

KABC BREAKDOWN IN MINISTRY

| Licentiate in Ministry (LMIn) | | | | Advanced Licentiate Level | | | |
|---|------------|--|------------|--|------------|--|------------|
| Year 1 Certificate | Credits | Year 3 Diploma | Credits | Year 3 Bachelors Degree | Credits | Year 4 Honors Degree | Credits |
| Research and Writing | 12 | Ministry of the Holy Spirit | 12 | Apologetics | 12 | Biblical Theology | 12 |
| Introduction to the Scriptures | 12 | Hermeneutics | 12 | Christian Leadership | 12 | Practical Biblical Counselling | 12 |
| Christian Foundations | 12 | Homiletics | 12 | Church Planting | 12 | Strategies for Spiritual Harvest | 12 |
| Origin of Prayer | 12 | Evangelism | 12 | 2 Corinthians | 12 | Teaching Tactics | 12 |
| Biblical Worldview | 12 | 1 Corinthians | 12 | Christian Counselling | 12 | Biblical Management Principles | 12 |
| The Words and Works of Jesus Christ | 12 | Life and Letters of Paul | 12 | Family Issues | 12 | Healing Ministry | 12 |
| Pastoral Ministry | 12 | Old Testament Survey | 12 | New Testament Survey | 12 | Ministry Praxis | 12 |
| Christian Relationships | 12 | Doctrine 1 | 12 | Doctrine 2 | 12 | Mini Dissertation | 36 |
| Introduction to Missions | 12 | Local Church | 12 | Public Speaking | 12 | | |
| Book of Acts | 12 | Ministering to Personal Needs | 12 | Vision and Values | 12 | | |
| Total Credits | 120 | Total Credits | 120 | Total Credits | 120 | Total Credits | 120 |
| Minimum Requirements | | | | | | | |
| <ul style="list-style-type: none"> • Grade 12 or equivalent. • NB. Students who do not have a National Senior Certificate may still apply, provided that they have appropriate academic and ministerial experience. | | <ul style="list-style-type: none"> • Certificate or equivalent. • Applicants with different qualifications may only be admitted if they are judged equivalent by the designated equivalence-setting bodies. | | <ul style="list-style-type: none"> • Diploma or equivalent. • Applicants with different qualifications may only be admitted if they are judged equivalent by the designated equivalence-setting bodies. | | <ul style="list-style-type: none"> • Bachelor degree or equivalent. • Applicants with different qualifications may only be admitted if they are judged equivalent by the designated equivalence-setting bodies. | |
| Course Rationale | | | | | | | |
| <p>The course is intended to further the education of adults in relation to Christian faith and life. Its aim is to stimulate the interest of alert and enquiring minds.</p> | | <p>The aim of the curriculum is to introduce students in a systematic manner to the body of coherent knowledge that is the classical discipline of ministry as a means of preparing men and women for well-informed participation in the life of the church and, if students so choose, for ministry in one or more areas of pastoral practice.</p> | | <p>The aim of the curriculum is to guide students in a systematic manner to the acquisition of the body of coherent knowledge that is the classical discipline of theology as a means of preparing men and women for the responsibility of communicating Christian knowledge as leaders in the church, and if students so choose, to the acquisition of skills appropriate to ministry in one or more areas of pastoral practice.</p> | | <p>The Advanced level program is designed for students who have graduated with a three-year undergraduate degree in ministry and who have demonstrated high academic potential as a means of preparing men and women for advanced research in ministry.</p> | |
| Learning Outcomes | | | | | | | |
| <p>The Certificate in Ministry makes an ideal preparatory and enabling program for students who wish, at a future point, to undertake study at undergraduate level, but may not otherwise meet the entry requirements of an accredited undergraduate award or may find undertaking accredited undergraduate level study, without suitable preparation, arduous.</p> | | <ul style="list-style-type: none"> • ability to interpret the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a knowledge of their original context and their major themes and ideas, • knowledge of the major theological tenets of the Christian faith which underpin any coherent theological worldview and philosophy of ministry, and • having successfully completed units learners should possess skills appropriate for ministry in at least one area of ministry practice demonstrating that they are able to bring the intellectual and pastoral dimensions of the Faith to bear upon issues affecting their special study area, in a way which is integrated with personal experience, • ability to communicate and minister in his or her special study area in a manner which appropriately brings together knowledge and social context. | | <ul style="list-style-type: none"> • ability to interpret the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a knowledge of their original context and their major themes and ideas, • knowledge of the major theological tenets of the Christian faith which underpin any coherent theological world view and philosophy of ministry, • appreciation of the historical conditions under which theological worldviews have developed and are being shaped today, • openness to the tradition of published scholarship and the diversity of viewpoints which characterise that scholarship in the various fields of the discipline of theology as essential to understanding and respecting the discipline and as an integral part of the preparation for communicating the Christian tradition. | | <ul style="list-style-type: none"> • ability to conduct research in a specialised field of study completed at a high academic level in a student's first degree in ministry, including ability to exegete biblical texts in their original language if the area of the thesis so demands, • demonstration of wide reading, intellectual independence, critical thinking and analytic rigour at early postgraduate level such that the potential for further postgraduate research is emerging. | |
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