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Faculty of **Theology**

Dean:
Prof NN Koopman
BA (Stell), DTh (UWC)

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GENERAL INFORMATION

STANDING INVITATION TO PAST STUDENTS

The Registrar cordially invites all past students of Stellenbosch University to notify him in writing or by email (info@sun.ac.za) of any change of address.

The Registrar also welcomes news of distinctions, academic or other, won by our past students, and would appreciate being informed of the titles of any of their publications.

The Senior Director: Library and Information Services would be equally happy to receive copies of such publications on behalf of the University Library.

SUMMARY: LANGUAGE POLICY AND PLAN

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

A.   Language Policy

1.   The University is committed to the use and sustained development of Afrikaans as an academic language in a multilingual context. Language is used at the University in a manner that is directed towards its engagement with knowledge in a diverse society.

2.   The University acknowledges the special status of Afrikaans as an academic language and accepts the responsibility to promote it. At the same time, it takes account of the status of English as an international language of communication and of isiXhosa as an emerging academic language.

3.   The University distinguishes between the use of the three languages in the following manner:

- Afrikaans is by default the language of learning and teaching at undergraduate level, while English is used to a greater extent at the postgraduate level;

- isiXhosa is promoted as an emerging academic language. The University creates opportunities for students and staff to acquire communication skills in isiXhosa.

4.   The institutional language of the University is, by default, Afrikaans, while English is also used, depending on the circumstances, as an internal language of communication. All three languages are used, where possible, for external communication.

B.   Language Plan

1. The Language Plan distinguishes between the implementation of the policy in learning and teaching situations and in the support services and management.

2. Choices between various language options may be made in learning and teaching situations, depending on the language abilities of the lecturer and the composition of the students and programme. These language options are arranged in a hierarchy. Reasons must be provided for deviating from the default option (see point 4 for details).

    In extraordinary and compelling circumstances the University may deviate from the language specification of a module or programme, on condition that any such deviation must be reviewed at the end of each semester to determine whether its continuation remains justified. The deans manage this process, reporting on it to the Executive Committee (Senate). The Language Committee must be informed of any deviation from the language specification of a module or programme and must be given the opportunity to enquire about such deviation, where necessary.

3. Three general guidelines apply with regard to the language of learning and teaching in class:

    - Modules in which a language is taught are conducted mainly in the language in question (e.g. isiXhosa is taught mainly in isiXhosa, Mandarin in Mandarin) and tasks, tests and examinations are set and answered accordingly.

    - Questions papers in all other modules are set in Afrikaans and English and students may answer in Afrikaans or English.

    - Except in cases where the aim of the module is language acquisition or the study of the language, students may ask questions and expect answers in Afrikaans or English.

4. Departments choose and implement the various language specifications as follows (the above three points apply generally for all options):

A Specification

Rationale

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

Characteristics

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

T Specification (bilingual classes)

Rationale

Is used for classes where

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

Characteristics

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

E Specification (English as the main medium of instruction)

Rationale

Is used only in highly exceptional circumstances for

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

Characteristics

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

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

Rationale

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

- modules with large numbers of students
- regional co-operation and attaining strategic goals
- programmes offered by satellite technology or interactive telematic education.

Characteristics

The characteristics of the A and E options apply respectively here.

For both of these options an academic language competence in Afrikaans and English is essential for successful study.

5. Afrikaans is the default language of communication for the support services and management. All official documents of the University are available in Afrikaans. „Default' does not, however, mean „exclusively': important policy documents are available in English and communication with staff is also conducted in English. Guidelines are provided for the language to be used at meetings. Documents relating to the service conditions for staff are available in Afrikaans, English and isiXhosa.

6. Written communication with students is conducted in Afrikaans and English, and recruitment is conducted, where possible, also in isiXhosa. Oral communication is conducted in Afrikaans or English, according to the language of preference of the student.

7. The corporate image of the University reflects the Language Policy and Plan.

8. A Language Committee is appointed by the Council to implement the Language Policy and Plan.

9. The Language Centre assumes the responsibility for the provision and/or the co-ordination of the relevant language support required for the effective implementation of the Language Policy and Plan.

PLEASE NOTE:

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

CODE OF CONDUCT FOR LANGUAGE IN THE CLASSROOM

This Code of Conduct has been drawn up in order to provide practical guidelines for understanding and implementing the Language Policy and Language Plan of SU, which were accepted by the University Council in 2002. The Council regards it as important that the Language Policy and Plan of the US should be implemented with integrity. The Code is offered as an aid for dealing constructively with possible difficulties or uncertainties.

The core principle governing the day-to-day use of language on the campus is that all staff, students and clients of the University are responsible for language matters and may have the expectation that disputes will be approached and dealt with in a spirit of co-operation in which workable solutions are sought.

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

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

As a general rule, students taking an A module or a T module require an academic language proficiency in both Afrikaans and English for effective study at the undergraduate level. A higher level of academic language proficiency is required for postgraduate study.

Lecturers, especially with regard to their obligations to set and assess assignments, tests and question papers in English and Afrikaans, will be expected within a reasonable time from their appointment to develop sufficient receptive skills (listening and reading) in Afrikaans and English to be able to follow discussions in class, to set assignments and examination question papers in both languages and to be able to understand students' answers in both languages.

They should also be capable of judging the equivalence of translations and of fairly assessing answers in Afrikaans and English.

Lecturers' Responsibilities

Lecturers bear the responsibility of:

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

2. revising and adjusting the language specifications where necessary and according to the circumstances (new text books, other lecturers).

3. informing students briefly at the beginning of the teaching of the module, orally and in the module framework, of the choices and alternative for which the language specifications make provision.

4. ensuring that questions in assignments, tests and examinations have exactly the same content in English and Afrikaans.

5. developing sufficient language proficiency to be able to mark assignments, tests and examinations in Afrikaans and English, or making other satisfactory arrangements that it takes place.

6. ensuring that, in accordance with the guidelines for the T option (see 3.3.1.2 of the Language Plan), students' language proficiency is sufficiently developed, and the necessary measures are in place to ensure subject-specific language proficiency in Afrikaans and English.

7. striving at all times to act courteously and accommodatingly in situations involving language use (e.g. when questions are asked in English in a class where the language specification for the module is A).

Lecturers' Expectations

Lecturers can expect students to:

1. take note of the characteristics of the language specification applicable to the specification laid down for the module. (See paragraph 3, Language Plan).

2. inform the lecturer of their needs with regard to academic language skills.

3. respect the spirit of the Language Policy and Plan, especially with regard to the development of skills in a language which is not their language of choice, by deliberately paying attention to it, taking part actively in class and working on their knowledge of subject terminology and subject discourse in both languages. This expectation applies especially to the T Specification for modules.

Students' Responsibilities

Students bear the responsibility of:

1. ascertaining the language options for each module and noting especially the consequences; e.g. that translations will not be available in some instances.

2. being honest and open-hearted about their language skills and taking the responsibility for early and appropriate action if they should experience difficulties.

3. deliberately developing the receptive skills (listening and reading) in the language not of choice for learning and teaching by active participation in class.

4. buying and using the prescribed material (especially text books) to improve their language skills in the subject.

5. being courteous and accommodating, and acting accordingly, in situations where language use is at issue, e.g. with regard to the difficulties of the minority group in the class.

6. accepting that one or a few students, because of inadequacies in his/their language proficiency, may not exercise or try to exercise a right of veto with regard to the use of Afrikaans or English in the class situation.

Students' Expectations

Students can expect that:

1. help with language skills development will be provided should their academic language proficiency in Afrikaans and/or English be inadequate.

2. they can ask questions and conduct discussions in Afrikaans or English (unless the other languages are required, as in language modules), taking into account their own and the lecturer's language proficiency.

3. Afrikaans and English versions of assignments and question papers will be available and will have the same content.

4. there will be a sensitivity for language difficulties, so that language errors made under examination conditions will be assessed with discretion.

NON-RACISM

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

PLEASE NOTE:

1. In this publication any expression signifying one of the genders includes the other gender equally, unless inconsistent with the context.

2. Before making a final choice of modules (subjects), every student should closely consult the relevant timetables. Should it then become apparent that two modules fall in the same time slot on a particular timetable, the University will not allow registration as a student in both of them for the same year/semester since they will be an inadmissible combination.

3. The University reserves the right to amend the Calendar at any time. The Council and Senate of the University accept no liability for any inaccuracies there may be in the Calendar. Every reasonable care has, however, been taken to ensure that the relevant information to hand as at the time of going to press is given fully and accurately in the Calendar.

4. In the event of uncertainty or a dispute regarding information in Part 10 of the Calendar, the final interpretation will be based on the Afrikaans version.

5. Parts 1, 2 and 3 of the Calendar contain general information applicable to all students. Students are urged to note with special care the content of the Provisions relating to Examinations and Promotions in the "University Examinations" chapter of Part 1 of the Calendar.

CALENDAR CLASSIFICATION

The University Calendar is divided into the following parts:

General	Part 1
Bursaries and Loans	Part 2
Student Fees	Part 3
Arts and Social Sciences	Part 4
Science	Part 5

Education	Part 6
AgriSciences	Part 7
Law	Part 8
Theology	Part 9
Economic and Management Sciences	Part 10
Engineering	Part 11
Medicine and Health Sciences	Part 12
Military Science	Part 13

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

COMMUNICATION WITH THE UNIVERSITY

Student Number

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

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

Addresses at the Central Administration

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

The Registrar
Stellenbosch University
Private Bag X1
MATIELAND
7602

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

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

Other official addresses

The Dean: Faculty of Theology
Stellenbosch University
171 Dorp Street
Private Bag X1
MATIELAND
7602

Student Affairs (Non-academic matters) Neelsie
Private Bag X1
MATIELAND
7602

USEFUL TELEPHONE AND FAX NUMBERS

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

Faculty of Theology	Telephone	Fax
Dean	(021) 808 3254	(021) 808 3251
Enquiries	(021) 808 3576	(021) 808 3251
Faculty Secretary	(021) 808 4850	(021) 808 3822
Synod Minister for Theological Training: Dutch Reformed Church	(021) 887 6819	
Church Secretary, Curatorium, URCSA	(021) 808 4269	

Major entities by campus	Telephone	Fax
Telematic Services (Stellenbosch)	(021) 808 3563	(021) 808 3565
Library (= JS Gericke) (Stellenbosch)	(021) 808 4385 / (021) 808 4883	(021) 808 4336
Medicine and Health Sciences, Faculty of (Tygerberg)	(021) 938 9111	(021) 931 7810
Military Science, Faculty of (Saldanha)	(022) 702 3999	(022) 814 3824

| Graduate School of Business (Bellville Park) | (021) 918 4111 | (021) 918 4112 |
| School for Public Leadership (Bellville Park) | (021) 918 4122 | (021) 918 4123 |

Other units	Telephone	Fax
Bursaries (Postgraduate candidates)	(021) 808 4208	(021) 808 2739
Bursaries and Loans (Undergraduate candidates)	(021) 808 9111	(021) 808 2954
Centre for Student Communities	(021) 808 2848	(021) 808 2847
Centre for Student Counselling and Development	(021) 808 3894	(021) 808 4706
Centre for Teaching and Learning (Extended Degree Programmes)	(021) 808 3717	(021) 808 4142
Communication and Liaison	(021) 808 4633	(021) 808 3800
Development and Alumni Relations	(021) 808 4020	(021) 808 3026
Examinations Section	(021) 808 9111	(021) 808 3822
Postgraduate and International Office	(021) 808 4628	(021) 808 3799
Research Development	(021) 808 4914	(021) 808 4537

Faculty Secretaries	Telephone	Fax
AgriSciences	(021) 808 4833	(021) 808 3822
Arts and Social Sciences	(021) 808 4840	(021) 808 3822
Economic and Management Sciences	(021) 808 4837	(021) 808 3822
Education	(021) 808 4831	(021) 808 3822
Engineering	(021) 808 4835	(021) 808 3822
Medicine and Health Sciences: Applications, Stellenbosch	(021) 808 4842	(021) 808 3822
Medicine and Health Sciences: Tygerberg Campus	(021) 938 9204	(021) 931 7810
Law	(021) 808 4850	(021) 808 3822

Military Science	(021) 808 4835	(021) 808 3822
Science	(021) 808 4832	(021) 808 3822
Theology	(021) 808 4850	(021) 808 3822

STANDING RULES FOR DEAN'S CONCESSION EXAMINATIONS (DCES)

1.   A final-year student who, when he has taken all the examinations and when all final marks are available, is one module with a credit value of no more than 36 credits in arrears for his degree may – subject to the provisions of paragraph 2 below – be admitted to a Dean's Concession Examination (DCE) as a concession by the Dean, in consultation with the academic department(s) concerned.

2.   Where a student qualifies for a DCE in an examination module subsequent to the first round of examination (in June or November), such DCE must be taken during the second round of examination, (in December or January). The Faculty Secretary must inform the relevant department(s) accordingly, but it remains the responsibility of the student concerned to identify himself as a DCE candidate and to gain the necessary clearance to present himself for the second round of examination. If the student again fails the module, no further DCE will be granted.

3.   Where a student qualifies for a DCE subsequent to the second examination opportunity (in December or January), the DCE must be taken at a scheduled time during the last week of February.

4.   The students referred to in paragraph 3 above must be identified by the Faculty Secretary, who must send their names to the departments concerned via the Dean's office. The onus, however, will be on the students concerned to apply to the Faculty Secretary in good time about possible admission to the DCE. Students who are granted a DCE must present themselves for the examination, which will be conducted departmentally.

5.   DCEs in modules subject to continuous assessment must be taken at the same time as referred to in paragraph 3 above, subject to the procedures laid down in paragraph 4 above.

6.   Students who have been granted a DCE must ascertain when and where the DCE in question is to be written and present themselves at such time and place.

7.   DCEs are granted only with the approval of the Dean. Under no circumstances may any department grant a DCE without the Dean's approval. No lecturer may give an undertaking to a student in this matter.

FACULTY OF THEOLOGY

1.   ACADEMIC OFFERING

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

The following programmes may be taken:

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

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

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

- Postgraduate Diploma in Theology – PG Dip (Theology)

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

- Master of Divinity (MDiv)

- Master of Theology (MTh)

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

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

- MPhil in Religion and Culture, preceded by:

  - Postgraduate Diploma in Theology (for students in Religion and Culture)

- Doctor of Philosophy (PhD)

2. UNDERGRADUATE ENROLMENT MANAGEMENT

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

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

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

SU is committed to the advancement of diversity.

Undergraduate enrolment management at SU adheres to the framework of the national higher-education system. A well grounded cohesion between national and institutional goals, respecting important principles such as institutional autonomy, academic freedom and public responsibility, is pursued. The following points of departure apply:

- The expansion of academic excellence by maintaining high academic standards.

- The maintenance and improvement of high success rates.

- The fulfilment of SU's commitment to correction, to social responsibility and to contributing towards the training of future role models from all population groups.

- The expansion of access to higher education especially for students from educationally disadvantaged and economically needy backgrounds who possess the academic potential to study at SU with success.

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

Details about the selection procedures and admission requirements for undergraduate programmes are available at www.maties.com and on the faculty's web page at http://www.sun.ac.za/theology.

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

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

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

3.   EXTENDED DEGREE PROGRAMME

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

All students who have obtained an average mark of between 50 and 55% for their National Senior Certificate (NSC) will be placed in the Extended Degree Programme (EDP) with the possibility of being allowed to switch to the mainstream programme after completing the first semester, based on academic performance and on recommendation by the Dean. The early warning tests could function as a next round of consideration with a view to possible referral to the EDP. The Learning and Teaching Committee of the Faculty of Theology will make a recommendation in this regard.

4.   SCREENING FOR THE MINISTRY

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

5.   SPECIFIC REGULATIONS OF THE FACULTY

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

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

6.   CONTINUATION OF A MODULE AND A PROGRAMME

6.1   Students may follow a module from a specific year of a subject only if they have obtained half or more of the required credits for that subject in the previous year of study. This concession is subject to the applicable prerequisite, co-requisite and pass prerequisite requirements and will depend on the class and examination timetables.

6.2 If students have met the prerequisite, co-requisite and pass prerequisite requirements applicable to a module, they may, subject to the class and examination timetables, continue with the next module in the relevant field of study.

6.3 However, students must pass at least four of the six subjects in the first and second study year of the BTh programme and in the first, second and third study year of the BDiv programmes before they may begin the following year's studies.

7. SIMULTANEOUS REGISTRATION FOR MORE THAN ONE PROGRAMME

Students enrolled in the Faculty of Theology who wish to follow simultaneously an honours, master's or doctoral programme in another faculty of this University must first apply in writing to Senate for permission to do so.

8. SPECIAL STUDENTS: EXTRAORDINARY CATAGORIES OF STUDENTS AT THE FACULTY OF THEOLOGY

Extraordinary students at Theology registered as special students.

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

9. KNOWLEDGE OF GERMAN

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

10. COMPUTER LITERACY

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

11. STUDENT REPRESENTATION

All students enrolled at the Faculty of Theology are members of the Theological Student Society which is managed by the Theological Student Committee (TSC). This is an elected executive committee of nine members assisted by elected class representatives from each academic year. The TSC is affiliated with the Student Representative Council of Stellenbosch University and also has two seats on the Academic Affairs Council. Members of the TSC have seats on the Faculty Board and faculty committees, namely the

Programme Committee, Operations Committee, Coram Deo and Community Interaction Committee, as well as on committees of the different Teaching and Learning task groups ("TGLO"). The TSC manages the financial and academic concerns of the students in the Faculty of Theology, and is therefore non-denominational. The TSC represents student interests in the faculty and co-ordinates student projects.

More information is available from:
The Chairman
Theological Student Committee
Faculty of Theology
Stellenbosch University
171 Dorp Street
Stellenbosch 7600
Website: www.sun.ac.za/theology/tsc
E-mail: tsktsc@sun.ac.za
Tel.: (021) 808 3255; Fax: (021) 808 3251

PROGRAMME OFFERING

UNDERGRADUATE PROGRAMMES

BACHELOR'S DEGREES

1.   PRE-2012 FOUR YEAR BTh PROGRAMME (including BTS Programme as exit point) (phased out from: 2012): Third year to Fourth year

As of 2012, no new applications will be accepted for the pre-2012 four-year BTh programme. Only third- and fourth-year students will be allowed to complete the programme.

Target groups

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

Programme-specific outcomes

Understanding of the Christian nature of theology (Christian spirituality).
Understanding of the principles and theory of theological hermeneutics.
Understanding of the unique nature and functioning of the church.
Understanding of the unique context of congregational ministry.
The acquisition of skills for communicating the Gospel.

Programme structure

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

Students must ascertain what their denomination's requirements are in respect of biblical languages.

After completion of the second and third years of the pre-2012 four-year BTh programme in the subprogramme without Ancient Languages, a student can exit the BTh programme by obtaining the BTS degree. (The possibility of BTS

as exit point for the pre-2012 four-year BTh ceases to exist as of 2010, except for students following the Youth Work option within the pre-2012 four-year BTh.)

Subprogramme with Ancient Languages

Third year: 108 credits from Theology and 32 credits from an Arts subject or Arts subjects at second-year level.

Fourth year: 126 credits from Theology.

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

Subprogramme without Ancient Languages

(From 2010 the possibility of BTS as exit point from the pre-2012 four-year BTh no longer exists, except for students following the Youth Work option within the pre-2012 four-year BTh.)

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

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

In the subprogramme without Ancient Languages, Biblical Hebrew and Greek are elective modules.

Programme content

The programme content is divided into three main groups:
- Biblical Studies and Theological Hermeneutics
- Christian Spirituality and Studies in Views of Life
- Communication and Community Studies

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

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

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

An overview of the programme (BTh I–IV)

The pre-2012 BTh programme has two subprogrammes: one requires Hebrew and Greek; the other does not. In the latter subprogramme it is possible to enrol for more modules concerned with Old and New Testament Theology and Theological Hermeneutics. Non-theological modules can be considered as a substitute for Hebrew and Greek by those students who are contemplating other non-theological disciplines relevant to becoming Christian leaders in society and caring for people in need.

Stipulations regarding Youth Work modules

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

2. Students have to pass the first-year modules Theological Foundations for Youth Work 114 and Approaches in Youth Work 144 in order to obtain admission to the following second-year and third-year modules: Children's Ministry 242 and Planning and Organising within Youth Work 324.

3. Substance Dependency I (214) is a prerequisite for Substance Dependency II (314).

4. Students have to pass all the Youth Work modules in order to register for the module Human Development and Community Engagement (Practical) 352.

1.1 Pre-2012 four-year BTh programme
With Ancient Languages

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

Third year: 108 credits from Theology and 32 credits from an Arts subject or Arts subjects at second-year level.

Fourth year: 126 credits from Theology.

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

Third year – Programme composition
(2013 is the last year of presentation) (Minimum 128 credits)

Compulsory modules

First semester

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

Second semester

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

Elective modules

First semester

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

Second semester

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

Fourth year – Programme composition
(2014 is the last year of presentation) (126 credits)

Compulsory modules

First semester

Missiology	414(12)
New Testament	414(12)
Old Testament	414(12)

Practical Theology	414(12), 424(12)
Systematic Theology	422(6)

Second semester

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

1.2 Pre-2012 four-year BTh programme Without Ancient Languages

Denominations not requiring Greek and Hebrew

(From 2010 the possibility of BTS as exit point from the pre-2012 four-year BTh no longer exists, except for students following the Youth Work option within the pre-2012 four-year BTh.)

Third year: 24 compulsory credits from Theology; plus at least 36 credits from elective modules in Theology; plus a maximum of 60 credits from non-theological modules.

Fourth year: 24 compulsory credits from Theology; plus at least 36 credits from elective modules in Theology; plus a maximum of 60 credits from non-theological modules.

In the subprogramme without Ancient Languages, Biblical Hebrew and Greek are elective modules.

Third year – Programme composition (2013 is the last year of presentation) (120 credits)

24 credits from compulsory Theology modules (NT 352, OT 322 and ST 324 or ST 344); plus at least 36 credits from Theology modules; plus approximately 60 credits from non-theological modules – one non-theological subject must be taken as a major (120 credits).

Compulsory modules

First semester

Old Testament	322(6)
Systematic Theology	324(12) Ethical Themes (if not Systematical Theology 344)

Second semester

New Testament	352(6)
Systematic Theology	344(12) Doctrinal Themes (if not Systematical Theology 324)

Elective modules

First semester

Biblical Hebrew	214(16)
Greek	214(16)
New Testament	322(12)
Planning and Organising within Youth Work	324(12)
Substance Dependency II	314(16)
Systematic Theology	314(12), 334(12)

Second semester

Biblical Hebrew	244(16)
Gangsterism, Violence and the Abuse of Power	342(12)
Greek	244(16)
Human Development and Service Learning (Practical)	352(12)
Missiology	344(12)
Old Testament	352(12)
Systematic Theology	354(12)

Fourth year – Programme composition
(2014 is the last year of presentation) (120 credits)

24 credits from compulsory Theology modules; plus at least 36 credits from Theology modules; plus approximately 60 credits from non-theological modules – with preferably one non-theological subject as a major (120 credits).

Compulsory modules

First semester

Old Testament	414(12)

Second semester

New Testament	444(12)

Elective modules

First semester

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

Second semester

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

2. THREE-YEAR BTh PROGRAMME (GENERAL AND WITH SPECIALISATION IN YOUTH WORK) (phased in from: 2012): in 2013 only the first and second years are offered

Admission requirements

- **For applicants who matriculated in 2007 or earlier:**

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

OR

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

OR

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

- **For applicants who obtained the NSC in 2008 or later: Admission requirements for university study according to the National Senior Certificate (NSC)**

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

- They must have obtained a National Senior Certificate (NSC), certified by Umalusi, with an average of 50%.

- They must have achieved a mark of at least 50% in each of four school subjects from the list of designated subjects for university admission (Life Orientation excluded).
- Students who have achieved an NSC average of between 50 and 55% will be placed in the EDP with the possibility of being allowed to switch to the mainstream programme after completing the first semester, based on academic performance and on recommendation by the Dean. The early warning tests could function as a next round of consideration with a view to possible referral to the EDP. The Learning and Teaching Committee of the Faculty of Theology will make a recommendation in this regard.
- The closing date for applications is 30 September every year.

Target groups

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

Programme-specific outcomes

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

Programme structure

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

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

General BTh

First year:

Minimum requirement 126 credits at NQF 6:

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

Second year:

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

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

Anglican students: Minimum requirement 128 credits at NQF 6:

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

BTh with specialisation in Youth Work

First year:

Minimum requirement 130 credits at NQF 6:

- 88 credits: *compulsory* Theology modules
- 6 credits: *compulsory* Information Skills module
- 24 credits: *compulsory* Psychology and Sociology modules
- 12 credits: *elective modules* in Theology or Arts and Social Sciences

Second year:

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

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

Anglican students: Minimum requirement 128 credits at NQF 6:

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

The number of credits specified above must be viewed as the minimum requisite number of credits. Students are free to follow more credits than the

specified minimum, as far as the timetable allows for this to a maximum of 16 credits extra per semester.

An overview of the programme
(in 2013 only BTh I and II are presented)

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

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

Stipulations regarding Youth Work modules

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

- Elective modules are offered to students in Youth Work in each of the three years of the programme.

- Students in Youth Work have to pass the first-year modules dealing with the theological foundations for Youth Work and with substance dependency and group work in order to obtain admission to the subsequent second-year and third-year modules in Youth Work.

- Students in Youth Work have to pass all the Youth Work modules in the first and second year before they may register for the Service Learning module (Practical Theology 378) in the third year.

2.1 THREE-YEAR BTh PROGRAMME
   (phased in: 2012)

General

First year – Programme curriculum (Minimum 126 credits)
- **NQF level 6**

Compulsory modules

Year module

Information Skills	172(6)

First semester

Old and New Testament	114(16) Introduction to the Old and New Testament

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

Second semester

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

Elective modules

Year modules

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

First semester

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

Second semester

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

Second year – Programme curriculum (Minimum 128 credits)
- **NQF level 6**
- **NOTE: Ecclesiology 243 is compulsory for Anglican students**

Compulsory modules

First semester

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

Second semester

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

Elective modules

First semester

Biblical Hebrew	214(16)
Ecclesiology	213(8) 15th–18th-century Church History
Greek	214(16)
Practical Theology	234(16) Children's Ministry
Psychology	212(8) Approaches to Psychological Theories of the Person 222(8) Social Psychology
Sociology	222(8) Crime and Social Control

Second semester

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

	within Youth Work 254(16) Youth Ministry
Psychology	252(8) Psychopathology

2.2 THREE-YEAR BTh PROGRAMME (phased in: 2012)

Specialisation in Youth Work

First year – Programme curriculum (Minimum 130 credits)
- **NQF level 6**
- **118 credits are compulsory modules and 12 credits have to be chosen from the elective modules**

Compulsory modules

Year module

Information Skills	172(6)

First semester

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

Second semester

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

Elective modules

Year modules

Biblical Hebrew	178(24)

Greek	178(24)
Xhosa	178(24)

First semester

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

Second semester

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

Second year – Programme curriculum (Minimum 128 credits)
- **NQF level 6**
- **NOTE: Ecclesiology 243 is compulsory for Anglican students**

Compulsory modules

First semester

New Testament	213(8) Synoptic Gospels
Old Testament	213(8) Pentateuch
Practical Theology	212(8) Approaches to Youth Work 222(8) Introduction to Pastoral Counselling 234(16) Children's Ministry
Psychology	222(8) Social Psychology
Sociology	222(8) Crime and Social Control

Second semester

Practical Theology	244(16) Planning and Organising within Youth Work 254(16) Youth Ministry
Psychology	252(8) Psychopathology

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

Elective modules

First semester

Biblical Hebrew	214(16)
Ecclesiology	213(8) 15th–18th-century Church History
Greek	214(16)
Psychology	212(8) Approaches to Psychological Theories of the Person
Systematic Theology	212(8) Doctrine of God

Second semester

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

3. FOUR-YEAR BDiv PROGRAMME (phased in from: 2012)

Admission requirements

• For applicants who matriculated in 2007 or earlier:

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

OR

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

OR

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

- **For applicants who obtained the NSC in 2008 or later:
  Admission requirements for university study according to the
  National Senior Certificate (NSC)**

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

- They must have obtained a National Senior Certificate (NSC), certified by Umalusi, with an average of 50%.

- They must have achieved a mark of at least 50% in each of four school subjects from the list of designated subjects for university admission (Life Orientation excluded).

- Students who have achieved an NSC average of between 50 and 55% will be placed in the EDP with the possibility of being allowed to switch to the mainstream programme after completing the first semester, based on academic performance and on recommendation by the Dean. The early warning tests could function as a next round of consideration with a view to possible referral to the EDP. The Learning and Teaching Committee of the Faculty of Theology will make a recommendation in this regard.

- The closing date for applications is 30 September every year.

Target groups

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

Programme-specific outcomes

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

- The principles and theory of theological hermeneutics.

- The nature and functioning of the church.

- Determining the context of ministry.

- Communication of the Christian message.

- The ability to point out the applicability of the Bible in the Southern African context.

- Insight into the way in which perceptions of human dignity influence value systems.

- The ability to develop a contextual theory of practice about how faith communities should function within their own set of circumstances.
- Knowledge and understanding of other faith traditions, especially in Africa.

Programme structure

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

- At present the Dutch Reformed Church requires two years of study of Greek and Hebrew.
- At present the Uniting Reformed Church requires one year of study of Greek and Hebrew, as well as one year of training in a South African language besides the student's mother tongue, e.g. Afrikaans, English or Xhosa (see language modules offered by the Faculty of Arts and Social Sciences).

The compulsory core and elective modules for every year of study must be noted. Information regarding the BDiv curriculum (as phased in in 2012) for the third and fourth year, which will be phased in in 2014 and 2015 respectively, may be obtained from the Faculty of Theology directly.

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

First year:

Minimum requirement 142 credits at NQF 6:

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

Second year:

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

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

Anglicans students: Minimum requirement 128 credits at NQF 6:

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

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

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

An overview of the programme (in 2013 only BDiv I and II are presented)

Although the BDiv programme does not include any elective modules in the first year, provision is made for elective modules in the second year and, as of 2014, also in the third year.

First year – Programme curriculum (Curriculum for all theological students) (142 credits)
- **NQF level 6**

Compulsory modules

Year modules

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

First semester

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

Second semester

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

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

- **NQF level 6**

Compulsory modules

First semester

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

Second semester

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

Elective modules

First semester

Old and New Testament	234(16) Gender and the Bible
Practical Theology	234(16) Children's Ministry
Psychology	212(8) Approaches to Psychological Theories of the Person 222(8) Social Psychology
Sociology	222(8) Crime and Social control

Second semester

Ecclesiology	243(8) Anglican Church History and Church Polity

Practical Theology	244(16) Planning and Organising within Youth Work 254(16) Youth Ministry 262(8) Ministry Practice
Psychology	252(8) Psychopathology

Second year – Programme curriculum
(Curriculum for denominations who do not require biblical languages at second year level) (Minimum 128 credits)
- **NQF level 6**
- **NOTE: Ecclesiology 243 is compulsory for Anglican students**

Compulsory modules

First semester

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

Second semester

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

Elective modules

First semester

Biblical Hebrew	214(16)
Greek	214(16)
Old and New Testament	234(16) Gender and the Bible
Practical Theology	234(16) Children's Ministry
Psychology	212(8) Approaches to Psychological Theories of the Person 222(8) Social Psychology

Sociology	222(8) Crime and Social Control

Second semester

Biblical Hebrew	244(16)
Greek	244(16)
Ecclesiology	243(8) Anglican Church History and Church Polity
Practical Theology	244(16) Planning and Organising within Youth Work 254(16) Youth Ministry 262(8) Ministry Practice
Psychology	252(8) Psychopathology

4. EXTENDED DEGREE PROGRAMME

Overview of programme

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

Module content

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

4.1 EXTENDED DEGREE PROGRAMME

Three-year BTh programme (General)

First Year (60 credits)

Compulsory modules

Year module

Information Skills	172(6)

First semester

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

Missiology	Theology and Missiology

Second semester

Ecclesiology	143(16) Early Church and the Middle Ages
Missiology	142(8) Theory and History of Missiology
Philosophy	142(6)

Second Year (64 credits)

Compulsory modules

First semester

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

Second semester

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

4.2 EXTENDED DEGREE PROGRAMME

Three-year BTh programme with specialisation in Youth Work

First Year (66 credits)

Compulsory modules

Year module

Information Skills	172(6)

First semester

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

Second semester

Ecclesiology	143(16) Early Church and the

	Middle Ages
Missiology	142(8) Theory and History of Missiology
Psychology	144(12) Psychology in Context

Second Year (68 credits)

Compulsory modules

First semester

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

Second semester

Old and New Testament	144(16) Narrative Texts in the Bible
Practical Theology	144(16) Substance Dependency and Group Work
Sociology	144(12) Social Issues in South Africa

4.3 EXTENDED DEGREE PROGRAMME

Four-year BDiv programme

First Year (70 credits)

Compulsory modules

Year module

Information Skills	172(6)

First semester

Old and New Testament	114(16) Introduction to the Old and New Testament
Systematic Theology and Ecclesiology	114(16) Introduction to Systematic Theology and Ecclesiology

Second semester

Ecclesiology	143(16) Early Church and the Middle Ages
Missiology	142(8) Theory and History of

	Missiology
Systematic Theology	144(8) Philosophy for Theologians

Second Year (72 credits)

Compulsory modules

Year modules

Biblical Hebrew	178(24)
Greek	178(24)

First semester

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

Second semester

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

POSTGRADUATE PROGRAMMES

5.   POSTGRADUATE DIPLOMAS

5.1 POSTGRADUATE DIPLOMA IN THEOLOGY (50547:778)

Programme Outcomes

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

Specific Admission Requirements

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

Programme Structure

Target group

1.   Students without any theological training and from a variety of backgrounds and disciplines (BSc, BA, etc).

2.   Students with a three-year qualification in theology who do not qualify to continue with an MDiv, MTh or Postgraduate Diploma in Theology in Christian Ministry.

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

Course A

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

Course B

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

1.   In the programme itself there are flexible possibilities for linking up in the first semester with what had already been done in the preparatory study.

2.   The second semester builds on the work of the first semester, and also offers the opportunity for further augmentation through work in related disciplines during the preparatory study.

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

Duration

The duration of the programme is one year.

Programme Content

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

Total 120 credits

First semester (60 credits)

| Ecclesiology | 711(10) |

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

Second semester (60 credits)

Students register for one or more of the above six subjects under the code 742(60) (e.g. Old Testament 742(60)). Credits and the workload are divided proportionally in cases where students choose more than one subject.

Assessment and Examination

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

5.2 POSTGRADUATE DIPLOMA IN THEOLOGY IN CHRISTIAN MINISTRY – PG Dip (Theology) (Christian Ministry)

Programme Description

Target group

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

Programme Outcomes

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

Specific Admission Requirements

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

Programme Structure

It is a one-year programme directed towards supervised professional training within a congregational context. The training is accessible to all denominations and takes place under supervision of the Board of Governors and church

councils of various church denominations in co-operation with the Faculty of Theology, in order to comply with the church's requirements regarding the admission and calling of ministers / Christian leaders / pastoral care givers.

The programme comprises the following four basic modules:

- Congregational Ministry and Administration
- Pastoral Ministry
- Worship and Communication
- Youth Ministry

Programme Content

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

Remarks

1. The total number of credits is 120.
2. The programme is the responsibility of the Practical Theology and Missiology discipline group.
3. The placement of candidates in congregations for congregational exposure is done in co-operation with the contracted churches before the orientation programme in November of the year preceding the congregational ministry year.
4. An orientation day is arranged for all the prospective candidates and their mentors for November of the preceding year.
5. The candidates report to the congregations for the last full week in January.
6. Students return during the year for the following four sessions:
    6.1 At the beginning of the year in March, together with all the lecturers. At this session the programme is set out by the programme co-ordinator and the lecturers explain the assignments and the requirements of the subdisciplines.
    6.2 In May the half-year assessment takes place over the course of one week. All assignments for the first semester are discussed at this session.
    6.3 The third session takes place for the last two full weeks in August and the first week in September.

6.4   During the first week in November, after the candidates have completed their year-long ministry exposure in the congregations, the whole group meets for final feedback and assessment with the mentors and lecturers.

7.   In June, after the half-year assessment, all the candidates take part in a compulsory combined ecumenical tour of approximately two weeks.

8.   Each candidate is expected to experience cross-cultural exposure at another denomination for a period of at least two weeks.

9.   The programme is subject to continuous assessment and the writing of research reports and assignments to be handed in on a number of dates during the first and second semester.

10.   The programme does not make use of lectures but of independent work in the form of reports and assignments.

11.   The discipline group Practical Theology and Missiology is responsible for the selection and training of mentors as well as for the allocation of congregations.

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

Mentorship	18
OT, NT and ST	18
Research portfolio	34
Ministry practice	50
Total	**120**

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

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

MASTER'S DEGREES

6.   MDiv (55735-889)

Programme Description

Target groups

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

Programme Outcomes

Theory formation: A practical theological ecclesiology
The role of the church in society
Doing congregational analyses in different contexts and situations.
Church history and church polity
Systematic ecclesiology and symbolism
Worship and edification of congregations
Christian spirituality and the identity of the Christian leader/pastoral caregiver/minister
Ministry from the perspective of reconciliation and justice
Pastoral care and crisis ministry
Ecosystemic ministry within a pastoral policy of preventing marital and family problems

Specific Admission Requirements

A four-year BTh degree or other qualification that is judged by Senate to be equivalent to the four-year BTh programme or the four-year BDiv programme as phased in in 2012.

Programme Structure

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

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

Programme Content

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

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

The main themes are:

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

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

Ethos aspects: Discipleship, spirituality and ministry skills (ministry practice): The connection between Christian spirituality and leadership aimed at developing congregational spirituality within various forms of ministry. Faith maturity and faith formation: The development of ministry and pastoral skills with a view to pastoral care, solace, prevention and enrichment during various life crises and problems in personal relations.

Students enrol for the following core modules:

Total 180 credits

PATHOS ASPECTS

Module 1: Church in Society 1 (15 credits)

Children's and youth culture (3)	Tendencies in youth research and theological understanding of youth problems.
Congregational studies and congregational analysis in African contexts (4)	Synoptic context analysis of church and society.
Gender, culture and the Bible in the life of the church (4)	Investigation of the mutual relationship between gender and diverse cultural contexts.
Practical theological ecclesiology (4)	Introduction to practical theological interpretation.

Module 2: Church in Society 2 (15 credits)

Church in Africa (3)	The issue of intercultural and interreligious communication.
Church, society and market (3)	The issue of poverty, unemployment, criminality, gang violence, street children.

Ecumenics (3)	Contemporary problems and developments.
Ministry of reconciliation and justice (3)	The theological nature of reconciliation and forgiveness and connection with Christology/Soteriology.
The church and public life (3)	Moral decision-making and public policy in the private and public spheres.

LOGOS ASPECTS

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

Church polity and church governance (4)	Theological foundations; methodology; principles and understanding of being a church and church governance.
Figures from church history and ministry today (4)	Integrated knowledge of important figures from church history and the history of theology.
Remembrance, history and involvement with the past (4)	A critical discussion of the importance of remembrance as access to the past.
Symbolism (8)	Confessions and confessional writings.
Systematic ecclesiology (4)	The doctrine of the church.

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

Apologetics (justifying faith) (4)	Theology in conversation with science, culture and views of life.
Homiletics (3)	Preaching as mode of communication. Theory and practice.
Homiletics (3)	Preaching of the Old and New Testament regarding the nature of the Christian faith, marriage, family and divorce.
Homiletics (3)	Preaching of the Old and New Testament. Various themes and pericopes regarding congregational ministry in society.

Homiletics (3)	Preaching of the Old and New Testament. Various themes and pericopes regarding the question of suffering, the will of God, lament and the question of meaning.
Liturgics (3)	The theological nature and understanding of worship and the question of communication in a secularised society. Various ways and models of worship.
Pedagogics of the Bible (4)	Hermeneutical impact of Biblical pedagogics in congregational context.
Sermon practicals (3)	

ETHOS ASPECTS

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

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

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

Managing diversity (4)	
Pastoral care for the sick and hospital care (12)	Hospital supervision (e.g. AIDS).
Preventative pastoral care (4)	Marriage pastoral care and enrichment; family pastoral care and enrichment.

Module 7: Research component (60 credits)

Students must complete a research assignment of 50 pages during the programme in order to develop research skills. The due date for this research assignment is the first day of the fourth term.

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

Assessment and Examination

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

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

7.   MTh

Two MTh options

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

1.   by completing four examination papers in the field of specialisation and one paper in each of the supplementary subjects, augmented by an assignment in which especially the problem, the research hypothesis and methodology in respect of a particular theme are dealt with and then defended before the Faculty (structured option or 889 option);

2.   by completing two examination papers in the field of specialisation and a paper in one supplementary subject, augmented by a thesis which the student defends before the Faculty (thesis option or 879 option).

Remark

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

Admission requirements

Students are admitted to the MTh programme who –

1. have completed any four-year programme in Theology, or are in possession of any other appropriate four-year qualification equivalent to a four-year training deemed by Senate to be suitable for the proposed study;

2. comply with further requirements that the relevant discipline group may set;

3. during their Theology studies, maintained an average achievement of at least 60% in the subject in which they wish to acquire the MTh degree; and

   3.1 on written application have been admitted to the MTh programme by Senate, or by the Executive Committee acting on behalf of Senate.

   3.2 Students who have a BAHons (Religious Studies), after a BA (with Theology) obtained at this University, or some other honours degree deemed equivalent by Senate, or who have in another way achieved a standard of competence in their particular field of study, deemed adequate by Senate, and which complies with further requirements in 2–4 above, will be admitted to the MTh programme.

   3.3 Students who pass this University's Postgraduate Diploma in Theology with an average of at least 65% may apply to sit for an admission examination, as determined by the relevant discipline group, with a view to enrolment for the MTh programme.

   3.4 Students who wish to write an MTh thesis must submit a research proposal in which the following are set out to the satisfaction of their supervisors: the research problem, the research methodology and the method of work.

Remark

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

Supplementary language requirements

- Students who do not meet the language requirements (e.g. German, Latin, etc.) set by the relevant discipline group must meet such requirements preferably before or otherwise during the first phase of the MTh programme.

- Students who must do supplementary studies in Greek and Ancient Near Eastern Languages and Cultures with a view to registration for the programmes MTh and PhD must report to the relevant discipline groups before October 1 of the preceding year, so that special arrangements can be made for them.

- Foreign students, with English as their second language, will be admitted only if they have passed the TOEFL English literacy examination with a minimum mark of 550. If this examination has not been written abroad, the International Office can help these students to write this examination (four opportunities per year). No foreign student may register before complying with this requirement.

- Foreign students who have passed the TOEFL examination and have registered with the University, must without delay, sit for an internal English communications skills test. This test will determine how much training in English communication skills the student must receive to achieve the required standard. The International Office sets this test. Should the student's level of English communication skills be adequate, the student receives a certificate in this respect. However, should the test prove that these students need assistance, they will be referred to organisations that can help them to achieve the required standard and that will then grant them the relevant certificate. The costs of these tests and courses are the responsibility of the student.

- No examination will be allowed in respect of the programme for which the student is registered before a certificate in English communication skills has been obtained.

Duration of and minimum residency for the programme

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

Choice of subjects for the MTh programme

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

- one main subject chosen from the six theological disciplines listed under "Programme content" below; and

- two supplementary subjects chosen from the remaining theological disciplines, or in another appropriate department of the University (see "Remark" in the programme description above).

Programme content

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

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

Licensing

Students who wish to present themselves for licensing for the ministry of a specific denomination can, during their MTh study, complete the outstanding modules for the MDiv and/or Postgraduate Programme in Theology in Christian Ministry to the satisfaction of the licensing body of the church concerned.

Supplementary requirements for the various subjects

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

The Faculty of Theology may, in conjunction with the supervisor, set any additional requirements necessary for a particular field of study.

The following requirements apply to the subjects listed:

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

Stages of the programme

- After registering, each student receives a policy document from the relevant discipline group containing clear guidelines concerning the

respective responsibilities of the student and the supervisor, regular discussions, progress reports, examination procedures, assessment criteria for thesis and other regulations as set out by the discipline group.

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

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

Completion of programme

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

2. When candidates report for the examination, and if a thesis is to be examined by the Faculty Board, at least eight copies must be submitted before September 1 for the December graduation ceremony or before December 1 for the March graduation ceremony to the secretary of the discipline group concerned.

Remark

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

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

Remark

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

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

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

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

7.1 MTh STRUCTURED PROGRAMMES (889 OPTIONS)

7.1.1 MTh IN ECCLESIOLOGY (12068:889)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose four core modules (80 credits) from:

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Ecclesiology	875(60)

7.1.2 MTh IN MISSIOLOGY (50768:889)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Four core modules (80 credits):

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Missiology	875(60)

7.1.3 MTh IN NEW TESTAMENT (16586:889)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Four core modules (80 credits):

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

AND choose two modules (40 credits) from:

Ecclesiology	873(20)
Missiology	872(20)

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

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

Research Assignment (compulsory) (60 credits)

Research Assignment New Testament	875(60)

7.1.4 MTh IN OLD TESTAMENT (17418:889)

Specific Admission Requirements
See 10.2 and 10.3 under "MTh stipulations".

Duration
At least one year.

Programme content

Total 180 credits

Four core modules (80 credits):

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Old Testament	873(60)

7.1.5 MTh IN OLD AND NEW TESTAMENT (50547:889)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose five core modules (100 credits) from:

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

AND choose one module (20 credits) from:

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

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

Research Assignment (compulsory) (60 credits)

Research Assignment Old and New Testament	873(60)

7.1.6 MTh IN PRACTICAL THEOLOGY (General) (50776:889)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose four core modules (80 credits) from:

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Practical Theology	875(60)

7.1.7 MTh IN PRACTICAL THEOLOGY (Specialisation)

7.1.7.1 MTh IN PRACTICAL THEOLOGY MINISTRY PRACTICE (50784:889)

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students must be involved in a congregation.

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

- Not more than fifteen students will be admitted to the programme at each opportunity. The programme will be presented only if at least ten students have registered.

Duration

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

Programme Content

- The six modules contribute two thirds (120 credits) to the final mark; a research assignment contributes the other third (60 credits).

- This MTh provides for specialisation in ministry practice.

- The programme is presented over two years in six block courses of a week each.

- Examination will take place during each block.

Total 180 credits

Six core modules (120 credits):

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

Research assignment (compulsory) (60 credits)

Research Study Ministry	872(60)

7.1.7.2   MTh IN PRACTICAL THEOLOGY YOUTH MINISTRY (50792:889)

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations".

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

- A maximum of fifteen students per year will be admitted to the programme. The programme will only be presented if at least ten students register for it.

- Students must be involved in a congregation.

Duration

At least one year.

Programme Content

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

The 889 programme is presented over two years, in six two-week block courses per year, namely in the first two full weeks of March, June and September.

Theoretical section

Students will be examined on each block.

Total 180 credits

Six core modules (120 credits):

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

Research assignment (compulsory) (60 credits)

Research Assignment Youth Ministry	875(60)

7.1.7.3   MTh IN PRACTICAL THEOLOGY CLINICAL PASTORATE (50806:889)

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students from the therapeutic disciplines (medical/paramedical disciplines, such as clinical psychology, physiotherapy, occupational therapy, speech therapy and audio therapy) who have a four-year degree may apply to be considered for screening.

- Because a maximum of eight students per year will be admitted to the programme, candidates are subjected to screening by the discipline group. Applications for the programme must include full details of candidates' preparatory studies and must be submitted to the

chairperson of the discipline group before 30 August of the preceding year.

- Application forms are available from the secretary of the discipline group: telephone (021) 808 3577.

Duration

Full-time study for at least one year

OR

part-time study for at least two years.

Programme Content

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

Total 180 credits

Nine core modules (120 credits):

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

Research assignment (compulsory) (60 credits)

Research Assignment Pastoral Care	874(60)

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

7.1.8 MTh IN SYSTEMATIC THEOLOGY (50741:889)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose four core modules (80 credits) from:

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

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

AND choose two modules (40 credits) from:

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

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

Research assignment (compulsory) (60 credits)

Research Assignment Systematic Theology	875(60)

7.2 MTh THESIS PROGRAMMES (879 OPTIONS)

7.2.1 MTh IN ECCLESIOLOGY (THESIS) (12068:879)

Specific Admission Requirements
See 10.2 and 10.3 under "MTh stipulations".
Duration
At least one year.
Programme content

Total 180 credits

Choose two core modules (40 credits) from:

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

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Thesis Ecclesiology	873(120)

7.2.2 MTh IN MISSIOLOGY (THESIS) (50768:879)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Two core modules (40 credits):

Community Development	872(20)
Missiology	872(20)

AND choose one module (20 credits) from:

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

| Systematic Theology | 872(20) |

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

Thesis (compulsory) (120 credits)

| Thesis Missiology | 872(120) |

7.2.3 MTh IN NEW TESTAMENT (THESIS) (16586:879)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose two core modules (40 credits) from:

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

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

| Research Methodology and thesis NT | 872(120) |

7.2.4 MTh IN OLD TESTAMENT (THESIS) (17418:879)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose two core modules (40 credits) from:

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

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Research Methodology and thesis OT	872(120)

7.2.5 MTh IN PRACTICAL THEOLOGY (General) (THESIS) (50776:879)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose two core modules (40 credits) from:

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

And choose one module (20 credits) from:

Ecclesiology	873(20)
Missiology	872(20)

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

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

Thesis (compulsory) (120 credits)

Thesis Practical Theology	872(120)

7.2.6 MTh IN PRACTICAL THEOLOGY (Specialisation) (THESIS)

7.2.6.1   MTh IN PRACTICAL THEOLOGY (THESIS) COMMUNITY DEVELOPMENT (58963:879)

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students must be involved in a congregation.

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

- A maximum of eight students per year will be admitted to each individual field of specialisation.

Duration

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

Programme Content

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

- This MTh programme makes provision for specialisation in Community Development.

Total 180 credits

Six core modules (90 credits):

Multi-cultural and -generational Communication	872(15)
Practical Theological System Analysis	872(15)
Social Diaconate in the Urban and Work Environment	872(15)
The Church and the Management of Development – Leadership	872(15)

Theological Perspective on Development: Political, Economic, Social	872(15)
Value Issues in Development	872(15)

Thesis (compulsory) (90 credits)

Thesis Community Development	872(90)

7.2.6.2   MTh IN PRACTICAL THEOLOGY (THESIS) YOUTH MINISTRY (50792:879)

Programme Description

- Applications for screening for this programme must be submitted to the Registrar before 30 November of the preceding year and must include full particulars of the candidate's preparatory study, practical experience, as well as other particulars that the discipline group may require.
- A maximum of fifteen students per year will be admitted to the programme.
- Students must be involved in a congregation.

Programme Outcomes

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

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

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Three core modules (60 credits):

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

Thesis (compulsory) (120 credits)

Thesis Youth Ministry	872(120)

Assessment and Examination

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

7.2.6.3 MTh IN PRACTICAL THEOLOGY (THESIS) CLINICAL PASTORATE – AND HIV MINISTRY AND COUNSELLING (50806:879)

Programme Outcomes

The programme centres on a thesis weighing a minimum of 50% (90 credits). The rest of the programme consists of structured and clinical work done under supervision. The aim of the programme is to combine theological reflection on the HIV pandemic and the issue of meaning in suffering with internship in communication skills and counselling.

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students from therapeutic disciplines (medical, paramedical disciplines and psychology) who hold a four-year degree may apply for this MTh degree, which is a selection programme. Applications must reach the chairperson for the discipline before 30 August of the previous year and must be accompanied by the full details of the candidate's previous studies. A maximum of eight students will be admitted to the programme annually. Candidates are expected to appear before a selection panel in September.

- Forms are available from the secretary: tel. (021) 808 3577.

Duration

Full-time study for a period of at least one year OR part-time study over a period of at least two years. Clinical work under supervision for two days per week; lectures for two days per week. No clinical work during the last term, only case study presentation, if necessary.

Programme Content

The clinical work counts 15 credits and the thesis 90 credits. An average pass mark of 60% must be obtained. Candidates must pass all of the subdivisions, including the clinical work.

Total 180 credits

Nine core modules (90 credits):

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

Thesis (compulsory) (90 credits)

Thesis Clinical Pastorate	872(90)

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

7.2.6.4   MTh IN PRACTICAL THEOLOGY (THESIS) PREACHING (50784:879)

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students must be involved in a congregation.

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

- A maximum of eight students per year will be admitted to each individual field of specialisation.

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

Programme Content

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

- This MTh programme makes provision for specialisation in Preaching

Total 180 credits

Six core modules (90 credits):

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

Thesis (compulsory) (90 credits)

Thesis Preaching	872(90)

7.2.7 MTh IN SYSTEMATIC THEOLOGY (THESIS) (50741:879)

Specific Admission Requirements

See 10.2 and 10.3 under "MTh stipulations".

Duration

At least one year.

Programme content

Total 180 credits

Choose two core modules (40 credits) from:

African Theologies	872(20)
Catholic Systematic Theology	872(20)
Christian Confessions	872(20)
Christian Ethics and Globalisation	872(20)
Christian Ethics and the Media	872(20)
Christology	872(20)
Classical Works and Figures in Christian Ethics	872(20)
Dogmatic History	872(20)
Ecological Ethics	872(20)
Economical Ethics	872(20)
Ecumenical Ethics	872(20)

Ecumenical Systematic Theology	872(20)
Eschatology	872(20)
Ethical Theories	872(20)
Ethics and the Use of Scripture	872(20)
Ethics in African Contexts	872(20)
Evangelical Systematic Theology	872(20)
History of Ethics	872(20)
Introduction to Systematic Theology	872(20)
Medical Ethics	872(20)
Moral Formation	872(20)
Overview of the Study of the Christian Faith	872(20)
Pneumatology	872(20)
Political Ethics	872(20)
Reformed Systematic Theology	872(20)
Sacramentology	872(20)
Sexual Ethics	872(20)
Soteriology and Culpability	872(20)
Systematic Theology and Feminist Theology	872(20)
Systematic Theology and Liberation Theology	872(20)
Systematic Theology and Spirituality	872(20)
Systematic Theology and Worship	872(20)
Theology	872(20)
Theology and Contextuality	872(20)
Theology and Hermeneutics	872(20)
Theology and Rhetorics	872(20)
Theology and Science	872(20)

AND choose one module (20 credits) from:

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

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

Thesis (compulsory) (120 credits)

Thesis Systematic Theology	872(120)

8. MPHIL PROGRAMMES

8.1 MPhil IN RELIGION AND CULTURE preceded by: PG Dip (THEOLOGY) for students in Religion and Culture

8.1.1 POSTGRADUATE DIPLOMA IN THEOLOGY (11646:778)
For Religion and Culture students

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students must hold a three-year bachelor's degree in Theology or a bachelor's degree in an appropriate discipline or any other qualification approved by Senate as fitting and sufficient, for admission to the MPhil in Religion and Culture. Because the degree is presented in co-operation with Humboldt University in Berlin, Germany, a three- or four-year degree from that university or an equivalent qualification will be deemed acceptable for admission. Students with an appropriate three-year B-degree qualification first complete a Postgraduate Diploma in Theology for students in Religion and Culture and if they pass with an average of at least 65%, they may be considered for the MPhil. This Postgraduate Diploma in Theology is simultaneously a bridging qualification for students holding a four-year qualification that does not comply sufficiently with the admission requirements of this MPhil.

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

Programme Structure

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

Presentation

The programme is presented by the discipline of Practical Theology and Missiology of the Faculty of Theology at Stellenbosch University in co-operation with Humboldt University in Berlin. Mode of teaching: class work, lectures, prescribed literary scopus. Medium of instruction: English

Programme content

Total 120 credits

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

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

Research assignment (compulsory) (30 credits)

Research study: Religion and Culture	712(30)

Research assignment on one of the abovementioned modules.

8.1.2 MPhil IN RELIGION AND CULTURE (11646:889)

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students must hold a three-year bachelor's degree in Theology or a bachelor's degree in an appropriate discipline or any other qualification approved by Senate as fitting and sufficient, for admission to the MPhil in Religion and Culture. Because the degree is presented in co-operation with Humboldt University in Berlin, Germany, a three- or four-year degree from that university or an equivalent qualification will be deemed acceptable for admission. Students with an appropriate three-year B-degree qualification first complete a Postgraduate Diploma in Theology programme for students in Religion and Culture and if they pass with an average of at least 65%, they may be considered for the MPhil. This Postgraduate Diploma in Theology is simultaneously a bridging qualification for students holding a four-year qualification that does not comply sufficiently with the admission requirements of the MPhil.

- Students who do hold an appropriate four-year qualification can enrol directly for the MPhil without the first year of the Postgraduate Diploma for students in Religion and Culture.

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

Programme Structure

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

Presentation

The programme is presented by the discipline of Practical Theology and Missiology of the Faculty of Theology at Stellenbosch University in co-operation with Humboldt University in Berlin. Mode of teaching: class work, lectures, prescribed literary scopus. Medium of instruction: English

Programme content

Total 180 credits

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

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

Thesis (compulsory) (100 credits)

Thesis: Religion and Culture	812(100)

Assessment and Examination

Formal stipulations

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

8.2   MPhil IN CHAPLAINCY STUDIES preceded by: PG Dip (CHAPLAINCY STUDIES)

8.2.1   POSTGRADUATE DIPLOMA IN CHAPLAINCY STUDIES (63827:778)

Specific Admission Requirements

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

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

Programme Structure

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

Presentation

The programme is presented by the discipline group Practical Theology and Missiology, together with the Chaplaincy Services of the SA National Defence Force and the Military Academy at Saldanha. Mode of tuition: class work, lectures, prescribed literary scopus and clinical work, performed under supervision in the hospital context. Language of instruction: English.

Programme Content

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

Total 120 credits

Five core modules (90 credits):

Chaplain and Military Environment	771(20)
General Introduction: Theology and Pastoral Ministry	771(30)

General Management	771(10)
Spirituality Research HIV/AIDS	771(15)
Theological and Medical Ethics	771(15)
Research Assignment: Chaplaincy Studies	772(30)

Research assignment (compulsory) (30 credits)

Research Assignment: Chaplaincy Studies	772(30)

Assessment and Examination

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

8.2.2 MPhil IN CHAPLAINCY STUDIES (63827:889)

Specific Admission Requirements

- See 10.2 and 10.3 under "MTh stipulations". Students holding a four-year degree in Theology or any other appropriate four-year qualification (especially from the military context and the chaplaincy, army, police, correctional services) who qualify for the programme according to the discretion of Senate may apply for admission to the MPhil. Students holding a Postgraduate Diploma in Theology (Chaplaincy Studies) must have obtained an average of at least 60% in general and for the research assignment in particular in to be admitted to the MPhil. Complementary work may be prescribed as prerequisite for the discipline of Practical Theology, depending on the applicant's previous study and experience.

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

Programme Structure

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

Presentation

The programme is presented by the discipline group Practical Theology and Missiology, together with the chaplaincy services and the Military Academy, Saldanha. Mode of tuition: class work, lectures, prescribed literary scopus and

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

Programme Content

- The programme aims to deepen students' insight into the broader field of a multi- and interdisciplinary understanding of chaplaincy in a military/correctional/police context with a view to pastoral services and assistance. It aims to deliver spiritual and moral leaders with a view to preventative care, crisis preparedness and life skills development, given the African security environment.

- The modules listed below are compulsory and are presented on NQF level 9. Since the programme is presented part-time at the behest of the SA National Defence Force's Chaplaincy Services, six modules are presented in the first year, while the second year entails one module and the research assignment.

Total 180 credits

Seven core modules (120 credits):

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

Research assignment (compulsory) (60 credits)

Research study: Chaplaincy Studies	871(60)

Assessment and Examination

Formal stipulations

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

9. MASTER'S DEGREES IN THEOLOGY: COLLABORATION

Programme Description

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

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

2. At present, the members of the Cluster are:

   - Department of Religion and Theology, University of the Western Cape;
   - Faculty of Theology and related discipline groups at Stellenbosch University;
   - Department of Religious Studies, University of Cape Town;
   - Helderberg College (Somerset West).

3. In terms of the agreement among the above-mentioned partners, students who are registered with the Faculty of Theology and related departments of Stellenbosch University may take modules of a structured master's programme presented by any of the other participating institutions. After such modules have been completed successfully, students of the Faculty of Theology and related discipline groups of Stellenbosch University will be credited for modules of the MTh/MPhil programme that have been replaced with modules taken at other institutions.

The following procedures apply:

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

PLEASE NOTE:

Students need not register at the guest institutions nor settle their financial obligations there in respect of registration or training. Students will thus be

registered only at Stellenbosch University if they register with the Faculty of Theology or related departments.

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

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

DOCTORAL DEGREES

10. PhD

Specific Admission Requirements

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

   - be in possession of the MTh degree of this University with a minimum final mark of 60%, on condition that candidates who registered for the MTh programme before 1985 write a preliminary examination consisting of four papers (written or oral) on the major subject group, one paper (written or oral) on each of the two supplementary subjects, and an oral examination before the Faculty of Theology (to pass the preliminary examination, a final mark of at least 50 must be achieved in each of the papers in the main subject group, as well as in each of the two supplementary subjects); or

   - have attained a standard of competency in their particular field of study in some other way deemed to be adequate for this purpose by Senate.

2. Students must apply in writing for admission to the PhD programme, stating the proposed dissertation subject, the supervisor, and the main theme (and supplementary themes, where applicable). Students must submit a research proposal in which they have set out the following to the satisfaction of the supervisor and the Faculty: the research problem, the research methodology and the method of work.

Other Requirements

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

1. Biblical Hebrew III, or an equivalent qualification.

2. Language skills are required for foreign students with English as a second language (see supplementary language requirements under "MTh stipulations").

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

3.   Greek III, or an equivalent qualification.

PLEASE NOTE:

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

Duration

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

2.   A period of approximately six months residency is required from PhD students from outside Southern Africa.

Programme Content

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

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

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

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

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

Assessment and Examination

Completion/submission of dissertations

1. When candidates report for the examination, at least eight copies must be submitted before 1 September for the December graduation ceremony or before 1 December for the March graduation ceremony to the secretary of the discipline group.

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

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

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

SUBJECTS, MODULES AND MODULE CONTENT

ABBREVIATION AND NUMBERING SYSTEM

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

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

Example:

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

Explanation:
1. 50741 is the subject number; it refers to the subject Systematic Theology.
2. 114(12) (the 12 will normally be written in brackets) is the module code of the module Systematic Theology 114(12) with the module topic: Introduction to Theological Hermeneutics
3. The module code 114(12) has the following meaning:
   - First digit: 1 – refers to the year of study in which the module is presented;
   - Second digit: 1 – is a number to discriminate between modules of the same subject in the same year of study and refers to the semester (unless stated otherwise), according to the following pattern:
     1, 2 of 3: modules offered in the first semester;
     4, 5 of 6: modules offered in the second semester;
     7, 8 of 9: modules offered over two semesters, i.e. a year module.
   - Third digit: 4 – has no specific meaning, but can be used to discriminate between different modules of the same subject in the same semester of the same year of study.
   - The number in the second square (otherwise in brackets) (12) – indicates the credit value of the module. Systematic Theology 114(12) is therefore offered as module during the first semester of the first year and a student will acquire 12 credits on completion.
4. The teaching load of each module is indicated in brackets.

   The following abbreviations are used:
   L – lectures lasting 50 minutes each (e.g. 1L, 2L)
   P – practical periods lasting 50 minutes each (e.g. 1P, 2P, 3P)

S – seminars lasting 50 minutes each (e.g. 1S, 2S)
T – tutorials lasting 50 minutes each (e.g. 1T, 2T)

5. The teaching load of Systematic Theology 114(12) amounts to two lectures plus one tutorial per week for the duration of the module, i.e. one semester.
6. In the last square the language specification of each module is indicated. The following abbreviations are used:

A Specification

Prescribed textbooks are in Afrikaans and/or English.
Class notes drawn up by the lecturer are

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

Other compulsory reading material (e.g. scholarly journals, books, etc.) is in Afrikaans and/or English.

Module frameworks and study guides drawn up by the lecturer are in Afrikaans and, where possible, are provided in Afrikaans and English to students whose language of preference for study is English.

Transparencies and data-projector contents used by the lecturer in lectures, seminars, tutorials and practicals are in Afrikaans and/or English.

The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is primarily Afrikaans, but key terms and concepts may be explained briefly in English. Students asking questions in English may be answered in English by the lecturer. Guest lectures by overseas and/or South African lecturers with an inadequate academic language proficiency in Afrikaans may be delivered in English.

Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.

Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in Afrikaans and fully in English on the same handout.

Written answers by students to test and examination questions and assignments may be in Afrikaans or English.

Oral presentations by students in lectures, seminars, tutorials and practicals may be in Afrikaans or English.

T Specification

Prescribed textbooks are in Afrikaans and/or English.

Class notes drawn up by the lecturer are
- fully in Afrikaans and fully in English, or

- alternately in Afrikaans and English

Other compulsory reading material (e.g. scholarly journals, books, etc.) is in Afrikaans and/or English.

Module frameworks and study guides are

- fully in Afrikaans and fully in English, or
- alternately in Afrikaans and English depending on the language of oral communication of the lecturer in the particular classes.

Transparencies and data-projector contents used by the lecturers in lectures, seminar classes, tutorials and practicals are in Afrikaans.

The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is

- Afrikaans and English in the same class, with the proviso that the use of Afrikaans must be at least 50%, or
- alternately Afrikaans and English in different classes of the module or programme, with the proviso that the use of Afrikaans must be at least 50%.

Test and examination question papers are fully in Afrikaans and fully in English on the same question paper.

Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are

- fully in Afrikaans and fully in English in the same handout, or
- alternately in Afrikaans and English depending on the material not for assessment purposes (class notes, module frameworks, study guides, etc.) where the average use of Afrikaans must be at least 50%.

Written answers by students to test and examination questions and assignments may be in Afrikaans or English.

Oral presentations by students in lectures, seminars, tutorials and practicals in the T specification may be in Afrikaans or English according to their preferred academic language.

E Specification

Prescribed textbooks are in English.
Class notes drawn up by the lecturer are fully in English or, where possible, fully in English and fully/partially (e.g. core class notes) also in Afrikaans.

Other compulsory reading material (e.g. scholarly journals, books etc.) is in English and/or Afrikaans.

Module frameworks and study guides drawn up by the lecturer are in English and, where possible, are provided in English and Afrikaans to students whose language of preference for study is Afrikaans.

Transparencies and data-projector contents used by the lecturer in lectures, seminars, tutorials and practicals are in English.

The oral communication language of the lecturer in lectures, seminars, tutorials and practicals is primarily English, but key terms and concepts may be explained briefly in Afrikaans. Students asking questions in Afrikaans may be answered in Afrikaans by the lecturer. Afrikaans is not compulsory in the case of overseas lecturers.

Test and examination question papers are fully in English and fully in Afrikaans on the same question paper.

Written assignments from lecturers for tutorials, seminars and practicals, when used for assessment purposes, are fully in English and fully in Afrikaans on the same handout.

Written answers by students to test and examination questions and assignments may be in Afrikaans or English.

Oral presentations by students in lectures, seminars, tutorials and practicals may be in English or Afrikaans.

A & E Specification

Lectures are presented fully in Afrikaans and English.

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

- PP – Prerequisite Pass module.
- P – Prerequisite module.
- C – Co-requisite module.

The following definitions apply:

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

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

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

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

SUBJECTS AND MODULES

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

12068 Ecclesiology				
143	**16**	**Church History and the History of Theology: Early Church and Middle Ages**	**2L, 1T**	**T**

Objectives

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

Contents

This module focuses on the church history and history of theology of the early church and the Middle Ages. It covers important events, figures, doctrines and trends from these periods and asks what it means church-historically for our present time.

Outcomes

Obtaining knowledge and insight regarding the historical events, figures and trends in the early church and in the Middle Ages.
The integration of theological-historical knowledge and skills with their context and possible ministries.
Developing sensitivity for the importance of forgotten or silenced voices from the past.
The constructive reading and critical interpretation of primary sources and other church-historical literature.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

213	**8**	**15th–18th-century Church History**	**1L, 1P**	**T**

Objectives

To communicate to students the general church history (with attention to dogmatic history, history of mission, history of church polity and spirituality) from the Reformation to the end of the 18th century within the context of that time and with reference to its contemporary relevance.

Contents

The history of the church from the Reformation to the end of the 18th century.

Outcomes

Have gained a theologically justified insight into and knowledge of church

history from the Reformation to the end of the 18th century, within the context of that time and in the light of its relevance for contemporary questions.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

243	8	Anglican Church History and Church Polity	1L, 1P	T

Objectives

Introduction to the scope and main areas of Anglican Church History and Polity

Contents

1. Anglican thinking
   - In matters of faith
   - On authority in moral matters
2. Anglican history
   - The Victorian Church in the Church of England
   - The Church in Southern Africa
3. Authority in the Anglican Church
   - Anglican identity
   - The authority of scripture
   - The Church's order and structures
   - Authority in the local community
   - Authority linking the local and universal Church
   - Episcopal authority
   - Authority in matters of faith
4. Anglican spirituality
   - Liturgy
   - The Holy Eucharist
   - The Lectionary
   - Musicology
   - Symbols

Outcomes

To effectively minister in an Anglican context.

To think, reflect, and write theologically within an Anglican ecclesial framework.

To relate to the ecumenical community; to have an appreciation of the responsibility of the Church towards the social, political, economic, and educational challenges in contemporary South African civil society.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

442	6	The Theology of Church Polity	1L, 1T	T

Objectives
To introduce students to the theology of church polity.
(Although the main aim will be Reformed theology, other traditions will also be taken into account.)

Contents
An introduction to the theological principles of church polity.
Different views regarding points of departure, sources and methodology in the practice of church polity.
(Factual data and characterisations are given regarding the state of affairs and developments in church polity and church governance in different churches.)

Outcomes
To enable students to read and apply a church order, given their knowledge of the theology of church polity.
Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

55743 Missiology				
142	8	Introduction to the Theory and History of Mission	1L, 1T	T

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

Contents
1.   Theories and methods of global mission in theological paradigms.

Missio Dei theology and reconciliation through witness and service.
Intercultural and missional hermeneutics.
Spirituality of hospitality, vulnerability and courageous witness.
Methods of witness as evangelisation (such as friendship and service evangelisation).
Theories and methods of global witness and service – case-study approach to denominations and congregations.
Short-term outreaches.
Church founding and church growth or new-congregation development model.
Contextualisation and inculturation.
Intercultural communication and witness.

Theories and methodology in a growing global praxis.

2. Theories and methodology of global mission in historical paradigms.

Historical case studies of cross-cultural and intercultural witness, service and dialogue.
History of the modern missionary movement: chronology, themes and service.
Cross-cultural and intercultural processes in the history of global witness and service.
Historical waves and patterns of denominational witness and service.
History of the unfolding missional movement: chronology, themes and methodology.

Outcomes

Showing comprehensive understanding for paradigmatic, thematic and case-study approaches to the theories, methodology and history of global witness and service.
Developing an intercultural and missional hermeneutic approach to witness.
Introductory familiarisation with the theories, methodology and history of witness and service in missionary movements (nineteenth to twenty-first century) and missionary congregations (since the 1980s).
Obtaining cross-cultural and intercultural analytical and interpretation skills of themes and case studies of witness and service in the missionary movements and missional congregations.
Developing the understanding for a comprehensive grasp of *missio Dei* theologies, reconciliation, service and witness of selected denominations.
Growing in a missional spirituality of hospitality, vulnerability and courageous witness and service.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

244	16	**African Religions and Ecumenics**	2L, 1P	T

Objectives

To provide insight into the history and main elements of religions that play a role in Southern Africa.
To help promote dialogue: the Christian faith and other faith traditions.
To make students aware of interpathy: help them gain sensitivity to and respect for the roles of and relationships between different religions.
To understand the history, functioning and missionary context of ecumenics.
To obtain an overview of the historical course of mission against the background of the ecumenical movement.

Contents

Study of selected religions (traditional African religions, Islam, Hinduism,

Buddhism).
Guidelines for conducting dialogue with other religions.
Theological accountability regarding views of the relationships between faith traditions.
The missionary roots of the ecumenical movement.
The relationship between mission and ecumenics: the International Missionary Council, the World Council of Churches and Evangelical missionary movements.
Mission in the Roman Catholic, Orthodox and other Christian traditions.
Background to an ecumenical missionary paradigm.

Outcomes

Knowledge and understanding of, and sensitivity to, the views, practices and religious values of adherents of other faith traditions.
The ability to enter into dialogue with adherents of other faith traditions.
The ability to formulate a theologically accountable view of the relationships between faith traditions.
The development of a theologically accountable understanding of the significance of ecumenics for missionary work and of the place of an ecumenical missionary paradigm in the postmodern era.
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

344	12	**Mission Practice: Theory and Methodology of Mission**	**2L, 1T**	**T**

Objectives

To investigate certain methodological and practical aspects of missionary work in our time, to develop guidelines for the common and public witness to the world.

Contents

Missionary work as a multidimensional act of witness.
Public witness.
Cross-cultural communication.
Co-operative missionary work.
Organisation of church and missionary work.
Church founding.
Local church and missionary work.
The person of the missionary.
Missionary spirituality.

Outcomes

The development of a responsible and theologically accountable missionary practice, in which the extent of missionary work, witnessing, multicultural questions and the demands of co-operative missionary work will be understood in relation to the statement "the complete Gospel by the entire church to the whole world".

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
414	**12**	**Religions in Africa**	**2L, 1T**	**T**

Objectives

To provide the student with an understanding of the history and main elements of religions which play a role in Southern Africa.
To promote dialogue between the Christian faith and other faith traditions.
To make the student aware of interpathy: sensitivity and respect for the roles of and relationship between the various religions.

Contents

A study of selected religions (traditional African religions, Islam, Hinduism, Buddhism).
Guidelines for conducting dialogue with other religions.
Theological accountability with regard to views on the relationships between faith traditions.

Outcomes

The development of knowledge and understanding of and sensitivity for the views, practices and faith values of adherents of other faith traditions.
The ability to enter into dialogue with adherents of other faith traditions.
A theologically accountable view of the relationships between faith traditions.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

444	**12**	**Ecumenics**	**2L, 1T**	**T**

(Presented in conjunction with Systematic Theology and Ecclesiology)

Objectives

To understand the history, functioning and missionary context of the ecumenical movement as well as to acquire an overview of the course of the history of mission against the background of the ecumenical movement.

Contents

The missionary roots of the ecumenical movement.
The relationship between mission and ecumenics: International Missionary Council;
World Council of Churches; Evangelical missionary movements.
Mission in Roman Catholic, Orthodox and other Christian tradition.
Background to an ecumenical missionary paradigm.

Outcomes

The development of a theologically accountable understanding of the significance of ecumenics for missionary work and of the place of an ecumenical missionary paradigm in the post-modern era.
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

16586 New Testament

213	8	Synoptic Gospels	1L, 1P	T

Objectives

Introduction to the scientific study of the Synoptic Gospels and Acts.
Understanding the unique nature of the Gospels and Acts as ancient
narratives.
Insight into the question of the historical Jesus.
The interpretation of narrative texts.

Contents

The genre of the Gospels.
The Synoptic problem.
Overview of methods for examining the Gospels.
Cultural-historical background and message of the relevant texts.
The question of the historical Jesus.
Central theological and ethical themes in relevant texts and their unique
relevance.

Outcomes

Insight into the cultural-historical background of the relevant texts.
The ability to identify and use a suitable method of textual interpretation.
Insight into the literary form and genre of relevant texts.
The ability to read, translate and interpret narrative texts theologically.
Insight into the relevance of New Testament narrative texts for theology
and ethics in Southern Africa.

Home department: OLD AND NEW TESTAMENT

262	8	The Epistles of Paul	1L, 1P	T

Objectives

Introduction in the scientific study of the epistolary literature of Paul.
To comprehend the epistles of Paul as argumentative texts.
Insight in the problems related to the relationship between Jesus and Paul.
The interpretation of argumentative texts.
Insight in the coherence and contingency of the theology of Paul.

Contents

The rhetorical and epistolary nature of the epistles of Paul.
The chronology of the ministry of Paul.
Survey of the research on Paul.
Cultural-historical background and theology of the epistles of Paul.
Central theological and ethical themes in the epistles of Paul.

Outcomes

Insight into the literary form of the epistles of Paul.
Insight into the cultural-historical background of the epistles of Paul.

The ability to choose and apply the appropriate method of text interpretation.
The ability to translate and interpret theologically the argumentative texts in the epistles of Paul.
The ability to discern the theological and ethical dimensions in the epistles of Paul in an interdisciplinary way, in view of the application in the life of the church and society. Insight in the relevance of the epistles of Paul for the modern South African context.

Home department: OLD AND NEW TESTAMENT

322	12	**The Epistles of Paul I**	1L, 1T	T

Objectives

Introduction in the scientific study of the epistolary literature of Paul.
To comprehend the epistles of Paul as argumentative texts.
Insight in the problems related to the relationship between Jesus and Paul.
The interpretation of argumentative texts.
Insight in the coherence and contingency of the theology of Paul.

Contents

The rhetorical and epistolary nature of the epistles of Paul.
The chronology of the ministry of Paul. Survey of the research on Paul.
Cultural-historical background and theology of the epistles of Paul.
Central theological and ethical themes in the epistles of Paul.

Outcomes

Insight into the literary form of the epistles of Paul.
Insight into the cultural-historical background of the epistles of Paul.
The ability to choose and apply the appropriate method of text interpretation.
The ability to translate and interpret theologically the argumentative texts in the epistles of Paul.
The ability to discern the theological and ethical dimensions in the epistles of Paul in an interdisciplinary way, in view of the application in the life of the church and society. Insight in the relevance of the epistles of Paul for the modern South African context.

Home department: OLD AND NEW TESTAMENT

352	6	**The Epistles of Paul II**	1L, 1T	T

Objectives

Continued scientific study of the epistolary literature of Paul.
To comprehend the epistles of Paul as argumentative texts.
Insight in the problems related to the relationship between Jesus and Paul.
The interpretation of argumentative texts.
Insight in the coherence and contingency of the theology of Paul.

Contents

The rhetorical and epistolary nature of the epistles of Paul.
The chronology of the ministry of Paul. Survey of the research on Paul.
Cultural-historical background and theology of the epistles of Paul.
Central theological and ethical themes in the epistles of Paul.

Outcomes

Insight into the literary form of the epistles of Paul.
Insight into the cultural-historical background of the epistles of Paul.
The ability to choose and apply the appropriate method of text interpretation.
The ability to translate and interpret theologically the argumentative texts in the epistles of Paul.
The ability to discern the theological and ethical dimensions in the epistles of Paul in an interdisciplinary way, in view of the application in the life of the church and society. Insight in the relevance of the epistles of Paul for the modern Southern African context.

Home department: OLD AND NEW TESTAMENT

414	12	The Johannine Literature	2L, 1T	T

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

Objectives

Introduction to the theological study of the Johannine literature.
Insight into the relationship between the Synoptic gospels and the Johannine literature.
To understand the Gospel of John as an ancient narrative.
To interpret the Johannine epistles as argumentative texts.
The interpretation of apocalyptic and argumentative texts.
Appreciation for the theology of John.

Contents

The literary genre of the Gospel of John.
A survey of Johannine research.
The cultural-historical background and theology of the Johannine literature.
The Johannine community's witness about Christ.
Important theological and ethical themes in Johannine literature.

Outcomes

Insight into the literary genres of the Johannine literature.
An understanding of the cultural-historical influence on the Johannine literature.
The ability to identify and apply an appropriate exegetical methodology.
The ability to read, translate and interpret Johannine writings in a theological manner.
To determine the relevance of the Johannine and apocalyptic literature for

current theological and ethical reflection in Southern Africa.

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

Home department: OLD AND NEW TESTAMENT

444	12	**General Epistles and Hebrews**	**2L, 1T**	**T**

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

Objectives

Introduction to the theological study of the General Epistles and Hebrews.
To interpret the epistles as argumentative texts.
The interpretation of argumentative texts.
An appreciation for the theology of the General Epistles and Hebrews.
Insight into the cultural-historical context of the General Epistles and Hebrews.

Contents

The genre of the epistles.
The cultural-historical background and the theology of these epistles.
The Early Church according to the General Epistles.
Important theological and ethical themes in the General Epistles and Hebrews and their current relevance.

Outcomes

Insight into the literary genres of the General Epistles and Hebrews.
Insight into the cultural historical background of the relevant texts.
An understanding of the cultural-historical influence on the General Epistles and Hebrews.
The ability to identify and apply an appropriate exegetical methodology.
The ability to read, translate and interpret the General Epistles and Hebrews in a theological manner.
To determine the relevance of the General Epistles and Hebrews for current theological and ethical reflection in Southern Africa.
The ability to apply the theological and ethical dimensions of the relevant texts in conjunction with other disciplines with a view to the demands of the religious community and society.

Home department: OLD AND NEW TESTAMENT

17418 Old Testament				
213	8	**Pentateuch**	**1L, 1P**	**T**

Objectives

Introduction to the theological-scientific approach of the first five books of

the Bible of the Old Testament.

Contents

The cultural-historical background of the origin of the Pentateuch in the Old Testament canon.
The theological interpretation of the first five books of the Bible with reference to important theological-ethical themes.
The Pentateuch question.

Outcomes

The ability to understand the canonical origin of the Pentateuch against the relevant cultural-historical background.
Insight into the theological-ethical coherence of the first five books of the Bible.
Understanding of the dialectical relation between education and narrative in the Pentateuch.
The ability to read, translate and interpret the Pentateuch theologically.

Home department: OLD AND NEW TESTAMENT

252	8	**Prophetic Literature**	**1L, 1P**	**T**

Objectives

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

Contents

The cultural-historical background of the prophetic literature in the Old Testament canon.
The historical development of prophetism in the Old Testament, with special attention to the major prophets.
The exegesis of prophetic literature of the Old Testament, concentrating on the major prophets.
The theological interpretation of themes in the prophetic literature of the Old Testament.

Outcomes

The ability to determine the cultural-historical influence on the formation of the canon of the major prophets in the Old Testament.
Insight into the history of prophetism in the Old Testament, based on the major prophets of the Old Testament.
The theological interpretation of the major prophets in the Old Testament.
The identification and description of the theological and ethical themes in the major prophets of the Old Testament.

Home department: OLD AND NEW TESTAMENT

322	6	The Prophetic Literature of the Old Testament I	1L, 1T	T

Objectives

Introduction to the scientific and theological study of the prophetic literature of the Old Testament, focusing on the major prophets.

Contents

The cultural-historical background of the prophetic literature in the Old Testament canon.
The historical development of prophetism in the Old Testament, with special attention to the major prophets.
The exegesis of prophetic literature of the Old Testament, concentrating on the major prophets.
The theological interpretation of themes in the prophetic literature of the Old Testament.

Outcomes

The ability to determine the cultural-historical influence on the formation of the canon of the major prophets in the Old Testament.
Insight into the history of prophetism in the Old Testament, based on the major prophets of the Old Testament.
The theological interpretation of the major prophets in the Old Testament.
The identification and description of the theological and ethical themes in the major prophets of the Old Testament.

Home department: OLD AND NEW TESTAMENT

352	12	The Prophetic Literature of the Old Testament II	1L, 1T	T

Objectives

Continued scientific and theological study of the prophetic literature of the Old Testament, focusing on the minor prophets.

Contents

The cultural-historical background of the prophetic literature in the Old Testament canon.
The historical development of prophetism in the Old Testament, with special attention for the minor prophets.
The exegesis of prophetic literature of the Old Testament, concentrating on the minor prophets.
The theological interpretation of themes in the minor prophets of the Old Testament.

Outcomes

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

Insight into the history of prophetism in the Old Testament, according to the minor prophets of the Old Testament.
The theological interpretation of the minor prophets in the Old Testament.
The identification and description of the theological and ethical themes in the minor prophets of the Old Testament.

Home department: OLD AND NEW TESTAMENT

414	12	Lyrical Literature in the Old Testament	2L, 1T	T

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

Objectives

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

Contents

The cultural-historical background of the lyrical literature in the Old Testament canon.
The historical development of cultic service in the temple literature in the Old Testament.
The exegesis of the lyrical literature in the Old Testament canon.
Theological and ethical themes in the lyrical literature in the Old Testament canon.

Outcomes

The ability to determine the cultural-historical influence on the formation of the canon of the lyrical literature in the Old Testament canon.
Insight in the historical development of the Second Temple literature in the Old Testament.
The theological interpretation of the Psalms, Lamentations and Song of Songs.
The identification and description of theological and ethical themes in the lyrical literature of the Old Testament.

Home department: OLD AND NEW TESTAMENT

444	12	Wisdom Literature in the Old Testament	2L, 1T	T

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

Objectives

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

Contents

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

The historical development of wisdom instruction in the Old Testament.
The exegesis of the wisdom literature in the Old Testament canon.
Theological and ethical themes in the wisdom literature in the Old Testament canon.

Outcomes

The ability to determine the cultural-historical influence on the formation of the canon of wisdom literature in the Old Testament.
Insight into the historical development of wisdom instruction in the Old Testament.
The theological interpretation of the Old Testament wisdom literature.
The identification and description of theological and ethical themes in the wisdom literature of the Old Testament.

Home department: OLD AND NEW TESTAMENT

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

Objectives

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

Contents

The module offers a broad overview of the art and technique of Bible interpretation, focusing on the text, context and reception of the Bible.
The module includes the unique aspects of the interpretation of the Bible, as well as the historical and socio-cultural contexts of these books.

Outcomes

Developing an understanding of the unique nature of the Bible, including knowledge about the diverse literary genres contained in the various books of the Old and the New Testament, as well as the historic and socio-cultural contexts of these books.
Developing a hermeneutical approach to Theology and the interpretation of the Bible, including knowledge of the various methodological approaches used to interpret the Bible.
Introductory familiarisation with exegetic theory and practice.
The acquisition of analytical and critical English reading skills.

Home department: OLD AND NEW TESTAMENT

144	16	**Narrative Literature in the Bible**	2L, 2T	**T**

Objectives

Introductory and orientational module about the study of Biblical narratives in their respective socio-historical contexts.
The nature of the narrative genre and ancient historiography will be studied together with the use of suitable methodologies.
In the section on the Old Testament the focus is on the Deuteronomic history, Ezra-Nehemiah and Chronicles.
In the section on the New Testament the focus is on Acts (together with aspects of the Synoptic Gospels).

Contents

Introduction to the narrative genres in the Biblical texts.
Introduction to the narratological models with which narrative texts in the Bible may be interpreted.
Introduction to the characteristics and dynamics of ancient and Biblical historiography.
Introduction to the Deuteronomic history, as well as Chronicles and Ezra-Nehemiah.
Introduction to Acts (and related Gospels literature).
A service-learning component (with a weight of 1 out of 16 credits) to be carried out in a congregational context, and which will facilitate learning by means of the practical planning, development and implementation of programmes among secondary-school learners.

Outcomes

Identification of the literary form of a text and explanation of the narrative genres in Biblical texts.
Demonstration of the basic aspects of using suitable methodologies in reading and analysing Biblical narratives.
Description of the socio-historical context of Biblical narratives and explanation of the importance of it for the interpretation of narratives.
Demonstration of the basic ability to read, translate and explain narrative texts in a theological context.
Development of a basic understanding of how Biblical historiography communicates in narrative format.
Indication of the relevance of narrative Biblical texts for theology and ethics in the contemporary world.
Demonstration of the basic ability to design practical programmes for implementation in congregational contexts, through which familiarity with the narrative and historiographic genres in the Bible is facilitated, especially among secondary-school learners.

Home department: OLD AND NEW TESTAMENT

234	16	**Gender and the Bible**	**2L, 1P**	**T**

(The module can be presented every year with a focus on the Old Testament, or the New Testament or the Old and New Testament.)

Objectives

To provide an exegetical, literary and theological study of gender and/in the Bible, with special attention to global and multicultural perspectives in reflecting on the relationship between gender and the Bible, with due consideration of different cultural, social, economical and political contexts.

Contents

Some of the following components and themes will be discussed in different modes and combinations, and in connection with different texts:

- Various theoretical and methodological approaches (including feminist, postcolonial, gender-critical and queer-theoretical approaches)
- The socio-historic context of the Bible (regarding gender issues)
- Men, women and children in/and the Bible
- Corporeality, gender, sexuality and the Bible
- Sex, sexuality (including hetero- and homosexuality) and the Bible
- Gender language, gender rhetoric, readers and the Bible
- Theological perspectives

Outcomes

Demonstrate a clear understanding of the theoretical, literary and exegetic aspects regarding gender and the Bible.

Demonstrate exegetic skills regarding Bible texts that are important in gender-critical biblical interpretation.

Demonstrate an integrated, cohesive understanding of the focus of this discipline group on text/context/reception regarding the critical-constructive study of biblical texts.

Meaningfully articulate the impact of a person's cultural and social position in gender-critical interpretation.

Appropriately formulate, with reference to the Bible and with various appropriate contexts (society, academia, and/or church) in mind, gender-critical perspectives that promote human dignity.

Home department: OLD AND NEW TESTAMENT

50776 Practical Theology				
112	**8**	**Theological Foundations for Youth Work**	**2L, 1T**	**T**

Objectives

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

Contents

Knowledge of the key concepts in youth work.
Knowledge of the theological foundation for youth work.
Knowledge of the implications of the theological foundation for youth work on youth work practice.

Outcomes

Understanding key concepts and theories of the discipline.
Knowledge of the theological framework for youth work.
Understanding the importance of a theological grounding for youth work.
Understand the implications of a theological framework for youth work practice.
The ability to identify theological foundations of youth work in youth work practice.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

144	**16**	**Substance Dependency and Group Work**	**2L, 1P, 1T**	**T**

Objectives

This module is aimed at equipping students with the necessary knowledge, skills, values and professional attitudes to deal with substance abuse and addiction, with specific reference to alcoholism, within counselling and community contexts. It also facilitates the assessment and development of treatment plans and utilisation of resources in the community, in order to deal with substance abuse so as to benefit the individual, family, group and community.

Contents

Knowledge, skills, values and professional attitudes to deal with substance abuse and addiction.
The assessment and development of treatment plans and utilisation of resources in the community.
Facilitating a group.
Dealing with substance abuse so as to benefit the individual, family, group and community.

Outcomes

Broad knowledge and understanding of the key terms and concepts related

to addiction and substance abuse.
Developing an understanding of the factors related to alcohol abuse/alcoholism among the youth, and the impact of alcoholism of parents on the youth.
Developing skills for assessing substance abuse and addiction.
Broad knowledge of group-work theory formation.
Acquiring basic group facilitation skills for developing and implementing an intervention plan for persons suffering from chemical addiction and their families.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

| 212 | 8 | Approaches to Youth Work | 1L | T |

Objectives

To communicate to students the different approaches within the field of youth work.

Contents

Theory on the different approaches in youth work
The theological foundations of the different approaches
Family approach
Missional approach
Relational approach
Evangelistic approach
Inclusive congregational approach
Community approach

Outcomes

Have knowledge of different approaches in youth work.
Critically evaluate different approaches.
Demonstrate the ability to identify approaches in youth work within a specific context.
The ability to analyse relevant approaches in youth work for a specific context.
Develop the ability to apply relevant approaches in youth work in a specific context.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

| 222 | 8 | Introduction to Pastoral Counselling | 1L, 1P | T |

Objectives

To create an understanding of the relationship between the distinctiveness of pastoral theology and anthropology, and the influence this relationship has on a discussion model for pastoral ministry. The goal is to develop students' basic communication skills with a view to pastoral counselling

and therapy, and for them to develop sensitivity to the issue of interculturalism in cross-cultural communication.

Contents

Theological foundational theory: What is pastoral care (cura animarum)? The study of various pastoral metaphors in order to understand the theological nature of care, solace and giving aid.
Pastoral anthropology.

Outcomes

Develop a theological understanding of pastoral care as a theological and scientific endeavour in an interdisciplinary approach.
Knowledge of the theory of pastoral care as a theological and scientific endeavour.
Knowledge of the theory of an interdisciplinary approach for the field of pastoral care.
Develop communication skills for counselling and pastoral outreach.
The ability to practice counselling skills within a pastoral context.
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

234	16	**Children's Ministry**	**2L, 1P**	**T**

Objectives

This module is aimed at guiding students in developing knowledge of the theoretical basis and theology of children's ministry. It also gives the student a practical understanding of children's ministry, covering topics like hermeneutics, different approaches to and interpreting children's ministry.

Contents

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

Outcomes

Understand the theological theory of children's ministry.
Gain knowledge of the hermeneutics involved when preparing for children's ministry.
Understand and demonstrate different approaches to children's ministry.
Applying various skills related to the practice of children's ministry.
Understand what child and family legislation in South Africa entails.
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

244	16	**Planning and Organising within Youth Work**	**2L, 1P**	**T**

Objectives

This module is aimed at guiding students in gaining knowledge and

understanding of the process of planning and organising in youth work.

Contents

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

Outcomes

Understand the planning and organising process within youth work.
Have knowledge of the different theories regarding strategic planning in ministry.
Have knowledge of the recruitment and training of volunteers.
Be able to recognise the different leadership styles within youth ministry and develop them appropriately.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

254	16	Youth Ministry	2L, 1P	T

Objectives

The module will enable students to understand the contemporary issues facing South African youth in context of community and society, such as teenage sexuality and HIV/AIDS, eating disorders, depression, gangsterism, substance abuse, violence and suicide. It focuses on the spiritual formation of youth facing these issues.

Contents

Teenage sexuality and HIV/AIDS
Eating disorders
Depression
Gangsterism
Violence and suicide amongst SA youth
Substance abuse
Spiritual formation of youth

Outcomes

Identify various approaches/possibilities of counselling and relationship building when working with youth.
Understand the issues involved in teenage sexuality.
Understanding the connection between life care and spiritual care, healing and counselling.
To apply principles of pastoral care to community care and care for people involved in gangsterism.

The development of a systems approach to life problems and the notion of power.

Apply principles of pastoral care to youth dealing with substance abuse.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

262	8	**Ministry Practice**	**1L, 1P**	**T**

Objectives

To develop an integrated practical-theological ecclesiology with a view to ministry in Christian faith communities, and to develop students' basic ministry skills with a view to Christian leadership in faith communities.

Contents

Theological foundational theory: What is the ministry and what are the skills required of the ministry leadership? This includes:

Contextual analysis – the role and importance of a cultural hermeneutics

The role of Scripture and tradition – dealing with Scripture, discipleship and religious discernment

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

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

Outcomes

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

Have developed a foundational theory of ministry.

Can undertake contextual analyses.

Possess hermeneutic skills in dealing with Scripture.

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

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

414	12	**Pastoral Care and Counselling**	**2L, 1T**	**T**

Objectives

An understanding of the unique relationship between an anthropology and a pastoral theology in theory formation for a hermeneutical approach in pastoral care and counselling and the impact of such a theological model on the design of a model for counselling (pastoral conversation) and the pastoral ministry of the church. The overall goal is to develop the counselling and communication skills of students as connected with the uniqueness of therapy in pastoral care and interculturality in cross-cultural communication.

Contents

Theory formation in pastoral care. A pastoral hermeneutics of care and

counselling in connection with different pastoral metaphors in order to understand the theological character of care, solace, consolation and compassion.
The interplay between anthropology and a psychology of religion.
Diagnostic criteria for pastoral counselling within a four-stage model for the pastoral conversation.
Pastoral therapy and the place of Scripture and prayer in counselling.
Guilt and suffering within pastoral care.
Interculturality and cross-cultural communication in an African approach to care and counselling.

Outcomes

The development of a theological understanding of pastoral care as a theological and scientific endeavour in an interdisciplinary approach.
The development of communication skills for counselling and pastoral outreach.
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

424	12	**Liturgical and Homiletical Communication of the Gospel**	**2L, 1T**	**T**

Objectives

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

Contents

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

Outcomes

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

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY				
444	**12**	**Community Development, Management and Entrepreneurial Skills**	**2L, 1T**	**T**

Objectives

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

Contents

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

Outcomes

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

Remark

This module is taught in conjunction with similar modules in the Faculty of Arts and Social Sciences. Students will be required to take appropriate modules in the BA programme in Environmental Studies, as well as in Public Management and Planning and Sociology (Example: Poverty and Development 212). This will depend on whether the general timetable allows it. Consult the relevant departments in this regard.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

452	**6**	**Theology and Community Development II**	**1L, 1T**	**T**

(The Department of Sociology and Social Anthropology and the School for Public Management and Planning are consulted in order to develop joint modules.)

Objectives

To reflect theologically on local manifestations of human need and poverty.
To create opportunities for students to become actively involved in development work.
To be able to determine how development work is influenced and shaped by biblical principles.
To obtain clarity on theological issues pertaining to development.
To develop systematically the diaconal concept "Church in Society".

Contents

Community development and the church.

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

Outcomes

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

11805 Substance dependency II

314	16	Substance Dependency II	2L, 1T	T

Objectives

To guide students to approach substance dependency from a systems
theoretical, pastoral anthropological, Christian spiritual and pastoral care
perspective. Learning the practical application of pastoral care concerning
young people with substance dependency.

Contents

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

Outcomes

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

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

11806 Planning and Organising within Youth Work

324	12	Planning and Organising within the Youth Work context	2L, 1T	T

Objectives

To guide students to gain knowledge and understanding of the process of planning and organising in youth work.

Contents

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

Outcomes

Understanding the planning and organising process within youth work.
Knowledge of the different theories regarding strategic planning in ministry.
Knowledge of the recruitment and training of volunteers.
The ability to recognise the different leadership styles within youth ministry and knowledge of how to deal with it.
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

11807 Gangsterism, Violence and the Abuse of Power

342	12	Gangsterism, Violence and the Abuse of Power	2L, 1T	T

Objectives

To guide students in knowledge regarding gangsterism, violence, abuse of power and the related social challenges facing young people.

Contents

Substance abuse and the abuse of power.
Theological perspective: omnipotence of God; theology of power.
Violence in pastoral care.
Pastoral care and the phenomenon of gangsterism on the Cape Flats.

Outcomes

Understanding of the interconnectedness between substance dependency and public/community issues.
Development of a systems approach to life problems and the notion of

power.
Understanding of the relevancy of a holistic approach in pastoral care to the
problem of addiction.
The ability to deal with violence and understand how it is related to youth
problems and substance dependency.
The ability to apply the principles of pastoral care to communities where
gangsterism is a reality.
Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

11808 Human Development and community engagement (Practical)

352	12	Human Development and Community Engagement (Practical)	1L, 4P, 1T	T

Objectives

The purpose of this module is to enable students to integrate theory and
praxis, to demonstrate and apply specific skills and develop a positive life
orientation in their personal and professional conduct.

Contents

Supervision (individual and group supervision).
Practical exposure in specific youth work contexts.
Community development projects.

Outcomes

Engagement within a youth work context for a specific period, under
supervision.
The ability to integrate theory and practice by means of academic report
writing and critical reflection.
The ability to plan and organise.
The ability to work within a team.
The development of a positive Christian spiritual life orientation in personal
and professional conduct.
The ability to integrate human development with spiritual development.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

12282 Practical Theology and Missiology

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

Objectives

To guide students in the acquisition of knowledge, skills and the disposition
to understand practical theology and missiology as theological disciplines

with a view to preparing them for congregational ministry and service to the community.

Contents

Conceptual framework for practical theology and missiology.
Methodology of practical theology and missiology.
Foundational theory of the Church.
Models of being a church.
Community and congregational analysis.
Christian leadership.

Outcomes

To acquire a conceptual understanding of practical theology and missiology.
A basic understanding for the methodology of practical theology and missiology.
Developing a foundational theory of the Church.
Acquiring knowledge regarding various contextually developed church models.
Acquiring the ability to do a congregational and community analysis.
Acquiring a basic understanding of Christian leadership development.

Home department: PRACTICAL THEOLOGY AND MISSIOLOGY

50741 Systematic Theology

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

Objectives

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

Contents

The first part of the module investigates the close and complex relationship between Philosophy and Theology. Attention is given to the way in which a philosophical conceptual thought-framework may be of value for theological investigation.
The rest of the module offers students an introduction to important philosophers and philosophical streams, with specific attention to their influence on Theology and theologians. In the process, students are exposed to important debates in, for example, philosophy of religion, philosophy of history, hermeneutics and philosophy of science.

Outcomes

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

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

Generating introductory knowledge of important philosophers/philosophical streams.

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

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

| 212 | 8 | **Doctrine of God** | **1L, 1P** | **T** |

Objectives

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

Contents

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

Outcomes

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

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

Can draw links between the different theological points of view and the

contexts in which they are formulated and assessed – including current African contexts.

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

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

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

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

245	8	**Christology**	**1L, 1P**	**T**

Objectives

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

Contents

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

Outcomes

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

- give an overview of the historical development of Christology;

- compare and evaluate different views concerning the person and work of Christ;

- relate views and contexts – including contemporary African contexts;

- critically analyse philosophical and scientific questions about the doctrine;

- formulate and defend their own understanding of the doctrines; and

- point to ethical and existential implications of their understanding of the doctrine.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

253	8	**Human Dignity**	**1L, 1P**	**T**

Objectives

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

ethics and bio-ethics.

Content

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

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

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

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

Outcomes

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

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

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

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

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

314	12	**The Doctrine of the Church, the Doctrine of the Sacraments and Eschatology**	**2L, 1T**	**T**

Objectives

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

Contents

Historical and systematic perspectives on the person and the work of the Holy Spirit.

Historical and systematic perspectives on the doctrine concerning the sacraments.

Historical and systematic perspectives on the doctrine concerning the church.

Historical and systematic perspectives on the doctrine concerning eschatology.

Outcomes

The acquisition of knowledge concerning Christian pneumatology,

ecclesiology, sacramentology and eschatology.
The critical evaluation of recent thought regarding the doctrines concerned.
The formulation of an own point of view regarding the doctrines concerned.
The ability to develop an own point of view and to be able to substantiate it by means of an own argument.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

324	12	Ethical Themes	2L, 1T	T

Objectives

To help students acquire the knowledge, skills and values they need to give Christian ethical responses to various social issues, while using the Bible as the most important source.

Contents

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

Outcomes

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

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

334	12	Ethics – Sexuality and Life	2L, 1T	T

Objectives

Introduction to the basic issues of human sexuality.
Knowledge of the Christian view of marriage and family as well as a variety of problems in this connection.
Introduction to bio-ethics, especially to reflections regarding the status of human life, evaluation of recent technological possibilities and moral issues flowing from these.

Contents

Human sexuality (hetero- and homosexual): Bible and modern experience.
The Christian marriage and the problem of divorce.
Responsible family planning.
Status of human life.
Modern reproductive technology (AI, IVF, etc.).
Abortion and euthanasia.
Primary and preventative health care.
Allocation of scarce medical resources.

Outcomes

Understanding human sexuality and moral problems.
Knowledge of the foundations of Christian marriage and skills in addressing

moral problems.
Understanding the Christian view on the status of human life.
Basic skills in handling a variety of moral problems in this regard.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

344	12	Doctrinal Themes	2L, 1T	T

Objectives

To discuss the Christian understanding of salvation in the light of the
biblical, historical and contemporary traditions, convictions and questions.

Contents

Important representations of salvation in the biblical traditions, while taking
into consideration the respective literary and historical concerns, as well as
the rhetorical strategies.
Important representations of salvation in the Christian traditions, while
taking into consideration the respective social-historical concerns, as well as
the rhetorical strategies.
Important contemporary representations of salvation in the contemporary
Christian faith community, while taking into consideration social-historical
concerns and contemporary criticisms.

Outcomes

The ability to interpret the Old and New Testament representations of
salvation, bearing in mind the literary, historical and theological aspects of
the biblical texts.
The acquisition of basic knowledge concerned with the doctrine of salvation
(Soteriology).
The critical evaluation of recent thought related to the doctrine of salvation.
The formulation of an own point of view regarding the doctrine concerned.
The ability of students to develop their own point of view and to be able to
substantiate it by means of their own arguments.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

354	12	Economic Ethics and Apologetics	2L, 1T	T

Objectives

To guide students to acquire the knowledge, skills and values to give
appropriate Christian ethical responses to various economic challenges on
local, national and global levels.
To critically study the most important aspects of the Christian views on
truth and the most important ways in which they have been, and still are,
doubted.

Contents

Economic structures.

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

Outcomes

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

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

422	6	**Contemporary Theology**	2L	T

Objectives

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

Contents

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

Outcomes

Acquiring basic knowledge regarding contemporary issues, figures and developments in theology.
Developing critical skills regarding contemporary theology.
Forming one's own constructive views regarding issues in contemporary theology.
Practising the skill of formulating and defending personal views on contemporary theological issues.
Advancement of integrated theological competence.

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

12283 Systematic Theology and Ecclesiology

114	16	Introduction to Systematic Theology and Ecclesiology	2L, 1T	T

Objectives

The introduction of students to the discipline of theology, and more specifically with regard to the various disciplines in systematic theology and ecclesiology.

Contents

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

After this broad introductory orientation, the rest of the module covers the questions, contents and methodologies related to the various disciplines of systematic theology, theological ethics, church history and church polity.

Outcomes

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

A basic knowledge of questions, contents and methodologies related to the various disciplines that are presented in the discipline group of systematic theology and ecclesiology (namely systematic theology, theological ethics, church history and church polity).

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

Home department: SYSTEMATIC THEOLOGY AND ECCLESIOLOGY

53848 Biblical Hebrew

178	24	Introduction to Biblical Hebrew	3L, 1P, 1T	T

Basic characteristics of Biblical Hebrew morphology, syntax and (grammatical) semantics.
A basic vocabulary in cultural context.
The world of the Hebrew Bible and the world-view of its people.
Translation and analysis of elementary Biblical Hebrew texts.

Home department: ANCIENT STUDIES

214	16	**Continued Biblical Hebrew Language and Text Study**	**3L, 1P, 1T**	**T**

Intermediate Hebrew grammar.
Language, form and structure of selected texts.
Literary and cultural-historical background of the specific texts.
Critical comparison of translations.
Textual criticism.
Biblical Hebrew 178

Home department: ANCIENT STUDIES

244	16	**Continued Biblical Hebrew Language and Text Study**	**3L, 1P, 1T**	**T**

Continued intermediate Hebrew grammar.
Language, form and structure of selected texts.
Literary and cultural-historical background of the specific texts.
Critical comparison of translations.
History of Bible Translation.
Biblical Hebrew 214

Home department: ANCIENT STUDIES

14109 Greek				
178	24	**Introduction to ancient Greek Grammar and Translation**	**3L, 1P, 1T**	**T**

Elementary morphology and syntax of ancient Greek
A vocabulary of about 300 words
Translation, with elementary grammatical commentary, of a few chapters
from a Gospel or another simple ancient text
Introduction to the use of electronic tools and libraries
Cultural-historical overview of the ancient world

Home department: ANCIENT STUDIES

214	16	**Continued Ancient Greek Language and Text Study**	**3L, 1P, 1T**	**T**

Intermediate Greek grammar.
The language, form and structure of selected texts.
Problems of translation.
Literary and cultural-historical background of the specific texts.
Greek 178

Home department: ANCIENT STUDIES

244	16	**Continued Ancient Greek Language and Text Study**	**3L, 1P, 1T**	**T**

Continued intermediate Greek grammar.
The language, form and structure of selected texts.
Critical comparison of translations.
Literary and cultural-historical background of the specific texts.
Greek 214

Home department: ANCIENT STUDIES

53899 Information Skills				
172	6	**Information and Computer Competence**	**1L, 1P**	**A, E**

Study and practice of information usage, the WWW and selected software programs – such as word processing, databases, spreadsheets and presentations – that are necessary for communication and information purposes in the humaniora.

Assessed continuously.
Home department: INFORMATION SCIENCE
Formula for Final mark: The class mark counts as the final mark.

18414 Psychology				
222	8	**Social Psychology**	**1.5L**	**T**

In this module theoretical and methodological developments in contemporary social psychology are presented. Social relationships and identity are investigated with reference to social categories like sex, race, ethnicity and sexual orientation, with emphasis on the South African context.
Home department: PSYCHOLOGY

252	8	**Psychopathology**	**1.5L**	**T**

This module is an introduction to concepts of normal and abnormal behaviour from different perspectives and classification systems, with specific reference to the mental health context in South Africa.
Home department: PSYCHOLOGY

19003 Sociology

222	8	**Crime and Social Control**	1.5L, 0.5T	E

Sociological interpretations of crime and violence; crime as social construction, debates on the causes and control of crime in South Africa.

Home department: SOCIOLOGY AND SOCIAL ANTHROPOLOGY

RESEARCH AND SERVICE BODIES

BEYERS NAUDÉ CENTRE FOR PUBLIC THEOLOGY

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

Vision

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

Aims

1. To undertake research in co-operation with local and international experts into aspects of Public Theology. Current research topics include human rights, human dignity in the context of globalisation, moral transformation, religion and identity, peace and justice, Christianity and civilian society.

2. To publicise the results of research by means of national and international publications and through the presentation of congresses, symposia, public lectures and workshops.

3. To assist in the generation of contributions to publications which have a specific relevance to the Faculty of Theology.

4. To perform research and provide advice on a contractual basis.

5. To promote co-operation between the Faculty of Theology and the broader church communities, the ecumenical movements, national and international research and service institutions, and the public and private sector.

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

Enquiries:

The Director: Prof Nico Koopman
Tel.: 021 808 3250
Fax: 021 808 3251
E-mail: bns@sun.ac.za

EKKLESIA

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

The objectives of Ekklesia are –

1. To conduct ongoing research on

    - the task and ministry of the church and the demands it faces in respect of the theological training of students and the continued theological training of ministers;

    - curriculum development in order to ensure that the continued training of ministers is effective.

2. To facilitate postgraduate research projects with a ministry focus within the Faculty of Theology and to collaborate with other national and international research programmes.

3. To create, with a view to continued theological training,

    - the necessary facilities and to motivate ministers to continue studying after completion of their formal theological training; and

    - to present regular courses for ministers and for others involved in church ministry.

Further particulars are available from:

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

UNIT FOR RELIGION AND DEVELOPMENT RESEARCH (URDR)

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

Vision

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

Aims

The Unit aims to

1. Perform primary and secondary religio-demographic research in relation to the developmental profile and requirements of local communities.

2. Develop applicable theory formulation that is relevant to
   - the interpretation of the religio-demographic research; and
   - the mobilisation of religious communities towards sustainable community development.

3. Make available to postgraduate students (master's and doctoral) a training facility and research venue in the field of Theology and Development and other disciplines in the social sciences.

4. Provide professional research and training services to communities.

5. Communicate research results through scientific and popular publications.

Enquiries:
Tel.: (021) 808 3577
Fax: (021) 808 3251
E-mail: urdr@sun.ac.za
Web: http://www.sun.ac.za/theology/urdr.htm

CENTRE FOR BIBLE INTERPRETATION AND TRANSLATION IN AFRICA

Focus

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

Aims

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

2. To gather information on the need for research and practical assistance through regular liaison with all parties involved in the interpretation, translation or reception of the Bible (e.g. Bible translation agencies, training establishments, etc.) in Africa, so that research and other projects

will not be exclusively theoretical in nature, but will also be practically orientated.

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

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

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

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

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

Enquiries:
The Director: Prof Christo van der Merwe
Tel.: (021) 808 3655
Fax: (021) 808 3480
E-mail: cvdm@sun.ac.za