**OT5500  
OLD TESTAMENT FOUNDATIONS**

**Reformed Theological Seminary**

Fall 2021

3 Credit Hours

**Instructors**Michael G. McKelvey, Ph.D. **Class meeting time**

[**mmckelvey@rts.edu**](mailto:mmckelvey@rts.edu)Wednesday 8:00 AM to 11:00 AM

**Course Description**

This course is designed to provide a basic introduction to the the Old Testament (Hebrew Bible). In this course, the Old Testament will be approached from a canonical, covenantal, redemptive historical, and Christ-centered perspective with sensitivity to the original historical and literary context out of which it arose. This approach should provide students with the ability to contextual the course material in a variety of personal and vocational contexts, but special attention will be given to the role of the Old Testament in Christian counseling.

**Course Outcome Goals:**

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

1. Explain with confidence the nature, design, and message of the Old Testament from a reformed, covenantal perspective.

2. Understand the basic contribution of each individual book in the Old Testament.

3. Understand and interact with some of the basic challenges related to the interpretation and application of the Old Testament to the Christian life, especially Christian Counseling.

4. Be familiar with quality, secondary sources that may be used in subsequent research.

This course will meet the following CACREP standards:

1. **Critiquing Research** - The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2.F.8.a)

2. **Evidence-based practices** - Identification of evidence-based counseling practices (2.F.8.b)

3. **Data Interpretation** - Gathering and interpreting data about the need for programs and services (2.F.8.c)

4. **Outcome Measures** - Development of outcome measures for counseling programs (2.F.8.d)

5. **Evaluation of Counseling** - Evaluation of counseling interventions and programs (2.F.8.e)

6. **Research Methods** - Qualitative, quantitative, and mixed research methods (2.F.8.f)

7. **Research Design** - Designs used in research and program evaluation (2.F.8.g)

8. **Review of Statistics** - Statistical methods used in conducting research and program evaluation (2.F.8.h)

9. **Data Analysis –** Analysis and use of data in counseling (2.F.8.i)

10. **Ethics in Research** - Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (2.F.8.j)

**Assignments**

1. **Primary Literature**. Students will read the entire Old Testament in a standard Bible translation. This portion of the course constitutes 35% of the course grade. STUDENTS SHOULD BEGIN THIS READING BEFORE CLASS BEGINS.

2. **Secondary Literature**. Students will read Dennis E. Johnson, *Journeys with Jesus: Every Path in the Bible Leads Us to Christ*. This portion of the course constitutes 5% of the course grade.

3. **Research Paper**. The student will select one passage from the Old Testament on which to write a paper (8-10 pages). The selected passage will require the approval of the professor. The student is to appropriately research and interpret the passage, discussing the message and meaning in the context of the scriptures. Then he/she will apply that passage to a particular counseling case(s) in which the student has been or is currently involved. Complete confidentially must be maintained, simply speak in terms of a “man, lady, boy, girl, etc.” The goal of this paper is to help the student move from the principles of scripture to particular application in counselling. This portion of the course constitutes 20% of the course grade. **PAPER DUE November 10, 2019.**

4. **Exams**. There will be two exams over the course of the semester: a midterm (**October 2**) and a final. These exams will cover course lecture material. This portion of the course constitutes 40% of the course grade, 20% for each exam.

**Required Resources**

Standard Bible Translation (ESV, NIV, RSV, NASB, NKJV, Holman, etc.)

Johnson, Dennis E. *Journeys with Jesus: Every Path in the Bible Leads Us to Christ*. Phillipsburg, PA: P&R Press, 2018.

**Recommended Resources**

Van Pelt, Miles V., ed. *A Biblical Theological Introduction to the Old Testament: The Gospel Promised*. Wheaton: Crossway, 2016.

Currid, John D. and David P. Barrett. *ESV Bible Atlas*. Wheaton: Crossway, 2010.

Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament, 3rd edition. Grand Rapids: Zondervan*. 2009.

**Course Schedule**

**Week 1** – Introduction, Syllabus, Hermeneutics

**Week 2** – Jesus Christ: Theological Center of the Old Testament

**Week 3** – Kingdom of God: Covenantal Framework of the Old Testament

**Week 4** – Law, Prophets, Writings: Canonical Structure of the Old Testament

**Week 5** – Midterm Exam

**Week 6 –**Genesis

**Week 7** – Exodus through Deuteronomy

**Week 8** – Joshua and Judges

**Week 9** – Samuel and Kings

**Week 10** – Major Prophets

**Week 11** – Minor Prophets

**Week 12** – The Writings: Part 1

**Week 13** – The Writings: Part 2

**Final Exam** (scheduled by the Registrar during final exam week)

**Policies and Important Information**

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Materials should be in 12 pt Georgia font and double spaced (Georgia font has been selected because research indicates it gets the best grades). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Access to Research Database.**

RTS provides Jackson MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Submission of work**.

Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

**Late work.**

All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity**.

All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work**.

All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Disability Policy:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

**Class Participation:**

Students are expected to participate in all components of the class. Each student is expected to read all of the assigned materials in advance for each class. Contributions should reflect knowledge of the reading assignments.

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

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| **Course Objective** | **Reading(s)\*** | **Lecture(s)** | **Assignment(s)** | **CACREP Standard(s)** |
| CO1 Critiquing Research | M1(1,3), M3 | L1-2 | A3, A4 | 2.F.8.a |
| CO2 Evidence-based practices | M4 | L18 | A3, A4 | 2.F.8.b |
| CO3 Data Interpretation | M1(16) | L18 | A3, A4 | 2.F.8.c |
| CO4 Outcome Measures | M1(16) | L18 | A3, A4 | 2.F.8.d |
| CO5 Evaluation of Counseling | M1(16) | L18 | A3, A4 | 2.F.8.e |
| CO6 Research Methods | M1(4-6) | L19, 23 | A3, A4 | 2.F.8.f |
| CO7 Research Design | M1(14) | L12, 16 | A3, A4 | 2.F.8.g |
| CO8 Review of Statistics | M2(1-11,15-17) | L3-11, 13, 15, 17, 20-22 | A1, A2 | 2.F.8.h |
| CO9 Data Analysis | M1(7, 12), M2 | L4, 14 | A1, A2 | 2.F.8.i |
| C010 Ethics in Research | M1(2) | L2 | A3, A4 | 2.F.8.j |

\* Textbook chapters are denoted in parenthesis



**Course Objectives Related to MAC\* Student Learning Outcomes**

Course: OT5500

Professor: Dr. Michael G. McKelvey, PhD

Campus: RTS-Jackson

Date: Fall 2019

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| **MAC\* Student Learning Outcomes**  *In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.* | | **Rubric**   * **Strong** * **Moderate** * **Minimal** * **None** | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Moderate | This course stresses the organization and teaching of the whole Scripture, especially the Old Testament, and the Scripture’s implication for ministry. |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Minimal | This course stresses the organization and teaching of the whole Scripture, especially the Old Testament, and the Scripture’s implication for practical ministry. |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas. | None | N/A |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | None | N/A |
| **Counseling & Helping Relationships** | Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans. | None | N/A |
| **Group Counseling & Group Work** | Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness. | None | N/A |
| **Assessment & Testing** | Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation. | None | N/A |
| **Research & Program Evaluation** | Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling. | Moderate | Students will write papers and participate in classroom discussions on the application of scripture and theology to counseling. |
| **Clinical Mental Health Counseling** | Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. | None | N/A |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Strong | Stresses the biblical and Reformed framework for thinking about counseling practice in theological categories. |
| **Sanctification** | Demonstrates a love for the triune God. | Strong | Sustained focus upon the sanctifying and applicable significance of Bible study. |