

# HARVEST UNIVERSITY ZAMBIA



**Harvest**  
**University**  
est. 2014

**Curriculum and Syllabus  
for  
Bachelor of Theology (B.TH)  
for  
HARVEST UNIVERSITY**

**Main Campus**

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**THE KINGDOM, THE POWER, THE GLORY.**

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## B. ADMINISTRATIVE DATA

Name of the Higher Education Institution	:	HARVEST UNIVERSITY
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## ABBREVIATION & ACRONYMS

CA	:	Coursework Assessment
CAT	:	Continuous Assessment Test
CGPA	:	Cumulative Grade Point Average
COE	:	Controller of Examinations
DVC	:	Deputy Vice-Chancellor
GPA	:	Grade Point Average
HOD	:	Head of Department
IPT	:	Industrial Practical Training
IVDL	:	Institute of Virtual & Distance Learning
TP	:	Teaching Practice
ZQF	:	Zambia Qualification Framework
Assessment	:	The sum of methods and processes used to evaluate the attainments of (Knowledge, Know-how, Skills and Competencies) of an individual leading to a Certification.
Certificate	:	A document stating that a learner has earned a qualification from an accredited institution or an awarding body.
Competence	:	Proven ability to use knowledge, skills, personal, social and methodological abilities in work or study situations and in professional and/or personal development. Competence include: <ol style="list-style-type: none"><li>i. Foundational competence involving the use of theory and concepts, as well as informal tacit knowledge gained through experience;</li><li>ii. Practical competence representing those things that a person should be able to do when they are functioning in a given area of work, learning or social activity;</li><li>iii. Reflexive competence involving the possession of certain personal and professional values.</li></ol>
Continuous Professional Development	:	The means, by which persons at work maintain, improve and broaden their knowledge and skills and develop personal qualities required in their professional lives.
Curriculum	:	A comprehensive description of a study programme, which includes

	learning objectives or intended learning outcomes, contents and assessment procedures, as well as arrangements for training teachers and trainers.
Degree	: A qualification from an accredited institution, at level 7, 9, and 10 of the Zambia Qualifications Framework.
Descriptors	: A set of criteria defining the knowledge, skills and competencies required.
Level Descriptors	: Specifications of generic standards or intended learning outcomes with regard to a certain level of the Zambia Qualifications Framework.
Diploma	: A qualification from an accredited institution, at level 6 of the Zambia Qualifications Framework.
Discipline	: A particular area or subject of study provided by a training provider.
Entrepreneurship	: The ability of setting up business and business deals.
Formal Learning	: Learning that occurs in an organized or structured environment and is explicitly designated as learning in terms of objective, time and resources and leading to certification.
Informal Learning	: Learning resulting from daily activities related to work. It is not organized or structured in terms of objectives, time or learning support.
Innovation	: The implementation of creative ideas or new products.
Know-how	: Capability for problem solving based on experience.
Knowledge	: The outcome of assimilation of information through learning. It is the body of facts, principles, theories and practices that is related to a field of study or work.
Learning	: A cumulative process where individuals gradually assimilate increasingly complex and abstract entities and/or acquire skills and wider competencies. This take place in both formal and informal learning settings.
Learning Outcome	: The set of knowledge, skills and competencies that an individual has acquired and is able to demonstrate after completion of a learning process.
Level	: A threshold standard of achievement in a Qualifications Framework.
Lifelong learning	: All learning activity undertaken throughout life, with the objective of

improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.

- National Qualifications Framework Qualification : A national system for the classification of qualifications according to set of criteria and levels of learning achieved.
- Qualification : An award granted for successful completion of a programme of study and is the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved pre-determined learning outcomes to pre-determined standards.
- Qualifications Framework : Definition of levels of qualifications based on common descriptors (knowledge, skills and competencies) and the correspondent levels of learning outcomes achieved.
- Quality : Inherent or distinctive characteristics or properties of a process denoting of achievement or excellence.
- Quality Assurance : The process by which an institution maintains the quality of its provision through planned and systematic methods and actions.
- Recognition : The process of granting official status to skills and competencies either through the award of certificates or through the grant of equivalencies, including the acknowledgement of the value of skills and competencies by economic or social stakeholders.
- Skill : The knowledge and experience needed to perform a specific task or job.
- Stakeholder : A person or organization that has legitimate interest in a concept, programme, project or entity.
- Training : Systematic instruction and programmes of activities and learning for the purpose of acquiring skills for particular occupations.

## C. CRITERIA FOR ACCREDITATION OF HIGHER EDUCATION LEARNING PROGRAMMES

### C2. Details of Higher Education Learning Programmes

Programme Reference Number	300/ March, 2021
Name of the Learning Programme	Bachelor of Theology (B.Th)

#### C2.1 Programme Aims & Objectives

##### C2.1.1 Introduction

Harvest University is a Zambian owned private Christian higher education of learning established in July, 2014 by Rev. Dr. Kenneth J. Banda, initially as a School of Theology & Missions, under the name Harvest Institute of Missions University (HIMU). The primary focus then was on training Pastors and conducting Research and Consultancy in Cross-Cultural Missions and African Traditional Religions. Later, it was registered with the Higher Education Authority (HEA) as private university in accordance with the Higher Education Act No.4 of 2013. The University has since evolved and expanded its scope of programmes aiming at achieving recognition not only as a leading higher education institution, but also as a university of excellence and research prepared to adequately serve the society and the region through the provision of quality and relevant demand driven programmes. Harvest University is currently offering various programme under School of Business Studies, School of Theological Studies & Missions, School of Health Sciences and School of Education.

**VISION:** A University that thrives on Christian Values and fosters life-long academic excellence.

**MISSION:** Harvest University is committed to creating and disseminating knowledge leading to academic and research excellence.

#### PHILOSOPHY AND CORE VALUES

- **Quality and Excellence:** We are committed to providing quality and excellence in all our endeavors.
- **Integrity, Trust, and Respect:** We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity in all that we do.



- **Research, Innovation, and Creativity:** We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.
- **Freedom of Expression:** We are committed to the free exchange of ideas in a constructive and civil environment, including the canons of academic freedom in research, teaching, and outreach.
- **Stewardship and Accountability:** We are committed to serving as ethical and responsible stewards of University resources.

### **C2.1.2 Rationale**

This curriculum has been developed to fulfil the need in Zambia for an integrated Theological education and vocational training programme for Theologians. It is designed to graduate Theologians who are passionate about teaching the theological truths of the Bible to men and women; who will lead others into true, saving faith in Jesus Christ and in Him alone. This curriculum is the hallmark that will provide Christian values such as integrity, hard work, honesty, kindness, righteousness, sincerity, and justice. Further, this curriculum is intended to build up leaders and help people to develop deeper relationship in their work with God, and to build partnerships throughout the world.

Theological education at Harvest University has the transformational potential to be the seedbed for the renewal of churches, their ministries, mission, commitment to Christian unity and community service in the changing world. Harvest University through School of Theology holds the belief that *Christian Education is Christ-Centered which puts salvation first, teaches the claims of Christ upon one's life and in harmony with the teachings of the Bible*, otherwise lack of a solid biblical foundation can open the door to prosperity heresy, syncretism, and outright apostasy.

The curriculum is also designed to ensure that graduate Theologian better understand Christian tenets, to make comparisons between Christianity and other traditions, to defend Christianity against objections and criticism, to facilitate reforms in the Christian church, to assist in the propagation of Christianity. It is expected that this curriculum will enrich graduates of Theology in understanding of the Gospel and open new horizons within Zambia and beyond.

In view of the growing demands for academic excellence in theological education we found it imperative as the university to initiate these courses through which we believe will meet both the local and global requirements in the field of theology by supplying the much needed qualified personnel which will address the local and international needs for well-trained religious leadership, pastors, chaplains, priests, missionaries, researchers and academicians. Therefore, the B.Th. degree program has been designed to prepare students with abilities, understanding with suitable approach to the study of theology. Studies on these courses at bachelor 's level will include application of schemes and concepts in Inter-Cultural Studies, Theology, Christian Education, Biblical Languages, and Missiology. These programs will prepare the student to undertake book writing, research, pastoral work, missions, and will also open a window towards progression to Master 's and PhD levels.

### **C2.1.3 Aims of the Programme**

The curriculum aims at developing professionally trained ministers of the Word of God who will be theologically, philosophically and ecclesiastically equipped to minister to the total man, spirit, soul and body.

The aim of the bachelor degree programme is to produce graduates:

- To provide a high quality education which prepares students for further study and research in their field and for a wide range of career opportunities in industry, organization and communities;
- To maintain an environment in a research-active department in which staff are committed to teaching as a coherent and challenging subject;
- To support teaching and learning with well-equipped laboratory, library and computing facilities;
- To monitor, review and enhance educational provision to ensure that it remains intellectually demanding and relevant to current needs of the graduates;

- To provide the support and guidance that students need, and to encourage them to take on responsibility for their educational development
- To foster a friendly and stimulating learning environment in which students are motivated to reach high standards, to acquire real insight into the course and to become self-confident, committed and adaptable graduates;
- To develop good citizens and committed to ethics and values;
- To continue to attract well-qualified students.

#### **C2.1.4 Objectives of the Programme**

The faculty of the School of Theology believes that all professional trained theologians should practice in accordance with the standards as per the objectives of their ministry they belongs and the Bachelor of Theology program has been designed in such a way that it is in line with the mission, objectives, values and code of nationally and internationally agreed standard of practice.

The objectives of the degree program are as follows:

- a) To graduate Theologians with transformational competencies aimed at providing life changing ministries to people in communities within our local setting.
- b) To graduate Theologians who are competent enough to participate in local contexts and demonstrate the capacity to engage in activities and exercises related to Christian spiritual disciplines and practices of vocational formation.
- c) To equip graduates with sound theological and hermeneutical strategies
- d) To provide transformational tools such as exegetical methodology to enable graduates in Theology to become hermeneutically competent in interpreting the Word of God.
- e) To apply praxis of theology which is proactive and unique to our Zambian context, able to address several social and economic dynamics that face? Our nation.
- f) To impart developmental skills in research and collate relevant information from a diversity of sources contrasting theology and cultural anthropology in the Zambian context.
- g) To graduate Theologians who are sufficiently competent in understanding and interpreting biblical languages, Hebrew and Greek from basic and beyond.
- h) To prepare students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation with professional theological education

## **C2.2 Curriculum**

This curriculum consists of taught theoretical courses with practical field experience. It is a four year programme. The programme consists of 40 courses spreading of 10 each per year and 5 each per semester. In addition, the programme has a dissertation at the end for fourth year.

### **C2.2.1 Programme Learning Outcomes**

Academic Learning compacts identify the skills students would acquire if they followed the programmes prescribed course of study. These skills, known collectively as Students Learning Outcomes, describe the core learning expectations that are required to function effectively as ministers of God's Word. The following are the Key Learning Outcomes (competencies).

At the end of the Programme the students will be able:

- (a) Demonstrate their theological skills and competence in Hermeneutics, Good Bible Interpretative skills, Research, pastoral work, missions, biblical languages, Christian Education, and Intercultural studies.
- (b) Apply theological knowledge and skills to become effective and committed preachers, pastors, evangelists, good preachers and missionaries serving the church, enabling them to serve as chaplains in the police and defense forces.
- (c) Demonstrate skills as academic writers in theology, sociology and philosophy in the field of theology.
- (d) Demonstrate an understanding to the approaches of African Church History, empowering graduates through intercultural studies to compare major personalities of African Christianity.
- (e) Competently apply theological skills to become effective church leaders, evangelists, missionaries, with the emphasis in understanding church administration that is biblically based and rooted in good practice whereby developing brilliant ideas suitable for both the Zambian and international contexts.
- (f) Demonstrate an understanding of history of the church, prove their academic comprehension and apply to modern day theological studies medieval papacy, Catholic and English reformations, Radical, Reformed, Lutheran reformations, Evangelical revival, German Pietism and not forgetting Post Reformation Missions.
- (g) Demonstrate an understanding of other religions such as Islamic studies which may anchor as a basis for further specialized study and ministry by contrasting similarities and

differences between the Christian faith and Islamic faith and their varieties in order for them to form a basis for relevant Christian witness in our contemporary world of variety of religions.

- (h) Respond to theological and leadership challenges facing the country as seen through the mushrooming churches in Zambia today. Much as mushrooming of churches is good for churches in Zambia but there was a need to train leaders leading these churches to address issues which are non-contextual and misinterpretation of the biblical text. These graduates will provide quality church leadership ready to face some of the pertinent social and moral issues facing our nation today.
- (i) Engage their theological assumptions in research to bring about a dialogical conversation between philosophy, science and theology. This degree will also prepare such theological insights and mindset to raise-up academicians and researchers who could write theological books and reflections on our economic, theological and social matters in our contemporary Zambia
- (j) To develop professional competences with ethical perspectives relevant to biblical practice in global contexts, with an interest of life-long learning along with the negotiation of change.

### **C2.2.2 Level of Qualification and Articulation in the Zambia Qualifications Framework**

ZQF Level : 7

At this level, it is expected that graduate shall:

- a. Knowledge and critical understanding of well-established principles of and emerging issues in the area of study, and of the way in which those principles have developed.
- b. Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in varied contexts.
- c. Possession of a systematic, extensive and comparative knowledge and understanding of the subject(s) as a whole and its links to related subject(s).
- d. Knowledge of the main areas of enquiry in the field of study and ability to critically evaluate the appropriateness of different approaches to solving problems.
- e. Understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

- f. Apply a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems.
- g. Effectively communicate information, arguments, and analysis, in a variety of forms, to various audiences.
- h. Present information and transfer knowledge, skills and values to others through delegation and practice.
- i. Acquire skills needed to study further with a high level of autonomy.
- j. Systematically establish and address personal learning needs
- k. Develop existing skills and acquire new competencies to enable assumption of significant responsibility within organizations
- l. Exercise personal responsibility, initiative and decision-making in complex and unpredictable contexts.
- m. Autonomy well developed judgment, adaptability and responsibility as a practitioner or learner.
- n. Demonstrate some originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments.

### **C2.2.3 Teaching and Learning Plan**

#### **C2.2.3.1 Introduction**

HU strives to address the education and training needs of the student's community. The university provides sustainable and training of the highest quality and contributing to the social and economic development of the country. The university attracts students from across Zambia and internationally. The vision and the mission of the university will be achieved by ensuring that educational training, teaching, research and community service activities by working collaboratively with the industry and communities. It is also important that the university ensures that all of its students receive high quality education and training that is relevant to their personal and work requirements, and also provides a satisfying and stimulating learning experience that will encourage life-long learning.

The teaching and learning plan serves as an instrument through which the University and school / departments develop and track the activities and responsibilities required to improve the curriculum delivery with the aim to systematize the planning and implementation process

for the core business of the university, which is to plan, deliver and monitor quality teaching and learning and there by ensure student's success.

The teaching and learning plan framework has been designed to integrate elements contributing to the development of distinctive capabilities of our graduates and to provide them with the opportunity to develop knowledge and skills so that they are work-ready, world- ready and future-ready. The University will adopt schools and department wide 21<sup>st</sup> century teaching and learning models, with increased emphasis on a blended learning model and some fully online delivery. The blended teaching and learning model is provided with the principle of constructive alignment, student engagement and learner-centered approaches and customized design, which will equip students with the digital literacies they need for the changing future.

The University will work with technology providers and teaching partners to investigate possible educational uses of emerging new technologies. Physical learning spaces will be designed to support the full range of learning activities, including collaboration, interactivity, individual study and informal learning.

#### **C2.2.3.2 Teaching & Learning Goals**

The University incorporates eight (8) levels of teaching and learning priorities that cover the key aspects of teaching and learning. They are

- A. Quality Teaching and Learning;
- B. Hallmark Academic Programs;
- C. Innovative & Research Oriented Teaching;
- D. Industries & Stakeholders Collaboration;
- E. Community & Social Inclusion;
- F. Enhance the Quality of all aspects of Students Learning Environment;
- G. Enhance the Professionalism and Quality of Faculty Development,
- H. Placement & Success

#### **C2.2.3.3 Teaching & Learning Strategic Goals & Objectives**

##### **A. Quality Teaching and Learning**

###### **Objectives:**

- A.1 Establish learning as the predominant component of the university;

- A.2 Develop innovative, adaptive and creative approaches to educational delivery that are based on sound pedagogy and enhance effective student learning;
- A.3 Promote excellence in teaching;
- A.4 Provide effective lesson planning, delivery techniques and classroom management;
- A.5 Create and sustain high quality approaches for effective teaching and learning in both physical and virtual learning environments.

**B. Hallmark Academic Programs**

**Objectives:**

- B.1 Develop innovative curriculum for hallmark program of high demand.

**C. Innovative & Research Oriented Teaching**

**Objectives:**

- C.1 Promote innovation and research in teaching.

**D. Industries & Stakeholders Collaboration**

**Objectives:**

- D.1 Design and implement high quality courses and training programs in collaboration with industry, professional organisations and communities.

**E. Community & Social Inclusion**

**Objectives:**

- E.1 Facilitate and support interaction, collaboration and engagement between and among students, staff, communities and professional organizations.

**F. Enhance the Quality of all aspects of Students Learning Environment**

**Objectives:**

- F.1 Recognize the diversity of student learning needs and, in doing so, ensure our graduates are provided with generic and discipline specific attributes and knowledge.
- F.2 Create a student community with high level of awareness of health and safety issues.

**G. Enhance the Professionalism and Quality of Faculty Development**

**Objectives:**

- G.1 Implement a peer evaluation of teaching and training process.



- G.2 Set appropriate training and teaching performance targets in performance planning, monitoring and reviewing.

## **H. Placement & Success**

### **Objectives:**

- H.1 Establish Placement Centre and expand job placements.

## **C2.2.3.4 Teaching & Learning Strategic Implementation Plan**

### **Objectives**

### **Strategy**

#### **A. Quality Teaching and Learning**

- |  |   |
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| A.1 Establish learning as the predominant component of the university. | A.1.1 Have university policies, practices, and guidelines that reflect and affirm the centrality and value of learning in the university.<br>A.1.2 Develop skills for critical thought, sound judgment, effective communication, moral reasoning, and problem solving.<br>A.1.3 Provide an array of learning opportunities that nurture creativity, critical thinking, analytical reasoning, collaboration, intellectual rigor and risk taking.<br>A.1.4 Provide opportunities to learn a range of academic skills appropriate to the different disciplines.<br>A.1.5 Receive timely and relevant feedback that provides information, which enhances their learning.<br>A.1.6 Provide opportunities for experiential learning, both inside and outside the classroom, such as co-operative learning, internships, practical, co-curricular, teaching practice/industrial training, research projects, etc.<br>A.1.7 Provide students access and use resources that enrich their learning.<br>A.1.8 Prepare to contribute to the world in meaningful and |
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productive ways.

- A.1.9 Provide opportunities for experience-based learning in the workplace or through the involvement of industry partners in course content and delivery.
- A.2 Develop innovative, adaptive and creative approaches to educational delivery that are based on sound pedagogy and enhance effective student learning
  - A.2.1 Investigate and develop new markets and new environments through flexible, online and blended learning.
  - A.2.2 Create and design subjects and courses for students to rely on mobile learning to access learning materials.
  - A.2.3 Develop effective and equitable teaching delivery to local and special students.
  - A.2.4 Develop online and physical learning environments to suit student learning-focused pedagogical models.
- A.3 Promote excellence in teaching
  - A.3.1 Develop and implement quality-teaching measures and use quality assurance process.
  - A.3.2 Identify and support student with unique needs.
  - A.3.3 Provide student support service like ICT, Library, etc.
  - A.3.4 Recognize and address the learning challenges that students may experience in their transition to university.
  - A.3.5 Provide increased collaborative partnerships with professions, Industries, communities and universities.
  - A.3.6 Enhance the University's international partnerships, promote the value of the Study Abroad experience to students, facilitate their participation through scholarships and other supports and provide support on their return to ensure learning from the experience is maximized.
- A.4 Provide effective lesson planning, delivery techniques and classroom management.
  - A.4.1 Establish a positive classroom environment.
  - A.4.2 Begin lessons by giving clear instructions.
  - A.4.3 Maintain student attention.
  - A.4.4 Use appropriate pacing.
  - A.4.5 Evaluate what has taken place in your lesson.
  - A.4.6 Make a smooth transition into next subject.
  - A.4.7 Develop positive teacher/student relationships.

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| A.5 Create and sustain high quality approaches for effective teaching and learning in both physical and virtual learning environments. | <ul style="list-style-type: none"> <li>A.5.1 Provide spaces, resources and technologies that support diverse approaches to teaching and learning.</li> <li>A.5.2 Provide digital materials and books for the students.</li> <li>A.5.3 Enable the contribution to, and adoption of, future trends to innovate in teaching and learning in ways that meet the expectations of all students.</li> <li>A.5.4 Leverage the latest communication technologies to provide quality-learning opportunities for our students.</li> <li>A.5.5 Use ICT tools to enhance the learning of students both on &amp; off campus.</li> <li>A.5.6 Participate in global movement towards open courseware.</li> </ul> |
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## **B. Hallmark Academic Programs**

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| B.1 Develop innovative curriculum for hallmark program of high demand. | <ul style="list-style-type: none"> <li>B.1.1 Develop mechanisms for promoting student learning in global citizenship, innovation and entrepreneurship and sustainability thinking.</li> <li>B.1.2 Foster inter-departmental and inter-program collaboration for developing and strengthening curricula.</li> <li>B.1.3 Involve academicians, students, regulatory bodies and stakeholders in the curriculum development.</li> <li>B.1.4 Design research project, teaching practice/industrial training to be embedded as essentials into the curriculum.</li> <li>B.1.5 Provide better credit transfer arrangements for effective transfer between universities and for life long learning.</li> <li>B.1.6 Build more entrepreneurship training in the curriculum.</li> <li>B.1.7 Embed continuous program improvement based on student feedback, peer review, other stakeholders feedback and monitor market needs and respond regularly.</li> <li>B.1.8 Review of program at regular intervals is conducted to ensure the ongoing quality and relevance of academic programming.</li> </ul> |
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## **C. Innovative & Research Oriented Teaching;**

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|--|-------|--|
| C.1 Promote innovation and research in teaching. | C.1.1 | Learn how new technologies and environments can enhance teaching and learning.   |
|  | C.1.2 | Provide high quality information resources and services to support scholarly research and skill development.   |
|  | C.1.3 | Promote research-informed teaching and students involvement in research.   |
|  | C.1.4 | Provide opportunities for students to do cross-disciplinary research projects.   |
|  | C.1.5 | Develop new postgraduate courses tailored to specific market segments, particularly in professional areas where the qualification will assist promotional prospects. |
|  | C.1.6 | Conduct seminars, conferences and other forums relevant to raise the academic confidence and additional qualifications of students.                                  |

## **D. Industries & Stakeholders Collaboration**

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| D.1 Design and implement high quality courses and training programs in collaboration with industry, professional organisations and communities. | D.1.1 | Identify industry practitioner for a series of successful and articulate business persons and arranging for them to give lectures in one of the key entrepreneurship subjects. |
|   | D.1.2 | Provide the framework to expand the number of work-based opportunities for students. Ensure these opportunities are embedded in course structures where appropriate.           |
|   | D.1.3 | Review and revise the institutional Work Integrated Learning methods.  |

## **E. Community & Social Inclusion**

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| E.1 Facilitate and support interaction, | E.1.1 | Develop and implement a Community Communication and Engagement. |
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| collaboration and engagement between and among students, staff, communities and professional organizations. | E.1.2 Promote social inclusiveness by actively seeking to increase the opportunities for students and staff to participate in the University community. |
|   | E.1.3 Establish a community of practice for the dissemination of research and projects.   |
|   | E.1.4 Improve attendance, retention, pass and completion rates.   |

**F. Enhance the Quality of all aspects of Students Learning Environment.**

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| F.1 Recognise the diversity of student learning needs and, in doing so, ensure our graduates are provided with generic and discipline specific attributes and knowledge. | F.1.1 Enrich the academic learning of students by special scholarship on academic, sporting and community performance.     |
|  | F.1.2 Identify and nurture high achieving students.  |
|  | F.1.3 Strengthen bursary and scholarship schemes for wider participation.  |
|  | F.1.4 Work with donors and university partners to increase the number of scholarships available to support needy students. |
|  | F.1.5 Provide payment option of paying tuition fees in installments.   |
|  | F.1.6 Appoint mentor and empower students to raise their educational aspirations.  |
| F.2 Create a student community with high level of awareness of health and safety issues.   | F.2.1 Fully implement the health and wellness management plan.   |
|  | F.2.2 Improve security and safety on all campuses.   |
|  | F.2.3 Create inter- cultural dialogue and interaction to foster tolerance amongst students.                                |

**G. Enhance the Professionalism and Quality of Faculty Development**

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| G.1 Implement a peer evaluation of | G.1.1 Have an appropriate Recruitment policy in place.        |
|                                    | G.1.2 Provide professional development to all teaching staff. |

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| teaching and training process.   | <ul style="list-style-type: none"> <li>G.1.3 Provide support and train teaching and training staff in the use of new technologies and develop innovative ways to teach.</li> <li>G.1.4 Develop a policy and guidelines for the peer evaluation of teaching and training process.</li> <li>G.1.5 Employ the peer review process for continuous improvement of staff capabilities.</li> <li>G.1.6 Make peer review of teaching and training mandatory for promotion.</li> </ul>  |
| G.2 Set appropriate training and teaching performance targets in performance planning, monitoring and reviewing. | <ul style="list-style-type: none"> <li>G.2.1 Develop online/offline for Professional Development related resources and materials.</li> <li>G.2.2 Encourage and celebrate faculty who strive to demonstrate excellence in teaching.</li> <li>G.2.3 Invest in specialist skills and highly qualified staff to support the delivery of curricula.</li> <li>G.2.4 Support a workforce that contributes specialist skills to the development, delivery and evaluation of courseware and learning support.</li> <li>G.2.5 Promote effective leadership capacity in teaching and learning both internally and externally.</li> <li>G.2.6 Have Performance Development System in place.</li> <li>G.2.7 Performance Development and Probation policy and guidelines are implemented.</li> </ul> |

## **H. Placement & Success**

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| H.1 Establish Placement Centre and expand job placements. | <ul style="list-style-type: none"> <li>H.1.1 Ensure our graduate attributes reflect the needs of employers, professional bodies and market needs.</li> <li>H.1.2 Support students throughout their programs with appropriate careers advice.</li> <li>H.1.3 Embed employability skills in all training and courses delivered.</li> <li>H.1.4 Provide regular career counseling workshop.</li> <li>H.1.5 Build strong relationships with employers and</li> </ul> |
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communities to increase opportunities for graduate employment and provide feedback on market requirements.

H.1.6 Provide internship or placement for a wide range of programmes.

## Teaching & Learning Plan

### C2.2.3. Teaching and Learning Plan

COURSE CODE	COURSE TITLE	CONTACT HOURS												Total Hours	CREDIT POINTS
		Lectures		Tutorials		Laboratory		Seminars		Field Work		Assessments and Self Study			
		Hrs/ Wk	No. of Wks	Hrs/ Wk	No. of Wks	Hrs/ Wk	No. of Wks	Hrs/ Wk	No. of Wks	Hrs/ Wk	No. of Wks	Hrs / Wk	No. of Wks		
<b>FIRST YEAR COURSES</b>															
300 BTH 111	Communications Skills and ICT	3	15	1	15	2	15	1	15	-	-	1	15	120	12
300 BTH 112	Christian Spiritual Formation	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 113	Old Testament Survey	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 114	Introduction to Sociology	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 115	Pastoral Ministry	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 121	Synoptic Gospels	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 122	Church History	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 123	Christian Ethics	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 124	New Testament Survey	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 125	Introduction to Chaplaincy	3	15	2	15	-	-	2	15	-	-	1	15	120	12
	<b>TOTAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	1200	120



SECOND YEAR COURSES															
300 BTH 211	Biblical Hebrew	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 212	Homiletics	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 213	Hermeneutics	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 214	Introduction to World Religions	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 215	Entrepreneurship and Innovation	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 221	Biblical Hebrew II and III	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 222	Missiology	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 223	Managing NGOs	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 224	Conflict Resolution	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 225	Marriage and Family	3	15	2	15	-	-	2	15	-	-	1	15	120	12
	<b>TOTAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	1200	120
THIRD YEAR COURSES															
300 BTH 311	Philosophy of Religion	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 312	Culture and Theology	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 313	Pastoral Counselling	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 314	Church Administration & Management	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300BTH 315	Christian Apologetics	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 321	Exegesis of Romans	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 322	Exposition of Hebrews	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 323	The Gospel of John	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 324	Old Testament Theology	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 325	Introduction to New Testament	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 326	Field Practicum Training - 4 weeks	-	-	-	-	-	-	-	-	5	4	5	4	40	4
	<b>TOTAL</b>													1240	124

FOURTH YEAR COURSES															
300 BTH 411	Research Methods	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 412	Introduction to Greek I and II	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 413	Minor and Major Prophets	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 414	African Traditional Religions	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 415	Christology	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 421	African and Zambian Church History	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 422	Eschology	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 423	Theology of New Testament	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 424	Cultural Anthropology	3	15	2	15	-	-	2	15	-	-	1	15	120	12
300 BTH 425	Research Project –Phase 1 & 2	3	15	-	-	-	-	1	15	3	15	1	15	120	12
	<b>TOTAL</b>													1200	120

## **C2.3 Assessment**

Assessment is an integral part of learning. Assessment is the process of gathering and interpreting evidence to make judgments about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Good assessment takes into account learning styles, strengths, and needs. Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there.

The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on student's achievement. It is flexible and reflects a student's achievement against set criteria, not against another student. Effective assessment takes place over time and is varied in its approach. Assessment should always contribute to an individual's learning and progress.

### **C2.3.1 Types of Assessment:**

There are three main types of assessment that help learning. These are diagnostic, formative and summative assessment. Formative assessment is used to provide feedback to students and teachers to promote further learning. Summative assessment contributes to the judgement of student learning for reporting and certification purposes.

#### **C2.3.1.1 Diagnostic Assessment:**

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

The purpose of diagnostic Assessment:

- To get a snapshot of where students currently stand - intellectually, emotionally or ideologically.
- To allow the instructor to make sound instructional choices.
- To identify how to teach the new course content.
- To identify what teaching approach to use.

#### **C2.3.1.2 Formative Assessment:**

It is used at the beginning of an instructional period and during the process of instruction as teachers check for student understanding. Diagnostic tools determine what students already

know and where there are gaps and misconceptions. Formative assessment also includes assessment as learning, where students reflect on and monitor their own progress. The information gained guides teacher's decisions in how to enhance teaching and learning. Formative assessment enables students to learn through the process of feedback and opportunities to practise and improve. As students reflect on and monitor their progress this process effectively becomes assessment as learning and contributes to students planning future learning goals.

The purpose of formative Assessment:

- To provide feedback to students.
- To motivate students.
- To diagnose student's strengths and weaknesses.
- To help students to develop self-awareness.

### **C2.3.1.3 Summative Assessment:**

It is used towards and at the end of the instruction period. Teachers document the culmination of student's learning achievements through tasks that invite students to demonstrate their mastery and knowledge of the course content. Summative assessment data provides teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students.

The purpose of summative Assessment:

- To pass or fail a student.
- To grade or rank a student.
- To allow progress to further study.
- To assure suitability for work.
- To predict success in future study and work.
- To signal employability and selection for employment.

### **C2.3.1.4 Alternative Modes of Assessment**

**S. Method of Skill Areas Developed**

**No. Assessment**

1. Group assessment This develops interpersonal skills and may also develop oral skills and research skills (if combined, for example, with a project).

2. Self-assessment            Self-assessment obliges students more actively and formally to evaluate themselves and may develop self-awareness and better understanding of learning outcomes.
3. Peer assessment            By overseeing and evaluating other student's work, the process of peer assessment develops heightened awareness of what is expected of students in their learning.
4. Unseen examination        This is the traditional approach. It tests the individual knowledge base but questions are often relatively predictable and, in assessment, it is difficult to distinguish between surface learning and deep learning.
5. Testing                      skills    It can be useful to test students on questions relating to material instead                      of    with which they have no familiarity. This often involves creating knowledge                      hypothetical scenarios. It can test true student ability and avoids
6. Coursework essays        A relatively traditional approach that allows students to explore a topic in greater depth but can be open to plagiarism. Also, it can be fairly time consuming and may detract from other areas of the module.
7. Oral examination         With an oral exam, it is possible to ascertain student's knowledge and skills. It obliges a much deeper and extensive learning experience, and develops oral and presentational skills.
8. Projects                      These may develop a wide range of expertise, including research, IT and organisational skills. Marking can be difficult, so one should consider oral presentation.
9. Presentation                These test and develop important oral communication and IT skills, but can prove to be dull and unpopular with students who do not want to listen to their peers, but want instead to be taught by the tutor.
  
10. Multiple choice            These are useful for self-assessment and easy to mark. Difficulties lie in designing questions and testing depth of analytical understanding.

- |                        |  |
|------------------------|--|
| 11. Computer-aided     | Computers are usually used with multiple-choice questions. Creating questions is time consuming, but marking is very fast and accurate. The challenge is to test the depth of learning.                |
| 12. Literature reviews | These are popular at later levels of degree programmes, allowing students to explore a particular topic in considerable depth. They can also develop a wide range of useful study and research skills. |

### **C2.3.1.5 Effective Assessment Practices**

Assessment should:

- be regarded as a key professional skill for teachers;
- be part of effective planning of teaching and learning;
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed;
- be recognised as central to classroom practice;
- focus on how students learn;
- provide constructive guidance about how to improve;
- develop learner's capacity for self-assessment so that they can become reflective and self-managing;
- take account of the importance of learner motivation;
- be sensitive and constructive because any assessment has an emotional impact;
- recognise the full range of achievement of all learners.

### **C2.3.1.6 Best Practice in Assessment**

Best practice includes:

- clear understanding that the purpose of assessment is for students to develop and improve in their learning and for teachers to plan and teach effectively;
- the use of diagnostic tools to determine what the students already know, understand and can do;
- ongoing assessment through a variety of differentiated tasks and strategies, both formal and informal, so that sufficient evidence is gathered to make sound judgements about individual student's learning;
- students being actively involved in, and having some control over, their learning;
- learning goals that are explicit in that students know what they are learning, why the learning is important, what products are expected, and how they will be assessed;

- assessment tasks that are differentiated through offering quality choices of ways for students to demonstrate knowledge, understanding and skills;
- assessment tasks and strategies that are fair and enable all students to demonstrate their learning achievements;
- the giving of specific and timely feedback, for example, through conversations between students and the teacher, written feedback, peer assessment and self- assessment;
- student's work being discussed and moderated through shared concepts and language;
- assessment tasks that are integrated/embedded in instruction so that they are a planned and essential part of teaching and learning;
- authentic assessment tasks that align with the ways such knowledge and skills would be used in the real world.

### **C2.3.2 Assessment Instruments**

#### **C2.3.2.1 Continuous Assessment Tests:**

Two Continuous Assessment Tests will be conducted in a regular interval during the progress of the semester. CA 1 will be done in 7<sup>th</sup> week and CA 2 is on 14<sup>th</sup> week. The marks obtained in the above tests will be accounted for the calculation of internal marks and the average marks will be rounded to the nearest whole number. Absent in any continuous assessment, the marks will be considered as zero for the particular test.

#### **C2.3.2.2 Assignments:**

Assignments will be given for the students regularly and are required to submit the assignments in time. The assignments will be duly evaluated and added to the internal marks. In case of absent or non-submission of Assignment the marks will be taken as zero for the particular student for the particular Module.

#### **C2.3.2.3 End Semester Examinations:**

The end of semester examinations shall ordinarily be conducted at the end of each semester. For the practical examinations and project work the controller of the examination will appoint both internal and external examiners.

The assessment criteria will be as follows;

Continuous Assessment	30%
2 Assignments	20%
Final Examination	50%
<b>Total</b>	<b>100%</b>

### C2.3.3 Marks Allotment – Diploma & Degree Programmes:

S. No	Modules	Assessment Type		Max Marks	Min Mark	Min Total	Max Total
1	Theory	Internal	CAT's	30	12	40	100
			Assignment	20	8		
		External	End exam	50	20		
2	Theory cum Practical	Internal	CAT's	30	12	40	100
			Assignment	10	4		
			Practical	10	4		
		External	End Exam	50	20		
3	Practical	Internal	Record work	40	16	40	100
		External	Demonstration	40	16		
			Viva voce	20	8		
4	Project Work	Internal	Project Report	40	16	40	100
		External	Evaluation	40	16		
			Viva voce	20	8		
5	FPT/IPTR/ Teaching Practice	Internal	Performance Report	40	16	40	100
		External	Evaluation	40	16		
			Viva voce	20	8		
6	Seminar Comprehensive Viva	Internal	Performance Report	40	16	40	100
		External	Evaluation	40	16		
			Viva voce	20	8		

### C2.3.4 Assessment Criteria for Various Components of Examinations

The pass mark shall be 40% for practical and 40% for theory separately. There shall be no compensation of marks scored in one paper for another paper.



**C2.3.4.1 Assessment of courses which have no practical components (Theory Modules) shall be done as follows:**

- Take-home essays and/or assignments shall account for 20% of the end of semester marks for the course.
- Tests/quizzes during the semester shall account for 20% of the marks or 30% of the marks for courses without assessed seminar reports and/or presentations, with weightage of each test/quiz being proportional to time allocated for the test/quiz.
- Seminar reports and presentations where applicable shall account for 10% of the end of semester marks for the course
- The final written paper shall account for 50% of the end of semester final mark for the course.

**C2.3.4.2 Assessment of courses that have also practical components (Theory cum Practical module) during the course but no end of practical examination shall be done as follows:**

- Student's reports on practical conducted and practical work shall carry 10% of the assessment
- Take-home essays and assignments that will be given at appropriate stages during the semester session will carry 10% of the assessment.
- Tests and quizzes which will be given at appropriate stages during the semester session will carry 20% of the assessment and the weightage of individual assessment tool will be proportional to time allocated to it.
- The final written paper shall account for 60% of the end of semester final mark for the course.

**C2.3.4.3 Assessment of courses that have practical components (Practical Module) only during the course and end of practical examination shall be done as follows:**

- Student's reports on practical work shall carry 20% of the assessment
- Practical test[s] conducted in each semester shall carry 20% of assessment
- The end of semester practical examination account for 40% of the semester final mark for the subject.
- The end of semester oral examination account for 20% of the semester final mark for the subject.

**C2.3.4.4 Assessment of Research Project (Project Work Module) course shall be done as follows:**

- Student's research project work Report shall carry 40% of the assessment.
- The end of semester student oral examination on research project work by student's oral presentation shall carry 20% of the assessment.
- The end of semester student research project work evaluation examination on research project work by student's oral presentation and demonstration shall carry 40% of the assessment.

**C2.3.4.5 Assessment of Field Practical Training (Industrial Practical Training Module) course shall be done as follows:**

- Student's industrial practical training work Report and Diary (Form E) shall carry 20% of the assessment.
- Student's industrial practical training Report by the visiting Staff Advisor shall carry 10% of the assessment.
- Student's industrial practical training Report by the Industrial training officer shall carry 10% of the assessment.
- The end semester Evaluation of the Field Practical Training (Industrial Practical Training Module) work shall carry 40% of the assessment.
- The end of semester student oral examination on industrial practical training by student's oral presentation in review work shall carry 20% of the assessment.

**C2.3.4.6 Assessment of Teaching Practice Training (Teaching Practice Module) course shall be done as follows:**

- Students Teaching Practice Report work shall carry 20% of the assessment.
- Students Teaching Practice Report by the visiting Staff Advisor shall carry 10% of the assessment.
- The end of semester student teaching practice report of the student training officer assessment report work shall carry 10% of the assessment.
- The end semester Evaluation of the teaching practice work shall carry 40% of the assessment.
- The end of semester student teaching practice by student teacher's oral presentation in review work shall carry 20% of the assessment.

### **C2.3.5 Other Assessment Guidelines**

- C2.3.4.1 Notwithstanding the above-mentioned apportionment of marks, there may be course-dependent variation that shall be clearly spelt out in the approved course curriculum.
- C2.3.4.2 At the designated semester for each degree or non-degree programme, each candidate will present a research project proposal to constitute examinable subject —Project work Phase II which must be passed.
- C2.3.4.3 A candidate who fails in Project work Phase I shall be required to re-submit the research project proposal within one month of the release of the results.
- C2.3.4.4 Each finalist candidate shall be required to undertake a Research Project (to constitute the examinable subject —Project Work Phase III) being the execution of research project proposal developed in Research Project Work Phase I and shall, before the start of the end- of-semester study break, be required to submit a report (in printed and electronic form) to the Head of Department in which the Research Project was conducted.
- C2.3.4.5 The Research Project report phase II shall be evaluated. Passing in Research Project Phase II report is a requirement for the award of a degree or non-degree.
- C2.3.4.6 A candidate who will not have submitted the Research Project report phase II in time and without compelling reasons will be deemed to have failed in Research Project phase II (hence awarded zero mark).
- C2.3.4.7 In deciding whether or not to accept a Research Project report phase II that has been submitted late, circumstances leading to late submission of the Research Project report would have to be taken into consideration by the respective Department.
- C2.3.4.8 A candidate who fails in Research Project II will be allowed to re-submit the report within six months from the date of the release of examination results or within such period as shall be recommended to Senate, by the board of the relevant Faculty/Institute/Directorate/Centre.
- C2.3.4.9 Field practical training / Teaching practice is an essential requirement of all programmes and shall be conducted and assessed as spelt out in the respective curriculum. A pass grade in the field practical training / Teaching practice shall be required before a candidate is allowed to proceed to the next academic unit of study or to graduate in the case of a final year candidate.
- C2.3.4.10 For the undergraduate Management/engineering/education programmes the following special regulations shall apply:
- Every Industrial Practical training (IPT) / Teaching practice (TP) shall be treated as a subject of the succeeding Semester and the results shall contribute to the particular academic unit.

- Practical Training reports shall be handed in for assessment before the end of the second week of the succeeding semester.

C2.3.4.11 Every student will be required to undertake Industrial visit in every semester of the Programme. However, the Head of the department can waive this on certain conditions. The cost of the industrial visit shall be borne by the students.

C2.3.4.12 The candidates who do not meet the minimum required marks in the internal / course work in any module will not be permitted to appear for its end semester examination of that module, and such module is declared as —INELIGIBLE MODULE|. The candidates who have ineligible module(s) shall redo the internal / course work process in the next higher semester so as to make the modules eligible. The candidates —INELIGIBLE| for all the modules should retake the whole course/module when next offered.

## **C2.4 Staff**

### **C.2.4.1 Staff Qualification**

The HU has adequately qualified and experienced staff for the proposed Learning Programmes and it has sufficient numbers of, and adequate balance between, Full-Time and Part-Time Staff. The qualification of teaching staff will always be one level higher. Bachelor degree holders or higher diploma holders teach diploma programme, bachelor degree programme will be taught by Post-Graduate Diploma holders or Master Degree holders and Master Degree programme will be taught by holders with Master of Philosophy (M.Phil.) or by Ph.D. holders.

### **C.2.4.2 Staff Development Programme**

The core business of the university is teaching, research and public service. To realize this core business, recruitment, retention and inspiration of staff is critical. RU made a commitment to train its staff in all schools/departments and units of the University. The RU Staff Development Policy support and assist the development of individual staff and thereby enhance the University 's performance by contributing to the achievement of its strategies, meeting its obligations and promoting its values. It is detailed in **HU Staff Development Policy, Staff Promotion Policy and Study Assistance Guidelines**.

### **C.2.4.3 Staff Workloads**

The allocation of work must recognize the position of the employee within a research - teaching group. It must take into consideration employees administration, research, service to them.

professional discipline and service to the wider community. It must consider all aspects of teaching including:

- Course co - ordination;
- Lectures;
- Tutorials;
- Supervision of instruction in laboratories and studio work;
- Organisation and teaching of performances and workshops;
- Industrial / Field Visits;
- The organisation of internships and practicums;
- Marking loads at the undergraduate and graduate levels;
- The development of new courses;
- Graduate and postgraduate student supervision; etc,

**The workload for teaching staff based on the 40 hours per week as follows:**

<b>S. No</b>	<b>Work Assignment</b>	<b>Hours per Week</b>
1.	Teaching or Instruction	16
2.	Skills Development	8
3.	Public Service	4
4.	Student Consultation	8
5.	Self -Study and Research Writing	4
<b>Total</b>		40

**C2.4.4 Programme Coordinator : Rev. Lawrence Chibuye**

**a. Academic Staff**

<b>S. No.</b>	<b>Title</b>	<b>Sur Name</b>	<b>Other Names</b>	<b>Gender</b>	<b>Highest Qualification</b>	<b>Teaching Experience in Higher Education (Yrs)</b>	<b>Professional and Work Place Experience (Yrs)</b>	<b>Rank</b>	<b>Full Time (FT) Part Time (PT) Honorary (H) Temporary(T)</b>
1.	Rev.	Lawrence	Chibuye	M	Doctor of Divinity	More than 20 years	2 years	Lecturer A	FT
2.	Rev.	Ntambale	Joseph	M	Master of Theology	More than 8 years	More than 10 years	Lecturer A	FT
3.	Rev.	Kennedy	Banda	M	Master of Arts in Bible	More than 4 years	More than 4 years	Lecturer A	FT
4.	Rev.	Madalitso	Barnabas Lungu	M	Master's in Theological Studies	More than 8 years	-	Tutor	FT
5.	Dr.	Nyirenda	Misheck	M	Doctor of Philosophy; Master of Theology by Research	More than 10 years	More than 20 years	Senior Lecturer	PT
6.	Rev.	Sakala	Andrew	M	Master of Arts in Intercultural Studies	More than 10 years	More than 20 years	Lecturer A	PT

7.	Rev.	Gideon	Mwale	M	Master of Arts in Bible exposition	More than 8 years	More than 8 years	Lecturer A	PT
8.	Rev.	Josephat	Mutanga	M	MA in Bible & Theology	10 years	-	Lecturer A	PT

**b. Support and Technical Staff**

S. No.	Title	Sur Name	Other Names	Gender	Highest Qualification	Teaching Experience in Higher Education (Yrs)	Professional and Work Place Experience (Yrs)	Rank	Full Time (FT) Part Time (PT) Honorary (H) Temporary(T)
1	Mr.	Musumina	Patrick Mushiba	M	B.A	Nil	2 years	Assistant Librarian	FT
2	Mr.	Immanuel	Chellah	M	Diploma	Nil	3 years	ICT officer	FT

## **C2.5 Facilities for Programme Delivery (Facilities provided and available for teaching, learning and research)**

The mode of programme delivery is given more important consideration for learning activities that will support students to develop the skills, knowledge and understandings required achieving the intended learning outcomes. The following are the facilities provided:

- Technology-enhanced learning, or technology used as classroom aids; like usage of PowerPoint slides and clickers.
- The use of a learning management system to support classroom teaching, for storing learning materials, set readings and perhaps online discussion.
- The use of lecture capture for flipped classrooms.
- Open educational resources, available for free downloading online, which either instructors or students can access to support teaching and learning.
- With respect to instructional processes, technology is facilitated towards project-based, self-directed learning and individualized instruction.

## **C2.6 Teaching and Learning Support (Facilities, Equipment and networks available to support teaching and learning)**

The university has dedicated the following facilities for the programme:

- Well-furnished classrooms (6 numbers) with projectors, display screens and laptops have been marked for the theory classes.
- Well-equipped and furnished computer lab to accommodate 15 students at a time.
- More than 1500 text and reference books were available in the library.

The HU has provided the required academic support services for the enhancement of Teaching and Learning. The following facilities are available for students, staff and faculty use:

- ZESCO power lines for supply of electricity;
- Adequate supply of portable water;
- Arrangement of Health care facilities for Staff and Students;
- University bus for student's transport;
- Private operated canteen facilities;



- Available of free Wi-Fi facilities in campus, library and etc.

### **C2.7 Internal Quality Assurance (Details of internal policy, strategies and institutional arrangements for internal quality assurance)**

Quality assurance is a dynamic process that requires building upon in accordance with the changes in society and economy. The increase in the number of faculties as well as in the number of students requires systematic monitoring and development of an internal quality assurance system (IQAS) in order for the institutions and students to remain competitive, equal and recognized across globe. It is therefore extremely important that higher education institutions recognize the importance of quality assurance and continuous improvement of the quality of programme and that the aspiration to achieve high quality standards becomes reality and everyday intertwining within the entire academic community and wider.

The Standards and Guidelines for Internal Quality Assurance include the **HU Quality Assurance Policy** that is available and part of **HU Strategic Plan**. Internal stakeholders develop and implement this policy through appropriate structures and processes, while involving external stakeholders. Institutions have processes for the design and approval of their programs. The programs should be designed to meet the set objectives and the intended learning outcomes. It is necessary to ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects such an approach.

### **C2.8 Financial Resources (Resources available and adequacy of financial resources to support the learning programme)**

The HU has strategies and plans for resource allocation to Learning Programmes Refer **HU Financial Management & System Policy**. The HU has available financial resources to support the Learning Programmes. Strong performing institutions consistently allocated resources with student success in mind. Financial plans and budget development activities were transparent, enjoyed widespread support, and were integrated with academic priorities.

Self-sufficiency is a ubiquitous aspiration for individuals as well as institutions, to achieve self-reliance and exist beholden to none. The creation of consistent and reliable sources of income, therefore, should revolve around what a university knows how to do best: enroll and teach students the information, thought processes and skills they need to have successful and fulfilling lives. In short, growth in enrollments is imperative, and growth comes best from areas of strength.

Growth is a vital because in the near future, only universities will exist: those with growing enrollment. Universities that are growing will be adding programs and faculty.

Tuition is just one component of total revenue per student, but it is the source that institutions can most directly control and predict. Raising tuition is not the sole solution; the focus of many universities is shifting away from tuition increases and towards enrollment growth. Growth strategies that emerge should be built around an institution's historic strengths. By focusing on the characteristics that are truly distinctive and channeling resources to them, institutions can positively improve their performance and get on the path to long-term sustainability.

The key sources of funds for the operation of the programme are:

- Students Tuition Fees;
- Trust Contribution;
- Bank Loan;
- Funding Agencies;
- University Income Generation Programme;
- Local Contributions.

Students at the University have various opportunities to receive financial assistance, financial aid, and scholarship opportunities. Eligibility for some financial aid depends on the student's classification, and financial need. Students are also provided with various payment plans for paying their tuition fees, such as installments, etc.

### **C3. OTHER INFORMATION**

#### **C3.1 Delivery and Learning Methods**

Great learning can only take place when all the components are just right. The programme ensures that the needs of each group are accurately identified and then it delivers training solutions using learning delivery methods, which directly address those needs. The programme will be taught primarily through face-to-face teaching but will also make use of some online learning activities. The courses will employ a variety of teaching methods so as to model good practice. Lectures will be complemented by small- and large-group discussions and debates; various forms of group work in cognate and mixed subject areas, as well as independent project work.

Assessment will take place through formal course-work submissions. All course assessments contribute to the aims of the programme and relate directly to individual course learning outcomes. A considerable degree of choice is built into each of the assessments either by letting participants choose between options or by allowing for substantial flexibility in how to approach the required assignment.

Our learning delivery methods cater to all learning styles, we tailor programmes that are future focused and meet your needs exactly. Here are some of the learning delivery methods we employ to deliver excellent learning and development programmes:

**Face-to-Face:** Workshops, coaching, mentoring, keynote sessions and other face-to-face opportunities are a great way to learn from internal and external subject matter experts. We engage with the learner before and after the classroom, and ensure the long tail of embedding the learning becomes part of their way of working. Wherever practicable and appropriate to the content and your culture, our learning interventions are short, sharp sessions to ensure that you don't have people off the job for long — and to make sure that participants retain the maximum amount of learning.

**Digital Learning:** Sometimes learning is best delivered via digital platforms. Large numbers of people can receive and interact with the same content and a virtual learning environment allows people the ultimate flexibility to choose when and where to learn. E-learning also allows businesses to quickly assess and quantify the level of capability and knowledge within particular teams and is particularly helpful with compliance based content.

**Mentoring and Consulting:** We don't just stop at the classroom; our specialists can get hands on too. Through mentoring and consulting sessions, they embed and enhance the learning experience and ensure further alignment with organisational goals.

**Coaching:** Often part of our programmes, coaching is a great way of taking what has been learnt in the classroom and supporting the participant to translate it into their workplace. Our philosophy also requires of us to empower our clients and leave a greater level of capability behind. In this vein, coaching is a skill we actively promote as part of our programmes and engage leaders in the core skills as well as helping coaches understand their role. We have found that leaders often coach others better when they receive coaching themselves.

**Action Learning:** We use real business challenges to support the development of skills and knowledge within talent groups, leadership teams, emerging leaders or teams within business units. Action learning occurs 'on the job', in the classroom, with a project group and with coaches and mentors. Participants will develop problem-solving, project management and execution skills while implementing the solution to an identified real business challenge.

**Learning Management System:** At beyond performance we have a learning management system that gives learners access to their chosen learning events at any time, providing additional materials, further related reading, e-learning and tools to support their individual development.

## **C3.2 Acceptability**

### **C3.2.1 Stakeholders are identified, including relevant Academic, industrial, professional and other Communities.**

The success of a University depends on its ability to take care of its stakeholder relationships. Stakeholders include all those organisations, networks and private people that are able to influence the objectives of a given university. The internal

stakeholders of University includes personnel and students, while the external stakeholders include partners and customers.

The University and the Programme have to respond to the needs of their various stakeholders. The importance of external stakeholders increases when the public funding of higher education institutions decreases. The university must then look for external funding from various domestic and international funding sources and thus collaborate more with external stakeholders. In such cases, the university becomes responsible to a larger number of stakeholders.

The university identifies the stakeholders by asking the following questions:

- Who benefits from our products or services?
- Who usually asks about our offerings? What needs have they expressed?
- Do we often receive referrals? Who makes them?
- Who do we have to talk to during the sales process?
- Who is the decision maker when our product or service is purchased? Who else influences that decision?
- When admissions aren't made, who stops them?

The internal and external stakeholders of the University are provided under various categories.

<b>S. No</b>	<b>Stakeholders Category</b>	<b>Constitutive Groups, Communities, Stakeholders, Clients, etc</b>
1.	Government Entities	Government Bodies, Board of Management, University Council, Senate, other Governing Boards, Sponsoring Religious Organization.
2.	Administration	President of the Council, Vice-Chancellor, Senior Administrators.
3.	Employees	Faculty, Administrative Staff, Support Staff.
4.	Clientele	Students, Parents, Service Partners, Employees.
5.	Suppliers	Secondary Education Schools, Alumni, Other Colleges and Universities.

6.	Competitors	<b>Direct:</b> Private and Public Providers of Post Secondary Education. <b>Potential:</b> Distance Learning Providers, E-Learning Providers. <b>Substitutes:</b> Employer Sponsored Training Programme.
7.	Donors	Funding Agencies, Individuals,
8.	Communities	Neighbours, Schools, NGO's.
9.	Government Regulators	Ministry of Education, Higher Education Authority, Buffer Organizations, Govt. Financial Agencies.
10.	Non- Governmental Regulators	Foundations, Institutional Accrediting Bodies, Professional Associations.
11.	Financial Intermediaries	Banks, Fund Managers, Auditors, Analyst.
12.	Joint Venture	Alliance & Consortia, Corporate, Church bodies

**C3.2.2 The actual or likely interests of these stakeholders in respect of the proposed qualifications are clearly identified.**

Different stakeholders and their interest:

**Employers (both in formal and informal sectors):** Employers have an interest in a workforce that possess high and relevant skills. A skilled labour force is a potential way to increase the productivity. Employers tend to concentrate on their own needs for competent workers and may therefore be too company-specific in their recommendations.

**Professional Bodies:** Professional bodies have an interest in a workforce with high, relevant, and transferable competences. In general they have a broader outlook on the needs than employers.

**Society:** Society has an interest in having citizens:

- Who are well trained with relevant skills, so that they will contribute to a prosperous economic development;
- Who are able to carry on and develop the social and cultural heritage of the society in a democratic way;

In general, society has an interest in reduced inequality amongst its citizens and a reduced social exclusion of disadvantaged groups.

**Students/Graduates:** The student has an interest in becoming equipped with the required competences so that he can develop himself optimally and enjoy a high level of life/work quality. Usually, when doing a Labour Market Demand Analysis, the students for that occupation are not yet known. Former students (graduates) however, who work in similar occupations (with the employers mentioned above), might provide valuable information from their individual perspectives. This is one of the reasons why an increasing amount of Universities support alumni clubs and try to follow the careers of their graduates.

**Non-Governmental Organizations:** These organizations have an interest in promoting skills that will improve the situation for specific deprived groups (women, religious groups, etc.), or they have an interest in supporting groups that want to contribute to a better society (democracy development groups, groups addressing environmental protection, etc.).

**Training Providers:**

Training providers have a mission and an interest to produce graduates with high quality and relevant competences to satisfy the needs and interests of all stakeholders

### **C3.3 Relevance**

#### **C3.3.1 Assesses the importance and applicability of the qualification to the workforce and other stakeholder needs**

The Bachelor degree programme holders to enable the learner to:

Apply knowledge, skills and understanding in a wide and unpredictable variety of contexts with substantial personal responsibility, responsibility for the work of others and for the allocation of resources, policy, planning execution and evaluation.

The stakeholders expect the following competence skills to be possessed in every person in the Zambian work force.

<b>S. No</b>	<b>Competence Skills</b>	<b>Description of Skills Components</b>
1.	Deciding and Initiating Action	Taking decisions, Taking responsibility for decisions and initiatives Showing confidence, Acting on one's own initiative, Initiating actions and activities, Taking measured risks.
2.	Leading	Giving direction, Giving instructions, Exercising authority, Supervising people's performance, Dividing the workload, Delegating authority and responsibility, Utilizing diversity
3.	Supervising	Coaching, Advising, Motivating, Promoting development in others.
4.	Showing attention and understanding	Showing interest, Listening, Showing tolerance and consideration, Empathizing with the other person's feelings, Understanding the viewpoints and attitudes of others, Supporting others, Showing concern for others, Knowing and showing yourself
5.	Working with people	Consulting and involving others, Attuning, Informing proactively, Communicating straight forwardly and sincerely, Accommodating to the needs of a group, Stimulating team spirit, Recognizing and rewarding contributions of others.
6.	Adhering to principles and values	Acting ethically, Acting honestly, Do not discriminate
7.	Relating and networking	Building relations with people, Building relations on different levels, Maintaining and using a network, Maintaining good relations in difficult circumstances.
8.	Persuading and Influencing	Making a good impression on others, Giving direction during conversations and discussions, Appealing to emotions, Contributing and substantiating ideas and opinions, Negotiating, Pursuing consensus
9.	Presenting and communicating information	Explaining and illustrating clearly, Speaking briefly and to the point, Radiating reliability and expertise, Responding to the audience, Using humour, Radiating enthusiasm.
10.	Writing and reporting	Formulating correctly, Reporting accurately and comprehensively, Structuring, Formulating fluently and to the point, Formulating attractively, Communicating in line with the



		specific recipient.
11.	Applying expertise	Applying field-specific mental abilities, Applying field-specific manual skills, Showing field-specific physical qualities, Showing a sense of direction and rhythm, Sharing expertise
12.	Applying technology	Choosing appropriate tools and materials, Using tools and materials effectively, Using tools and material efficiently, Taking care of tools and materials
13.	Analysing	Generating information from data, Checking data and assumptions, Unravel information, Drawing conclusions, Thinking up solutions to problems, Finding connections.
14.	Researching	Retrieve information, Being receptive to new information, Looking at multiple perspectives
15.	Creating an innovating	Acting innovatively and creatively, Searching for and introducing changes, Being visionary, Developing strategies for the future
16.	Learning	Keep up one's professional knowledge and skills, Learning from feedback and mistakes, Wanting to develop one's self
17.	Planning and organising	Setting goals and priorities, Planning, Planning and monitoring, Organising people, tools and materials, Monitoring
18.	Meeting costumers expectations	Mapping needs and expectations, Meeting needs and expectations, Monitoring customer satisfaction
19.	Delivering quality results	Formulating quality and productivity standards, Monitoring quality and productivity standards, Maintaining quality levels, Working systematically
20.	Following instructions and procedures	Following instructions, Working according to prescribed procedures, Showing discipline, Working according to safety regulations, Working according to the statutory regulations
21.	Adapting and responding to change	Adapting to changing circumstances, Accepting new ideas, Coping with uncertainty, Coping with diversity (of people)
22.	Coping with setbacks and pressures	Performing effectively under pressure, Having control of one's feelings, Balancing work and home, Keeping a positive approach, Coping with criticism in a constructive way, Setting boundaries

23.	Achieving personal work goals and objectives	Accepting challenges, Showing eagerness to carry out tasks and take on responsibilities, Offering one's self, Wanting to be successful, Showing enthusiasm, Showing ambition.
24.	Entrepreneurial and commercial thinking	Knowing the market and the players on the market, Identifying and creating opportunities, Taking advantage of the opportunity, Developing the organisation's commercial position in the market
25.	Professional and commercial thinking	Showing financial awareness, Acting cost-consciously, Showing insight in the organisation's dynamics

### **C3.4 Regulations**

#### **C3.4.1 Undergraduate Entrance Requirements, Curricula and Degree**

Entry requirements for Bachelor of Theology will be five O' Levels or Grade 12 for School leavers which must include English language. Mature age entry will be considered for experienced ministers or serving missionaries, lay and ordained pastors with more than 3 years working experience otherwise less than the above described entry requirements, the university will encourage students to enroll for Diploma in theology which may enable students to apply for Bachelor of Theology upon successful completion of their Diploma.

**Exemptions** shall be awarded to candidates with prior theological training from recognized universities or seminaries. Course requiring exemption will have assessed by the faculty to determine the GPA attained by the candidate. To be exempted in the B.Th. program one must have completed a three (3) year Diploma course in Theology from a recognized institution or college and should have a minimum of 40 courses cleared or more

#### **C3.4.2 Examinations**

##### **1.0 Regulation for University Examinations**

1.1 Examinations include continuous assessment (tests, quizzes, assignments,

seminars, presentations, practical, oral tests, dissertations or any other form of assessment specified in the study guide issued at the beginning of Semester) and end of Semester Examinations including practical and oral examination where appropriate.

- 1.2 There shall be written university examinations at the end of each semester for each module taught. There shall also be practical and/or oral examinations during each end of semester for the module taught.

Timing of examinations shall be between 08.00 am and 09.00 pm any day of the week including weekends. Approved public holidays and other days when the University / College / Campus / Institute is closed are excluded.

## **2.0 Registration for Modules**

- 2.1 The students shall register for all the modules including supplementary in the third and fourth week of the semester.

- 2.2 A candidate shall be examined in all modules registered for.

For an elective module to be offered the minimum number of students shall be twenty (20) in Diploma and Degree

- 2.3 No student will be permitted to commence any course / module three weeks after the beginning of the semester or withdraw from any course / module four weeks after the beginning of the Semester.

## **3.0 Eligibility for Examinations**

- 3.1 The Principal of a College or Dean of School or the Director of a Teaching Institute may bar any candidate from being admitted to any examination in any subject or course or module where the Principal or Dean or Director is satisfied that the candidate has not completed satisfactorily by attendance, performance or otherwise the requirements of the subject of course.

- 3.2 Candidates eligible for examinations shall be those fulfilling University registration, course eligibility requirements and full payment of fees.

- 3.3 A candidate shall only be allowed to sit for the scheduled University examination(s) if he/she would have attended 85% of attendance of the course/module through lectures, seminars and tutorials; but for the practical sessions, a candidate must attain 95% attendance rate. A candidate who fails to attain at least 85% and 95% attendance rates for lectures/seminars and practicals

respectively shall be required to retake the whole course/module when next offered.

- 3.4 However, with special permission a candidate with less than 85% but not below 75% of attendance shall be deemed to have satisfied the conditions of attendance in a semester on medical or academic grounds subject to the approval of the College/Institution Academic Board / Faculty Board.
- 3.5 Where a candidate who has been barred in accordance with paragraph 3.1 or 3.2 or 3.3 enters the examination room and sits for the paper, his/her results in the paper shall be declared null and void.
- 3.6 A candidate whose work or progress is considered unsatisfactory may be required by the Senate, on the recommendation of the appropriate College, School or Academic Institute Board to withdraw from the University or to repeat any part of the course before admission to an examination. Failure in an examination, including a session (IPT/TP) or semester examination may be regarded as evidence of unsatisfactory progress.
- 3.7 Where a candidate who has not registered for studies or for a course sits for an examination, the examination results shall be nullified.
- 3.8 A candidate shall be required to attend all sessions of Field / Industrial Practical Training (IPT) or Teaching Practice (TP) and if a candidate misses any session without the permission of the Dean or Director or Head of Department or his appointee (i.e. IPT/TP supervisor) shall be discontinued from studies. In case of permission for being absent from IPT or TP is granted, the candidate shall be required to complete the training session using own resources.

#### **4.0 Absence from Examination**

- 4.1 A candidate who absents oneself from an end of semester examination without compelling reasons shall be deemed to have absconded from examinations and shall be discontinued from studies.
- 4.2 A candidate who absents oneself from any continuous assessment test or fails to submit assignment(s) given as part of the coursework without compelling reasons shall be considered to have attempted such examinations or assignment(s) and shall be awarded a zero mark.
- 4.3 A candidate who fails to submit an assignment on time without compelling reasons may be penalized according to a penalty marking system pre-indicated

in the course outline by instructor.

- 4.4 A candidate who fails to sit for a continuous assessment test(s) or submit (an) assignment(s) because of compelling reasons shall be required to complete the same before attempting the end of semester examination(s) of the respective course. Such a candidate shall be responsible for initiating a request for the continuous assessment test or assignment.
- 4.5 A candidate allowed to be absent from the end of semester examination (s) shall carry forward the examination(s) as incomplete and shall have to sit for the respective examination(s) during the subsequent examination session conducted in the second week and third week of the next semester.
- 4.6 Permission for postponement of end of semester examination(s) shall be granted by the Principal/Dean/Director after consultation with the Head of Department, Dean of Students and, where applicable, the Resident Medical Officer.
- 4.7 Postponement of course assessment tests shall be granted by the course instructor and reported to the Head of Department/Dean of Faculty/Director of Institute / Directorate / Centre.
- 4.8 Request for postponement of end of semester examination(s) or course work assessment tests shall be made by submitting the prescribed Examination form submitted along with a covering letter.

## **5.0 Dates and Duration of Examinations**

- 5.1 Examinations in all Colleges, Schools and Academic Institutes shall be held at a time to be determined by Senate, which shall normally be at the end of each semester, subject to such exceptions as Senate may allow upon recommendation by a College, School or Academic Institute Board or a College Governing Board, as the case may be.
- 5.2 Candidates who are referred and are required to do supplementary examinations shall be re-examined in the referred subjects at a time to be determined by the Senate or in particular cases by the relevant College/School/ Institute Board, as the case may be, which shall not be less than three month after the ordinary examinations at the end of the semester in the academic year.
- 5.3 A candidate who, for reasonable cause, was unable to present himself/herself in the ordinary examinations may, with the special permission of Senate or in that behalf the College/School/Institute Board as the case may be, present

himself/herself for examination at a time fixed for any supplementary examination.

- 5.4 Dates and times of conducting continuous assessments shall be determined and indicated by the respective Lecturer(s)/Instructor(s) in the course outlines or study guides or otherwise at the beginning of the Semester.
- 5.5 All course assessments shall be carried out in time to allow results to be known to candidates at least one week before the study break preceding the end of semester examinations
- 5.6 Frequency of continuous assessment shall be at least two for each assessed item, e.g., minimum number of class tests is two.
- 5.7 Dates for the end of semester examinations shall be published in the Institute's academic calendar approved by the Academic Committee of the Council.
- 5.8 Duration for end of semester theory / Practical examinations shall be at least three hours.

#### **6.0 Conduct of Examinations**

- 6.1 Overall co-ordination and control of the University Examinations shall be the responsibility of the office of the Controller of Examination (COE).
- 6.2 The Senate, in the manner it shall prescribe, shall appoint the examiners for University examinations.
- 6.3 The COE in charge shall have power to issue such instructions, notes or guidelines to candidates, invigilators and examiners of University examinations, as he/she shall deem appropriate for the proper, efficient and effective conduct of such examinations.
- 6.4 The instructions, notes or guidelines issued by the COE in charge under regulation 7.3 shall form part of and be as binding as these Regulations.
- 6.5 Subject to approval by the Senate, the Board of each College, School and Academic Institute shall make such internal examination regulation as are necessary for the proper conduct, management and administration of examinations in accordance with the specific requirements of particular degree, diploma, certificate or other award programmes of the College, School or Academic Institute, as the case may be.
- 6.6 End of semester examinations shall be coordinated and conducted under the control of the Dean / Director, of the respective Faculty / Institute / Directorate /

Centre in collaboration with Head of Department.

- 6.7 All end of semester theory and practical (where applicable) examinations shall be examined for three hours. As far as possible no end of semester examination shall have sole examiner.

## **7.0 Examination Irregularities**

- 7.1 All cases of alleged examination irregularities, including alleged unauthorized absence from examination, possession of unauthorized material in the examination room, causing disturbances in or near any examination room and any form of or kind of dishonesty, destruction or falsification of any evidence of irregularity or cheating in examination, shall be reported to the Senate Undergraduate Studies Committee or to a College Academic Board/ Committee, which Committee/Board shall have power to summon the students and members of staff of the University, as it deems necessary and make decisions, subject to confirmation by Senate.
- 7.2 No unauthorized material shall be allowed into the examination room.
- 7.3 Subject to confirmation by Senate, any candidate found guilty of bringing unauthorized material into <sup>[[ ]]</sup>~~SEP~~the examination room in any part of the examination process shall be deemed to have committed an <sup>[[ ]]</sup>~~SEP~~examination irregularity and shall be discontinued forthwith from studies in the University.
- 7.4 Any candidate found guilty of cheating in relation to any part of the examination process shall be deemed to have committed an examination irregularity shall deem to have failed in the whole of that examination for that year and shall be discontinued from studies in the University, subject to <sup>[[ ]]</sup>~~SEP~~confirmation by Senate.
- 7.5 Candidates are not allowed to enter examination venues without the approval/permission of the invigilator(s). A candidate found to have done so shall be reported to the COE and the fate of such a candidate may include being barred from sitting for the examination.
- 7.6 A candidate must carry both the identity and examination number cards, which must be shown to the invigilator(s) before entering the examination room. A candidate failing to show the two cards shall not be allowed to sit for the examination and the case shall immediately be reported to the COE. Such a candidate shall be considered to have attempted and failed the respective examination (hence awarded zero mark).

- 7.7 A candidate must present oneself to the Invigilator(s) and for examination in a manner in which he/she can be identified and matched up with the identity and examination number cards. A candidate failing to present oneself in a manner that allows his/her identity to be determined shall not be allowed to sit for the scheduled examination and the case shall then be reported to the COE. Such a candidate shall be considered to have attempted and failed the respective examination(s) (hence awarded zero mark).
- 7.8 A candidate who carries any type of unauthorized material(s) into examination premises and requests to surrender such materials to the Invigilators on his/her own accord before examination papers are distributed to candidates, shall be allowed to sit for examination after formally surrendering the items. Such a candidate shall be served with a written warning by the COE following the recommendations of the Examination Board. A candidate who will be found to have committed such an offence twice shall be discontinued from studies.
- 7.9 A candidate who carries unauthorized material(s) into examination premises and declares to possess them after question papers have been distributed during the examination, shall be deemed to have possessed unauthorized materials. Such a candidate shall be required to surrender the item(s) to the invigilator and thereafter allowed to proceed with the examination and other subsequent examinations during the period of investigation of the case by the Examination Board.
- 7.10 Candidates shall not be allowed to borrow materials of any kind including calculators, rulers, statistical tables, pencils and pens among candidates during examinations. A candidate found to be involved in the act of borrowing or exchanging material(s) of any form during the examinations shall be deemed to have contravened university examination regulation and hence shall be required to surrender them to the Invigilator(s). Cases of such candidates shall be reported to the COE for investigation. Such a candidate shall however be allowed to continue with examinations during the period of investigation.
- 7.11 Save for medical, physiological or other justifiable reasons intimated before the start of examination, no candidate will be allowed to chew anything while in the examination venue. A candidate found to be doing so and refuses to produce exhibit of the material being chewed will be guilty of attempting to destroy evidence of possession of unauthorized materials while in the examination venue



and his/her case shall be reported to the COE for investigation by Examination Board.

- 7.12 Any candidate found guilty of causing disturbance or any form of chaos near any examination room shall be deemed to have committed an examination irregularity and shall be evicted from the examination room immediately and may be prohibited by the COE from sitting for subsequent examinations and have failed in the whole of that examination for <sup>[[ ]]</sup><sub>SEP</sub> that year and shall be discontinued from studies in the University, subject to confirmation by Senate.
- 7.13 A candidate who starts to write before the official start of the examination as declared by the Invigilator(s) as well as one who continues to write after the official end of the examination shall be reported to the Examination Officer. Such a candidate shall be served with a letter of warning by the Examinations Officer. A candidate found to have committed a similar offence and who had been served with a letter of warning before shall be discontinued from studies.
- 7.14 In some examinations, the rubric may indicate that the question paper shall be collected together with the answer book. In such cases no candidate will be allowed to go out of the examination room with an examination paper. Candidates who do not submit the question paper shall be deemed to have contravened a University Examination regulation and a valid penalty (such as non-marking of the answer book) as spelt out on the rubric shall apply.
- 7.15 No candidate will be allowed to go out of the examination room with a used or unused answer book. Possession of used or unused University examination answer book(s) shall be considered as an examination irregularity. Possession of these materials by other unauthorized people who are not students shall be dealt with in accordance with the law and University regulations.
- 7.16 Member(s) of staff of the same sex shall do body search of a candidate suspected of carrying unauthorized materials.
- 7.17 Candidates have the responsibility of reporting any alleged examination irregularities to the COE for investigation by the Examination Board.
- 7.18 The Examination Board shall investigate all cases of examination irregularities as directed by the COE upon receiving reports from invigilator(s).
- 7.19 The Examination Board, upon being tasked to investigate a case of examination irregularity, shall have the powers to summon candidates and members of staff, as it deems necessary.

- 7.20 In general, any candidate who will be proven to have cheated in any examination shall be discontinued from studies.
- 7.21 All cases of examination irregularities shall be concluded within three months of reporting to the COE.
- 7.22 Any candidate found guilty of commission of an examination irregularity and is aggrieved by the decision may appeal to the Senate in accordance with the provisions of regulation Appeal given in the <sup>[[1]]</sup><sub>SEP</sub> Regulations.
- 7.23 In this regulation:
- a. —Unauthorized material<sup>ll</sup> includes any written or printed material that is generally or specifically prohibited from being brought into the examination room, cellular or mobile phones, radios, radio cassette or other types of players, computers, handbags, purses, books, soft drinks (except where water is permitted) and alcoholic drinks and any other material as may be specified from time to time by the university, the Principal of College, Dean of a School, Director of an academic Institute or Head of an academic department. A candidate found in possession of unauthorized materials shall be required to surrender the material(s) to the invigilator(s) and will be allowed to proceed with the examination and the case reported to the COE;
  - b. —Unauthorized Attire<sup>ll</sup>; No candidate shall be allowed to enter an examination venue while wearing a cap, hat, sweater, pullover, jacket or overcoat. However, under special circumstances, such as medical grounds, and upon request, the COE can grant permission for a candidate to put on such attire during the examination(s). A candidate found with such attire during examinations shall be required to surrender the piece(s) of garments and the case reported to the COE for investigation. However, a candidate shall be allowed to continue with the examination and subsequent examinations during the period of investigation;
  - c. —Unauthorized Writing<sup>ll</sup>; A candidate is not permitted to enter examination venue with any inscriptions on any body part or clothing that can be construed as an aid to answering examination questions;
  - d. —Unauthorized absence from examination<sup>ll</sup> includes going out of the examination room, temporarily or otherwise, or staying out of the examination room for an unduly long period, without authorization or permission of the invigilator or one of the invigilators for the examination in

question;

e. —Cheating in examinationl includes any form or kind of dishonesty or destruction or falsification of any evidence of irregularity;

7.24 The Senate may impose such a lesser penalty on a candidate found guilty of commission of an examination Irregularity, depending on the gravity of the facts or circumstances constituting the offence, as the Senate may deem appropriate.

## **8.0 Plagiarism**

8.1 A candidate who appropriates the writings or results of other persons, whatever the medium (text, written or electronic, computer programs, data sets, visual images whether still or moving) and then dishonestly presents them as his/her own shall be considered as guilty of plagiarism.

8.2 A candidate shall be deemed to have committed an act of Plagiarism if a supervisor, examiner, Head of Department, member of the various committees responsible for checking and certifying compliance to approved publication standards or any other person observes the following:

8.2.1 The candidate has submitted or presented the work of another person as his or her own;

8.2.2 The candidate has submitted the same, or substantially the same work more than once at the same or another institution;

8.2.3 The candidate has fabricated or falsified results/data;

8.2.4 The candidate has submitted false records, information or documents;

8.2.5 The candidate has omitted due acknowledgement of the work of another person;

8.2.6 There is collusion i.e. when two or more candidates collaborate to produce the same work submitted by each, without prior formal permission for such collaboration; and

8.2.7 The candidate has used, by payment or otherwise, a third party to produce Research Project report or any assignment write-up in whole or in part.

8.3 All cases of alleged plagiarism shall be reported to the COE who shall refer them to the Examination Board for investigation.

8.4 Depending on the extent or seriousness of the confirmed plagiarism, the following sanctions shall be applied:

- 8.4.1 REJECTION of the Research Project proposal, report or part thereof and therefore the candidate being required to re-write or re-take the research work.
- 8.4.2 DISCONTINUATION from studies
- 8.4.3 DEPRIVATION of a degree, non-degree award or any other academic credentials already awarded by the university

## **9.0 Publication of Results**

- 9.1 The provisional results of candidates in every examination, arranged in a manner as prescribed by Senate or, on that behalf, as provided under examination regulations of the relevant University, College, School or academic Institute approved by Senate and not in conflict with these Regulations, shall be published by the COE soon after the Examination Board meeting but the results shall not be regarded as final until they are confirmed by Senate.
- 9.2 Publication and custody of the final approved examination results as approved by Senate shall be the responsibility of the DVC (Academic).
- 9.3 The results may be published on notice boards, newspapers, information systems or websites at the discretion of the relevant College/School/Institute. The anonymity of the student must be protected in publishing results e.g.using the student's registration number rather than names.
- 9.4 Senate shall confirm the results of examinations at a time to be determined by Senate.
- 9.5 The final Senate-approved results for each semester and for each academic unit shall be archived in hard-bound booklet with a serial number and date and in a PDF soft copy of the same number and date.
- 9.6 Feedback on Coursework Assessment (CA) must be continuously provided to students and the cumulative CA marks must be shown to students before they sit for the University Examination. A copy of the student's CA marks must be submitted to the Head of Department and COE at the same time.

## **10.0 Procedure for Examination Related Appeals**

- 10.1 Candidate's appeals shall be lodged to respective Deans/HODs/Directors using special appeal forms for theory modules within two weeks from the date of publication of results.

- 10.2 No revaluation or remarking is permitted for practical modules.
- 10.3 Candidates may appeal for an independent assessment in cases of disagreement regarding the results obtained in an examination/evaluation conducted by University;
- 10.4 Candidates can apply for the photocopy of marked answer scripts by paying a fee prescribed within five days of the publishing result to the Deans/HODs/Directors using prescribed forms.
- 10.5 Candidates not satisfied with the marking, he/she can apply for re-valuation on payment of prescribed fee. On revaluation, if there is an increase in mark for passed candidate and candidates who failed before revaluation and passed, after the re-valuation fee paid will be refunded to the candidate. No refund of the fee for candidates who have failed before and failed after revaluation though there is an increase in marks.
- 10.6 The Examinations Appeal Committee of the University acts as an appeal board and the candidate may be present at an appeal hearing;
- 10.7 Appeals shall initially be considered by the Examination Appeals Committee and forwarded to the Examination Board.
- 10.8 Examination and Awards Committee may consider a maximum of two appeals for the same results. These two appeals must be made within six months of publication of the results.
- 10.9 The decision reached by the Examinations and Awards Committee of the University in an appeal is considered to be the final.
- 10.10 The Senate shall consider recommendations of the Examination and Awards Committee regarding appeals.

### **11.1 Appeals Fee**

- a. All appeals shall be accompanied by an appeal fee charged per decision or subject as the Senate may from time to time prescribe.
- b. The appeal fee shall be not be reimbursed except for revaluation.
- c. The same rates or any other rates as approved by relevant organs shall be charged for any further appeal <sup>[ ]</sup><sub>SEP</sub>decisions.

### **12.0 Answer Books and Preservation of Examination Scripts**

- 12.1 On the cover of the University answer books there shall be a space for entry of

the date of examination.

- 12.2 To forestall illegal use of examination answer books before and after examinations, invigilators should ensure candidates enter both the examination number and the serial number of the answer book in the candidate-signed examination list.
- 12.3 The University shall preserve examination scripts for the purpose of reference for a period of two academic semesters after the end of the respective examinations.

### **13.0 Disposal of Examination Answer Books and Other Scripts**

- 13.1 Unless otherwise retained by University Library for archival purposes all used examination answer books can be destroyed after the expiry of 13 months following final decision of Senate on the examination concerned.
- 13.2 COE concerned shall, with respect to examination answer books:
  - a. Create and maintain adequate records of actions and transactions affecting examination answer books, ensure that those records are properly maintained while waiting for any appeal or final disposal;
  - b. Initiate the disposal procedures of those examination answer books for which there is no further need;
  - c. Initiate disposal of used examination answer books that have been stored by the departments for more than 13 months following respective Senate decision;
  - d. Identify and safeguard those examination answer books which are of enduring value and which should be preserved as archives and made available to the Library for research and public consultation;
  - e. Assist the University Library in selecting examination answer books designated for archiving purposes; seek expertise from University Library to assist in the sampling answer books earmarked for archiving; designate a place or room as storage area for examination answer books awaiting appeals or final disposal;
  - f. Seek permission from the Vice Chancellor to dispose the examination answer books through DVC in charge of academics. The request shall indicate the courses (including the sat session and academic year) whose scripts are to be destroyed.

- g. Witness and keep close control over final disposal of examination answer books to ensure the confidential nature of contents of answer books remain inviolate.

13.3 Pending final disposal, COE shall ensure all information contained in examination answer books remain inviolate and is protected from misuse or abuse.

13.4

- a. Respective College, School or academic Institute Boards shall be responsible for prescribing under their special regulations clear guidelines for returning to the students graded courses, assignments, course essays, term papers and timed essays.
- b. Unless otherwise retained for archival purposes, Departments shall also initiate the final disposal of such other examination scripts as essays, objective question papers, Laboratory works, models, studio papers or drawings that have been in retention or storage for the previous 13 months.

13.5

- a. The DVC in charge of academics shall cause to be prepared a disposal and storage budget and designate the cartons of various sizes or descriptions, which shall be used by Heads of Departments for 13 months storage of examination answer books pending final disposal.
- b. The cartons prescribed under sub-paragraph (a) above shall be so marked or labeled as to facilitate identification of the course, examination date, date of Senate decision, course coordinator and date when final disposal shall be due.

13.6 University Library shall keep maintain in any format including electronic, all answer books selected by departments and sent to the Library for archival purposes.

13.7

- a. The DVC in charge of academics shall select and announce the best available practice in disposing of the examination answer books due for disposal;
- b. Depending on such pertaining circumstances as privacy of information contained, cost involved and environmental considerations, the DVC in charge of academics may with respect to any batch due for disposal, direct:

- (i) The disposal by shredding and then disposed of by either burning or selling to recycling companies to be reused in producing other paper materials; or
- (ii) Used examination papers be entirely burnt to completion.

13.8 The Vice Chancellor on recommendation of the DVC in charge of academics shall be the principal executive officer responsible to order final disposal of any batch of examination answer books.

13.9

- a. Heads of Departments shall witness final disposal of itemized examination answer books and <sup>[1]</sup>~~sign~~ signify the disposal.
- b. The report of Heads of Departments to the DVC in charge of academics through respective Principals/ Deans/Directors on disposal of examination answer books shall be accompanied with list of courses (including the sat session and academic year) whose scripts were destroyed.

#### **14.0 Instruction to Candidate**

14.1 These instructions should be read together with the above University regulations.

14.2 All students sitting for examinations shall be in possession of a valid Student ID card, which is to be placed on the top right- hand corner of the desk throughout the examination for Invigilators to check. Students without their ID card shall not be permitted entry to the examination room.

14.3 Candidates must acquaint themselves with the seating arrangement for their respective examinations in advance.

14.4 Candidates are advised to be at the examination centre at least fifteen minutes before the commencement of the examinations.

14.5 Candidates will be admitted by the invigilator to the examination room ten minutes before the time the examination is due to begin. Papers will be placed ready on the desks before they enter. They must not begin writing before they are told to do so by the Senior Invigilator. (Where large numbers of candidates are affected, invigilators may admit candidates to the examination room fifteen minutes in advance). During these ten minutes the Senior Invigilator will:

- a. Make an announcement to the effect that all unauthorized materials should be removed from the examination room.



- b. Make an announcement to the effect that candidates should satisfy themselves that they are in possession of the correct paper.
  - c. Call attention to any rubric at the head of the paper which seems to require attention.
  - d. Announce that both sides of the paper must be used. He/she will then tell students when they may begin writing. Candidates will be given a maximum of ten minutes to read the paper.
- 14.6 Candidates are not allowed to borrow or exchange items such as rulers, pens, pencils and calculators <sup>[ ]</sup><sub>SEP</sub> during the examination.
- 14.7 Candidates are permitted to do rough work on the scripts on the understanding that this is crossed <sup>[ ]</sup><sub>SEP</sub> through at the end of the examination.
- 14.8 Students who wish to leave the venue during an examination session must:
- a. First ensure that the answer book(s) and papers bear their registration numbers, degree programme and course code (even if no attempt has been made to answer any question).
  - b. Raise a hand and wait for an invigilator and leave only when the invigilator has signified his/her assent and accompanies the student.
- 14.9 Candidates into the room may take no books, bags or attached cases. Candidates are not normally allowed to use their own logarithmic tables. Students should bring only permitted items to the examination; the University assumes no responsibility for personal property lost in or near any examination room.
- 14.10 Once a student is found with unauthorized materials, he/she should sign on the materials to confirm they are his or hers.
- 14.11 No candidate will be permitted to enter the examination room after the lapse of thirty minutes from the commencement of the examination and no candidate will be permitted to leave the examination room until thirty minutes have expired.
- 14.12 A student denied admission to the examination under regulations 15.2 and 15.11 may apply to the College/ School/Institute for a special university examination; such application shall however be subject to scrutiny of the veracity of the claim.
- 14.13 At the end of the examination period, and on instructions from the Invigilator, candidates must stop writing and assemble their scripts, which they should personally hand to the invigilator unless instructed otherwise. Candidates must remain seated till the Invigilator tells them to leave the room. Apart from the examination paper, candidates are not allowed to take any examination material

out of the examination room.

## **15.0 Instruction to Invigilators**

### **Before the Examination**

- 15.1 Persons other than course instructors shall invigilate university Examinations. Course instructors shall only be allowed in the examination room in the first ten minutes to provide clarifications on the examination questions, if any.
- 15.2 Invigilators should be present in the examination room at least twenty minutes before the commencement of the examination.
- 15.3 Invigilators will be provided with the following items by the Departmental (School for non- departmentalized schools) Examinations Officer:
  - a. The question papers to be attempted by candidates.  
Note: Sealed envelopes containing question papers must be personally collected by each invigilator from the said Examinations Officer at least twenty minutes before the examination. All invigilators who have reported to the Examinations Officer within this period should immediately proceed to their respective examination room.
  - b. A list showing the names of the papers to be attempted in the room (This will be distributed to invigilators in advance).
- 15.4 Invigilators must ensure that ONLY ONE answer book is provided for each candidate unless the rubric on the question paper requires otherwise. The answer book must be filled before any additional paper is provided.
- 15.5 Question papers and any other material prescribed in the rubric (e.g. log-tables, charts etc.) should be set out by the invigilator with the help of the Internal Examiner.
- 15.6 Candidates must write their registration numbers and degree programmes on the cover page of the answer book before they start to write the examination.
- 15.7 Food, drinks (except where water is permitted-see below), cigarettes, laptops, recording or playback devices, and other electronic communication devices such as a cell or smart phones, bags, purses, hats, books attached cases, papers and other related items are not permitted in the examination room. The University assumes no responsibility for personal property lost in or near any examination room.
- 15.8 Students with approved health conditions may bring (transparent) bottled water

into the examination room. Such students will have to be seated away from other students to avoid accidental spillage.

- 15.9 Invigilators should admit candidates to the examination room ten minutes before the commencement of the examination and they should ensure that they take the right places. Where big numbers of candidates are involved, invigilators may admit candidates to the examination room fifteen minutes in advance.

\*Invigilators are requested to stick to this arrangement. During these ten minutes the invigilator should:

- a. Make an announcement to the effect that unauthorized materials are not allowed in the examination room;
- b. Make an announcement to the effect that candidates should satisfy themselves that they are in possession of the correct paper;
- c. Call attention to any rubric at the head of the paper which seems to require attention;
- d. Announce that, where this is practicable, both sides of the paper must be used. He/she should then tell students when they may begin writing. Candidates will normally be allowed a maximum of ten minutes to read the paper.

- 15.10 It is mandatory for all students sitting examinations to be in possession of a valid Student ID card, which is to be placed on the top right-hand corner of the desk throughout the examination for Invigilators to check. Students without their ID card shall not be permitted entry to the examination room, and shall be directed to the Principal/Dean/HOD/ to obtain a valid ID card.

- 15.11 Invigilators should not admit candidates to the examination room after half an hour from the commencement of the examination and should not permit them to leave the room until thirty minutes have expired.

#### **During the Examination**

- 15.12 At the commencement of the examination, invigilators should remind candidates to ensure that they are attempting the right examination paper.

- 15.13 At the end of the first half hour the total numbers present should be noted down. Invigilators should then collect the blank answer-books from all vacant places. The Internal Examiner should return spare question papers to the correct envelopes for collection. It is at this time that candidates should start to sign the

examination attendance sheet. During the exercise, invigilators should also make sure that the photo on the candidate's ID card matches the candidate's face and that the registration number on the ID card is the same as the one written on the answer book.

- 15.14 Invigilators should minimize announcements during the examination.
- 15.15 An invigilator shall not allow candidates to borrow or exchange items such as rulers, pens, pencils and calculators during the examination.
- 15.16 During the examination, invigilators should ensure that candidates are provided with any additional requirements (e.g. scripts, blotting-paper, log-tables etc.). All rough work must be done in the Answer Book and crossed through.
- 15.17 No candidate should be permitted to leave his/her place during the examination except to leave the examination room.
- 15.18 A candidate may, with the permission of the Invigilator, leave the examination room briefly only if accompanied by an assigned assistant Invigilator. Candidates will not be readmitted to the examination room after they have left the examination room unless, during the full period of their absence, they have been under approved supervision.
- 15.19 Permission to leave the examination room shall be granted in exceptional circumstances as invigilators are expected to remind candidates to go for short calls before they enter the examination room.
- 15.20 A candidate who contravenes the regulations and instructions governing the examinations, especially by unfair practices such as copying from or communicating with other candidates shall be reported immediately to the Examinations Officer.
- 15.21 Once a student is found with unauthorized materials, the invigilator should ask the student to sign on the materials to confirm that they are his/hers. PROVIDED that where a candidate/student refuses to sign on the material, the examination officer shall request another invigilator to witness and counter sign stating the candidate has refused to sign the material.
- 15.22 The candidate shall be informed that he/she has contravened the regulations and that he/she has been reported, but shall not be prevented from continuing with his/her paper. A written report must be sent to the Head of Department, through the Examinations Officer, including full details of the contravention. It is part of the invigilator's duty to move about the examination room as quietly as possible

at frequent intervals.

- 15.23 Invigilators shall have the power to confiscate any unauthorized book; manuscript or other aid brought into the examination room and to expel from the examination room any candidate who creates a disturbance. They shall report to the Examinations Officer any case of a candidate suspected of giving or obtaining unauthorized assistance or of attempting to do so, and that officer shall have power to take any further steps he/she may consider necessary. He/she shall then report the matter to the COE.
- 15.24 Cases of illness during examination should be reported to the Examinations Officers as soon as possible for assistance.

#### **At the End of the Examination**

- 15.25 Invigilators shall not permit candidates to leave their places before their scripts have been collected. Candidates who wish to leave the examination room before the end of the examination shall hand over their scripts to the invigilator before leaving the examination room. At ten minutes before the conclusion of the examination period, the Invigilator shall announce the time remaining. Candidates may not leave their seats in the examination room after this time (except in case of emergency) until all papers have been collected. At the end of the examination period invigilators shall instruct the candidates to stop writing and then collect all the scripts.
- 15.26 Invigilators shall enter the number of examination scripts collected from the candidates on the attendance sheet provided by the Examination Officer at the time of collecting the examination papers. Invigilators shall sign the said attendance sheet before they hand over all the scripts to the Internal Examiners (or their deputies) that must be present in the examination room at the end of the examination. On receipt of the scripts, Internal Examiners will check them and countersign on the collection form. The attendance sheets must be handed to the Examinations Officer at the end of each session.
- 15.27 Invigilators shall hand over all extra examination papers and answer books to the Examination Cell.

#### **16.0 General Guidelines and Instruction**

- 16.1 All candidates are required to be present within the examination premises 30

- minutes before the scheduled time of the examinations.
- 16.2 No candidate shall be admitted to the examination room 30 minutes after the commencement of the examinations or leave the room within the last 30 minutes into the end of the said examinations. Permission to go out temporarily during the examination shall only be provided under special circumstances by the Invigilator.
- 16.3 A candidate reporting late (more than 30 minutes after the start of examination) shall be barred from sitting for the examination and his/her case reported to the COE.
- 16.4 A candidate who is barred from sitting for the scheduled end of semester examination for reporting late shall, upon the COE being satisfied with justifying reasons, be allowed to sit for the examination during the subsequent probation examination period.
- 16.5 In the case of continuous assessment test a candidate barred from sitting for a test for reporting more than thirty minutes after the start of the test for compelling reasons, may be allowed to do the missed test before the end of the semester. In the case where the candidate reporting late for a test had no compelling reason(s), such a candidate shall be considered to have attempted and failed the examination (hence awarded zero mark).
- 16.6 Internal Examiners (or their deputies) are required to attend in the examination rooms at the commencement of each period to assist the invigilators and to collect the scripts. Instructions, which the examiners (or their deputies) may wish to be give, should be announced by the invigilators.
- 16.7 The Use of Calculators in Examinations:
- a. Any calculator permitted to be taken into an examination must be hand-held, self-powered and noiseless. It must not make use of an audible alarm or facilities for wireless transmission or reception of information.
  - b. For examinations with College/School/Institute approved (standard) calculators, the examination invigilator will ensure that only the specified calculator is used for the examination; otherwise the instructors are responsible for ensuring that only the calculators they have specified are brought into the examination room.
  - c. If a range of calculators is allowed in a test or examination, consideration be given to ensuring fairness by setting a test or examination which takes

into account the differing capabilities of the calculators.

16.8 —Examinations Officer includes the Examination Officer's deputies.

### **17.1 Amendments**

Amendments on examinations regulations shall be done from time to time as deemed necessary by the academic committee.

Note: In addition to examination regulations, postgraduate students are required to comply with University postgraduate guidelines.

## **C3.4.3 Progression**

### **Progress from Year to Year**

1. Candidates who are full time students are required to pass a total minimum of 120 course credits in examinations in the academic year and attain a minimum overall GPA of 2.0 before proceeding to the following year of study.
2. A candidate may be allowed to re-sit failed courses in Supplementary Examinations if he or she has attained an overall GPA of 1.8 or above in the First Sitting calculated in accordance with the credit weighting of individual courses. The maximum grade obtainable in a Supplementary Examination shall be the minimum passing grade i.e. C'.
3. A candidate who fails to attain an overall GPA of 1.8 will be discontinued from the courses.
4. A candidate who fails in examination(s) which is/are required to make the minimum pass credits for any academic unit after three attempts shall be BARRED from continuing into subsequent academic semester but shall be given the opportunity to retake the course(s) and examination(s) as last attempt when next offered. A candidate who fails to graduate because of failing examination(s) after three attempts will be given the option of retaking the course(s) and examination(s) as last attempt when next offered.
5. No candidate shall be allowed to repeat any year of study on academic grounds, except with special permission or approval of the Senate upon recommendation of a College, School or academic Institute Board, and the Senate Undergraduate Studies Committee or a Constituent College Academic Board.

6. Carrying over of courses shall be guided by the following:
  - i. A candidate who scored an overall GPA pass mark of 2.0 or above after Supplementary Examination, may be allowed to carry over flexibly into the subsequent academic years such number of failed courses as are requisite for the fulfilment of the requirement of passing a total minimum number of course credits for the programme in compliance with **regulation 9**. The minimum overall GPA shall be calculated in accordance with the credits weightage of the individual courses.
  - ii. Carrying over failed courses into subsequent years shall imply repeating the failed courses in the subsequent years by fulfilling all requirements of the course.
  - iii. The maximum grade for a carried over course shall be the minimum passing grade i.e. C’.
  - iv. Carryover of elective courses will only be allowed in exceptional circumstances, normally only when those credits are needed to comply with **regulation 9**.
  - v. All carried over courses shall be cleared within the allowable maximum period of registration otherwise the student will be discontinued from studies. The maximum period of registration is five years for a programme that takes three years and six years for a four-year programme.
7. All candidates with pending supplementary or special examinations or with incomplete courses shall be evaluated assuming they would score the maximum attainable grade in the pending examinations and shall be discontinued from studies if they would not obtain the required minimum GPA.
8. A candidate with incomplete results for courses, which could not be completed by the end of the year for acceptable reasons, must complete the courses before he/she can be allowed to continue with studies of the following year.
9. Final year students who return to the University to clear a carryover or an incomplete shall pay tuition fees and relevant direct costs. Tuition fee shall be paid on a pro-rata basis depending on the number of course credits to be taken out of the annual 120 credits.
10. To qualify for a degree award, the cumulative total minimum number of course



credits shall be a multiple of the minimum number of course credits required per academic year under **regulation 1** for the duration of each degree programme. That is:

For a three-year degree programme, such cumulative total minimum shall be 360 credits.

For a four-year degree programme, it shall be 480 credits and

For a five-year degree programme, it shall be 600 credits.

11. Provided that, subject to approval by the Senate, the internal examination regulations of a University, College, School or Academic Institute, shall provide for cumulative maximum number of course credits for which a candidate may register and take for credit.

#### **C3.4.4 Degree Regulations**

##### **1. Regulation of Under Graduate Programme**

- The Regulations are applicable to all Under Graduate Programme offered by Harvest University.
- The Provisions contained in this set of regulations govern the policies and procedures on the Registration of Students, imparting instructions of the course, conduction of the examination of Student's performance and all amendments there to leading to the said Under Graduate Programme.
- This set of Regulations for Bachelor of Theology (B.TH) of Harvest University, may evolve and get refined or updated or amended or modified or changed through appropriate approvals from the University Bodies, from time to time, and shall be binding on all parties concerned, including the Students, Faculty, and Staff of Harvest University, Zambia.

##### **2. Title of the Course:**

- The course shall be called **Bachelor of Theology**, which is abbreviated as **B.Th.** The Course will be offered by the Harvest University. The Institution shall revise from time to time, amend or change the Regulations, scheme of examinations and syllabus if found necessary.

## **2. Structure of Programme**

- 2.1 Every Programme will have a curriculum with a syllabus consisting of theory and practical such as:
  - 2.1.1. General courses comprising basic and fundamental modules.
  - 2.1.2. Core courses related to Programme outcome.
  - 2.1.3. Elective courses for specialization in related fields.
  - 2.1.4. Practical courses such as, laboratory work, field practice, industrial training, teaching practice, seminar presentation, project work, educational tours, fieldwork, camps etc.
  - 2.1.5. Extra-curricular and Co-curricular activities for character development.
- 2.2 Each course is normally assigned for a certain number of credits.
- 2.3 Each semester curriculum shall normally have a blend of up to a maximum of 6 theory papers and up to 3 practical papers.
- 2.4 For the award of the degree, a student has to earn a certain minimum total number of credits specified in the curriculum of the relevant branch of study.
- 2.5 It is mandatory for every student to participate in the extension programme to obtain two credits.
- 2.6 The medium of instruction, Examinations and project report will be only in English.

## **3. Duration of the Programme**

- 3.1 A student is normally expected to complete the 3 years diploma programme in 6 semesters of three academic years but not more than 6 years from the time of enrolment.
- 3.2 A student is normally expected to complete the 5 years bachelor degree programme in 10 semesters of five academic years, but in any case, not more than 7 years from the time of enrolment.
- 3.3 A student is normally expected to complete the 4 years bachelor degree programme in 8 semesters of four academic years, but in any case, not more than 6 years from the time of enrolment.
- 3.4 The Senate or Academic Board can stipulate any other regulations from time to time.

## **4. Requirement for Completion of a Semester**

- 4.1 Only those candidates who fulfill the following conditions shall be deemed to have satisfied the requirements for completion of a semester:

- 4.1.1 A candidate for diploma and bachelor degree shall only be allowed to sit for the scheduled University examination(s) if he/she would have attended 85% of attendance of the course/module through lectures, seminars and tutorials; but for the practical sessions, a candidate must attain 95% attendance rate. A candidate who fails to attain at least 85% and 95% attendance rates for lectures/seminars and practicals in diploma and bachelor degree respectively shall be required to retake the whole course/module when next offered.
- 4.1.2 However, with special permission a candidate with less than 85% but not below 75% of attendance for diploma and degree shall be deemed to have satisfied the conditions of attendance in a semester on medical or academic grounds subject to the approval of the College/Institution Academic Board / Faculty Board.
- 4.1.3 He / She should earn a progress certificate from the Head of the institution for having satisfactorily fulfilled all the conditions of courses pertaining to a particular semester, as prescribed from time to time.
- 4.1.4 A student who has no fee default shall be deemed as eligible to obtain the progress certificate
- 4.1.5 His / Her conduct should have been good and out of reproach. The Head of the institution should duly certify the conduct.

## **5. Conditions for Appearing for End Semester Examinations**

A candidate shall be permitted to appear for the end semester examination of the current semester only if he / she satisfies the semester completion requirements and registers his /her name for examination in all modules of that semester including supplementary modules if any.

### **C3.4.5 Degree Classification**

#### **C3.4.5.1 Classification of Degree**

The bachelors 'degrees at Harvest University are classified as:

- First Distinction
- Second Distinction
- Merit
- Credit
- Pass

The class degree awarded to the student is determined by Senate following the recommendation of the board of studies of the school.

### **Degree Classification**

<b>UQF Level 7 Degree</b>		
<b>PERCENTAGE</b>	<b>GRADE</b>	<b>DESCRIPTION</b>
86% - 100%	A+	First Distinction
76% - 85%	A	Second Distinction
66% - 75%	B+	Merit
56% - 65%	B	Credit
50% - 55%	C+	Clear pass
45% - 49%	C	Bare Pass
0% - 44%	D	Fail

### **Calculation of the grade of the degree**

1. Approved courses given for each degree shall be appropriately weighted in terms of credits.
2. To get the score for each course multiply the points, as in 2 by the weights, as in 3.
3. The total score for the degree shall be the total score for all countable courses constituting the minimum number of course credits for the degree, computed as in 4.
4. The Grade Point Average (GPA) for the degree shall be computed by dividing the total score in 5 by the total weight obtained under 3 and truncating down to one decimal point.
5. A cumulative grade point average (CGPA) shall also be computed for each student by dividing the total number of grade points earned by the students during the attendance at the university/college by the total number of credit hours he/she has completed in the university/college.
6. Cumulative Grade Point Average (Cum GPA): The summation of grade points of all credit subjects divided by the total number of credit hours taken by a

student beginning from his admission till the last examination held, i.e.

$$\text{Cumulative GPA} = \frac{\text{Sum of (P x N)}}{\text{Sum of N}}$$

Where P represents a grade point assigned to a letter grade scored by the student in a subject and N represents the number of credit hours associated with the subject.

7. The final classification shall be as follows:

<b>Class</b>	<b>Grade</b>	<b>CGPA Range</b>
Distinction (First Class)	A	4.4 – 5.0
Merit (Upper Second Class)	B+	3.5 – 4.39
Credit (Lower Second Class)	B	2.7 – 3.49
Pass	C	2.0 – 2.6

8. Award of Honours Degree: A degree with honours shall be awarded to a candidate obtaining a First division where the candidate has passed all examinations at first sitting without supplementary examination or carry over in any particular academic year.

#### **C3.4.5.2. Award**

A candidate shall qualify for the award registered for if:

1. He/She has successfully completed all modules for the award and achieved a minimum cumulative Grade Point Average (GPA) equivalent to pass.
2. He/She has passed all industrial practical training modules / Teaching Practice / etc.
3. He/She has passed projects (where applicable).
4. He/She has paid required fees / cleared their no dues.
5. He/She has fulfilled any other terms and conditions established by the Council.
6. The Board of Examiners in the University upon its satisfaction that the standard required under relevant regulations for the award of a degree, diploma, certificate or other award, as the case may be, has been attained by a candidate in University examinations applicable to him/her, may recommend to Senate through the relevant Examination Board that such degree, diploma, certificate or other award be conferred upon or granted to such successful candidate.

7. The Senate may confer degrees and grant diplomas, certificates or other awards of the University on or to candidates who satisfy and are recommended in accordance with regulation 6 for such conferment or grant by, the Board of Examiners in a College, School or academic Institute.

#### **C3.4.5.3. Certificates, Certification and Transcripts**

1. The Senate shall issue certificates for degrees, diplomas, certificates or other award to such candidates as shall be declared to have satisfied the appropriate Board of Examiners and shall have been recommended to and approved by the Senate for the conferment or grant of such degree, diploma, certificate or other award.
2. A certificate shall be issued only once for the same degree or award.
3. Upon application for a transcript, a student or former student shall be given a transcript of his/her academic performance record. The transcript shall be charged a fee as the Council may from time to time prescribe. Any finalist student desirous of obtaining a transcript(s) shall submit an application for a transcript(s), a clearance form and one passport size photograph for the preparation of transcript(s).
4. The final grades of all courses taken by a student shall be entered in the transcript.
5. A student is required to verify the grades/information on his/her transcript/certificate before accepting it. Once taken, no certificate/transcript shall be returned for correction.
6. A fee payable as Senate may from time to time prescribe shall be charged for certifying each copy of a degree certificate and academic transcript.

#### **C3.4.5.4. Loss of Certificate**


In case of loss or partial destruction of the original certificate or a copy thereof, the students should submit the application to DVC Academic in writing. The University may issue a copy of an Award Certificate & Consolidated Statement of Marks in case of loss of the original on the following conditions:

- a. The applicant must produce evidence that the loss had been adequately publicly announced, including a written report from the Police.
- b. The applicant produces a sworn affidavit.

- c. The replacement of certificate will not be issued until a period of 3 months from the submission of applications.
- d. The certificate or transcript so issued shall be visibly marked —DUPLICATE, non-refundable fee of US\$ 50 or equivalent for Award Certificate and US\$ 30 or Equivalent for Consolidated Statement of Marks shall be charged, for a copy of the certificate or transcript issued.
- e. A fee prescribed from time to time by council shall be charged for the copy of certificate issued.

D. DECLARATION

I, MR. LLOYD NSINGO, confirm that the information I have given in the Application Form is true.

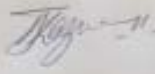
Signature: 

Designation: *VICE-CHANCELLOR*

Date: *01-04-2021*


WITNESS

Name: *TRESARD SIKAZWE (MR)*

Signature: 

Designation: *DEPUTY VICE-CHANCELLOR*

Date: *01-04-2021*



Harvest  
01 APR 2021  
Office Box T: 606,  
Lusaka, 10101 Zambia

# **Appendix 1**

## **E. Course Descriptions**



**E. Course Description**  
**YEAR I**

<b>COURSE CODE</b>	<b>COURSE NAME</b>
<b>SEMESTER I</b>	
300 BTH 111	Communications Skills and ICT
300 BTH 112	Christian Spiritual Formation
300 BTH 113	Old Testament Survey
300 BTH 114	Introduction to Sociology
300 BTH 115	Pastoral Ministry
<b>COURSE CODE</b>	<b>COURSE NAME</b>
<b>SEMESTER II</b>	
300 BTH 121	Synoptic Gospels
300 BTH 122	Church History
300 BTH 123	Christian Ethics
300 BTH 124	New Testament Survey
300 BTH 125	Introduction to Chaplaincy

**E1.1.0 COURSE CODE: 300 BTH 111****COURSE NAME: COMMUNICATION SKILLS AND ICT****E1.1.1 COURSE DESCRIPTION**

This course is designed to reinforce academic writing skills and introduce students to institutionally acceptable writing formats through efficient utilization of Information Technology. It will prepare students for work assignments writing, research writing, note taking, paraphrase, summary, direct quotation, positioning and citation. Furthermore, students will gain a basic understanding of the MS Operating system, Microsoft Office packages, Desktop Publishing and Graphic Designing, Data processing, Internet and further develop computer skills.

**E1.1.2 COURSE AIM**

The aim of this course is to ensure that learners do not struggle in conducting any writing in relation to their academic work at Harvest University.

**E1.1.3 COURSE OBJECTIVES**

By the end of the course, students will be able to:

1. Demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion
2. Employ the various stages of the writing process, including pre-writing, writing and re-writing.
3. Employ descriptive, narrative and expository modes
4. Demonstrate understanding of and apply the principles of effective paragraph structure.
5. Employ quotation, paraphrase and summary.
6. Introduce, position and integrate source material into the body of an essay;
7. Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles.
8. Read, analyze and respond to assigned readings with an understanding of structure and mechanics
9. Evaluate sources for relevance and reliability

10. Demonstrate competence in using computer hardware as well as software packages, such as Word, PowerPoint, Microsoft and Internet.
11. Competently utilize internet to search for any required academic material.

#### **E1.1.4 COURSE CONTENT**

##### **UNIT ONE: THE WRITING PROCESS**

- 1.1 Purpose of academic writing
- 1.2 Common types of academic writing

##### **UNIT TWO: FINDING SUITABLE SOURCES**

- 2.1 Using Library catalogues
- 2.2 Using Internet to search for electronic sources

##### **UNIT THREE: DEVELOPING CRITICAL APPROACHES**

- 3.1 Reading abstracts
- 3.2 Fact and opinion
- 3.3 Assessing internet sources critically
- 3.4 Critical thinking

##### **UNIT FOUR: PLAGIARISM**

- 4.1 What is plagiarism?
- 4.2 Acknowledging sources
- 4.3 Avoiding Plagiarism through summarizing and paraphrasing
- 4.4 Critical thinking

##### **UNIT FIVE: REFERENCES AND QUOTATIONS**

- 5.1 Why use references
- 5.2 Citations and references
- 5.3 Using quotations
- 5.4 Organizing the list of references

##### **UNIT SIX: ORGANISING PARAGRAPHS**

- 6.1. Paragraph structure
- 6.2 Developing ideas
- 6.3. Linking paragraphs together

##### **UNIT SEVEN: ELEMENTS OF WRITING**

- 7.1 Argument and discussion

7.2 Cohesion

7.3. Comparison

## **UNIT EIGHT: PUNCTUATION**

8.1 Capitals

8.2 Apostrophes

8.3 Semi-colons

8.4 Colons

8.5 Commas

8.6 Quotation marks

## **UNIT NINE: INFORMATION TECHNOLOGY**

9.1 Computer Hardware

9.2 Computer Software

9.3 Internet usage for Academic purposes

### **E1.1.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Computer utilization practices
- Assigned readings

### **E1.1.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.1.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.1.8 PRESCRIBED TEXTBOOKS**

1. Turabian, Kate, L. 1996. A Manual for Writers of Term Papers, Theses, and Dissertations.

2. Leggett, Mead and Charvat. Prentice-Hall, Handbook for Writers, 7th Ed.

#### **E1.1.9 RECOMMENDED TEXTBOOKS IN THE LIBRARY**

1. Strauss, Anselm and Corbin, Juliet. 1990. Basics of Qualitative Research
2. Morsberger, Robert E. 1965. Commonsense grammar and Style
3. Cambell, William Giles 1967 Form and Style in Thesis Writing
4. Flemming, Laraine E. 2000, Reading Keys.

## **B1.2.0 COURSE CODE: 300 BTH 112**

### **COURSE NAME: CHRISTIAN SPIRITUAL FORMATION**

#### **E1.2.1 COURSE DESCRIPTION**

Christian practices constitute the Christian life. The combined Christian practices of vocational formation, worship, community, and mission facilitate the integration of personal, spiritual, academic, and global formation into the vocational coherence of a Christian leader through reflection, relationships, and practices. Christian Spiritual formation is an integrative course that explores the identity and practices of Christian vocational formation as a people called, gathered, and sent by God. Together, lecturer and students study and enact historic Christian disciplines necessitated by this distinctive identity.

#### **E1.2.2 COURSE AIM**

The aim of this course is to ensure students attain Biblically prescribed spiritual standards in terms of both lifestyle and the manner of conducting Christian ministry.

#### **E1.2.3 COURSE OBJECTIVES**

At the end of the course each student should be able to:

1. Explain from the Biblical point of view the fall of mankind and eventual need for a savior.
2. Identify people, characters, in the Bible who had a genuine experience with God.
3. Participate in local contexts and demonstrate the capacity to engage in activities and exercises related to Christian spiritual disciplines and practices of vocational formation.
4. Discuss various Christian disciplines that bring about holistic wellbeing of those who engage in them.

#### **E1.2.4 COURSE OUTLINE**

##### **UNIT ONE: EXPERIENCE WITH JESUS CHRIST**

1.1 Who is Jesus Christ?

1.2 Man's need for salvation

1.3 New Birth experience

##### **UNIT TWO: BIBLICAL CHARACTERS WHO ENCOUNTERED GOD**

2.1 Old Testament Characters

## 2.2 New Testament Characters

### **UNIT THREE: CHRISTIAN DISCIPLINES**

#### 3.1 Prayer

#### 3.2 Fasting

#### 3.3 Praise and Worship

#### 3.4 Fellowship

#### 3.5 Discipleship

#### 3.6 Finances

#### 3.7 Study of God's word

#### 3.8 Service

### **E1.2.5 TEACHING METHODS**

- Lecture
- Discussion
- Class presentations
- Session in Praise, Worship and Prayer

### **E.1.2.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.2.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.2.8 PRESCRIBED TEXTBOOKS**

1. Foster, Richard J. 1988. Celebration of Discipline: The Pathway to Spiritual Growth
2. Placher, William C. Callings: Twenty Centuries of Christian Wisdom on Vocation.

### **E1.2.9 RECOMMENDED TEXTBOOKS IN THE LIBRARY**

1. Moltmann, Jürgen. 1997. The Source of Life: The Holy Spirit and the Theology of Life.
2. Newell, J. Philip. 1997 Listening for the Heartbeat of God: A Celtic Spirituality.

**E1.3.0 COURSE CODE: 300 BTH 113****COURSE NAME: OLD TESTAMENT SURVEY****E1.3.1 COURSE DESCRIPTION**

This course looks at the study of the historical background, literary framework and the general content of the Old Testament. This survey provides factual and practical groundwork for further studies in the Old Testament. Important themes are emphasized. The course lays an important foundation. It will provide an overview of the entire Old Testament, placing every book in its proper context and showing the progressive revelation of God's plan for mankind from the Garden of Eden through the Post-Exilic period.

**E1.3.2 COURSE AIM**

This course aims to introduce students to Old Testament books with their associated writers, themes, and contexts.

**E1.3.3 COURSE OBJECTIVES**

Upon completing the course, the student will be able to:

1. Explore major themes in the Old Testament.
2. Explain time periods of occurrences in the Old Testament.
3. Categories Old Testament Books into three, namely books of history, books of Prophecy and books of Poetry.
4. Discuss the different contents of the three categories of Old Testament Books.
5. Explain the importance of historical and geographical background for the proper interpretation of the Old Testament.
6. State the overall importance of the Old Testament, its proper authority, and its absolute importance for a thorough understanding of the New Testament.
7. Contextually understand God's Covenants with Israel and their relationship to God's overall plan for His creation.



## **E1.3.4 COURSE OUTLINE**

### **UNIT ONE: INTRODUCTION**

- 1.1 Definition of terms
- 1.2 Christ and the Inspiration of the Law
- 1.3 Christ the key in the interpretation of the Bible

### **UNIT TWO: BOOKS OF THE LAW**

- 2.1 The Time Periods
- 2.2 The Themes

### **UNIT THREE: BOOKS OF HISTORY**

- 3.1 The Patriarchal
- 3.2 Theocratic Period
- 3.3 Monarchical Periods
- 3.4 Exilic Period
- 3.5 Restoration Period

### **UNIT FOUR: BOOKS OF POETRY**

- 4.1 The place of poetry in the Old Testament
- 4.2 Periods of Poetry in the Old Testament
- 4.3 The presentation of Christ
- 4.4 Parallelism in Hebrew poetry

### **UNIT FIVE: BOOKS OF PROPHECY A. MEANING OF PROPHECY**

- 5.1 Testing of a Prophet
- 5.2 The History of Prophecy
- 5.3 Source of the Prophetic Message
- 5.4 Subject of the Prophetic Message
- 5.5 Significance of the Prophetic Message

### **UNIT SIX: INTERPRETTING THE OLD TESTAMENT**

- 6.1 Historical setting
- 6.2 Cultural setting
- 6.3 Literary style

### **UNIT SEVEN: UNITY OF THE BIBLE**

- 7.1 Interpreting the New Testament from the perspective of the Old.

## **UNIT EIGHT: COVENANTS**

8.1 With Israel

8.2 With entire mankind

### **E1.3.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E1.3.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.3.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.3.8 PRESCRIBED TEXT BOOKS**

1. Weiser, Arthur 1961. The Old Testament: Its Formation and Development
2. Geisler Norman L. 1998. A Popular Survey of the Old Testament.
3. Gleason L. A 1994. A Survey of the Old Testament.

### **E1.3.9 RECOMMENDED TEXT BOOKS**

1. Bimson J. 1997 New Bible Atlas.
2. Gaebelain, FE 1979. The Expositor's Bible Commentary Vol.1-7.
3. Mears, HC 1998. What the Bible Is All About.
4. Wiersbe's, WW 1993. Wiersbe's Expository Outlines on the OT

**E1.4.0 COURSE CODE: 300 BTH 114****COURSE NAME: INTRODUCTION TO SOCIOLOGY****E1.4.1 COURSE DESCRIPTION**

This course presents a general survey of the nature and scope of sociology, including the basic methods and concepts such as socialization, social organization, social institutions and social change. Emphasis is given to the principle that our behavior is influenced by our relationships with others.

**E1.4.2 COURSE AIM**

The aim of this course is for students to realize that all human beings are meant to be social beings, and so appreciate and uphold their Zambian social setting.

**E1.4.3 COURSE OBJECTIVES**

At the end of the course the student will be able to:

1. Define Sociology and explain the relevance of studying it.
2. Relate personality development to socialization.
3. Discuss status and roles
4. Discuss Sociology and social control
5. Explain Social institutions and Social change

**E1.4.4 COURSE OUTLINE****UNIT ONE: PERSONALITY AND SOCIALISATION**

- 1.1 Introduction
- 1.2 Definition of terms
- 1.3 Personality and Development
- 1.4 Socialization

**UNIT TWO: STATUS AND ROLES**

- 2.1 Ascribed Status
- 2.2 Achieved Status
- 2.3 Role Failure, Role Conflict

**UNIT THREE: SOCIOLOGY AND SOCIAL CONTROL**

- 3.1 Social Order
- 3.2 Social Deviance

## **UNIT FOUR: SOCIAL INSTITUTIONS AND SOCIAL CHANGE**

4.1 The Process of Institutionalization

4.2 Marriage and Family

4.3 Structure and Function

4.4 Religious Institutions

4.5 Collective Behaviour and Social Change

### **E1.4.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E1.4.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.4.7 ASSESEMENT**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.4.8 PRESCRIBED TEXTBOOKS**

1. Bhushan V., & Sachdeva D. R. 2012, Fundamentals of Sociology, Dorling Kindersley (India)Pvt. Ltd, New Delhi.
2. Abraham M. F.2006, Contemporary Sociology, An Introduction to Concepts and Theories, Oxford University Press, New Delhi.
3. Bhushan, Vidya and D .R Sachdeva (1989) : An Introduction to Sociology (Allahabad, Kidab Mahal)..

### **E1.4.9 RECOMMENDED TEXTBOOKS IN THE LIBRARY**

1. Rawat H. K, 2013, Sociology Basic Concepts,Rawat Publications, Jaipur.
2. Mangal S. K, 2013, General Psychology, Sterling Publisher Pvt. Ltd, New Delhi.

**E1.5.0 COURSE CODE: 300 BTH 115****COURSE NAME: PASTORAL MINISTRY****E1.5.1 COURSE DESCRIPTION**

This course will aid students to develop competency in pastoral ministry through a study of being called to a church, beginning a pastoral ministry, building relationships, leading a church, and leaving a church field. Practical ministry matters, as well as theological and philosophical considerations, will include training in planning preaching, administering the ordinances, performing weddings, conducting funerals and ordinations, visiting, counseling, and sustaining spiritual growth.

**E1.5.2 COURSE AIM**

The purpose of this course is for the students to grow in their knowledge of the Scriptural warrant for the Pastoral office and Ministry within the Church. Drawing from the whole of Scripture, but focusing on the teaching of the Apostle Paul the course aims to furnish the students with a comprehensive overview of the principles and practice of Pastoral Ministry.

**E1.5.3 COURSE OBJECTIVES**

At the end of the course the student should be able to:

1. To study Pastoral Principles & Practice with other students;
2. To acquire a detailed knowledge of Biblical teaching on the Office and Role of the Pastor;
3. To develop a deeper understanding of God's work in this world;
4. To grow in knowledge of how God deals with His church;
5. To master the course in order to use it in preparation for preaching, teaching, and in pastoral ministry.

**E1.5.4 COURSE OUTLINE**

**UNIT ONE: A PORTRAIT OF THE PASTOR**

**UNIT TWO: THE CALL TO PASTORAL MINISTRY**

**UNIT THREE: THE PASTOR'S GODLINESS**

**UNIT FOUR: THE PASTOR'S PRIORITIES**

**UNIT FIVE: THE PASTOR'S PRAYER LIFE**

**UNIT SIX: THE PASTOR & PREACHING**

**UNIT SEVEN: PASTORAL PRACTISE**

## **UNIT EIGHT: PASTORAL SORROWS & JOYS**

### **E1.5.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E1.5.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.5.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.5.8 PRESCRIBED TEXTBOOKS**

1. Bisagno, John. Pastor's Handbook. Nashville: Broadman and Holman, 2011.
2. Cothen, Joe H. Equipped for Good Work. 3d ed. Edited by Jerry N. Barlow. Gretna: Pelican, 2012.
3. Witmer, Timothy Z. The Shepherd Leader. Phillipsburg, NJ: P & R Publishing, 2010.

### **E1.5.9 RECOMMENDED TEXTBOOKS**

1. Bryant, James W., and Mac Brunson. The New Guidebook for Pastors. Nashville: Broadman and Holman, 2007.
2. Croft, Brian. The Pastor's Ministry: Biblical Priorities for Faithful Shepherds. Grand Rapids: Zondervan, 2015.
3. Horner, David. A Practical Guide for Life and Ministry. Grand Rapids: Baker Books, 2008.
4. Segler, Franklin M. The Broadman Minister's Manual. Nashville: Broadman Press, 1968.

## **E1.6.0 COURSE CODE: 300 BTH 121**

### **COURSE NAME: SYNOPTIC GOSPELS**

#### **E1.6.1 COURSE DESCRIPTION**

This course focuses on the Gospels of Matthew, Mark and Luke, with particular attention given to their structure, their specific characteristics and historical circumstances. It also includes a seminar, during which students will investigate, at a level pertinent to their program of study, questions arising from the consideration of the interrelationship between the Gospels of Matthew, Mark and Luke. The course will focus in particular on the history, genre, themes and theology encountered in these Gospels.

#### **E1.6.2 COURSE AIM**

The aim of the course is to ensure students gain knowledge about the similarities in the three synoptic thereby giving appropriate explanations for the same.

#### **E1.6.3 COURSE OBJECTIVES**

By the end of this course the student will be able to:

1. Explore the date, authorship, audience, historical setting, purpose, structure, and themes of each of the synoptics.
2. Discuss the book of Mathew in terms Authorship, Dating, Audience, Historical Context, Purpose, Structure, The theology, and Themes in the Gospel of Mathew
3. Discuss the book of Luke in terms Authorship, Dating, Audience, Historical Context, Purpose, Structure, The theology, and Themes in the Gospel of Luke
4. Discuss the book of Mark in terms Authorship, Dating, Audience, Historical Context, Purpose, Structure, The theology, and Themes in the Gospel of Mark.
5. Gain an in-depth comprehension of the Synoptic Gospels

#### **E1.6.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION TO THE GOSPEL OF MATHEW**

1.1 Authorship

1.2 Dating

1.3 Audience



- 1.4 Historical Context
- 1.5 Purpose of the Gospel of Mathew
- 1.6 Structure of the Gospel of Mathew
- 1.7 The theology behind the Gospel of Mathew
- 1.8 Themes in the Gospel of Mathew

## **UNIT TWO: INTRODUCTION TO THE GOSPEL OF LUKE**

- 2.1 Authorship
- 2.2 Dating
- 2.3 Audience
- 2.4 Historical Context
- 2.5 Purpose of the Gospel of Luke
- 2.6 Structure of the Gospel of Luke
- 2.7 The theology behind the Gospel of Luke
- 2.8 Themes in the Gospel of Luke

## **UNIT THREE: INTRODUCTION TO THE GOSPEL OF MARK**

- 3.1 Authorship
- 3.2 Dating
- 3.3 Audience
- 3.4 Historical Context
- 3.5 Purpose of the Gospel of Mark
- 3.6 Structure of the Gospel of Mathew
- 3.7 The theology behind the Gospel of Mark

### **E1.6.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E1.6.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.6.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.6.8 PRESCRIBED TEXTBOOKS**

1. Speiser, E.A. Ed., 1964 Vol *The Anchor Bible*, Genesis to Deuteronomy

### **E1.6.9 RECOMMENDED BOOKS**

1. Gaebelein, Frank E. 1979 *The Expositor's Bible Commentary* Genesis to Deuteronomy
2. Gunthrie, D. Ed. 1970. *New Bible Commentary* 3<sup>rd</sup> Ed.
3. Clarke, Adam. Ed *The Old Testament Vol I Genesis to Deuteronom*

## **E1.7.0 COURSE CODE: 300 BTH 122**

### **COURSE NAME: CHURCH HISTORY**

#### **E1.7.1 COURSE DESCRIPTION**

The course looks at the study of history of the Christian Church; its beginnings, progress and impact. This course gives a general survey of the Church from the day of Pentecost up to modern time. Some major and special events are emphasized, e.g. the reformation, development of major Christian movements, and theological views.

#### **E1.7.2 COURSE AIM**

The aim of this course is to ensure students gain knowledge about the initiation, progression and operations of the Church.

#### **E1.7.3 COURSE OBJECTIVES**

At the end of the course each student should be able to:

1. Define Church History
2. Explain the importance of Church History
3. Discuss ancient Church History 5BC- 590AD
4. Explain the involvement of Catholic Church in Church History
5. Trace historical developments of the Christian Church from Pentecost to the reformation.
6. Discuss the emergence and growth of the Church in Zambia

#### **E1.7.4 COURSE OUTLINE**

##### **UNIT 1: INTRODUCTION**

- 1.1 What is church history?
- 1.2 Composition of church history
- 1.3 The value of studying church history
- 1.4 How church history is organized?
- 1.5 An overview of church history

##### **UNIT 2: ANCIENT CHURCH HISTORY (5BC- 590AD)**

- 2.1 Christianity Spreads in the Empire to 100AD
- 2.2 The prevailing environment
- 2.3 The religious contribution of the Jews
- 2.4 The foundation of Christianity

2.5 Books and Writings

2.6 Church government: Bishops, Deacons

### **UNIT 3: THE SUPREMACY OF THE OLD CATHOLIC IMPERIAL CHURCH (313-590 AD)**

3.1 Church and state relations

3.2 Controversies and development of creed

3.3 Church fathers

### **UNIT 4: MEDIEVAL CHURCH HISTORY (590- 1517AD)**

4.1 Emergence of the Roman Empire

4.2 Revival and schism in the church

4.3 Crusaders and Reformers

4.4 The end of the Medieval Era and the beginning of the Modern Church (1500-1517AD)

### **UNIT 5: ZAMBIAN CHURCH HISTORY**

5.1 Pre-independence missionaries

5.2 Emergence and growth of Churches in Zambia

5.3 State and Church relationship in Zambia

### **UNIT 6: PENTECOSTAL AND CHARISMATIC CHURCHES IN AFRICA AND ZAMBIA**

6.1 The emergence of Pentecostalism and Charismatic movement in Zambia

#### **E1.7.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E1.7.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E1.7.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.7.8 PRESCRIBED TEXTBOOKS**

1. Schurer Emil, *The Jewish People in the Time of Jesus Christ*.
2. *Reader's Digest, Jesus and In His Times*
3. Coleman, William L. 1977, *Those Pharisees, Who Were They?*
4. Sanders, James A. 1972. *Torah and Canon*

### **E1.7.9 RECOMMENDED BOOKS**

1. Green, Joel B., ed. 2001 *Hearing the New Testament: Strategies for Interpretation*. 2d ed. Eerdmans. Tate, W. Randolph. *Biblical Interpretation*. 3d ed.

## **E1.8.0 COURSE CODE: 300 BTH 123**

### **COURSE NAME: CHRISTIAN ETHICS**

#### **E1.8.1 COURSE DESCRIPTION**

This study will cover Christian behavior and conduct from all aspects, including Christian responsibility and morality applied to daily living. Christian ethics are based on the Christian religion and because of this, demands moral and ethical behavior.

#### **E1.8.2 COURSE AIM**

The aim of this course is to ensure students conduct themselves in society and Church in a manner which is consistent with expected biblical standard of Christian behavior.

#### **E1.8.3 COURSE OBJECTIVES**

At the end of this course students are expected to;

1. Define Christian Ethics
2. Describe what constitutes unethical conduct from a Biblical point of view
3. Explain the relevance of Ethical conduct
4. Explain Biblical basis for Ethics
5. Differentiate between ethical and unethical conduct from a Biblical point of view.
6. Discuss the influence of Aristotle, Thomas Aquinas on the subject of ethics
7. Discuss Christian ethical behavior in the Zambians context

#### **E1.8.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION**

1.1 Human behavior

1.2 Definition of ethics

##### **UNIT TWO: BIBLICAL BASIS FOR ETHICS**

2.1 Old Testament

2.2 New Testament

##### **UNIT THREE: COMMON FORMS OF CHRISTIAN EPISTEMOLOGY**

3.1 Evidential

3.2 Reformed

3.3 Volitional

## **UNIT FOUR: DEVELOPMENT OF CHRISTIAN ETHICS THROUGH THE MIDDLE AGES**

4.1 Aristotle

4.2 Thomas Aquinas

4.3 The reformation

4.4 Counterreformation

## **UNIT FIVE: ETHICAL CONDUCT OF CHRISTIANS IN RELATION TO THE ZAMBIAN CONTEXT**

5.1 Public gatherings

5.2 Marriage

5.3 Death

5.4 Dress-code

5.5 Cultural practices

### **E1.8.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E1.8.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.8.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.8.8 PRESCRIBED BOOKS**

1. LaRue, Cleophus J. *I Believe I'll Testify: The Art of African American Preaching*. Westminster/John Knox, 2011. ISBN: 978-0664236779
2. Long, Thomas G. *The Witness of Preaching*. Westminster John Knox, 1989, 2nd ed. 2007. ISBN: 978-0664229436,
3. Tisdale, Leonora Tubbs. *Preaching as Local Theology and Folk Art*. Fortress, 1997. ISBN: 9780800627737, Pub.
4. Willimon, William H. *A Guide to Preaching and Leading Worship*. Westminster/John Knox Press, 2008. ISBN: 978-0664232573.

### **E1.8.9 RECOMMENDED READING:**

1. Chapell, Bryan. *Christ-centered Preaching: Redeeming the Expository Sermon*. Baker, 1994.
2. Childers, Jana. *Performing the Word: Preaching as Theatre*. Abingdon, 1998.
3. Lowry, Eugene L. *The Homiletical Plot: The Sermon as a Narrative Art Form*. Westminster John Knox, 2001.
4. Taylor, Barbara Brown. *The Preaching Life*. Cowley Publications, 1993.
5. Wilson, Paul Scott. *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Abingdon, 1999.



## **E1.9.0 COURSE CODE: 300 BTH 124**

### **COURSE NAME: NEW TESTAMENT SURVEY**

#### **E1.9.1 COURSE DESCRIPTION**

This is a survey course which considers the context, production, and major themes of New Testament books of the Holy Bible. The course is a prerequisite for later exposition courses on some individual books of the New Testament.

#### **E1.9.2 COURSE AIM**

The aim of this course is to ensure students are acquainted with the books of the New Testament in terms of writers, major themes and context.

#### **E1.9.3 COURSE OBJECTIVES**

Upon completion of this course the student will be able to:

1. Explain and apply the background and major themes of student's cultural and contemporary context.
2. Explain the cultural and social setting in which each New Testament book was written
3. Discuss major themes in each New Testament Book
4. State approximate period in which each New Testament Book was written.
5. Explain the relevance and applicability of the message of New Testament books in the Zambian set-up.

#### **E1.9.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION**

1.1 Define New Testament

1.2 List of New Testament books

##### **UNIT TWO: IN-DEPTH STUDY OF NEW TESTAMENT BOOKS**

2.1 Writers

2.2 Themes

2.3 Cultural setting

2.4 Social setting

2.5 Dates

##### **3. UNIT THREE: RELEVANCE OF NEW TESTAMENT BOOKS IN OUR TIMES**

3.1 Contextualization

3.2 Application

3.3 Interpretation

### **E1.9.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E1.9.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.9.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.9.8 PRESCRIBED TEXTBOOKS**

1. Murrell, Stanford E. 1999. *The New Covenant in Christ, A Survey of the New Testament*.

### **E1.9.9 RECOMMENDED TEXTBOOKS**

1. Spivey, Robert A. 1974 *Anatomy of the New Testament. A Guide to Its Structure and Meaning*

## **E1.10.0 COURSE CODE: 300 BTH 125**

### **COURSE NAME: INTRODUCTION TO CHAPLAINCY**

#### **E1.10.1 COURSE DESCRIPTION**

This course is intended for students exploring a call to chaplaincy in Police service, healthcare, prisons, military, marketplace, and other contexts and serves as one of the foundational courses for the Chaplaincy concentration.

#### **E1.10.2 COURSE AIM**

The course aims to introduce the student to fundamental issues and challenges faced by chaplains in a variety of situations

#### **E1.10.3 COURSE OBJECTIVES**

At the end of this course, the student will be able to:

1. Describe the key elements of the role of a chaplain in a specific context
2. Detail the range and roles of other personnel with whom a chaplain will be required to operate as an effective people helper
3. Articulate essential principles for establishing and maintaining the chaplain's personal well-being
4. Apply principles of chaplaincy to solving a complex issue in the context of chaplaincy
5. Develop a personal plan for professional conduct as a chaplain in their particular actual or anticipated context.

#### **E1.10.4 COURSE OUTLINE**

##### **UNIT 1: THE PROFESSION OF CHAPLAINCY**

- 1.1 Course introduction and Chaplaincy through History
- 1.2 Read On Living, Kerry Egan (206 pages)
- 1.3 Chaplaincy and Religious Leadership
- 1.4 Formation for Chaplaincy: Clinical Pastoral Education
- 1.5 Intersections with Spiritual/Pastoral Care Theory and Practice
- 1.6 Chaplaincy and Multi-faith Practice

##### **UNIT 2: THE CONTEXT OF CHAPLAINCY**

- 2.1 Healthcare: Adult and Pediatric; Palliative and Hospice Care
- 2.2 Prison: Youth and Adult
- 2.3 Marketplace, Corporate, Business and Industrial

## 2.4 Military

## 2.5 First Responders: Fire and Police; and Airport

### **UNIT 3: RESEARCH AND SPIRITUAL CARE**

#### 3.1 Introduction to Chaplaincy Research: History and Current Trends

#### 3.2 Final Project Presentations

### **E1.10.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E1.10.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E1.10.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E1.10.8 PRESCRIBED TEXTBOOKS**

1. Egan, Kerry. (2017). *On Living*. New York: Riverhead Books.
2. Fitchett, G. (2002). *Assessing Spiritual Needs: A guide for caregivers*. Lima, OH: Academic Renewal Press.
3. Forster-Smith, L.A. (Ed.). (2013). *College and University Chaplaincy in the 21st century*.
4. *A Multifaith look at the Practice of Ministry on Campuses Across America*. Woodstock, VT: SkyLight Paths. 978-1594735165.
5. Ramsay, N. & Doehring, C. (Eds.) (2019). *Military Moral Injury and Spiritual Care*. St. Louis, MO: Chalice Press.
6. Swift, C., Cobb, M., & Todd, A. (Eds.) (2016). *A handbook of Chaplaincy Studies*. New York: Routledge.

### **E1.10.9 RECOMMENDED TEXTBOOKS**

1. Buhuro, D., ed. (2019). *Spiritual care in an age of Black lives matter: Examining the spiritual and prophetic needs of African Americans in a violent America*. Eugene, OR: Cascade Books.
2. Cadge, W. (2013). *Paging god: Religion in the halls of medicine*. Chicago: University of Chicago Press. 978-0226922119.
3. Ellison, K.P. & Weingast, M. (Eds.) (2016). *Awake at the bedside: Contemplative teachings on palliative and end-of-life care*. Somerville, MA: Wisdom Press.
4. Fitchett, G. and Nolan, S. (2015). *Spiritual care in practice: Case studies in healthcare chaplaincy*. London and Philadelphia: Jessica Kingsley Publishers. 978-1-84905-976-3.
5. Giles, C. A. and Miller, W. B. (Eds.) (2012). *The arts of contemplative care: Pioneering voices in Buddhist chaplaincy and pastoral work*. Somerville, MA: Wisdom Publications. ISBN 978- 0-86171-664-7.
6. Gilliat-Ray, S., Pattison, S., and Ali, M. (2013). *Understanding Muslim chaplaincy*. Surrey, England and Burlington, VT: Ashgate. 978-1409435938.
7. Kelly, E. & Swinton, J. (2020). *Chaplaincy and the soul of healthcare: Fostering wellbeing in emerging paradigms of care*. Philadelphia, PA: Jessica Kingsley.
8. Laing, J. D. (2009). In *Jesus' name: Evangelicals and military chaplaincy*. Eugene, OR: Wipf and Stock. 978-1606087985.
9. Miller, D., Ngunjiri, F., & LoRusso, J. (2016). "Human resources perceptions of corporate chaplains: enhancing positive organizational culture," in *Journal of Management, Spirituality and Religion* (2016), 1-20.
10. Miller, D. & Ngunjiri, F. (2015). "Leadership views on corporate chaplains: business, sociocultural, and spiritual justifications," in *Journal of Management, Spirituality and Religion* (12:2), 129-155.

**Year 2**

<b>COURSE CODE</b>	<b>COURSE NAME</b>
<b>SEMESTER III</b>	
300 BTH 211	Biblical Hebrew
300 BTH 212	Homiletics
300 BTH 213	Hermeneutics
300 BTH 214	Introduction to World Religions
300 BTH 215	Entrepreneurship and Innovation
<b>SEMESTER IV</b>	
300 BTH 221	Biblical Hebrew II and III
300 BTH 222	Missiology
300 BTH 223	Managing NGOs
300 BTH 224	Conflict Resolution
300 BTH 225	Marriage and Family

## **E2.1.0 COURSE CODE: 300 BTH 211**

### **COURSE NAME: BIBLICAL HEBREW**

#### **E2.1.1 COURSE DESCRIPTION**

This course provides an introduction to biblical Hebrew. Students will gain a basic understanding of the alphabet, vocabulary, grammar, and syntax of biblical Hebrew.

#### **E2.1.2 COURSE AIM**

The aim of this course is to introduce students to the Hebrew language so that they properly understand and interpret the Old Testament of the Holy Bible.

#### **E2.1.3 COURSE OBJECTIVES**

By the end of this course the student will be able to:

1. Know and recite the Hebrew alphabet numerical system, pronunciation, and punctuation
2. Gain foundational knowledge of Hebrew nouns, prepositions, adjectives, pronouns, and other parts of speech
3. Utilize knowledge gained in Biblical Hebrew to effectively study the Old Testament.
4. Identify Hebrew Alphabet, read and write them.
5. Recite the entire Hebrew Alphabet in print.
6. Transliterate (or give the equivalence of) Hebrew letters to English letters.

#### **E2.1.4 COURSE OUTLINE**

UNIT ONE: INTRODUCTION

UNIT TWO: RECITE HEBREW ALPHABET

UNIT THREE: WRITE HEBREW ALPHABET

UNIT FOUR: TRANSLITERATION

#### **E2.1.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision

### **E2.1.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.1.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E2.1.8 PRESCRIBED TEXTBOOKS**

1. Brown, F., S. R. Driver, and C. A. Briggs.1994 A Hebrew and English Lexicon of the Old Testament.
2. Elliger, K., and W. Rudolph. Biblia Hebraica Stuttgartensia. 1997. 5th ed. Deutsche Bibelgesellschaft,

### **E2.1.9 RECOMMENDED BOOKS**

1. Green, Jennifer S., G. Brooke Lester, et. Al. Handbook to A Grammar for Biblical
2. Seow, C. L.,1995 A Grammar for Biblical Hebrew. Revised Edition.



## **E2.2.0 COURSE CODE: 300 BTH 212 COURSE NAME: HOMILETICS**

### **E2.2.1 COURSE DESCRIPTION**

This course introduces students to the Theology and practice of preaching. It encompasses aspects of sermon formulation and delivery. The Holy Bible as well as the personal experience of the Lord Jesus Christ is considered credible sources of the Christian message to be communicated. The communicator of the message is exposed to knowledge on how to properly get the message and well as how to effectively communicate it.

### **E2.2.2 COURSE AIM**

The aim of this course is to ensure students have the right message to communicate as well as communicate it effectively.

### **E2.2.3 COURSE OBJECTIVES**

Upon successful completion of this course, students are expected to;

1. Competently interpret the Holy Bible.
2. Explain the importance of The Holy Bible in having a credible Christian message
3. Discuss barriers to effective communication
4. Explain the importance of one's relationship with God in ensuring effective reception and communication of the Christian message

### **E2.2.4 COURSE OUTLINE**

#### **UNIT ONE: INTRODUCTION**

1.1 Definition of Homiletics

1.2 Importance of Homiletics

#### **UNIT TWO: INTERPRETING THE BIBLE**

2.1 Historical consideration of text

2.2 Intended audience of Biblical author

2.3 Theological consideration of the Biblical message

#### **UNIT THREE: THE HOLY BIBLE**

3.1 The authority of the word of God

3.2 The credibility of the word of God

3.3 The power of the word of God

3.4 The need to be a student of The Bible

## **UNIT FOUR: COMMUNICATION BARRIERS**

4.1 Physical barriers

4.2 Sematic barriers

4.3 Spiritual barriers

4.4 Cultural barriers

4.5 Psychological barriers

## **UNIT FIVE: RELATIONSHIP WITH GOD IN EFFECTIVE RECEPTION AND COMMUNICATION OF CHRISTIAN MESSAGE**

5.1 The relevance of the new birth experience in the life of message communicator

5.2 The role of The Holy Spirit in the life of the communicator

5.3 The prayer-life of the communicator

### **E2.2.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E2.2.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.2.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E2.2.8 PRESCRIBED BOOKS**

1. Buechner, Frederick. Telling the Truth: The Gospel as Tragedy, Comedy, and Fairy Tale. Harper One, 1977. ISBN:978-0060611569
2. Long, Thomas G. The Witness of Preaching. Westminster John Knox, 1989, 2nd ed. 2007. ISBN: 978-0664229436,

3. Tisdale, Leonora Tubbs. *Preaching as Local Theology and Folk Art*. Fortress, 1997. ISBN: 9780800627737, Pub.

#### **E2.2.9 RECOMMENDED BOOKS**

1. LaRue, Cleophus J. *I Believe I'll Testify: The Art of African American Preaching*. Westminster/John Knox, 2011. ISBN: 978-0664236779
2. Chapell, Bryan. *Christ-centered Preaching: Redeeming the Expository Sermon*. Baker, 1994.
3. Childers, Jana. *Performing the Word: Preaching as Theatre*. Abingdon, 1998.
4. Lowry, Eugene L. *The Homiletical Plot: The Sermon as a Narrative Art Form*. Westminster John Knox, 2001.
5. Stott, John. *Between Two Worlds: The Challenge of Preaching Today*. William B. Eerdmans, 1982.

## **B2.3.0 COURSE CODE: 300 BTH 213      COURSE NAME: HERMENEUTICS**

### **E2.3.1 COURSE DESCRIPTION**

A study of the transmission and the translation of the Scriptures and of the principles and procedures of their interpretation and application. A major goal of this course will be to master the technical hermeneutical vocabulary found in Robert H. Stein's A Basic Guide to Interpreting the Bible.

### **E2.3.2 COURSE AIM**

The aim of this course is to introduced to the principles and methods of biblical interpretation.

### **E2.3.3 COURSE OBJECTIVES**

At the end of the course each student should be able to:

1. Write a brief history of the formation of the English Bible, giving strengths and weaknesses of major modern translations in English.
2. Use with ease (write out & answer questions) a technical vocabulary that explains the role of the author, text, and reader in the interpretive process (vocabulary from Robert H. Stein's A Basic Guide to Interpreting the Bible).
3. Distinguish between different genres of biblical literature and display competence in applying basic rules that govern the interpretation of these genres.
4. Write out various interpretive principles for the various literary genres found in the Bible.

### **E2.3.4 COURSE OUTLINE**

#### **UNIT 1: INTRODUCTION MATTERS: HERMENEUTICS AND TRANSLATION ISSUE (ENGLISH BIBLE)**

1.1 History of the English Bible

1.2 The Basics and Necessity of Textual Criticism

#### **UNIT 2: INTRODUCTION TO HERMENEUTICS**

2.1. A Vocabulary for Interpretation

2.2. The Spirit and Biblical Interpretation

#### **UNIT 3: THE IMPLICATIONS OF GENRE**

3.1. Proverbs 1 & 2

### 3.2. Prophecy

## **UNIT 4: FIGURES OF SPEECH**

### 4.1. Figure of speech - Idioms & Hyperbole

### 4.2. Parables

### 4.3. Biblical Narrative

## **UNIT 5: WORD STUDIES**

### 5.1. Epistles

### 5.2. Treaties and Laws and Songs

### **E2.3.5 TEACHING METHODS**

- Lecture
- Discussion
- Class presentations
- Session in Praise, Worship and Prayer

### **E2.3.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.3.7 ASSESEMENT**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E2.3.8 PRESCRIBED TEXTBOOKS**

1. Stein, Robert H. A Basic Guide to Interpreting the Bible. Grand Rapids: Baker, 1994. ISBN: 0801021014.
2. Virkler, Henry A. Hermeneutics: Principles and Processes of Biblical Interpretation. 2nd edition. Grand Rapids: Baker, 2007 ISBN: 9780801031380.
3. Goldsworthy, Graeme. According to Plan. Downers Grove, IL: Intervarsity Press, 1991, 2002. ISBN: 0830826963.
4. Ryken, Leland. Choosing a Bible (also known as Bible Translation Differences). Crossway 2004. ISBN: 1581346433.

5. Grudem, Wayne et al. *Translating Truth*. Wheaton: Crossway, 2005. ISBN: 1581347553.
6. Carson, D. A. *New Testament Commentary Survey*. 6 th edition. Grand Rapids: Baker, 2002. ISBN: 0801022878. NOTE: Students must have the 6th edition.

### **E2.3.9 RECOMMENDED TEXTBOOKS**

1. Alexander, Desmond T, Brian S. Rosner, D. A. Carson, Graeme Goldsworthy eds. *New Dictionary of Biblical Theology: Exploring the Unity and Diversity of Scripture*. Downers Grove, IVP, 2000.
2. Bruce, F. F. *History of the Bible in English*, third edition. New York: Oxford University Press, 1978.
3. Caird, G. B. *The Language and Imagery of the Bible*. Philadelphia: Westminster Press, 1980.
4. Kaiser, Walter C. and Moisés Silva. *An Introduction to Biblical Hermeneutics*. Revised and Expanded ed. Grand Rapids: Zondervan, 2007.
5. McCartney, Dan, and Charles Clayton. *Let the Reader Understand: A Guide to Interpreting and Applying the Bible*. 2nd ed. Phillipsburg: P&R, 2002.
6. Roberts, Vaughn. *Life's Big Questions: Six Major Themes Traced Through the Bible*. London: Intervarsity, 2004.

## **E2.4.0 COURSE CODE: 300 BTH 214**

### **COURSE NAME: INTRODUCTION TO WORLD RELIGIONS**

#### **E2.4.1 COURSE DESCRIPTIONS**

The study of world religion will deal with the exploration of areas related to the attitudes, traditions, practices, aspirations, and values of millions of people in our world. Through our studies together, students are encouraged to learn about the major religions through the process of inquiry and exploration, to develop the ability to think systematically, and to acquire a sympathetic understanding for peoples of various beliefs and religious practices. Major areas of concentration include units on Judaism, Christianity, Islam, Hinduism, and Buddhism with other units including Confucianism, Taoism, mythologies, and other primitive religions. Each unit emphasizes the rationale and teachings of religion, explores the influence of its leaders on society, and examines its impact on everyday activity.

#### **E2.4.2 COURSE AIM**

This course will aim to give a practical historical and comparative survey of the principal beliefs and practices of the world's major religions. Students will study the religions of Buddhism, Christianity, Hinduism, Islam, Judaism, Shinto and Taoism as well as other major worldviews.

#### **E2.4.3 COURSE OBJECTIVES**

At the end of the course students will be able to:

1. Define and trace the etymology of the term Religion.
2. Explain with reference to some scholarly definitions of religion why the term religion has no single definition.
3. Explain the foundation of the four major world religions
4. Analyze different beliefs on the concept of the Supreme Being in the major world religions.

#### **E2.4.4 COURSE CONTENT**

##### **UNIT 1: INTRODUCTION TO RELIGION**

1.1 Definition of Religion - Problems with the Definitions of Religion and the Way Forward - Scholarly Definitions of Religion - Moral Definitions, Sociological Definitions, Theological Definitions, Psychological Definitions, Philosophical Definitions

## **UNIT 2: THE ORIGIN OF RELIGION**

2.1 Theories of the Origin of Religion - The Ancestral Worship Theory, The Mana Theory, The Nature Worship Theory, The Magic Theory, Evaluation of the theories on the Origin of Religion

## **UNIT 3: INTRODUCTION TO WORLD RELIGIONS**

3.1 Major World Religions – Judaism, Islam, Hinduism, Buddhism, Christianity

## **UNIT 4: OTHER WORLD RELIGIONS**

4.1 Taoism – Confucianism – Sikhism - African Tradition Religion.

## **UNIT 5: OTHER WORLD RELIGIONS**

5.1 Similarities and Distinctions between; Hinduism and Buddhism - Christianity and Islam - Islam and Judaism - Zambian Tradition Religion and Christianity

### **E2.4.5 TEACHING METHODS**

- Lecture
- Discussion
- Class presentations
- Session in Praise, Worship and Prayer

### **E2.4.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.4.7 ASSESEMENT**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E2.4.8 PRESCRIBED TEXTBOOKS**

1. Carmody, B. (e.d.) (2004). Religion and Education in Zambia. Ndola: Mission Press.
2. Henze, J. (1997). Resource for RE Teachers Number 25. Ndola: Copperbelt Religious Education Development Unit



3. Henze, J. (2000). Readings for Religious Education Teachers. Ndola: Copperbelt Religious Education Development Unit.

#### **E2.4.9 RECOMMENDED TEXTBOOKS**

1. Goldman, R.T. (1968). Readiness for Religion. London: Routledge.
2. Mitchell, B. (1973). The Justification of Religious Beliefs. London: Macmillan
3. Wright, A. (1993). Religious Education in the Secondary School- Perspective for religious literacy. London: Routledge.

## **E2.5.0 COURSE CODE: 300 BTH 215**

### **COURSE NAME: ENTREPRENEURSHIP AND INNOVATION**

#### **E2.5.1 COURSE DESCRIPTION**

This course serves to provide students with appropriate entrepreneurial knowledge and skills which are important elements in building a global competitive advantage of the nation. The course emphasizes on developing of entrepreneurial behaviours and skills. It is hoped that students would begin to initiate development of entrepreneurial attitudes and skills.

#### **E2.5.2 COURSE AIM**

The aim of this course is to open up the student to interdisciplinary skills of entrepreneurship.

#### **E2.5.3 COURSE OBJECTIVES**

By the end of the course student should be able to;

1. Analyze theories of entrepreneurship
2. Examine the key determinants of entrepreneurial success
3. Identify and maximize business opportunities that are available.
4. Explore the Marketing Strategies that may be employed by small businesses.
5. Describe and prepare a Business Plan (Business Project).

#### **E2.5.4 COURSE CONTENT**

##### **UNIT 1: INTRODUCTION TO ENTREPRENEURSHIP**

- 1.1 What Is Entrepreneurship?
- 1.2 Who Is Entrepreneur?
- 1.3 Characteristics of an entrepreneur
- 1.4 Factors in entrepreneurship

##### **UNIT 2: FORMS OF LEGAL BUSINESS OWNERSHIP**

- 2.1 Sole proprietorship
- 2.2 Partnership
- 2.3 Cooperative
- 2.4 Corporation

##### **UNIT 3: SOURCES OF FINANCES**

- 3.1 Debt financing
- 3.2 Equity financing
- 3.3 Savings

#### **UNIT 4: S.W.O.T ANALYSIS**

4.1 S.W.O.T - Advantages of S.W.O.T analysis - Limitations of S.W.O.T analysis

4.2 RISK MANAGEMENT - Definition of risk and uncertainty, Sources of risk and uncertainty, Methods of reducing risk and uncertainty

#### **UNIT 5: MARKETING**

5.1. What is marketing?

5.2 The marketing philosophy

5.3 Marketing Approaches

5.4 Targeting

5.5 Positioning

5.6 The marketing mix

5.7 Branding

5.8 New product development

#### **UNIT 6: BUSINESS PROCESS**

6.1 THE BUSINESS PLAN - What is a business plan? - Outline of the business plan

6.2 BUSINESS TRANSACTIONS - Types of Business Transactions

6.3 BUSINESS DOCUMENTS - Significance of business documents, Features of business documents, Types of business documents

#### **UNIT 7: BASIC FINANCIAL MANAGEMENT**

7.1 Introduction to Accounting

7.2 Double Entry Accounting

7.3 The Cash Book

7.4 The Trial Balance

7.5 The Financial Statements

#### **UNIT 8: BUDGETING**

8.1 What is budgeting?

8.2 Objectives of budgeting

#### **UNIT 9: MANAGING AN ENTERPRISE**

9.1 What is Management

9.2 Planning and Decision Making

9.3 Strategic planning

9.4 Tactical planning

9.5 Operational planning

### **E2.5.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E2.5.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.5.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E2.5.8 PRESCRIBED BOOKS**

1. Khanka S.S, 2012, Entrepreneurial Development, Sultan Chand & Sons, New Delhi.
2. Gupta C.B & N.P.Srinivasan N.P, 2007, Entrepreneurial Development, Sultan Chand & Sons, New Delhi.
3. Jayshree Suresh, 2010, Entrepreneurial Developmen, Margh Publications.
4. Gangadhara Rao M, 2001, Entrepreneurship and Entrepreneurial Development. S.Chand & Co, New Delhi.
5. Vasant Desai, 2013, Dynamics of Entrepreneurial Development and Management. Himalaya Publishing House, Mumbai.

### **E2.5.9 RECOMMENDED BOOKS**

1. Bholanath Dutta, 2010, Entrepreneurship Management Text and Cases, Excel Books.
2. Vasant Desai, 2010, Fundamental of Entrepreneurship and Small & business management, Himalya Publishing house, Mumbai.
3. Renu Arora, Sood S K, 2010, Entrepreneurship Development, Kalyani Publishers, New Delhi.
4. Lal, Sahai, 2010, Entrepreneurship, 2nd Edition, Excel Books.
5. Jayshree Suresh, 2010, Entrepreneurial Developmen”, Margham Publications.
6. Saravanavel P, 2001. Entrepreneurial Development, Ess Pee Kay Publishing House, Chennai.

## **E2.6.0 COURSE CODE: 300 BTH 221**

### **COURSE NAME: BIBLICAL HEBREW II & III**

#### **E2.6.1 COURSE DESCRIPTION**

This course is a post-beginner's level language course which builds on the language and skills acquired in Hebrew 1. Students begin to develop translation skills necessary for biblical exegesis.

#### **E2.6.2 COURSE AIM**

The aim of this course is to ensure that students competently understand and interpret the Old Testament, most of which have Hebrew as the initial language used when writing manuscripts.

#### **E2.6.3 COURSE OBJECTIVES**

Upon completing this course, the student will demonstrate the ability to:

1. Write legibly in a standard Hebrew script;
2. Recognize and use high-frequency vocabulary of biblical Hebrew;
3. Identify basic word forms, grammatical structures, and syntax;
4. Translate short passages from the Hebrew Bible using a standard lexicon and other tools. Discuss the importance of studying Hebrew Grammar in contemporary biblical scholarship
5. Appreciate the role of language and culture in understanding the history of a people
6. Analyze the relationship between studying Hebrew Grammar and the future of biblical scholarship in Africa.

#### **E2.6.4 COURSE OUTLINE**

##### **UNIT ONE: SYLLABLES**

1.1 Introduction

1.2 Objectives

1.3 Syllables two rules

1.4 Syllable classification

1.5 Dagesh

1.6 Gutturals

1.7 Quiescent letters

1.8 Sign of the direct object

1.9 Conclusion

1.10 Summary

1.11 References/Further Reading

## **UNIT TWO: VOWEL SIGNS**

2.1 Introduction

2.2 A-Type Vowel

2.3 E-Type Vowel

2.4 I-Type Vowel

2.5 O-Type Vowel

2.6 U-Type Vowel

## **UNIT THREE: HALF-VOWEL SIGNS**

3.1 Introduction

3.2 Simple Sheva

3.3 Compound Sheva

3.4 Conclusion

### **E2.6.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E2.6.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.6.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E2.6.8 PRESCRIBED BOOKS**

1. Brown, F., S. R. Driver, and C. A. Briggs. A Hebrew and English Lexicon of the Old Testament, with an appendix, containing the Biblical Aramaic. Hendrickson, 1994 [1906]. ISBN: 978-1565632066, Pub.
2. Elliger, K., and W. Rudolph. Biblia Hebraica Stuttgartensia. 5th ed. Deutsche Bibelgesellschaft, 1997. ISBN: 978-3438052223, Pub.

### **E2.6.9 RECOMMENDED BOOKS**

1. Green, Jennifer S., G. Brooke Lester, and Joseph F. Scriver. Handbook to A Grammar for Biblical Hebrew. Abingdon, 2005. ISBN: 978-0687008346, Pub. Seow, C. L. A Grammar for Biblical
2. Hebrew. Revised Edition. Abingdon, 1995. ISBN: 978-0687157860, Pub.



## **E2.7.0 COURSE CODE: 300 BTH 222**

### **COURSE NAME: MISSIOLOGY**

#### **E2.7.1 COURSE DESCRIPTION**

A course designed to help the student understand and apply in the Zambian context current missiological issues, including areas such as authority, biblical and historical bases, cultural context, strategic planning.

#### **E2.7.2 COURSE AIM**

The aim of this course is to make students realize that the world is in need of Missionary work, and to adequately prepare them for such a task.

#### **E2.7.3 COURSE OBJECTIVES**

The course will enable each student to:

1. Describe the approaches to the meaning of Missions
2. Realize proper authority for the work of Missions.
3. Explain the biblical basis for Missions
4. Explain how culture relates to having a contextualized approach to presenting the gospel.
5. Summarize the historical development of modern Missions.
6. Respond to the contemporary debate on concerns in line with Missions.
7. Relate relevant issues and conclusions to ministry and teaching in the Zambian context.

#### **E2.7.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION**

- 1.1 Definition of terms
- 1.2 The Meaning of Mission(s)

##### **UNIT TWO: BIBLICAL BASIS FOR MISSIONS**

- 2.1 Missions in the Old Testament
- 2.2 Missions in the Life Teachings of Christ
- 2.3 Missions and the of the Church
- 2.4 The Holy Spirit Missions

##### **UNIT THREE: THE MISSIONARY FIELD**

- 3.1 Culture

3.2 Context

3.3 People

3.4 Language

3.5 Lifestyle

3.6 Communication

#### **UNIT FOUR: HISTORICAL DEVELOPMENT OF MODERN MISSIONS**

4.1 Highlight in terms of time-periods

4.2 Highlights in terms of Key people and organizations

#### **UNIT FIVE: MISSIONS IN ZAMBIA**

5.1 Pre-independence

5.2 Post-independence

#### **E2.7.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E2.7.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E2.7.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E2.7.8 PRESCRIBED BOOKS**

**Transcending Mission: The Eclipse of a Modern Tradition** By Michael W. Stroope, 2017.

1. Kane, J.H. Christian Missions in Biblical Perspective.
2. Terry, John Mark. Missiology: an Introduction to the Foundations, History, and Strategies of World Missions.

#### **E2.7.9 RECOMMENDED BOOKS**

1. Van Rheenen, Gailyn. Missions: Biblical Foundation and Contemporary Strategies, 2014.
2. Verkeyl, j. Contemporary Missiology: An Introduction.

**E2.8.0 COURSE CODE : 300 BTH 223**

**COURSE NAME : MANAGING NON-GOVERNMENTAL ORGANIZATIONS (NGO's)**

**E2.8.1 COURSE DESCRIPTION**

This course offers students with the relevant knowledge on non-governmental organizations management. It focuses on the key issues in management of NGOs emphasizing on organizations working on development issues and reduction of poverty in undeveloped regions.

**E2.8.2 COURSE AIM**

The aim of this course is to equip students with managerial skills to design and impliment community project.

**E2.8.3 COURSE OBJECTIVES**

By the end of this course students will be able to:

1. Explain the registration process of NGO's
2. Discuss management and operations of NGO's
3. Explain the challenges of managing NGOs
4. Develop grant proposals

**E2.8.4 COURSE OUTLINE**

**UNIT ONE:REGISTRATION PROCESS**

- 1.1 NGO stages
- 1.2 Building an NGO
- 1.3 Needs assessment of NGO's
- 1.4 SWOT analysis
- 1.4 Legal requirements of NGOs

**UNIT TWO: MANAGEMENT OF NGO's**

- 2.1 Principles and strategies of NGOs
- 2.2 Governance and leadership of NGOs
- 2.3 Strategy and mission of NGOs
- 2.4 Principle based vision of NGOs
- 2.5 Structure and system of NGOs

**UNIT THREE: CHALLENGES OF NGO'S IN ZAMBIA**

- 3.1 Financial challenges

3.2 Administrative challenges

3.3 Operational challenges

3.4 Regulatory challenges

## **UNIT FOUR: DEVELOPMENT OF A GRANT PROPOSAL**

4.1 Preparation

4.2 Ideas

4.3 Community support

4.4 Proposal writing

### **E2.8.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E2.8.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.8.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E.2.8.8 Prescribed Textbooks**

1. Jones Orumwense,2012, NGO Management and Development, Lap Lambert Academic Publishing, New Delhi.
2. Alan Fowler, Chiku Malunga,2010, NGO Management: The earthscan companion,2nd revised Edition, Routledge.
3. Michael Edwards, 2002, The Earthscan Reader on Ngo Management, Routledge.
4. Sara Gibbs, 2000, Decentralised NGO Management, INTRAC.

5. Managing the NGO principles and practices Drucker, peter, 1993 New Delhi Macmillan publication

#### **E.2.8.9 Recommended Textbooks**

1. Shariful Islam, 2016, Theory and Practices of NGO Management: A Study and overview on some NGOs in Bangladesh, Lap Lambert Academic Publishing, New Delhi.
2. Abraham Anita, 2011, Formation and Management of NGOs, Universal Law Publishing Co.,India.
3. Dadrawala N.H, 2004, The Art of Successful Fund Raising, CA, New Delhi.
4. Kandasamy M. 1998, Governments and Financial Management in Non-Profit Organizations, New Delhi Caritas India

## **E2.9.0 COURSE CODE : 300 BTE 224**

### **COURSE NAME : CONFLICT RESOLUTION**

#### **E2.9.1 COURSE DESCRIPTION**

With today's organizational culture having challenges associated with creative, cross-functional, collaborative, problem solving, production, project management, executive, instructional, and emergency response teams, this course becomes handy. Today's leaders must know how to develop, lead, and sustain such diverse teams. This course will focus not only on the theory behind such teamwork but offer experiential learning opportunities for putting that theory into practice through team building exercises and written assignments. The course will involve each student leading their classmates through a personally developed exercise that will be used to assess the student's ability to facilitate and lead teams.

#### **E2.9.2 COURSE AIM**

This course aims at imparting conflict resolution skills and attitudes in the student so that they will be able to untangle interpersonal and system conflicts in the community of their service.

#### **E2.9.3 COURSE OBJECTIVES**

By the end of this course, students must be able to:

1. Give examples of teamwork within the African traditional context
2. Explain why teams and teamwork have become so important in the workplace;
3. Illustrate how to different kinds of teams are developed and led;
4. Diagnose teamwork problems in his/her organization and propose action plan for overcoming those problems
5. Discuss how a team of employees are motivated and energized through coaching;
6. Identify his/her individual strengths for working and leading in a team environment;
7. Describe how major organizations utilize teams; and
8. Explain the Biblical basis for teamwork.

#### **E2.9.4 COURSE OUT LINE**

UNIT 1: Introduction to Teamwork

UNIT 2: Clear common purpose

UNIT 3: Role clarity

UNIT 4: Ropes course (Experiential Learning)

UNIT 5: Team Leadership

UNIT 6: Team Management

UNIT 7: Conflict Resolution: Theories and Process

UNIT 8: Conflict Resolution: Skills and Mediation Practicum

### **E2.9.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E2.9.6 COURSE FORMAT**

This class meets four times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E2.9.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E.2.9.8 Prescribed Textbooks**

1. Hill, Linda A. *Becoming a Manager: How New Managers Master the Challenges of Leadership*. 2nd ed. Harvard Business School, 2003.
2. Bryman, A. (1996). *Leadership in organizations*. In Clegg S. R., Hardy, C. and Nord, W. R. (Eds). *Handbook of Organization Studies*, pp.276-292. London: Sage.
3. Kouzes, James M., and Barry Z. Posner. *Credibility: How Leaders Gain and Lose It, Why People Demand It*. Jossey-Bass, 1993.

### **E.2.9.9 Recommended Textbooks**

1. Buckingham, Marcus, and Curt Coffman. *First, Break All the Rules: What the World's Greatest Managers Do Differently*. Simon & Schuster, 1999.

2. Boyatzis, Richard E. *The Competent Manager: A Model for Effective Performance*. Wiley, 1982.



## **E2.10.0 COURSE CODE: 300 BTH 225**

### **COURSE NAME: MARRIAGE AND FAMILY**

#### **E2.10.1 COURSE DESCRIPTION**

This course is designed to provide the Students with Biblical teachings regarding marriage and family relationships and how this is applicable within the cultural and modern Zambian context. The course is a basic study of marital and family relationships that examines the social and psychological significance of the family, the family in transition, adjustments in marriage, and the divorce problem.

#### **E2.10.2 COURSE AIM**

The aim of this course is to ensure students recognize that marriage is an institution instituted by God and one which has to be lived as God requires.

#### **E2.10.3 COURSE OBJECTIVES**

Upon completing this course, the student will demonstrate the ability to:

1. Define marriage from a Biblical point of view.
2. Identify and articulate the strengths and vulnerabilities of student's own relational history; and evaluate that history's actual/potential effect on your dating, marriage, and family relationships today.
3. Describe the Biblical aspects of marriage.
4. Discuss potential conflict areas in marriage

#### **E2.10.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION**

1.1 Definition of marriage

##### **UNIT TWO: PERSONAL EVALUATION IN RELATION TO DATING, RELATIONSHIP OR MARRIAGE**

2.1 Strengths and vulnerabilities of students own relational history

2.2 Potential effect students past on his or her dating, marriage, and family relationships.

##### **UNIT THREE: BIBLICAL ASPECTS OF MARRIAGE**

3.1 Love

3.2 Faithfulness

3.3 Honesty

3.4 Headship

3.5 Submission

3.6 Forgiveness

#### **UNIT FOUR: POTENTIAL CONFLICT AREAS IN MARRIAGE**

4.1 Finances

4.2 Family

4.3 Infidelity

4.4 Children

4.5 Sex

#### **UNIT FIVE: PARENTING**

5.1. According to age

5.2. According to personality

5.3. Spiritual Aspect

5.4. Social Aspect

5.5. In a united manner (Both Parents involves

5.6. In an Exemplary manner

5.7. Discipline

5.8. Rewards

5.9. Education

#### **E2.10.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E2.10.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E2.10.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E.2.10.8 PRESCRIBED TEXTBOOKS**

1. Evely, Millis, Duvall, Family Development, IIEd.
2. Kaila, H.L., (2005), Women, Work and Family, New Delhi.

#### **E.2.10.9 RECOMMENDED TEXTBOOKS**

1. Betty, Carter and Monica, (2006) MCGoldrick, The Changing Family Life Cycle –A framework for Family Therapy, IIEd.
2. Emile, Joseph, de, Smedt, (2007), Married Love–An Enquiry and Dialogue with People; Geoffrey Chapman, London.

**Third Year**

<b>COURSE CODE</b>	<b>COURSE NAME</b>
<b>SEMESTER V</b>	
300 BTH 311	Philosophy of Religion
300 BTH 312	Culture and Theology
300 BTH 313	Pastoral Counselling
300 BTH 314	Church Administration & Management
300BTH 315	Christian Apologetics
<b>COURSE</b>	<b>COURSE NAME</b>
<b>SEMESTER VI</b>	
300 BTH 321	Exegesis of Romans
300 BTH 322	Exposition of Hebrews
300 BTH 323	The Gospel of John
300 BTH 324	Old Testament Theology
300 BTH 325	Introduction to New Testament
300 BTH 326	Field Practicum Training - 4 weeks

### **E3.1.0 COURSE CODE: 300 BTH 311**

### **COURSE NAME: PHILOSOPHY OF RELIGION**

#### **E3.1.1 COURSE DESCRIPTION**

This course is a study of issues related to religious study from a philosophical perspective. The approach will be primarily, though not exclusively, Christian in content. Issues discussed will be considered within the framework of the classical divisions of philosophy. Also, conclusions and applications will be related to the *Zambian* context.

#### **E3.1.2 COURSE AIM**

The aim of this course is to help students have a Philosophical mindset even as towards life, even as they live as Christians on earth.

#### **E3.1.3 COURSE OBJECTIVES**

The course will enable each student to:

1. Describe the classic divisions and vocabulary of Philosophy.
2. Understand the approaches to faith and reason as means to religious truth
3. Explain the nature of truth.
4. Write the definition and classical proofs of Theism
5. Recognize the worldviews of Naturalism and Christian Theism and defend the later.
6. Respond to the modern challenges to and continuing problems faced by Theistic faith.
7. Relate relevant issues and conclusions to ministry and teaching in the *Zambian* context.

#### **E3.1.4 COURSE CONTENT**

##### **UNIT 1: PHILOSOPHICAL TERMS AND SCHOOLS**

1.1 Epistemology

1.2 Ontology

##### **UNIT 2: ROLE OF PHILOSOPHY IN RELIGIOUS STUDY**

2.1 Misconceptions

2.2 Dialectic

##### **UNIT 3: THE RELATION OF FAITH AND REASON**

3.1 Neutralism and Fideism

### 3.2 Paradox and Forced Option

## **UNIT 4: THE NATURE OF TRUTH**

### 4.1 The Proofs of Theism

### 4.2 Ontological & Cosmological Proofs

### 4.3 Teleological & Moral Proofs

### 4.4 Proofs of Religious Experience

## **UNIT 5: WORLDVIEW STUDIES**

### 5.1 Worldview of Christian Theism

### 5.2 Worldview of Naturalism

## **UNIT 6: CONTINUING PROBLEMS FOR THEISTIC BELIEF**

### 6.1 Evil and Suffering

### 6.2 Conflicting Claims of World Religions

### **E3.1.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E3.1.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E3.1.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E.3.1.8 PRESCRIBED TEXTBOOKS**

1. Evans, C. Stephen. 1982. *Philosophy of Religion: Thinking about Faith*. Lyon, Roy. *Philosophy and the Christian Religion*.

### **E.3.1.9 RECOMMENDED TEXTBOOKS**

1. Abernethy, George L., et al. 1968. *Philosophy of Religion*, 2<sup>nd</sup> Ed.

### **E.3.2.0 COURSE CODE: 300 BTH 312**

### **COURSE NAME: CULTURE AND THEOLOGY**

#### **E.3.2.1 COURSE DESCRIPTION**

This course is an introduction to contemporary culture and the opportunities and challenges it presents in relation to Christian ministry and mission. It aims to combine Biblical, theological, and practical insights for ministry with intellectual analysis of the nature of contemporary culture in Zambia as well as beyond its borders. The course will focus on the implications of changing cultural expectations and lifestyles with a view to developing appropriate tools with which the church might engage with the concerns of those who are searching for spiritual angles on today's most pressing concerns.

#### **E.3.2.2 COURSE AIM**

The aim of this course is to ensure students gain comprehensive insight into foundational Christian principles of reality. The acquired knowledge is aimed at helping them gain insight into ways in which these principles provide wisdom and insight to engage critically contemporary trends that are impacting the church and society.

#### **E.3.2.3 COURSE OBJECTIVES**

The course will enable each student to:

1. Define culture and Christianity
2. Identify cultural practices in the Bible
3. Discuss global diversity of culture
4. Identify cultural world views that influence how we think.
5. Explain culture in relation to Christianity in the Zambian set-up

#### **E.3.2.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION**

1.1 Definition of Culture

1.2 Definition of Christianity

##### **UNIT TWO: CULTURE IN THE BIBLE**

2.1 In the Old Testament

2.2 In the New Testament

##### **UNIT THREE: DIVERSITY OF CULTURES**

3.1 Beyond Africa

3.2 Africa

3.3 Zambia

#### **UNIT FOUR: CULTURE AND CHRISTIANITY IN ZAMBIA**

4.1 Biblical way of taking it

4.2 Unbiblical way of taking it

##### **E.3.2.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

##### **E.3.2.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

##### **E3.2.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

##### **E.3.2.8 PRESCRIBED TEXTBOOKS**

1. Collins, Barbara (2000). *Becoming A Trans- Cultural Woman*. Nairobi Evangelical Publishing House.
2. Gehman, Richard (2005). *African Traditional Religion In Biblical Perspective*. Nairobi East African Educational Publishers.

##### **E.3.2.9 RECOMMENDED TEXTBOOKS**

1. Gehman, Richard (2005). *African Traditional Religion In Biblical Perspective*. Nairobi East African Educational Publishers.



### **E3.3.0 COURSE CODE: 300 BTH 313**

### **COURSE NAME: PASTORAL COUNSELLING**

#### **E3.3.1 COURSE DESCRIPTION**

This course is designed as a part of Pastoral Care and Counselling. It also introduces a Biblical model of counselling that should be applicable into the ministry of the local church. Students shall be expected to practice their counselling skills in the teams to be set up as part of a working group.

#### **E3.3.2 COURSE AIM**

The aim of this course is to ensure learners are equipped with necessary Biblical knowledge and skills in line with counseling. The concept of Christian Counselling within pastoral care shall be the focus and complemented by actual, practical experiences in counselling

#### **E3.3.3 COURSE OBJECTIVES**

At the end of the course the student will be able to:

1. Define Counseling and Pastor
2. Explain the need for counseling in Church
3. Discuss the counseling process.
4. Develop a counseling approach that is Biblically based and effective in a local church.

#### **E3.3.4 COURSE OUTLINE**

##### **UNITE ONE: INTRODUCTION**

1.1 Definition of counseling

1.2 Definition of a Pastor.

##### **UNIT TWO: COUSELLING NEEDS IN CHURCH**

2.1 Physical Needs

2.2 Spiritual needs

2.3 Personal needs

2.4 Family needs

2.5 Community needs

2.6 Career needs

2.7 Professional needs

## **UNIT THREE: THE COUNSELLING PROCESS**

3.1 Initial disclosure

3.2 In-depth exploration

3.3 Counseling Intervention

3.4 Termination

### **E3.3.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E3.3.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E3.3.7 ASSESEMENT**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E3.3.8 PRESCRIBED BOOK**

1. Myra Chave Jones. (1982) *The Gift of Helping*, InterVarsity Press
2. Wayne E. Oates. (1999) *The Presence of God in Pastoral Counselling*. Word Publishers, Dallas.

### **E3.3.9 RECOMMENDED BOOKS**

1. Wayne E. Oates. (1999) *Grievous and Separation*. Fortress Press, Philadelphia
2. Jay E. Adams. (1986) *Competent to Counsel*. Ministry Resources Library
3. Jay E. Adams. *Shepherding God's Flock*.

**E3.4.0 COURSE CODE: 300 BTH 314****COURSE NAME: CHURCH ADMINISTRATION & MANAGEMENT****E3.4.1 COURSE DESCRIPTION**

This course deals with the application of Biblically derived administrative aspects in the manner of running Zambian Churches. Particular concentration is given to the way a local Church is administered, and more so with consideration to administrative lessons derived both the Old and New Testament of the Holy Bible. It focuses on developing an understanding of church administration that is biblically based and rooted in good ecclesiological and theological practice, and further develops ideas that are suitable in the Zambian context. It also brings out theories and practices of governance.

**E3.4.2 COURSE AIM**

The aim of this course is to introduce students to the role and importance of sound administration and governance in a contemporary set-up.

**E3.4.3 COURSE OBJECTIVES**

By the end of this course students must be able to:

1. Define Administration
2. Define Governance
3. Discuss the importance of administration and governance.
4. State the functions of an Administrator.
5. Explain those biblical/theological reasons for Church Administration.
6. Discuss some Biblical indications for justification of Church administration

**E3.4.4 COURSE OUTLINE****UNIT ONE: INTRODUCTION**

1.1 Definition of Administrator

1.2 Definition of Church

**UNIT TWO: FUNCTIONS OF AN ADMINISTRATOR**

2.1 Policy making

2.2 Attend and Participate in Board meetings

2.3 Participate in effective and efficient running of the organization

**UNIT THREE: THEOLOGICAL REASONS FOR ADMINISTRATION**

3.1 The Church has God-instituted leadership

- 3.2 The Church has people who are involved in operations and management
- 3.3 The Church has departments such as finance, human resource, Evangelism
- 3.4 The Old and New Testament encourages administration

#### **UNIT FOUR: JUSTIFICATION OF CHURCH ADMINISTRATION**

- 4.1 Abraham
- 4.2 Moses
- 4.3 Joseph
- 4.4 Jethro
- 4.5 Jesus Christ
- 4.6 The Apostles

#### **E3.4.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E3.4.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E3.4.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E3.4.8 PRESCRIBED TEXTBOOKS**

1. Charles Tidwell. 1985. *Church Administration: Effective Leadership for Ministry*.
2. Engstrom, Theodore. 1985. *Your Gift of Administration: How to discover and use it*.

#### **E3.4.9 RECOMMENDED TEXT BOOKS**

1. Lindgren, Alvin J. 1965. *Foundation for purposeful Church Administration*.

### **E3.5.0 COURSE CODE: 300 BTH 315**

### **COURSE NAME: CHRISTIAN APOLOGETICS**

#### **E3.5.1 COURSE DESCRIPTION**

Christian Apologetics combines Christian theology, natural theology, and philosophy to present a rational basis for the Christian faith, to defend the faith against objections and misrepresentation, and to expose error within other religions and world views.

#### **E3.5.2 COURSE AIM**

The aim of this course is to ensure that students competently defend the Christian faith using the truth as contained in the word of God.

#### **E3.5.3 COURSE OBJECTIVES**

At the end of this course students must be able to;

1. Define Apologetics
2. Explain the purpose of Apologetics
3. Explain the witness of Scripture in Christian Apologetics
4. Explain common objections to the task of Apologetics

#### **E3.5.4 COURSE CONTENT**

##### **UNIT 1: INTRODUCTION**

##### **UNIT 2: PURPOSE OF APOLOGETICS**

- 2.1. Arguments for the truth of the Christian faith
- 2.2. Arguments refuting accusations made against the Christian faith
- 2.3. Refutation of opposing beliefs (offense)

##### **UNIT 3: THE WITNESS OF SCRIPTURE IN CHRISTIAN APOLOGETICS**

- 3.1 Bible textually reliable
- 3.2 Is the Bible historically reliable

##### **UNIT 4: Bible internally consistent**

- 4.1 Relevance of the Bible
- 4.2 The Bible is God's word

##### **UNIT 5: UNIT FIVE: COMMON OBJECTIONS TO CHRISTIAN APOLOGETICS**

- 5.1 The Bible does not need to be defended
- 5.2 Without faith one cannot please God Hebrews 11:6
- 5.3 Jesus refused to give signs to evil men

5.4 Do not answer a fool according to his folly Proverbs 26:5

5.5 Apologetics is not used in the Bible

5.6 Natural humanity cannot understand God's truth 1Lecture

### **E3.5.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E3.5.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E3.5.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E3.5.8 PRESCRIBED TEXTBOOKS**

1. Engstrom, Theodore. 1985. Your Gift of Administration: How to discover and use *it*.
2. The Layman's Manual on Christian Apologetics. Brian G. Chilton. 2019

### **E3.5.9 RECOMMENDED TEXT BOOKS**

1. Lindgren, Alvin J. 1965. Foundation for purposeful Church Administration.
2. Edwin Chong. 2007. Introduction to Christian Apologetics.

### **E3.6.0 COURSE CODE: 300 BTH 321**

### **COURSE NAME: EXEGESIS OF ROMANS**

#### **E3.6.1 COURSE DESCRIPTION**

This course is a study of the New Testament book of Romans and Galatians. Course materials discuss issues related to the book's authorship, date, purpose, historical background, and doctrinal teaching. Application is made to both the First Century AD setting and the context of contemporary Zambia.

#### **E3.6.2 COURSE AIM**

The aim of this course is to expose students to sound doctrinal teaching through good exegetical practice.

#### **E3.6.3 COURSE OBJECTIVES**

Upon completion of this course the student will be able to:

1. Explain authorship, date, recipients, and purpose of the books of Romans and Galatians.
2. Identify the historical and social background of Romans and Galatians.
3. Identify the issues involved in both the translation and interpretation of Romans and Galatians.
4. Describe the major themes of the books of Romans and Galatians.
5. Demonstrate capacity to apply the teachings of Romans and Galatians to local ministry in Zambia.

#### **E3.6.4 COURSE CONTENT**

##### **UNIT ONE: ROMANS**

###### 1.1 Introduction

1.2 Issues of authorship, date, purpose, and other relevant introductory issues.

1.3 The Wrath of God (1:18-2:20)

1.4 The Grace of God (3:21-8:39)

1.5 The Plan of God (9-11)

1.6 The Will of God (12:1-15:13)

### **E3.6.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E3.6.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E3.6.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E3.6.8 PRESCRIBED TEXTBOOKS**

1. Exegesis on the Book of Romans (I). [Paul C. Jong](#), 2011.
2. Exegesis on the Book of Romans (I). [Paul C. Jong](#), 2006.

### **E3.6.9 RECOMMENDED TEXT BOOKS**

1. Exegesis on the Book of Romans (I). [Paul C. Jong](#), 2011.
2. Exegesis on the Book of Romans (I). [Paul C. Jong](#), 2006.



### **E3.7.0 COURSE CODE: 300 BTH 322**

### **COURSE NAME: EXPOSITION OF HEBREWS**

#### **E3.7.1 COURSE DESCRIPTION**

This course brings out main themes in Hebrews include the superiority of Christ, the superiority of the new covenant, and urgent calls for the believer to persevere in his faith.

#### **E3.7.2 COURSE AIM**

The aim of this course is to introduce students to the Hebrew Alphabet, so that they can write, recite and identify the letters.

#### **E3.7.3 COURSE OBJECTIVES**

Upon completion of the course students are expected to learn

1. Know and recite the Hebrew alphabet numerical system, pronunciation, and punctuation
2. Identify Hebrew Alphabet, read and write them.
3. Transliterate (or give the equivalence of) Hebrew letters to English letters.

#### **E3.7.4 COURSE OUTLINE**

##### **UNITS ONE: INTRODUCTION**

1.1. Definition of terms

##### **UNIT TWO: HEBREW ALPHABET**

2.1 Writing Hebrew Alphabet

2.2 Reciting Hebrew Alphabet

##### **UNIT THREE: TRANSLITERATION**

#### **E3.7.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E3.7.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E3.7.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E3.7.8 PRESCRIBED TEXTBOOKS**

1. Brown, F., S. R. Driver, and C. A. Briggs. A Hebrew and English Lexicon of the Old Testament, with an appendix, containing the Biblical Aramaic. Hendrickson, 1994 [1906]. ISBN: 978-1565632066, Pub
2. Elliger, K., and W. Rudolph. Biblia Hebraica Stuttgartensia. 5th ed. Deutsche Bibelgesellschaft, 1997. ISBN: 978-3438052223, Pub

### **E3.7.9 RECOMMENDED TEXT BOOKS**

1. Green, Jennifer S., G. Brooke Lester, and Joseph F. Scrivner. Handbook to A Grammar for Biblical Hebrew. Abingdon, 2005. ISBN: 978-0687008346, Pub.
2. Seow, C. L. A Grammar for Biblical Hebrew. Revised Edition. Abingdon, 1995. ISBN: 978-0687157860, Pub.

### **E3.8.0 COURSE CODE: 300 BTH 323**

### **COURSE NAME: THE GOSPEL OF JOHN**

#### **E3.8.1 COURSE DESCRIPTION**

This course will study the Gospel of John, the letters of John, and the book of Revelation. Students will learn hermeneutical principals for utilization in exploration of the Gospel of John. It is designed as a practical, exegetical and theological study of the Gospel of John, focusing on John's distinctive message and perspective on Jesus Christ.

#### **E3.8.2 COURSE AIM**

The aim of this course is to look at all God was doing in and through the life and ministry of Jesus. The course explains the social, political, and religious background of the first century and then goes on to look at the major themes and uncovers numerous life-changing principles including the danger of preconceived notions, Jesus' offer to the world, the importance of abiding, the power of openness, levels of believing, and the "I AM" statements of Jesus.

#### **E3.8.3 COURSE OBJECTIVES**

By the end of this course, students will be able to:

1. Analyze texts in the book of John and be able to appropriately interpret them for a modern audience.
2. Give meaningful reflections on the text of John's Gospel while being true to the original meaning of the text.
3. Explain how the book of John fits into the canon of scripture.
4. Discuss current relevance of the book of John

#### **E3.8.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION**

1.1 Authorship

1.2 Dating

1.3 Audience

1.4 Structure of the Gospel of John

##### **UNIT TWO: HISTORICAL CONTEXT**

##### **UNIT THREE: CURRENT RELEVANCE**

3.1. Purpose of the Gospel of John

3.2. The theology behind the Gospel of John.

3.3. Themes in the Gospel of John

3.4. Detailed Exposition of the Gospel of John.

### **E3.8.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E3.8.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

### **E3.8.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E3.8.8 PRESCRIBED TEXTBOOKS**

1. Text Book: Viertel, Weldon E. 1990. *The Gospel and Epistles of John*.

### **E3.8.9 RECOMMENDED TEXTBOOKS**

1. Adeyemo, Tokunboh. 2006. African Bible Commentary.
2. Bruce, F.F. 1983. The Gospel of John. Grand Rapids,
3. Calvin, John.1989. Calvin's New Testament Commentaries:
4. Gaebelein, Frank E.1984. The Expositor's Bible Commentary
5. Morris, Leon.1991. Expository Reflections on the Gospel of John

### **E3.9.0 COURSE CODE: 300 BTH 324**

### **COURSE NAME: OLD TESTAMENT THEOLOGY**

#### **E3.9.1 COURSE DESCRIPTION**

This course is designed to provide the student with a general survey of the books of Joshua through Song of Solomon in the Old Testament. Joshua through Esther are known as the history books, and Job through Song of Solomon are referred to as the wisdom literature. Emphasis will be placed on the content and relevance of each book, their significant place within the canon of Scripture, notable theological interpretations found within them, and contemporary applications of these books. Focus will also be given to the connection of these books to the person of Christ.

#### **E3.9.2 COURSE AIM**

The course aims at giving a good foundation for understanding the development of doctrine in the Old Testament, through progressive revelation and it aims to challenge the student to understand words as used in the original language and the cultural background and set up of the Old Testament.

#### **E3.9.3 COURSE OBJECTIVES**

Upon successful completion of this course each student should be able to:

1. Recall the content and purpose of the history & wisdom literature of the Old Testament.
2. Appreciate these books as useful in preaching, teaching, and proclaiming the gospel.
3. Understand the basic process involved in telling the story in the biblical passage.
4. Recognize within these books current applications to everyday life and ministry.

#### **E3.9.4 COURSE OUTLINE**

##### **UNIT 1**

1.1 The creation stories (The myths) (Genesis 1 v 26ff) and (Genesis 2 v 18ff), The beginning of the Jewish nation (From Abraham, Isaac to Jacob), Israel goes down to Egypt (The story of Joseph)

##### **UNIT 2**

2.1 Suffering of the Israelites in Egypt, Emergence of prophecy in Israel, True and false prophecy in Israel, Moses the archetypal prophet, Escape from Egypt, The life of the Israelites in the wilderness and the giving of the ten commandments

### **UNIT 3**

3.1 The arrival of Israel in the land of Canaan, Israel becomes a settled nation, Israel departs from God (becomes syncretic, just like other nations in the land of Canaan, The first kings of Israel – Saul and David

#### **E3.9.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E3.9.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E3.9.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E3.9.8 PRESCRIBED TEXTBOOKS**

1. Bright J. (1976). A history of Israel. Heinemann, London:
2. Henze, J. (1997). Resource for RE Teachers Number 25. Ndola: Copperbelt Religious Education Development Unit
3. Douglas J. D. (2000). The New Bible Dictionary, New York
4. The Holy Bible, (2011). Hendrickson Marketing LLC, USA

### **E3.9.9 RECOMMENDED TEXTBOOKS**

1. Magesa, L. (1997). African Religion: The Moral Life of Abundant Life. New York: Orbis Books.
2. Masterton, R. (1987). “The Growth and Development of Religious Education in Zambia” Med thesis, University of Birmingham
3. Mbiti, J. (1969). African Religion and Philosophy. London: Heinemann.
4. Ministry of Education, Science, Vocational Training and Early Education (2013). The Zambia Education Curriculum Framework (2013). Lusaka: CDC.

### **E3.10.0 COURSE CODE: 300 BTH 325**

### **COURSE NAME: INTRODUCTION TO NEW TESTAMENT**

#### **E3.10.1 COURSE DESCRIPTION**

This course introduces the students about the New Testament books, their origin, transmission, inclusion in the canon, and messages and also give a survey of the New Testament books, their origin, transmission, inclusion in the canon, and messages.

#### **E3.10.2 COURSE AIM**

The aim of this course is TO introduce the learners about new testament.

#### **E3.10.3 COUSE OBJECTIVES**

At the end of the course students will be able to:

1. Define the Bible, canonicity, revelation and inspiration.
2. Explain the composition and the nature of the New Testament.
3. Describe the theological basis of the New Testament books.
4. Arrange the New Testament book according to their authenticity.
5. Discuss briefly the general theological backing of each book of the Testament depending on the category such as Pauline literature, Pastoral Letters, Gospels, etc.
6. Explain the Biblical languages and the life of the people of Palestine before, during and after Jesus Christ.
7. Apply some of the principles in the New Testament to Christian living

#### **E3.10.4 COURSE OUTLINE**

##### **UNIT 1**

1.1 The Synoptic Gospels; Matthew, Mark and Luke, Authorship of the Synoptic Gospels, Characteristics of the Synoptic Gospels, The Synoptic Problem, Religious groups in the time of Jesus; The Pharisees, Sadducees, Scribes and Zealots, The Temple and Synagogue and their uses

##### **UNIT 2**

2.1 The birth narratives of Jesus and John; Announcements of the births of John and Jesus, The birth and infancy of Jesus up to the time of his baptism, The life of John the Baptist, The



teachings of John the Baptist and the baptism of Jesus, Comparisons of John and Jesus, The death of John the Baptist

### **UNIT 3**

3.1 The beginning of the ministry of Jesus, the temptations of Jesus, The Sermon on the Mount, the teaching of Jesus: The parables, The miracles of Jesus: The four types of miracles; nature, raising of the dead, healing and casting out of evil spirits, The death, resurrection and ascension of Jesus

### **UNIT 4**

4.1 The beginning of the early church; Replacement of Judas Ischariot and the Pentecost, Life in the early church; Communalism, The book of Acts as a defence of Paul and the church Christianity versus Judaism (Persecution), Persecution and the spread of Christianity from Jerusalem (Importance of Christianity), Problems in the early church (The conversion of Gentiles), The conversion of Paul and further spread of the Gospel

#### **E3.10.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E3.10.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E3.10.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

### **E3.10.8 PRESCRIBED TEXTBOOKS**

1. Henze, J. (1997). **Resource for RE Teachers Number 25**. Ndola: Copperbelt Religious Education Development Unit.
2. Douglas J. D. (2000). **The New Bible Dictionary**, New York.
3. The Holy Bible, (2011). Hendrickson Marketing LLC, USA.

### **E3.10.9 RECOMMENDED TEXTBOOKS**

1. Magesa, L. (1997). *African Religion: The Moral Life of Abundant Life*. New York: Orbis Books.
2. Masterton, R. (1987). "The Growth and Development of Religious Education in Zambia" Med thesis, University of Birmingham
3. Mbiti, J. (1969). *African Religion and Philosophy*. London: Heinemann.
4. Ministry of Education, Science, Vocational Training and Early Education (2013). *The Zambia Education Curriculum Framework (2013)*. Lusaka: CDC.
5. Mitchell, B. (1973). *The Justification of Religious Beliefs*. London: Macmillan
6. Watson, B. (1993). *The effective teaching of Religious Education*. London: Longman.
7. Wright, A. (1993). *Religious Education in the Secondary School- Perspective for religious literacy*. London: Routledge.

**E3.11.0 COURSE CODE: 300 BTH 326**

**COURSE NAME: FIELD PRACTICUM TRAINING - 4 WEEKS**

**E3.11.1 COURSE DESCRIPTION**

All students are required to undergo Field Practicum training for a minimum period of 4 weeks. Normally, the Field Practicum training is carried out in between the semester. Placement of students at various companies will be supervised and coordinated by the Placement & Training Officer set up by the Faculty. The students will be placed at various community / NGO / church settings throughout Zambia. The training at the various community / NGO / church settings will expose the students to a real working environment. The hands-on experience in the training will reinforce what has been taught at the University

**E3.11.2 COUSE OBJECTIVES**

At the end of the course students will be able to:

1. Familiarize the students with practical work in various disciplines
2. Improve the performance of the students in theory classes by introducing them to the in practical work.
3. Help to know the strengths and weaknesses in the students, so they can improve their skills and overcome their limitations by taking appropriate measures.
4. Expose students to real work situations and equip them with the necessary skills so that they would be ready for the job when they graduate.

**E3.11.3 COURSE OUTLINE**

1. Industrial Practical Training Dairy
2. Industrial Practical Training Presentation
3. Procedures & Observations
4. Industrial Practical Training Report

**E3.11.4 ASSESEMENTS**

Attendance is Compulsory. A student should secure 85% of attendance in the course to be eligible for appearing End Semester Examination. The Field Practical Training Performance report is evaluated for 40 marks as internal (Refer Field Practical Training Policy & Manual).

There shall be an End Semester Examination after the end of 4<sup>th</sup> week for Field Practical Training Evaluation and Viva Voce evaluated for 40 marks and 20 marks each. (Refer Examination Guidelines).

Performance Report	40%
Evaluation	40%
Viva Voce	20%

**Year 4**

<b>COURSE CODE</b>	<b>COURSE NAME</b>
<b>SEMESTER VII</b>	
300 BTH 411	Research Methods
300 BTH 412	Introduction to Greek I and II
300 BTH 413	Minor and Major Prophets
300 BTH 414	African Traditional Religions
300 BTH 415	Christology
<b>COURSE CODE</b>	<b>COURSE NAME</b>
<b>SEMESTER VIII</b>	
300 BTH 421	African and Zambian Church History
300 BTH 422	Eschatology
300 BTH 423	Theology of New Testament
300 BTH 424	Cultural Anthropology
300 BTH 425	Research Project

#### **E4.1.0 COURSE CODES: 300 BTH 411**

#### **COURSE NAME : RESEARCH METHODS**

#### **E4.1.1 COURSE DESCRIPTION**

This course is designed to provide each student with guided experience in the research and writing of seminar papers. Planning, research and organizational skills will be discussed. The instructor provides individual counsel on issues related to the selection of materials to be included or omitted, the thesis statement, title, and outline of the paper. Issues of proper form and citation will also be covered.

#### **E4.1.2 COURSE AIM**

The course aims and concentrates at strengthening written communication skills in a variety of styles and forms. It aims to polish components that include elements of composition, data collection, and formal writing procedures.

#### **E4.1.3 COURSE OBJECTIVES**

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

1. Understand the academic requirements for scholarly writing required for papers, projects, book reviews and reports correctly.
2. Formulate and write a research proposal.
3. Formulate the steps leading to the formulation of a research problem.
4. Identify the steps required to formulate a research plan.
5. Format a research plan.
6. Submit a rough draft and final copy of the final research project.

#### **E4.1.4 COURSE CONTENT**

##### **UNIT 1: ACADEMIC WRITING**

1.1 Assignments

1.2 Scholarly writing

1.3 In text citation

1.4 Bibliography

1.5 Plagiarism

1.6 Formatting an academic paper

##### **UNIT 2: THEOLOGICAL RESEARCH**

2.1 Research, researchers and Readers

2.2 The research proposal

### **UNIT 3: THE RESEARCH PROBLEM**

### **UNIT 4: THE RESEARCH PLAN**

4.1 Preparing a draft, drafting and revising

4.2 Biblical exegesis

4.3 Research and ethics

#### **E4.1.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E4.1.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.1.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.1.8 PRESCRIBED TEXTBOOKS**

1. Kothari C.R, 2014, Research Methodology, Vishwa Prakashan.
2. Bryman, A. (2004). *Research Methods*. New York: Oxford University Press

#### **E4.1.9 RECOMMENDED TEXTBOOKS**

1. Babbie, E. et al.(2004). *The Practicing Social Research*. Thomson Wordsworth.
2. Singleton, R. et al.(2003). *Approaches to Social research*. Oxford University Press.
3. Weinberg, D. (2002). *Qualitative Research methods*, UK: Blackwell publishing.

#### **E4.2.0 COURSE CODE: 300 BTH 412**

#### **COURSE NAME : INTRODUCTION TO GREEK I AND II**

#### **E4.2.1 COURSE DESCRIPTION**

This course focuses on the study of the New Testament Greek and its build up from NT Greek

I. Special attention is given to lexical study, grammatical study, and translations.

#### **E4.2.2 COURSE AIM**

The aim of this course is built on the foundation of the knowledge gained in Greek 1 in utilizing it to utilize it for proper interpretation of the Bible.

#### **E2.4.3 COUSE OBJECTIVES**

Upon successful completion of this course each student should be able to:

1. To provide the students with the basic knowledge of New Testament Greek and its most frequently used words.
2. To unveil to students, the desire to study the New Testament Greek in its original context.
3. To identify and parse nouns based on case, number, and gender and verbs based on tense, voice, and mood
4. To be able to use Greek tools such as the Lexicon, Dictionaries and Bible Works electronic Greek computer software.

#### **E4.2.4 COURSE OUTLINE**

**UNIT ONE:** Present Middle and Passive Indicative

**UNIT TWO:** Imperfect Active Indicative

**UNIT THREE:** Imperfect Middle and Passive Indicative

**UNIT FOUR:** Future Active and Middle Indicative

**UNIT FIVE:** 5.1. First Aorist Active and Middle Indicative

5.2. Second Aorist Active and Middle Indicative.

**UNIT SIX:** Third Declension: Liquid and Mute Stem Nouns

**UNIT SEVEN:** Third Declension: Vowel Stem and Neuter Nouns

**UNIT EIGHT:** Present and Future Participles

**UNIT NINE:** Aorist Active and Middle Participles

**UNIT TEN:** Aorist Passive Participles

#### **E4.2.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E4.2.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.2.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.2.8 PRESCRIBED TEXTBOOKS**

1. Wuest, Kenneth S. 1973. Wuest's Word Studies from the Greek New Testament

#### **E4.2.9 RECOMMENDED TEXTBOOKS**

1. Nicoll, Robertson. 2009. The Expositor's Greek Testament.
2. Thayer, Joseph Henry., Greek-English Lexicon of the New Testament.2020

LAST UPDATED.



### **E4.3.0 COURSE CODE: 300 BTH 413**

### **COURSE NAME: MINOR AND MAJOR PROPHETS**

#### **E4.3.1 COURSE DESCRIPTION**

This course is an overview of that section of the Old Testament known as the Minor Prophets, and hence will provide an analysis of the books of Hosea through Malachi. Special attention will be given to the historical background, structure, major themes, and theology of each book. Throughout the course the student will be encouraged to examine the message of the books critically and devotionally.

#### **E4.3.2 COURSE AIM**

The aim is to ensure students gain knowledge about the calling and operations of Biblical Prophets.

#### **E4.3.3 COURSE OBJECTIVES**

This course is designed to lead the student to:

1. Explore the nature of Old Testament prophecy.
2. Understand the background, content, structure, and major theological themes of the Minor Prophets.
3. Apply the historical and theological issues of the times of the Minor Prophets to contemporary society and modern Zambia.
4. Understand the relationship of the life and ministry of the Minor Prophets as a model for Christian servant-hood today.
5. Preach from these books exegetically in a local church context.

#### **E4.3.4 COURSE CONTENT**

**UNIT I:** Pre-exilic prophets:

1.1 The pre-canonical prophets; Samuel, Gad, Ahijah, Elijah, Elisha

**UNIT II:** Pre-exilic prophets:

2.1 The canonical prophets; Amos, Hosea, Isaiah 1 – 24, Jeremiah 1 – 40

#### **E4.3.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision

- Assigned readings

#### **E4.3.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.3.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.3.8 PRESCRIBED TEXTBOOKS**

1. Bright J. (1976). A history of Israel. Heinemann, London:
2. Henze, J. (1997). Resource for RE Teachers Number 25. Ndola: Copperbelt Religious Education Development Unit
3. Douglas J. D. (2000). The New Bible Dictionary, New York
4. The Holy Bible, (2011). Hendrickson Marketing LLC, USA

#### **E3.8.9 RECOMMENDED TEXTBOOKS**

1. Magesa, L. (1997). African Religion: The Moral Life of Abundant Life. New York: Orbis Books.
2. Masterton, R. (1987). “The Growth and Development of Religious Education in Zambia” Med thesis, University of Birmingham
3. Mbiti, J. (1969). African Religion and Philosophy. London: Heinemann.
4. Ministry of Education, Science, Vocational Training and Early Education (2013). The Zambia Education Curriculum Framework (2013). Lusaka: CDC.

#### **E4.4.0 COURSE CODE: 300 BTH 414**

#### **COURSE NAME: AFRICAN TRADITIONAL RELEGIONS**

#### **E4.4.1 COURSE DESCRIPTION**

ATR is a course designed to study African Traditional religions with specific reference to its relevance to contemporary society, its beliefs, practices and its relationship to the Gospel and African Christian identity. The student will be guided in evaluating these ideas and beliefs from a biblical perspective. Efforts will be made to distinguish ATR from African Christian Theology where necessary.

#### **E4.4.2 COURSE AIM**

This course is aimed at making students aware of the traditions in which they operate, as well as evaluating them from the Biblical point of view.

#### **E4.4.3 COURSE OBJECTIVES**

At the end of the course the student should be able to:

1. Explain the relevance and reasons for studying African Traditional Religions (ATR) correctly.
2. Explain and evaluate the holistic worldview of African Traditional religions and their extent correctly
3. Determine what is true about ATR and what are the errors from the Biblical perspective.

#### **E4.4.4 COURSE OUTLINE**

#### **UNIT ONE: RELEVANCE OF AFRICAN TRADITIONAL RELIGIONS IN CONTEMPORARY SOCIETY**

- 1.1 Threats to the survival of ATR
- 1.2 Evidence of the survival of ATR
- 1.3 Illustration of relevance of ATR
- 1.4 Reasons for studying ATR

#### **UNIT TWO: A BIBLICAL WORLDVIEW—INTERPRETIVE FRAMEWORK FOR UNDERSTANDING ATR**

- 2.1 The God of creation
- 2.2 The Fall of the Human Race
- 2.3 The Triumph of the Gospel

**UNIT THREE: HOLISTIC WORLD VIEW OF ATR AND SUMMARY OF BELIEFS  
IN ATR**

**UNIT FOUR: EMBRACING ALL OF LIFE**

- 4.1 Man-centered religion
- 4.2 Nature of human beings
- 4.3 Growth in life cycles
- 4.4. Spiritual nature of the world
- 4.5 God, man and the world.

**UNIT FIVE: MYSTICAL POWERS IN ATR**

- 5.1 Nature of mystical powers
- 5.2 Magic
- 5.3 Divination
- 5.4 Witchcraft and sorcery
- 5.5 Medicine men and other traditional specialists

**UNIT SIX: MYSTICAL POWERS-WORLD WIDE**

- 6.1 Ancient history
- 6.2 World Quest
- 6.3 The new Age movement
- 6.4 Neopaganism

**7. UNIT SEVEN: MYSTICAL POWERS IN BIBLICAL PERSPECTIVE**

- 7.1 Interpretation of mystical powers
- 7.2 Biblical Teaching on Mystical powers
- 7.3 Theological Solution to Mystical powers

**8. UNIT EIGHT: THE SPIRIT WORLD**

- 8.1 Divinities in ATR
- 8.2 Theological perspective
- 8.3 Spirits in African Traditional Religion
- 8.4 Worldwide
- 8.5 In Biblical perspectives

**9. UNIT NINE: THE SUPREME BEING IN ATR**

- 9.1 The Supreme worldwide

9.2 Theories of the evolutionary origin of Religion

9.3 Indians

9.4 Chinese

9.5 Arabs

9.6 Romans

## **10. UNIT TEN: TRUTH IN ATR IN BIBLICAL PERSPECTIVE**

10.1 Knowledge about the Supreme being

10.2 Knowledge of creation

10.3 Knowledge of the Spiritual nature of man

10.4 Knowledge of the original state of man

10.5 Knowledge of the lost paradise

10.6 God's common grace in ATR

10.7 ATR a preparation for the Gospel

10.8 ATR and African Christian identity

## **11. UNIT ELEVEN: ERROR IN ATR IN BIBLICAL PERSPECTIVE**

11.1 Biblical Teaching

11.2 Practice of African Traditional Religion

### **E4.4.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

### **E4.4.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.4.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.4.8 PRESCRIBED TEXTBOOKS**

1. Gehman, Richard (1989). African Traditional Religion In Biblical Perspective. Nairobi East African Educational Publishers.
2. Carmody, B. (e.d.) (2004). Religion and Education in Zambia. Ndola: Mission Press.
3. Henze, J. (1997). Resource for RE Teachers Number 25. Ndola: Copperbelt Religious Education Development Unit
4. Henze, J. (2000). Readings for Religious Education Teachers. Ndola: Copperbelt Religious Education Development Unit.

#### **E3.4.9 RECOMMENDED TEXTBOOKS**

1. Cheyeka, A. (2013). Teaching Zambian Traditional Religion in Education: Methodological Consideration. Zambia Journal of Education. V1.1.11-21
2. Henze, J. (2007). Some Basics of RE in Zambia. Ndola: Mission Press.
3. Magesa, L. (1997). African Religion: The Moral Life of Abundant Life. New York: Orbis Books.
4. Mbiti, J. (1969). African Religion and Philosophy. London: Heinemann.

## **E4.5.0 COURSE CODE: 300 BTH 415**

### **COURSE NAME: CHRISTOLOGY**

#### **E4.5.1 COURSE DESCRIPTION**

The course that should be taken as a branch of the doctrine of God or Trinity because the connection between the two courses helps you to appreciate the issues of divinity that are involved in Christology.

#### **E4.5.2 COURSE AIM**

The general aim of this course is to introduce you to major issues and developments in the history of Christology. This will also orientate you towards understanding other courses in Christian Theology such as Trinity, especially as found in the creeds of the churches. You will find these broadly in Systematic Theology and Church History courses.

#### **E4.5.3 COURSE OBJECTIVES**

At the end of the course the student should be able to:

1. Define Christology and its genesis;
2. Account for the historical development of Christology from the early church to the present time
3. Identify the causes of Christological errors in the church
4. Describe ways of engaging in more effectively in developing biblical Christology
5. Explain how biblical Christology can answer to ecumenical challenges such as pluralism.
6. Apply their faith to the gospel proclamation.
7. Describe clearly what constitutes Christological errors in order to avoid its pitfalls distinguish the connection between contemporary and early church Christological debates

#### **E4.5.4 COURSE OUTLINE**

##### **UNIT ONE: HERESIES THAT NECESSITATED CHRISTOLOGICAL RESPONSES**

1.1 Docetism

1.2 Arianism

##### **UNIT TWO: HISTORIC CHURCH COUNCILS**

2.1 Nicea

## 2.2 Chalcedon

### **UNIT THREE: ORIGIN AND DEVELOPMENT OF CHRISTOLOGY**

#### 3.1 A History of Early Christological Development

#### 3.2 Augustine's Christology

#### 3.3 Anselm's Christology

#### 3.4 Aquinas' Christology

### **UNIT FOUR: REFORMATION AND POST REFORMATION CHRISTOLOGY**

#### 4.1 Luther's Christology

#### 4.2 Calvin's Christology

#### 4.3 Christology of the High Orthodoxy (17th Century)

#### 4.4 Christology as a Division of Systematic Theology

### **UNIT FIVE: MODERN AND CONTEMPORARY CHRISTOLOGY**

#### 5.1 The Center of Christology – Old Testament and New Testament

#### 5.2 Person and Work of Christ

#### **E4.5.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E4.5.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.5.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%



#### **E4.5.8 PRESCRIBED TEXTBOOKS**

1. Gehman, Richard (1989). African Traditional Religion In Biblical Perspective. Nairobi East African Educational Publishers.

#### **E4.5.9 RECOMMENDED TEXTBOOKS**

1. Magesa, L. (1997). African Religion: The Moral Life of Abundant Life. New York: Orbis Books.
2. Mbiti, J. (1969). African Religion and Philosophy. London: Heinemann.

#### **E4.6.0 COURSE CODE: 300 BTH 421**

#### **COURSE NAME: AFRICAN AND ZAMBIAN CHURCH HISTORY**

#### **E4.6.1 COURSE DESCRIPTION**

This course focuses on the study of the history, nature, characteristics, contributions and the impact of the Christian Church on the African Continent. The course materials include important personalities, movements, and influences upon the development of African Christianity.

#### **E4.6.2 COURSE AIM**

The aim of this course is for students to expand in their knowledge of the History of the African Church. It focuses upon the growth and triumph of the church in Egypt, north Africa, west Africa, Nubia, Ethiopia, central, east Africa and southern Africa and Zambia in particular. It also explores African Independent Churches.

#### **E4.6.3 COURSE OBJECTIVES**

After completion the student will be able to:

1. Grasp the various approaches to the study of African Church History.
2. Describe the characteristics of African Christianity during the various periods and times of its development.
3. Compare the major personalities of African Christianity.
4. Describe the contributions of African Christianity to the development of Christian Doctrine.
5. Evaluate the external influences upon the African Christian Church.
6. Describe the impact of African Christianity on African Culture and development in both the past and the present.

#### **E4.6.4 COURSE OUTLINE**

**UNIT ONE:** Approaches to African Christian Church

**UNIT TWO:** The African Church in North Africa (100-600 AD)

**UNIT THREE:** The Medieval African Church (600-1700 AD)

3.1 Rise of Islam

3.2 Nubian and Ethiopian Kingdom

3.3 European Discovery

**UNIT FOUR: THE AFRICAN CHURCH IN THE 18<sup>TH</sup> AND 19<sup>TH</sup> CENTURIES**

4.1 The Slave Trade

4.2 Regional Growth

4.3 Zambian Growth

#### **UNIT FIVE: THE AFRICAN CHURCH IN THE 20<sup>TH</sup> CENTURY**

5.1 Missionary influences in Colonial Africa

5.2 The Church in Independent Africa

**UNIT SIX:** Zambian Church history as seen by early educationists and missionaries.

#### **E4.6.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E4.6.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.6.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.6.8 PRESCRIBED TEXTBOOKS**

1. Shelley, Bruce.1982. *Church History in Plain Language*.
2. Mark Shaw. 1996. *The Kingdom of God in Africa: A short history of African Christianity*.

#### **E4.6.9 RECOMMENDED TEXTBOOKS**

1. Latourette, K.S. 1970. *History of the Expansion of Christianity*.
2. Lightfoot, J.B. 1989. *The Apostolic Fathers*.
3. Von Capenhausen, Hans. 1998. *The Fathers of the Church*.
4. Vos, Howard. 1984. *An Introduction to Church History*.
5. Walker, Williston. 1970. *A History of the Christian Church*.

## **E4.7.0 COURSE CODE: 300 BTH 422**

### **COURSE NAME: ESCHATOLOGY**

#### **E4.7.1 COURSE DESCRIPTION**

This course is designed to introduce and provide the Students with Biblical and theological teachings regarding Eschatology in its systematic theological form, its place, task, application and faith in the New Testament Church.

#### **E4.7.2 COURSE AIM**

The aim of this course is for the students to grow in their knowledge of the Scriptural doctrine of Eschatology. This course aims to outline a Biblical-Theological understanding of the progressive unfolding of Scripture's teaching concerning the realization and consummation of God's purposes of Redemption.

#### **E4.7.3 COURSE OBJECTIVES**

At the end of this course students should be able to understand

1. the reason for eschatological resurgence,
2. the eschatological resurgence
3. the meaning of eschatology
4. the challenge of eschatology as a theological doctrine,
5. the place of eschatology in systematic theology,
6. eschatology as the hope for today, and the practical nature of those emphasized.

#### **E4.7.4 COURSE OUTLINE**

**UNIT ONE:** Eschatology in the secular sense, the natural sciences and the interest in the "future" of the cosmos.

**UNIT TWO:** Eschatology in Christianity and theology.

**UNIT THREE:** The two views or definitions of eschatology.

**UNIT FOUR:** The traditional meaning of eschatology.

**UNIT FIVE:** Interpretation of the book of revelation.

**UNIT SIX:** Terminological differences between eschatology and apocalypticism.

**UNIT SEVEN:** The doctrine or teaching of end-times.

**UNIT EIGHT:** The challenges that come with the doctrine of the "last" things or end-time.

**UNIT NINE:** Eschatology at the end of the theological presentation.

**UNIT TEN:** The place of eschatology according theologians Hellwig and Pannenberg.

**UNIT ELEVEN:** Dealing with the traditional view of eschatology as both HOPE for today and beyond.

**UNIT TWELVE:** Biblical perspectives and the interpretation of the kingdom of God.

**UNIT THIRTEEN:** The Evangelicals and the New Testament teachings on eschatology.

#### **E4.7.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E4.7.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.7.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.7.8 PRESCRIBED TEXTBOOKS**

1. Mark Shaw. 1996. The Kingdom of God in Africa: A short history of African Christianity.

#### **E4.7.9 RECOMMENDED TEXTBOOKS**

1. Latourette, K.S. 1970. History of the Expansion of Christianity.
2. Lightfoot, J.B. 1989. The Apostolic Fathers.
3. Schaff, Philip. 1955. History of the Christian Church.
4. Von Capenhausen, Hans. 1998. The Fathers of the Church.
5. Vos, Howard. 1984. An Introduction to Church History.
6. Walker, Williston. 1970. A History of the Christian Church.

**E4.8.0 COURSE CODE: 300 BTH 423****COURSE NAME: THEOLOGY OF NEW TESTAMENT****E4.8.1 COURSE DESCRIPTION**

Theology and early church history that focuses especially on the doctrine of God, including the Christian church's development of Trinitarian and Christological theology and creeds in its dialogue with its opponents and with its multiple cultural contexts, including the empires, languages, religions, and philosophies of the ancient Asian, African and European regions. Related topics and themes to be addressed may include the role of the apostolic fathers and apologists, the controversy with Gnosticism, tensions between Eastern and Western forms of Christianity, and selected doctrinal developments that extend through the Protestant Reformation to today.

**E4.8.2 COURSE AIM**

The aim of this course is to help preachers and teachers to study the New Testament with increased care. God the Holy Spirit inspired the New Testament for all members of Christ's body to read or hear. Yet He inspired literary works. Those who preach or teach God's word need skill in interpreting the written books of the New Testament.

**E4.8.3 COURSE OBJECTIVES**

Students who complete this course will be able to:

1. Demonstrate a basic historical and theological knowledge of the doctrines of God and Christ as those and other selected doctrines emerged in the early church and developed to this day.
2. Demonstrate a basic competence in interpreting this history and theology and an ability to evaluate these theological issues and their historical development.
3. Analyze a critical and sympathetic appreciation for the breadth, unity, and diversity of the Christian church.

**E4.8.4 COURSE OUTLINE**

Unit 1: Introduction

Unit 2: The epistles

2.1 Galatians

2.2 Corinthians

2.3 Romans

2.4 Thessalonians

2.5 James

2.6 Timothy

2.7 Peter

2.8 Hebrews

2.9 Revelation

#### **E4.8.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E4.8.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.8.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.8.8 PRESCRIBED TEXTBOOKS**

1. Henze, J. (1997). Resource for RE Teachers Number 25. Ndola: Copperbelt Religious Education Development Unit
2. Douglas J. D. (2000). The New Bible Dictionary, New York
3. The Holy Bible, (2011). Hendrickson Marketing LLC, USA.

#### **E4.8.9 RECOMMENDED TEXTBOOKS**

1. Magesa, L. (1997). African Religion: The Moral Life of Abundant Life. New York: Orbis Books.
2. Mbiti, J. (1969). African Religion and Philosophy. London: Heinemann.
3. Mitchell, B. (1973). The Justification of Religious Beliefs. London: Macmillan.

#### **E4.9.0. COURSE CODE: 300 BTH 424**

#### **COURSE NAME: CULTURAL ANTHROPOLOGY**

#### **E4.9.1 COURSE DESCRIPTION**

This course is an introduction to Cultural Anthropology with special attention to the application of anthropological perspective to the cross-cultural communication of the Gospel. The course focuses on the culture, concept, and models of culture, cultural systems, world-views and process of thinking, the process of cultural change and the process of cultural systems. All this is then applied to the transmission of the Christian message and the growth of the Christian communities.

#### **E4.9.2 COURSE AIM**

Cultural anthropology aims at addressing broad questions about what it means to be human in contemporary societies and cultures, as well as suggesting culturally relevant ways of communicating the gospel cross-culturally.

#### **E4.9.3 COURSE OBJECTIVES**

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

1. Understand the complex diversity of the world's cultural constitution.
2. Apply anthropological perspectives on Christianity and Christianity on anthropological perspectives.
3. Relate missiological and Church planting techniques to the worldview of the target group of people.

#### **E4.9.4 COURSE OUTLINE**

##### **UNIT ONE: INTRODUCTION**

- 1.1 Definition of Anthropology
- 1.2 Why Should We Study Anthropology?
- 1.3 Anthropological Contribution to Missions
- 1.4 The variety and Unity of Humankind

##### **UNIT TWO: ETHNOGRAPHICAL PERSPECTIVE**

- 2.1 What is kinship?
- 2.2 Kinship and Social structure
- 2.3 Ethnocism



### **UNIT THREE: NATURE OF CULTURE**

3.1 Definition of Culture

3.2 Culture and Missions

3.3 Cultural Perspective

3.4 Missiological Perspective of Culture

### **UNIT FOUR: INTEGRATION OF CULTURE**

4.1 Surface Level of Culture

4.2 Intermediate Level of Culture

4.3 Third Level of Culture

### **UNIT FIVE: MISSIOLOGICAL IMPLICATIONS OF CULTURAL ANTHROPOLOGY**

5.1 The Church as a Community

5.2 The Church as a Sacrament

5.3 The Church as a Herald

5.4 The Church as an Institution

#### **E4.9.5 TEACHING METHODS**

- Lecture
- Discussion
- In-class composition
- Peer-revision
- Assigned readings

#### **E4.9.6 COURSE FORMAT**

This class meets three times per week for one-hour classroom instruction for lecture and discussion per day/week (which includes participation in vocation and formation groups) plus directed learning activities.

#### **E4.9.7 ASSESEMENTS**

Assignments	20%
Continues Assessment	30%
End Semester Examination	50%

#### **E4.9.8 PRESCRIBED TEXTBOOKS**

1. Hiebert G, Paul (1985) Anthropological insights for Missionaries. Grand Rapids: Baker House

#### **E4.9.9 RECOMMENDED TEXTBOOKS**

1. Latourette, K.S. 1970. History of the Expansion of Christianity.

**E4.10.0. COURSE CODE: 300 BTH 425****COURSE NAME: RESEARCH PROJECT****E4.10.1 COURSE DESCRIPTION**

This course introduces the student to independent project research. It is essentially an individual study, topics chosen by the student with the approval of the department. The study may be in the field of design, theories, methods, history and philosophy or architecture. The student conducts a thorough research under the supervision of an academic staff. At the end of the session, he produces a final research report to the approved standard.

**E4.10.2 COURSE AIM**

The main aim of a research project course is to guide the student through the steps and stages of writing a research project. It is show the student that the problem they propose to investigate is significant enough to warrant the investigation, the method they plan to use is suitable and feasible, and the results are likely to prove fruitful and will make an original contribution. In short, what they are answering is 'will it work?'

**E4.10.3 COURSE OBJECTIVES**

At the end of the course students will be able to:

1. Define research and explain the different types of researches;
2. Identify essential components of a good research;
3. Understand how to collect, analyse and present data for the purpose of a research project;
4. Carry out an independent project research on a chosen topic of interest;
5. Conduct literature review;
6. Collect primary data from the field;
7. Analyse the data collected;
8. Present the analysed data in form of tables, bar chats, pie charts, etc and;
9. Produce a written project report.

**E4.10.4 COURSE OUTLINE****Specifications of project work**

1. The project work may be any social problem relevant to the study of Bible
2. It should be based on either primary or secondary source of data
3. It should be 60-80 typed calico bind one (12 fond times new roman 1.5 space)

4. The project work shall contain the following items
  - Introduction & Review of literature
  - Methodology
  - Analysis
  - Conclusion & Suggestions if any
  - Bibliography & Appendix if any
5. 25 percent of the total score of the project work is based on a viva voce
6. The project assignment may be given in the 7th semester and report should be submitted at the end of 8th semester
7. The viva voce will be conducted under the leadership of the Chairman of the Examination board.

An acknowledgement, declaration, certificate of the supervising teacher etc should be also attached in the project work

#### **E4.10.5 ASSESEMENTS**

There is zero review, first review, second review, third review (Refer Project Report Manual) and evaluated for 40 marks. There shall be a Project Evaluation and Viva Voce at the end of 14<sup>th</sup> week and evaluated for 40 marks and 20 marks each. The students should submit the working project for external evaluation using power point presentation. (Refer Examination Guidelines).

# **APPENDIX 2**

**Teaching Staff Curricula Vitae**

**NAME: LAWRENCE B CHIBUYE**

**SCHOOL:** School of Theology

**CURRENT POSITION:** HOD- Programme Coordinator (FT)

**COURSES TAUGHT**

- Introduction to Sociology
- Synoptic Gospels
- Old Testament Theology
- Theology of New Testament

**ACADEMIC QUALIFICATIONS**

- 2016 - DATE PH. D Miami International Seminary, USA
- 2005-2007 University of Pretoria/Cape Town Seminary, Cape Town/ Pretoria, South Africa MA Practical Theology
- 1996-1999 Baptist Theological Seminary of Zambia, Lusaka, Zambia Bachelor of Theology
- 1987-1991 Mpatamatu Secondary School, Luanshya, Zambia School Leaving Certificate

**PROFESSIONAL MEMBERSHIP**

-

**ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)**

- 2015- DATE *Pastor Jubilee Church Lusaka*
- 2012- 2015 *International Bible University College of Zambia, Chongwe Zambia Dean of Students*
- 2011- 2012 *Chawama Baptist Church, Lusaka, Zambia Senior Pastor*
- 2010 - 2011 *Leadership Training/Music and Worship Minister Fair View Baptist Church, Lusaka*
- 2001- 2010 *Christain Vocation Training Centre, Lusaka , Zambia: LECTURER*
- 1996- 1999 *Highlands Baptist Church, Lusaka, Zambia Senior Pastor*
- 1993-1995 *Kalulushi Baptist Church, Kalulushi, Zambia Youth Pastor*
- 1993-1995 *Ministry of Education, Kalulushi Basic School, Kalulushi, Zambia Untrained School Teacher (Temporal Employment)*

**PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY**

- NIL

**RESEARCH INTERESTS**

- Gospel Ministry

**PUBLICATIONS (last 5 years)**

Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	0	0

**NAME: JOSEPH NTAMBALE**

**SCHOOL:** School of Theology

**CURRENT POSITION:** Lecturer B (FT)

**COURSES TAUGHT**

- Introduction to Sociology
- Synoptic Gospels
- Old Testament Theology
- Theology of New Testament

**ACADEMIC QUALIFICATIONS**

- PHD Student in Theology and Religious Studies at Green-light University (2017 -2019)
- Student of Master of Healthcare Management at UNICAF University (2018 – 2019)
- Master of Theology at Logos University (2015 -2017)
- Bachelor of Arts in theology and Bible from Trans – Africa Christian University (2009-2013)
- Certificate in Psychosocial Counseling (2012 – 2013)
- Diploma in teaching Methodology – Evelyn Hone College (2015- 2016)

**PROFESSIONAL MEMBERSHIP**

- Member of international needs Zambia
- Member of the theological college of central Africa

**ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)**

- Lecturer (8) years in Social science (Theology), Harvest University (September 2012 – up to date)

**PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY**

- NIL

**RESEARCH INTERESTS**

- Communication skills

**PUBLICATIONS (last 5 years)**

Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	0	0

**NAME: MISHECK NYIRENDA**

**SCHOOL:** School of Theology

**CURRENT POSITION:** Lecturer (PT)

**COURSES TAUGHT**

- HERMENEUTICS
- BIBLICAL HEBREW II AND III
- EXPOSITION OF HEBREWS
- INTRODUCTION TO GREEK I AND I

**ACADEMIC QUALIFICATIONS**

- PhD Hebrew study group: 2002-2006
- Master in Translation Studies: 2013-2017
- Bachelor of Arts in Pastoral Studies and Missions: 1990-1994
- Diploma in Agriculture (animal science): 1980-1983

**PROFESSIONAL MEMBERSHIP**

- Member of linguistics and biblical Hebrew committee
- Member of the society of biblical literature
- Member of the advisory group-international fellowship of mission as Transformation-Africa region
- Member of the old testament society of south Africa

**ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)**

- Registrar-Chreso university-2014-2019
- Head of faculty of theology and leadership/acting Registrar -2011-2014
- Lecturer –North rise university-2007

**PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY**

- 1999-2000-professor's assistant –regent college
- 2003-2004-president-african and Caribbean Christian fellowship
- 2005- visiting lecturer-pan Africa Christian college-Harare
- 2007- visiting lecturer-trans-Africa theological college-Kitwe
- 2008-2010- associate minister-Nairobi Pentecostal church-Kenya
- 2012-Adjuct Professor – Justo Mwale University-Lusaka
- 2010-2014- Ubs Translation Consultant
- 2010-2014- Lay Minister-North Mead Assembly of God-Lusaka
- 2014- Present -Global Translator Advisor
- 2018- Research Fellow, University of Free State-South Africa
- 2019-Visiting Professor –St Paul's University-Limuru-Kenya



<b>RESEARCH INTERESTS</b>
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-Hebrew studies

<b>PUBLICATIONS (last 5 years)</b>
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Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	1	-

**NAME: KENNEDY BANDA**

**SCHOOL:** School of Theology

**CURRENT POSITION:** Lecturer (FT)

**COURSES TAUGHT**

- Managing NGOs
- Pastoral Counselling
- Christian Apologetics
- Exegesis of Romans

**ACADEMIC QUALIFICATIONS**

- Columbia International University (USA) 2015 - 2017 [Graduated with a Master of Arts degree in Bible exposition.
- Information and Communications University (currently working on a Master of Education) since 2018.
- Ambassador International University (formally known as International Bible College of Zambia) 2011 - 2014 - Graduated with a Bachelor of Arts Degree in Theology.

**PROFESSIONAL MEMBERSHIP**

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**ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)**

- Ambassador International University (Dean of Students, Lecturer, librarian, Head of department of research, missions and Historical studies, church planter) - 2017–2020
- Columbia International University (Library Assistant) - 2015–2017

**PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY**

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**RESEARCH INTERESTS**

- Biblical studies

**PUBLICATIONS (last 5 years)**

Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	1	0

**NAME: GIDEON MWALE**

**SCHOOL:** School of Theology

**CURRENT POSITION:** Lecturer

**COURSES TAUGHT**

-Pastoral Ministry

- New Testament Survey

**ACADEMIC QUALIFICATIONS**

2006 – Certificate of completion of Evangelism Training (one week) – Chawama, Lusaka, Zambia.

2007 –2008: Certificate of completion of Bible Training Center for Pastors and Church leaders (BTCPL) - Chawama, Lusaka, Zambia.

2009 – 2012

International Bible College of Zambia (IB CZ) Now Ambassador

International University Zambia (AIU)

Bachelor of Arts in Theology Degree

Brewton Parker College (BPC) U.S.A.

2013 – 2014

Bachelor of Arts in Religious Studies Degree

[Graduated as *Magna Cum laude*, with 3.60 GPA]

Columbia International University (CIU) U.S.A.

*Seminary and School of Ministry*

2014 – 2016

Master of Art in Bible Exposition (MABE) [Graduated with 3.96 GP

**PROFESSIONAL MEMBERSHIP**

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**ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)**

**Lazar Charge (Marketing Department)- 2005- 2006**

**Tiyanjane Community School Primary Teacher 2007–2009**

2007-2008 – Regular teacher (taught Grade 4 and 5)

- 2009 – Became headmaster and taught grades 6 and 7. From 2007 to 2009) Tiyanjane Community School grew from 400 to 600 pupils.

<b>PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY</b>
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**Ambassador International University (Lecturer, Dean of the School of Theology, and Outreach Director)**

2016–2021

**Ambassador Gospel Church (Pastor)**

2016–2021

<b>RESEARCH INTERESTS</b>
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<b>PUBLICATIONS (last 5 years)</b>
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Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	1	0

**NAME: JOSPHAT MTONGA**

**SCHOOL:** School of Theology

**CURRENT POSITION:** Lecturer (PT)

**COURSES TAUGHT**

- Christian Spiritual Formation
- Christian Ethics
- Marriage and Family
- African Traditional Religions
- Eschatology

**ACADEMIC QUALIFICATIONS**

- DOCTOR OF THEOLOGY. (Pending)- December 2021  
TRINITY GRADUATE SCHOOL OF APOLOGETICS AND THEOLOGY  
INDIA.
- MASTER OF ARTS IN BIBLE AND THEOLOGY (in route)  
WORLDWIDE EVANGELICAL SEMINARY  
CANADA
- BACHOLOR OF THEOLOGY - November 2017  
EVANGELICAL BIBLE COLLEGE OF WESTERN AUSTRALIA  
LUSAKA, ZAMBIA
- B.A IN BIBLE AND THEOLOGY - 2015  
ICOF UNIVERSITY
- DIPLOMA IN MINISTRY- November 2014  
ACTION PASTORS' COLLEGE  
LUSAKA, ZAMBIA
- DIPLOMA IN CHURCH PLANTING AND WORLD MISSIONS - July 2003  
CHRISTIAN VOCATION TRAINING CENTER  
LUSAKA, ZAMBIA
- CERTIFICATE IN PASTORAL TRAINING -October 2000

SCHOOL OF CHRIST INTERNATIONAL  
LUSAKA, ZAMBIA

**PROFESSIONAL MEMBERSHIP**

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**ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)**

- COLLEGE PRINCIPAL - September 2016 – current : INNER-LIFE BIBLE COLLEGE, LUSAKA, ZAMBIA

- LECTURER - August 2012 – August 2016

**PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY**

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**RESEARCH INTERESTS**

Leadership and organization

**PUBLICATIONS (last 5 years)**

Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	1	0

**NAME: ANDREW SAKALA**

**SCHOOL:** School of Theology

**CURRENT POSITION:** Lecturer B (PT)

**COURSES TAUGHT**

- WORLD RELIGIONS, SECTS AND CULTS
- INTRODUCTION TO NEW TESTAMENT
- CHRISTOLOGY
- SYSTEMATIC THEOLOGY

**ACADEMIC QUALIFICATIONS**

- Advanced certificate I Electronics-Zambia institute of technology-1984
- Diploma in biblical studies and Theology-Birmingham bible institute-UK
- Post graduate diploma in teaching methodology in higher education-chreso university
- Bachelor of arts in biblical studies and theology-ici University-Springfield USA
- Master of arts in intercultural studies-global University-Springfield-USA

**PROFESSIONAL MEMBERSHIP**

Nil

**ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)**

- Registrar-Chreso University-2014-2019
- Head of faculty of theology and leadership/acting registrar -2011-2014
- Lecturer –Northrise university-2007

**PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY**

- 1994-1996-Assistant Pastor-Dudley Christian fellowship
- 1996-1999- Lecturer-Christian vocation training Centre
- 2003-2009-associate pastor-capital Christian ministries international
- 2007-adjuct lecturer –north rise university
- 2009-2011-national director-capital Christian ministries international
- 2011-2014-head of faculty of theology and leadership/acing registrar
- 2014-2019-registrar – Cherso university

**RESEARCH INTERESTS**

- Intercultural studies

**PUBLICATIONS (last 5 years)**

Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	0	0

# APPENDIX 3

## F. COURSE TAUGHT



**F. List of Courses Taught by the School of Theology and their Lecturers/Course Coordinators**

**BACHELOR OF THEOLOGY PROGRAMME**

<b>YEAR 1</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Name of Lecturer</b>	<b>Course coordinator</b>
300 BTH 111	Communication Skills and ICT	Ms. Lucy Nkhata Mr. Jeran Phiri	REV.CHIBUYE LAWRENCE
300 BTH 112	Christian Spiritual Formation	Rev. Josphat Mtonga	
300 BTH 113	Old Testament Survey	Dr. Misheck Nyirenda	
300 BTH 114	Introduction to Sociology	Rev. Ntambale Joseph	
300 BTH 115	Pastoral Ministry	Rev. Gideon Mwale	
300 BTH 121	Synoptic Gospels	Rev. Madalitso Lungu	
300 BTH 122	Church History	Rev. Lawrence Chibuye	
300 BTH 123	Christian Ethics	Rev. Josphat Mtonga	
300 BTH 124	New Testament Survey	Rev. Gideon Mwale	
300 BTH 125	Introduction to Chaplaincy	Rev. Andrew Sakala	
<b>YEAR 2</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Name of Lecturer</b>	<b>Course coordinator</b>
300 BTH 211	Biblical Hebrew	Dr. Misheck Nyirenda	REV.KENNEDY BANDA
300 BTH 212	Homiletics	Rev. Ntambale Joseph	
300 BTH 213	Hermeneutics	Rev. Lawrence Chibuye	
300 BTH 214	Introduction to World Religions	Rev. Andrew Sakala	
300 BTH 215	Entrepreneurship and Innovation	Rev. Madalitso Lungu	
300 BTH 221	Biblical Hebrew II and III	Dr. Misheck Nyirenda	
300 BTH 222	Missiology	Rev. Ntambale Joseph	
300 BTH 223	Managing NGOs	Rev. Kennedy Banda	
300 BTH 224	Conflict Resolution	Rev. Lawrence Chibuye	
300 BTH 225	Marriage and Family	Rev. Josphat Mtonga	
<b>YEAR 3</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Name of Lecturer</b>	<b>Course coordinator</b>
300 BTH 311	Philosophy of Religion	Rev. Ntambale Joseph	

300 BTH 312	Culture and Theology	Rev. Lawrence Chibuye	REV. ANDREW SAKALA
300 BTH 313	Pastoral Counselling	Rev. Kennedy Banda	
300 BTH 314	Church Administration and Management	Rev. Madalitso Lungu	
300 BTH 315	Christian Apologetics	Rev. Kennedy Banda	
300 BTH 321	Exegesis of Romans	Rev. Kennedy Banda	DR. REV. NYIRENDA MISCHECK
300 BTH 322	Exposition of Hebrews	Rev. Madalitso Lungu	
300 BTH 323	The Gospel of John	Rev. Lawrence Chibuye	
300 BTH 324	Old Testament Theology	Rev. Ntambale Joseph	
300 BTH 325	Introduction to New Testament	Rev. Andrew Sakala	
300 BTH 326	Field Practicum Training	Rev. Lawrence Chibuye	
<b>YEAR 4</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Name of Lecturer</b>	<b>Course coordinator</b>
300 BTH 411	Research Methods	Dr. Misheck Nyirenda	REV. MWELWA RINGFORD
300 BTH 412	Introduction to Greek I and II	Dr. Misheck Nyirenda	
300 BTH 413	Minor and Major Prophets	Rev. Madalitso Lungu	
300 BTH 414	African Traditional Religions	Rev. Josphat Mtonga	
300 BTH 415	Christology	Rev. Andrew Sakala	
300 BTH 421	African and Zambian Church History	Rev. Lawrence Chibuye	REV. JOSEPH MUTONGA
300 BTH 422	Eschatology	Rev. Josphat Mtonga	
300 BTH 423	Theology of New Testament	Rev. Ntambale Joseph	
300 BTH 424	Cultural Anthropology	Rev. Andrew Sakala	
300 BTH 425	Research Project	Rev. Joseph Ntambale	

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