa
7. Explain the foundational importance of the Articles of Faith and the Wesleyan-Arminian perspective of the Church of the Nazarene

Competency
8. Ability to articulate the collective conscience of the Church of the Nazarene and how it is to be communicated to our generation.
9.   Understand and communicate the distinctive identity and mission of the Church of the Nazarene, to provide a rationale for its existence, and to explain why it came into existence in its present form
10. Understand and communicate the identity the Church of the Nazarene shares with the universal church.

Character
11. Develop a collective conscience of the Church of the Nazarene and how it is to be communicated to the present generation through word and example.
Context
12. Apply historical analysis to the life of a local congregation in order to describe and

understand its historical and cultural context.

Module Relevance

        Knowledge and understanding of one's spiritual historical background strengthens his/her conviction and belief as well as encouraging loyalty and desire to be part of the body of believers. As one understands the historical roots and foundation upon which their chosen denomination is established, a sense of ownership and belonging is established.

Textbook

History of the Church of the Nazarene – Student Guide.Clergy Education Services.
        Kansas City: Nazarene Publishing House.
Manual.2005 (or 2009). Kansas City: Nazarene Publishing House.
Dayhoff, P. 1995. *LivingStones in Africa. .* Johannesburg: Africa Nazarene Publications.

Supplementary Texts
Smith, T. 1962. *Called Unto Holiness: The Story of the Nazarenes*. Kansas City: Nazarene
        Publishing House.
Parker, F. *Mission to the World: A history of missions in the Church of the Nazarene*. Kansas
        City: Nazarene Publishing House.

Assessment and Evaluation

1. Class participation	10%
2. Oral Reports as assigned by instructor	15%
3. Researched summary of the development of the Church of the Nazarene in South Africa	20%
4. Summary of article "A memory of the Church of the Nazarene in Africa" by Dr E Litswele	10%
5. Local church history	15%
7. Final Examination	30%

Module Outline

Unit 1	Introduction to the Church of the Nazarene
	Denominations vs independent ministries
Unit 2	Reformation to Wesley
Unit 3	Wesley and Methodism
Unit 4	Wesleyan-Arminian Holiness Heritage
Unit 5	Formation of the Church of the Nazarene
Unit 6	Merger of Holiness Groups
	First two General Assemblies
Unit 7	Core Values of the Church of the Nazarene
	Covenant of Christian Conduct
Unit 8	Auxiliary Departments of the Church
	Purpose and function
Unit 9	A Global Church
	Missions and Global expansion
Unit 10	History of the Church of the Nazarene in Africa
	In Africa (overview) In SA (specific)

Nazarene Theological College
Reg. 2001/HE08/004

WORLD RELIGIONS
Syllabus

Code   HT 121
Level   Diploma
Credits   10
Semester
Location
Facilitator

Module Description
A multi-disciplinary approach to acquaint learners with the fundamental facts about world religions, and to examine factors and facts that make Christianity so different from all other religions. Learners will be introduced to ten of the well-known religions of our day and also be introduced to the African Indigenous Religion. Origins, beliefs, and other differentiating factors will be discussed.

Learning Outcomes
At the conclusion of the module learners will be able to:

Content
1. Define religion and, hence, be able to differentiate Christianity from religion
2. Describe the core beliefs of each religion studied
3. Understand why people need religion and the role religion plays in the daily lives of each person

Competency
4. Develop skills for ministering to people of different religious backgrounds
5. Manage his/her prejudices based on religious differences
6. Develop skills to share the Gospel beyond religious and cultural bounds

Character
7. Display an accepting and understanding attitude to those of different religious backgrounds
8. Display a non-judgmental attitude to all people in spite of who they are

Context
9. Identify elements of culture associated with African and other religious beliefs and customs that may hinder the spreading of the gospel of Christ
10. Share the Gospel truth with cultural and religious relevance and reverence.

Module Relevance

Global research indicates there is a surge of religious beliefs throughout the world. People of different cultures are turning to all forms of religion, some culturally based and other motivated by the changing times in which we live. This module will study the major

world religions that are culturally motivated and see how Christianity affects and is affected other religions.

Text

Halverson, D. C. 1996. *The compact guide to worldr religions*. Minnesota: Bethany
    House Publishers.
Seamands, Tell It Well – last few chapters

The following websites will prove helpful to the student:
www.bible.org
www.religioustolerance.org
www.religion-cults.com
www.mnsu.edu/emuseum/cultural/religion
www.wri.leaderu.com
www.afrikaword.net/afrel
Also – Google African Traditional Religions or World Religions or the name of the faith you wish to research.

Assessment and Evaluation
1. Class attendance and participation   10%
2. Assignments as per facilitator   15%
3. Research paper   25%.
4. Class/group presentation/project   20%
4. Final Examination   30%

Module Outline

Unit 1   Overview of world religions
Unit 2   Animism and Confucianism
Unit 3   Marxism, Secularism, New Age Movement
Unit 4   Buddhism & Hinduism
Unit 5   Islam & Baha'ism
Unit 6   Judaism and the Jews
Unit 7   Christianity and its sects, SDA, Mormonism
Unit 8   Catholicism & Jehovah's Witness
Unit 9   ATR: ancestral worship, traditional healing, & Rastafarianism
Unit 10   African Indigenous Religions: Zionist Movements – ZCC, IPCC, Apostolics,
Shembe, etc.

Nazarene Theological College
Reg. 2001/HE08/004

CHRISTIAN SPIRITUAL FORMATION
Syllabus

Code   PT 115
Level   Diploma
Credits   10
Date
Facilitator
Location

Module Description

        A study of the Wesleyan-holiness way to spiritual formation and its incorporation into ministry. Attention will be given to the development of an effective devotional life and spiritual disciplines which deepen devotion to Christ, stabilize Christian character, and foster wholesome relationships. This personal spiritual development is essential for today's church leaders and laity. The learner will be exposed to both classical and contemporary devotional writings from the holiness movement as well as other Christian backgrounds.

Learning Outcomes

        At the end of the module, the learner will be able to:

Content
1. Identify the doctrine of holiness from a Wesleyan perspective.
2. Identify the foundational spiritual disciplines

Competency
3. Pursue holy character by practicing Christian formation and the classic disciplines of grace.
4. Cultivate a culture of devotion in ones personal life.
5. Teach personal and corporate spiritual disciplines and devotional skills to others.

Character
6. Appreciate Christian service as a spiritual discipline.
7. Have an enlarged perception of the grace of God and experienced in transforming moments and the transforming journey.
8. Gain a growing understanding of the biblical foundations for spiritual formation.

Context
9. Acquire the ability to apply spiritual disciplines and principles contextually to the ministry of the church in fostering wholesome relationships.
10. Support elements of spiritual formation with cultural relevance.

Module Relevance

        This module calls the facilitator and the learners to put themselves at the disposal of God, the Holy Spirit. In the transformational process we must examine ourselves and submit to God's authority.

Text

Tracy, W. 1994. *The Upward Call*. Kansas City: Beacon Hill Press.

Requirements and Evaluation

1.	Class attendance and participation	10%
2.	Reading outlines	15%
3.	Assignments as per facilitator	10%
4.	Journaling	15%
5.	Project	20%
6.	Final Examination	30%

Course Outline

Unit 1   Foundations for Spiritual Formation

Unit 2   Transforming Grace

Unit 3   Personal Spiritual Disciplines

Unit 4   Role of the congregation in corporate and personal spiritual formation

Unit 5   Spiritual Discipline of Service

Nazarene Theological College
Reg. 2001/HE08/004

HOMILETICS I
Syllabus

Code   **PT 125**
Level   **Diploma**
Credits   **10**
Semester
Facilitator
Location

Module Description

   This module serves to train the learner to preach the Word of God, which is one of the most important tasks of pastoral ministry. In this module addresses the need for the personal preparation of the preacher as necessary prerequisites to the preparation and delivery of the sermon, thus providing both the preacher and the spoken message with authority.

Learning Outcomes

   At the end of the course, learners should be able to:

Content
1. Identify the steps of historical, literary, and theological analysis used in exegesis
2. Identify and discuss characteristics of pastors using the 2 Timothy 3.1-7 model
3. Define the role of the preacher, listeners, Scriptures, and the Holy Spirit in the preaching task
4. Organize, prepare, and deliver biblically valid sermons using exegetical skills and techniques in culturally appropriate ways
5. Identify and select the most appropriate approach to developing a preaching text, such as narrative, inductive, deductive, or other sermon forms

Competency
6. Communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity while being sensitive to audience responses both verbal and non-verbal.
7. Preach evangelistically and equip others in personal and congregational evangelism
8. Appropriately express pastoral care and a call to discipleship through a balanced and thoughtful preaching plan.
9. Incorporate the sermon into the planning of the entire worship program

Character
10. Process and integrate the behavioural and character implications of the truth of the sermon into the life of the preacher
11. Evaluate previous pastoral influence on one's personal life and spiritual development
Context
12. Discover sociological dynamics and trends and to apply that information to specific ministry settings
13. Apply historical analysis to the life of a local congregation in order to describe its historical and cultural context
14. Preach with cultural and spiritual sensitivity in order to address the needs of the audience

Module Relevance

This course aids the learner in thinking about and developing personal characteristics necessary for pastoral ministry which is effective and a demonstration of holiness and integrity. It also establishes the foundational points for sermon preparation and the task of preaching.

Text

A study guide compiled by NTC containing material from the following sources:
Preaching, Clergy Education Services. Kansas City: Nazarene Publishing House

Assessment and Evaluation

1. Class attendance and participation	10%
2. Read and summarise biography of a well-known preacher	
(B. Graham, D. Moody, C. Spurgeon, P. Bresee, etc).	20%
4. Assignments as per instructor	10
5. Personal spiritual autobiography	15%
6. Spiritual biography of a pastor acquaintance	15%
5. Final examination	30%

Module Outline

Unit 1   Introduction to Preaching

Unit 2   The Preacher
                        His character, message, anointing

Unit 3   Listening to the Text

Unit 4   Asking Questions of the Text

Unit 5   Potential Problems/ misunderstandings in the Text

Unit 6   Considering the Audience

Unit 7   The Sermon's Place in Worship
                  Strategy for Sermon Planning
                          series   topical   textual   holidays

Unit 8   Different Types of Sermons
                          Expository   Narrative
Unit 9   Communication Styles

Unit 10   Revision
                                Explanation of Assignments

1. Read excerpts from a biography or autobiography of a well know preacher such as B Graham, D. Moody, C. Spurgeon, P. Bresee, etc. Focus particularly on the call and

preparation of the individual. Write a 3-4 page summary of the reading. Only about 1/3 of the summary should be a summary of facts and information about the individual. Approximately 2/3 of the summary should be your personal interaction and response to the life of the individual. In what ways were you influenced or effected by the material read? What strengths, weaknesses, and fears were evident in the individual's life? How did they deal with these issues? Other responses you had to the material.

2. Conduct a personal interview of a pastor who has influenced your life and ministry. Prepare a list of questions prior to the interview. Ask questions pertaining to their call and response, important life characteristics for preachers, advice to new preachers, etc. Summarise the findings of your interview in written form. Approximately 2-3 pages.

Unit 1 -2

1. Answer the following questions in a 2-3 page paper.
      How do you know you are called to preach?
      What is the basis of your authority to preach?
          Rd: Je 1.7-9   Mt 28.18-20   2 Ti 3.16   2 Pe 1.16-21   2 Ti 1.3-14
          Ac 1.8
      What role does the church play in your call to preach and your ordination?

      Write a personal spiritual autobiography. Include your call and response to that call, personal spiritual development. Personal strengths, weaknesses and fear in ministry. Approximately 2-3 pages.

2. Read the article "The preacher's message" and write a 1-2 page summary response paper.

3. Read "Good preaching comes from good people."
      List the five most important qualities you would look for in a pastoral candidate.
      Why do you feel each of these qualities is important?
      What evidence would you look for to show that a candidate possesses these qualities?

Unit 3
Read the stories in Mt 8 and 9. Describe what can be observed through each of the senses –
      sight, smell, taste, hearing, touch

Unit 4
1. Rd Ps 137
      How do these characters feel?
      What could have caused these expressions?
      Have you ever felt this way?
  Be prepared to share your story with the class.

2. Using Mt 9.18-26, tell the story from the perspective of the woman who is healed or from the perspective of the synagogue leader.

Unit 5

1. Read one of the following stories and answer the following questions:
   Ac 16.11-40   Ac 17.1-9   Ac 27.1-28.10   Lk 24.13-35
   What hints of trouble (or problem) do you hear as you read the text?
   What is the trouble?
   How is the trouble resolved?
   What can we learn from this?
   How is this trouble like the trouble of the people to whom you will preach?
2. Using the plot line diagram, plot the story of the Jews in slavery in Egypt.
3. Do the same with a story from the life of Jesus.

Unit 6
     None

Unit 7
1. Create a worship service outline for one of the sermons you have preached.
2. Read "The Preacher's Communication Style"
3. List your own communication strengths & weaknesses.
4. Prepare a one year preaching calendar.

Unit 8 None
Unit 9 None

CHRISTIAN EDUCATION – HISTORY & PHILOSOPHY
SYLLABUS

EDUCATIONAL PROVIDER: Nazarene Theological College-South Africa

LEVEL: Diploma

CREDIT: 10

COURSE CODE: PT 210
COURSE TITLE: Christian Education – History & Philosophy

FACILITATOR:

SEMESTER :

COURSE DESCRIPTION:
Christian education in the church is a vital component in the transmission of biblical teaching, doctrinal creeds, and Christian values. This module will provide instruction in the primary avenue through which biblical and doctrinal values are synthesized into the community of faith through learning and experience.

COURSE RATIONALE:
Global research indicates that throughout the world there is a hunger for God and a need to believe in something or someone. People of different cultures are turning to all forms of religion, some culturally based belief systems, others motivated by the changing times in which we live to modernity and modernism. As a result, Christian Education is aimed at impacting every ministry in the church and therefore is of vital importance to the ministerial learner. To be aware of the goals and techniques of Christian education will assist the learner in becoming a more effective church leader and enable him/her to motivate and direct the training and commissioning of laity in the church.

INTENDED LEARNING OUTCOMES:
At the end of this module, learners will be able to:

Content – 3 outcomes:
1. Define Christian Education, and describe the historical, theological and philosophical basis of Christian education
2. Describe the core areas and the role of education in the church through the study of its Biblical basis.
3. Describe the scope and importance of Christian education in the body of believers.

Competency – 3 outcomes:
1. Describe ways to promote Christian education for all ages in a ministry setting
2. Demonstrate the ability to move from curriculum materials to creatively reaching children through ministry

3. Develop expertise in preparation and creative teaching methods for youth.

Character - 2 outcomes:
1. Display the ability to minister to the needs of adults through creative Christian education.
2. Display an attitude of non-judgement to all people through ministry to the nations.

Context-2 outcomes:
1. Give value to the place of Christian education in the local church.
2. Participate in local church Christian education in a socio-political, cultural and age relevant manner.

Percentage Distribution of 4-C's:

Content	Competency	Character	Context
3	3	2	2

TEXTBOOK AND OTHER BIBLIOGRAPHICAL INFORMATION:
Required Texts: Three texts are required for this module:
1. The Manual of the Church of the Nazarene, 2009 - 2013
2. Sunday School: Make the Connection, 2009 – 2013 Handbook
3. NMI Handbook and Constitution 2009 – 2013

COURSE CONTENT:
Lesson 1: Definitions, Philosophy and History of Christian Education
Lesson 2: Education in the Old & New Testaments
Lesson 3: The Role of Christian Education in the Life of the Church Today
Lesson 4: Christian Education as a Ministry to and for all (SDMI)
Lesson 5: Discovering Ways of Ministering to Children (children's ministries)
Lesson 6: Sunday School and Youth Ministries (NYI)
Lesson 7: ReachingAdults with the message of the Gospel through SDMI
Lesson 8: Making Disciples of all nations (with the Gospel of Jesus Christ - NMI)
Lesson 9: Give Value to the Place of Christian Education in the Local Church
Lesson 10: Making Christian Education Culturally Relevant in a Local Church Setting(Presentations)

ASSIGNMENTS:

Class Presentation – Each student will research and present in class on the topic of the day
Group Poster – In groups of 3 make a poster for teaching youth about HIV/AIDS, Drug and Alcohol abuse, Teenage pregnancy and Human trafficking and prostitution. Make it as detailed, attractive and colourful as possible **(Presentation on the last day of class and Submission on October 01, 12 noon)**
Research Project – Choose an age group and research their needs, challenges and ways to minister to them and draw a 4 – 5 page SS, NMI, NYI or Bible study lesson plan that will address those needs and challenges. Use a minimum of 4 sources and 2 internet sites **(Due on the day you write your CE exam – hand in before you sit for the exam)**
Final Exam

Mark Allocation:

Class presentations	**10%**
Attendance & Participation	**10%**
Mid-term Exam	**15%**
Group Poster	**20%**
Research Project	**15%**
Exam	**30%**

Mt. 28:19-20
"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and TEACHING them to obey everything I have commanded you…"

CHRISTIAN EDUCATION METHODOLOGY
Syllabus

Code   PT 212
Level   **Diploma**
Credits   **10**
Date
Location
Facilitator

Course Description
The course provides an introduction to the practics and planning of a Christian Education programme within the local church.A participatory and empowering approach to Christian religious education will be utilized throughout the course. Each participant will have specific educational setting for praxis.

Learning Outcomes
       At the end of the module, the learner will be able to:

Content
1. Develop skills to create and facilitate teaching and learning
2. Acquire knowledge and skills of basic curriculum development
3. Develop skills for organizing a church educational programme inclusive of
       Sunday School, Bible studies, cell groups, outreach/evangelism, membership and
       discipleship classes, VBS

Competency
4. Provide oversight of one's ministry using management skills including servant leadership,
    conflict resolution, and administration
5. Manage the resources of one's ministry (time, human, financial, etc.) in a way consistent
    with a church's size and characteristics
6. Develop team building skills, identify and cultivate spiritual gifts, recruit volunteers,
    diagnose and intervene in problems

Character
7. Apply basic understanding of ethical theories to teach and nurture ethical behavior in the
     Christian community
8. Acquire consistent habits which cultivate personal spiritual growth and maturity

Context
9. Analyze and describe local congregations and communities
10. Develop and deliver Christian education within a local context which is meaningful,
     effective, and produce both intellectual and spiritual growth within individuals of the
     faith community.

Course Rationale

Global research indicates that throughout the world there is a hunger for God and a need to believe in something or someone greater than ourselves. People of different cultures are turning to all forms of religion, some culturally based belief systems, others motivated by the changing times in which we live to modernity and modernism. As a result, Christian education is aimed at impacting every ministry in the church and therefore is of vital importance to the ministerial learner. To be aware of the goals and techniques of Christian education will assist the learner in becoming a more effective church leader and enable him/her to motivate and direct the training and ministry of laity in the church.

Textbooks

Blevins, D. (et al). 2005. *Manual 2005-2009*. Kansas City: Nazarene Publishing House.
_____. 2005. *Make the Connection: Sunday School Handbook 2005-2009*.
      Kansas City: Nazarene Publishing House.
_____. 2005. *NMI Handbook and Constitution 2005-2009*. Kansas City: Nazarene
      Publishing House.

Requirements & Evaluation
1. Class attendance and participation   15%
2. Daily assignments   15%
3. Practicum Project   40%
4. Final Examination   30%

Course Content

Lesson 1   Planning and budgeting for Christian education

Lesson 2   Teaching and curriculum

Lesson 3   Models of teaching
                            7 Laws of the teaching

Lesson 4   Principles of lesson planning

Lesson 5   Principle of curriculum development

Lesson 6   Teaching for transformation

Lesson 7   Structuring a Christian Education programme for the local church

Lesson 8   Recruiting and training teachers/workers/volunteers

Lesson 9   Discovering ways to minister to children

Lesson 10   Ministry to youth

Lesson 11   Ministering to adults

Bibliography

Bower, Robert K. 1977. *Administering Christian Education.* Grand Rapids: Zondervan Publishing House.

Byrne, H. W. 1977. *Christian Education for the local church*. Grand Rapids: Zondervan Publishing House.

Cionca, John R. 1990. *Solving education's ten toughest problems*. Wheaton, IL: Victor Books.

Coleman, Lucien. E. Jr. 1985. *Why the church must teach*. Nashville, TN: Broadman Press.

Daniel, Eleanor & John Wade. 1981. *Introduction to Christian Education*. Chicago: Moody Press.

Gangel, Kenneth O. 1981. *Building leaders for church education*. Chicago: Moody Press.

Gangel, Kenneth. 1980. *History and philosophy of Christian education*. Chicago: Moody Press.

Gangel, Kenneth. 1985. *The church education handbook*. Wheaton, IL: Victor Books.

Graendorf, Werner C. (Ed). 1981. *Introduction to biblical Christian education*. Chicago: Moody Press.

Pazmino, Robert W. 1988. *Foundational issues in Christian education in evangelical perspective.* Grand Rapids: Baker Book House.

Nazarene Theological College
Reg No 2001/HE08/004

CHURCH ADMINISTRATION
Syllabus

Code   PT 214
Level   Diploma
Credits   12
Date
Facilitator
Location

Module Description
         A study of the goals and methodology of ecclesiastical administration with an
emphasis on the understanding and development of structures as they relate to the church's
interaction with the larger society.

Learning Outcomes
         At the end of the course, learners will be able to:

Content
1. Define the basic tenets of good administrative practices as they relate to church
organisation.
2. Identify the directives of the *Manual* of the Church of the Nazarene that pertain to the
organization and ministry of the local church and to the responsibilities of the pastor at the
local and district levels.
3. Explain the governance systems of the church at local, district, and general levels.

Competency
5. Provide oversight to a congregation using management skills of leadership, conflict
resolution, and administration.
6.   Develop team-building skills, identify and cultivate spiritual gifts, recruit volunteers,
diagnose and intervene in problems within the local church structure.
7. Manage personal and church finances appropriately.
8. Develop strategic organizational plans in a local church.
9. Plan and lead a membership class.
10. Use the *Manual* effectively in all areas of service of the Church.

Character
11. Gain appreciation for good time management organisational tools.
12. Committed to personal spiritual formation
13. Model in personal and family life the Covenant of Christian Conduct,
practically demonstrating how they serve to guide and enable holy living.

Context
14. Analyse the financial status of church organisation with cultural relevance
Module Relevance
         Administration begins with a thorough understanding of Christ's mission for His
church locally and globally. Such an understanding is needed to shape and motivate the

accomplishment of interrelated ministries and tasks in a particular congregation. In local congregations, administration could be defined as implementing and managing the mission of Christ in His church.

Text
Clergy Modules.Administrating the church. Kansas City: Nazarene Publ. Co.

Requirements and Evaluation
1. Class attendance and participation   10%
2. Book summary & class report   15%
3. Project   20%
4. Final Examination   30%

Course Outline

Unit 1   Administration Defined

Unit 2   Self-Management
    Mission & Vision

Unit 3   Human Resources
    Building Lay ministry teams

Unit 4   Planning

Unit 5   Decision Making Groups
    Conflict & Change

Unit 6   Delegation
    Time Management

Unit 7   Nazarene Governmental Practices/ Denominational Structure

Unit 8   Local Government

Unit 9   District Government

Unit 10   Parliamentary Procedure
    Agenda, Parliamentary order, minutes

Unit 11   Preparing People for Membership

Nazarene Theological College
Reg No 2001/HE08/004

FUNDAMENTALS OF MANAGING CONFLICT
Syllabus

Code PT 215
Level Diploma
Credits 10
Date
Facilitator
Location

Module Description

To give learners the opportunity to investigate the major issues of conflict management from a Christian perspective and to discuss significant theorists and theories associated with conflict resolution.

Learning Outcomes

At the conclusion of the module learners will be able to:

Content
1. Identify and describe the major issues surrounding conflict management
2. Describe several significant theories on conflict management.
3. Describe the relationship between biblical data and secular conflict management methodologies.

Competency
4. Apply biblical principles of conflict management in a ministry environment.
5. Motivate others toward diffusing conflict in biblical ways.
6. Communicate effectively in order to prevent conflict in ministry settings.

Character
7. Develop confidence in diffusing conflictual situations.
8. Prepare sermons that show biblical ways of handling conflict.

Context
9. Identify and manage conflict with sensitivity to cultural mores.
10. Present culturally relevant ways to diffuse conflict in ministry settings.

Module Relevance

An increasing number of church leaders find themselves dealing with church conflict on a regular basis. The dynamics of such conflict typically lie hidden in relationship misunderstandings. Understanding relationships and how they work can provide a new way of approaching and healing conflict in the congregation.

Text

Cosgrove, C. and D. Hatfield. 1994. *Church conflict: The Hidden Systems Behind the Fights*.   Nashville: Abingdon.

Shawchuck, N. 1983. *How to Manage Conflict in the Church*. Glendale Heights, IL: Organization Resources Press.

Requirements and Evaluation

1.	Class attendance and evaluation	10%
2.	Oral presentation on CM case study	25%
3.	Daily assignments	15%
3.	Sermon	20%
4.	Final Examination	30%

Course Outline

Unit 1	Chapter 1
Unit 2	Chapter 2
Unit 3	Chapter 3
Unit 4	Chapter 4
Unit 5	Chapter 5
Unit 6	Chapter 6
Unit 7	Chapter 7
Unit 8	Chapter 8
Unit 9	Presentations
Unit 10	Presentations

Nazarene Theological College
Reg. 2001/HE08/004

LEADERSHIP DYNAMICS
Syllabus

Code   PT 216
Level   Diploma
Credits   12
Date
Facilitator
Location

Module Description
A study of the role of Christian leadership, management and organizational development in ministry formation and vitalization in the local church. Attention is given to the personal and leadership ethics of the leader as a role model in his/her leadership sphere including planning, organizing, motivating, and developing the congregation toward fulfilling the mission of the church.

Learning Outcomes
At the conclusion of the module, learners will be able to:

Content
1. Demonstrate an understanding of Maxwell's 21 Laws of Leadership
2. Identify biblical figures and their leadership styles, strengths and weaknesses
3. Understand the meaning and criterion for servant leadership

Competency
4. Apply leadership principles to local ministry experience
5. Apply leadership principles to specific personal experience
6. Teach others basic principles of leadership

Character
7. Experience inner person change, including attitude and motivation, resulting in changed relationships in all areas of life
8. Be able to be a team player and a team builder

Context
9. Set achievable goal and priorities growth over multiplication
10. Contextualize basic leadership principles to align with local cultural principles and expectations of leadership.

Course Relevance
Any group, regardless of size, accomplish little without a leader. An effective leader must know how to guide and mobilize for greater accomplishment. Since leadership skills are not based on culture, gender or age, they are applicable to all situations. Pastors find themselves in the heart of leadership and must know how to lead themselves and others if the church is to become a body together, functioning cooperatively and in harmony.

Required Text
Maxwell, J. 1998. The 21 Irrefutable Laws of Leadership.   Nashville: Thomas Nelson.

Assessment and Evaluation
1. Participation   10%
2. Completion of lessons   30%
3. Report on biblical character   20%
4. Essay on servant leadership   10%
4. Final examination   30%

Course Content

Lesson 1   Definitions and introduction to leadership
               Principles 1 & 2
Lesson 2   Principles 3, 4, & 5
Lesson 3   Principles 6 & 7
Lesson 4   Principles 8 & 9
Lesson 5   Principles 10 & 11
Lesson 6   Principles 12 & 13
Lesson 7   Principles 14 & 15
Lesson 8   Principles 16 & 17
Lesson 9   Principles 18 & 19
Lesson 10   Principles 20 & 21

Assignments

1. Students are to complete each lesson in the student guide. Guides will be submitted periodically and checked for completeness.

2. Each student is to develop a report on a biblical character and their leadership styles, strengths and weakness. How did their leadership styles contribute to their success or failure in their leadership role. Paper should be approximately 6 typed pages with proper referencing and source list according to Harvard Methodology.

3. Students are to write a three to four page (typed) essay on servant leadership.
        What is servant leadership?
        How is it demonstrated by Jesus?
        How is it demonstrated by others in Scripture?
        How can/do I incorporate servant leadership into my own life and ministry?
                (deal with both aspects: personal life & your ministry). Use specific
                examples.
        Essay should include scriptural referencing and other sources consulted

SYLLABUS

PT 216Y: Youth Reaching Youth

MODULE: PT 216Y: Youth Reaching Youth
LEVEL: Diploma
CREDITS: 10
SEMESTER:
FACILITATOR:

MODULE DESCRIPTION:
A study of the role of Christian leadership, management and organizational development on ministry formation and vitalisation among youth and adolescents. Attention is given to the personal and leadership ethics of the leader as a role model in his/her ministry.

LEARNING OBJECTIVES:
At the conclusion of this module, the learner will be able to:

(learning objectives will be completed upon receipt of textbook: This is a new module to be offered in March 2006)

MODULE RELEVANCY:
It is vitally important for today's church to define the purpose of a youth ministry and communicate it effectively. Ministry with clearly defined values is a must.
Developing ways for youth leaders to connect with God for passionate, committed leadership is an essential component when leading youth of today's church. This module will prepare youth leaders who are passionate visionaries for the glory of God.

REQUIRED TEXT:
Fields, Doug. *Purpose Driven Youth Ministry.* 1998. Grand Rapids: Zondervan.

ASSESSMENT AND EVALUATION:
Class participation   10%
Research Paper   25%
(8 – 10 pages on any youth topic, must cite 3-5 bibliographic sources).
Mid-term Exam   15%
Group Project   20%
Final Examination   30%
Assignment due dates to be determined by the facilitator
COURSE OUTLINE:

Class Session	ASSIGNMENT	
#1	Read text Component 1	
#2	Read Text Component 2	
#3	Read Text Component 3	

#4	Read Text Component 4	
#5	Read Text Component 5	
#6	Read Text Component 6	
#7	Read Text Component 7	
#8	Read Text Component 8	
#9	Read Text Component 9	
# 10	Review for Final Examination	

Nazarene Theological College
Reg No 2001/HE08/004

INTRODUCTION TO YOUTH MINISTRY

Syllabus

Code   PT 222Y
Level   Diploma
Credits   10
Date
Facilitator
Location

Module Description

A study of the characteristics and spiritual needs of youth, the factors involved with youth ministry, and developing human and financial resources for programming and discipleship. Biblical and theological foundations for youth ministry, and the role and relationship between the church and youth ministry structure. The role and development of the youth minster as a person and Christian. Specific attention is given to the Nazarene structure of youth ministries, specifically grades 6-12

Learning Outcomes

At the conclusion of the module the learner will be able to:

Content
1. Describe the major elements which comprise effective youth ministry
2. Explain the administrative and financial components involved in developing a youth ministry programme
3. Describe the structural components of NYI at local, district, and Regional levels
4. Identify challenges facing the development of a viable youth ministry programme
5. Gain a working understanding of adolescence and current youth culture
6. Think and reflect theologically about the practices and content of youth ministry within the church
7. Discover a biblical and theological basis for youth ministry
8. Gain an understanding of human growth and development patterns in youth
9. Consider the impact and use of parents, schools, and other volunteer church leaders
10. Compare and evaluate varieties of youth ministries including the church, community, and para-church
11. Explain the responsibility of the church to minister to youth who are part of the local structure as well as marginalized youth within the community.

Competency
12. Organise and manage a youth ministry programme

Character
13. Emanate a positive attitude toward the importance and value of ministry to youth
14. Develop personal strategies for cultivating the leader's own growth in Christ-likeness

Context
15. Apply information of youth ministry programming within a local cultural context

Module Relevance
        Youth ministry workers are faced with multi-dimensional challenges in understanding the needs of adolescents and how to effectively minister to them in the local church context. This module is essential in assisting youth workers to gain confidence and ability in developing a viable youth ministry programme.

Text
NTC. 2011. *Introduction to Youth MinistryStudent Guide*. Muldersdrift, SA.

Assessment and Evaluation
Class participation	10%
Daily assignments	15%
Observation/evaluation	15%
Research project	25%
Final examination	35%

Module Outline

. Introduction to Youth Ministry
      A. Essential skills for youth ministry
      B. Developing assets in teens
      C. Exemplary youth ministry

II. Foundations for Youth Ministry
      A. Biblical foundations
      B. Historical foundations
      C. Purposes for Youth Ministry
      D. Models for Youth Ministry
      E. Function/ place of Youth Ministry in the Church
      F. Philosophy of Youth Ministry

III. Youth Minister
      A. Calling
      B. Work of youth ministry
      C. Qualifications and spiritual life
IV. Youth Culture
      A. Intro to youth culture
           urban, rural, ethnic groups
      B. Ministry to marginalized youth
           church's responsibility
V. Human Growth and Develop in Youth
      A. Period of Adolescence
      B. Identity, Individualism, and Independence
      C. Life Problems

VI. Ministry to and with Parents of Youth
      A. Being a parent of teens today

B. Ministering to parents of youth
C. Involving parents in youth ministry

VII. Youth Ministry with Volunteer Leaders
    A. Need for Adult Leaders
    B. Creating the Team
    C. Training the Team
    D. Developing Student Leaders

VIII. Leadership and Administration Skills
    A. Developing a youth ministry policy manual
            Nazarene structure – local, district, Regional
    B. Planning youth ministry (age grouping, activities)
    C. Budgeting for youth ministry
    D. Reducing Risks in youth ministry
    E. Programmes and ministries (age grouping, activities, characteristics)
    F. Discipline

IX. Nuts and Bolts of Youth Ministry
    A. Missions
    B. Youth Discipleship
    C. Youth Bible Study (differing spiritual levels)

Bibliography

Borthwick, P. 1993. *How to choose a youth pastor*. Nashville: Thomas Nelson.

Dean, K, Clark, C., and Rahn, D (eds). 2001. *Starting Right: Thinking theologically about youth ministry.* Grand Rapids: Zondervan Youth Specialties. .

Fields, Doug. 1998. *Purpose driven youth ministry*. Grand Rapids, Zondervan Youth Specialties.

_____ 2002. *Your first two years in youth ministry*. Grand Rapids: Zondervan Youth Specialties.

Heflin, H. 2009. *Youth Pastor: The theology and practice of youth ministry*. Nashville: Abingdom Press.

Kageler, L. 1992. *The youth minister's survival guide*. Grand Rapids: Zondervan.

Malphurs, A. 1997. *Ministry nuts and bolts*. Grand Rapids, Kregel.

Mark,   Family Based Youth Ministry

Nagy, Martin. 1994. *130 ways to involve parents in youth ministry*. Loveland: Group Publ.

Robbins, Duffy. 2004. *This way to youth ministry: An introduction to the adventure*. Grand

Rapids: Zondervan Youth Specialties.

_____ 1991. *Youth ministry that works*. Wheaton, IL: Victor Books.

Santrock, J. 1990. *Adolscence* 4th Ed. Iowa: Wm C. Brown.

Senter, M, Black, W, Clark, C, &Nel, M. (eds). 2001. *Four views of youth ministry and the church.* Zondervan Youth Specialties.

Strommen, M, Jones, K, and Rahn, D. 2002. *Youth ministry that transforms*. Grand Rapids: Zondervan Youth Specialties.

Ulmer, Dwayne (ed). 2003. *Basic student ministry in the Kingdom-focused church.* Nashville: LifeWay Church Resources.

West, M. 1983. "Developing a volunteer team" in *The Youth Leaders Source Book* edited by G. Dausey. Grand Rapids: Zondervan.

Nazarene Theological College
Reg. 2001/HE08/004

PASTORAL THEOLOGY & CHRISTIAN MINISTRY
Syllabus

Code   **PT 223**
Level   **Diploma**
Credits   **10**
Date
Facilitator

Module Description

The module studies the life and work of a pastor. Emphasis is on the pastoral calling, the biblical and philosophical foundation of the shepherd's role, and the requirements of the Manual and Sourcebook for Ministerial Development of the African Region.

Learning Outcomes
       At the end of the module, learners will be able to:

Content
1. Identify and describe important tenets of the pastoral call with it implications.
2. Understand ministerial requirements for ordination as directed in the Manual.
3. Lead the church in discipling and assimilating new converts into the church.

Competency
4. Provide oversight of a congregation using management skills including leadership, confict resolution, counseling, training, and administration.
5. Facilitate holistic care within the church.
6. Develop lay ministry in the local church by us of team building skills, identifying and cultivating spiritual gifts, recruiting and retaining volunteers.
7. Offer spiritual counseling by applying basic counseling and referral techniques.
8. Empower the laity for effective service and ministry.
9. Describe a personal philosophy of ministry.

Character
10. Safeguard personal ethical integrity.
11. Conduct one's]personal life to build up the church, one's marriage and family, and oneself in order to be faithful to the call to ministry for a lifetime

Context
12. Apply the principles of leadership, counseling and administration to the local church, being conscious of cultural ways without violating the principles of Scripture.

Module Relevance

This module introduces the learner to the important task of shepherding God's people in the context of the local church. Caring for people is a central part of the role of those who enter the ranks of ministry. This module will help the learner understand and practice the

principles of Christian 'care of the souls' in a manner that is comprehensively faithful to the biblical faith and human existence. Because caring for souls is not the exclusive responsibility of clergy, this module will also focus on administrative and teaching skills required by pastorals.

Text
Clergy Services, 2004. Shepherding God's Flock. Kansas City: Nazarene Publishing House.

Assessment and Evaluation

1. Class attendance and participation	10%
2. Practical project in the church	25%
3. Essays as assigned by the instructor	15%
4. Class small group project	20%
5. Final examination	30%

Module Content

Lesson 1	Introduction to Pastoral Theology
	Shepherding/leadership role
Lesson 2	Leading and Integrating Worship & Preaching
Lesson 3.	Laity involvement and training
Lesson 4	Caring for the Flock
Lesson 5	Counseling
Lesson 6	Counseling continued
Lesson 7	The Administrative task
Lesson 8	Conflict, Crisis, and Comfort
Lesson 9	Sheep caring for the Shepherd
	Role of the Pastor's spouse
Lesson 10	Pastor's personal life

<u>**Understanding Youth and Adolescence**</u>
<u>**Syllabus**</u>

Module: BC221: Understanding Youth and Adolescence
Level: Diploma
Credit: 10
Term:
Facilitator:

Module Description:
This module focuses on the physical, intellectual and emotional development of youth and adolescents with the purpose of equipping the learner to guide youth into making meaningful decisions. At the completion of this module the learner will have acquired the skills to work with youth and adolescents from the foundation of a clear understanding of their developmental stages.

Learning Outcomes: Distribution of the 4 Cs: 3-3-1-2
At the conclusion of this module the learner will be able to:
Content: 3
1. Describe the various developmental stages of youth and adolescents.
2. Describe the steps used in decision making.
3. Explain the reasons for implementing meaningful decisions.
    Competency: 3
4. Communicate more effectively with youth.
5. Apply principles of decision making in one's own life.
6. Motivate others to engage in meaningful life-enriching decisions.
    Character: 1
7. Develop an attitude of empathy and understanding of the complex issues facing today's 21st century global youth community.
    Context: 2
8. Distinguish between the emotional and spiritual needs of youth with cultural relevance.
9. Apply decision-making skills with cultural relevance.

MODULE Relevance:

Current research indicates that the largest global population group consists of those between the ages of 15-19. It is essential for youth ministry workers to be aware of the multi-dimensional challenges that young people are facing in the global community. In addition to being aware of the complex needs of adolescents, youth ministry workers must be adequately equipped to lead teenagers forward out of their maze of confusion and questioning.

Required Text:
Arnett, Jeffrey. *Adolescence and Emerging Adulthood: A Cultural Perspective.*

Assessment and Evaluation:

Attendance and Class Participation	15%
Class Presentations	15%
Group Poster/Research paper	20%
Mid term exam	20%
Final Exam	30%

COURSE OUTLINE:

Unit 1	Biological Foundation and Physical Development(ch. 2)
Unit 2	Piaget's Cognitive Development (ch. 3)
Unit 3	Adolescents and Gender in Traditional Cultures (ch. 5)
Unit 4	Facing and Accepting the Self (ch. 6)
Unit 5	Adolescents and Family Relationships (ch. 7)
Unit 6	Family, Friends and Peers (ch. 8)
Unit 7	Dating, Love and Sexuality (ch. 9)
Unit 8	Adolescents and the School Environment (ch. 10)
Unit 9	Work and Emerging Adulthood in the 21st C (chs. 11 & 14)
Unit 10	The Role of Media and Youth Problems (chs. 12 & 13)

Possible Research Areas
Social problems e.g. drug and alcohol abuse, teenage pregnancy, violence and gangsterism, HIV/AIDS, poverty etc. and how these impact on youth
Peer pressure and identity
Divorce and its impact on children and adolescent behavior
The media its impact on adolescents and their self image

PT 225Y: Life Skills Training for Youth

SYLLABUS

Module: PT225Y: Life Skills Training for Youth
Level: Diploma
Credit: 10
Term:
Facilitator:

Module Description:
This course is designed to help the learner empower the youth to live meaningful lives in a society that demands rapid transformation. People who are successful in life are sincere, determined, hard working, and know how to get along with others. Human relation skills for the workplace will be emphasised.

Learning Outcomes: Distribution of the 4 Cs: 4-4-1-1
At the conclusion of this module learners will be able to:
Content: 4
1. Describe the benefits of good human relations.
2. Describe how human relations works.
3. Describe how risk-taking is part of human relations.
4. Explain how a positive attitude affects productivity in the workplace.
   Competency: 4
5. Develop ways to build and maintain positive relationships in the workplace.
6. Motivate youth to build good human relationships in their community.
7. Share effectively with others the benefits of good human relations.
8. Motivate others toward the benefits of sensible risk-taking.
   Character: 1
9. Emit a positive attitude in his/her workplace.
   Context: 1
10. Apply this learning to a multi-cultural workplace setting with cultural relevance and sensitivity.

Module Relevance:
It is imperative for theological students to be equipped to meet and work with people of various cultural backgrounds. Equally important is for learners to be able to transfer this knowledge to the youth they will be training. Human relations skills is foundational to being able to coexist in a culturally diverse community.

Required Text: *Comprehensive Student Study Guide*: *Building Positive Human Relations.*
Compiled by: Dr. A.M. Lockard. 2005.

Assessment and Evaluation:
- Class attendance and participation…………………………… 15%
- Group Panel Discussions: …………………………………. 25%
  Group #1: Discuss the importance of "risk taking".
  Group #2: Role play effective ways to develop good relationships
       In the workplace.
  Group #3: Discuss or role play: value conflicts, ethnic implications,
       sexual overtones and irritation threshold in the workplace.
  Each group will have 15 minutes for their presentation.

- Mid Term Examination…………………………………………. 25%
- Final Examination……………………………………………. 35%

COURSE OUTLINE

Unit I: Read Study Guide Chapter 1.
       Unit Goals: At the conclusion of this unit learners will be able to:
- Define human relations
- Define the term reinforcement
- Understand the importance and implications of risk taking
- Discover the benefits of self-talk

Unit II: Read Study Guide Ch. 2
       Unit Goals: At the conclusion of this unit learners will be able to:
- Understand the multi-dimensional aspects of human relations.

Unit III: Read Study Guide Ch 3 - 5
       Unit Goals: At the conclusion of this unit learners will be able to:
- Understand the effectiveness and efficiency of productivity

Unit IV: Read Study Guide Ch. 6-7
       Unit Goals: AT the conclusion of this unit learners will be able to:
- Describe ways to build good vertical relationships in the workplace.

UNIT V: Read Study Guide Ch. 8-9
       Unit Goals: At the conclusion of this unit learners will be able to:
- Describe "value conflicts," "ethnic implications," "sexual overtones," and "irritation threshold."

UNIT VI: Read Study Guide Ch. 10-12
       Unit Goals: At the conclusion of this unit learners will be able to:
- Understand the basic role of a supervisor and skills for effectively working with supervisors in the workplace.
- Describe ways to become an effective and productive employee.

UNIT VII: Read Study Guide Ch. 13
       At the conclusion of this unit learners will be able to:
- Understand the dynamics of dealing with frustration and aggression in the workplace.

UNIT VIII: Read Study Guide Ch. 14
  Unit Goals: At the conclusion of this unit learners will be able to:
- Develop effective time management skills.

UNIT IX: Read Study Guide Ch. 15-16
  Unit Goals: At the end of this unit learners will be able to:
- Identify injured relationships and learn ways to repair those relationships.

UNIT X: Read Study Guide Ch. 17-18
  Unit Goals: At the conclusion of this unit learners will be able to:
- Define and understand "plateau" periods.

UNIT XI: Read Study Guide Ch. 19
  Unit Goals: At the conclusion of this unit learners will be able to:
- Assess personal satisfaction in the work place
- Identify essential human relation skills for the future.

Nazarene Theological College
Reg. 2001/HE08/004

CHURCH GROWTH AND EVANGELISM
Syllabus

Code   PT 226
Level   Diploma
Credits   10
Date
Facilitator
Location

Module Description
Church Growth and Evangelism challenges the status quo, motivating learners to participate in the redemptive plan and His mission by learning to present the Gospel to individuals and overcoming personal fears and cultural barriers. To equip them in such a way that they are able to equip others (2 Ti 2.2).   Learning the patterns of growing and multiplying churches, creatively moving to multiplications mentality for disciples and churches.

Learning Outcomes
At the conclusion of the module, learners will be able to:

Content
1. Discuss the purpose of Christ coming to earth as the reason for the existence of the church today.
2. Think in a broader way about Christ's desire to save all humanity.
3. Rethink and redefine the Church in order to reshape the Church as the "sent people."
4. Understand certain biblical passages as models of evangelism and church planting.
5. Understand and clearly articulate the process of conversion.
6. Identify and examine the barriers to or enemies of effective evangelism and their appropriate remedies.
7. Understand the mind and heart of the unbeliever.

Competency
8. Embrace the Great Commission as a mandate to all individual Christians.
9. Preach evangelistically and to be engaged with and equip others in personal and congregational evangelism.
10. Lead in discipling and assimilating new converts into the church.
11. Identify social and congregational factors that influence church health and growth
12. Adopt a personally acceptable method of presenting the gospel.

Character
14. Develop a passion and confidence in witnessing, soul-winning, and discipling.

Context
16. Discover sociological dynamics and trends and to apply that information to specific ministry settings.
17. Describe socialization and to apply its dynamics to the life of the Christian community.

18. Respond relevantly to the spiritual needs in a given social context.

Module Relevance
      This module will help the learner know that he/she is becoming a mission minded person realizing that humanity is lost and needs the saving grace of Jesus Christ. Through the power of the Holy Spirit, church multiplication is the key to winning the lost, discipling, deploying , and keeping the cycle going to the end of the age.

Text
Toler, S and L. Bustle. 2006. *Each One Win One*. Kansas City: Beacon Hill Press.
Toler, Stan. 2011. *The Power of One.* no publisher.

Requirements and Evaluation
1. Class Attendance and participation   10%
2. Chapter outlines   20%
3. Collateral reading & assignments   15%
4. Project   25%
5. Final Examination   30%

Module Outline (At facilitator's discretion)

Nazarene Theological College
Reg No 2001/HE08/004

PASTORAL COUNSELING
Syllabus

Code   **PT312**
Level   **Diploma**
Credits   **10**
Semester
Facilitator

Module Description

This course introduces the learner to the important task of pastoral care and counseling in the context of the local church. This module will help the learner understand and practice the principles of Christian care for others in a manner that is comprehensively faithful to the biblical faith and human existence. In this course, students are introduced to the field of Christian pastoral counseling with the aim of building a theoretical and practical base of principles, issues, and skills that will be of help in Christian counseling and pastoral care situations. Basic counseling skills will be related to a framework of theological, biblical, psychological, and pastoral principles, issues, and approaches. The course content and the skill-building exercises are designed to challenge course participants to think about and explore their own and others' issues, and approaches to counseling themselves and others

Learning Outcomes
At the end of the module, students will be able to:
Content
1. Gain an introductory knowledge of basic counseling skills and approaches of holistic pastoral care and counseling which enables people to move towards psychological and spiritual wholeness, healing, and growth in Christ in a holistic manner
2. Evaluate secular theories of counseling from an apologetic and biblical perspective
3. Recognize counseling resources available both inside and outside the church

Competence
1. Use counseling methods which are Bible-based, Christ-centered, Spirit-led, church-located, elder-led, lay-involved, family-focused, and neighbourhood/social involved
2. Recognize the ethical and professional issues of pastoral spiritual counseling
3. Grow in self-examination and reflection regarding one's own psychological and spiritual issues and how to address them

Character
1.   Assess skills and abilities of self as it relates to pastoral care.
2.   Model emotional and relational health in one's own life and family

Context
1.   Understand the role of culture in providing pastoral counseling.
2.   Recognize the impact that the development of pastoral care has on the approach

Module Relevance

Caring for people is a central part of the role for those who enter the pastoral ministry. However, the "care of souls" is not the exclusive responsibility of the clergy but includes the laity as part of the ministry of the church. This curriculum is intended to help the learner apply caring principles to the context of any local church. Pastoral care and counseling should be viewed as only one of many pastoral responsibilities such as preaching, teaching, leading, equipping, and administrating. This module introduces the learner to the many broad topics commonly associated with the task of pastoral counseling. Learners will acquire insight, discernment, understanding, and experience regarding opportunities for and avenues to spiritual wholeness and health and growth to maturity in Jesus Christ.

Textbook
Collins, Gary. 1988. *Christian counseling: A comprehensive guide*. Waco, TX: Word
        Publishing.

Requirements and Evaluation

Class participation	10%
Group work, role play	
and class presentation	20%
Collateral Reading	20%
Research Project	20%
Final Examination	30%

Course Outline

Unit 1	Introductory Issues
	Biblical foundations
	Historical foundations
	Necessity of pastoral care
	Role of counseling in the church
Unit 2	Begin with an awareness of self
Unit 3	Pastoral and church networking with social agencies
	Limitations of pastoral expertise
	Issue of confidence vs help
	Working with community and social agencies
	Counseling in crisis situations

Counseling specific issues

Unit 4	Personal Issues
	Worry Loneliness Guilt Depression Anger
Unit 5	Developmental Issues
	Child rearing and parental guidance/authority
	Adolescence
	Young Adults
	Middle Years
	Later Years
Unit 6	Interpersonal Issues
	Friendships & other interpersonal relationships
	Choosing a marriage partner
	Sex outside marriage

<pre>
                    Sex within marriage
                    Cohabitation
                    Homosexuality
                    Violence & abuse
Unit 7   Identity Issues
                    Self-esteem
                    Physical illness and handicaps
                    Grief
                    Singleness
Unit 8   Family Issues
                    Premarital counseling
                    Marital problems (including polygamy)
                    Pregnancy issues
                    Family problems
                    Divorce & remarriage
                    Financial issues
Unit 9   Addictions
                    Drugs
                    Alcohol
Unit 10   Other Issues
</pre>

Nazarene Theological College
Reg. 2001/HE08/004

HOMILETICS II
Syllabus

Code   PT 314
Level   Diploma
Credits   10
Date
Facilitator
Location

Module Description

A study of the nature and importance of Christian preaching and the principles of sermon construction: the selection and interpretation of text; formulation of the sermon idea; sermon objective; development of the material; arrangements of the sermon structure, style and delivery. This module includes a study of the methods and tools of biblical interpretation and their application to various literary types found in Scripture. The practical component consists of preaching conducted under controlled circumstances.

Learning Outcomes

At the end of the module learners should be able to:

Content
1. Identify the intersection of Scripture and human experience
2. Competently exegete a passage of Scripture

Competency
3. Communicate publically with coherency, clarity and creativity with meaning
4. Prepare and consistently preach sermons which effectively call listeners to a new life in Christ and sanctification
5. Prepare, organize and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways.
6. Demonstrate confidence in sermon preparation and delivery

Character
7. Give value to the art of biblical preaching
8. Integrate behavioural and character implications of the truth of the sermon into personal life application

Context
9. Discover social dynamics and trends and apply such information to specific ministry settings and sermon development
10. Develop and deliver sermons with culturally sensitivity

Module Relevance

This module will aid the learner in effective sermon development and delivery. Learners will be able to correctly exegete a passage of Scripture, and develop both outlines and manuscripts of sermons. Pastors/preachers/teachers must be able to communicate a biblical concept, derived from and transmitted through a historical and literary study of a passage in its context. At the same the time, the preacher must identify with the Holy Spirit

as He applies the text to the personality and experience of the preacher which is then transmitted to the listeners.

Required Text:
Robinson, H. 1980. *Biblical preaching: The development and delivery of expository messages.* Grand Rapids: Baker Book House.

Assessment and Evaluation
1. Class Participation   10%
2. Class assignments   25%   (including short practices)
3. Sermon presentation   30%
4. Final Examination   35%

Module Outline

Unit 1   Expository Preaching
Unit 2   Selecting the Main Idea
Unit 3   Beginning the Sermon
Unit 4   From Text to Sermon
Unit 5   Determining the Sermon's Purpose
Unit 6   The Shape of the Sermon
Unit 7   Outline of the Sermon
Unit 8   Introduction & Conclusion
Unit 9   The Sermon Manuscript
Unit 10   Preaching so People will Listen

Practics throughout the module.

WORSHIP AND LITURGY
SYLLABUS

COURSE: **Worship & Liturgy**
CODE: **PT310**
LEVEL: **Diploma**
SEMESTER:
CREDITS: **10**
FACILITATOR:

MODULE DISCRIPTION:

This course is an introduction to church worship and liturgical practices in the Church of the Nazarene, with special attention given to worship; what it is and its purpose in a church setting. This includes the use of music in worship such as hymns and spiritual songs, musical instruments, prayer, tithes and offerings, testimonies and other common practices during church services. The module will also focus on the Sacraments and other special services rendered in the church such as baby dedications, weddings, funerals, etc.

PURPOSE:

To define and discuss the nature of true worship; to study the development in worship in the Holy Scriptures and throughout Christian history; to analyse the component parts of corporate worship; to become acquainted with significant rituals which are part of Christian worship and Liturgy; to analyse the importance of music in worship; to give guidelines on development of private and family worship; and to prepare the student for and to lead others in meaningful worship (Rev. JW Smith)
To define and discuss Liturgy including Sacraments and Christian rituals as laid out in the Manual of the Church of the Nazarene; to lead the students to a deeper understanding and practice of Christian rituals; and to give guidelines in conducting weddings, funerals and other Christian rites.

MODULE RELEVANCE:

A Christian life is a life of worship and reverence to God the Creator. This module plays an important role in guiding the student into a deeper and more meaningful life of worship at both the corporate, family and personal level. It is built on Jesus' words of worshipping God in Spirit and in truth and of baptising believers and partaking in Holy Communion as a way to remember what He has done for us.

MODULE OBJECTIVES:
At the end of this module the student must be able to:

Content:

1. Define worship and discuss worship and what it entails
2. Define and discuss liturgy and its role in the life of the church

Competency:

3. Demonstrate an understanding of the importance of worship
4. Draw a worship service plan
5. Differentiate between corporate, family and personal worship

Character:

6. Display in word and deed a life of true worship to God

Context:

7. Conduct any liturgical practice and recognize appropriate seasons in the calendar of the Church universal and in his/her denomination
8. Conduct a Baptismal (including infant baptism) and Eucharist service
9. Conduct: a wedding, funeral, baby dedication, prayer or cell meeting and Bible study
10. Lead a church worship service

REQUIRED TEXT:

White, James F. 1988. *Introduction to Christian Worship.* Abingdon Press: Nashville

ADDITIONAL TEXTS:

Martin, Ralph P. 1982. *The Worship of God: some theological, pastoral, and practical reflections.* William B Eerdmans Publishing Co.: Grand Rapids, Michigan
Webber, Robert E. 1994. *Worship Old and New: A Biblical, historical, and practical introduction – Revised edition.* Zondervan Publishing House: Grand Rapids: Michigan

MODULE REQUIREMENTS AND EVALUATION:

Attendance and participation	10%
Reading of texts and chapter reports	20%
Class presentations	10%
Mid term exam	20%
Research paper	15%
Final Exam	25%

COURSE CONTENT:

Lesson 1: What do we mean by Christian worship? (White, chapter 1)
Lesson 2: Biblical Foundations of worship (Webber, chaps. 1- 5)
Lesson 3: A history of Worship (Webber, chaps. 9 - 11)
Lesson 4: The language of time and space (White, chapters 2 & 3; Webber chs. 12 - 13)
Lesson 5: The role of music in worship (Webber, ch. 4; Martin, ch. 18)
Lesson 5: The Word – spoken and living (White, ch. 4, Webber ch. 15 & Martin, ch. 7)
Lesson 6: The Acted Sign 1 – Baptism (White, ch. 5; Webber, ch. 21; Martin, ch. 8)
Lesson 7: The Acted sign 2 – The Eucharist/ Communion (White, ch. 7; Webber, 21; Martin, ch. 9)
Lesson 8: Prayer and giving in worship (Martin chs. 5-6)

Lesson 9:   The Holy Spirit and the ministry of the Spirit in worship (Webber, ch 22; Martin, ch. 10; White ch. 6)

Lesson 10:   Occasional services – marriage, funeral, baby dedications, etc. (Manual 2009 – 2013, pp. 242-243 & 255 – 266)

Visit the library for additional reading!!!!!

Nazarene Theological College
Reg. 2001/HE08/004

INTRODUCTION TO CHILDREN'S MINISTRY

Syllabus

Code: PT317
Level: Diploma
Credit: 10
Semester:
Facilitator:

Course Description

The focus of the course is the church's ministry with children exploring implications from child development, key responsibilities in children's ministry, design of learning experiences, and relationship of children's ministry and families. The course does not deal with Christian schools, home schooling, or parenting—though insights from the course can be applied to these areas. This course will examine Biblical and theological foundations in order to provide a practical approach to ministry with children, which goes beyond basic programming. A particular focus will be given to children's faith nurture using key contemporary writings and research in light of current issues impacting children's lives. Students in this course will engage a holistic perspective to ministry with children and are expected to articulate a relevant church-based approach and vision.

Learning Outcomes
       At the conclusion of this course, learners will be able to:

Content
1. Articulate theological and biblical foundations of ministry with children.
2. Identify and discuss current issues impacting children's growth and nurture.
3. Identify key factors in creating a children's ministry that is holistic and effective.

Competency
1. Prepare, organize and deliver a biblically sound basic scheme of
   teaching and discipleship formation using age-appropriate techniques and skill,
   in culturally appropriate ways
2. Develop and utilize existing age appropriate ministry forms by which individuals,
   families, and congregations may be formed into Christlikeness
3. Assess and implement emerging age appropriate ministry approaches to ministry in light
   of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology,
   sociological) perspectives

Character
1. Demonstrate a genuine enjoyment for children
2. Recognize and appreciate the varying levels of thought and expression displayed by
   children

Context
1. Organize children's activities and ministries which incorporate culturally appropriate ways of relating to children.
2. Differentiate readiness levels of children in different cultural and environmental settings (rural, urban, etc.)

Module Relevance
Some adults are hesitant to teach children. They may lack knowledge of age appropriate methods, discipline techniques, or Bible content. This module will provide confidence and direction for working with children and in a children's ministry programme in the local church. The importance of children for the church, how to minister to and disciple children, how to plan and implement services and activities for children, and plan and budget for a children's ministry are skills needed to work effectively with children in the context of the local church.

Textbook
Clark, Robert E., Brubaker, Joanne and Zuck, Roy. 1986. *Childhood Education in the Church.* Chicago: Moody Press

Hendricks, Howard. 1987. *Teaching to Change Lives*. Portland, OR: Multnomah Press.

Wilkerson, Bruce. 1984. *The 7 Laws of the Learner*. Portland, OR: Multnomah Press.

Course Outline

Unit 1	The Child and the Church
Unit 2	Historical and biblical foundations for children's ministry
	Developing a philosophy for ministry to children
Unit 3	Understanding the child and his environment
	Developing a Christian world-view in children
	Children in today's social context
Unit 4	The spirituality of children
	Spiritual formation in children (inclusive of Fowler's stages of spiritual development)
Unit 5	Childhood development
	How children learn
	Discipline and classroom management
Unit 6	Staff and parents
	Pastoral care of children
	Working with parents and the home
Unit 7	Programming for children's ministries
	Developing a strategic plan, calendar, and ministries budget
	Evaluating curriculum, events, and programs
	Storytelling, spiritual formation, and biblical interpretation
Unit 8	Leading a child to Christ and discipling
Unit 9	Leading children in worship
Unit 10	The church – a safe environment

Bibliography

Alley, Steve. 2002. *Growing a healthy children's ministry*. Cincinnati, OH: Standard Pres.

Beckwith, Ivy. 2004. *Postmodern children's ministry*. Grand Rapids, MI: Zondervan.

Bunge, Marcia. 2001. *The child in Christian thought*. Grand Rapids: Eerdmans.

Capehart, Jody. 2005. *Teaching with hart.* Cincinnati, OH: Standard.

Chapman, Kathleen. 2003. *Teaching kids authentic worship*. Grand Rapids: Baker.

Coles, Robert. 1990. *The spiritual Life of children*. New York: Houghton Mifflin.

Fowler, Larry. 2008. *Rock solid kids*. Ventura, CA: Gospel Light.

James, Steven. 2002. *The creative storytelling guide for children's ministry*. Cincinnati, OH: Standard.

Jutila, Craig, et. al. 2006. *Children's ministry in the 21st century*. Loveland, CO: Group Publishing.

Keifer, Mikel (ed).2002. *Children's ministry that works* (Revised). Loveland, CO: Group Publishing.

May, Scottie, B. Posterski, C. Stonehouse, and L. Cannell. 2005. *Children matter: Celebrating their place in the church, family, and community*. Grand Rapids: Eerdmans.

Mercer, Joyce. 2005. *Welcoming Children: A Practical Theology of Childhood.* Atlanta: Chalice Press.

Miller-McLemore, Bonnie. 2003. *Let the Children Come: Reimagining Childhood from a Christian Perspective.* San Francisco: Jossey-Bass.

Miller, Sue and David Staal. 2004. *Making Your Children's Ministry the Best Hour of Every Kid's Week.* Grand Rapids: Zondervan.

Ratcliff, Donald (Ed). 2004. *Children's Spirituality: Christian Perspectives, Research, and Applications.* Eugene, OR: Cascade/Wipf and Stock.

Reynolds, Aaron. 2007. *The Fabulous Reinvention of Sunday School.* Grand Rapids: Zondervan.

Roehlkepartain, Eugene; P. King, L. Wagener, P. Benson, (eds). 2005. *The Handbook of Spiritual Development in Childhood and Adolescence.* Thousand Oaks, CA: Sage.

Stonehouse, Catherine. 1998. *Joining Children on the Spiritual Journey*. Grand Rapids: Baker.

Zuck, Roy. 1996. *Precious in His Sight: Childhood and Children in the Bible*. Grand Rapids: Baker.

YOUTH AND COMMUNITY DEVELOPMENT
SYLLABUS

Course Name: Youth and Community Development
Code: PT318
Level: Diploma
Credit: 10
Semester:
Facilitator:

MODULE DISCRIPTION

The purpose of this course is to critically examine various aspects of community-based youth and adult education and participatory development. The course covers areas such as the importance of education and its role in communities. It is aimed at refocusing attitudes of both youth and adults towards education, government and personal responsibility. The course also aims to show youth especially how they can improve their lives and their communities even if they do not have a lot of money. Students are encouraged to think practically and reflexively about the role of education and educators, and gain research experience through participation in course projects. Major themes of the course include power, intervention, and change and how these can be used to motivate youth and communities to develop their own areas.

MODULE RATIONALE

Given the current unemployment rates, poverty and lack of service delivery that has led so many communities to riot, it is then important to introduce a course that aims to empower our pastors and pastoral candidates to be community and youth builders that will contribute positively to the challenges of their communities. The course is also aimed at empowering our young pastors with skills that will help them to develop communities where they find themselves.

INTENDED LEARNING OUTCOMES

At the end of this module, learners will be able to:

Content – 3 outcomes

1. Put together their personal definition of youth and community
2. Identify areas in their own community that need to be developed and ways of doing that
3. Differentiate between and wants of society and communities

Comprehension – 2 outcomes

4. Outline the needs in their communities
5. Identify areas that both youth and the community can utilize to develop their area

Character – 3 outcomes

6. Identify their own strengths and ways those strengths can be used to help others
7. Identify leaders and talent among the youth in their own community and work to develop them
8. Act as community leaders and representatives in issues affecting their respective communities

Context – 2 outcomes

9. Give value to the place of Youth and Community development in the local church.
10. Participate in local community activities relating to socio-political, cultural and age relevant matters.

Percentage Distribution of 4-C's:

Content	Competency	Character	Context
3	2	3	2

TEXTBOOK AND OTHER BIBLIOGRAPHICAL INFORMATION:

Required Text:

Villarruel, FA. Et.al. (eds) 2003. Community Youth Development. Sage Publications: London. ISBN 0-7619-2787-5 (paperback) You can buy this book from Amazon.com or order from the publisher at order@sagepub.com

The following websites will also be helpful:
http://www.nap.edu;   http://www.cydjournal.org;   http://www.pa.org;
http://www.touthtoday.org;   http://wwwjoe.org;   http://wwwcpyinc.org;
http://wwwtheinnovationcenter.org; http://www.uwex.edu/erc/youth.html

ONLINE LIBRARY ACCESS

All students may access a comprehensive online library at: http://online.nazcol.ac.za You must contact the NTC academic dean (Ms. Cathy Lebese) for a password before you can access the online library at c.lebese@global.co.za. You must also have an active email address.

COURSE CONTENT: To be done by facilitator

ASSIGNMENTS: To be done by facilitator

Mark Allocation:
Class presentations	**10%**
Attendance & Participation	**10%**
Mid-term Exam	**15%**
Group Poster	**20%**
Research Project	**15%**
Exam	**30%**

COMMUNICATING THE GOSPEL CROSS-CULTURALLY
Syllabus

Code   PT225
Level   Diploma
Credits   10
Term
Facilitator
Location

Module Description

A survey of communication between people of different cultures. This module surveys differences in cultures which can create obstacles in understanding and communication, and offers suggestions for dealing with these obstacles. In addition, it explores ways to communicate the gospel across cultures, taking into account specific elements that impact effective communication.

Learning Outcomes

At the conclusion of this module the learner will be able to:

Content
1. Describe the major obstacles of communicating cross-culturally.
2. Explain the sensitivity essential for dealing with communication obstacles.

Competency
3. Apply principles of effective communication skills in daily interpersonal relationships.
4. Employ effective oral communication skill within various cultures.
5. Act in ways that elicit a good understanding of cross-cultural communication.
6. Teach effective cross-cultural communication skills in a local church ministry.

Character
7. Value to the interrelated aspects of cross-cultural communication.
8. Develop a heart for effectively communicating with other cultures.

Context
9.   Apply knowledge of effective communication to cross-cultural ministries in an African context.
10. Identify elements of culture which may hinder presenting the gospel with cultural relevance.

Module Relevance

It is imperative for theological learners to be able to communicate effectively in different cultural environments and situations. Specialised training in cross-cultural communication is vital in order to equip learners for the global community.

Text

Clergy Services. 2003. *Student Guide: Communicating Christ Cross-Culturally*. Kansas City: Beacon Hill Press.

Seamands, J.   *Tell It Well*. Kansas City: Beacon Hill Press.

Assessment & Evaluation

1. Class attendance and participation   10%
2. Group project   25%
3. Collateral Reading and Book Report   20%
4. Class presentation of collateral reading   20%
5. Final Examination   25%

The group project or collateral reading and report may be substituted for various continuous assessment as assigned by the instructor.

Module Outline

Lesson 1	Why Communicate Christ Cross-Culturally?
Lesson 2	Living in a World that is Multicultural
Lesson 3	Why and Where Communication Goes Wrong
Lesson 4	Understanding the Basics of Culture
Lesson 5	Understanding the Process of Communication
Lesson 6	Understanding World View
Lesson 7	Aspects of Communication Cognitive, Linguistic, and Behavioral
Lesson 8	Aspects of Communication cont. Social, Media, and Motivational
Lesson 9	Practical Application of Communication Insights
Lesson 10	Reconciliation, Social Justice, and Celebration of the Gospel

Nazarene Theological College
Reg. 2001/HE08/004

INTRODUCTION TO PSYCHOLOGY

Syllabus

Code   SO 110
Level   Diploma
Credits   10
Date
Facilitator

Course Description

This module provides a basic introduction to Psychology to help learners comprehend the complexities of human behaviour and its impact on the church. In addition to studying about human behaviour in general, this course addresses the self and the importance of understanding oneself in order to be an effective leader in the church.

LEARNING OUTCOMES

At the end of this module, learners will be able to:

Content –3 outcomes:
1. Gain an understanding of the key role that psychology plays in modern African culture.
2. Describe basic psychological theories and theorists (Developmental, Personality, Cognitive, Social Psychology)
3. Describe the impact that psychological health and physical health have on individuals, families and society.

Competency – 3 outcomes:

1. Develop own ideas and critique psychological theories of others.
2. Compare and contrast theories of psychology and theology.
3 .Discuss how poverty, welfare, and social exclusion impacts society.

Character -2 outcomes:

1. Demonstrate understanding of oneself - both strengths and areas to strengthen.
2. Apply principles of effective interpersonal skills, particularly of cross –cultural communication.

Context-2 outcomes:

1. Describe how 'isms' influence human behaviour.
2. Apply psychological perspectives in human behaviour with cultural relevance.

Course Relevance

In the diverse, multi-cultural context of Southern African society, it is essential that learners achieve a basic understanding of psychological principles in order to grasp the complexities of human behaviour. However, in order to serve others most effectively in ministry, learners must first gain an understanding of self by learning ways to assess his/her strengths and weaknesses. Therefore, a study of human development, behaviour and experience is essential in understanding self and others within the global community.

Textbook
Meier, P. Minirth, F. Wicher, & D. Ratcliff. 1991. *Introduction to Psychology and Counseling: Christian Perspective.* Grand Rapids: Baker Books.

Supplemental Text

Swartz, L. De la Rey, Duncan, Townsend. 2008. *Psychology: An Introduction 2e* OUP Southern Africa. ISBN-10:019576739X

Requirements and Evaluation

Assignments (Lessons 1-10)	55%	
Mini Papers	20%	
Weekly questions	20%	
Other assignments (journal, reading)	15%	
Mid-Term examination (or project)	20%	
Final Exam	25%	

Course Content

Lesson 1:   Introduction to Psychology

Lesson 2:   Biological Basis of Behavior

Lesson 3:   Emotions and Motivation

Lesson 4:   Learning, Memory and Intelligence

Lesson 5:   Social Psychology

Lesson 6:   Development Theories

Lesson 7:   Personality

Lesson 8:   Psychology of Religion

Lesson 9:   Psychopathology and Psychotherapies (DSM IV)

Lesson 10:   Group and Family counseling

Assignments

The student must complete this Study Guide as directed by the instructor, journal, and write a final examination.

1. Write mini reflective papers as assigned in the lessons
2. Read each assigned reading to further understanding of content
3. Describe early theorists and the impact on our world of psychology today.
4. Write a self-awareness paper reflecting on your personality style, style of interpersonal interaction and insights.
5. Maintain a journal to address personal reflections, stereotypes and difficulties experienced with persons dealing with behavioural issues.
6. Write a paper comparing and contrasting what the Bible verses modern day psychology says about dealing with a chosen topic (mental health, health, violence, poverty, etc).

NAZARENE THEOLOGICAL COLLEGE
Reg. 2001/HE08/004

INTRODUCTION TO SOCIOLOGY
SYLLABUS

Course: **Introduction to Sociology**
Code: **SO112**
Level: **Diploma**
Semester:
Facilitator:

Module Description:
An introduction to sociology to help learners comprehend the multiple elements of a society, ie: culture, social stratification, collective behaviors, population. Religion, education, minorities, and deviant behaviors. Attention will be given to particular aspects of African culture.

Learning Outcomes: At the conclusion of this module, learners will be able:

At the end of this module learners will be able to:

Content
1. Define Sociology and be able to introduce the subject to others

Competency
2. Describe basic sociological theories and theorists.
3. Identify and describe the influences of culture on individual worldviews of:
    The world, religion, inter-personal relationships, and career choices.
4. Reflect on socialisation by conducting an ethnographic project.
5. Describe the impact that class, stratification and inequality has on society.

Character
6. Discuss how poverty, welfare, and social exclusion impacts society.
7. Describe how the process of globalisation has profoundly altered societies
    in which we live.
8. Discuss ways in which mass media and communications has created a
    new era of social isolation.

Context
9. Gain an understanding of the key role that sociology plays in modern
    intellectual culture.
10. Apply sociological perspectives in human behavior with cultural relevance.

Module Relevance:
Sociology plays a key role in modern intellectual culture. It is crucial for learners to understand the vital and central role that sociology plays in their world. This module is relevant in understanding that fast-paced social changes in Africa toward global integration and the resulting interdependence between developing and less developed parts of the world has global implications.

This module will demonstrate why an understanding of society is essential in order to engage as individuals with large global issues that impacts future ministry endeavors.

Required Text:
Fulcher, James & John Scott. 2011. Sociology, 4th Edition. OxfordUniversity Press, New York

Recommended Text:
Giddens, Anthony. 2006. Sociology, 5th Edition. Polity Press: Cambridge, UK

**Students must purchase the following texts from either Amazon.com or Van Schaik books in Johannesburg: 011-339-1711, This book is NOT available at NTC bookstore. Text: Fulcher, James & John Scott. 2011. Sociology, 4th Edition. OxfordUniversity Press. ISBN: 978-0-19-956375-3
   Giddens, Anthony. 2006. Sociology, 5th ed. Cambridge, Polity Press. ISBN: 07456-3379-X.

Requirements and Evaluation

Attendance and Class Participation	10%
Class Presentation	10%
Mid Term Exam	20%
Weekly assignments	15%
Research Paper	15%
Final Exam	30%

Course Content
**(Based on Fulcher, students are expected to also read corresponding chapters in Giddens)

Unit 1	What is Sociology and the existing sociological theories (Chs. 1 – 2)
Unit 2	Social, Racial and Ethnic Identities (Chs. 4 & 6)
Unit 3	The Body: Sex, Gender, Sexuality, health & Medicine (chs. 3 & 8)
Unit 4	Crime and Deviance and the Role of Education (Chs. 7 &9)
Unit 5	Meaning: Media, Religion and Belief (chs. 10 – 11)
Unit 6	Social Organisations: Families and Communities (chs. 12 – 13)
Unit 7	Social Organisations continued: Organisation, Governance and Globalisation (chs. 14 – 16)
Unit 8	Production & Inequalities: Work, Employment & Leisure(ch. 17)
Unit 9	Production & Inequality cont.: Inequality, Poverty & Wealth (ch. 18)
Unit 10	Social Stratification & Power Division (chs. 19 – 20)

Nazarene Theological College
Reg. 2001/HE08/004

DIVINE HEALING & AFRICAN SPIRITUALITY
SYLLABUS

PROGRAMME LEVEL: Diploma
COURSE TITLE: Divine Healing and African Spirituality
CODE: SO113
SEMESTER:
FACILITATOR:

COURSE DESCRIPTION:
This course is designed to empower the student to incorporate divine healing into practical theology. Preaching, healing and deliverance are all important elements of practice as a pastoral or lay leader in Africa.

COURSE RATIONALE:
"In a world that is in deep need for healing, where the sick often feel rejected, discriminated against, stigmatized and often abandoned…" (Ronzani, back cover), the Church should be the place where shelter and healing can help. Healing and protection from evil are the most prominent features of this context and are probably the most important reason for the development of this course as it aims to prepare leaders in evangelism and church recruitment. In Africa the problems of disease and evil affect the whole community and are not simply a private domain relegated to individual pastoral care.

INTENDED LEARNING OUTCOMES:
At the end of this module, learners will be able to:

Content –2 outcomes:
  1.   Understand the traditional religion approach to healing in Africa.
  2. Describe the biblical response to sickness.

Competency –4 outcomes:
  3.   Develop a practical healing ministry based upon Biblical principles.
  4.   Develop a theology of anointing the sick.
  5.   Follow the example of Jesus Christ by reaching out to those rejected, discriminated, stigmatized and abandoned.
  6. Practice healing and anointing of the sick based upon Biblical principles.

Character -2 outcomes:
   7. Evaluate ones understanding of healing.
   8. Develop a plan to reach out to the sick with love.
Context-2 outcomes:
  9. Understand the context of one's community and the traditional response to sickness and health/healing.
  10. Recognize the challenges pastors face in practicing a ministry of divine healing.

TEXTBOOK AND OTHER BIBLIOGRAPHICAL INFORMATION:
Ronzani, R. 2007. *Christian Healing: The Anointing of the Sick*. Nairobi: Paulines.

RECOMMENDED TEXT
Mbiti, J. 2006. African Religions and Philosophy. Heinemann: Malawi.

ONLINE LIBRARY ACCESS
All students may access a comprehensive online library at: http://online.nazcol.ac.za. You must contact the academic dean at NTC for a password before you can access the library. Contact denise2africa@gmail.com or c.lebese@global.co.za for online access.

EVALUATION

Attendance and Class Participation	15%
Class Presentation	15%
Mid-Term Exam	20%
Research paper	20%
Final Exam	30%

COURSE CONTENT:

Lesson 1: African Spirituality

Lesson 2: African Traditional Healing

Lesson 3: Anthropological Foundations of Healing

Lesson 4: Sickness and Healing in Scripture

Lesson 5: Historical Perspective

Lesson 6: Celebration of the Anointing of the Sick

Lesson 7: The Theology of the Anointing of the Sick

Lesson 8: Pastoral Challenges

Lesson 9: Healing: Matthew and Mark

Lesson 10: Healing: Luke and John