

Curriculum Outline
Prepared for
Gospel Baptist Bible Seminary
GPO 766, Yangon, Myanmar
Phone: 951-854-774

Course Title
Readings in
Wholistic Ministry in Church History
Theological Perspectives in Wholistic Ministry
Contextual Issues for Local Church Ministry
from
Wholistic Ministry TOOLS for the Local Church
Curr3-GBBS

Academic Context

Time Frame: 16 Weeks
Sessions/Week: 3
Classroom Hours: 3 sessions of 50 minutes/week for 16 weeks = 40 hours
Homework Hours: 2 hrs/week for 15 weeks = 30 hours
Fieldwork Hours: 0 hrs during semester - one month summer ministry
Total Hours: 70 hours + Fieldwork hours
Academic Credit: 3 Units

Context:

5 daily sessions of 50 minutes each for 16 week/semester
1 session/week for 16 weeks = 1 academic credit
4 hours/class-day of non-class of homework study
0 hours of fieldwork for BD level and under, but 1 month of summer ministry per/semester (year?)
4 hours/week of fieldwork for 15 weeks per semester for MA level

Important

- ✓ This course is based on a repetition of a four-part cycle:
 1. Student reading of an article and completion of a written reflection of Study Guide questions
 2. One class period discussion of the article
 3. Community interview with a person with an opinion about the issues raised in the article
 4. Two class period discussion of the interviews and conclusions that can be drawn from cycle.
- ✓ Depending on the length of time needed for each cycle, the instructor should extend or contract the number of class session needed and adjust the number of articles to be presented during the semester.
- ✓ The context of the seminary may make it difficult to require an interview with each article. In this case instructors should design an alternate assignment designed to find out what others outside the class think about the issues presented in each of the articles read. For example, students could be assigned to research the library for other literature that would support or contradict what is presented in the assigned reading.

- ✓ This learning in this course is based on student discovery and discussion rather than lecture. Instructors should be careful to allow the important points of the individual lessons to be developed through student interaction (discussion) over the content of the articles and the community interviews. The interviews follow each class in which the articles are discussed. Instructors should facilitate discussion of the students through questions, encouragement, correction, etc. Instructors should be careful to not use class time to lecture.
- ✓ Students cannot participate in either the discovery or discussion if they have not completed the assignments. **We recommend that completion of assignments be a requirement for attending class.** In other words, the instructor should prohibit students who have not completed an assignment from attending the class, which follows the assignment.
- ✓ Instructors should monitor class time so that sufficient time at the end of class periods can be reserved for summary of the points learned. In this summary, the instructor can take the lead in summarizing the points brought about through the student discussions.
- ✓ If needed, instructors should assist students by pre-arranging the interviews described as homework in the Action section of the chapter Study Guides.
- ✓ *Instructors are encouraged to replace any of these articles with ones that would be more appropriate to the context of their particular country, culture, training institution and/or students. If done, the instructor should develop questions for reflection and assignments for community interviews for each replacement article.*

Class 1 - Course orientation – 50 min.

- Goal: To provide a general overview of readings in wholistic ministry in the areas of:
 1. Wholistic ministry in church history
 2. The influence of theological perspective on wholistic ministry
 3. Contextual issues in which the church ministers
- Course content review – from the three readers
- Course expectations
- Homework
- Non-class – Read and outline – 3 hours

Cycle-One

Class 2 – Discussion of article – 50 min.

- Teacher facilitated discussion of article in above assignment
- Teacher facilitated summary of conclusions drawn from assignment
- Directions for Action step in Study Guide
- Non-class – Community interviews by students – 3 hours
(If necessary, students can pair up for an individual interview. However no more two students should participate in the same interview.)

Class 3 – Debriefing of community interviews – 50 min

- Teacher facilitated discussion of interviews

Class 4 – Debriefing of community interviews – 50 min.

- ❑ Continuation of teacher facilitated discussion of the interviews
- ❑ Teacher facilitated summary of conclusions drawn from interviews
- ❑ Homework

- ❑ Non-class – Read and outline – 3 hours

Classes 2-4 – Cycle-One readings: “The perspectives of church History from New Testament Times to 1960.” Chapter 1. Wholistic Witness in Church History

Classes 5-7 – Cycle Two readings: “Mapping the Terrain: Four Divergent Models.” Chapter, Theological Perspectives on Wholistic Ministry

Classes 8-10 – Cycle Three readings: “Mission and Community Development: A Historical Perspective.” Chapter 3, Wholistic Witness in Church History

Classes 11-13 – Cycle-Four readings: “An Inseparable Partnership.” Chapter 5, Theological Perspectives on Wholistic Ministry

Classes 14-16 – Cycle-Five readings: “The Church and the Ministry of Compassion.” Chapter 4, Wholistic Witness in Church History

Classes 17-19 – Cycle-Six readings: “The Gospel as the Prisoner and Liberator of Culture.” Chapter 7, Theological Perspectives on Wholistic Ministry

Classes 20-22 – Cycle-Seven readings: “William Carry and the Modernization of India.” Chapter 7, Wholistic Witness in Church History

Classes 23-25 – Cycle-Eight readings: “Involvement: Is It Our Concern?.” Chapter 5, Wholistic Witness in church History

Classes 26-28 – Cycle-Nine readings: “From the Halls of Cambridge to the Slums of Bangalore.” Chapter 7, Wholistic Witness in Church History

Classes 29-31 – Cycle-Ten readings: “The Development Ethic Hope for a Culture of Poverty.” Chapter 1, Context Issues for Local Church Ministry

Classes 32-34 – Cycle-Eleven readings: “Economic Development from the Bottom Up.” Chapter 7, Context Issues for Local Church Ministry

Classes 35-37 – Cycle-Twelve readings: “Bringing about Hope; Bringing about Empowerment; Solving Problems Together.” Context Issues for Local Church Ministry

Classes 38-40 – Cycle-Thirteen readings: “Parable of Vision; Jesus’ Development and the Concept of Empowerment.” Chapter 13, Context Issues for Local Church Ministry

Classes 41-43 – Cycle-Fourteen readings: “Jesus as a Model for leaders.” Chapter 14, Context Issues for Local Church Ministry

Classes 44-46 – Cycle-Fifteen readings: “Expect a Miracle.” Chapter 19, Context Issues for Local Church Ministry

Class 47 – Semester review – 50 min

Class 48 – Final Exam – 50 min