

**DEPARTMENT OF RELIGIOUS STUDIES**  
**B.A Christian Religious Studies (CCMAS-100%)**

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\*On Leave of Absence

\*\*On Service Call

#### Overview

Students of Religious Studies are expected to have the ability for critical thinking and judgment required for leadership in a pluralistic society. They should demonstrate a high moral and ethical behavioural standard. The expressive function of Religious Studies should enable the student to function both internally and publicly in accordance with the tenets of

the religious contents. His behavioural attributes should be sharpened, and oriented with qualities of precision, politeness, ethics and good morals. They should not be dogmatic, fanatical or overzealous. They should be trained for global competitiveness.

Students of Religious Studies should be competent in the analysis and demonstration of the effect of the knowledge acquired in their various learning processes to the effect that their life pattern would be affected and so moulded. They should also acquire proficiency in Greek and Hebrew languages for the interpretation of both New and Old Testament texts.

### **Philosophy**

The Christian Religious Studies programmes are designed to cover all the facets of religious phenomena as they affect the history, traditions, economics, ethics, and man's social and political institutions. The effect of this approach is to develop the student's existential sensibilities to engage them as all-round members of society in realizing life objectives.

### **Objectives**

The Objectives of the Programme are:

1. to acquaint students with the main contents of the major religious traditions commonly practised in africa, namely: christianity, islam and traditional religion. the programme does not present any religious system as a sui generis exclusivist system; hence it also gives an overview of other world religious phenomena such as buddhism, hinduism, shintoism, zoroastrianism and jainism;
2. to equip the products of this programme for the teaching career, administration, and social work and offer them solid academic background for professional degrees in journalism and law;
3. to orient students towards developing minds of a broad spectrum conducive to a pluralistic society such as nigeria; and
4. to prepare the students to accommodate other adherents of other religions with a view to promoting peaceful co-existence and progress in the society.

### **Employment Skills**

There are several career opportunities for Christian Religious Studies graduates in government, parastatal organisations, and the private sector. Career opportunities also include education (teaching in schools and colleges), university academic posts, and translation and interpretation for public and private organisations.

The students will graduate from the programme with a portfolio of widely transferable skills which employers seek – a range of skills that they can use to market themselves with when they graduate. Among the employability skills to be emphasised in the programme are the following:

1. teaching (pedagogical) skills: these are skill that can prepare students for a career as an African language and literature teacher;
2. analytical and problem-solving skills;
3. ability to research, and amass and order information from a variety of sources.

### **21<sup>ST</sup> Century Skills**

Among the 21<sup>st</sup> century skills emphasised in the programme are the following:

1. the '4cs' (critical thinking, communication, collaboration and creativity);
2. teaching/pedagogical skills;
3. team working skills (especially in heterogeneous groups); and

4. social and civic competences skill.

### **Unique Features of the Programme**

The Christian religious studies programme is unique in the following ways:

1. it is equitable and inclusive. it considers the abilities and backgrounds of all students. therefore, all students on the programme will be able to learn, and they are capable of being successful;
2. it is learner-centred and learner-friendly. it takes learner's needs into consideration;
3. it is relevant to students' current and future lives, experiences, environments and aspirations;
4. it is dynamic and structured to evolve regularly to meet the needs of learners and society;
5. it is well organised and structured as it gradually build the learning experience. it allows for continuity of experiences as the learner progresses and grows;
6. every aspect of the curriculum has a clear objective or end goal to achieve;
7. it is open and flexible; it can address new challenges and opportunities by integrating new/emerging issues. it is not rigid as it allows room for flexibility, monitoring and evaluation; and
8. it is coherent and consistent across different education stages/grades and learning objectives.
9. It provides sufficient scope for holistic development of the learner and for the cultivation of unique skills, knowledge, values, interest, attitudes, personality and appreciations.

### **Admission and Graduation Requirements**

#### **Admission Requirements**

Candidates are admitted into the degree programmes in any of the following ways:

In addition to appropriate UTME-Score, a candidate must possess five Senior Secondary Certificate (SSC)-credits passes including English Language, and CRS/ISS/ in not more than two sittings.

#### **Direct Entry**

1. Five SSC credit-passes including English Language, two of which must be at the Advanced Level.
2. Five SSC credit passes, two of which must be principal subjects at the NCE Level (one of which must be in Christian Religious Knowledge)
3. A Three-Year Diploma in Theology/Religious Studies recognized by the University plus five SSC credits pass one of which must be English Language and Christian Religious Knowledge.

#### **Graduation Requirements**

To be eligible for the award of a degree, a student must obtain a total of 120 credits/units in a 4-year degree programme, or 90 credits/units in a 3-year degree programme including those earned in GST 111, 112, 211, 222, FAC 201, 202, GST 311, FAC 301 and 302.

#### **Global Course Structure**

## CREDIT LOAD FOR B.A. (HONS.) CHRISTIAN RELIGIOUS STUDIES

Level	GST Courses	Cognate Courses	Departmental Courses	Total
100	8	-	29	37
200	13	-	29	42
300	6	-	35	41
400	4	4	33	41
<b>Sub-Total</b>	<b>31</b>	<b>4</b>	<b>126</b>	<b>161</b>

### Global Course Structure

#### 100 Level

Course Code	Course Title	Status Core/Elective	1 <sup>st</sup> Sem Units	2 <sup>nd</sup> Sem Units
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
GST 111	Communication in English I	C	2	-
GST 112	Nigerian Peoples and Culture	C	-	2
BU-GST 120	ICT Fundamentals & Office Productivity Management	C	1	-
BU-GST 105	Use of Library and Study Skills	C	2	-
BU-GST 112	Health Principles	C	-	1
CRS 101	Sources of Christianity	C	3	-
CRS 103	Introduction to the Pentateuch	C	2	-
CRS 106	Pauline Epistles	C	-	3
CRS 107	Hebrew Grammar and Syntax	C	3	-
CRS 108	Greek Grammar and Syntax	C	-	3
CRS 109	The Synoptic Gospels	C	3	-
BU-CRS 102	Studies in Hebrew Writings	C	-	2
BU-CRS 104	Personal Spirituality and Faith Formation	C	-	2
BU-CRS 112	Arts and Science of Personal Christian Witnessing	C	-	2

BU-CRS 114	Studies in Spirit of Prophecy Writings	C	-	2
BU-CRS 116	Christian Music	C	-	2
BU-CRS 118	Essentials in World Religions	C	-	2
	<b>Total (37 Credits)</b>		<b>16</b>	<b>21</b>

### 200 Level

Course Code	Course Title	Status Core/Elective	1 <sup>st</sup> Sem Units	2 <sup>nd</sup> Sem Units
BU-GST 021	Citizenship Orientation		0	
BU-GST 022	Citizenship Orientation			0
GST 212	Philosophy, Logic, Environment and Sustainable Development	C	-	2
ENT 211	Entrepreneurship and Innovation	C	2	-
BU-GST 290	Introduction to Data Analytics	C	1	-
BU-GST 215	Adventist Heritage	C	3	-
BU-GST 200	Communication in French	C	-	1
BU-GST 221	Introduction to Agriculture	C	1	-
BU-GST 220	Origin and Science	C	-	1
FAC 201	Digital Humanities: Application of computer in Arts	C	2	-
FAC 202	The Arts and other Disciplines	C	-	2
CRS 201	Hermeneutics and Exegesis	C	2	-
CRS 202	The Book of Genesis	C	-	2
CRS 203	Early Church History Up to 451 AD	C	2	-
CRS 206	History of Israel	C	-	3
CRS 207	The Pastoral Epistles	C	2	-
CRS 208	Introduction to the Gospels	C	-	2
BU-CRS 201	Theology and Practice of ATR	C	2	-
BU-CRS 203	Introduction to Chaplaincy Ministries	C	2	-
BU-CRS 206	Pastoral Counselling, Family Life and Conflict Resolution	C	-	2
BU-CRS 210	Arts and Science of Mission Studies	C	-	2
BU-CRS 214	Essentials of Children and Youth	C	-	2

	Ministries			
BU-CRS 216	Theology and Practice of Islam	C	-	2
	<b>Total (42 Credits)</b>		<b>19</b>	<b>21</b>

### 300 Level

Course Code	Course Title	Status Core/Elective	1 <sup>st</sup> Sem Units	2 <sup>nd</sup> Sem Units
BU-GST 031	Citizenship Orientation		0	
BU-GST 032	Citizenship Orientation			0
GST 312	Peace and Conflict	C	-	2
ENT 312	Venture Creation	C	-	2
BU-GST 310	Data Analysis using Advanced Excel	C	1	-
BU-GST 312	Family Life	C	-	1
FAC 301	Research Methodology in Arts	C	2	-
FAC 302	Theories in the Arts & Humanities	C	-	2
CRS 303	History of the Reformation	C	3	-
CRS 306	Prophets in Ancient Israel	C	-	3
CRS 307	Soteriology	C	3	-
CRS 308	The Gospel of St. Matthew	C	-	3
CRS 309	The Gospel of St. Mark	C	3	-
BU-CRS 301	Studies in the book of Daniel	C	2	-
BU-CRS 303	Essentials in Christian Doctrines	C	2	-
BU-CRS 304	Studies in the book of Revelation	C	-	2
BU-CRS 306	Essentials in Public Evangelism and Technology	C	-	2
BU-CRS 307	Foundation and Principles of Homiletics	C	2	-
BU-CRS 310	Essentials in Christian Doctrines 11	C	-	2
BU-CRS 313	Comparative Religion	C	2	-
BU-CRS 333	Christian Ethics	C	-	2
	<b>Total (41 Credits)</b>		<b>20</b>	<b>21</b>

### 400 Level

<b>Course Code</b>	<b>Course Title</b>	<b>Status Core/Elective</b>	<b>1<sup>st</sup> Sem Units</b>	<b>2<sup>nd</sup> Sem Units</b>
BU-GST 041	Citizenship Orientation		0	
BU-GST 042	Citizenship Orientation			0
BU-GST 440	E-Project Management & Simulation	C	-	1
BU-GST 400	Religion and Social Ethics	C	-	3
CRS 401	The Unity of the Old and New Testaments	C	3	-
CRS 403	The Synoptic Gospels	C	3	-
CRS 405	The Gospel of St. John	C	3	-
CRS 406	Nigerian Church History (1864-1960)	C	-	3
CRS 409	Hebrew Exegesis	C	3	
CRS 490	Long Essay	C		6
BU-CRS 403	Essentials in Old Testament Theology	C	2	-
BU-CRS 407	Pastoral Ministry and Church Leadership	C	2	-
BU-CRS 410	The Pastor and Ministerial Practicum	C	-	2
BU-CRS 411	Essentials of Philosophy of Religion	E	2	-
BU-CRS 412	History and Growth of SDA Church	C	-	2
BU-CRS 413	Religion and Human Values	E	2	-
BU-CRS 414	Essentials in New Testament Theology	E	-	2
BU-CRS 415	Essentials in Mission Planning and Strategies	C	2	-
BU-CRS 416	Contemporary Issues in Theology	E	-	2
BU-CRS 417	Essentials of Church Finance and Bookkeeping	C	2	-
	<b>Total (41 Credits)</b>		<b>22</b>	<b>19</b>

## **Course Contents and Learning Outcomes.**

### **100 Level**

#### **GST 111- Communication in English**

**(2 Units C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

##### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (Logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations).

Ethical considerations, copyright rules and infringements. Writing activities: (Pre-writing , writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc. mechanics of writing). Comprehension strategies: (Reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

#### **GST 112- Nigerian Peoples and Cultures**

**(2 Units C: LH 30)**

##### **Learning Outcomes**

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

1. analyse the historical foundation of Nigerian cultures and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards nation building
6. analyse the role of the judiciary in upholding people's fundamental rights

7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and cultures; peoples and cultures of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market systems; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **BU-GST 120: New Horizon**

**(1 Unit C: LH 15)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

#### **Word:**

1. creating text documents
2. editing and formatting the existing documents
3. making a text document interactive with different features and tools
4. graphical documents, comprising images
5. used by Authors and Researchers
6. detect grammatical errors in a text document.

#### **Excel:**

1. perform data entry and storage
2. collection and Verification of business data
3. administrative and managerial duties
4. accounting and budgeting
5. data Analysis
6. reporting + Visualizations
7. forecasting.

#### **PowerPoint:**

1. create presentations from scratch or a template
2. add text, images, art, and videos

3. select a professional design with PowerPoint Designer.

### **Course Contents**

#### **Word:**

Getting started with word. Adding tables. Controlling page appearance. Formatting text and paragraphs. Inserting graphic objects. Managing lists. Preparing to publish. Working more efficiently. Controlling the follow of a document. Customizing formats using styles and themes. Inserting content using quick parts. Organizing content using tables and charts. Simplifying and managing long documents. Using mail merge. Using templates to automate document formatting.

#### **PowerPoint:**

Getting started with PowerPoint. Preparing a PowerPoint presentation. Performing advanced text editing operations. Adding graphical elements to your presentation. Modifying objects in your presentation. Adding tables to your presentation. Adding charts to your presentation. Preparing to deliver your presentation. Adding SmartArt math equations to a presentation. Collaborating on a presentation. Customizing a slide show. Customizing design templates. Modifying the PowerPoint environment. Securing and distributing a presentation. Working with media and animations.

#### **Excel:**

Getting started with excel. Formatting a worksheet. Managing workbooks. Modifying a worksheet. Performing calculations. Printing workbooks.

**Lab Work:** Students will undertake the following tasks in the practical classes; Learn how to use Microsoft Word to create resumes, reports, and write letters & as a simple text editor. Learn how to use MS Excel in business analysis, managing lists of people, operations management, and performance reporting & for office administration, project management, and managing programs, contracts and accounts. Learn how to use PowerPoint to create a slideshow of valuable information through charts, and images for a presentation.

### **BU-GST 105: Use of Information and ICT**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Upon completion of this course, students would have learnt to:

1. Explain the origin of three writing materials from the ancient to information age
2. Explain four types of libraries
3. Explain six importance of libraries in the educational and learning process

4. Explain five importance of Libraries and Information in the Educational and Learning Process
5. Discuss five Sections in the Library and functions performed
6. Explain two Classification Scheme & Library Catalogues
7. Explain four Information Search Tools
8. State four social issues relating to Libraries and rules for users
9. Explain two reference styles

### **Course Contents**

Ancient period to Information age. Evolution of writing Materials. Concept of library. Types of library and information centers. Sections in the library. Parts of book. Electronic Information Resources. Bibliographic entries. Bibliographic control. Library Catalogue. Filing Shelving. Shelve reading. Library automation. Library software applications. Information networking and sharing. How to study. The brain. Memory retention mechanism. Search tools. Information retrieval tools. Reference styles. Social issues relating to Libraries and Information centers. Preparation for academic success.

### **BU-GST 112: Health Principles**

**(1 Units C: LH 15)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

1. Define health according to World Health Organisation
2. State five (5) components and the human body and their function
3. Describe at least three (3) determinants of health and well-being
4. List five (5) factors that mental health
5. Explain two (2) current health trends

### **Course Contents**

Meaning of health. Ecology of human disease. Biblical foundation health. Determinants of health. Basic human anatomy and physiology. Body defense mechanism. Element of nutrition. Health implication of nutrition for health. Personal and environment hygiene. Environmental pollution. Substance Abuse. Health implication of substance abuse. Mental health and well- being. Stress coping mechanism. Body pH and Health. Current trends in Health. Sport health and physical activity.

### **CRS 101: Sources of Christianity**

**(3 Units C: LH 45)**

#### **Learning Outcomes**

At the end of this course, student will be equipped with the knowledge of the origin and spread of Christianity among the:

1. Jews;
2. Greece; and
3. the Romans as sources of information on Christianity.

### **Course Contents**

The origin and rise of Christianity with focus on the Jewish, Greek and Roman backgrounds. The origin and expansion of the Christian faith from Israel to Greek and Roman Empires.

**CRS 103: Introduction to the Pentateuch**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. relevance of the Torah in Jewish scripture - Old Testament;
2. underscore the arguments about the authorship of the first five books of the Old; and
3. J.E.D.P. sources.

**Course Contents**

The place of the Torah in Jewish Scripture; the authorship of the first five books of the Old Testament scripture. The issues surrounding the J.E. Drama.

**CRS 106: Pauline Epistles**

**(3 Units C: LH 45)**

**Learning Outcomes**

At the end of this course, student will be acquainted with:

1. Paul's letters to different churches on Christian doctrines; and 2. the reasons for the pre-dating of Pauline letters before the gospels.

**Course Contents**

Evidence of Paul's writings before the Gospels were written. Paul's conversation and the main contents of his letters. Letters to Romans, Corinthians, Ephesians, Colossians, Galatians etc.

**CRS 107: Hebrew Grammar and Syntax**

**(3 Units C: LH 30)**

**Learning Outcomes**

This course will acquaint the students of Hebrew with

1. the reading of selected pages; and
2. their translation to English from their knowledge of Hebrew grammar.

**Course Contents**

This course builds on REL 101. Selected passages for translation may now be attempted from the Biblia Hebraica. Hebrew alphabet, Hebrew Syntax and Semantics. Reading and translation of selected Hebrew passages.

**CRS 108: Greek Grammar and Syntax**

**(2 Units C: LH 30)**

**Learning Outcomes**

From the knowledge of the foundation course in Greek this course affords the students to be capable of:

1. reading; and
2. translating from New Testament Greek passages to English.

### **Course Contents**

It builds on CLG 103. Advanced Greek grammar and syntactic features with special emphasis on translation of New Testament Greek; reading and translation of selected works from the Greek New Testament to English.

### **CRS 109: The Synoptic Gospels**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. the peculiarities in the materials/sources of the synoptic gospels; and
2. the documentary hypothesis will also be studied.

#### **Course Contents**

The recognition of common materials to the Gospel. The realization of the special/peculiar sources contained in the Gospels. The documentary hypothesis. Reasons for special sources.

### **BU-CRS 102 Studies in Hebrew Writings (2 Units; Core; LH =30;**

#### **Learning outcomes**

On completion of the course, students should be able to:

1. Examine three (3) cultural and geopolitical dimensions to ancient Israel interactions with her neighbors in Canaan.
2. Demonstrate mastery of any three (3) trajectories of Israel's Kingship, succession narratives, and the divided Monarchy.
3. Assess the roles of any three (5) key in Israelite's history and life and their impact on Israel's faithfulness to God.
4. Evaluate any five (5) fundamental themes that shape the Israelite identity.
5. Assess four (4) major determinants in addressing the question of the nature of human suffering and the justice of God in the book of Job.
6. Explain five (5) roles of worship and prayer in expressing faith.
7. Illustrate any five (5) principles of practical wisdom as taught in Proverbs.
8. Assess Examine the meaning and purpose of life (Ecclesiastes) and the beauty of love and intimacy within God's design (Song of Solomon).
9. State three (3) exegetical/interpretative skills applicable to Hebrew Writings.
10. Identify any five (5) contemporary implications of the personal and communal narratives in understanding the nature and character of God as expressed in the Hebrew Writings.

#### **Course Contents**

General Background to the Hebrew writing. Authorship, the genre and structures of the books. Settlement patterns in Canaan. Life in Canaan (Judges). Crisis of identity (Judges and Ruth). Israel's Kingship and succession narratives (1 & 2 Samuel & 1 Kings). The Davidic Dynasty. The divided Monarchy. The Fall of the Northern Kingdom. The Fall of the Southern Kingdom (2 Kings). Exilic/Post-Exilic Israel (Esther, Ezra-Nehemiah). Theological Themes in the Historical Books. Characteristics of Poetic Literature. Theme of suffering and God's vindication in Job. Message of the Psalms. Book of Proverbs. Ecclesiastics and Songs of Solomon. Exegesis and Interpretation of Hebrew Writings. Contemporary applications of the Hebrew Writings.

**BU-CRS 104 Personal Spirituality, and Faith Formation (2 Units; Core; LH =30; PH=Nil)**

### **Learning Outcomes**

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

1. List four (4) pitfalls that one must avoid as lessons from the rebellion of Lucifer.
2. Describe three (3) methods the Devil used in deceiving man, in the context of our day to day living.
3. Identify six (6) effects of the fall of man in connection with spirituality.
4. Explain, using at least four (4) terminologies on atonement, how the death of Christ on the cross has made the restoration of relationship between God and man possible.
5. Describe not less than five (5) means through which personal spirituality and faith can be sustained.
6. Identify seven (7) benefits of having a life of personal spirituality and faith

### **Course Contents**

The Origin of Sin. The Fall of Man and Its Effects. The Beginning of New Life (Spiritual Life). The Beginning of New Life (Spiritual Life). The Role of Christ Sacrificial death in having New Life (Spiritual Life). The Role of the Holy Spirit in having New Life (Spiritual Life). The Role of Freedom of Choice in having New Life (Spiritual Life). What Spiritual Life is and What Spiritual Life is not. The Role of the Bible Studies in the Growth and Development of New Life (Spiritual Life). The Role of Prayer in the Growth and Development of New Life (Spiritual Life). The Role of Fellowship in the Growth and Development of New Life (Spiritual Life). The Role of Witnessing in the Growth and Development of New Life (Spiritual Life). The Role of Good Readings in the Growth and Development of New Life (Spiritual Life). The Characteristics of New Life towards God. The Characteristics of New Life towards man. The Personal Benefits of having a New Life (Spiritual Life). The Struggle between Old Life and New Life (Spiritual Life). The Essence of Justification in connection with New Life (Spiritual Life). The Essence of Sanctification in connection with New Life (Spiritual Life). The Essence of Glorification in connection with New Life (Spiritual Life).

**BU-CRS 112: Arts and Science of Personal Christian Witnessing (2 Units; Core; LH= 15; PH=45)**

## **Learning Outcomes**

At the end of the course, students shall be able to:

1. Explain at least five (5) approaches to effective private Bible study using various materials and methods;
2. Demonstrate at least three (3) steps on how to find and maintain prospects;
3. Design two (2) personal evangelism programs for a local congregation or community;
4. Describe at least five (5) principles and practical ways of presenting the gospel to various types of people and personalities in different cultural contexts and situations;
5. Illustrate how to plan and present Bible studies to individuals using a personally marked Bible;
6. Identify at least three (3) methods of handling doctrinal objections, resistance, or rejection by prospects while giving Bible studies;
7. Identify at least five (5) contextual dynamics that affect Christian witnessing in the neighborhood, at work and in the friend-to-friend approach of personal Bible study;
8. Demonstrate competence in using Christ's model in personal witnessing.

## **Course Contents**

The Need for Christian Witnessing. Principles of Christian Witnessing. Types of Christian Witnessing. Approaches and Methods of effective private Bible studies. How to find and maintain prospects. How to design personal evangelism programs in a local congregation or community. Bible-marking strategies. Practical demonstrations of presenting the gospel. Cultural and situational contexts and personality types. How to plan and present the Bible studies. Scripture memorization strategies. Handling differences of opinions, resistance, objections and rejection during Bible studies. The art of communication. Handling doctrinal questions during Bible study. Contextual dynamics of Christian. Witnessing in a neighborhood, at work or in interpersonal relationships. Jesus Method of Personal Witnessing. Examples of Jesus' Encounter with others.

## **BU-CRS 114 Studies in Prophetic Gift and Writings (2 Units; Core; LH=30; PH=Nil)**

### **Learning Outcomes**

Upon completion of this course, the students are expected will have opportunity to:

1. Evaluate five (5) keys aspects of the concept of the gift of prophecy in the Scriptures and history;
2. Explore five (5) historical and biblical tools in explaining the relationship between Ellen G. White's writings and the Scriptures;
3. Evaluate five (5) issues of 'literary borrowing' and the question of 'plagiarism' in the writings of Ellen G. White;
4. Develop 10 key hermeneutical principles for interpreting Ellen G. White's writings;
5. Explain three (3) major roles of Ellen G. White in the development of Seventh-day Adventist doctrines;
6. Illustrate three (3) ways by which Ellen G. White's writings can be contextualized;
7. Evaluate the contributions of Ellen G. White to the development of Seventh-day Adventism in Africa.

8. Explain five (5) reasons responsible for the growing extremisms in the interpretation of Ellen G. White's writings in Africa.

### **Course Contents**

The concept of prophetic gift in the Scriptures. The concept of prophetic gift in history. Ellen G. White: her person and time. Ellen G. White: Wife and mother. Ellen G. White: Physical health, and personal characteristics. The concepts of revelation and inspiration. The reading and the interpretation of the writings of Ellen G. White. The humanity of the prophets. Ellen G. White and the development of Seventh-day Adventist doctrines (Part 1). Ellen G. White and the development of Seventh-day Adventist doctrines (Part 2). Ellen G. White and Health Reform. Ellen G. White and Publishing. Ellen G. White and Overseas Missionary. Ellen G. White and Church Organization. The issue of literary borrowing and plagiarism. The issue of literary assistance. Extremisms in the interpretation of Ellen G. White's Writings. The way Ellen White did her writings. The legacy of Ellen G. White in Africa. Key Principles for the application of the Writings of Ellen G. White in Africa. The role of the Ellen G. White Estate. The major writings of Ellen G. White.

### **BU-CRS 116 Christian Music**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

1. Analyse at least five (5) major events in the historical development of church music from the Bible times
2. Assess at least five (5) major differences between the Adventist Philosophy of music and other philosophies/theories of music
3. Describe any five (5) key elements for determining the appropriate music for worship
4. Identify five (5) principles for sound aesthetic value judgment on the use of church music and its appreciation.
5. Demonstrate expertise in the use of any two (2) musical instruments during worship
6. Illustrate, using any two (2) musical pieces, expertise in listening and sight-reading skill
7. Demonstrate ability to analyze and interpret music effectively with accuracy in sight-singing, using at least two (2) musical pieces
8. Assess three (3) indicators for God's authorship of good harmony.

### **Course Contents**

Elements and Concepts of Music. Definition of Sacred Music, Christian Music, and Secular Music. Origin and Growth of Christian Music. Music in the Old Testament. The Psalms in the Temple Worship. Music in the Synagogue. Chants. Medieval Music. Music in New Testament Worship. Music in the Orthodox Church. The Music of the Lutheran Church. Church Music in Baroque Era. Catholic Baroque. Great Protestant Baroque composers. Instrumental Music in the Church. Modern Sacred Music. Liturgical Music. American Gospel Tradition. Spirituals. Contemporary Christian Music (CCM). African Christian Native Music. Hymnody. Hymn and Contemporary Songs. Hymn Composers. Music in the Seventh-day Adventist Church. Philosophy of Adventist Music. Major Key Signature. Minor Keys using Sharps. Minor Keys using Flats. Intervals – major and minor. Intervals –

diminished and augmented. Compound Intervals. Triads. Application/Implication of use of music in church worship. Music as a tool for evangelism. Seventh-day Adventist Music Ministry. Musical worship and culture.

## **BU-CRS 118 Essentials of World Religions**

**(2 Units C: LH 30)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. List at least 10 major World Religions;
2. Describe the symbols of at least five (5) World Religions and their significance;
3. Identify places of origin of at least five (5) major World Religions;
4. Describe at least five (5) major rites and practices of any five (5) major Religions;
5. Explain at least three (3) belief systems of the major World Religions;
6. Demonstrate mastery of the basic worldviews of at least five (5) major World Religions.

### **Course Contents**

Introduction to World Religions. Judaism. Christianity. Islam. African Traditional Religion. Daoism. Confucianism. Hinduism. Buddhism. Sikhism. Jainism. Baha'i Faith. Shintoism. Zoroastrianism. Synthesis of belief systems of World Religions. Synthesis of major rites of World Religions. Synthesis of major practices of World Religions. Basic Worldviews of major World Religions.

## **200 Level**

### **GST 211- Nigerian Peoples and Cultures (2 Units C: LH 30)**

**Note:** The NUC did not provide the Learning outcomes and Content for this course

### **GST 212- Philosophy, Environment, and Sustainable Development (2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. analyse the concept of humanity, its origin, philosophy and cosmic environment;
2. improve their logical and critical thinking skills;
3. identify the basic roles of science and technology in human society;
4. describe renewable and non-renewable environmental resources available in the Nigerian society;
5. identify resource conservation tools and techniques for sustainable environment;
6. analyse environmental effects of plastics, and other wastes;

7. suggest possible management techniques and solutions to identifiable environmental challenges faced in different areas of Nigerian society; and
8. list and describe unethical behaviour patterns that are capable of hindering human societal growth and development.

### **Course Contents**

Concept of humanity, its origin, philosophy and cosmic environment. Concepts and techniques in logic and critical thinking. Science and technology in human society and services. Renewable and non-renewable environmental resources. Climate change and the principle of sustainable development. Environmental effects of plastics, and other waste products. Elements of environmental studies for productive, safe and healthy living. Environmental challenges - urbanisation, environmental pollution and degradation, soil erosion, desert encroachment, soil degradation and flooding. National development plans towards sustainable environment. Trends in global action towards environmental sustainability.

### **ENT 211 – Entrepreneurship and Innovation**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship), theories, rationale and relevance of entrepreneurship (schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support

institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

### **BU-GST 290 Introduction to Data Analytics**

**(1 Units C: LH 15)**

#### **Learning Outcome**

On completion of the course, students should be able to:

1. uncertainty analysis
2. data fitting
3. feed-forward neural networks
4. probability density functions
5. correlation functions
6. fourier analysis and FFT procedures
7. spectral analysis
8. digital filtering
9. hilbert transforms.

#### **Course Contents**

Connecting to data. Simplifying and sorting data. Organizing data. Posing a question. Wrangling data into a format. fixing data problems. exploring the data. finding patterns. building intuition. comparing measures. Statistics and forecasting. Dashboards and stories.

**Lab Work:** Students will undertake the following tasks in the practical classes; learn how to analyze data to understand data through natural language queries that allows to ask questions about data without having to write complicated formulas. In addition, students will learn how to analyze data to provide high-level visual summaries, trends, and patterns.

### **BU-GST 215 Adventist Heritage**

**(3 Units C: LH 45)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

1. Explain the history of the Seventh-day Adventist Church.
2. Illustrate the systematic development of the Seventh-day Adventist Church.
3. State the contributions of at least five (5) pioneers of the Seventh-day Adventist Church.
4. Explain the seven (7) pillars of the Seventh-day Adventist church doctrine.
5. Identify at least eight (8) major contributions of Adventist education, health reforms, and publishing ministries.
6. Enumerate at least (7) areas in which the prophetic gift has shaped the mission of the Seventh-day Adventist Church.
7. Analyze any five (5) aspects of Adventist identity and their implications for Adventist mission.

8. List at least eight (8) major contributions of the Seventh-day Adventism in Africa, with specific focus on national growth and development.

### **Course Contents**

The historical and prophetic origin of the Seventh-day Adventist Church. Millerite roots, before 1844. The 1844 experiences. The development and organization of the Seventh-day Adventist Church. The era of doctrinal and organizational development (1844 – 1863). The era of institutional and lifestyle development (1863ff ). The era of revival, reform, and expansion (1888 – 1900). The era of reorganization and Crisis (1901 - 1910). The era of worldwide growth (1910 – 1955). The challenges and possibilities of maturity (1955). The contributions of the pioneers and founders of the Seventh-day Adventist Church. The Pillars of Adventism. Adventists' concepts of holistic education. Healthcare and reforms. Publishing ministries. The prophetic gift in the Seventh-day Adventist Church. Significance of prophetic gift to the Adventist Mission. The purpose of Adventism. Adventist concept of mission. The origin, exploits and challenges of Seventh-day Adventism in Africa. Contributions of the Seventh-day Adventism in Africa.

### **BU-GST 200 Communication in French (1 Unit C: LH 15)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

1. Abilities to greet
2. Knowing how to express time.
3. knowledge of counting up 1000
4. Conjugaison of Etre and Avoir and be able to form sentences with the auxiliaries
5. Use pronoun instead of names
6. Make sentences in present tense with the verbs
7. Presentation of oneself in French Language.
8. Essay witing.

#### **Course Contents**

Alphabet. Salutation. L'heure. Le nombre. Le pronom personnel et l'auxiliaire Avoir et Être Les trois groupe verbes au présent de l'indicatif premier groupe verbe, Deuxième groupe verbe, Troisième groupe verbe) Adjective possessive, Adjective Démonstratif etc et présentation

### **BU-GST 221 Introduction to Agriculture (1 Unit C: LH 15)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

1. Recall the definition and discuss at least three (3) of the branches of agriculture.
2. Critique five important agricultural policies in Nigeria.
3. Discuss the objectives of Soil Science.
4. Discuss 5 physical properties of soil.
5. Discuss the characteristics of different soil types.

6. Discuss the reasons for losses of agricultural soil
7. Discuss different types of agricultural systems and practices with relevant examples in Nigeria
8. Describe the different types of crops with examples from across Nigeria
9. Discuss the problems facing livestock producers across Nigeria
10. Describe 3 common management practices in poultry/livestock production.

### **Course Contents**

Introduction to Agriculture, its origin, branches and importance; Definition, scope and objectives & review of Agricultural policies; Introduction to soil science, its aims and objectives; Soil formation and soil physical properties; Erosion; Introduction to Crop Science (Agricultural systems/practices); Livestock production (importance & problems of livestock industry); Production practices of some selected ruminants, monogastric & non-ruminant herbivores; Non-conventional livestock production practices.

### **BU-GST 220 Origin and Science**

**(1 Unit C: LH 15)**

#### **Learning Outcomes:**

On completion of the course, the students should be able to:

1. Outline the major steps of the scientific method and its limitations.
2. Describe three (3) scientific theories on the origin of life and their major challenges.
3. State two (2) characteristics of a molecular structure that posed challenges to evolution.
4. Identify one (1) strength and drawback of the geologic column and fossil record to the evolutionary concept.
5. State two (2) evidences in nature and archeology that support Biblical creation account.
6. List three (3) faith-believing and non-faith scientists and their major contributions to science.
7. List two (2) alternative theories to evolution and their evidence.
8. Discuss the harmony between science and religion.

### **Course Contents**

Religion and Science. Origin, Creation and the Flood. Scientific theories about the Origin of Life. Darwinism and theory of Evolution. Micro- and Macro-evolution. Geologic column, Fossil record. Aspects of Human origin. Drawback to the theory of evolution and Darwinism. Cambrian explosion. Incompleteness of the Fossil record. Origin of the Universe and the Total Environment. The Big bang theory. Scientific dating and drawback. Alternative theories of Origin. Intelligent Design (ID). Molecular machines and Irreducible Complexity (IC). Specificity and regulation of the DNA. Fine tuning of the Universe. Uniqueness of the Planet Earth

and Life. The Flood. The Scientific method and Limitations of Science. Science, Reasoning and Faith.

**FAC 201 Digital Humanities: Application of Computer to the Arts (2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain what Digital Humanities entails;
2. appraise the DH techniques tools for data analysis;
3. appreciate the importance of computers in the Humanities;
4. apply DH to interdisciplinary research;
5. appreciate the adoption of DH tools for entrepreneurship; and
6. apply DH to new research, publishing, media, networking.

**Course Contents**

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

**FAC 202: The Arts and other Disciplines (2 Units C: LH 30)**

**Learning Outcomes**

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

1. appreciate the relationship between the Arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

**Course Contents**

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc. Investigation of the connection between the Arts disciplines and the general intellectual terrain. Multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines. Making connections across disciplines and perspectives.

**CRS 201: Hermeneutics and Exegesis (3 Units C: LH 45)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. explain the scientific method of teaching the Bible which guides exegesis; and
2. analyse the pericopae or scopes selected and studied in consideration of both Old and New Testaments.

**Course Contents**

The scientific method of deriving a teaching from the scriptures, (Exegesis). Pericopaea/scopes selected and treated as examples from the Old and New Testaments in consideration.

**CRS 202: The Book of Genesis**

**(3 Units C: LH 45)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. explain the chapters 1-11 of Genesis; and
2. compare the story of creation with modern developments in the scientific approaches to creation and existence e.g. the big bang theory, and evolutionary themes etc.

**Course Contents**

Conventional exegetical work based on the original translation of Genesis. The creation stories as contained in Chapters 1 to 11. Modern developments in sciences -The Creation story - Exnihilo. The evolutionary theory of creation and the big bang theory of creation etc.

**CRS 203: Early Church History Up to 451 AD**

**(3 Units C: LH 45)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. explain the life of the early church after Jesus Christ had ascended;
2. analyse the theological controversies; and
3. explain the formation of the canon law and other church regulations.

**Course Contents**

The life of the Church shortly after Jesus Christ. The government of the early church and early persecutions of the church in Jerusalem. The theological controversies and the formation of the canon and church regulations. History of the early church by Walker and a short History of the Early Church by Harry Boer.

**CRS 206: History of Israel**

**(3 Units C: LH 45)**

**Learning Outcomes**

At the end of this course students will be able to explain the themes and personalities of any one out of the four historical backgrounds of Jewish History:

1. from Abraham to the period of Judges;
2. from the rise of monarchy to the fall of Judah;
3. the Maccabean revolt; and
4. the emergence of modern Jewish state.

**Course Contents**

At the end of this course, students should be able to analyse one of the following themes and personalities against the historical world's background of Jewish history:

1. from Abraham to the Period of Judges;
2. from the Rise of Monarchy to the fall of Judah;
3. the Maccabeus Revolt; and
4. the Emergence of Modern Jewish State.

**CRS 207: The Pastoral Epistles**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain the content of the epistles in recognition of their universal coverage; and
2. enumerate the authorship of the epistles.

**Course Contents**

The contents of the Epistles - their universality and general outlook. Authorship in each case e.g. Romans, Galatians, Corinthians Colossians, Timothy.

**CRS 208: Introduction to the Gospels**

**(3 Units C: LH 45)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. summarise the aims and objectives of the first four gospels of the New Testament; and
2. illustrate the experiences and activities of our Lord Jesus Christ.

**Course Contents**

The aims and objectives of the Four books of the New Testament – Matthew, Mark, Luke, and John as centred on the activities on the Lord Jesus Christ. Sources of the Gospels.

**BU-CRS 201: Theology and Practice of African Traditional Religion (2 Units C: LH 30)**

**Learning Outcomes**

On completion of the course, students should be able to:

1. Present at least four (4) definitions of religion;
2. Enumerate various religious beliefs;
3. Explain what African Traditional Religion truly is;
4. Identify the major beliefs in African Traditional Religion
5. Assess the features of African Traditional Religion;
6. Identify at least three (3) common grounds between African Traditional Religion and Christianity;
7. Apply any three (3) the common grounds as a springboard for witnessing for Jesus among the African Traditionalists;
8. Illustrate the pre-eminence of the power of Jesus, over the forces of evil; and
9. Illustrate personal experience of the gospel of Jesus to the adherents of African Traditional Religion, using at least two (2) instances.

**Course Contents**

Definitions of religion and related challenges. Types of religious beliefs. Misconceptions about African Traditional Religion. What African Traditional Religion really is. Reasons for studying other religions. Phenomenology – the objective way of studying a religion. Features of African Traditional Religion. God in African Traditional Religion. Evidences of African knowledge of God from time immemorial. Names and attributes of God in selected African tribal groups. Divinities in African Traditional Religion. Classifications of divinities. Major divinities in some African Pantheons. Spirits in African Traditional Religion. Characteristics of Spirit beings. Spirits’ dwelling places. Spirit possession in African Traditional Religion. Ancestors in African Traditional Religion. Qualifications for Ancestors’ status. Definitions of magic. Forms of magic. Techniques and principles of Magic. Uses of magic in Africa. Definitions of medicine. Uses of medicines in Africa. Common grounds between magic and medicine. Selected African Traditional Religious themes in the light of the Bible e. g.: names and attributes of God. Exorcism and Spirit possession. Supernatural power and forces. The demonstration of the religious beliefs as reflected in various rites of passage. Morality and the belief in the hereafter among the adherents. The gospel of Jesus to the adherents of African Traditional Religion.

**BU-CRS 203 Introduction to Chaplaincy Ministries (2 Units; C: LH=15; PH=30)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Explain at least five (5) differences between the pastor and the chaplain;
2. Demonstrate mastery of the mission and the objectives of Seventh-day Adventist chaplaincy Ministry;
3. Demonstrate knowledge of the biblical basis of three (3) types of chaplaincy ministry;
4. Explain the work and authority of the chaplain;
5. Explain helping ministry theories to real human situations;
6. Assess any five (5) differences between spiritual care from emotional care;
7. Develop self-awareness competency requisite for assessing the spiritual struggle of others;
8. Illustrate at least three (3) skills in crisis intervention (Pastoral care);
9. Describe at least five (5) differences between mono-cultural and cross-cultural ministry;
10. Dramatize at least three (3) skills for ministering in any three (3) different settings;
11. Demonstrate mastery on the need for pastoral reflection, spiritual formation and pastoral competent.

### **Course Contents**

Foundations of Chaplaincy. The work and authority of a Chaplain. Self-awareness of the Chaplain. Assessing spiritual needs of others. Self-awareness and assessing spiritual needs of others. The place of theory in Chaplaincy Ministry. The art of Active Listening and Probing. Chaplaincy in multi-religious contexts. Chaplaincy in multi-cultural contexts. Whole person care and the nature of man (Genesis 2:7). Brief overview of the ABC Model of Crisis interventions. Understanding the Anatomy of visitation: six level strategy. Ethical issues in chaplaincy ministry. God

in Human suffering. Care of the dying. Care for the bereaved. Educative movie and exercise: “Matthew” by Rob Nooha, “The Unknown Journey”.

**BU-CRS 205 Pastoral Counselling, Family Life and Conflict Resolution (2 Units, C: LH=30; PH=Nil)**

**Learning Outcomes**

On completion of the course, students should be able to:

1. Explain key biblical and theological foundations for Pastoral Counselling and family ministry;
2. Describe at least five (5) methods of integrating biblical, theological and psychological structures in total person development;
3. Explain at least five (5) biblical foundations and functions of the family;
4. Describe at least five (5) basic counselling skills for effective Pastoral Counselling;
5. Illustrate mastery of at least five (5) biblico-psychological tools for evaluating the severity of individual and/or corporate problems;
6. Explain the dynamics of family systems theory;
7. Illustrate at least two (2) psychological and biblical conflict management techniques;
8. Develop biblical and theological vision for family ministry and behavioural guide for families of faith.

**Course Contents**

General Introduction to Counselling. The art and science of Pastoral Counselling. Biblical and theological foundation for the conduct of Pastoral Counselling. Biblical and theological foundation for the conduct of family ministry. Biblical and theological structures operative in a whole person model of development. Psychological structures operative in a whole person model of development. Counselling skills for effective Pastoral Counselling. Biblico-psychological tools for clients and conflict assessments (Part 1). Biblico-psychological tools for clients and conflict assessments (Part 2). Family systems theory. Psychological conflict management techniques. Biblical conflict management techniques. Biblical foundations and functions of the family. Theoretical framework that guides family ministry (General Conference Bulletin). Biblical and theological vision for family ministry. Behavioural guide for families of faith.

**BU-CRS 210: Arts and Science of Mission Studies (2 Units; C: LH=30; PH=Nil)**

**Learning Outcomes**

On completion of the course, students should be able to:

1. Explain five (5) major concepts and aspects of mission studies;
2. Describe any five (5) cross-cultural communication skills for effective missions;
3. Evaluate five (5) major strengths of culture as a vehicle for missions;
4. Evaluate five (5) major weaknesses of culture as a vehicle for missions;
5. Describe at least five (5) contemporary mission challenges in mission contexts;
6. Explain the history of modern missions and the developments to the present day;
7. Describe at least five (5) relevant mission strategies for church growth in the local context.

### **Course Contents**

Seven major concepts and dimensions of Mission Studies. The Message and Mission of God in the Old Testament (From Genesis 1 to the First Advent). The Message and Mission of God in the New Testament (From the first Advent of Christ to the Second Advent). The World and its people groups (Anthropology). Encountering People's Culture and World View (Anthropology). Major strengths and weaknesses of culture as a vehicle for missions. The Mission of God and the Church (Ecclesiology). The Church, past and present, (Ecclesiology – Indigenous Churches). The Missionary Methods and Strategies (Methodology). Five cross-cultural communication skills for effective missions. The Methods and Strategies for mission (Methodology - Indigenous Churches) Part 2. Analytical study and principles of mission and evangelism (Contextualization) Part 1. Analytical study and principles of mission and evangelism (Contextualization) Part 2. A Survey of Christian mission (History) Part 1. As Survey of Christian Mission (Indigenous Churches) Part 2. Basic relationships between Christian mission and other faith systems (World religions). Mission planning and development. Strategy and ministry to unreached people groups. Strategy and ministry to Secular, Urban, and post-modern peoples. Strategy and ministry to restricted and hostile societies. Basic principles of pioneer church planting strategies, etc.

**BU-CRS 214 Essentials in Children and Youth Ministries (2 Units; C: LH=15; PH=45)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Enumerate at least four (4) stages of child development.
2. Itemize five (5) problems that children and youth face in the present-day high-tech society.
3. Demonstrate understanding of at least five (5) practical, theological, and philosophical foundation of SDA church and Youth Ministries.
4. Demonstrate at least five (5) effective ways of mobilizing children and youth for service of God and humanity.
5. Evaluate current issue in SDA children and youth ministry.
6. Demonstrate at least five (5) steps on how to maintain a personal relationship with Christ.

### **Course Contents**

Children and Youth in Changing Society. Characteristics Stages of developmental growth. Theology of Adventist Youth Ministry. Philosophy of Adventist Youth Ministry. Values transmission in SDA Youth Ministry. Introduction to the Eight Modules of SDA Youth Ministries. Module 1: Organizational. Module 2: Leadership. Modules 3: Commitment. Module 4: Discipleship. Modules 5: Witnessing. Module 6: Worship. Modules 7: Fellowships. Module 8: Empowering Youth. Study on Adventist Youth Honors (Part 1). Study on Adventist Youth Honors (Part 2). GC ADRA Youth Honor Syllabus (Part 1). GC ADRA Youth Honor Syllabus (Part 2).

## **BU-CRS 216 Theology and Practice of Islam (2 Units C: LH 30)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. List at least four (4) historical dates of the Islamic religion;
2. Mention five religious beliefs of Islam
3. Explain three (3) of the beliefs in relation to Allah;
4. Describe four (4) of the Articles of faith in Islamic Religion
5. Enumerate three (3) of the Pillars of Islam;
6. Evaluate at least three (3) common grounds between Islam and Christianity;
7. Assess three (3) common grounds between Christian Religion and Islamic Religion.

### **Course Contents**

Phenomenology – A scientific methods of studying a Religion. Historical background of Islamic Religion. The life and ministry of Prophet Mohammed in Mecca. The life and ministry of Prophet Mohammed in Medina. The Caliphs. General introduction to the Articles of Faith in Islam. *As-shahada*. Belief in Angels. Belief in the Revealed Books. Belief in the Prophets. Belief in Resurrection and Judgment. Belief in Predestination. General introduction to the Pillars of Islam. *Shahada as a Pillar. Salat as a Pillar. Zakat as a Pillar. Sawm as a Pillar and Hajj as a Pillar*. Common grounds between Christianity and Islam. Lessons from Christ's interaction with the Samaritan Woman by the Well. Practical steps of reaching the Muslims with the gospel.

## **300 Level**

### **GST 312: Peace and Conflict Resolution (2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in Peace building.

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security.

Peace and human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

## **ENT 312: Venture Creation**

**(2 Units C: LH 15, PH 45)**

### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

- 1 describe the key steps in venture creation;
- 2 spot opportunities in problems and in high potential sectors regardless of geographical location;
- 3 state how original products, ideas, and concepts are developed;
- 4 develop business concept for further incubation or pitching for funding;
- 5 identify key sources of entrepreneurial finance;
- 6 implement the requirements for establishing and managing micro and small enterprises;
- 7 conduct entrepreneurial marketing and e-commerce;
- 8 apply a wide variety of emerging technological solutions to entrepreneurship; and 9 appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of ecommerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods.

Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

## **BU-GST 310: Data Analysis using Advanced Excel (1 Unit C: LH 15; PH 30)**

### **Learning Outcome**

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

- i. use pivot tables and pivot charts
- ii. use conditional formatting
- iii. remove duplicates
- iv. use XLOOKUP
- v. prepare datasets for use in Power BI Desktop or Power BI Service
- vi. ii. learn to manage big data prep using systems like Power Query
- vii. iii. create visualizations within a Power BI Dashboard
- viii. read-in, enter, organize, and save data in a suitable way.
- ix. calculate/recode variables and prepare data for analysis.
- x. conduct descriptive and basic inferential statistics.
- xi. be familiar with SPSS presentation of statistical output.
- xii. create and edit graphical displays of data.

### **Course Contents**

Connecting to data. Simplifying and sorting data. Organizing data. Slicing data by date. Using multiple measures in a view. Showing the relationship between numerical values. Mapping data geographically. Get Started with Microsoft Data Analytics. Prepare Data in Power BI. Clean. Transform. Load Data in Power BI. Design a Data Model in Power BI. Create Measures using DAX in Power BI. Introduction to Tableau - Introduction. Visual Analysis. Visual Perception. Tableau Product Family. Connecting to Data. Data Terminology. Getting Dirty with Your Data-Introduction. Introduction to IBM SPSS Statistics. Reading Data. Defining Variable Properties. Working with the Data Editor. Modifying Data Values: Recode. Summarizing Individual Variables. Relationships between Variables. Selecting Cases for Analyses. Creating and Editing Charts. Working in the Viewer. Syntax Basics. Menus and the Help System. Project Work.

**Lab Work:** Students will undertake the following tasks in the practical classes; Learn how to use excel to analyze data to understand data through natural language queries that allows to ask questions about data without having to write complicated formulas. In addition, students will learn how to use excel to analyze data to provide high-level visual summaries, trends, and patterns.

**Learning Outcomes**

By the end of this course, the student should be able to

1. Describe the Biblical foundation of family
2. Explain and appreciate the foundations of marriage
3. Identify the different marital relationships.
4. Develop a personal philosophy of family that encompasses personal, cultural and spiritual values.
5. Develop skills for successful marital and other interpersonal relationships and ways of
6. handling different marital conflicts
7. Effectively and positively apply the knowledge and skills acquired now and in the future in the students' own family and
8. Help individuals, couples or families in making their marital relationships more enjoyable and less crises ridden.

**Course Contents**

Introduction, Definition of family. Types of families. Definition of marriage. Biblical foundations of marriage. Purpose of marriage. Characteristics of marriage. Processes/stages of marriage. Dating, Courtship and Engagement. Good and wrong reasons for dating. The benefits of dating. Factors to consider during courtship. Practices to be avoided during courtship. Factors to consider in readiness for marriage. Marriage as a major life decision. Foundations of successful marriage. Strategies for mate selection. Qualities to look for in a prospective wife. Qualities to look for in a prospective husband. Relevance of domestic training in marriage. Inter-ethnic and inter-racial marriages. Marriage ceremonies and their characteristics. Forbidden marriages. Significance of bride price in African Culture. Honeymoon. Marital Adjustment: Sexual Behavior in marriage, Expected sexual behavior in marriage, Sexual dysfunctions, Extra-marital affairs, causes, effects and control. Marital Adjustment: Financial management in marriage and In-laws, Handling financial issues, Family finance and budgeting, Dealing with in-laws,- Siblings relationship in marriage, Establishing a New Home,- Building and furnishing the Home, Family Roles and Responsibilities role of the father, mother, children Child bearing and child rearing, Family planning methods,- Biblical perspectives on parenting and child rearing, The four parenting styles, Conflict and conflict resolution, Causes of marital conflict, Basic steps on conflict resolution, Divorce in marriage, Causes, effect, control, Domestic Violence.

**FAC 301: Research Methods in the Arts****(2 Units C: LH 30)****Learning Outcomes**

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

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among others;

5. formulate good research proposal;
6. conduct original research/long essay at the final year; and
7. write a report/the long essay/research project devoid of plagiarism and other ethical issues.

### **Course Contents**

Meaning and characteristics of research. Research methods. Types of research in the Arts disciplines. Approaches to research, problems, proposals, techniques of data collection, analysis and interpretation. Criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques. Research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

### **FAC 302: Theory in the Humanities**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. capture complexity by means of a single general statement;
2. do systematic thinking from principles through application to conclusions;
3. analyse complex data to minimal units;
4. make out underlying patterns in art phenomena; and
5. utilise evidence to organize and explain complex phenomena in the humanities.

### **Course Contents**

An in-depth analyses of the diversity of theories employed by researchers in the Arts and Humanities. Social integrative theory, gender theory, inter-culturality theory, liberation theory, etc. Theoretical underpinnings as the essential foundation of Humanities scholarship. Evaluation of the merits of scholarly works.

### **CRS 303: History of the Reformation**

**(3 Units C: LH 45)**

#### **Learning Outcomes**

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

1. explain the reformation in the church;
2. recognise the positions of the Catholic church on the issue of reformation through the diet; and
3. summarise the contributions of Martin Luther and his companions to the reformation.

### **Course Contents**

The renaissance and the reformation periods. The condition of the Catholic (Christian) Church is treated and this is followed by a detailed study of Martin Luther and his companions and their contributions to the Reformation.

### **CRS 306: Prophets in Ancient Israel**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. demonstrate a good understanding of the concept of prophecy as developed in the Old Testament (bible).
2. analyse the roles and contributions of such prophets like Jeremiah, Ezekiel, and Isaiah.

### **Course Contents**

Modern concept of prophecy and prophets. The concept of prophecy as developed biblically. Two prophets such as Jeremiah or Ezekiel and Isaiah. The modern concept of prophecy and prophets, current in Israel today.

### **CRS 307: Soteriology**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. define the concept of salvation as contained in the bible from genesis to revelation;
2. teach the daily concerns of a Christian; and
3. articulate the external, material and spiritual interpretations of salvation should also be noted.

### **Course Contents**

The concept of salvation from Genesis to Revelation. The ephemeral and the external material and spiritual aspects of salvation. The place of Christian Salvation in everyday life.

### **CRS 308: The Gospel of St. Matthew**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. define the purpose, date, authorship and content of St. Matthew's gospel; and
2. interpret Jesus' teaching on the sermon on the mount by the Mathewan gospel.

### **Course Contents**

The purpose, date, authorship and contents of the Gospel of St. Matthew. Jesus's teaching on the Sermon on the Mount (Sermon on the Plain for Luke).

### **CRS 309: The Gospel of St. Mark**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. define the purpose, the date, authorship and main contents of the gospel of St. Mark; and
2. summarise the Markan priority and the synoptic problem.

### **Course Contents**

The purpose, date, authorship and the main contents of St. Mark's Gospel. The Markan priority over the other synoptic Gospels. The synoptic problem.

### **BU-CRS 301 Studies in the book Daniel (2 Units; C: LH=30; PH=Nil)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

1. Explain the socio-historical and religio-political contexts of the author and the book of Daniel.
2. Identify at least five (5) major characteristics of apocalyptic literature.
3. Describe at least five (5) schools of apocalyptic interpretations in relation to the book of Daniel.
4. Appraise at least three (3) major issues surrounding Daniel chapters 3 and 6 in the context of the Great Controversy.
5. Demonstrate mastery of the central theme of all the prophecies given in the book.
6. Explain at least five (5) major theological themes in the Book of Daniel.
7. Describe at least five (5) salvific significance and eschatological implications of the Old Testament Sanctuary and its symbols.
8. Describe the two (2) major keys for prophetic/apocalyptic interpretation and their eschatological implications.
9. Illustrate, using a diagram, the major biblico-historical events that characterize the 2,300 days/years prophecy of Daniel 8:14.

### **Course Contents**

General and biblical characteristics of apocalyptic literature. The Principles/Schools of Interpreting Apocalyptic Literature. The socio-historical and religio-political contexts of the book of Daniel. Authorship and dating of the book of Daniel. Historical, thematic and theological analysis of Daniel 1-2. Historical, thematic and theological analysis of Daniel 3-4. Historical, thematic and theological analysis of Daniel 5-6. Historico-apocalyptic connections between Chapters 2 and Chapters 7-12. Old Testament Sanctuary and its symbols, their salvific significance and eschatological implications. Historical and Eschatological analysis of Daniel 7. Historical and eschatological analysis of Daniel 8. Historical and theological analysis of major themes and issues in Daniel 9 and 10. Daniel 11 and the rise of Islam. Historical and Eschatological analysis of Daniel 12. Synthesis of Daniel 7, 8, 11, and 12. The theology of the book of Daniel. Keys for prophetic/apocalyptic interpretation and their eschatological implications. Diagrammatic illustration of the major biblico-historical events that characterize the 2,300 days/years prophecy of Daniel 8:14 and its eschatological implications.

### **BU-CRS 303 Essentials in Christian Doctrines (2 Units; C: LH=30; PH=Nil)**

#### **Learning outcomes**

On completion of the course, students should be able to:

1. Demonstrate knowledge of the Bible as the inspired Word of God.
2. Identify five (5) key elements of the teaching of Scripture and their cohesiveness.
3. Explain the Christo-centric nature of Bible doctrines.

4. Describe the harmony and consistency inherent in Biblical teachings and their life-changing power for Christian witnessing.
5. Explain five (5) key Christian doctrines such as Soteriology, Godhead, Christology and Hamartiology.
6. Describe three (3) practical approach of the Bible to dealing with theological, lifestyle related challenges, and approaches to life-enhancing way of living.
7. Explain the interconnectedness between faith and beliefs and its impact on character.
8. Describe five (5) roles of doctrines and belief systems in acceptable worship.
9. Evaluate five (5) divergent views on belief systems.
10. Develop five (5) rational, theological and Bible-based solutions to matters of faith and beliefs.

### **Course Contents**

Revelation and inspiration. Inerrancy of Scripture. Syncretism and Obscurantism. Bible message and cultural issues. The Beings of the Godhead. Attributes of God. Anti-God theories. The Devil and the origin of sin. Death and immortality. The Deity of Christ. The humanity of Christ. Identity of the Holy Spirit. Manifestation of the Holy Spirit. Personality of the Holy Spirit. Functions of the Holy Spirit. Symbols of the Holy Spirit. Law and grace. Process of salvation. Justification, sanctification and glorification. The sanctuary and judgment. Spiritual gifts and ministries. Second coming of Christ. Death and resurrection. The millennium. New earth.

### **BU-CRS 304 Studies in the book of Revelation (2 Unit; C: LH=30; PH=Nil)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Define the meaning of the term “biblical apocalyptic.”
2. Explain five (5) the characteristics of the book of Revelation as a biblical apocalyptic literature.
3. Describe the life setting in which the book of Revelation was written.
4. Differentiate between any five (5) prominent methods of interpreting the book of Revelation.
5. Explain the prominent proposals on the structure of the book of Revelation and their implication for appropriate interpretation.
6. Identify the seven (7) literary blocks of the book of Revelation and their contributions to the interpretation of the whole book.
7. Interpret any five (5) of the symbols and imageries employed in the book of Revelation.
8. Distinguish between any three (3) the already fulfilled and three (3) yet-to-be-fulfilled apocalyptic prophecies in the book of Revelation.
9. Justify the significance of the prophecies in the book of Revelation to origin, history, development, and mission of the Seventh-day Adventist end-time movement.

### **Course Contents**

Biblical apocalyptic. Characteristics of Biblical Apocalyptic Literature. Apocalyptic prophecies. Background and setting of Revelation. Literary structure of Revelation. History and Methods of Interpreting Revelation. Symbols and Imageries in Revelation. Old Testament background of Revelation. Old Testament echoes in Revelation: OT Tabernacle, Babylon, Sodom, Egypt, Twelve Tribes of Israel,

Jezebel, Balaam. The Sevens (septets) in Revelation: Seven Churches in Asia Minor, Seven Lampstands, Seven Seals, Seven Trumpets, Seven Thunders. Cosmic Conflict. War. Judgment. Seven Last Plagues. Pure Woman. Harlot. The Lamb Slain. Scarlet Beast. Antipas. Dragon. Beast from the sea. Beast from the land. Mark of the Beast. Name of the Beast. Number of the Beast. Seven heads (kings, hills). Little scroll. Prophecy Again. Everlasting Gospel. Two-tier Harvest of the Earth. Numerology. Armageddon. New Jerusalem. Tree of Life. River of Life.

## **BU-CRS 306 Essentials in Public Evangelism and Technology (2 Units; C: LH=15;**

### **Learning Outcomes**

At the end of the course, students shall be able to:

1. Illustrate how to plan, organize and execute a public evangelistic event successfully using modern technology.
2. Describe the step-by step process of a successful and effective public evangelism using modern technology.
3. Explain at least five (5) aspects of radio and television as a means of religious communication.
4. Identify any five (5) electronic media equipment and accessories essential for a successful technical, public evangelistic event.
5. Deploy any three (3) media, Information and Communication Technology equipment or device in communicating religious values to the contemporary human society.
6. Describe at least five (5) principles and processes involved in evangelism preparation.
7. Illustrate, using drawing or written report, the process of appropriate fund raising, budgeting, use and reporting of evangelism funds.

### **Course Contents**

Definition of Evangelism. Brief History of Public/Media Evangelism. Overview Principles of Public Speaking Planning. Self-Preparation. Church Preparation. Field Preparation. Planning, Organizing and Selection of Committees. Budgeting. Fund-raising Strategies. Accounting and Reporting. Principles of radio and television presentations. Importance of Media/ICT. Practical radio and television presentations. Electronic media equipment and accessories for Public Evangelism. Lights, Sound, Stage, and Camera Angles. Urban Evangelism. Public Preaching: Television and Radio. Selection of Topics, Appeals and Decisions. Baptism and Gifts. Prospects Retention Plans.

## **BU-CRS 307 Foundation and Principles of Homiletics (2 Units; C: LH=15; PH=45)**

### **Learning Outcomes**

On completion of this Course, students will be able to:

1. Illustrate at least three (3) types of biblical preaching that is shaped by a responsible understanding of the audience and the location of the audience.

2. Explain any five (5) steps to the formative power of giving and receiving feedback on sermons.
3. Demonstrate mastery of at least five (5) steps on how to begin a life-long journey toward becoming a competent and confident preacher with one's tradition.
4. Describe mastery of the arts and science of structuring a good sermon.
5. Explain the trajectory of the use and application of homiletics in persuasive speaking.
6. Analyze any five (5) types of sermons and methods of delivery.
7. Enumerate at least three (3) types of homiletics.
8. Demonstrate, through preaching, a well-structured sermon with all homiletical components.

### **Course Contents**

Foundation for biblical sermon construction. The Art of Homiletics. The Science of Homiletics. Types of sermons (Part 1). Types of sermons (Part 2). Types of sermons (Part 3). Meaning and purpose of biblical preaching. Biblical Principles of sermon preparation. The Art and Science of Sermon preparation. Steps at Sermon preparation. Rules for Sermon preparation. Rules for textual interpretation. Preparing a Christ-centered Sermon. Methods of Sermon delivery (Part 1). Methods of Sermon delivery (Part 2). Holding the audience. Persuasive speaking. The art of Preaching to the heart. Feedback mechanisms.

### **BU-CRS 310 Essentials in Christian Doctrines 11 (2 Units; C: LH=30; PH=Nil)**

#### **Learning outcomes**

On completion of the course, students should be able to:

1. state at least three (3) purposes of the church.
  2. identify five (5) metaphors for the church
  3. identify two (2) sacraments or ordinances of the church.
4. analyze at least two (2) positions on the state of the dead
5. mention five (5) signs of Christ's second coming
6. explain at least two (2) views on the concept of hell
7. explain three (3) major millennial views
8. state three (3) phases of millennial judgment
9. State three (3) contemporary issues in Christian Theology

#### **Course contents**

Bible Message and Cultural Issues. Syncretism and Obscurantism. Metaphors of the church. Nature of the Church. Purposes of the Church. Visible and Invisible Church. The Church and State. Baptism. The Lord's Supper. Manner of Christ's Second Coming. Signs of Christ's Coming. The Sanctuary and Judgment. Hell Fire. Human Nature and Immortality. Death and Resurrection. The millennium. New Earth. Gender and sexuality. Pluralism and religious diversity. Ecological Theology and Environmental Ethics.

## **BU-CRS 313 Comparative Religion (2 Units; C: LH=30; PH=Nil)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Examine other religions with unhindered objectivity.
2. Interpret at least five (5) religious rituals as held by the adherents of the religion.
3. Apply comparative or scientific method to the data provided by the religions of the world, past and present.
4. Carry out the systematic comparison of at least five (5) the *doctrines* and *practices, themes, and impacts* of the concerned religions.
5. Express deeper understanding of at least five (5) fundamental philosophical concerns of religion such as the idea of God, Spirits, and ethics.
6. Demonstrate mastery of at least five (5) skills for objective interaction with other religions without biases.
7. Demonstrate that the religions of humankind are similar in many ways and also different in significant way.
8. Relate with another religion to the point where his personal spirituality shall not be endangered.

### **Course Contents**

General introduction. Religion as a phenomenon. Challenges in defining religion. The major World Religions. The 'Triple Religious Heritage of the African Continent – Christianity, Islam and African Traditional Religion. Reasons for studying religions. Objective and scientific method of studying religions. Definitions of Comparative Religion. The meaning of each religions to the adherents. How each religion is viewed by non-adherents. The fundamental beliefs. The names and attributes of God. Religious Texts. The nature and origin of Spirits. Spirit possession. Kinds and conditions of Prayer. Ethics and Morality. Judgement and the here-after. Inter-religious relationship.

## **BU-CRS 333: Introduction to Christian Ethics (2 Units C: LH =30)**

### **Learning Outcomes**

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

7. explain at least five (5) ingredients of good morality.
8. state at least three (3) principles for doing right in unfavorable circumstances.
9. illustrate, using two (2) instances, the belief that the end does not always justify the means.
10. demonstrate, using at least two (2) instances, that the word of God, not the situation, should determine human decisions and behavior.
- 5 illustrate, using at least five (5) Bible passages, that good conscience is not innate, but rather cultivated through a Holy Spirit-controlled lifestyle.
- 6 explain the virtues of love, respect, integrity, obedience, holiness, and truthfulness.

### **Course Contents**

Meaning of Christian Ethics. Old Testament Ethics. Christian Ethics in the Teaching of Christ. Pauline Ethics. Basis for human choices and conduct.

Philosophical views of right or wrong. Ethical worldviews. Absolutism and Relativism. Deontology and Teleology. Truth-telling. Situation Ethics. Conflicting Absolutism. Moral Dilemma. Types of Conscience. Objective moral truth of Christian ethics. Ethics and current social issues. Capital punishment. War. Euthanasia. Abortion. Marriage and divorce. Homosexuality. Work Ethics. Ecology. Subjective value systems. Ethics and the Humanist. Ethics and the Evolutionist. Christian ethics in practice.

### **BU-GST 440 E-Project Management & Simulation (1 Unit C: LH 15; PH 45)**

#### **Learning Outcomes**

Upon completion of the course, students should be able to:

- i. explain the project management processes
- ii. discuss the project management knowledge areas
- iii. demonstrate the formulas, charts, and theories of project management
- iv. calculate float for complex project network diagrams
- v. memorize the formulas for earned value management
- vi. compare and contrast processes, knowledge areas, theories, and project management best practices

#### **Course Content**

Defining Project Management Fundamentals. Initiating the Project. Planning the Project. Preparing to Develop the Project Schedule. Developing the Project Schedule. Planning Project Costs. Planning Human Resources and Quality Management. Communicating During the Project. Planning for Risk. Planning Project Procurements. Planning for Change and Transitions. Executing the Project. Executing the Procurement Plan. Monitoring and Controlling Project Performance. Monitoring and Controlling Project Constraints. Monitoring and Controlling Project Risks. Monitoring and Controlling Procurements. Closing the Project.

**Lab Work:** Students will undertake the following tasks in the practical classes; work on stakeholders requirements. Create a risk response team. Create a detailed work plan. Develop communication effective plan. Develop both leadership and technical competencies. Monitor and track progress regularly. Look out for potential risks.

### **BU-GST 400 Religion and Social Ethics (3 Units C: LH 45)**

#### **Learning Outcomes**

On completion of the course, students should be able to:

1. Identify three (3) interrelatedness between religion and other social institutions;

2. Explain any five (5) effects of social changes on religion and ethics, since the 18<sup>th</sup> Century;
3. Evaluate any five (5) roles of religion in human and national development;
4. Explain any five (5) biblical approaches in developing a Christian worldview;
5. Illustrate five (5) uniqueness of the Bible in restoring social ethics and values in the society;
6. Demonstrate competence in providing biblical solution in five (5) areas of moral fluidity and/or ethical dilemma in your discipline and the society;
7. Explain any seven (7) biblical principles in personal, family, and/or professional life.

### **Course Contents**

Religion and Society- Definitions. Culture. Traditions. Religions. Religion and Social changes. Role of Religion. Religion and Knowledge. Religion and Morality. Religion and Family Life. Religion and Gender Issues. Religion, Transgender and Homosexuality. Religion and Politics. Religion and Corrupt Practices. Religion and Violence. Religion and Environment. Religion, Food and Diet. Religion and Health. Religion, Education and the Bible. Religion and Business. Religion and Social Order. Religion and Sanctity of Life. Merits and Demerits of Religion. Formation of Christian Worldview. Biblical Principles in Personal, Family, and Professional Life – Theory and Practice.

### **CRS 401: The Unity of the Old and New Testaments**

**(3 Units C: LH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to analyse:

1. the distinct link and unity of the Old and New Testaments of the Holy Bible; and
2. the meaning of the salvation of the human soul.

#### **Course Contents**

The unity of the Holy Bible through salvation history. Jesus' sacrifice on the cross and his saving grace there from to humanity.

### **CRS 403: The Synoptic Gospels**

**(3 Units C: LH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to identify:

1. the synoptic problem;
2. the Markan priority; and
3. the person and the teachings of Jesus Christ in the three gospels.

#### **Course Contents**

An indepth discourse on the synoptic problem. The priority of Mark. The construction of the life of Jesus Christ and His main teachings.

### **CRS 405: The Gospel of St. John**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. define the purpose, date authorship, the authenticity and contents of the Book of John; and
2. recognise how the content of John's gospel has complemented the synoptic gospels.

### **Course Content**

The purpose, date, authenticity and contents of the Book of John. The complementarity of John's Gospel to the Synoptic Gospels.

### **CRS 406: Nigerian Church History: 1864-1960**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. describe the activities of the Christian missionaries during the above mentioned period;
2. explain the extent of the evangelical coverage of the Southern and Northern parts of Nigeria will be studied; and
3. explain the extent to which indigenous church organizations have been influenced by foreign missionary agents.

### **Course Contents**

Activities of Christian Missionaries in Nigeria during this period 1864-1960. Missionary activities in the southern and northern parts of Nigeria. The emergence of indigenous church organizations based on the influences of foreign missionaries.

### **CRS 409: Hebrew Exegesis**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. exhibit good knowledge and understanding of Hebrew exegesis;
2. carry out exegesis of texts such as Genesis, Psalms and Jeremiah should be adopted in rotation; and
3. bring exegetical works to bear on the existential reality of Nigerian Nation.

### **Course Contents**

Exegetical study of the books of Genesis, the Psalms, and Jeremiah in rotation. 1. (Every three years). The current Jewish scholarship vis-à-vis the Christian understanding.

### **CRS 490: Long Essay**

**(6 Units C: PH 270)**

### **Learning Outcomes**

1. Students should choose relevant contemporary and virgin topics in the Nigerian or any other scope of choice;
2. The writing will involve close supervision by an academic staff who should guide the students through the abstract and other four chapters which should adopt uniform format (by the department); and

3. This long essay will involve a good methodological approach and a consistent referencing style.

### **Course Contents**

Students' service is helped with the flow of thought in the themes. Distinction between abstract and introduction. Scholarly method of documentation.

**BU-CRS 403 Essentials in Old Testament Theology (2 Unit; C: LH=30; PH=Nil)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Sketch the history of the OT theology.
2. State three (3) perspectives to understanding the nature of OT Theology.
3. Describe the development of procedures for doing OT theology.
4. Appraise at least five (5) distinctive theological concepts of selected OT books.
5. Demonstrate mastery on the nature of man in the Old Testament with reference to man as creature, flesh, and image of God, male and female.
6. Explain at least five (5) theological themes in the Hebrew Bible.
7. Illustrate any five (5) steps at integrating the themes of OT theology in personal and professional life experience.
8. Demonstrate five (5) practical applications of OT theological themes to pastoral ministry and Christian living.

### **Course Contents**

History of biblical theology. Contributions of the Hebrew Bible/Old Testament. Basic proposals for doing Old Testament Theology. Relationship between the Old and New Testaments. Theological discussions of OT themes. Nature of God. Nature of God's self-disclosure. Creation. Man. The image of God in Man. God's Sovereignty. God's Providence. Sin. Salvation in the OT. Concept of covenant. Law in the OT. Worship and piety. Old Testament ethics. Kingdom of God.

**BU-CRS 407 Pastoral Ministry and Church Leadership (2 Units; C: LH =30; PH=Nil)**

### **Learning outcomes**

On completion of the course, students should be able to:

1. Outline at least five (5) biblical and theological bases for pastoral ministry and church leadership.
2. Analyse at least five (5) pastoral ministry and historical overviews.
3. Identify at least three (3) current issues relevant to pastoral ministry and church leadership.
4. Describe at least four (4) ways of recognizing servant leaders among the church families.
5. Contrast at least six (6) advantages of team method over committee method in church leadership.
6. Differentiate in five (5) specific points the various facets of pastoral ministry and church leadership.

7. Describe two (2) principles of pastoral care in line with various relevant models and theories.
8. Demonstrate four (4) skills to foster participation and facilitation of effective Pastoral Ministry and Church Leadership in organized and unorganized Seventh-day Adventist churches.

### **Course Contents**

General Introduction. Pastor and pastoral ministry/care define. Pastoral ministry, historical overview. Ministry as a vocation. Ministry as a call. Ministry as gifted. Ministry as service. Ministry as community. Church leadership and administration define. Biblical principles of pastoral leadership. Character and methods of church leadership. Administer principles of piety and justice. Keep self in the background. Trust most fully when discouragement threatens. Mingle freely with the people. Give undivided interest to the lord's work. Deal with transgressors tenderly. Win hearts by love. Watch for souls as they that must give account. Teach as Christ taught. Seek to reclaim those who stray. Use neither harshness nor flattery. Painstaking effort for erring men and women. Identifying pastoral/missionary leaders. Recognizing servant leaders. Determining appropriate leadership styles. Advantages of teams over committees in church leadership. The concepts of leadership. The role of the Seventh-day Adventist Church pastor as a leader.

**BU-CRS 410 The Pastor and Ministerial Practicum** (2 Unit; C: LH 15; PH 45)

### **Learning Outcomes**

Upon completion of the course, students should be able to:

1. Explain God's call and the ideal life of a minister as pastor, preacher, worship leader, and administrator.
2. List at least five (5) skills and competences required to serve in each of the following capacities: pastor, preacher, worship leader, and administrator.
3. State five (5) practical skills required for effective pastoral ministry.
4. Illustrate competency in any five (5) professional attitudes toward the practice of ministry.
5. Explain the nature and at least five (5) functions of pastoral ministry in the local church.
6. Demonstrate at least two (2) evidences of positive professional self-image.

### **Course Contents**

Biblical bases for church ministry. Church services and ordinances. Baptism. Holy Communion. Anointing and deliverance ministry. Funerals. Board meetings. Naming ceremony. Engagement, wedding, and church blessings. Child dedications. Church opening and dedication. Ground-breaking and house blessing. Church planting. Church organisation. Church unity and dissolving. Church meetings and proceedings. Church boards and business meeting. Church elections, local church officers and organisation. Church discipline. Church prayers and prayer meetings.

**BU-CRS 411 Essentials in Philosophy of Religion** (2 Units; E: LH 30; PH Nil)

## **Learning Outcomes**

On completion of the course, the students will be able to

1. Identify any three (3) theories of Philosophy of Religion
2. Evaluate any five (5) arguments for and against the existence of God and His nature
3. Explain any five (5) major themes and/or question central to philosophy of Religion vis-à-vis morality as it relates to human conduct and Christian faith.
4. Analyze any three (3) the fundamental life questions and their implications for human destiny
5. Enumerate five (5) strategies for integrating biblical principles in real-life situations
6. Assess any three (3) practical strategies for educating the conscience that is answerable to God.
7. Illustrate five (5) practical ways in formulating Bible-based knowledge and steps for nurturing personal spirituality.

## **Course Contents**

Meaning and Scope of Philosophy. Theories of Philosophy. Origin of the World. Origin of Theodicy and Theism. Meaning of Theism. Theistic Arguments. Atheistic Theories. Religion and Science. Science and Faith in Christian Religion. Religious Experience. Religious Language. Ethics and Religion. Pluralism and Religious Diversity. Religion and Contemporary Issues. The Origin of Evil. Man at Creation. Man and Evil. The Problem of Evil. Life after Death. Human Salvation. Reason for Religions. Religion and Faith. Religion and Obedience. Life and Death. The Quest for Salvation. Historical Jesus. Limitation to Science. Religion and Culture. The Bible, the word of God.

**BU-CRS 412 History and Growth of SDA Church** (2 Units; C: LH 30; PH=Nil)

## **Learning Outcomes**

On completion of the course, students should be able to:

1. State at least five (5) characteristics of the history of the SDA Church.
2. Identify seven (7) particular historical periods and topics in the history of the Adventist Movement.
3. Outline at least seven (7) major themes in Seventh-day Adventism.
4. Explain at least five (5) factors in the rise, development, and major teachings of the SDA Church.
5. Categorise five (5) central issues, and processes relating to Adventist history.
6. Describe any five (5) characteristics of local or regional Adventist history in a proper scholarly and faith-affirming manner.
7. Assess any five (5) major challenges of Adventist mission in the postcolonial period.
8. Develop a historical consciousness for engaging with issues that face the SDA Church in Africa today.
9. Demonstrate familiarity with twenty (20) primary and secondary sources relevant for the study of SDA Heritage.

## **Course Contents**

Worldwide study of prophetic books. Millerite Roots of the SDA Church. Doctrinal developments. Institutional Development. Lifestyle developments. Key pioneers. Backgrounds of Adventist pioneers. Era of organisation. Revival and reform. Era of reorganisations. Global expansion. Select Issues and Crisis. Arrival in Africa. Development of the church in Africa. Post-colonialism and Adventism in Africa. Adventism in West Africa. Adventism in Nigeria. Issues in maturity during post-modern times.

**BU-CRS 413 Religion and Human Values, (2 Units; E: LH 30; PH Nil)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. discuss five (5) important elements of corporate personality in our society
2. explain three (3) effects of an individual's actions on others no matter how small
3. identify five (5) ways religion helps enhance evils or overcome evil.
4. discuss six (6) values of dignity of labour in individual and corporate life
5. explain at least four (4) effects of social ills on individuals and the nation

### **Course Contents**

Brief history of Christianity in light of human values. Brief history of Islam with respect to human values. Brief history of African Traditional Religion in light of human values. Meaning of life and its goals in Christianity, Islam, and ATR. Classifications of Human Values. Religion, social, ethical, and moral values. Functions of religion and human values for the society. Identification of common values among the three religions. Similarities and differences in the teaching of human values among the three main religions in Nigeria. De-values similar to the three main religions in Nigeria. Christianity and its contribution to human values. Islam and its contribution to human values. ATR and its contribution to human values. Religion and Social ills. Factors that de-value human values among the three religions. The significance of personal choices in upholding human values. The Seventh-day Adventist Church and human values. Individual roles toward maintaining human values. The application of basic human values in pastoral ministry.

**BU-CRS 414: Essentials of New Testament Theology, (2 Unit; E: LH 30)**

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Define the term, "theology" and its application to the New Testament writings;
2. Identify, at least seven (7) major different types of theological perspective existing in scholarship;
3. Describe the Nature and Structure of the New Testament theology;
4. Explain at least five (5) approaches to doing New Testament theology;
5. Explain the development of the New Testament theology from the early Christian Church to the present dispensation;
6. Describe biblical criticism and five (5) methods used in understanding the New Testament writings;

7. Illustrate five (5) various methods of doing New Testament Theology;
8. Describe at least five (5) theology of each book and section of the New Testament Bible;
9. Illustrate five (5) theological themes and their usefulness in biblical hermeneutics.

### **Course Contents**

Definition and discussion on New Testament Theology. Types of theology, its nature and structure. The approaches and development of New Testament Theology. Forms of biblical criticism. Identifying hermeneutical principles for doing New Testament theology. The methods of New Testament theology. Major themes developed in the New Testament. The Theology of God. The Theology of mankind. The theology of sin. The Theology of salvation. The theology of Christology. The theology of pneumatology. The theology of God's eternal purpose. The theology of ecclesiology. The theology of discipleship. The theology of ethics. The theology of morality.

**BU-CRS 415 Essentials of Mission Planning and Strategies** (2 Units; C; LH =30; PH=Nil)

### **Learning outcomes**

Upon completion of the course, students should be able to:

1. Define the mission of the Seventh-day Adventist Church.
2. Explain at least two (2) biblical passages foundational for mission planning and strategy.
3. Describe at least ten (10) important terms used in Christian mission.
4. Outline the four (4) perspectives on salvation.
5. Summarize the seven (7) NT models that gave rise to various mission aims.
6. Distinguish four (4) of each the following: features of culture, elements of culture, layers of culture, and dimensions of culture.
7. Determine three (3) possible ways of dealing with the issue of contextualization.
8. Illustrate the three (3) means the Seventh-day Adventist Church employs to achieve its mission.
9. Develop a contextually relevant strategy for optimal success in your mission setting.

### **Course Contents**

General Introduction. Defining mission, missions, and missionary. Defining planning, strategy, and tactics. Important terms used in the mission. Aims of mission. Perspective on the salvation of humanity. Mission statement of the Seventh-day Adventist Church. Identity and implementation of Seventh-day Adventist mission. "People Groups." "People Group Thinking?" Research and people groups. Planning a strategy that works. Strategy: a model for ministry to a people group. The strategy that moves toward a goal. The Sogaard scale. Attitude toward Christ. Resistant people group: attitude toward Christ. Strategy: moving a people group toward Christ Part One. Strategy: moving a people group toward Christ Part Two. Strategy: moving a people group toward Christ Part Three.

**BU-CRS 416 Contemporary Issues in Theology (3 Units; E: LH 45 PH=Nil)**

**Learning Outcome**

On contemplation of the course, students should be able to:

1. Identify any three (3) factors foundational to contemporary theological issues
2. Enumerate the rationale for and mode of operation of any three (3) contemporary theological trends in African theology
3. Assess the dimensions and effects of any three (3) contextual African theologies on Christian mission
4. Analyze the intersections of theological thought with any three (3) African realities.
5. Assess five (5) challenges of contemporary African theology.
6. Evaluate three (3) inclusive theological responses to pluralistic societies.
7. Illustrate, using at least three (examples), the role of the Bible in responding to current issues in African theology

**Course Contents**

Backgrounds to contemporary theological issues. Rationale for and mode of operation of contemporary theological trends in African theology. Explore the dimensions and effects of the Africanization of Theology. Enculturation and contextualization. Challenges to Christian theology. Liberation Theology. The Meaning of Contextualization. The History of Contextualization. The Effects of Contextualization on Christian Faith. Pentecostal Theology. Prosperity Gospel. Biblical concept of Prosperity. Healing and Miracles Theology. Healing and Miracle theology in the Old Testament. Healing and Miracle Theology in the New Testament. Feminist Theology. Biblical view of women in leadership. Human Sexuality. LGBTQ's and Co-habitation. Religious Syncretism. The impact of culture on Christian Faith. Music and Dancing in Christian Worship. Transgender: Biblical Standards and Impacts on Morality. War and Capital Punishment. Polygamy. Abortion. Bribery and Corruption. Ecumenism. Challenges of contemporary African theology. Biblical response to current issues in African theology.

**BU-CRS 417: Essentials of Church Finance and Bookkeeping (2 Unit; C: LH 30)**

**Learning outcomes**

On completion of the course, students should be able to:

1. Identify ten (10) principles of bookkeeping and accounting.
2. State four (4) differentiate between Petty Cash Book and Cash Book.
3. Mention five (5) steps in reconciling the Bank Statement and the Cash Book.
4. Prepare one (1) church income ledgers (from local church to conference).
5. Identify one (1) policy book and mention two (2) church policies on financial and budgetary matters.

6. Prepare one (1) budget for personal, family and church fund management.
7. Mention three (3) difference between personal funds and church funds.

### **Course Contents**

Bookkeeping and Accounting-Definitions. Accounting Abbreviations. Books of Account. Classification of Accounts. Principles and Concepts of Accounting. Double Entry System. Golden Rules of Double Entries. Cash Book. Types of Cash Book. Petty Book. Bank Reconciliation. Income Ledger-Recording, Analyzing and Reporting. Church Receipts-Recording. Policy Books. Specific Seventh-day Adventist Church Policies on Financial matters. Church Funds. Auxiliary Funds. Combined Offering Plan (C.O.P). Budgeting. SDA Church Budget vs Business Budget. Stewardship (Treasure, Time, Talent, Temple-Relationship).

### **Minimum Academic Standards**

#### **Equipment**

Language laboratory is needed for the teaching of Hebrew, Greek and other languages. Please note the requirements stipulated in the Faculty requirements.

#### **Equipment for Hebrew and Greek Language Laboratory/studio**

1. A fully air-conditioned building.
2. Power point
3. Laptops with Hebrew/Greek keyboards
4. Audio visual equipment
5. CDs with resources within the building.

### **Staffing**

#### **Academic Staff**

This should be according to the ratio of 1 lecturer to 30 students (maximum in a class). Welltrained Religious Studies Scholars with M.A. and Ph.D. qualifications are required in the department.

### **Library**

#### **Library and Information Resources**

Well stocked Religious Studies main and departmental libraries, with up to date books, journals, reference books, and internet connectivity facilities. Others are tape recorders/players, public address system, computer units/and other IT facilities.

### **Spaces**

The NUC recommends the following physical space requirement:

		m <sup>2</sup>
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50

Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85
Laboratory Space	-	7.50