

## 2023 Course Unit Outlines: AQF 5 and 6

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Course Unit Outline
<b>Unit Code</b>
A5100
<b>Unit Name</b>
Studying Theologically
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objectives</b>
This introductory course unit provides structured, practical instruction in the nature and skills of critical thinking, reading and writing in a theological context. It is designed as a generic introduction to the academic skills relevant to theological studies. As such, it is an elective unit that does not relate to any specific Discipline.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i>	<i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i>	<i>engage with a range of scholarship in the critical reading of humanities texts</i>
<b>Course Outcomes</b>			
<i>skills to identify, analyse and act on information from a range of sources</i>	✓		✓
<i>perform with technical and creative skill to express ideas and perspectives</i>		✓	
<i>communicate ideas clearly to others</i>		✓	

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit serves as an introductory Elective unit to provide a grounding in the methods of and approaches to effective theological study. Because of its general nature, it does not sit tightly within any particular discipline but serves as a credited Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- imparting knowledge of the general principles of tertiary study in humanities awards
- developing skill in the reading and comprehension of biblical, theological, and ministry-related literature
- developing skill in writing within the academic conventions of theological study.

### Learning Outcomes

At the end of this unit students will be able to:

1. State the difference between fact and opinion, between belief and knowledge
2. Analyse examples of arguments in theological readings to distinguish valid from invalid conclusions
3. Access a range of relevant primary and secondary theological resources
4. Construct a valid argument in a specific theological discipline
5. Produce a piece of well-reasoned formal writing based on evidence and conforming to accepted academic presentation conventions

### Content

1. Critical Thinking
  - (a) The Nature of Critical Thinking
    - Fact and opinion
    - Belief and knowledge
    - Creative critical writing
  - (b) Critical Argument
    - Evidence-based analysis
    - Valid conclusion
    - Creative critical writing
    - Academic tone
2. Critical Reading
  - (a) Purpose and techniques
  - (b) Critical Resources
    - Primary and secondary sources: distinction and use
    - Qualitative and quantitative data
    - Accessing sources

<p>(c) Reading Theological Documents</p> <ul style="list-style-type: none"> <li>• Bible sources and documents</li> <li>• History sources and documents</li> <li>• Pastoral sources and documents</li> <li>• Theology sources and documents</li> <li>• Evaluating sources</li> </ul> <p>3. Critical Writing</p> <p>Writing Theological Documents</p> <ul style="list-style-type: none"> <li>• Organizing research</li> <li>• Constructing an essay</li> <li>• Presentation conventions</li> </ul>
<b>Required Specialist Facilities or Equipment</b>
Nil
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1) Identification of valid and invalid arguments [Outcomes 1, 2]</li> <li>2) Compilation of a set of relevant resources for the construction of a valid argument in theological studies [Outcomes 1, 3, 4]</li> <li>3) Production of a piece of formal essay utilising evidence-based conclusions and academic presentation conventions [Outcomes 3, 4,5]</li> </ol>

### Representative References

- Anderson, Jonathan & Millicent Poole. *Assignment and Thesis Writing*. 4<sup>th</sup> ed.; Brisbane: Wiley & Sons Australia, 2001.
- Bowell, Tracy & Gary Kemp. *Critical Thinking: A Concise Guide*. 5<sup>th</sup> ed.; London: Routledge, 2019.
- Brown, Scott G. *A Guide to Writing Academic Essays in Religious Studies*. London: Continuum, 2008.
- Halpern, Diane F. *Thought and Knowledge: An Introduction to Critical Thinking*. 5<sup>th</sup> ed.; Mahwah, NJ: Lawrence Erlbaum, 2019.
- Kemeny, Paul C. *Guide to Research: Finding Gold Among the Garbage: A Student's Guide to Researching Books, Articles, and the Internet Intelligently*. <http://science.gcc.edu/reli/kemeny/index.htm> (accessed 22 Dec., 2011).
- Nosich, Gerald M. "How to improve your Critical Thinking skills)" <https://lifelessons.co/personal-development/criticalthinking/> (accessed 27 Sept., 2019).
- Nosich, Gerald M. *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*. 4<sup>th</sup> ed.; Upper Saddle River, NJ: Pearson Prentice Hall, 2012.
- Turabian, K. *A Manual for Writers of Term Papers, Theses and Dissertations*. 9<sup>th</sup> ed.; rev. Wayne C. Booth, Gregory Colomb, Joseph M. Williams; Chicago: University of Chicago Press, 2018.

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Course Unit Outline			
Unit Code			
A5111			
Unit Name			
Introduction to Biblical Languages			
Unit Weighting			
9 cp			
Prerequisites			
Nil			
Corequisites			
Nil			
Exclusions			
Nil			
Curriculum Objectives			
This course unit is an elective unit that provides students with an introduction to biblical Hebrew and Greek that will enable them to use various grammatical and lexical tools without requiring a fluency in the language. This will enable them to use with discernment English-language translations for exegesis.			
Contribution to Graduate Attributes			
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:			
Specific Discipline Outcomes	<i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i>	<i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</i>
Course Outcomes			
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓	✓	✓
Contribution to Award			

The unit forms part of the SCD awards at AQF Level 5.

Within the overall structure of the award this unit in the Discipline of Humanities in the Christian Tradition serves only as an Elective unit.

The unit contributes to these awards by:

- developing knowledge of the basic lexical and grammatical structures of the major biblical languages of the Old and New Testaments
- developing the basic skills of language study
- providing opportunities for applying biblical language knowledge to biblical texts.

<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. recognise the alphabet and language structure of biblical Hebrew and Greek</li> <li>2. identify the major grammatical structures of the biblical languages</li> <li>3. use basic lexical tools in the study of biblical texts</li> <li>4. incorporate the use of various grammatical/lexical tools in exegesis of an English language translation of a biblical text</li> <li>5. apply the results of their study to enhance their engagement with the biblical text in the context of Christian life and ministry</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Translation theory and practice</li> <li>2. Introducing biblical Hebrew and Greek</li> <li>3. Parts of speech and language structure</li> <li>4. Simple sentence diagramming</li> <li>5. Using reference works and word studies</li> <li>6. Evaluating and using English language translations</li> <li>7. Sample exegesis from an OT and an NT book</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1) Identification of basic elements of the structures and grammar of the biblical languages [Outcomes 1, 2]</li> <li>2) Use of basic biblical language lexical aids [Outcomes 2, 3, 4]</li> <li>3) Exegesis of a passage from the Old and/or New Testaments [Outcomes 3, 4, 5]</li> </ol>

### Representative References

- Colwell, Ernest C. and Ernest W. Tune. *A Beginner's Reader-Grammar for New Testament Greek*. Peabody: Hendrickson, 2001.
- Davidson, B. *The Analytical Hebrew and Chaldee Lexicon*. Peabody: Hendrickson, 1986.
- Duff, Jeremy and Jonathan T. Pennington. *The Elements of New Testament Greek*. Cambridge: Cambridge University Press, 2006.
- Fields, Lee M. *Hebrew for the Rest of Us: Using Hebrew Tools without Mastering Biblical Hebrew*. Grand Rapids: Zondervan, 2008.
- Friberg, B. and T. Friberg. *The Analytical Greek New Testament*. Grand Rapids: Baker, 1981.
- Kelley, Page H., Terry L. Burden and Timothy G. Crawford. *A Handbook to Biblical Hebrew: An Introductory Grammar*. Grand Rapids: Eerdmans, 1994.
- Mounce, William D. *Greek for the Rest of Us: The Essentials of Biblical Greek*. 2<sup>nd</sup> ed.; Grand Rapids: Zondervan, 2013.
- Pratico, Gary D. and Miles Van Pelt. *Basics of Biblical Hebrew Grammar*. Grand Rapids: Zondervan, 2001.
- Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids: Baker Academic, 2001.
- Webb, Joseph M. and Robert Kysar. *Greek for Preachers*. St. Louis: Chalice Press, 2002.
- Young, Norman H. and Jonathan T. Pennington. *Syntax Lists for Students of New Testament Greek*. Cambridge: Cambridge University Press, 2001.

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Course Unit Outline
<b>Unit Code</b>
B5101
<b>Unit Name</b>
Survey of the Bible
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
9 cp of Biblical Studies units
<b>Corequisites</b>
Nil
<b>Exclusions</b>
B5110 Survey of the Old Testament; B5150 Survey of the New Testament.
<b>Curriculum Objective</b>
This course unit introduces students to the formal study of the Bible, its contents, its historical and cultural contexts, and its and theological themes. It provides a foundation for further biblical and theological study.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓			
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Biblical Studies. It contributes to requirements in the Discipline of Biblical Studies or serves as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing knowledge of the basic themes, concepts, and structures of the Old and New Testaments</li> <li>• developing the technical skills of biblical analysis</li> <li>• providing opportunities for communicating and applying biblical knowledge creatively in Christian living and ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarise the main contents of the major books of the Bible</li> <li>2. State in general terms the main historical, social and cultural factors that provided the context of the composition of the Bible</li> <li>3. Engage with introductory secondary literature in the study of the Bible</li> <li>4. Utilise basic skills in exegesis of Biblical texts</li> <li>5. Apply insights from their study to Christian life and ministry within a specific life or ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Outline of the books of the Bible</li> <li>2. Historical, cultural, political and religious contexts of the Bible</li> <li>3. Approaching the books of the Bible as literary works</li> <li>4. Key methodologies of Biblical interpretation</li> <li>5. Developing skills in exegesis and writing an exegetical essay</li> <li>6. Key Biblical themes</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Summarise the key contents and issues of Biblical texts [Outcomes 1, 2]</li> <li>2. Interpret passages from the Bible using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>3. Present a thematic analysis of a key Biblical theme, with application to a life or ministry situation in their contemporary context [Outcomes 1, 3, 4, 5]</li> </ol>
<b>Representative References</b>

Anderson, Bradford A. *An Introduction to the Study of the Pentateuch*. London: Bloomsbury T & T Clark, 2017.

Balentine, Samuel E. *Wisdom Literature*. Nashville, TN: Abingdon Press, 2018.

Bennett, Zoë. *In a Glass Darkly: The Bible, Reflection and Everyday Life*. London, UK: SCM Press, 2016.

Brueggemann, Walter. *Preaching from the Old Testament*. Minneapolis: Fortress Press, 2019.

Coogan, Michael David. *Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York, NY: Oxford University Press, 2017.

DeSilva, David A. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Second edition. Downers Grove, Illinois: IVP Academic, 2018.

Hubbard, Robert L., Jr. *Introducing the Old Testament*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2018.

Linafelt, Tod. *The Hebrew Bible as Literature: A Very Short Introduction*. New York: Oxford University Press, 2016.

Powell, Mark Allan. *Fortress Introduction to the Gospels*. Minneapolis, MN: Fortress Press, 2019.

Puskas, Charles B. and Mark Reasoner. *The Letters of Paul: An Introduction*. Collegeville, MN: Liturgical Press, 2013.

Sharp, Carolyn J., ed. *The Oxford Handbook of the Prophets*. New York, NY: Oxford University Press, 2016.

Turner, Marie. *A Friendly Guide to the Old Testament*. Mulgrave, Vic.: Garratt Publishing, 2013.

Ward-Lev, Nahum. *The Liberating Path of the Hebrew Prophets: Then and Now*. Maryknoll, NY: Orbis Books, 2019.

Yee, Gale A., Hugh R. Page, and Matthew J. M. Coomber, eds. *The Pentateuch*. Minneapolis, MN: Fortress Press, 2016.

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Course Unit Outline
<b>Unit Code</b>
B5110
<b>Unit Name</b>
Survey of the Old Testament
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
B5101 Survey of the Bible
<b>Curriculum Objective</b>
This course unit introduces students to the formal study of the Old Testament, its contents, its historical and cultural contexts, and its theological themes. It provides a foundation for further biblical and theological study.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓			
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Biblical Studies. It contributes to requirements in the Discipline of Biblical Studies or serves as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing knowledge of the basic themes, concepts, and structures of the Old Testament</li> <li>• developing the technical skills of biblical analysis of the Old Testament</li> <li>• providing opportunities for communicating and applying biblical knowledge of the Old Testament creatively in Christian living and ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Summarise the main contents of the books of the Old Testament</li> <li>2) State in general terms the main historical, social and cultural factors that provided the context of the composition of the Old Testament</li> <li>3) Engage with introductory secondary literature in the study of the Old Testament</li> <li>4) Utilise basic skills in exegesis of Old Testament texts</li> <li>5) Apply insights from their study to Christian life and ministry within a specific life or ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Outline of the books of the Old Testament</li> <li>2) Historical, cultural, political and religious contexts of the Old Testament materials</li> <li>3) Approaching the books of the Old Testament as literary works</li> <li>4) Key methodologies of Biblical interpretation</li> <li>5) Developing skills in exegesis and writing an exegetical paper</li> <li>6) Key Old Testament themes</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Summarise the key contents and issues of Old Testament texts [Outcomes 1, 2]</li> <li>2. Interpret passages from the Old Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>3. Present a thematic analysis of a key Old Testament theme, with application to a life or ministry situation in their contemporary context [Outcomes 1, 3, 4, 5]</li> </ol>

### Representative References

- Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*, 2nd ed. Grand Rapids, MI: Baker, 2008.
- Benware, Paul N. *Survey of the Old Testament: Student Edition*. Chicago, IL: Moody Press, 2004.
- Coggins, R.J. *Introducing the Old Testament*. Oxford: OUP, 1990.
- Craigie, Peter C. *The Old Testament: Its background, Growth, & Content*. Nashville: Abingdon, 1992.
- Dillard, Raymond B. and Tremper Longman, III. *An Introduction to the Old Testament*. Grand Rapids, MI: Zondervan, 1994.
- Fretheim, Terence. *The Pentateuch*. IBT, Nashville: Abingdon, 1996.
- Goldingay, John. *Key Questions about Biblical interpretation* Grand Rapids: Baker Academic, 2011
- Goldingay, John. *Introduction to the Old Testament. Exploring Text, Approaches and Issues*. Downers Grove: InterVarsity Press, 2015.
- Hill, Andrew E. and John H. Walton. *Survey of the Old Testament*, 3rd ed.; Grand Rapids, MI: Zondervan, 2000.
- House, Paul and Eric Mitchell. *Old Testament Survey*, 2nd ed. Nashville, TN: Broadman/Holman, 2007.
- Keck, Leander. *The New Interpreter's Bible Old Testament Survey*. Nashville, TN: Abingdon Press, 2006.
- LaSor, William S., et al. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2nd ed.; Grand Rapids, MI: Eerdmans, 1996.
- Longman, Tremper, III. *Making Sense of the Old Testament: Three Crucial Questions*. Grand Rapids: Baker, 2001.
- Murphy, Ronald E. *The Tree of Life: An Exploration of Biblical Wisdom Literature*. 2nd ed.; Grand Rapids: Eerdmans, 1996
- Varughese, Alex, ed. *Discovering the Old Testament: Story and Faith*. Kansas City, MO: Beacon Hill Press, 2003.

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Course Unit Outline	
<b>Unit Code</b>	
B5112	
<b>Unit Name</b>	
Survey of the Pentateuch	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
9 cp of B units	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit introduces students to the study of the Pentateuch, its contents, socio-historical background and theological themes. It further develops the knowledge and skills gained in previous units, and contributes to requirements in the Discipline of Biblical Studies.	
<b>Contribution to Graduate Attributes</b>	

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓		✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

### **Contribution to Award**

The unit forms part of the SCD awards at AQF Level 5

The unit contributes to requirements in the Discipline of Biblical Studies or serves as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- expanding and deepening the critical understanding of biblical knowledge of the Old Testament
- developing skills of analysis in engaging with a range of sources
- applying biblical knowledge to activities and projects in a range of ministry settings.

### **Learning Outcomes**

At the end of this unit students will be able to:

1. Summarise the main contents and socio-historical background of the Pentateuch;
2. Describe the literary forms used in the Pentateuch and the theological themes they convey;
3. Employ an accepted method in interpreting selected Pentateuchal texts;
4. Engage with relevant secondary literature in the study of the Pentateuch;
5. Apply insights of the Pentateuch to Christian life or ministry in a specific context.

### **Content**

- 1) The history of the formation of the Pentateuch.
- 2) The religious, political and cultural background to the Pentateuch.
- 3) The literary structure and purpose of the Pentateuch.
- 4) The development of theological themes in the Pentateuch.
- 5) The exegesis of select passages in the Pentateuch.

### **Required Specialist Facilities or Equipment**

Nil

### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. summarise the key contents and issues of the Pentateuch [outcomes 1, 2]
2. exegete selected passages from the Pentateuch using an accepted method [outcomes 1, 2, 3, 4]
3. analyse a theological theme in a book of the Pentateuch, with application to a contemporary context in life or ministry [outcomes 3, 5]

### **Representative References**

Anderson, Bradford A. *An Introduction to the Study of the Pentateuch*. London, UK: Bloomsbury T & T Clark, 2017.

Bennett, Zoë. *In a Glass Darkly: The Bible, Reflection and Everyday Life*. London, UK: SCM Press, 2016.

Brueggemann, Walter. *Preaching from the Old Testament*. Minneapolis: Fortress Press, 2019.

Coogan, Michael David. *Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York, NY: Oxford University Press, 2017.

Dozeman, T. *The Pentateuch: Introducing the Torah*. Minneapolis: Fortress Pr., 2017.

Estelle, B. *Echoes of Exodus: Tracing a Biblical Motif*. Downers Grove: IVP Academic, 2018.

Gooder, P. *The Pentateuch: A Story of Beginnings*, New York, Continuum, 2000.

Linafelt, Tod. *The Hebrew Bible as Literature: A Very Short Introduction*. New York: Oxford University Press, 2016.

Sailhammer, J. *The Meaning of the Pentateuch: Revelation, Composition and Interpretation*, Downers Grove, InterVarsity, 2009.

Turner, Marie. *A Friendly Guide to the Old Testament*. Mulgrave, Vic.: Garratt Publishing, 2013.

Vogt, P. *Interpreting the Pentateuch: An Exegetical Handbook*, Grand Rapids, Kregel, 2009.

Walton, J. *Genesis 1 as Ancient Cosmology*. Winona Lake, Ind.: Eisenbrauns, 2011.

Work, T. *Deuteronomy*, Grand Rapids, Brazos, 2009.

Yee, Gale A., Hugh R. Page, and Matthew J. M. Coomber, eds. *The Pentateuch*. Minneapolis, MN: Fortress Press, 2016.

CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline	
Unit Code	
B5131	
Unit Name	
Survey of the Prophets	
Unit Weighting	
9 credit points	
Prerequisites	
9 Biblical Studies credit points	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
This course unit introduces students to the study of Old Testament prophetic books, their contents, socio-historical contexts and theological themes. It further develops the knowledge and skills gained in previous units, and contributes to requirements in the Discipline of Biblical Studies.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓		✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

Contribution to Award
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit contributes to requirements in the Discipline of Biblical Studies or serves as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>expanding and deepening the critical understanding of biblical knowledge of the Old Testament</li> <li>developing skills of analysis in engaging with a range of sources</li> <li>applying biblical knowledge to activities and projects in a range of ministry settings.</li> </ul>
Learning Outcomes
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>Summarise the main contents and socio-historical contexts of the prophetic books;</li> <li>Describe the prophetic literary forms and the theological themes they convey;</li> <li>Employ an accepted method in interpreting selected prophetic texts;</li> <li>Engage with relevant secondary literature in the study of the prophetic books;</li> <li>Apply insights of prophetic literature to Christian life or ministry in a specific context.</li> </ol>
Content
<ol style="list-style-type: none"> <li>Prophets and prophecy in the Old Testament</li> <li>Historical, social and religious contexts of the prophetic books</li> <li>Contents and literary forms of the prophetic books</li> <li>Major theological themes in the prophetic books, and their application</li> <li>Methods in the study of prophetic literature</li> <li>Exegetical skills in the interpretation of prophetic texts</li> </ol>
Required Specialist Facilities or Equipment
<p>Nil</p>
Assessment Profile
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>summarise the key contents and issues of prophetic texts [outcomes 1, 2]</li> <li>exegete selected prophetic texts using an accepted method [outcomes 1, 2, 3, 4]</li> <li>analyse a theological theme in a prophetic book, with application to a contemporary context in life or ministry [outcomes 1, 2, 3, 4, 5]</li> </ol>
Representative References
<p>Blenkinsopp, J. <i>A History of Prophecy in Israel</i>. (2<sup>nd</sup> ed.). Louisville: John Knox Press, 1996.</p> <p>Block, Daniel I. <i>By the River Chebar: Historical, Literary, and Theological Studies in the Book of Ezekiel</i>. Cambridge: James Clarke, 2014.</p>

Brueggemann, W. *The Theology of the Book of Jeremiah*. Cambridge: Cambridge University Press, 2007.

Childs, B. S. *Isaiah*. Old Testament Library. Louisville: Westminster John Knox Press, 2001.

Chisholm, R. B. *Handbook on the Prophets*. Grand Rapids: Baker, 2002.

Davies, P. R. *The Prophets*. The Biblical Seminar 42. Sheffield: Sheffield Academic Press, 1996.

de Jonge, H. J., and Tromp Johannes. *The Book of Ezekiel and Its Influence*. London: Routledge, 2016.

Dempsey, C. J. *The Prophets*. Minneapolis: Fortress Press, 2000.

Goldingay, John. *The Theology of the Book of Isaiah*. Downers Grove, Illinois: IVP Academic, 2014.

Lundbom, Jack R. *Jeremiah*. 2 Vols. Anchor Bible. New York: Doubleday, 1999, 2004.

Matthews, V. H. *Social World of the Hebrew Prophets*. Peabody: Hendrickson, 2001.

McEntire, Mark Harold. *A Chorus of Prophetic Voices : Introducing the Prophetic Literature of Ancient Israel*. First edition. Louisville, KY: Westminster John Knox Press, 2015.

Miller, J. W. *Meet the Prophets: A Beginner's Guide to the Biblical Prophets*. New York: Paulist Press, 1987.

Nogalski, James. *Interpreting Prophetic Literature : Historical and Exegetical Tools for Reading the Prophets*. First edition. Louisville, Kentucky: Westminster John Knox Press, 2015.

Sweeney, M. A. *The Prophetic Literature*. Nashville: Abingdon Press, 2005.

Westermann, C. *Basic Forms of Prophetic Speech*. London: Lutterworth Press, 1967.

**CUO approved by Academic Board: 5 July 2021 (by report)**

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Course Unit Outline	
<b>Unit Code</b>	
B5150	
<b>Unit Name</b>	
Survey of the New Testament	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
B5101 Survey of the Bible	
<b>Curriculum Objective</b>	
This course unit introduces students to the formal study of the New Testament, its contents, its historical and cultural contexts, and its and theological themes. It provides a foundation for further biblical and theological study and contributes to requirements in the Discipline of Biblical Studies.	
<b>Contribution to Graduate Attributes</b>	

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓			
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Biblical Studies. It contributes to requirements in the Discipline of Biblical Studies or serves as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing knowledge of the basic themes, concepts, and structures of the New Testament</li> <li>• developing the technical skills of biblical analysis of the New Testament</li> <li>• providing opportunities for communicating and applying biblical knowledge of the New Testament creatively in Christian living and ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarise the main contents of the books of the New Testament</li> <li>2. State in general terms the main historical, social and cultural factors that provided the context of the composition of the New Testament</li> <li>3. Engage with introductory secondary literature in the study of the New Testament</li> <li>4. Utilise basic skills in exegesis of New Testament texts</li> <li>5. Apply insights from their study to Christian life and ministry within a specific life or ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Outline of the books of the New Testament</li> <li>2. Historical, cultural, political and religious contexts of the New Testament materials</li> <li>3. Approaching the books of the New Testament as literary works</li> <li>4. Key methodologies of Biblical interpretation</li> <li>5. Developing skills in exegesis and writing an exegetical paper</li> <li>6. Key New Testament themes</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Summarise the key contents and issues of New Testament texts [Outcomes 1, 2]</li> <li>2. Interpret passages from the New Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>3. Present a thematic analysis of a key New Testament theme, with application to a life or ministry situation in their contemporary context [Outcomes 1, 3, 4, 5]</li> </ol>
<b>Representative References</b>

Brown, Raymond E. *Introduction to the New Testament*. New York: Doubleday, 1997.

Byrne, Brendan. *The Hospitality of God: a reading of Luke's Gospel*. Homebush: St Paul's Publications, 2000.

DeSilva, David A. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Second edition. Downers Grove, Illinois: IVP Academic, 2018.

Ehrman, Bart D. *A Brief Introduction to the New Testament*. New York, NY: Oxford University Press, 2017.

Heil, John Paul. *Luke-Acts: Foundations for Christian Worship*. Eugene, Oregon: Cascade Books, 2018.

McCarren, Paul J. *A Simple Guide to Matthew*. Lanham, Maryland: Rowman & Littlefield Publishers, 2013.

Mullins, Michael. *Acts of the Apostles: A Commentary*. Blackrock, Co. Dublin: The Columba Press, 2013.

Humphrey, Hugh. *The Secret of the Kingdom of God: The Literary and Theological Achievement of the Evangelist Mark*. Lanham, Maryland: Lexington Books/Fortress Academic, 2019.

Powell, Mark Allan. *Fortress Introduction to the Gospels*. Minneapolis, MN: Fortress Press, 2019.

Puskas, Charles B. and Mark Reasoner. *The Letters of Paul: An Introduction*. Collegeville, MN: Liturgical Press, 2013.

Roetzel, Calvin J. *The Letters of Paul: Conversations in Context* 5<sup>th</sup> ed. Louisville: Westminster / John Knox Press, 2009.

Shillington, Vernon G. *The New Testament in Context*. London: T. & T. Clark, 2008.

Stott, John R. W. *Basic Introduction to the New Testament*. Revised by Stephen Motyer. Grand Rapids, MI: Eerdmans Publishing Co, 2017.

Strauss, Mark L. *Introducing Jesus: A Short Guide to the Gospels' History and Message*. Grand Rapids, MI: Zondervan, 2018.

Stylianopoulos, Theodore G. *The New Testament: An Orthodox Perspective*. Brookline MA: Holy Cross Orthodox Press, 1997.

Throckmorton, B. H. *Gospel Parallels*. 5th ed. Nashville, TN: T. Nelson, 1992.

CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline	
<b>Unit Code</b>	
B5152	
<b>Unit Name</b>	
Survey of the Synoptic Gospels	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
9 cp of Biblical Studies units	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
<p>This course unit introduces students to the study of the Synoptic Gospels, their contents, socio-historical contexts and theological themes. It further develops the knowledge and skills gained in previous units, and contributes to requirements in the Discipline of Biblical Studies.</p>	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓		✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit contributes to requirements in the Discipline of Biblical Studies or serves as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- expanding and deepening the critical understanding of biblical knowledge of the New Testament
- developing skills of analysis in engaging with a range of sources
- applying biblical knowledge to activities and projects in a range of ministry settings.

### Learning Outcomes

At the end of this unit students will be able to:

1. Summarise the main contents and socio-historical contexts of the Synoptic Gospels;
2. Describe the literary forms used in the Synoptic Gospels and the theological themes they convey;
3. Employ an accepted method in interpreting selected Synoptic Gospel texts;
4. Engage with relevant secondary literature in the study of the Synoptic Gospels;
5. Apply insights of the Synoptic Gospels to Christian life or ministry in a specific context.

### Content

1. The historical, geographical and socio-cultural context of the 1<sup>st</sup> century CE Roman Empire and the religious context of 1<sup>st</sup> century CE Palestinian Judaism.
2. The literary genre of Gospel and the literary forms within the Synoptic gospels.
3. The distinctive theological themes of each Synoptic Gospel.
4. Exegesis of selected passages or themes from the Synoptic Gospels using an accepted methodology
5. The application of critically researched knowledge of the Gospels to various church activities.

### Required Specialist Facilities or Equipment

Nil

### Assessment Profile

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. summarise the key contents and issues of the Synoptic Gospels [outcomes 1, 2]
2. exegete selected Synoptic Gospels using an accepted method [outcomes 1, 2, 3, 4]
3. analyse a theological theme in a Synoptic Gospel, with application to a contemporary context in life or ministry [outcomes 3, 5]

### Representative References

Beavis, Mary Ann. *Mark*. Grand Rapids: Baker Academic, 2011.

France, R. T. *Luke*. Grand Rapids, Michigan: Baker Books, 2013.

Heil, John Paul. *The Gospel of Matthew: Worship in the Kingdom of Heaven*. Eugene, Oregon: Cascade Books, 2017.

Jacobsen, David Schnasa. *Mark*. Minneapolis: Fortress Press, 2014.

Lohfink, Gerhard. *Jesus of Nazareth: What He Wanted, Who He Was*. Translated by Linda M. Maloney." Collegeville, Minnesota: Liturgical Press, 2015.

Malina, Bruce J., and Richard L. Rohrbaugh (eds.). *Social-Science Commentary on the Synoptic Gospels*. Minneapolis, MN: Fortress, 1992.

Powell, Mark Allan. *Fortress Introduction to the Gospels*. Minneapolis, MN: Fortress Press, 2019.

Schnabel, Eckhard J. *Mark: An Introduction and Commentary*. Downers Grove, Illinois: IVP Academic, an imprint of InterVarsity Press, 2017.

Talbert, Charles. *Matthew*. Grand Rapids, Mich.: Baker Academic, 2010

Thompson, Alan J. *Luke*. Nashville, Tennessee: Broadman & Holman Academic, 2016.

Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels: with Alternative Readings from the Manuscripts and Noncanonical Parallels*. 5th ed. Nashville, TN: T. Nelson, 1992.

*The New Interpreter's Bible: General Articles & Introduction, Commentary, & Reflections for each Book of the Bible, Including the Apocryphal/Deuterocanonical Books*. Vol 8, General articles on the New Testament; Matthew; Mark. Nashville, TN: Abingdon Press, c1994-.

CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline				
<b>Unit Code</b>				
B5180				
<b>Unit Name</b>				
Survey of the Old Testament in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
B5101 Survey of Biblical Studies. This unit is available only to candidates enrolled in the CALD Stream.				
<b>Curriculum Objective</b>				
This course unit introduces students to the formal study of the Old Testament, its contents, its historical and cultural contexts, and its theological themes. It provides a foundation for further biblical and theological study for students of culturally and linguistically diverse backgrounds.				
<b>Contribution to Graduate Attributes</b>				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
Specific Discipline Outcomes	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>discern and analyze major themes and issues that arise in the biblical writings</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>	✓			
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Biblical Studies. It forms part of a Specialisation in the Discipline of Biblical Studies or serves as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing knowledge of the basic themes, concepts, and structures of the Old Testament</li> <li>• developing the technical skills of biblical analysis of the Old Testament</li> <li>• providing opportunities for communicating and applying biblical knowledge of the Old Testament creatively in Christian living and ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Summarise the main contents of the books of the Old Testament</li> <li>2) State in general terms the main historical, social and cultural factors that provided the context of the composition of the Old Testament</li> <li>3) Engage critically with introductory secondary literature in the study of the Old Testament</li> <li>4) Utilise basic skills in exegesis of Old Testament texts</li> <li>5) Apply insights from their study to Christian life and ministry within a specific cultural context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Outline of the books of the Old Testament</li> <li>2) Historical, cultural, political and religious contexts of the Old Testament materials</li> <li>3) Approaching the books of the Old Testament as literary works</li> <li>4) Key methodologies of Biblical interpretation</li> <li>5) Developing skills in exegesis and writing an exegetical paper</li> <li>6) Key Old Testament themes</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Nil
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Summarise the key contents and contexts of Old Testament texts [Outcomes 1, 2]</li> <li>2. Interpret passages from the Old Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>3. Present a thematic analysis of a key Old Testament theme, with application to a life or ministry situation in their contemporary context [Outcomes 1, 3, 4, 5]</li> </ol>
<b>Representative References</b>

Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*, 3rd ed. Grand Rapids, MI: Baker, 2015.

Benware, Paul N. *Survey of the Old Testament: Student Edition*. Chicago, IL: Moody Press, 2004.

Coogan, Michael. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. Third Edition. Oxford: Oxford University Press, 2013.

Dillard, Raymond B. and Tremper Longman, III. *An Introduction to the Old Testament*. 2<sup>nd</sup> Edition. Grand Rapids, MI: Zondervan, 2006.

Goldingay, John. *Key Questions about Biblical interpretation* Grand Rapids: Baker Academic, 2011

Goldingay, John. *Introduction to the Old Testament. Exploring Text, Approaches and Issues*. Downers Grove: InterVarsity Press, 2015.

Hill, Andrew E. and John H. Walton. *Survey of the Old Testament*, 3rd ed.; Grand Rapids, MI: Zondervan, 2000.

House, Paul and Eric Mitchell. *Old Testament Survey*, 2nd ed. Nashville, TN: Broadman/Holman, 2007.

Keck, Leander. *The New Interpreter's Bible Old Testament Survey*. Nashville, TN: Abingdon Press, 2006.

LaSor, William S., et al. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2nd ed.; Grand Rapids, MI: Eerdmans, 1996.

Longman, Tremper, III. *Old Testament Essentials: Creation, Conquest, Exile and Return*. Downers Grove: IVP, 2013.

Longman, Tremper, III. *Making Sense of the Old Testament: Three Crucial Questions*. Grand Rapids: Baker, 2001.

Varughese, Alex, ed. *Discovering the Old Testament: Story and Faith*. Kansas City, MO: Beacon Hill Press, 2003.

CUO approved by Academic Board: 7 March 2023 (by report)

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Course Unit Outline
<b>Unit Code</b>
C5100
<b>Unit Name</b>
Basic Pastoral Counselling
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course aims to introduce students to basic pastoral counselling skills which may be incorporated into ministry.
Contribution to Graduate Attributes



This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

Contribution to Award
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing an understanding of basic principles and practices of pastoral counselling</li> <li>• developing knowledge of various approaches to pastoral counselling</li> <li>• developing basic skills of pastoral counselling in practical settings.</li> </ul>
Learning Outcomes
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Articulate basic principles of effective pastoral counselling</li> <li>2) Identify various components of the pastoral counselling relationship</li> <li>3) Analyse a variety of counselling situations typically encountered in a pastoral context</li> <li>4) Employ effective listening skills</li> <li>5) Apply the skills of pastoral counselling in a practical situation</li> </ol>
Content
<ol style="list-style-type: none"> <li>1) Introduction. What is pastoral counselling?</li> <li>2) The skills of listening and emotional involvement</li> <li>3) The components of the pastoral counselling relationship</li> <li>4) Cognitive behavioural therapy</li> <li>5) Person centred pastoral counselling</li> <li>6) Narrative therapy. Pastoral counselling as a conversation and personal story</li> <li>7) Transactional analysis</li> <li>8) Family systems and crisis counselling</li> <li>9) Pastoral counselling, spiritual care and empathetic compassion</li> <li>10) Ethics in counselling practice in the pastoral context</li> <li>11) An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</li> </ol>
Required Specialist Facilities or Equipment
<p>Audio-visual equipment</p>
Assessment Profile
<p><b>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</b></p> <ol style="list-style-type: none"> <li>1) Explain essential principles of pastoral counselling as applied to a specific pastoral context. [Outcomes 1, 2]</li> <li>2) Apply and analyse effective listening and other counselling skills in an actual or simulated practical situation. [Outcomes 3, 4, 5]</li> </ol>

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| 3) Maintain a record of critical reflection upon learning from readings, practical exercises, role plays and/or clinical placements. [Outcomes 4, 5] |
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<b>Representative References</b>
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| <ol style="list-style-type: none"><li>1) Doebling, Carrie. <i>The Practice of Pastoral Care: A Postmodern Approach</i>. Revised and Expanded. Louisville, KY: Westminster-John Knox Press, 2015.</li><li>2) Dykstra, Robert C. <i>Images of Pastoral Care</i>. Atlanta, GA: Chalice Press-Christian Board of Education, 2005.</li><li>3) Geldard, D., and Geldard, K. <i>Basic Personal Counselling: A training manual for counsellors (8<sup>th</sup> Edition)</i>. Sydney: Pearson, 2016.</li><li>4) Justes, Emma J. <i>Hearing Beyond the Words: How to Become a Listening Pastor</i>. Nashville, TN: Abingdon Press, 2006.</li><li>5) McLeod, John. <i>An Introduction to Counselling</i>. 5<sup>th</sup> Edition. New York, NY: McGraw-Hill, Open University Press, 2013.</li><li>6) McLeod, John. <i>Counselling Skill</i>. 2<sup>nd</sup> Edition. New York, NY: McGraw-Hill, Open University Press, 2011.</li><li>7) Patton, John. <i>Pastoral Care: An Essential Guide</i>. Nashville, TN: Abingdon Press, 2005.</li><li>8) Pembroke, Neil. <i>Foundations of Pastoral Counselling: Integrating Philosophy, Theology and Psychotherapy</i>. London: SCM Press, 2017.</li><li>9) Peterson, Bruce L. <i>Foundations of Pastoral Care</i>. Kansas City: Beacon Hill, 2007.</li><li>10) Townsend, Loren. <i>An Introduction to Pastoral Counselling</i>. Nashville, TN: Abingdon Press, 2009.</li><li>11) VanVonderen, Jeff. <i>Tired of trying to measure up</i>. Minneapolis: Bethany House Publishers, 2008.</li></ol> |
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Course Unit Outline				
Unit Code				
C5127				
Unit Name				
Introduction to Chaplaincy				
Unit Weighting				
9 cp				
Prerequisites				
Nil				
Corequisites				
Nil				
Exclusions				
Nil				
Curriculum Objective				
This unit aims to introduce the student to fundamental issues and challenges faced by chaplains in a variety of situations				
Contribution to Graduate Attributes				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on</i>			✓	

<i>information from a range of sources</i>					
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓		
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓	

Contribution to Award
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing an understanding of basic principles and practices of chaplaincy</li> <li>• developing knowledge of various approaches and settings for chaplaincy</li> <li>• developing basic skills of chaplaincy in practical settings.</li> </ul>
Learning Outcomes
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Describe the key elements of the role of a chaplain in a specific context</li> <li>2) Detail the range and roles of other personnel with whom a chaplain will be required to operate as an effective people helper</li> <li>3) Articulate essential principles for establishing and maintaining the chaplain's personal well-being</li> <li>4) Apply principles of chaplaincy to solving a complex issue in the context of chaplaincy</li> <li>5) Develop a personal plan for professional conduct as a chaplain in an actual or anticipated context.</li> </ol>
Content
<ol style="list-style-type: none"> <li>1) The Uniqueness of Chaplaincy</li> <li>2) Foundational Matters in Chaplaincy</li> <li>3) Employer Perspectives</li> <li>4) Chaplaincy in Australia and New Zealand</li> <li>5) Suicide Prevention in Schools</li> <li>6) Professional Standards</li> <li>7) Chaplaincy as Health Care</li> <li>8) Chaplaincy Care in a Disaster</li> <li>9) Industrial Chaplaincy</li> <li>10) Importance of supervision in self-care and ethical conduct</li> </ol>
Required Specialist Facilities or Equipment
<p>Nil</p>
Assessment Profile
<p><b>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</b></p> <ol style="list-style-type: none"> <li>1) Explain the basic requirements of a chaplain in relation to a chosen context in a group setting. [Outcomes 1, 2, 3]</li> <li>2) Employ principles of chaplaincy in the solution of a practical problem. [Outcomes 1, 4]</li> </ol>

3) Apply principles of chaplaincy to a specific field situation. [Outcomes 3, 4, 5]
<b>Representative References</b>
<ol style="list-style-type: none"> <li>1) Aldridge, Anne. "The Unique Role of a Chaplain". <i>Journal of Healthcare Chaplaincy</i> Vol 9: 1 (2006): 18-22.</li> <li>2) Corey, M &amp; G Corey. <i>Becoming a Helper</i>. 7th Edition; Pacific Grove: Thomson Brookes/Cole, 2015.</li> <li>3) Covey, Steven. "Empathetic Listening: the Key to Communication" from <i>The Seven Habits of Highly Effective People</i>. A book production available on Kindle.</li> <li>4) Egan, G. <i>The Skilled Helper</i>. 11th Edition; Belmont: Thomson Brookes/Cole, 2018.</li> <li>5) Friedman, E. <i>A Failure of Nerve: Leadership in the Age of the Quick Fix</i>. New York: Seabury Books, 2007.</li> <li>6) Geldard, D &amp; K Geldard. <i>Basic Personal Counselling: A Training Manual for Counsellors</i>. 8<sup>th</sup> Edition; Sydney: Prentice Hall, 2016.</li> <li>7) Kelly, E. <i>Personhood and Presence: Self as a Resource for Spiritual and Pastoral Care</i>. T &amp; T Clark International: 2012.</li> <li>8) Roberts, Stephen B &amp; Willard WC Ashley (eds). <i>Disaster Spiritual Care. Practical Clergy responses to Community, Regional and National Tragedy</i>. 2<sup>nd</sup> Edition. Woodstock, VT: Skylight Paths Publishing, 2017.</li> <li>9) Schein, E. <i>Helping</i>. San Francisco: Berrett-Koehler, 2009.</li> </ol>
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Course Unit Outline	
<b>Unit Code</b>	
H5100	
<b>Unit Name</b>	
Church History Survey	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
<p>The Christian church is an evolving institution in terms of its historical and social context, which has influenced the way in which its theology and ecclesiology have been shaped. This survey of church history provides students with an overview of the church's doctrinal and institutional evolution as a framework for other theological study. It is an Elective unit within the Diploma awards.</p>	
Contribution to Graduate Attributes	



This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Attributes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</i>	<i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i>	<i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>communicate ideas clearly to others</i>		✓		✓

### **Contribution to Award**

The unit forms part of the SCD awards at AQF Level 5.

The unit is an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing an understanding of historical events and issues that have influenced the history of the Christian church
- developing the skills of historical inquiry and analysis
- providing opportunities for communicating historical insights to others.

### **Learning Outcomes**

At the end of this unit students will be able to:

- (i) identify the major events and people in the history of the Christian churches from their origins to the present;
- (ii) explain the main doctrinal and institutional issues which have marked the church's history;
- (iii) compare the contribution of key figures of the church's history;
- (iv) utilise appropriate academic sources to inform their understanding of the church's history;
- (v) apply their knowledge of the church's history to an account of a present-day contemporary church issue.

Content
<ol style="list-style-type: none"> <li>1. Approaches to Historical Inquiry</li> <li>2. The Early Church (to 500) <ul style="list-style-type: none"> <li>• Creeds and Councils</li> <li>• Development of Church Structures</li> <li>• Persecution and Response</li> </ul> </li> <li>3. The Medieval Church (500-1500) <ul style="list-style-type: none"> <li>• Conversion of Europe: Papacy and Holy Roman Empire</li> <li>• The Church of the East and Crusades</li> </ul> </li> <li>4. The Reformation (16<sup>th</sup> century) <ul style="list-style-type: none"> <li>• Protestant Reformation: Continental Europe and Britain</li> <li>• Catholic Reformation: Councils, Popes, Monastics</li> </ul> </li> <li>5. Challenges and Responses (1600-1900) <ul style="list-style-type: none"> <li>• Spiritual Challenges: Evangelical Revivals, Oxford Movement</li> <li>• Intellectual Challenges: Liberalism, Biblical Criticism, Science and Religion</li> <li>• Social Challenges: Salvation Army, Vatican I</li> </ul> </li> <li>6. The Modern Era (1900-present) <ul style="list-style-type: none"> <li>• Universal Christianity: Missions, Ecumenism, Vatican II</li> <li>• Church and Society: Confronting Totalitarianism, Secularism, Globalism</li> <li>• The Church in Australia or New Zealand: an Overview</li> </ul> </li> </ol>
Required Specialist Facilities or Equipment
Nil
Assessment Profile
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. Chronological review of major historical events based on appropriate secondary reading. [Outcomes 1, 4]</li> <li>2. Explanation of the contribution to doctrinal issues of various significant persons or events. [Outcomes 1, 2, 3]</li> <li>3. Written presentation applying lessons from the history of the church to an issue/issues confronting the church today. [Outcomes 2, 4, 5]</li> </ol>

### Representative References

Bassett, P., *The Medieval Church*. Baker History of the Church, Vol 3; Grand Rapids/ Oxford: Baker/Monarch, 2006.

Breward, I., *A History of the Churches in Australasia*. Oxford: OUP, 2001.

Davidson, I. J., *The Birth of the Church: From Jesus to Constantine AD 30-312*. Baker History of the Church, Vol 1; Grand Rapids/ Oxford: Baker/Monarch, 2004.

Davidson, I. J., *A Public Faith: From Constantine to the Medieval World: AD 312-600*. Baker History of the Church, Vol 2; Grand Rapids/ Oxford: Baker/Monarch, 2005.

Gonzalez, Justo L., *The History of Christianity*. Revised and updated; New York: HarperCollins, 2010.

- Vol I *The Early Church to the Dawn of the Reformation*
- Vol II *The Reformation to the Present Day*

Knight, F., *The Church in the Nineteenth Century*. London: I.B. Tauris, 2008.

MacCulloch, Diarmaid, *A History of Christianity: The First Three Thousand Years*. UK: Penguin, 2009.

Marty, Martin, *The Christian World: A Global History*. NY: Modern library, 2009.

Moffett, S. H., *A History of Christianity in Asia*. Vol. I, 2<sup>nd</sup> Rev. ed.; Maryknoll, NY: Orbis, 1998.

Noll, Mark A., *Turning Points. Decisive Moments in the History of Christianity*. 3<sup>rd</sup> ed.; Grand Rapids, MI: Baker Academic, 2012.

Riley-Smith, J., *The Crusades – A History*. 2<sup>nd</sup> ed.; London: Continuum, 2005.

Shelley, Bruce, *Church History in Plain Language*. 4<sup>th</sup> ed.; Nashville, Tennessee: Thomas Nelson, 2013.

Woodbridge, John D. & Frank A. James, *Church History: From Pre-Reformation to the Present Day*. Vol. 2; Grand Rapids, Michigan, Zondervan, 2013.

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Course Unit Outline	
<b>Unit Code</b>	
H5110	
<b>Unit Name</b>	
Survey of Early Church History	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objectives</b>	
<p>The early centuries (i.e. to the 4<sup>th</sup> or 5<sup>th</sup> centuries) of the Christian church's history were a formative period where doctrine was consolidated and institutional structures were established. As such, this period is fundamentally important to an understanding of the subsequent history of the church. This introductory unit provides a survey of the history of the Early Church period, with a focus on the various conflicts, challenges and relationships that emerged in the period, which provides an understanding of the historical bases of the ongoing development of the church. It is an Elective unit within the Diploma awards.</p>	
<b>Contribution to Graduate Attributes</b>	

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</i>	<i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i>	<i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>communicate ideas clearly to others</i>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"><li>• developing an understanding of historical events and issues that have influenced the history of the Christian church</li><li>• developing the skills of historical inquiry and analysis</li><li>• providing opportunities for communicating historical insights to others.</li></ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"><li>(vi) identify the main cultural, political and religious factors that influenced the spread of the early church;</li><li>(vii) explain the main doctrinal and institutional issues which marked the period;</li><li>(viii) compare the contribution of key figures of the Early Church's history;</li><li>(ix) utilise appropriate academic sources to inform their understanding of the history of the Early Church;</li><li>(x) apply their knowledge of the history of the Early Church to an account of a present-day church issue.</li></ul>

Content
<ol style="list-style-type: none"> <li>1) Approaches to Historical Inquiry</li> <li>2) The First 300 Years <ul style="list-style-type: none"> <li>• Early spread of the church: cultural, political, religious influences</li> <li>• Church and Society: persecution and martyrdom</li> <li>• Doctrinal Development: apologists, theologians, controversies</li> <li>• Ecclesiastical Development: bishops, papacy</li> </ul> </li> <li>3) Nicea and Beyond <ul style="list-style-type: none"> <li>• Emergence of ecumenical councils</li> <li>• Constantine and the Church: emergence of a “state church”</li> <li>• After Nicea What?</li> </ul> </li> </ol>
Required Specialist Facilities or Equipment
Nil
Assessment Profile
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. Review of major historical events based on appropriate reading [Outcomes 1, 2, 4]</li> <li>2. Explanation of the contribution to doctrinal issues of various significant persons or events [Outcomes 1, 2, 3, 4]</li> <li>3. Written presentation applying lessons from the history of the Early Church to an issue present in the church today. [Outcomes 2, 3, 4, 5]</li> </ol>



### Representative References

- Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great*. Oxford: Oxford University Press, 2009.
- Davidson, I. J., *The Birth of the Church: From Jesus to Constantine AD 30-312*. Baker History of the Church, Vol 1; Grand Rapids/ Oxford: Baker/Monarch, 2004.
- Davidson, I. J., *A Public Faith: From Constantine to the Medieval World: AD 312-600*. Baker History of the Church, Vol 2; Grand Rapids/ Oxford: Baker/Monarch, 2005.
- Gonzalez, Justo L., *The Early Church to the Dawn of the Reformation. The History of Christianity* Vol. I, Revised and updated; New York: HarperCollins, 2010.
- Ludlow, Morwenna, *The Early Church*. London: I.B. Taurus, 2009.
- McGowan, Andrew C., *Ancient Christian Worship*. Grand Rapids MI: Baker Academic, 2016.
- Mitchell, Margaret M. and Frances M. Young (eds), *The Cambridge History of Christianity Volume 1: Origins to Constantine*. Cambridge: CUP, 2014.
- Noll, Mark A., *Turning Points. Decisive Moments in the History of Christianity*. 3<sup>rd</sup> ed.; Grand Rapids MI; Baker Academic, 2012.
- Schott, Jeremy M. *Christianity, Empire, and the Making of Religion in Late Antiquity*. Philadelphia: University of Pennsylvania Press, 2008.

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Course Unit Outline	
Unit Code	
H5150	
Unit Name	
Reform and Reformers	
Unit Weighting	
9 cp	
Prerequisites	
Nil	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objectives	
<p>The Reformation of the 16<sup>th</sup> century is a pivotal period in the history of the church, marking the emergence of Protestantism and generating renewal in Catholicism. This unit provides students with a survey of this period, with a focus on its leading figures and key events to help students to understand the significance of the Reformation period for the nature and emphases of the church today. It is an Elective unit within the Diploma awards.</p>	
Contribution to Graduate Attributes	

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</i>	<i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i>	<i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>communicate ideas clearly to others</i>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"><li>• developing an understanding of historical events and issues that have influenced the history of the Christian church</li><li>• developing the skills of historical inquiry and analysis</li><li>• providing opportunities for communicating historical insights to others.</li></ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"><li>1) identify the major events and people in the Reformation in Europe and Britain;</li><li>2) explain the main doctrinal and institutional developments that occurred in the Reformation;</li><li>3) compare the contribution of key figures to the Reformation;</li><li>4) utilise appropriate academic sources to inform their understanding of the Reformation;</li><li>5) apply their knowledge of Reformation history to an understanding of the main differences amongst Christian churches today.</li></ol>

<b>Content</b>
<ol style="list-style-type: none"> <li>1) Defining the Reformations</li> <li>2) Medieval background to the Reformation</li> <li>3) Luther and the German Reformation</li> <li>4) Zwingli and the Swiss Reformation</li> <li>5) Calvin and Calvinism</li> <li>6) The Radical Reformation</li> <li>7) The Reformation in Scotland and England</li> <li>8) The Catholic Reformation</li> <li>9) The Legacy of the European Reformation</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Nil
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1) Chronological review of major historical events of the Reformation based on appropriate secondary reading. [Outcomes 1, 4]</li> <li>2) Explanation of the contribution to doctrinal issues of various significant persons or events. [Outcomes 1, 2, 3]</li> <li>3) Written presentation applying lessons from Reformation history to an understanding of specific characteristics of the church today. [Outcomes 2, 4, 5]</li> </ol>
<b>Representative References</b>

Bernard, G.W., *The King's Reformation. Henry VIII and the Remaking of the English Church*. Yale University Press, 2007.

Chadwick, Owen., *The Reformation*. The Pelican History of the Church. Harmondsworth: Penguin, 1964.

Collinson, Patrick, *The Reformation*. London: Weidenfeld and Nicolson, 2003.

Dickens, A G., *The English Reformation*. 2<sup>nd</sup> ed.; University Park: Pennsylvania State University, 1989.

Dixon, C Scott, *The Reformation in Germany*. Oxford: Blackwell, 2002.

George, Timothy, *The Theology of the Reformers*. Nashville: Broadman Press, 1988.

Hillerbrand, Hans J (ed.), *The Oxford Encyclopedia of the Reformation*. 4 vols. New York: Oxford University Press, 1996.

Lindberg, Carter, *The European Reformations*. Malden: Blackwell Publishing, 1996.

MacCulloch, Diarmaid, *The Reformation: a History*. London: Penguin, 2005.

McGrath, Alister E, *Reformation Thought: An Introduction*. 3<sup>rd</sup> ed.; Oxford: Basil Blackwell, 1999.

Mullett, Michael A, *The Catholic Reformation*. New York: Routledge, 1999.

Reymond, Robert L, *John Calvin: His Life and Influence*. Fearn: Christian Focus, 2004.

Williams, George Hunston, *The Radical Reformation*. Philadelphia: Westminster Press, 1962.

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Course Unit Outline	
Unit Code	
L5101	
Unit Name	
Introduction to Christian Worship	
Unit Weighting	
9 credit points	
Prerequisites	
Nil	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
This course unit introduces students to concepts that provide a foundation for the study of Christian worship.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>		✓	✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory unit in within the Discipline of Christian Life and Ministry and serves as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of biblical and theological bases of contemporary Christian liturgical worship forms
- engaging with information on liturgical worship from a range of sources
- providing opportunities to perform with technical and creative skills in presenting liturgical worship programs.

### Learning Outcomes



At the end of this unit students will be able to:

- 1) Demonstrate a knowledge of the biblical, theological, cultural and historical foundations for the practice of Christian worship within a particular tradition
- 2) Demonstrate a knowledge of the current issues within Christian worship
- 3) Use a range of liturgical resources
- 4) Prepare and conduct a range of liturgical services
- 5) Discuss the riches of the Christian liturgical traditions

#### **Content**

- 1) The biblical basis for Christian worship
- 2) The theology of Christian worship
- 3) The role of culture in the development of worship
- 4) The historical developments in Christian worship
- 5) Current issues in Christian worship
- 6) Preparation of a Christian worship service

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Prepare a liturgical service [Outcomes 3,4]
2. Discuss the historical sources of Christian worship and their relevance to contemporary liturgical practices. e.g. essay, book review, student presentation[Outcomes 1,2,3]
3. Engage with the wide range of liturgical experiences. e.g. church visits and discussion, student presentation [Outcomes 2,4,5]

#### **Representative References**

- 1) Calivas, A.C. *Essays in Theology and Liturgy – Vol.3: Aspects of Orthodox Worship*. Brookline, MA: Holy Cross Orthodox Press, 2003.
- 2) Connell, R. Scott. *Baptists and Worship: Sitting Beneath the Gospel’s Joyful Sound*. Eugene OR: Pickwick Publications, 2020.
- 3) Francis, Mark R. *Local Worship, Global Church: Popular Religion and the Liturgy*. Collegeville: Liturgical Press, 2014.
- 4) Irwin, Kevin. *Context and Text: A Method for Liturgical Theology*. Collegeville: Liturgical Press Academic, 2018.
- 5) Jevtic, Atanasije. *Christ the New Pasha: The Divine Liturgy*. Trebinje, Belgrade, Serbia: Chilander, Ostrog & Tudros Monasteries, 2007.
- 6) Latkocich, Sallie & Peter C. Phan, eds. *Worship and Church: An Ecclesial Liturgy*. New York: Paulist, 2019.
- 7) Martin, Lee Roy. *Toward a Pentecostal Theology of Worship*. 2<sup>nd</sup> ed. Cleveland TN: CPT Press, 2020.
- 8) Pitt, David A., Stefanos Alexopoulos & Christian McConnell, eds. *A Living Tradition: On the Intersection of Liturgical History and Pastoral Practice*. Collegeville: Liturgical Press, 2012.
- 9) Senn, Frank C. *Introduction to Christian Liturgy*. Minneapolis: Fortress, 2012.
- 10) Taft, R F. *Through Their Own Eyes: Liturgy as the Byzantines Saw It*. Berkeley, CA: Interorthodox Press, 2006.
- 11) Wainwright, Geoffrey & Karen Westerfield Tucker, eds. *The Oxford Handbook of Christian Worship*. Oxford: Oxford University Press, 2006.
- 12) White, James. *Introduction to Christian Worship: Descriptive and Interpretive Sources*. Nashville: Abingdon, 2001.

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Course Unit Outline	
Unit Code	
L5110	
Unit Name	
Introduction to Preaching	
Unit Weighting	
9 credit points	
Prerequisites	
Nil	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
This course unit seeks to establish a theology of preaching that provides an adequate theoretical foundation to preaching practice and introduces students to the foundational skills needed for the preparation and delivery of homilies/sermons.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>		✓		
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory unit within the Discipline of Christian Life and Ministry and serves as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of a body of technical and theological knowledge related to contemporary forms of pastoral preaching
- developing an understanding of theological and biblical bases of principles of pastoral preaching
- providing opportunities to apply skills in liturgical preaching performance.

### Learning Outcomes

At the end of this unit students will be able to:

- 1) assess the quality of homilies/sermons through the application theological and theoretical principles
- 2) explain the place of the homily/sermon in a worship service
- 3) Explain the difference between written discourse and oral discourse and explain how they relate to each other
- 4) demonstrate two preaching styles
- 5) prepare and deliver sermons / homilies that exhibit a basic structure that fits the context

#### **Content**

- 1) The definition of preaching/ homiletics
- 2) Brief history of preaching/ homiletics
- 3) The language of preaching/ homiletics including story and technology
- 4) Text selection and exegesis of texts for preaching/ homiletics
- 5) Sermon structures – introductions, outlines, dominant thought, conclusions
- 6) Preaching style and delivery taking account of context, listeners, and medium.
- 7) Evaluation of preaching

#### **Required Specialist Facilities or Equipment**

Recording device

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can

1. apply theological and theoretical principles to distinguish quality preaching of homilies/sermons [Outcome 1, 3]
2. Outline critical features of quality preaching/homiletics [Outcomes 1, 2, 3, 4]
3. Prepare and deliver sermons/homilies [Outcome 4, 5]

#### **Representative References**

- 1) Beaudoin, Tom, Marva Dawn et al. *Proclaiming the Gospel in a Wired World: The 2001 Princeton Lectures on Youth, Church and Culture*. Princeton, PTS, 2001.
- 2) Breakey, Caleb. *Sermon Crunch: Write a Powerful Sermon in Half the Time*. Bellingham WA: sermontobook.com, 2014.
- 3) Brueggemann, Walter. *The Word Militant: Preaching a Decentering Word*. Minneapolis, MN: Fortress Press, 2010.
- 4) Craddock, Fred B. *Preaching*. Nashville: Abingdon Press, 2010.
- 5) Foley, Edward, ed. *A Handbook for Catholic Preaching*. Collegeville: Liturgical Press, 2016.
- 6) Jonker, Peter M. *Preaching in Pictures: Using Images for Sermons that Connect*. Nashville: Abingdon Press, 2015.
- 7) Mulligan, Mary Alice. *Believing in Preaching: What Listeners Hear in Sermons*. St Louis, Chalice, 2005.
- 8) Quicke, Michael J. *Preaching as Worship: An Integrative Approach to Formation in Your Church*. Grand Rapids MI: Baker Books, 2011.
- 9) Scirghi, Thomas J. *Longing to See your Face: Preaching in a Secular Age*. Collegeville: Liturgical Press, 2017.
- 10) Untener, Ken. *Preaching Better: Practical Suggestions for Homilists*. New York: Paulist, 1999.
- 11) Voelz, Richard W. *Youthful Preaching: Strengthening the Relationship between Youth, Adults, and Preaching*. Eugene OR: Cascade books, 2016.
- 12) Whitfield, Joshua J. *The Crisis of Bad Preaching: Redeeming the Heart and Way of the Catholic Preacher*. Notre Dame IN: Ave Maria Press, 2019.

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Course Unit Outline	
<b>Unit Code</b>	
L5111	
<b>Unit Name</b>	
Preaching 2	
<b>Unit Weighting</b>	
9 credit points	
<b>Prerequisites</b>	
L5110 Introduction to Preaching	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit builds on the Introduction to Preaching unit and examines preaching in its social and cultural context.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>		✓		
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓



<p><b>Contribution to Award</b></p> <p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory unit within the Discipline of Christian Life and Ministry and serves as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• Furthering the study of a coherent body of knowledge related to contemporary forms of pastoral preaching in ministry</li> <li>• developing an increased understanding of theological and biblical bases of principles of liturgical pastoral preaching</li> <li>• providing opportunities to develop skills in liturgical preaching performance.</li> </ul>
<p><b>Learning Outcomes</b></p> <p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) assess contemporary social and cultural contexts in which preaching occurs</li> <li>2) explain the principles underlying effective preaching in particular contexts</li> <li>3) design sermons or homilies incorporating variations in style and structure</li> <li>4) discuss sermons or homilies with reference to their social and cultural context</li> <li>5) preach sermons or homilies that effectively communicate in different contexts</li> </ol>
<p><b>Content</b></p> <ol style="list-style-type: none"> <li>1. Contextual issues in preaching</li> <li>2. 21<sup>st</sup> Century: post-modern, post-structural, pseudo-modern?</li> <li>3. Styles of preaching: cognitive and affective; inductive and deductive</li> <li>4. Structures in preaching: declarative, pragmatic, narrative, visionary, integrative</li> <li>5. Communication techniques and context</li> </ol>
<p><b>Required Specialist Facilities or Equipment</b></p> <p>Nil</p>
<p><b>Assessment Profile</b></p> <p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Assess recent writing on social and cultural context and trends [Outcome 1, 4]</li> <li>2. Present a theological understanding of effective preaching and cultural context [Outcome 2, 3]</li> <li>3. Apply the basic principles of contextual preaching to one or more pastoral contexts [Outcome 2, 3, 5]</li> </ol>

## Representative References

1. Anderson, Kenton C. *Choosing to Preach: A Comprehensive Introduction to Sermon Options and Structures*. Grand Rapids, MI: Zondervan, 2009.
2. Cahill, Dennis M. *The shape of preaching: theory and practice in sermon design*. Ada, MI: Baker Books, 2007.
3. Elliott, Mark Barger. *Creative styles of preaching*. Louisville, KY: Westminster John Knox Press, 2000.
4. Graves, Mike and David J. Schlafer, eds. *What's the Shape of Narrative Preaching?: Essays in Honor of Eugene L. Lowry*. Danvers, IL: Chalice Press, 2008.
5. Hull, William E. *Strategic Preaching: The Role of the Pulpit in Pastoral Leadership*. Danvers, MA: Chalice Press, 2007.
6. Kay, James F. *Preaching and Theology*. St. Louis, MO: Chalice Press, 2008.
7. Kimball, Dan. *The Emerging Church: Vintage Christianity for New Generations*. Grand Rapids, IL: Zondervan, 2003.
8. Long, Thomas G. and Leonora Tubbs Tisdale. *Teaching Preaching as a Christian Practice: A New Approach to Homiletical Pedagogy*. Louisville, KY: Westminster John Knox Press, 2008.
9. Porteous, Julian, ed. *The New Evangelisation: Developing Evangelical Preaching*. Ballan, VIC: Connor Court, 2008.
10. Robinson, Haddon and Craig Brian Larson, eds. *The Art and Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Grand Rapids, MI: Zondervan, 2009.
11. Scirghi, Thomas J. *Longing to See your Face: Preaching in a Secular Age*. Collegeville: Liturgical Press, 2017.
12. Sparks, Glenn G. *Media Effects Research: A Basic Overview*. Boston: Cengage Learning, 2015.

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Course Unit Outline	
Unit Code	
L5121	
Unit Name	
Introduction to Byzantine Ecclesiastical Music	
Unit Weighting	
9 credit points	
Prerequisites	
Nil	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
<p>The course unit establishes a foundation for reading the notation of Byzantine Ecclesiastical Musical, within the context of Orthodox liturgical services, books, and hymns. It explores the key liturgical terminology, liturgical books and types of hymns in the Byzantine tradition. It teaches students the foundational skills for reading musical notation, seeks to develop their skills for choral participation in the liturgical services of the Orthodox Church.</p>	
Contribution to Graduate Attributes	

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Introduction to Byzantine Ecclesiastical Music* is designed to provide students the initial tools needed for reading the notation of the sacred music of Byzantium and understanding basic aspects of the Byzantine liturgical tradition. It provides a solid foundation for the further study of this sacred music and for choral participation in the liturgical life of the Orthodox Church.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- initiating the study of the musical notation and liturgical terminology
- developing foundational skills and choral participation skills, including the ability to identify key aspects of the liturgical cycle and read simple melodies
- providing opportunities for applying these skills and knowledge in liturgical life.

#### **Learning Outcomes**

At the end of this unit students will be able to:

- 1) Understand technical terminology used for reading musical notation.
- 2) Perform the foundational skill of reading simple Byzantine musical melodies in the Plagal of the Fourth Mode (*eirmologic*).
- 3) Identify the various liturgical services, books, and types of hymns.
- 4) Demonstrate basic choral participation skills during liturgical services.
- 5) Appreciate the significance of Byzantine ecclesiastical music in liturgical life and personal devotion.

#### **Content**

- 1) Liturgical Terminology
- 2) Historical overview of Byzantine Ecclesiastical Music
- 3) Services of the Orthodox Liturgical Cycles
- 4) Types of Hymns
- 5) Reading Byzantine Musical Notation
- 6) Performing Byzantine Musical Notation

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Understand and perform the basic elements of Byzantine musical notation (Outcomes 1, 2, 4)
- 2) Demonstrate a broad understanding of the various liturgical services, books, and types of hymns of the Byzantine tradition in the Orthodox Church today (Outcomes 3 & 5)
- 3) Appreciate the spiritual, liturgical and theological significance of Byzantine ecclesiastical music (Outcomes 4 & 5).

#### **Representative References**

- 1) Cattin, Giulio (trans. By Steven Botterill).. *Music of the Middle Ages I*, Cambridge University Press, 1984
- 2) Chrysanthos of Madytos. *Great Theory of Music*. (trans. by Katy G. Romanou). Thesis submitted at Indiana University, 1973.
- 3) Conomos, Dimitri. *E Byzantine Hymnography and Byzantine Chant*. Brookline: Hellenic College Press, 1984.
- 4) Conomos, Dimitri E. "Music." In *The Oxford Dictionary of Byzantium*. Oxford University Press, 1991.
- 5) Conomos, Dimitri E (ed.). *Studies in Eastern Chant, Volume V*. Crestwood, NY: St Vladimir's Seminary Press, 1990.
- 6) Getcha, Job. *The Typikon Decoded: An Explanation of Byzantine Liturgical Practice*. Yonkers, NY: St Vladimir's Seminary Press, 2012.
- 7) Hadjisolomos, Solomon. *The Modal Structure of the 11 Eothina Anastasima ascribed to the Emperor Leo (+912)*. Nicosia, Cyprus: The Holy Monastery of Kykko, 1986.
- 8) Levy, Kenneth and Christian Troelsgård. 'Byzantine Chant.' In *Grove Music Online*. Oxford Music Online. Oxford University Press, 2007.
- 9) Lingas, Alexander. 'From Earth to Heaven: The Changing Musical Soundscape of the Byzantine Liturgy.' In *Experiencing Byzantium: Papers from the 44th Spring Symposium of Byzantine Studies, Newcastle and Durham, April 2011*, edited by Claire Nesbitt and Mark Jackson, 311–58. Farnham: Ashgate, 2013.
- 10) Lunu, N., Costea, G., and Croitoru, I. (trans. and ed. By Nicholas K. Apostola). *A Guide to the Music of the Eastern Orthodox Church*. Brookline, Massachusetts: Holy Cross Orthodox Press, 1984.
- 11) McKinnon, James (ed.). *Music in Early Christian Literature*. Cambridge University Press, 1989.
- 12) Melling, David J. *Reading Psalmodia: An Introduction to Modern Byzantine Notation*. David J. Melling, 2000.
- 13) Mother Mary and Ware, K. (trans.). *The Festal Menaion*. South Canaan, Pennsylvania: St Tikhon's Seminary Press, 1998.
- 14) Psachos, K. A. *The Parasimantiki of the Byzantine Music: A Histoical and Technical Review of the Notation of the Byzantine Music from the First Christianity Years until Nowadays*. Athens: Dionysos Publishing Co, 1978.
- 15) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2nd edition, St Andrew's Orthodox Press, 2020.
- 16) Savas, Savas J. *Byzantine Music: Theory and Practice*. Brookline, Massachusetts: Holy Cross Orthodox Press, 1975.
- 17) Savas, Savas J. *Hymnology of the Eastern Orthodox Church*. Byzantine Melodies, 1983.
- 18) Savas, Savas J. *The Treasury of Orthodox Hymnology: Triodion (Vol.1). An Historical and Hymnographic examination*. Minneapolis, Minnesota: Light and Life Publishing Company, 1983.
- 19) Strunk, Oliver. *Essays on Music in the Byzantine World*. New York: W. W. Norton & Company, Inc. 1977.
- 20) Troelsgård, Christian. *Byzantine Neumes: A New Introduction to the Middle Byzantine Notation*. Copenhagen: Museum Tusculanum Press, 2011 Wellesz, Egon. *A History of Byzantine Music and Hymnography*. 2nd ed. rev. Oxford: Clarendon Press, 1961.

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Course Unit Outline
<b>Unit Code</b>
L5122
<b>Unit Name</b>
Introducing Byzantine Musical Modes
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
L5121 Introduction to Byzantine Ecclesiastical Music
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
The course unit introduces students to the concept of Byzantine Musical Modes, as practised within the Eastern Orthodox liturgical tradition. It serves as a foundational unit for students to learn and perform the basic musical elements of the eight-modal system known as the <i>Oktoechos</i> , within the context of the liturgical cycle of the Orthodox Church.
<b>Contribution to Graduate Attributes</b>



This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Byzantine Musical Modes* is designed to introduce students to the eight modes of Byzantine sacred music. It provides a solid foundation for performing the basic elements of these eight modes and participating in the liturgical music of the Orthodox Church.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- initiating the study of the system of eight modes and developing an appreciation of its liturgical significance
- developing the choral participation skills needed for reading simple melodies across all the musical modes
- providing opportunities for applying these skills and knowledge in liturgical life.

#### **Learning Outcomes**

At the end of this unit students will be able to:

- 1) Understand the basic musical elements that characterise the 8-modal system within the context of the *eirmologic* (brief) style of melodies.
- 2) Perform the basic chanting skill of reading simple Byzantine musical melodies from each of the eight modes.
- 3) Identify the basic outlines of the main liturgical services of the Eastern Orthodox tradition.
- 4) Evaluate the association of the 8-modal system with the cycle of liturgical services.
- 5) Appreciate the significance of Byzantine musical modes in liturgical life and personal devotion.

#### **Content**

- 1) Introduction to the Byzantine Musical Modes
- 2) Liturgical Books: A Basic Introduction
- 3) Outlines of the main Orthodox Liturgical Services
- 4) Eirmologic/Brief Melodies (from the *Anastasimatarion*)
- 5) Reading Byzantine Musical Notation (8-modal system)
- 6) Performing Byzantine Music (Basic Vocal Pedagogy)

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Understand and perform the basic elements of Byzantine Musical Modes (Outcomes 1 & 2)
2. Demonstrate an understanding of the various liturgical services, books, and types of hymns of the Byzantine tradition in the Orthodox Church today (Outcomes 3, 4 & 5)
3. Appreciate the spiritual, liturgical and theological significance of Byzantine musical modes (Outcomes 4 & 5).

#### **Representative References**

- 1) Alfeyev, Hilarion. *Orthodox Christianity, Volume III: The Architecture, Icons, and Music of the Orthodox Church*. Yonkers, New York: St Vladimir's Seminary Press, 2014.
- 2) Alfeyev, Hilarion. *Orthodox Christianity, Volume IV: The Worship and Liturgical Life of the Orthodox Church*. Yonkers, New York: St Vladimir's Seminary Press, 2016.
- 3) Ioannis Protopsaltis, *Anastasimatarion*, ΖΩΗ, Athens (ed. Spyridon Pavlakis, Athens 2017).
- 4) Frøyshov, Stig. 'The Early Development of the Liturgical Eight-Mode System in Jerusalem.' *St. Vladimir's Theological Quarterly* 51 (2007): 139–78.
- 5) *Holy Week*. Boston, Massachusetts: Holy Transfiguration Monastery, 2016.
- 6) Kezios, Spencer T. (ed.). *Sacraments and Services (Book One; Book Two; Book Three)*. USA: Narthex Press, 1995.
- 7) *Octoechos*. Boston, Massachusetts: Holy Transfiguration Monastery, 2019.
- 8) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2nd edition, St Andrew's Orthodox Press, 2020.
- 9) Talley, Thomas J. *The Origins of the Liturgical Year*. Collegeville, Minnesota: The Liturgical Press, 1991.
- 10) *The Great Horologion (or Book of Hours)*. Boston, Massachusetts: Holy Transfiguration Monastery, 1997.
- 11) *The Menaion, Volumes 1-12*. Boston, Massachusetts: Holy Transfiguration Monastery, 2005.
- 12) *The Triodion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2021.
- 13) *The Pentecostarion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2014.
- 14) *The Psalter*. Boston, Massachusetts: Holy Transfiguration Monastery, 1987.
- 15) Violakis, George. (Trans. by Rev. Robert T. Athas). *The Ritual Order of the Services of the Great Church of Christ*. USA: The Greek Orthodox Metropolis of Denver Church Music Federation, 2015.
- 16) Wellesz, Egon. *A History of Byzantine Music and Hymnography*. 2nd ed. rev. Oxford: Clarendon Press, 1961.
- 17) White, Andrew Walker. *Performing Orthodox Ritual in Byzantium*. Cambridge: Cambridge University Press, 2015.

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Course Unit Outline
<b>Unit Code</b>
L5123
<b>Unit Name</b>
Byzantine Diatonic Modes
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
L5122 Introducing Byzantine Musical Modes
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
<p>This course unit offers a progression from the <i>eirmologic</i> (brief) style to the <i>sticheraric</i> (medium) style of melodies, within the specific context of the diatonic modes of Byzantine sacred music. It serves as an intermediate unit for students to learn and perform the musical elements of the <i>eirmologic</i> style and the <i>sticheraric</i> style of the Byzantine diatonic modes, within the context of the liturgical cycle of the Orthodox Church.</p>
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Byzantine Diatonic Modes* is designed to enable students to progress to more complex styles of Byzantine sacred music. It engages students in the performance of the Byzantine diatonic modes, enhancing their ability to participate in the choral dimensions of liturgical life.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- introducing the conceptual, musical and rhythmic elements of the diatonic modes
- developing the choral participation skills needed for reading a range of melodies from the diatonic modes
- developing the capacity of students to identify the structural elements of and liturgical books needed for liturgical services
- providing opportunities for applying these skills and knowledge in liturgical life.

#### **Learning Outcomes**

At the end of this unit students will be able to:

- 1) Understand the concepts, musical elements and rhythmic styles of the *eirmologic* and *sticheraric* melodies found in the diatonic modes of the *Anastasimatarion*.
- 2) Chant Byzantine music in both the *eirmologic* and *sticheraric* styles from each of the diatonic modes.
- 3) Identify the various structural elements and the order of the liturgical services found in the liturgical books of the Orthodox Church.
- 4) Recognise which liturgical books are needed for each of the liturgical services of the Orthodox Church.
- 5) Appreciate the significance of the *eirmologic* and *sticheraric* styles, and the diatonic modes in liturgical life.

#### **Content**

- 1) Introduction to the *eirmologic* and *sticheraric* melodies of the diatonic modes
- 2) Liturgical Books: Content & Usage
- 3) Orthodox Liturgical Services
- 4) Reading Byzantine Musical Notation (*eirmologic* & *sticheraric* melodies, diatonic modes)
- 5) Performing Byzantine Musical Notation (*eirmologic* & *sticheraric* melodies, diatonic modes)

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Understand and perform the musical elements of the *eirmologic* and *sticheraric* melodies of the diatonic modes (Outcomes 1 & 2)
- 2) Demonstrate an understanding of the various liturgical services, books, and types of hymns of the Byzantine tradition in the Orthodox Church today (Outcomes 3 & 4)
- 3) Appreciate the liturgical and spiritual significance of *eirmologic* and *sticheraric* styles, and the diatonic modes (Outcome 5).

#### **Representative References**

- 1) Archdiocesan School of Byzantine Music. *The Musical Ark: An Ark of Hymnody of the Eastern Orthodox Church*. Greek Orthodox Archdiocese of America, 2017.
- 2) Dedes, Seraphim. *Sunday Matins Music, Volume X, The Great Doxology in the Eight Modes*. Perrysville/Hayesville, Oh: St Gregory Palamas Monastery Greek Orthodox Diocese of Pittsburgh, 2022.
- 3) *Holy Week*. Boston, Massachusetts: Holy Transfiguration Monastery, 2016.
- 4) Kezios, Spencer T. (ed.). *Sacraments and Services (Book One; Book Two; Book Three)*. USA: Narthex Press, 1995.
- 5) Getcha, Job. *The Typikon Decoded: An Explanation of Byzantine Liturgical Practice*. Yonkers, NY: St Vladimir's Seminary Press, 2012.
- 6) Ioannis Protopsaltis, *Anastasimatarion*, ZQH, Athens (ed. Spyridon Pavlakis, Athens 2017).
- 7) *Octoechos*. Boston, Massachusetts: Holy Transfiguration Monastery, 2019.
- 8) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2<sup>nd</sup> edition, St Andrew's Orthodox Press, 2020.
- 9) Talley, Thomas J. *The Origins of the Liturgical Year*. Collegeville, Minnesota: The Liturgical Press, 1991.
- 10) *The Great Horologion (or Book of Hours)*. Boston, Massachusetts: Holy Transfiguration Monastery, 1997.
- 11) *The Menaion, Volumes 1-12*. Boston, Massachusetts: Holy Transfiguration Monastery, 2005.
- 12) *The Triodion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2021.
- 13) *The Pentecostarion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2014.
- 14) *The Psalter*. Boston, Massachusetts: Holy Transfiguration Monastery, 1987.
- 15) Violakis, George. (Trans. by Rev. Robert T. Athas). *The Ritual Order of the Services of the Great Church of Christ*. USA: The Greek Orthodox Metropolis of Denver Church Music Federation, 2015.

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Course Unit Outline
<b>Unit Code</b>
L5124
<b>Unit Name</b>
Byzantine Enharmonic and Chromatic Modes
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
L5123 Byzantine Diatonic Modes
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
<p>This course unit offers a progression from the <i>eirmologic</i> (brief) style to the <i>sticheraric</i> (medium) style of melodies, within the specific context of the enharmonic and chromatic modes of Byzantine sacred music. It serves as an intermediate unit for students to learn and perform the musical elements of the <i>eirmologic</i> style and the <i>sticheraric</i> style of the Byzantine enharmonic and chromatic modes, within the context of the liturgical cycle of the Orthodox Church.</p>
<b>Contribution to Graduate Attributes</b>



This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Byzantine Enharmonic and Chromatic Modes* is designed to enable students to progress to more complex styles of Byzantine sacred music. It engages students in the performance of the Byzantine enharmonic and chromatic modes, enhancing their ability to participate in the choral dimensions of liturgical life.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- introducing the conceptual, musical and rhythmic elements of the enharmonic and chromatic modes
- developing the choral participation skills needed for reading a range of melodies from the enharmonic and chromatic modes
- developing the capacity of students to identify the structural elements of and liturgical books needed for liturgical services
- providing opportunities for applying these skills and knowledge in liturgical life.

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

### Assessment Profile

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Understand and perform the musical elements of the *eirmologic* and *sticheraric* melodies of the enharmonic and chromatic modes (Outcomes 1 & 2)
- 2) Demonstrate an understanding of the various liturgical services, books, and types of hymns of the Byzantine tradition in the Orthodox Church today (Outcomes 3 & 4)
- 3) Appreciate the liturgical and spiritual significance of *eirmologic* and *sticheraric* styles, and the enharmonic and chromatic modes (Outcome 5).

### Representative References

- 1) Archdiocesan School of Byzantine Music. *The Musical Ark: An Ark of Hymnody of the Eastern Orthodox Church*. Greek Orthodox Archdiocese of America, 2017.
- 2) Dedes, Seraphim. *Sunday Matins Music, Volume X, The Great Doxology in the Eight Modes*. Perrysville/Hayesville, Oh: St Gregory Palamas Monastery Greek Orthodox Diocese of Pittsburgh, 2022.
- 3) *Holy Week*. Boston, Massachusetts: Holy Transfiguration Monastery, 2016.
- 4) Kezios, Spencer T. (ed.). *Sacraments and Services (Book One; Book Two; Book Three)*. USA: Narthex Press, 1995.
- 5) Getcha, Job. *The Typikon Decoded: An Explanation of Byzantine Liturgical Practice*. Yonkers, NY: St Vladimir's Seminary Press, 2012.
- 6) Ioannis Protopsaltis, *Anastasimatarion*, ΖΩΗ, Athens (ed. Spyridon Pavlakis, Athens 2017).
- 7) *Octoechos*. Boston, Massachusetts: Holy Transfiguration Monastery, 2019.
- 8) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2<sup>nd</sup> edition, St Andrew's Orthodox Press, 2020.
- 9) Talley, Thomas J. *The Origins of the Liturgical Year*. Collegeville, Minnesota: The Liturgical Press, 1991.
- 10) *The Great Horologion (or Book of Hours)*. Boston, Massachusetts: Holy Transfiguration Monastery, 1997.
- 11) *The Menaion, Volumes 1-12*. Boston, Massachusetts: Holy Transfiguration Monastery, 2005.
- 12) *The Triodion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2021.
- 13) *The Pentecostarion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2014.
- 14) *The Psalter*. Boston, Massachusetts: Holy Transfiguration Monastery, 1987.
- 15) Violakis, George. (Trans. by Rev. Robert T. Athas). *The Ritual Order of the Services of the Great Church of Christ*. USA: The Greek Orthodox Metropolis of Denver Church Music Federation, 2015.

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Course Unit Outline
<b>Unit Code</b>
L5125
<b>Unit Name</b>
Byzantine Vespers Service
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
L5124 Byzantine Enharmonic and Chromatic Modes
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
The course unit introduces students to the Byzantine Vespers Service, as celebrated within the Eastern Orthodox liturgical tradition. It offers a foundation for preparing, coordinating and chanting the various liturgical and musical elements for the celebration of Vespers in the Orthodox Church today.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Byzantine Vespers Service* introduces students to evensong in the liturgical life of the Orthodox Church. It provides students with skills needed for coordinating and performing the liturgical and musical elements of vespers in modern worship.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- outlining the liturgical and musical elements of Byzantine vespers
- developing the choral participation skills needed for celebrating vespers
- developing the capacity of students to understand the rubrics and liturgical books associated with vespers and its celebration

providing opportunities for applying these skills and knowledge in liturgical life.

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Understand and perform the musical elements of the Vespers Service (Outcomes 1 & 2)
- 2) Demonstrate an understanding of how the Typikon and the Liturgical Books are used to celebrate the Vespers Service (Outcomes 3 & 4)
- 3) Appreciate the liturgical and spiritual significance of the Vespers Service (Outcome 5).

#### **Representative References**

- 1) Archdiocesan School of Byzantine Music. *The Musical Ark: An Ark of Hymnody of the Eastern Orthodox Church*. Greek Orthodox Archdiocese of America, 2017.
- 2) *Holy Week*. Boston, Massachusetts: Holy Transfiguration Monastery, 2016.
- 3) Kezios, Spencer T. (ed.). *Sacraments and Services (Book One; Book Two; Book Three)*. USA: Narthex Press, 1995.
- 4) Getcha, Job. *The Typikon Decoded: An Explanation of Byzantine Liturgical Practice*. Yonkers, NY: St Vladimir's Seminary Press, 2012.
- 5) Ioannis Protopsaltis, *Anastasimatarion*, ΖΩΗ, Athens (ed. Spyridon Pavlakis, Athens 2017).
- 6) Ioannis Protopsaltis, *Eirmologion*, Ρηγοπούλου, Thessaloniki, 1903.
- 7) *Μουσικός Πανδέκτης*, Volume 1, ΖΩΗ, Athens.
- 8) *Μουσικός Πανδέκτης*, Volume 3, ΖΩΗ, Athens.
- 9) *Octoechos*. Boston, Massachusetts: Holy Transfiguration Monastery, 2019.
- 10) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2nd edition, St Andrew's Orthodox Press, 2020.
- 11) *The Great Horologion (or Book of Hours)*. Boston, Massachusetts: Holy Transfiguration Monastery, 1997.
- 12) *The Menaion, Volumes 1-12*. Boston, Massachusetts: Holy Transfiguration Monastery, 2005.
- 13) *The Triodion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2021.
- 14) *The Pentecostarion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2014.
- 15) *The Psalter*. Boston, Massachusetts: Holy Transfiguration Monastery, 1987.
- 16) Violakis, George. (Trans. by Rev. Robert T. Athas). *The Ritual Order of the Services of the Great Church of Christ*. USA: The Greek Orthodox Metropolis of Denver Church Music Federation, 2015.

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Course Unit Outline
<b>Unit Code</b>
L5126
<b>Unit Name</b>
Byzantine Matins Service
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
L5124 Byzantine Enharmonic and Chromatic Modes
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
The course unit introduces students to the Byzantine Matins Service, as celebrated within the Eastern Orthodox liturgical tradition. It offers a foundation for preparing, coordinating and chanting the various liturgical and musical elements for the celebration of Matins in the Orthodox Church today.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Byzantine Matins Service* introduces students to the service of matins in the liturgical life of the Orthodox Church. It provides students with skills needed for coordinating and performing the liturgical and musical elements of matins in modern worship.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- outlining the liturgical and musical elements of Byzantine matins
- developing the choral participation skills needed for celebrating matins
- developing the capacity of students to understand the rubrics and liturgical books associated with matins and its celebration
- providing opportunities for applying these skills and knowledge in liturgical life.

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

#### **Assessment Profile**



Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Understand and perform the musical elements of the Matins Service (Outcomes 1 & 2)
- 2) Demonstrate an understanding of how the Typikon and the Liturgical Books are used to celebrate the Matins Service (Outcomes 3 & 4)
- 3) Appreciate the liturgical and spiritual significance of the Matins Service (Outcome 5).

#### **Representative References**

- 1) Archdiocesan School of Byzantine Music. *The Musical Ark: An Ark of Hymnody of the Eastern Orthodox Church*. Greek Orthodox Archdiocese of America, 2017.
- 2) *Holy Week*. Boston, Massachusetts: Holy Transfiguration Monastery, 2016.
- 3) Kezios, Spencer T. (ed.). *Sacraments and Services (Book One; Book Two; Book Three)*. USA: Narthex Press, 1995.
- 4) Getcha, Job. *The Typikon Decoded: An Explanation of Byzantine Liturgical Practice*. Yonkers, NY: St Vladimir's Seminary Press, 2012.
- 5) Ioannis Protopsaltis, *Anastasimatarion*, ΖΩΗ, Athens (ed. Spyridon Pavlakis, Athens 2017).
- 6) Ioannis Protopsaltis, *Eirmologion*, Ρηγοπούλου, Thessaloniki, 1903.
- 7) *Μουσικός Πανδέκτης*, Volume 2, ΖΩΗ, Athens.
- 8) *Μουσικός Πανδέκτης*, Volume 3, ΖΩΗ, Athens.
- 9) *Octoechos*. Boston, Massachusetts: Holy Transfiguration Monastery, 2019.
- 10) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2nd edition, St Andrew's Orthodox Press, 2020.
- 11) *The Great Horologion (or Book of Hours)*. Boston, Massachusetts: Holy Transfiguration Monastery, 1997.
- 12) *The Menaion, Volumes 1-12*. Boston, Massachusetts: Holy Transfiguration Monastery, 2005.
- 13) *The Triodion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2021.
- 14) *The Pentecostarion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2014.
- 15) *The Psalter*. Boston, Massachusetts: Holy Transfiguration Monastery, 1987.
- 16) Violakis, George. (Trans. by Rev. Robert T. Athas). *The Ritual Order of the Services of the Great Church of Christ*. USA: The Greek Orthodox Metropolis of Denver Church Music Federation, 2015.

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Course Unit Outline
<b>Unit Code</b>
L5127
<b>Unit Name</b>
Byzantine Divine Liturgy
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
L5124 Byzantine Enharmonic and Chromatic Modes
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
The course unit introduces students to the Byzantine Divine Liturgy, as celebrated within the Eastern Orthodox liturgical tradition. It offers a foundation for preparing, coordinating and chanting the various liturgical and musical elements for the celebration of the Divine Liturgy in the Orthodox Church today.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Byzantine Divine Liturgy* introduces students to the Divine Liturgy as it is celebrated in the Orthodox Church. It provides students with skills needed for coordinating and performing the liturgical and musical elements of the Divine Liturgy in modern worship.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- outlining the liturgical and musical elements of the Byzantine Divine Liturgy
- developing the choral participation skills needed for celebrating the Divine Liturgy
- developing the capacity of students to understand the rubrics and liturgical books associated with the Divine Liturgy and its celebration
- providing opportunities for applying these skills and knowledge in liturgical life.

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Understand and perform the musical elements of the Divine Liturgy (Outcomes 1 & 2)
- 2) Demonstrate an understanding of how the Typikon and the Liturgical Books are used to celebrate the Divine Liturgy (Outcomes 3 & 4)
- 3) Appreciate the theological and spiritual significance of the Divine Liturgy (Outcome 5).

#### **Representative References**

- 1) Archdiocesan School of Byzantine Music. *The Musical Ark: An Ark of Hymnody of the Eastern Orthodox Church*. Greek Orthodox Archdiocese of America, 2017.
- 2) *Holy Week*. Boston, Massachusetts: Holy Transfiguration Monastery, 2016.
- 3) Kezios, Spencer T. (ed.). *Sacraments and Services (Book One; Book Two; Book Three)*. USA: Narthex Press, 1995.
- 4) Getcha, Job. *The Typikon Decoded: An Explanation of Byzantine Liturgical Practice*. Yonkers, NY: St Vladimir's Seminary Press, 2012.
- 5) Ioannis Protopsaltis, *Anastasimatarion*, ΖΩΗ, Athens (ed. Spyridon Pavlakis, Athens 2017).
- 6) Ioannis Protopsaltis, *Eirmologion*, Ρηγοπούλου, Thessaloniki, 1903.
- 7) *Μουσικός Πανδέκτης*, Volume 4, ΖΩΗ, Athens.
- 8) *Octoechos*. Boston, Massachusetts: Holy Transfiguration Monastery, 2019.
- 9) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2nd edition, St Andrew's Orthodox Press, 2020.
- 10) Sourlantzis, D. *Byzantine Divine Liturgy*. Thessaloniki, 1992.
- 11) *The Great Horologion (or Book of Hours)*. Boston, Massachusetts: Holy Transfiguration Monastery, 1997.
- 12) *The Menaion, Volumes 1–12*. Boston, Massachusetts: Holy Transfiguration Monastery, 2005.
- 13) *The Triodion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2021.
- 14) *The Pentecostarion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2014.
- 15) *The Psalter*. Boston, Massachusetts: Holy Transfiguration Monastery, 1987.
- 16) Violakis, George. (Trans. by Rev. Robert T. Athas). *The Ritual Order of the Services of the Great Church of Christ*. USA: The Greek Orthodox Metropolis of Denver Church Music Federation, 2015.

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Course Unit Outline
<b>Unit Code</b>
L5128
<b>Unit Name</b>
Advanced Byzantine Melodies
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
L5125 Byzantine Vespers Service; L5126 Byzantine Matins Service; L5127 Byzantine Divine Liturgy
<b>Corequisites</b>
L5127 Byzantine Divine Liturgy
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
The course unit introduces students to Byzantine melodies from selected liturgical feasts and Holy Week, as celebrated within the Eastern Orthodox liturgical tradition. It builds on all the skills acquired from all the previous liturgical music units, inviting students to apply these skills to the more complex Byzantine melodies used during liturgical feasts and Holy Week.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>Analyse the historically significant development of liturgical practice</i>	<i>Articulate and defend clear statements of liturgical practice</i>	<i>Evaluate contemporary expressions of belief and practice in terms of liturgical criteria</i>	<i>Apply liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>		✓		

#### **Contribution to Award**

The unit *Advanced Byzantine Melodies* introduces students to the liturgical dimensions and sacred melodies of selected liturgical feasts and Holy Week in the Orthodox Church. It enhances the skills developed in the prerequisites for this unit, preparing students for the complexity of the liturgical and musical elements of selected liturgical feasts and Holy Week in modern worship.

This unit forms part of the following award: Diploma of Liturgical Music.

The unit contributes to this award by:

- outlining the liturgical and musical elements of selected liturgical feasts and Holy Week in the Orthodox Church
- developing the choral participation skills needed for celebrating selected liturgical feasts and Holy Week
- developing the capacity of students to understand the rubrics and liturgical books associated with selected liturgical feasts and Holy Week and their celebration
- providing opportunities for applying these skills and knowledge in liturgical life.

#### **Required Specialist Facilities or Equipment**

For the online mode of delivery, computer and internet access are required.

### Assessment Profile

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Understand and perform the musical elements of various liturgical feasts and Holy Week (Outcomes 1 & 2)
- 2) Demonstrate an understanding of how the Typikon and the Liturgical Books are used to celebrate a variety of liturgical feasts and Holy Week (Outcomes 3 & 4)
- 3) Appreciate the theological and spiritual significance of various liturgical feasts and Holy Week (Outcome 5).

### Representative References

- 1) Archdiocesan School of Byzantine Music. *The Musical Ark: An Ark of Hymnody of the Eastern Orthodox Church*. Greek Orthodox Archdiocese of America, 2017.
- 2) *Holy Week*. Boston, Massachusetts: Holy Transfiguration Monastery, 2016.
- 3) Kezios, Spencer T. (ed.). *Sacraments and Services (Book One; Book Two; Book Three)*. USA: Narthex Press, 1995.
- 4) Getcha, Job. *The Typikon Decoded: An Explanation of Byzantine Liturgical Practice*. Yonkers, NY: St Vladimir's Seminary Press, 2012.
- 5) Ioannis Protopsaltis, *Anastasimatarion*, ΖΩΗ, Athens (ed. Spyridon Pavlakis, Athens 2017).
- 6) Ioannis Protopsaltis, *Eirmologion*, Ρηγοπούλου, Thessaloniki, 1903.
- 7) *Μουσικός Πανδέκτης*, Volume 5, ΖΩΗ, Athens.
- 8) *Μουσικός Πανδέκτης*, Volume 6, ΖΩΗ, Athens.
- 9) *Μουσικός Πανδέκτης*, Volume 7, ΖΩΗ, Athens.
- 10) *Μουσικός Πανδέκτης*, Volume 8, ΖΩΗ, Athens.
- 11) *Octoechos*. Boston, Massachusetts: Holy Transfiguration Monastery, 2019.
- 12) Pringos, Konstantine. *The Holy and Great Week*. Athens: Apostoloki Diakonia of the Church of Greece, 2006.
- 13) Psilacos, Basilios. *Byzantine Ecclesiastical Music*, 2nd edition, St Andrew's Orthodox Press, 2020.
- 14) Surlantzis, D. *Byzantine Divine Liturgy*. Thessaloniki, 1992.
- 15) *The Great Horologion (or Book of Hours)*. Boston, Massachusetts: Holy Transfiguration Monastery, 1997.
- 16) *The Menaion, Volumes 1–12*. Boston, Massachusetts: Holy Transfiguration Monastery, 2005.
- 17) *The Triodion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2021.
- 18) *The Pentecostarion*. Boston, Massachusetts: Holy Transfiguration Monastery, 2014.
- 19) *The Psalter*. Boston, Massachusetts: Holy Transfiguration Monastery, 1987.
- 20) Violakis, George. (Trans. by Rev. Robert T. Athas). *The Ritual Order of the Services of the Great Church of Christ*. USA: The Greek Orthodox Metropolis of Denver Church Music Federation, 2015.

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Course Unit Outline
<b>Unit Code</b>
M5100
<b>Unit Name</b>
Introduction to World Mission
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit introduces students to the worldwide Christian Church and its mission. It provides an overview of key biblical, cultural, historical, and strategic aspects of mission and explains some of the challenges of communicating the gospel message across widely different cultures.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

### **Contribution to Award**

The unit forms part of the SCD awards at AQF Level 5.

The unit serves as an introductory Elective unit in the Discipline of Christian Life and Ministry. It may contribute to requirements in that Discipline or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of biblical and theological bases of contemporary world mission
- developing the capacity to analyse information and express ideas and perspectives related to world mission
- providing opportunities to organise, plan, and implement creative strategies in relation to world mission.

### **Learning Outcomes**

At the end of this unit students will be able to:

1. describe the biblical and theological basis of Christian mission
2. outline key Christian perspectives related to the practice of world mission
3. explore strategies to strengthen local church involvement in world mission
4. suggest ways in which Australian churches might address cultural and religious diversity in their outreach to the local community
5. apply perspectives covered in this unit to a specific mission context of personal relevance or interest.

Content
<p>Topics will include a broad selection of the following:</p> <p><b>Biblical/ Theological Perspectives on Mission, such as:</b></p> <ol style="list-style-type: none"> <li>1) biblical definitions of mission, <i>Missio Dei</i>; the uniqueness of Christ and the Gospel</li> <li>2) the biblical imperative for mission and church growth; an incarnational model of mission</li> <li>3) theological imperatives for holistic (integral) mission</li> <li>4) the concept of a 'call' to mission; characteristics of an effective missionary</li> <li>5) key issues in contemporary theology and practice of mission</li> <li>6) evaluation of contemporary forms of mission from a theological perspective</li> <li>7) constructing a personal theology of mission</li> </ol> <p><b>Historical Perspectives on Mission, such as:</b></p> <ol style="list-style-type: none"> <li>1) key events in the global expansion of Christianity over the past 2000 years</li> <li>2) lessons drawn from mission history for the contemporary practice of mission</li> <li>3) the need to discard legacies of colonialism, paternalism and missionary triumphalism</li> </ol> <p><b>Strategic Perspectives in Mission, such as:</b></p> <ol style="list-style-type: none"> <li>1) the whole Church in the whole world: an overview of the status of Christianity in today's world</li> <li>2) the extent and variety of the worldwide missionary movement</li> <li>3) detailed consideration of branches of mission related to the denomination or orientation of particular colleges offering this unit</li> <li>4) mission as proclamation</li> <li>5) strategies for integral mission: aid and development; justice; and peace</li> <li>6) response of mission to special needs, e.g., refugees, children at risk, the challenges of terrorism; health issues, climate change, drugs, famine, the context and aftermath of war, etc.</li> <li>7) the role of the sending Churches</li> <li>8) mission in multicultural Australia or New Zealand</li> </ol> <p><b>Cultural Perspectives on Mission, such as:</b></p> <ol style="list-style-type: none"> <li>1) understanding and celebrating culture and its contribution to Christian diversity</li> <li>2) mission and contextualisation of the Gospel; the "Three Self" movement and beyond - enculturation and the development of indigenous churches</li> <li>3) ethnotheology and culturally appropriate expressions of theology</li> <li>4) the arts in mission; ethnomusicology</li> <li>5) sociological, anthropological, political, and economic issues and their impact on mission</li> <li>6) principles of cross-cultural communication</li> </ol>
Required Specialist Facilities or Equipment
<p>Students should normally have opportunity to meet and hear directly from people engaged in mission.</p>
Assessment Profile

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 1) Exploration of the biblical and theological basis of mission. [Outcomes 1, 3 and 5]
- 2) Suggestions for strengthening local church involvement in mission at home and/or abroad. [Outcomes 3, 4, 5]
- 3) Identifying and applying key Christian perspectives on world mission to a context of interest. [Outcomes 2 and 5]

#### **Representative References**

- 1) Bosch, David. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books, 1991.
- 2) Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. IVP, 2006.
- 3) Frost, M. & A. Hirsch. *The Shaping of Things to Come (Innovation and Mission for the 21<sup>st</sup> Century Church)*. Peabody, Mass: Hendrickson Publishers, 2003.
- 4) Hill, Jonathan. *The History of Christianity: The Early Church to the Reformation*. Oxford: Lion Hudson, 2020.
- 5) Hill, Jonathan. *The History of Christianity: The Age of Exploration to the Modern Day*. Oxford: Lion Hudson, 2020.
- 6) Johnson, Todd M and Gina A. Zurlo (eds). *World Christian Encyclopedia*. 3<sup>rd</sup> ed. Edinburgh: Edinburgh University Press, 2019.
- 7) Moreau, A Scott et al. *Introducing World Missions: A Biblical, Historical and Practical Survey*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 2015.
- 8) Myers, B. *Walking with the Poor: Principles and Practices of Transformational Development*. Revised edition. Maryknoll, NY: Orbis. Dec. 2011.
- 9) Thomas, N. (ed). *Classic Texts in Mission and World Christianity*. Maryknoll: Orbis, 1995.
- 10) Winter, R. & S. Hawthorne (eds). *Perspectives on the World Christian Movement*. 4<sup>th</sup> ed. Pasadena: William Carey Library, 2009.

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Course Unit Outline	
<b>Unit Code</b>	
M5109	
<b>Unit Name</b>	
Engaging in Discipleship	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit will introduce students to the biblical basis and cultural approaches to discipleship in the contemporary context.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Elective unit in the Discipline of Christian Life and Ministry. It may contribute to requirements in that Discipline or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of biblical and cultural issues involved in approaches to discipleship</li> <li>• developing the capacity to analyse information and express ideas and perspectives related to the practice of discipleship</li> <li>• providing opportunities to organise, plan, and implement creative strategies in relation to a program of discipleship.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) identify the biblical and theological foundations of discipleship</li> <li>2) describe how culture and society influence discipleship and disciple-making</li> <li>3) compare and contrast approaches to making disciples in differing cultural and contextual situations</li> <li>4) outline a suggested program for living as a disciple in a particular setting</li> <li>5) reflect upon the practical application of discipleship to Christian life and ministry.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The biblical basis for discipleship</li> <li>2) Disciple making as a lifestyle</li> <li>3) The influence of society and culture on discipleship</li> <li>4) The role of spiritual practices in the maturity and development of a disciple</li> <li>5) A strategy for disciple making in the local congregation</li> <li>6) From personal growth to community transformation</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Present a clear statement on the contemporary relevance of biblical practices of discipleship for spiritual transformation. [Outcomes 1, 4, 5]</li> <li>2) Explain the biblical, cultural and practical strengths and weaknesses of different approaches to discipleship in a variety of settings. [Outcomes 1, 2, 3]</li> <li>3) Design and reflect on a discipleship program that incorporates both personal and communal significance. [Outcomes 4, 5]</li> </ol>



### Representative References

- 1) Barna, G. *Growing True Disciples: New Strategies for Producing Genuine Followers of Christ*. Colorado Springs: WaterBrook, 2001.
- 2) Bell, R and D Golden. *Jesus Wants to Save Christians*. Grand Rapids: Zondervan, 2008.
- 3) Bruce, AB. *The Training of the Twelve*. New York: Cosmo Inc, 2007.
- 4) English, J.T. *Deep Discipleship: How the Church Can Make Whole Disciples of Jesus*. B&H Books, 2020.
- 5) Longenecker, RN. *Patterns of Discipleship in the New Testament*. Grand Rapids: Eerdmans, 1996.
- 6) Peterson, E. *The Jesus Way, a Conversation in Following Jesus*. Hodder and Stoughton, 2007.
- 7) Prime, Derek. *Directions for Christian Living: An Introduction to Christian Discipleship*. Christian Focused Publications, 2010.
- 8) Putman, Jim. *real-life discipleship: building churches that make disciples*. NavPress, 2014.
- 9) Scazzero, Peter. *Emotionally Healthy Discipleship: Moving from Shallow Christianity to Deep Transformation*. Harper Collins, 2021.
- 10) Smith, JB. *The Good and Beautiful God*. Downers Grove: IVP Books 2009.
- 11) Volf, M. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Grand Rapids: Brazos Press, 2011.
- 12) Willard, D. *Renovation of the Heart*. Downers Grove: IVP Press, 2002.
- 13) Wright, NT. *Simply Christian: Why Christianity Makes Sense*. San Francisco: Harper Collins, 2006.

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Course Unit Outline	
<b>Unit Code</b>	
M5127	
<b>Unit Name</b>	
Introducing Cross-Cultural Ministry	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit explores culture, worldview and intercultural communication from theological and practical perspectives. It will assist students in effective cross-cultural ministry.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓
<i>communicate ideas clearly to others</i>				✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Specialisation in the Discipline of Christian Life and Ministry or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of biblical and theological bases of cross-cultural ministry
- developing the capacity to analyse information and express ideas and perspectives related to cross-cultural ministry
- providing opportunities to organise, plan, and implement creative strategies in cross-cultural settings.

### Learning Outcomes

At the end of this unit students will be able to:

- 1) identify the concept of culture and principles of cross-cultural communication
- 2) describe the biblical foundations of cross-cultural ministry
- 3) develop skill in analysing cross-cultural situations
- 4) suggest ways to cope with the complexities of cross-cultural ministry
- 5) apply a basic understanding of culture and worldview to the communication of Christian faith across cultural barriers

### **Content**

- 1) Biblical precedents for cross-cultural mission
- 2) Developing a theology of cross-cultural ministry
- 3) Understanding culture and worldview; a basic model of culture types
- 4) Identifying and understanding one's own culture and worldview
- 5) Culture shock and reverse culture shock
- 6) Basic principles of communication; dangers of miscommunication
- 7) Key aspects of cross-cultural communication, including language and non-verbal communication; influence of social structures on communication; relationship of medium and message; and the distinction between form and function
- 8) Church and culture
- 9) Contextualisation, indigenisation and enculturation in cross-cultural ministry and mission
- 10) Identifying and dealing with prejudice, racism and cross-cultural conflict

### **Required Specialist Facilities or Equipment**

Nil

### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Analyse aspects of intercultural communication observed in the field. [Outcome 3]
- 2) Demonstrate understanding of the concept of culture, biblical foundations for cross-cultural ministry and principles to apply for cross-cultural communication. [Outcomes 1, 2]
- 3) Design a contextualised product to communicate to a specific cross-cultural audience showing evidence of understanding and application of unit principles. [Outcomes 4 and 5]

### **Representative References**

- 1) Davis, Charles A. *Making Disciples Across Cultures: Missional Principles for a Diverse World*. Downers Grove: IVP, 2015.
- 2) Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove: IVP, 2006.
- 3) Kraft, C.H. Ed. *Appropriate Christianity*. Pasadena, CA: William Carey Library, 2006.
- 4) Lingenfelter, S. G. *Ministering Cross-Culturally: A Model for Effective Personal Relationships*. 3<sup>rd</sup> Edition. Grand Rapids: Baker Academic, 2016.
- 5) Moreau, A. Scott, Evvy Hay Campbell and Susan Greener. *Effective Intercultural Communication: A Christian Perspective*. Grand Rapids: Baker Academic, 2014.
- 6) Myers, B. *Walking with the Poor: Principles and Practices of Transformational Development*. Revised Edition. Maryknoll, NY: Orbis, 2011.
- 7) Shaw, R. D. and Van Engen, C. *Communicating God's Word in a Complex World*. Lanham: Rowman & Littlefield, 2003
- 8) Tucker, F. *Intercultural Communication for Christian Ministry*. Hove, South Australia: Frank Tucker, 2013.
- 9) Winter, R.D. and S.C. Hawthorne. (eds.) *Perspectives on the World Christian Movement*. 4<sup>th</sup> Edition. Pasadena, CA: William Carey Library, 2009.

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Course Unit Outline	
<b>Unit Code</b>	
M5128	
<b>Unit Name</b>	
Developing Cross-Cultural Competence	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit aims to provide students with an <i>in situ</i> experience of cross-cultural mission as an introduction to a practical study of the dynamics of inter-cultural issues in a contemporary situation.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓		✓	
<i>skills to identify, analyse and act on information from a range of sources</i>		✓		
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>communicate ideas clearly to others</i>				✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Specialisation in the Discipline of Christian Life and Ministry or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- providing an immersive application of biblical and theological bases of cross-cultural ministry
- developing the capacity to analyse information and express ideas and perspectives related to cross-cultural ministry
- providing opportunities to organise, plan, and implement creative strategies in a contemporary cross-cultural setting.

### Learning Outcomes

At the end of this unit students will be able to:

- 1) Describe a number of key issues involved in a specific cross-cultural ministry
- 2) Explain the implications for ministry of the interrelationships of culture and gospel within that culture
- 3) Explain how some cultural elements in their own formation may need adjustments for effective cross-cultural ministry
- 4) Engage under direct supervision in a cross-cultural ministry experience
- 5) Apply insights gained from the field experience to a program for personal preparation for cross-cultural ministry.

### Content

#### Section A: Preparation

Students must undertake supervised preparation for cross-cultural ministry exposure as a base of their field experience. The preparation should include appropriate readings pertinent to the specific cultural context to be experienced and, where practical, input from people who are familiar with that culture (e.g., members of the culture or workers within the culture).

#### Section B: Field Work

The student will spend at least two weeks immersed in an unfamiliar culture. This learning experience may be local or international.

### Required Specialist Facilities or Equipment

An approved cross-cultural ministry placement

### Assessment Profile

**Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:**

- 1) Identify and explain cultural elements involved in the communication of the gospel. [Outcomes 1, 2, 3]
- 2) Reflect theologically and personally on the implications of cultural awareness for their own ministry. [Outcomes 2, 3, 5]
- 3) Engage actively in a range of cross-cultural ministry situations. [Outcomes 1, 2, 3, 4]

All elements of the Content must be satisfactorily completed for credit in this unit.

The unit will be assessed on a non-graded (S) basis.

### Representative References

An appropriate reference list of resources relevant to the specific culture and issues likely to be encountered will be compiled and provided to students by their Member Institution as a part of the preparation for this unit.

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Course Unit Outline	
<b>Unit Code</b>	
M5160	
<b>Unit Name</b>	
Reaching Australians/New Zealanders with the Gospel	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit examines the biblical story of the good news of Jesus Christ and what issues Christians may face in communicating the gospel to contemporary Australians/New Zealanders. It examines strategies for sharing faith in this cultural and societal context.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>
Course Outcomes			
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓	
<i>skills to identify, analyse and act on information from a range of sources</i>		✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓
<i>communicate ideas clearly to others</i>			✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory unit in the Discipline of Christian Life and Ministry. It may serve as part of a Specialisation in the Discipline of Christian Life and Ministry or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of biblical, theological, and sociological bases of evangelistic ministry
- developing the capacity to analyse information and express ideas and perspectives related to contemporary evangelization
- providing opportunities to organise, plan, and implement creative strategies for communicating the gospel to contemporary local society.

### Learning Outcomes

At the end of this unit students will be able to:

- 1) Recount the Christian gospel drawn from its biblical sources
- 2) Describe the Australian/New Zealand cultural context in which the Christian gospel will be proclaimed
- 3) Identify suitable redemptive analogies for the communication of the Christian gospel in this context
- 4) Suggest strategies through which the Christian gospel can be communicated in the Australian/New Zealand context
- 5) Present a clear and coherent account of the Christian gospel in the Australian/New Zealand context

#### **Content**

- 1) The foundations of the gospel from the biblical sources
- 2) The content of the gospel (*kerygma*)
- 3) A theology for missional/evangelistic practice
- 4) Australian culture & spirituality; aboriginal, white Australian & Asian
- 5) The 'Engle Scale' and its applicability to evangelism
- 6) The praxis of evangelism: personal and corporate
- 7) Australians' objections to Christianity
- 8) Ethical considerations for evangelism
- 9) Strategies for evangelistic 'best practice'

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Articulate a clear understanding of the Christian. [Outcome 1]
- 2) Describe current and historical cultural factors in the Australian/New Zealand context and suggest relevant redemptive analogies. [Outcome 2, 3]
- 3) Present a coherent approach to communicating the Christian gospel in an Australian/New Zealand context using an appropriate strategy. [Outcome 1, 4, 5]

#### **Representative References**

- 1) Barnett, Tully, Julian Meyrick and Robert Phiddian. *What Matters? Talking Value in Australian Culture*. Melbourne: Monash University, 2018.
- 2) Bouma, Gary. *Australian soul: religion and spirituality in the twenty-first century*. 1<sup>st</sup> ed. New York: Cambridge University Press, 2006.
- 3) Breward, Ian. *A history of the churches in Australasia*. Revised ed. New York: Oxford University Press, 2004.
- 4) Chan, Sam. *How to Talk about Jesus (Without being that guy)*. Grand Rapid: Zondervan Reflective, 2021.
- 5) Cronshaw, Darren. *Credible Witness: companions, prophets, hosts & the Australian mission models*, Springvale, Victoria: Urban Neighbours of Hope, 2006.
- 6) Dickson, John. *The Best Kept Secret of Christian Mission: Promoting the Gospel with More Than Our Lips*. Grand Rapids, MI: Zondervan, 2010.
- 7) Frame, T. R. *Losing my religion: unbelief in Australia*. Kensington, NSW: University of New South Wales Press, 2012.
- 8) Frost, Michael & Alan Hirsch. *The Shaping of Things to Come: Innovation and Mission for the 21<sup>st</sup> Century Church*. Revised and Updated Ed. Grand Rapids: Baker Books, 2013.
- 9) Mackay, Hugh. *What makes us tick?: The ten desires that drive us*. Sydney: Hachette Australia, 2018.
- 10) Mahlborg, Kurt. *Cross and Culture: Can Jesus Save the West?* Unanderra: Australian Heart Publishing, 2020.

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Course Unit Outline
<b>Unit Code</b>
P5101
<b>Unit Name</b>
Introduction to Pastoral Ministry and Practice
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit is an introduction to practical theology for ministry. It is also an opportunity to overview the biblical and theological foundations of ministry. Common aspects of ministry will be considered.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of technical and theoretical knowledge related to contemporary forms of pastoral ministry and practice</li> <li>• developing skills in communicating ministry-related knowledge to others</li> <li>• providing opportunities to perform technical operations within Christian ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of the unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) identify key issues relating to the practice of pastoral care</li> <li>2) understand the role of the human sciences in pastoral theology and ministry</li> <li>3) apply the insights of biblical and theological foundations to the practice of ministry</li> <li>4) demonstrate the ability to reflect in the practice of ministry</li> <li>5) apply knowledge and skills effectively for pastoral ministry</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The theological and biblical foundations of pastoral theology</li> <li>2) Aspects of church ministry: Church structures and caring ministry</li> <li>3) Developing basic listening skills</li> <li>4) Theological reflection on contemporary pastoral issues</li> <li>5) 5. Methods of ministry and the place of ordination / leadership</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Explore the theological and biblical foundations of pastoral theology for ministry and the role of the human sciences. [Outcomes 1, 2]</li> <li>2) Demonstrate pastoral ministry skills. [Outcomes 1, 3, 5]</li> <li>3) Demonstrate an ability to reflect on their own actions. [Outcomes 1, 3, 4]</li> </ol>
<b>Representative References</b>

- 1) Anderson, Ray S. *An Emergent Theology*. Intervarsity Press 2006.
- 2) Atkin, Daniel L. and R. Scott Pace. *Pastoral Theology: Theological Foundations for Who a Pastor IS and What He Does*. Nashville: B&H Academic, 2017.
- 3) Charles Jr, H. B. *On Pastoring: A Short Guide to Living, Leading, and Ministering as a Pastor*. Chicago: Moody Publishers, 2016.
- 4) Corey, G. *Theory and Practice of Counselling and Psychotherapy 10<sup>th</sup> ed.* Pacific Grove, CA: Brooks/Cole, 2015.
- 5) Egan, G. *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. 11th ed. Pacific Grove, CA: Cengage, 2018.
- 6) Geldard, K., Geldard, D., *Counselling skills in everyday life*. New York: Palgrave Macmillan, 2003.
- 7) Laniak, T. *Shepherds after my own heart*. Downer's Grove, Illinois: IVP, 2006.
- 8) McLeod, John. *An Introduction to Counselling*. New York, NY: McGraw-Hill, Open University Press, 2009.
- 9) Patton, John. *Pastoral Care in Context: An Introduction to Pastoral Care*. Westminster John Knox Press, 2005.
- 10) Santrock, John W. *Life-Span Development*. 17<sup>th</sup> Edition. New York: McGraw-Hill, 2018.
- 11) Townsend, Loren. *An Introduction to Pastoral Counselling*. Nashville, TN: Abingdon Press, 2009.
- 12) Wagner, C. Peter. and Woodward, V (eds.). *Your Spiritual Gifts Can Help Your Church Grow*. Ventura, Calif., Regal Books, 2005.

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Course Unit Outline	
Unit Code	
P5104	
Unit Name	
Introduction to Theological Study	
Unit Weighting	
9 cp	
Prerequisites	
Nil	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
This course unit introduces students to the skills, knowledge and qualities required for successful theological study. It offers an introductory overview to a variety of Christian disciplines and the critical thinking, theological reflection and other skills required for successful learning in theological education.	
Contribution to Graduate Attributes	

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>
<b>Course Outcomes</b>			
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓	
<i>skills to identify, analyse and act on information from a range of sources</i>			✓
<i>perform with technical and creative skill to express ideas and perspectives</i>		✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of technical and theoretical knowledge related to the various disciplines contained within theological study</li> <li>• developing an ability to identify, analyse and act on ministry-oriented information from a range of foundational sources</li> <li>• establishing a basis for independent life-long learning.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of the unit students should be able to:</p> <ol style="list-style-type: none"> <li>1. identify the skills, knowledge and qualities required for transformative theological study</li> <li>2. demonstrate an awareness of the issues entailed in studying selected Christian sub-disciplines</li> <li>3. demonstrate skills to identify and solve problems with limited assistance</li> <li>4. engage in theological reflection in a set context</li> <li>5. apply skills and knowledge to the task of theological study in an area of relevance to the student</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Academic skills for theological study</li> <li>2. Theological reflection and critical engagement in a variety of contexts</li> <li>3. How to critically engage with theological resources, especially Scripture</li> <li>4. Self-awareness and the empathetic engagement with alternative views</li> <li>5. Methodological issues in a variety of Christian sub-disciplines</li> <li>6. Integration of learning for spiritual transformation</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Identify the skills, knowledge and qualities required for successful theological study and apply new knowledge and skills gained to a given context. [Outcomes 1, 5]</li> <li>2. Demonstrate an awareness of methodological issues involved in a given Christian sub-discipline and engage in identifying and solving problems in a set context. [Outcomes 2, 3, 4]</li> <li>3. Apply skills and knowledge appropriate to theological study to a situation that requires theological reflection. [Outcomes 4, 5]</li> </ol>
<b>Representative References</b>

1. Bass, Dorothy C and Craig Dykstra, eds. *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids MI: Eerdmans, 2008.
2. Bedford, Dorothy and Elizabeth Wilson. *Study Skills for Foundation Degrees* 3rd ed. New York, NY: Routledge, 2020.
3. Bennett, Zoe *Your MA in Theology: A Study Skills Handbook*. London: Hymns Ancient & Modern Ltd, 2014.
4. Dockery, David S. *Theology, Church, and Ministry: A Handbook for Theological Education*. Nashville, TN: B&H Academic, 2017.
5. Dow, Philip E. *Virtuous Minds: Intellectual Character Development*. Westmont: InterVarsity Press, 2013.
6. McGrath, Alister. *The Passionate Intellect: Christian Faith and the Discipleship of the Mind*. Downers Grove, IL: InterVarsity Press, 2014.
7. Miller, Michael R., ed. *Doing More with Life: Connecting Christian Higher Education to a Call to Service*. Waco: Baylor University Press, 2007.
8. Whipp, Margaret. *SCM Study Guide: Pastoral Theology*. London: Hymns Ancient & Modern Ltd, 2013.
9. Willard, Dallas. *Renewing the Christian Mind: Essays, Interviews, and Talks*. ed Gary Black. New York, NY: HarperOne, 2016.
10. Wright, N.T. and Michael F. Bird, *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. Grand Rapids, MI: Zondervan Academic, 2019.
11. Zacharias, H. Daniel and Benjamin K. Forrest. *Surviving and Thriving in Seminary: An Academic and Spiritual Handbook*. Bellingham, WA: Lexham Press, 2018.

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Course Unit Outline	
<b>Unit Code</b>	
P5107	
<b>Unit Name</b>	
The Context of Pastoral Ministry	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
9cp in Pastoral Theology	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
<p>This unit develops the student's knowledge and experience of pastoral ministry, providing opportunities for personal development and insight into appropriate interventions for specific ministry situations. It is intended that this unit will expand the student's capacity to reflect theologically on their response to everyday pastoral situations.</p>	

This unit develops the student's knowledge and experience of pastoral ministry, providing opportunities for personal development and insight into appropriate interventions for specific ministry situations. It is intended that this unit will expand the student's capacity to reflect theologically on their response to everyday pastoral situations.

#### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓		✓	
<i>skills to identify, analyse and act on information from a range of sources</i>		✓		
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>communicate ideas clearly to others</i>				✓

#### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit serves as an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or serve as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of technical and practical knowledge related to issues arising in contemporary forms of pastoral ministry and practice
- developing skills in responding to and managing problematic issues arising in pastoral ministry
- providing opportunities to perform technical operations within Christian ministry.

<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify and discuss pastoral issues that arise throughout the life cycle</li> <li>2) Explain principles of ethical behaviour and self-care in pastoral ministry</li> <li>3) Reflect on the application of pastoral theology to pastoral issues</li> <li>4) Develop and display appropriate interventions for issues that arise in pastoral ministry.</li> <li>5) Reflect on personal responses to issues that arise in pastoral ministry</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Theological reflection</li> <li>2) Marriage and Family</li> <li>3) Divorce, preparation for marriage, singleness</li> <li>4) Loss and grief</li> <li>5) Human sexuality</li> <li>6) Abuse issues, domestic violence</li> <li>7) Emotional problems</li> <li>8) Suicide</li> <li>9) Trauma</li> <li>10) Self-care and ethical practice in pastoral ministry</li> <li>11) Application of theological principles to pastoral practice and ministry</li> <li>12) An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Discuss life cycle issues from a pastoral perspective and explain principles of ministry which show awareness of ethical and self-care matters. [Outcomes 1, 2]</li> <li>2) Reflect on how to address pastoral issues. [Outcomes 1, 3, 4]</li> <li>3) Explore their personal response to the various issues studied. [Outcome 5]</li> </ol>
<b>Representative References</b>

- 1) Balswick, J. & J. Balswick. *A Model for marriage: Covenant, grace, empowerment and intimacy*. Downer's Grove Illinois: IVP, 2006.
- 2) Balswick, J. & J. Balswick. *Authentic Human sexuality: An Integrated Christian Approach*. 3<sup>rd</sup> Edition. Illinois: IVP, 2019.
- 3) Collins, G. *Christian Counselling*. 3<sup>rd</sup> Edition. Nashville: Thomas Nelson, 2007.
- 4) Creech, Robert R. *Family Systems and Congregational Life: A Map for Ministry*. Grand Rapids: Baker Academic, 2019.
- 5) Gringrich, Heather Davediuk. *Restoring the Shattered Self: A Christian Counselor's Guide to Complex Trauma*. Downers Grove: IVP Academic, 2020.
- 6) Gula, R. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist, 2010.
- 7) Instone-Brewer, D. *Divorce and Remarriage: Biblical Solutions for Pastoral Realities*. Milton Keynes: Paternoster, 2003.
- 8) Lee, Cameron and Kurt Fredrickson. *That Their Work Will Be A Joy: Understanding and Coping with the Challenges of Pastoral Ministry*. Eugene: Cascade Books, 2012.
- 9) Pembroke, Neil. *Foundations of Pastoral Counselling: Integrating Philosophy, Theology and Psychotherapy*. London: SCM Press, 2017.
- 10) Thomas, John C. Ed. *Counseling Techniques: A Comprehensive Resource for Christian Counselors*. Grand Rapids: Zondervan, 2018.

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Course Unit Outline
<b>Unit Code</b>
P5110
<b>Unit Name</b>
Introduction to Youth Ministry
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit is an introduction to the practice of youth ministry. It seeks to encourage students to think differently about how best to minister to this post-modern generation. Students will be introduced to ideas and principles applicable to many different contexts and given tools to evaluate and implement these principles.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory Elective in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of technical and theoretical knowledge related to contemporary forms of youth ministry</li> <li>• developing an understanding of contemporary methods and underlying principles of youth ministry</li> <li>• providing opportunities to perform technical operations in Christian ministry, taking personal responsibility for them.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify the nature of youth ministry within the church</li> <li>2) Understand the relevance of the various principals of youth ministry to the ministry of the local church</li> <li>3) Explain the theory and practice behind a specific model of youth ministry and how to apply it to a local setting</li> <li>4) Describe the process for analysing the current context of a group with a view to setting and communicating vision and goals for the ministry</li> <li>5) Apply lessons learned to effectively reach and minister to contemporary youth of a given context whether real or imagined</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Biblical foundations for Youth Ministry</li> <li>2) Defining Youth Ministry</li> <li>3) Clarifying a Call to Ministry</li> <li>4) Philosophy of Youth Ministry</li> <li>5) Models for Youth Ministry</li> <li>6) Setting Vision and Goals for Youth Ministry</li> <li>7) The Future of Youth Ministry</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Identify the nature of youth ministry and explain its relevance within the context of the local church. [Outcomes 1, 2]</li> </ol>

2. Analyse the theory and practice of a specific model of youth ministry and explain how it may be applied within a given local setting. [Outcomes 3]
3. Outline the process for establishing and communicating the vision and goals for a youth ministry and apply the process to a real or imagined ministry context. [Outcomes 4, 5]

#### **Representative References**

1. Atkinson, H. T., W. L. Barnett, and M. Severe. *Ministry With Youth in Crisis*. Revised ed. Eugene, Oregon: Cascade Books, 2016.
2. DeVries, Mark. *Sustainable Youth Ministry : Why Most Youth Ministry Doesn't Last and What Your Church Can Do About it*. Downers Grove, Ill.: IVP Books, 2008.
3. Heflin, H., *Youth Pastor: The Theology and Practice of Youth Ministry*. Nashville, TN: Abingdon Press, 2009.
4. Kipp, M. *Making Room: The Purpose and Practice of Youth Ministry*. Kansas City, MO: The Foundry Publishing, 2021.
5. McKnight, T. *Engaging Generation Z: Raising the Bar for Youth Ministry*. Grand Rapids, MI: Kregel Publications, 2021.
6. Mason M, Singleton A, Webber R, *The Spirit of Generation Y. Young People's Spirituality in a Changing Australia*. John Garret Publishing, Mulgrave, 2007.
7. Powell, Kara Eckmann. *Growing Young : Six Essential Strategies to Help Young People Discover and Love Your Church*. Grand Rapids, Michigan: Baker Books, a division of Baker Publishing Group, 2016.
8. Veron, Z, ed. *Youth Ministry on the Front Foot*. Sydney, AU: YouthWorks Publishing, 2012.
9. White, James Emery. *Meet Generation Z : Understanding and Reaching the New Post-Christian World*. Grand Rapids, Michigan: Baker Books, 2017.
10. Yaconelli, Mark. *Contemplative Youth Ministry : Practicing the Presence of Jesus*. Grand Rapids, Mich.: Zondervan, 2006.

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Course Unit Outline
<b>Unit Code</b>
P5113
<b>Unit Name</b>
Introduction to Children's Ministry
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit aims to introduce the student to the field of children's ministry. It provides a theoretical and practical framework for ministry among children in the church and a variety of community settings including childcare, educational settings, community service agencies, and programs.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory Elective in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing technical and theoretical knowledge related to contemporary forms of children's ministry</li> <li>• developing an understanding of theological knowledge by applying it in children's ministry</li> <li>• providing opportunities to perform technical operations in Christian ministry, taking personal responsibility for them.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Outline the basic concepts of children's ministry as a missional activity of the local church</li> <li>2) Identify the basic features of the learning characteristics, overall development and appropriate stages of faith of children.</li> <li>3) Nurture, manage and ensure safety in children's ministry in congregational and community settings using contemporary resources and techniques.</li> <li>4) Select children's ministry resources and techniques that are appropriate to stage of faith development and to particular congregational and community settings</li> <li>5) Prepare a children's ministry program for use within a specific faith and/or community context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Biblical and theological perspectives on Christian ministry with children.</li> <li>2) Historical perspectives on Christian ministry with children.</li> <li>3) A study of the learning characteristics and overall development of children.</li> <li>4) The role of Children's ministry in relationship to families and Churches</li> <li>5) Discipling Children at appropriate faith stages</li> <li>6) Mission with children – in congregational settings</li> <li>7) Mission with Children – in community settings</li> <li>8) Behaviour management and discipline.</li> <li>9) Duty of care and legal issues for working with children.</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p>

- 1) Discuss the importance of developing a discipleship approach to children's ministry including aspects such as biblical principles, relationship to the mission of the church, stages of faith and learning characteristics of children. [Outcomes 1, 2]
- 2) Identify and give examples of training resources for leaders who are ministering to children and provide your assessment of the effectiveness of these resources. [Outcomes 3, 4]
- 3) Prepare a Children's ministry plan for use in a given or selected context. [Outcome 5]

#### **Representative References**

- 1) Adams, Steven J. *Children's Ministry on Purpose: A Purpose Driven Approach to Lead Kids Toward Spiritual Health*. Grand Rapids: Zondervan, 2017.
- 2) Anthony, M & M Marshman. *7 Family Ministry Essentials: A Strategy for Culture Change in Children's and Student Ministries*, Colorado Springs: David C Cook, 2015.
- 3) Beckwith, Ivy. *Formational Children's Ministry*. Grand Rapids: Baker Books, 2010.
- 4) Barna, George. *Transforming Children into Spiritual Champions: Why Children Should be Your Church's #1 Priority*. Ada, MI: Baker Books, 2016.
- 5) Csinos, David M. *Children's Ministry in the Way of Jesus*, IVP Books, 2013.
- 6) Choun, R J & M S Lawson. *The Christian Educator's Handbook on Children's Ministry*. 2<sup>nd</sup> Edition. Grand Rapids: Baker, 2012.
- 7) DeVries, Mark and Annette Safstrom. *Sustainable Children's Ministry: From Last-Minute Scrambling to Long-Term Solutions*. Downers Grove: IVP, 2018.
- 8) Ervin, Andrew. *Best Practices for Children's Ministry*. Kansas City: Beacon Press, 2010.
- 9) Fisher, Becky. *Redefining Children's Ministry in the 21<sup>st</sup> Century*, Kids in Ministry International, 2011.
- 10) Jones, Timothy Paul and John David Trentham. *Practical Family Ministry: A Collection of Ideas for Your Church*. Nashville: Random House, 2015.
- 11) Jutila, Craig; Jim Wideman and Pat Verbal. *Children's Ministry in the 21<sup>st</sup> Century*, Loveland CO: Group, 2007.
- 12) Klumpenhower, Jack. *Show them Jesus: Teaching the Gospel to Kids*. Greensboro: New Growth Press, 2014.
- 13) Lovaglia, Dan. *Relational Children's Ministry: Turning Kid-Influencers into Life Long Disciple Makers*, Grand Rapids: Zondervan, 2016.

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Course Unit Outline
<b>Unit Code</b>
P5115
<b>Unit Name</b>
Developing a Youth Ministry
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit provides students with strategies for establishing a culture of discipleship and leadership development within the youth group. The unit guides them in the practice of recruiting and training youth leaders as well as building student leaders.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory Elective in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing technical and theoretical knowledge related to contemporary forms of youth ministry</li> <li>• developing an understanding of theological knowledge by applying it in youth ministry</li> <li>• providing opportunities to perform technical operations in Christian ministry, taking personal responsibility for them.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify the key principles and practical steps for making disciples in youth ministry</li> <li>2) Explore the components for faith development and discipleship in youth ministry</li> <li>3) Describe the importance of a relational approach to youth ministry</li> <li>4) Assess the value of a program for the discipleship and mentoring of young people</li> <li>5) Apply a selected model for equipping youth for leadership and ministry within a set context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Foundations for Making Disciples</li> <li>2) Unleashing Potential in Youth</li> <li>3) Relational Youth Ministry</li> <li>4) Small Groups, Follow-up and Nurture</li> <li>5) Equipping Youth for Ministry</li> <li>6) Equipping Youth for Ministry – Techniques</li> <li>7) Equipping Youth for Mission</li> <li>8) Equipping Youth for Leadership</li> <li>9) Mentoring Youth to Spiritual Maturity</li> <li>10) Youth Ministry Development</li> <li>11) Camps, Retreats and Mission Trips well done</li> <li>12) Developing a Culture of Evangelism</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Describe the importance of developing a discipleship approach to youth ministry outlining key principles and practical steps for ministering to young people. [Outcomes 1, 2, 3]</li> </ol>

2. Give an example of a training resource for leaders who are ministering to young people and assess its potential effectiveness. [Outcome 4]
3. Apply a selected model of discipleship to youth ministry in a real or imagined context. [Outcome 5]

#### **Representative References**

1. Clark, C & Powell, K, *Deep Ministry in a Shallow World. Not-So-Secret Findings About Youth Ministry*, Zondervan, Grand Rapids, 2006.
2. Dean, Kenda Creasy, and Roland D. Martinson. *Omg: A Youth Ministry Handbook*. Nashville, Tenn.: Abingdon Press, 2010.
3. Hawkins, T. *Disciples Who Will Last*. Sydney, AU: Hawkins Ministry Resources, 2007.
4. King, Mike. *Presence-Centered Youth Ministry: Guiding Students Into Spiritual Formation*. Downers Grove, Ill.: IVP Books, 2006.
5. Kipp, M. *Making Room: The Purpose and Practice of Youth Ministry*. Kansas City, MO: The Foundry Publishing, 2021.
6. Kinnaman, D, *You Lost Me. Why Young Christians are Leaving the Church*. Baker Books, Grand Rapids, Michigan 2011.
7. McKnight, T. *Engaging Generation Z: Raising the Bar for Youth Ministry*. Grand Rapids, MI: Kregel Publications, 2021.
8. Powell, Kara Eckmann. *Growing Young : Six Essential Strategies to Help Young People Discover and Love Your Church*. Grand Rapids, Michigan: Baker Books, a division of Baker Publishing Group, 2016.
9. Stevens, M. *The Glue: Relationship as the Connection for Effective Youth Ministry*. Gulfview Heights, AU: Michael Stevens, 2017.
10. Yaconelli, M. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. Grand Rapids, Michigan: Zondervan, 2006.

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Course Unit Outline
<b>Unit Code</b>
P5116
<b>Unit Name</b>
Youth Ministry and Personal Growth
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit enables the student to understand the importance of developing balanced ministry practises for sustainable youth ministry. The unit guides students to develop the necessary professional and personal tools for leading a ministry to youth.

**Contribution to Graduate Attributes**

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>		✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

**Contribution to Award**

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory Elective in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing technical and theoretical knowledge related to contemporary forms of youth ministry
- developing an understanding of theological knowledge by applying it in youth ministry
- providing opportunities to exercise leadership and develop others in performing technical operations in Christian ministry.

**Learning Outcomes**

At the end of this unit students will be able to:

- 1) Identify healthy ministry patterns for sustainable youth ministry
- 2) Describe the necessary tools to develop personal management skills for youth ministry
- 3) Explore the factors contributing to the burnout of youth ministry leaders and identify ways to mitigate burnout occurring
- 4) Analyse the issues around caring for, resourcing and developing volunteers
- 5) Apply lessons learned to personal and ministry practice

### **Content**

- 1) Longevity in Youth Ministry
- 2) Managing Self
- 3) Managing Time
- 4) Managing Change
- 5) Managing Diversity
- 6) Dealing with Conflict and Criticism
- 7) Team Ministry – Building a Leadership Team
- 8) Youth Ministry and Christian Spirituality
- 9) Effective Team Leadership
- 10) Preventing Stress & Burnout
- 11) Budgeting, Fundraising & Financial Management
- 12) Responsible Practices for Youth Leadership

### **Required Specialist Facilities or Equipment**

Nil

### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Recognise and explain the issue of burnout in youth ministry outlining the possible causes, symptoms and factors for prevention. [Outcomes 1, 2, 3]
- 2) Apply lessons learned to leading themselves and volunteers in healthy youth ministry practice. [Outcomes 4, 5]

### **Representative References**

1. Atkinson, H. T., W. L. Barnett, and M. Severe. *Ministry With Youth in Crisis*. Revised ed. Eugene, Oregon: Cascade Books, 2016.
2. Clark, Chap, *Hurt 2.0: Inside the World of Today's Teenagers*, Baker Academic, Grand Rapids MI, 2011.
3. Dean, Kenda Creasy, and Roland D. Martinson. *Omg: A Youth Ministry Handbook*. Nashville, Tenn.: Abingdon Press, 2010.
4. Dean, K. & Clark, C. *Starting Right*. Michigan: Zondervan, 2001
5. Erwin, P. *A Critical Approach to Youth Culture - It's Influence and Impact on Youth Ministry*. Michigan: Zondervan. 2010
6. Fields, D. *Your First Two Years in Youth Ministry*. Michigan: Zondervan, 2002
7. Hawkins, T. *Leaders Who Will Last*. Sydney, AU: Hawkins Ministry Resources, 2010.
8. Heflin, Houston. *Youth Pastor: The Theology and Practice of Youth Ministry*. Nashville. TN: Abingdon Press, 2010.
9. Robbins, Duffy. *Youth Ministry Nuts & Bolts: Organizing, Leading, and Managing Your Youth Ministry*. Rev. & updated. ed. Grand Rapids, Mich.: Zondervan, 2010.
10. Yaconelli, M. *Contentment of Youth Ministry: Practicing the Presence of Jesus*. Grand Rapids, Michigan: Zondervan, 2006.

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Course Unit Outline	
<b>Unit Code</b>	
P5118	
<b>Unit Name</b>	
Culture and Context for Youth Ministry	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit seeks to enable students to understand youth and how they are shaped by their culture. Information on the deep issues that affect young people is provided to assist the student to provide care for youth and their families.	

**Contribution to Graduate Attributes**

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>			
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>		✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>		✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>			✓

**Contribution to Award**

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory Elective in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing technical and sociological knowledge related to contemporary forms of youth ministry
- developing an understanding of theological knowledge by applying it in youth ministry
- providing opportunities to exercise leadership and develop others in performing technical operations in Christian ministry.

**Learning Outcomes**

At the end of this unit students will be able to:

- 1) Outline a basic definition of culture and subculture and their implications for ministry
- 2) Explain the relationship between culture and youth identity, values and behaviour
- 3) Develop basic strategies to identify youth subcultures and to engage with these youth in culturally appropriate ways.
- 4) Analyse issues that affect youth and their families
- 5) Provide basic care for youth and their families in culturally appropriate ways.

#### **Content**

- 1) Culture and Cultural Formation
- 2) Cultural Needs
- 3) Culture of youth
- 4) The Gospel & Youth
- 5) Youth Development
- 6) Basic Skills for Caring for Youth
- 7) Caring for Young People and their families
- 8) Issues faced by Youth
- 9) Issues experienced by Youth
- 10) Issues faced by Youth and their families
- 11) Intervention for Youth In Crisis & Hazards
- 12) Limitations for working with Youth.

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) List and discuss the various characteristics of youth culture. Develop strategies for how the church can reach out to these youth cultures. [Outcomes 1, 2, 3]
- 2) Explore selected issues impacting contemporary youth and outline appropriate ways of working with these issues in youth and their families. [Outcomes 4, 5]

#### **Representative References**

1. Atkinson, H. T., W. L. Barnett, and M. Severe. *Ministry With Youth in Crisis*. Revised ed. Eugene, Oregon: Cascade Books, 2016.
2. Baker, Sarah, Brady. Robards, and Bob. Buttigieg. *Youth Cultures and Subcultures: Australian Perspectives*. New York, NY: Routledge, 2020.
3. Brain, Matthew. *Engage!: How the Church Can Reconnect With Young People*. Barton Books, 2011.
4. Clark, Chap, *Hurt 2.0: Inside the World of Today's Teenagers*, Baker Academic, Grand Rapids MI, 2011.
5. Deutsch, N. L., & Theodorou, E. *Aspiring, Consuming, Becoming: Youth Identity in a Culture of Consumerism*. *Youth and Society*, 42(2), 229-254. 2010
6. Erwin, P. *A Critical Approach to Youth Culture - It's Influence and Impact on Youth Ministry*. Michigan: Zondervan. 2010
7. Hart, A., & Weber, C. H. *Is Your Teen Stressed or Depressed?* : Thomas Nelson. 2008
8. Mackay, Hugh. *Beyond Belief*. Sydney, AU: Macmillan, 2016.
9. Mueller, W. *Engaging the Soul of Youth Culture - Bridging Teen Worldviews and Christian Truth*. IL, United States: Zondervan. 2006
10. Sayers, Mark. *Strange Days: Life in the Spirit in a Time of Upheaval*. Chicago: Moody Publishers, 2017.
11. White, James Emery. *Meet Generation Z: Understanding and Reaching the New Post-Christian World*. Grand Rapids, Michigan: Baker Books, 2017.

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Course Unit Outline	
Unit Code	
P5123	
Unit Name	
Healing Prayer	
Unit Weighting	
9 Credit Points	
Prerequisites	
Nil	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
<p>This course unit aims to provide students with an introduction to the understanding of Christian healing and its practice as seen in biblical, historical and current day contexts. It will enable the student to reflect on the importance of healing in their own personal life and ministry, as well as its place in today's church. The unit is an Elective unit within the Diploma awards.</p>	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<p><b>Contribution to Award</b></p> <p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory Elective in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing technical and theological knowledge related to practices of healing in contemporary Christian ministry</li> <li>• developing skills in responding to and managing issues arising in pastoral ministry that require healing</li> <li>• providing opportunities to perform technical operations within Christian ministry.</li> </ul>
<p><b>Learning Outcomes</b></p> <p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate the biblical teaching on sickness and healing</li> <li>2. Identify key theological positions on the Kingdom of God and how they impact healing ministry</li> <li>3. Explain how the healing ministry of Jesus as depicted in the Gospels may serve as a model for us today</li> <li>4. Explain how a diversity of healing approaches are used in the church today.</li> <li>5. Present a proposal for a particular exercise in healing in their own context.</li> </ol>
<p><b>Content</b></p> <ol style="list-style-type: none"> <li>1. Worldview and Definitions</li> <li>2. Healing and the Kingdom of God</li> <li>3. Jesus' Model and Kingdom Authority</li> <li>4. Healing in the Church: Yesterday and Today</li> <li>5. The Praxis of Ministry</li> <li>6. Healing of Body and Spirit</li> <li>7. Healing of Damaged Emotions and Past Hurts</li> <li>8. Healing and Deliverance</li> <li>9. Healing of Relationships, and of Death and Dying</li> <li>10. Healing in the Local Church</li> </ol>
<p><b>Required Specialist Facilities or Equipment</b></p> <p>Nil</p>
<p><b>Assessment Profile</b></p> <p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p>

1. A review of biblical and theological sources relating to Christian healing theory and practice. [Outcomes 1, 2, 3]
2. An explanation of various Christian healing models. [Outcomes 2, 4, 5]
3. An application of basic principles of Christian healing as presented in the unit to a specific context. [Outcomes 3, 4, 5]

#### **Representative References**

1. Grundmann, Christoffer H. "He Sent Them out to Heal! Reflections on the Healing Ministry of the Church." *Currents in Theology and Mission* 33, no. no.5 (October 1, 2006): 372–378.
2. Kydd, Ronald A. N. *Healing through the Centuries: Models for Understanding*. Hendrickson Publishers, 1998.
3. Lewis, C S. "The Human Pain." In *The Problem of Pain*, pp77-97. New York: Macmillan, 1940.
4. Masters, Kevin S. "Research on the Healing Power of Distant Intercessory Prayer: Disconnect between Science and Faith." *Journal of Psychology & Theology* 33, no. 4 (2005): 268–277.
5. Pfeiffer, Cara. "Healing and the Holy Spirit: A Manifestation of the 'Already, but Not yet' Kingdom of God." *Vision* 13, no. 1 (2012): 48–55.
6. Thomas, John Christopher. "Healing in the Atonement: A Johannine Perspective." *Journal of Pentecostal Theology* 14, no. 1 (October 2005): 23–39.
7. Venter, Alexander. *Doing Healing*. Cape Town: VIP, 2009.
8. White, John, and Ken Blue. *Healing The Wounded - The Costly Love Of Church Discipline*. Leicester, England: IVP, 1985. Accessed March 6, 2019.
9. Wimber, John. "A Healing Procedure." 37–61. Anaheim: VMI, 1992.
10. Wright, James. "Profiles of Divine Healing: Third Wave Theology Compared with Classical Pentecostal Theology." *Asian Journal of Pentecostal Studies* 5, no. 2 (July 1, 2002): 271–287.

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Course Unit Outline
<b>Unit Code</b>
P5133
<b>Unit Name</b>
Kingdom and Spirit
<b>Unit Weighting</b>
9 Credit Points
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
<p>This course unit aims to familiarise students with a theology of the Kingdom of God that is relevant to the situations they find themselves experiencing in life and ministry. It presents a third-wave theology of both the Kingdom of God and spiritual gifts and encourages comparison of this theological perspective with other viewpoints. It looks at practical implications of the “inaugurated eschatology” of the Kingdom and presents an understanding of the person and work of the Holy Spirit and how we partner with the Spirit in walking out our kingdom life. The unit is an Elective unit within the Diploma awards.</p>
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

#### **Contribution to Award**

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory Elective in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of a body of technical and theological knowledge and concepts
- developing an awareness of a range of approaches to the application of theological principles
- providing opportunities to communicate ministry-related knowledge, skills, and ideas to others.

Learning Outcomes
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Outline the basic concepts of Kingdom of God theology</li> <li>2. Identify different views on the role of the Holy Spirit in empowering Christians for ministry</li> <li>3. Explain the practical and pastoral implications of a “Now-But-Not-Yet” theology of the Kingdom of God</li> <li>4. Explain the role of prophecy and other spiritual gifts in the life of the local church</li> <li>5. Identify ways of implementing a variety of “3<sup>rd</sup> Wave” ministry practices in their local church context</li> </ol>
Content
<ol style="list-style-type: none"> <li>1) The Kingdom of God in 20<sup>th</sup> Century Theology</li> <li>2) Contemporary Eschatologies</li> <li>3) The Here but Not-Yet of the Kingdom</li> <li>4) Inaugurated Eschatology</li> <li>5) Being a Kingdom Community</li> <li>6) Person and Work of the Holy Spirit</li> <li>7) Comparative Pneumatologies</li> <li>8) Empowered by the Spirit</li> <li>9) Spiritual Gifts – Traditional Views</li> <li>10) Spiritual Gifts – An Expanded (3<sup>rd</sup> Wave) View</li> <li>11) Prophecy</li> <li>12) The Holy Spirit and the Local Church</li> </ol>
Required Specialist Facilities or Equipment
Nil
Assessment Profile
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. A review of various views on Kingdom of God theology. [Outcomes 1, 2]</li> <li>2. An explanation of the implications for church life of Kingdom of God theology and the role of the Holy Spirit and spiritual gifts. [Outcomes 1, 3, 4]</li> <li>3. An application of basic principles of Third Wave theology and ecclesiology. [Outcomes 3, 4, 5]</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>1. Erickson, Douglas. <i>Living the Future: The Kingdom of God &amp; the Holy Spirit in the Vineyard Movement</i>, 2016.</li> <li>2. Gaffin, Richard B., Jr [et al] ; Wayne A. Grudem, ed. <i>Are Miraculous Gifts for Today?: Four Views</i>. Grand Rapids MI: Zondervan, 1996.</li> </ol>

3. Hill, Graham. "The Spirit-Empowered Church - Responding to the Spirit's Power and Presence." In *Salt, Light, and a City: Introducing Missional Ecclesiology*. Eugene: Wipf & Stock, 2012.
4. Hopping, Joshua S. *The Here and Not Yet*. Lady Smith, South Africa: Vineyard International Publishing, 2017.
5. Keener, Craig S. "A Closer Look at Some Spiritual Gifts." In *Gift and Giver—The Holy Spirit for Today*. Grand Rapids, MI: Baker Academic, 2001.
6. Ladd, George E. "The Kingdom of God." In *A Theology of the New Testament*. Grand Rapids, MI: Eerdmans, 1974.
7. Willard, Dallas. "Entering the Eternal Kind of Life Now," in *The Divine Conspiracy: Rediscovering Our Hidden Life in God*, pp 7-41. HarperSanFrancisco, 1998.
8. Wimber, John, and Kevin Springer. *Power Evangelism*. San Francisco: Harper & Row, 1986.

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Course Unit Outline
<b>Unit Code</b>
P5140
<b>Unit Name</b>
Introduction to Christian Education
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit aims to introduce students to the field of Christian education by providing opportunity to understand theory and design instruction within a Christian perspective.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory Elective in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of technical and theological knowledge and concepts related to Christian education</li> <li>• developing an awareness of a range of approaches to the application of theological principles to Christian education</li> <li>• providing opportunities to perform technical operations in Christian education, taking personal responsibility for them.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) identify the biblical, theological and historical foundations of Christian education</li> <li>2) state the purposes and objectives of Christian education</li> <li>3) discuss the impact of diverse contexts upon Christian education practices</li> <li>4) reflect upon various teaching and learning models appropriate for application in Christian education</li> <li>5) apply the results of their study to Christian discipleship and ministry preparation</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The biblical, theological and historical foundations of Christian education</li> <li>2) The purposes and objectives of Christian education</li> <li>3) Learning and teaching theory and models</li> <li>4) Factors affecting a model of Christian education for Australasia and the South Pacific</li> <li>5) The development of a model of Christian education in a local ministry context</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Explain the foundations of Christian education including its purposes and objectives. [Outcomes 1, 2]</li> <li>2) Examine learning and teaching models and their use within various contexts. [Outcomes 3, 4]</li> <li>3) Apply the results of their study to specific Christian education contexts. [Outcomes 4, 5]</li> </ol>
<b>Representative References</b>

- 1) Anthony, Michael J., ed. *Introducing Christian Education: Foundations for the 21<sup>st</sup> Century*. Grand Rapids: Baker, 2018.
- 2) Anthony, Michael J. and Warren S. Benson. *Exploring the History and Philosophy of Christian Education: Principles for the 21<sup>st</sup> Century*. Eugene: Wipf and Stock, 2011.
- 3) Bass, Dorothy C. & Craig Dykstra (Eds). *For life abundant: practical theology, theological education, and Christian ministry*. Grand Rapids: Eerdmans, 2008.
- 4) Blevins, Dean G. and Mark A. Maddix, *Discovering Discipleship: Dynamics of Christian Education*. Kansas City: Beacon Hill Press of Kansas City, 2010.
- 5) Buckland, Ron. *Perspectives On Children and the Gospel: Excellence in Ministry With Children and Their Families*. West Gosford: Scripture Union, 2001.
- 6) Cardoza, Freddy ed. *Christian Education: A Guide to the Foundations of Ministry*. Grand Rapids: Baker Academic, 2019.
- 7) Everist, Norma C. *The Church as Learning Community: A Comprehensive Guide to Christian Education*. Nashville: Abingdon, 2002.
- 8) Hillman Jr., George M. and Sue G. Edwards, Eds. *Invitation to Educational Ministry: Foundations of Transformative Christian Education*. Grand Rapids: Kregel Academic, 2018.
- 9) Horton, Ronald A. *Handbook of Christian Education*. Greenville: BJU Press, 2017.
- 10) Maddix, Mark A. and James Riley Estep Jr. *Practicing Christian Education: An Introduction for Ministry*. Grand Rapids: Baker Academic, 2017.
- 11) Pazmino, Robert W. *Christian Education is more than formation*. La Mirada: Talbot School of Theology, 2010.

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Course Unit Outline
<b>Unit Code</b>
P5145
<b>Unit Name</b>
Introduction to Ministry in the Church
<b>Unit Weighting</b>
9 Credit Points
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit introduces students to a biblical, cultural and practical understanding of the life and mission of the local church. It will enable the student to reflect on the purpose of the local church with particular reference to ministry as mission.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an advanced Elective in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of technical and theological knowledge and concepts related to Christian ministry</li> <li>• developing an awareness of a range of approaches to the application of theological principles to Christian ministry</li> <li>• providing opportunities for organising, planning, and evaluating the work of self and others in ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the nature and purpose of the local church from biblical, cultural and practical perspectives</li> <li>2. Identify the nature of cultural change over recent decades and its various impacts on church life</li> <li>3. Discuss the role of mission in today's church with particular reference to its implementation in a changing cultural context</li> <li>4. Examine selected key areas of local church ministry and identify their contribution to mission</li> <li>5. Create a program for a local church that seeks to implement a "multiplication" mindset</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. A definition of the "local church" and understanding of its purpose</li> <li>2. Examination of the 3 key functions of church life: worship, community and mission</li> <li>3. Cultural change and the response of the local church</li> <li>4. A Theology of mission</li> <li>5. Missional Ecclesiology</li> <li>6. The role of discipleship and leadership in the local church</li> <li>7. An examination of the importance and occurrence of values and purpose in the local church</li> <li>8. The role and practice of church planting</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p>

1) A review of biblical and Cultural sources relating to church and mission. [Outcomes 1, 2, 3] 2) An appreciation of recent and contemporary ecclesiological thought and practice regarding mission in response to cultural change. [Outcomes 1, 2, 4] 3) An application of basic principles of Church Planting or another “multiplication” focussed ministry (e.g., raising leaders, discipleship). [Outcomes 4, 5]
<b>Representative References</b>
1. Blount, Brian K. <i>Putting Jesus on Display with Love and Power</i> . Minneapolis: Chosen Books, a division of Baker Publishing Group, 2019. 2. Bosch, David J. “Missio Dei.” In <i>Witness to the World: The Christian Mission in Theological Perspective</i> , pp 239-248. John Knox Pr, 1980. 3. Davis-Olds, Courtney. “The Growing Church: A Case Study in Leadership for Change” 16, no. 2 (2017): 20. 4. De Young, Kevin, and Ted Kluck. “The Theological: The Church of Diminishing Definition.” In <i>Why We Love The Church: In Praise of Institutions and Organised Religion</i> , 159–185. Chicago: Moody, 2009. 5. Downes, Peter. “The Purpose and Significance of the ‘Sunday’ Corporate Worship Gathering in Australian Vineyard Churches.” D.Min thesis, Australian College of Theology, 2012. 6. Erickson, Douglas. <i>Living the Future: The Kingdom of God &amp; the Holy Spirit in the Vineyard Movement</i> , 2016. 7. Frost, Michael. “Moving Into the Neighbourhood.” In <i>The Road to Missional: Journey to the Center of the Church</i> , pp 121-140. Grand Rapids, Mich: Baker Books, 2011. 8. Hibbert, Richard Yates. “The Place of Church Planting in Mission: Towards a Theological Framework.” <i>Evangelical Review of Theology</i> 33, no. 4 (October 2009): 316–331. 9. Hirsch, Alan. “Introduction - The Forgotten Ways.” In <i>The Forgotten Ways: Reactivating the Missional Church</i> , 15–48. Grand Rapids: Brazos, 2006. 10. Kariatlis, Philip. “Affirming Koinonia Ecclesiology: An Orthodox Perspective.” <i>Phronema</i> 27, no. 1 (2012): 51–65. 11. Marshall, Glen. “A Missional Ecclesiology for the 21st Century.” <i>Journal of European Baptist Studies</i> 13, no. 2 (January 1, 2013): 5–21. 12. Richardson, Rick. <i>You Found Me: New Research on How Unchurched Nones, Millennials, and Irreligious Are Surprisingly Open to Christian Faith</i> . Downers Grove: InterVarsity Press, 2019. 13. Williams, Joseph L. “The New Ecclesiology and the Post-Modern Age.” <i>Review &amp; Expositor</i> 107, no. 1 (December 1, 2010): 33–40. 14. Williams, Rick. <i>Uncomfortable Growth</i> . London: Rick Williams, 2015. 15. Wright, Christopher J. H. “The Whole Church--A Brief Biblical Survey.” <i>Evangelical Review of Theology</i> 34, no. 1 (January 2010): 14–28.
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Course Unit Outline	
<b>Unit Code</b>	
P5148	
<b>Unit Name</b>	
The Basics of Christian Worship	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit introduces students to concepts that provide a basic foundation for the construction of Christian worship services.	
<b>Contribution to Graduate Attributes</b>	

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>					
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>				✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in the Discipline of Christian Life and Ministry or as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of biblical and theological bases of contemporary Christian worship forms</li> <li>• engaging with information on worship from a range of sources</li> <li>• providing opportunities to perform with technical and creative skills in presenting worship programs.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify the key elements of a church service of Christian worship</li> <li>6) Outline the basic biblical, theological, cultural and historical foundations for the practice of Christian worship within a particular tradition</li> <li>7) Compare and contrast the elements of Christian worship in a range of church settings</li> <li>8) Select a range of worship resources for effective use in leading Christian worship</li> <li>9) Construct a Christian worship service suited to a specific church context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Historical development of Christian worship traditions</li> <li>2) Biblical and theological bases of Christian worship</li> <li>3) The role of culture in the development of Christian worship</li> <li>4) Diversity in Christian worship</li> <li>5) Current issues in Christian worship</li> <li>6) Pastoral purpose in Christian worship</li> <li>7) Resourcing Christian worship</li> <li>8) Preparing Christian worship services</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Review a range of Christian worship practices.[Outcomes 1, 3]</li> <li>2) Establish a theologically and culturally appropriate base for Christian worship in a specific setting. [Outcomes 2]</li> <li>3) Construct a suitably crafted and resourced program of Christian worship in a local congregational context. [Outcomes 1, 4, 5]</li> </ol>

### Representative References

- 1) Block, Daniel I. *For the Glory of God: Recovering a Biblical Theology of Worship*. Grand Rapids: Baker Academic, 2016.
- 2) Castleman Robbie. *Story-Shaped Worship: Following Patterns from the Bible and History*. Downers Grove: IVP, 2013.
- 3) Chapell, Bryan. *Christ-Centered Worship: Letting the Gospel Shape our Practice*. Grand Rapids: Baker Academic, 2017.
- 4) Cherry, Constance M. *The Worship Architect: A blueprint for designing culturally relevant and biblically faithful services*. Grand Rapids: Baker, 2010.
- 5) Duck, Ruth C. *Worship for the Whole People of God: Vital worship for the 21<sup>st</sup> century*. Louisville: Westminster John Knox Press, 2013.
- 6) Ferguson, Everett. *Baptism in the early church: History, theology, and liturgy in the first five centuries*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2009.
- 7) Kim, Eunjoo Mary. *Christian Preaching and Worship in Multicultural Contexts: A Practical Theological Approach*. Collegeville: Liturgical Press, 2017.
- 8) McGowan, Andrew B. *Ancient Christian Worship: Early Church Practices in Social, Historical, and Theological Perspective*. Grand Rapids: Baker Academic, 2016.
- 9) O'Brien, Glen. *Christian Worship: a theological and historical introduction*. Eugene: Wipf & Stock, 2015.
- 10) Pierson, Mark. *The Art of Curating Worship: Reshaping the Role of Worship Leader*. Minneapolis, MN: Augsburg Fortress Publishing, 2010.
- 11) Segler, Franklin M. & Randall Bradley. *Christian Worship: Its Theology and Practice 3<sup>rd</sup> edition*. Nashville, TN: B&H Publishing Group, 2006.
- 12) Spinks, Bryan D. *The Worship Mall: Contemporary Responses to Contemporary Culture*. London: Church Publishing, Inc., 2011.

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Course Unit Outline
<b>Unit Code</b>
P5150
<b>Unit Name</b>
Basics of Pastoral Preaching
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit introduces students to the basic skills needed for the preparation and delivery of pastoral sermons.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>communicate ideas clearly to others</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of technical and theological knowledge related to contemporary forms of pastoral preaching</li> <li>• developing an understanding of theological and biblical bases of principles of pastoral preaching</li> <li>• providing opportunities to apply skills in pastoral preaching performance.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify the elements of an effective sermon and its delivery</li> <li>2) Explain the role of the sermon in worship</li> <li>3) Review a range of typical sermons in terms of the basic principles of preaching</li> <li>4) Compare and contrast a range of preaching styles in relation to their pastoral context</li> <li>5) Construct an effective pastoral sermon for a given context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Definition and Basic Principles of preaching</li> <li>2) Brief history of preaching</li> <li>3) The language of preaching</li> <li>4) Text selection for preaching</li> <li>5) Sermon Construction – introductions, outlines, dominant thought, conclusions</li> <li>6) Preaching style and context</li> <li>7) Principles of Evaluation of preaching</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Describe important features of quality preaching. [Outcomes 1, 2]</li> <li>2) Review a range of sermons in various contexts. [Outcomes 3, 4]</li> <li>3) Prepare and deliver a sermon. [Outcome 5]</li> </ol>
<b>Representative References</b>

1. Alcantara, Jared E. *The Practices of Christian Preaching: Essentials for Effective Proclamation*. Grand Rapids: Baker Academic, 2019.
2. Carrell, Lori J. *Preaching that Matters: Reflective Practices for Transforming Sermons*. Lanham: Rowman & Littlefield, 2013.
3. Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. London: Hodder & Stoughton, 2015.
4. Kent, Grenville J. R., Paul J. Kissling, Laurence A. Turner. *'He Began with Moses...' Preaching the Old Testament Today*. Nottingham: IVP, 2010.
5. Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People who Hear our Sermons*. Grand Rapids: Baker Academic, 2017.
6. Kinlaw, Dennis F. *Preaching in the Spirit*. 3<sup>rd</sup> Edition. Anderson: Francis Asbury Press, 2010.
7. Kuruvilla, Abraham. *A Vision for Preaching: Understanding the heart of pastoral ministry*. Grand Rapids: Baker Academic, 2015.
8. Robinson, Haddon W., *Biblical Preaching: the Development and Delivery of Expository Messages*. 3<sup>rd</sup> ed. Grand Rapids: Baker Academic, 2014.
9. Stanley, Andy. *Communicating for Change*. Multnomah Books, Random House, 2006.
10. Weller, Keith & Adrian Lane (eds.) *"Better be a Good Sermon": Preaching for special occasions and contexts*. Brunswick East, Victoria: Acorn Press, 2011.
11. Wilson, Paul Scott. *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Revised and Updated. Nashville: Abingdon Press, 2018.

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Course Unit Outline	
Unit Code	
P5151	
Unit Name	
Preaching and Culture	
Unit Weighting	
9 cp	
Prerequisites	
P5150 Basics of Pastoral Preaching	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
This course unit enables students to use a biblical and theological framework for effective preaching in their current cultural context.	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>
Course Outcomes			
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓	
<i>skills to identify, analyse and act on information from a range of sources</i>		✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓
<i>communicate ideas clearly to others</i>			✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of a body of theological and cultural knowledge related to contemporary forms of preaching
- developing an understanding of theological and cultural bases of principles of pastoral preaching
- providing opportunities to apply skills in preaching performance in culturally appropriate ways.

<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Explain the social and cultural dynamics of ministry settings as they impact upon sermon preparation and delivery</li> <li>2) Outline basic hermeneutical principles to be applied to cultural contexts</li> <li>3) Assess the effectiveness of sermon styles delivered in different social contexts</li> <li>4) Construct a range of sermon outlines incorporating the specific hermeneutical and cultural insights acquired</li> <li>5) Apply the acquired knowledge and skills to the delivery of culturally appropriate sermons.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Biblical interpretation and sermon development</li> <li>2) Theological engagement in sermon construction</li> <li>3) Social and cultural issues in preaching</li> <li>4) Cultural distinctives of communication techniques and context</li> <li>5) Culturally appropriate styles of preaching</li> <li>6) Effective sermon design</li> <li>7) Sermon delivery</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Report on relevant literature dealing with social and cultural context and trends. [Outcome 1]</li> <li>2) Establish a set of biblical and theological principles for effective preaching for different cultural contexts. [Outcomes 2, 4]</li> <li>3) Present a sermon in their ministry context, with an accompanying rationale for the chosen structure and style of the sermon. [Outcome 3, 5]</li> </ol>
<b>Representative References</b>

- 1) Anderson, Kenton. *Choosing to Preach: a comprehensive introduction to sermon options and structures*. Grand Rapids: Zondervan, 2006.
- 2) Carrell, Lori J. *Preaching that Matters: Reflective Practices for Transforming Sermons*. Lanham: Rowman & Littlefield, 2013.
- 3) Johnston, Graham. *Preaching to a Postmodern World: A Guide to Reaching Twenty-First Century Listeners*. Leicester: Inter Varsity Press, 2001.
- 4) Keller, Timothy. *Preaching: communicating faith in an age of skepticism*. Great Britain: Hodder & Stroughton, 2015.
- 5) Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker Academic, 2017.
- 6) Miller, Calvin. *Preaching: the art of narrative exposition*. Grand Rapids: Baker Books, 2006.
- 7) New, Geoff. *Imaginative Preaching: praying the Scriptures so that God can speak through you*. Langham Global Library, 2015.
- 8) Nieman, James. *Knowing the context: frames, tools and signs for preaching*. Minneapolis: Fortress Press, 2008.
- 9) Quicke, Michael J. *Preaching as Worship: An Integrative Approach to Formation in Your Church*. Grand Rapids MI: Baker Books, 2011.
- 10) Standing, Roger. *Finding the Plot: Preaching in a Narrative Style*. Milton Keynes: Paternoster, 2004.
- 11) Weller, Keith & Adrian Lane (eds.). *Better Be a Good Sermon: preaching for special occasions and contexts*. Victoria, Australia: Acorn Press, 2011.
- 12) Willhite, Keith & Scott M. Gibson (ed.). *The Big Idea of Biblical Preaching: Connecting the Bible to People*. Grand Rapids: Baker, 2003.

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Course Unit Outline				
<b>Unit Code</b>				
P5155				
<b>Unit Name</b>				
Introduction to Christian Leadership				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This introductory course unit equips students with the skills and knowledge required to understand and lead groups of people within Christian ministry. It focuses on explaining the character and practices required for effective Christian leadership and assists students to understand and work within teams.				
<b>Contribution to Graduate Attributes</b>				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of biblical and technical knowledge related to contemporary forms of leadership in Christian ministry</li> <li>• developing an understanding of group dynamics in relation to Christian leadership</li> <li>• providing opportunities to apply leadership skills in a team setting.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Describe the biblical foundations that underpin Christian leadership</li> <li>2) Explore the various functions of Christian leadership in pastoral ministry settings</li> <li>3) Identify opportunities for growth in skills and character with respect to leadership</li> <li>4) Use communication skills to transfer Christian leadership knowledge, skills and/or character to others</li> <li>5) Apply leadership knowledge and skills to a specific ministry setting</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The nature of leadership</li> <li>2) The biblical foundations of Christian Leadership</li> <li>3) The character of Christian leaders</li> <li>4) The practices of Christian leaders</li> <li>5) Systems, culture and cultural dynamics</li> <li>6) Working in teams in Christian ministry</li> <li>7) An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Explain the underlying biblical foundations and ministry functions of Christian leadership. [Outcomes 1, 2].</li> <li>2) Deliver a presentation explaining key attributes of a Christian leader. [Outcomes 2, 4, 5].</li> <li>3) Create a plan to develop one's own leadership knowledge, skills and character. [Outcomes 3, 5].</li> </ol>

### Representative References

- Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove, IL: IVP, 2008.
- Blackaby, Richard. *Spiritual Leadership: Moving People on to God's Agenda*. Nashville, TN: Broadman & Holman, 2011.
- Blanchard, Ken and P. Hodges. *Lead Like Jesus: Lessons from the Greatest Leadership Role Model of All Time*. Nashville, TN: Nelson, 2005.
- Bradbury, Jen. *Unleashing the Hidden Potential of Your Student Leaders*. Nashville, TN: Abingdon Press, 2017.
- Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. London: Vermilion, 2018.
- Dockery, David. *Christian Leadership Essentials*. Nashville, TN: B & H Academic, 2011.
- Easum, Bill and Scott Musselman. *Execute Your Vision: The Practical Art of Ministry Leadership*. Nashville, TN: Abingdon Press, 2016.
- Franklin, Kirk J. *Towards Global Missional Leadership: A Journey Through Leadership Paradigm Shift in the Mission of God*. Oxford: Regnum, 2017.
- Fryling, Robert A. *The Leadership Ellipse: Shaping How We Lead By Who We Are*. Downers Gove: IVP, 2010.
- Ledbetter, Bernice M., Robert Banks and David C. Greenhalgh. *Reviewing Leadership: A Christian Evaluation of Current Approaches*, 2<sup>nd</sup> edn. Grand Rapids: Baker, 2016.
- Mayhew, Ralph. *The Anonymous Leader: An Unambitious Pursuit of Influence*. Ralph Mayhew: 2015.
- McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass, 2011
- Nouwen, Henry. *In the Name of Jesus: Reflections on Christian Leadership*. Chestnut Ridge, NY: Crossroad Publishing, 1993.
- Sayers, Mark. *Facing Leviathan: Leadership, Influence, and Creating in a Cultural Storm*. Chicago: Moody, 2014.
- Taylor, Steve. *Built for Change: A practical theology of innovation and collaboration in leadership*. Mediacom, Unley, SA, 2016.

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Course Unit Outline			
Unit Code			
P5159			
Unit Name			
Church Movement Distinctives			
Unit Weighting			
9 cp			
Prerequisites			
Nil			
Corequisites			
Nil			
Exclusions			
Nil			
Curriculum Objective			
This course unit provides students with an opportunity to focus at a foundational level on the denominational distinctives selected by the MI. This unit provides an opportunity for the student to explore their own vocation in relation to future volunteer or ordained ministry within a specific tradition.			
Contribution to Graduate Attributes			
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:			
Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes			
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓	
<i>communicate ideas clearly to others</i>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an advanced Elective in Pastoral Theology. It may contribute to requirements in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a body of knowledge related to a specific church movement</li> <li>• developing an understanding of theological, historical, and cultural factors in the development of the movement</li> <li>• providing opportunities to communicate ministry-related knowledge and ideas to others.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify elementary sociological, historical and theological perspectives that shaped the formation of the selected church movement</li> <li>2) Describe core distinguishing beliefs and practices that differentiate this church movement from other Christian church groups</li> <li>3) Identify contemporary issues impacting the selected church movement</li> <li>4) Integrate perspectives from their broader theological studies with their analysis of the selected church movement</li> <li>5) Apply the perspectives from the unit to the specific context of the student's life, vocation and ministry practice</li> </ol>
<b>Content</b>
<p>The topic and the content related to it are chosen by the lecturer and approved by the appropriate academic authority in the MI within the scope of SCD policy.</p> <p>Students will explore their selected movement with a view to understanding the requirements and challenges involved in a vocation within that movement.</p>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Review and analyse the core elements of the church movement selected by the MI. [Outcomes 1, 2, 4]</li> <li>2) Describe the relevance of this church movement's values to contemporary society. [Outcomes 2, 3]</li> <li>3) Apply the key implications of their study for their own personal vocation and ministry practice. [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>

The topic and the reading lists related to it are chosen by the lecturer and approved by the appropriate academic authority in the MI within the scope of SCD policy.

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Course Unit Outline					
<b>Unit Code</b>					
P5161					
<b>Unit Name</b>					
Transformational Leadership					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
Nil					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objective</b>					
This course unit examines the nature and practice of leadership, which has personal and organisational transformation as its primary object. Participants will be challenged to develop a biblical model of leadership based on Jesus' ministry, and to develop an intentional strategy for their own ongoing spiritual and personal nourishment.					
<b>Contribution to Graduate Attributes</b>					
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:					
<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>	
<b>Course Outcomes</b>					
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of biblical and technical knowledge related to contemporary forms of leadership in Christian ministry</li> <li>• developing an understanding of biblical and organisational principles in relation to Christian leadership</li> <li>• providing opportunities to apply strategic leadership in a transformative setting.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Categorise personal leadership styles in the light of biblical and historical models</li> <li>2) Differentiate models of transformational leadership</li> <li>3) Explain the link between personal transformation and organisational health</li> <li>4) Apply the concept of Spiritual Leadership to various leadership settings</li> <li>5) Outline an intentional strategy, grounded in careful research, for personal spiritual and leadership growth</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The traits, functions and styles of a leader</li> <li>2) Great leaders past and present</li> <li>3) Character and ministry formation of a leader</li> <li>4) Transformational and transactional leadership</li> <li>5) Biblical models of transformational leadership</li> <li>6) Spiritual Leadership and organisational health</li> <li>7) The gospel as an anchor for leadership principles and practice</li> <li>8) An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Identify a range of historical leaders who brought about corporate transformation and identify their connection with particular recognised models of leadership. [Outcomes 1, 2]</li> <li>2) Evaluate the link between personal transformation and organisational health in the context of selected models of transformational leadership. [Outcomes 2, 3]</li> <li>3) Construct, implement and report on a plan that integrates personal leadership development and organisational health. [Outcomes 3, 4, 5]</li> </ol>



### Representative References

- 1) Barton, R. Ruth. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Expanded Edition. Downers Grove: InterVarsity Press, 2018.
- 2) Blackaby, H and R. *Spiritual Leadership (Rev. Ed.)* B&H Publishers, 2011.
- 3) Branson, Mark and Martinez, Juan. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove: IVP, 2011.
- 4) Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. [Rev. ed.] Colorado Springs, CO: NavPress, 2012.
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- 6) Evans, Jeff. *Inspirational Presence: The Art of Transformational Leadership*. Garden City, NY: Morgan James, 2009.
- 7) Heifetz Ronald A and Martin Linsky, *Leadership on the Line*. Harvard Business School Press, 2002.
- 8) Kegan, Robert, and Lisa Laskow Lahey. *An Everyone Culture: Becoming a Deliberately Developmental Organization*. Boston, Massachusetts: Harvard Business Review Press, 2016.
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- 10) McGregor, Burns J. *Transforming Leadership*. New York: Grove, 2003.
- 11) McIntosh, Gary, and Samuel D. Rima. *Overcoming the Dark Side of Leadership: How to Become an Effective Leader By Confronting Potential Failures*. Rev. ed. ed. Grand Rapids, MI: Baker Books, 2007.
- 12) Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. London, UK: Darton, Longman & Todd, 2014. [Original: 1972].
- 13) Sanders, Oswald. *Spiritual Leadership: Principles of Excellence for Every Believer*. Chicago, IL: Moody Publishers, 2007.
- 14) Scazzero, Peter. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids, Michigan: Zondervan, 2015.

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Course Unit Outline				
<b>Unit Code</b>				
P5171				
<b>Unit Name</b>				
Supervised Ministry I				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
P5101				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit incorporates learning experiences at a practical level as well as giving opportunity to reflect on both the practice and theory of ministry. This reflection occurs both with an appointed supervisor and mentor as well as in the formal classroom situation. The mentoring is done by experienced pastors or those in recognised specialist ministries.				
<b>Contribution to Graduate Attributes</b>				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of biblical and technical knowledge related to the practice of contemporary Christian ministry</li> <li>• developing practical skills of ministry performance in a field setting</li> <li>• providing opportunities for direct mentoring in areas of ministry and critical reflection on personal performance in ministry situations.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of the unit students should be able to:</p> <ol style="list-style-type: none"> <li>1) identify the value of mentoring for ministry practice</li> <li>2) demonstrate an awareness of recent literature pertaining to practice in their area of ministry</li> <li>3) incorporate the supervisory process in self-evaluation</li> <li>4) demonstrate involvement and initiative in the process of practical church ministry</li> <li>5) apply the process of being mentored as a means to personal growth</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Ministry placement</li> <li>2) Involvement in the process of mentoring and theological reflection with an appointed supervisor</li> <li>3) Seminars and group interaction</li> <li>4) The theory and the practice of pastoral ministry</li> <li>5) Develop an initial personal ministry profile</li> <li>6) Legalities of pastoral ministry (e.g., Regulation check lists for children's workers)</li> <li>7) An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
A pastoral ministry (part-time) placement
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Draw on relevant literature to reflect on practical involvement in a ministry setting. [Outcomes 1, 2, 4]</li> <li>2) Demonstrate the ability to reflect on their own self and performance. [Outcomes 3, 5]</li> <li>3) Discuss the mentoring process and its contribution to personal growth. [Outcomes 1, 3, 5]</li> </ol>

### Representative References

- 1) Bass & Dykstra. (Eds), *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*, Grand Rapids: Eerdmans, 2008.
- 2) Confoy, Maryanne. *Religious Life & Priesthood*, Paulist Press, 2008.
- 3) Dykstra, Robert. *Images of Pastoral Care: Classic Readings*, Chalice Press, 2005.
- 4) Frame, Tom. *Called to Ministry*, Barton Books, 2009.
- 5) Graham, Elaine, Heather Walton and Frances Ward. *Theological Reflection Methods*. 2<sup>nd</sup> Edition. London: SCM Press, 2019.
- 6) Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministry*, Paulist Press, 2010.
- 7) Holbrook & Montagno (Eds). *Injustice and the Care of Souls*. Minneapolis: Fortress Press, 2009.
- 8) Lynch, Peter. *The Church's Story: A History of Pastoral Care & Vision*, St Paul's Press, 2006.
- 9) McLeod, John. *An Introduction to Counselling*. Oxford: OUP, 2009.
- 10) Nouwen, Henri. *The Wounded Healer: Ministry in Contemporary Society*. London, UK: Darton, Longman & Todd, 2014. [Original: 1972].
- 11) Pope Benedict XVI, *Questions & Answers*, Our Sunday Visitor Inc., 2008.
- 12) Rosner, Brian. *The Consolations of Theology*. Grand Rapids: Eerdmans Publishing Co. 2008.
- 13) Wilson, Jim and Earl Waggoner. *A Guide to Theological Reflection: A Fresh Approach for Practical Ministry Courses and Theological Field Education*. Grand Rapids: Zondervan Academic, 2020.

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Course Unit Outline
<b>Unit Code</b>
P5172
<b>Unit Name</b>
Supervised Ministry II
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
P5101, P5171
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
<p>This course unit enables the student to work in a supervised ministry context for an extended period of time gaining valuable practical ministry experience within an existing ministry team. The process of reflection on practice is developed through personal and theological reflection. The unit expands and develops the first supervised ministry experience of the student. The student will work with both an appointed supervisor and mentor for the duration of this placement.</p>

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- furthering the study of a body of biblical and technical knowledge related to the practice of contemporary Christian ministry
- developing practical skills of ministry performance in a field setting
- providing opportunities for direct mentoring in areas of ministry and critical reflection on personal performance in ministry situations.

### Learning Outcomes

At the end of the unit students should be able to:

- 10) demonstrate an ability to engage in ministry within a supervised context
- 11) explore the integration of theological understanding and practice
- 12) review the ministry practice of others and identify areas of learning
- 13) observe the effectiveness of a relevant ministry area
- 14) apply personal and peer reflection to their ministry experience

### **Content**

- 1) Substantial ministry placement
- 2) Involvement in the process of mentoring with an appointed Mentor
- 3) Reflection on the practice of ministry
- 4) Group dynamics and working in ministry teams

### **Required Specialist Facilities or Equipment**

A pastoral ministry placement

### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Apply theological understanding to ministry practice. [Outcomes 2, 4]
2. Value personal and peer reflection. [Outcomes 3, 5]
3. Show leadership, teamwork, and practical work within a ministry context. [Outcomes 1, 3, 4]

### **Representative References**

- 1) Bass & Dykstra. (Eds), *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*, Eerdmans Press, 2008.
- 2) Frame, Tom. *Called to Ministry*, Barton Books, 2009.
- 3) Graham, Elaine, Heather Walton and Frances Ward. *Theological Reflection Methods*. 2<sup>nd</sup> Edition. London: SCM Press, 2019.
- 4) Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministry*, Paulist Press, 2010.
- 5) Holbrook & Montagno (Eds). *Injustice and the Care of Souls*, Fortress Press, 2009.
- 6) Lynch, Peter. *The Church's Story: A History of Pastoral Care & Vision*, St Paul's Press, 2006.
- 7) McLeod, John. *An Introduction to Counselling*, OUP, 2009.
- 8) Nouwen, Henri. *The Wounded Healer: Ministry in Contemporary Society*. London, UK: Darton, Longman & Todd, 2014. [Original: 1972].
- 9) Peterson, Bruce L. *Foundations of Pastoral Care*. Beacon Hill Press, 2013.
- 10) Pope Benedict XVI, *Questions & Answers*, Our Sunday Visitor Inc., 2008.
- 11) Rosner, Brian. *The Consolations of Theology*, Eerdman's Publishing Co. 2008.
- 12) Taylor, Charles. *A Secular Age*. Harvard University Press 2007.
- 13) Wilson, Jim and Earl Waggoner. *A Guide to Theological Reflection: A Fresh Approach for Practical Ministry Courses and Theological Field Education*. Grand Rapids: Zondervan Academic, 2020.

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Course Unit Outline				
<b>Unit Code</b>				
P5181				
<b>Unit Name</b>				
Supervised Ministry I in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
P5101				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
P5171 Supervised Ministry I This unit is available only to candidates enrolled in the CALD Stream.				
<b>Curriculum Objective</b>				
This course unit incorporates learning experiences at a practical level as well as giving opportunity to reflect on both the practice and theory of ministry in a particular cultural and linguistic context. The mentoring would be with experienced pastors or those in recognised specialist ministries.				
<b>Contribution to Graduate Attributes</b>				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

<p><b>Contribution to Award</b></p> <p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of biblical and technical knowledge related to the practice of contemporary Christian ministry</li> <li>• developing practical skills of ministry performance in a field setting</li> <li>• providing opportunities for direct mentoring in areas of ministry and critical reflection on personal performance in ministry situations.</li> </ul>
<p><b>Learning Outcomes</b></p> <p>At the end of the unit students should be able to:</p> <ol style="list-style-type: none"> <li>1) explain aspects of the support systems necessary to maintain ministry involvement in a particular cultural context</li> <li>2) utilise recent literature to inform their practice of ministry in their context</li> <li>3) incorporate the supervisory process and personal journaling as a means of self-evaluation</li> <li>4) demonstrate initiative in supervised practical ministry within a local church context</li> <li>5) apply the mentoring process to personal growth and ministry practice</li> </ol>
<p><b>Content</b></p> <ol style="list-style-type: none"> <li>1) Ministry placement</li> <li>2) Involvement in the process of mentoring and theological reflection with an appointed supervisor</li> <li>3) The theory and the practice of pastoral ministry</li> <li>4) Seminars and group interaction</li> <li>5) Develop an initial personal ministry profile</li> <li>6) Legalities of pastoral ministry (e.g., Regulation check lists for children's workers)</li> </ol>
<p><b>Required Specialist Facilities or Equipment</b></p> <p>A pastoral ministry (part-time) placement</p>
<p><b>Assessment Profile</b></p> <p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Critically reflect through engagement with relevant literature on practical involvement in a ministry setting. [Outcomes 2, 4]</li> <li>2) Engage in self-evaluation through a Personal Learning Journal. [Outcomes 3, 5]</li> <li>3) Analyse the contribution of mentoring to personal growth. [Outcomes 1, 3, 5]</li> </ol>
<p><b>Representative References</b></p>

- 1) Bass & Dykstra. (Eds), *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*, Grand Rapids: Eerdmans, 2008.
- 2) Confoy, Maryanne. *Religious Life & Priesthood*, Paulist Press, 2008.
- 3) Dykstra, Robert. *Images of Pastoral Care: Classic Readings*, Chalice Press, 2005.
- 4) Frame, Tom. *Called to Ministry*, Barton Books, 2009.
- 5) Graham, Elaine, Heather Walton and Frances Ward. *Theological Reflection Methods*. 2<sup>nd</sup> Edition. London: SCM Press, 2019.
- 6) Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministry*, Paulist Press, 2010.
- 7) Holbrook & Montagno (Eds). *Injustice and the Care of Souls*. Minneapolis: Fortress Press, 2009.
- 8) Lynch, Peter. *The Church's Story: A History of Pastoral Care & Vision*, St Paul's Press, 2006.
- 9) McLeod, John. *An Introduction to Counselling*. Oxford: OUP, 2009.
- 10) Nouwen, Henri. *The Wounded Healer*, Doubleday Press, 2011.
- 11) Pope Benedict XVI, *Questions & Answers*, Our Sunday Visitor Inc., 2008.
- 12) Rosner, Brian. *The Consolations of Theology*. Grand Rapids: Eerdmans Publishing Co. 2008.
- 13) Wilson, Jim and Earl Waggoner. *A Guide to Theological Reflection: A Fresh Approach for Practical Ministry Courses and Theological Field Education*. Grand Rapids: Zondervan Academic, 2020.

**CUO approved by Academic Board (Standing Committee): 9 March 2023**

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Course Unit Outline	
<b>Unit Code</b>	
P5185	
<b>Unit Name</b>	
Introduction to Christian Leadership in Context (CALD)	
<b>Unit Weighting</b>	
9 credit points	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
P5155 Introduction to Christian Leadership This unit is available only to candidates enrolled in the CALD Stream.	
<b>Curriculum Objective</b>	
<p>This introductory course unit equips students with the skills and knowledge required to understand and lead groups of people within Christian ministry. It focuses on explaining the character and practices required for effective Christian leadership in specific cultural and linguistic contexts and assists students to understand and work within teams. This serves as an introductory elective unit at diploma (AQF5) level within the sub-discipline of pastoral theology.</p>	

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of a body of biblical and technical knowledge related to contemporary forms of leadership in Christian ministry
- developing an understanding of group dynamics in relation to Christian leadership
- providing opportunities to apply leadership skills in a team setting.

### Learning Outcomes

At the end of this unit students will be able to:

- 1) Describe the biblical, theological and personal foundations that underpin Christian leadership in a particular cultural contexts
- 2) Explore and analyse the various functions of Christian team leadership in pastoral ministry settings
- 3) Identify and evaluate opportunities for growth in skills and character with respect to leadership
- 4) Use communication skills to transfer personal Christian leadership knowledge, skills and/or character to others in a particular cultural context
- 5) Apply leadership knowledge and skills to a specific cultural and linguistic ministry setting

#### **Content**

- 1) The nature of leadership
- 2) The biblical foundations of Christian Leadership
- 3) The character of Christian leaders
- 4) The practices of Christian leaders
- 5) Systems, culture and cultural dynamics
- 6) Working in teams in Christian ministry

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Explain the underlying biblical foundations and ministry functions of Christian leadership. [Outcomes 1, 2].
- 2) Deliver a presentation explaining key attributes of a Christian leader. [Outcomes 2, 4, 5].
- 3) Create a plan to develop one's own leadership knowledge, skills and character. [Outcomes 3, 5].

#### **Representative References**

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove, IL: IVP, 2008.

Blackaby, Richard. *Spiritual Leadership: Moving People on to God's Agenda*. Nashville, TN: Broadman & Holman, 2011.

Blanchard, Ken and P. Hodges. *Lead Like Jesus: Lessons from the Greatest Leadership Role Model of All Time*. Nashville, TN: Nelson, 2005.

Bradbury, Jen. *Unleashing the Hidden Potential of Your Student Leaders*. Nashville, TN: Abingdon Press, 2017.

Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. London: Vermilion, 2018.

Dockery, David. *Christian Leadership Essentials*. Nashville, TN: B & H Academic, 2011.

Easum, Bill and Scott Musselman. *Execute Your Vision: The Practical Art of Ministry Leadership*. Nashville, TN: Abingdon Press, 2016.

Franklin, Kirk J. *Towards Global Missional Leadership: A Journey Through Leadership Paradigm Shift in the Mission of God*. Oxford: Regnum, 2017.

Fryling, Robert A. *The Leadership Ellipse: Shaping How We Lead By Who We Are*. Downers Gove: IVP, 2010.

Ledbetter, Bernice M., Robert Banks and David C. Greenhalgh. *Reviewing Leadership: A Christian Evaluation of Current Approaches*, 2<sup>nd</sup> edn. Grand Rapids: Baker, 2016.

Mayhew, Ralph. *The Anonymous Leader: An Unambitious Pursuit of Influence*. Ralph Mayhew: 2015.

McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass, 2011

Nouwen, Henry. *In the Name of Jesus: Reflections on Christian Leadership*. Chestnut Ridge, NY: Crossroad Publishing, 1993.

Sayers, Mark. *Facing Leviathan: Leadership, Influence, and Creating in a Cultural Storm*. Chicago: Moody, 2014.

Taylor, Steve. *Built for Change: A practical theology of innovation and collaboration in leadership*. Mediacom, Unley, SA, 2016.

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Course Unit Outline	
<b>Unit Code</b>	
S5101	
<b>Unit Name</b>	
Introduction to Spiritual Formation	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit promotes the foundation of self-awareness as pivotal to the development of deeply personal, faithful discipleship and spiritual formation that equips the student for effective pastoral ministry to others.	



**Contribution to Graduate Attributes**

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	✓
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>				✓

**Contribution to Award**

The unit forms part of the SCD awards at AQF Level 5.

The unit is an introductory unit in Pastoral Theology. It may form part of a Specialisation in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of a body of biblical and technical knowledge related to the development of personal spiritual disciplines
- developing critical skills of reflection and self-awareness
- providing opportunities for developing spiritual formation in others as a part of ministry performance.

**Learning Outcomes**

At the end of this unit students will be able to:

- 1) Outline a general knowledge of self-awareness as it applies to their own personal maturity exercised in a pastoral context
- 2) Interpret theologically their own spiritual developmental journey and its significance for their (actual or potential) pastoral role
- 3) Explore and analyse the outcomes of key spiritual disciplines within a pastoral vocation
- 4) Establish principles of accountability and transparency in the exercise of spiritual self-care
- 5) Develop principles and practices for the promotion of spiritual growth in others

#### **Content**

- 1) Using personal narrative to understand self and others
- 2) Biblical foundations of spiritual maturity
- 3) Relevant psychological themes supporting an understanding of Christian spirituality
- 4) Emotional intelligence and the impact on relationships
- 5) Vocational discernment: Personal drive or God's calling?
- 6) Basic spiritual disciplines and practices

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Reflect personally on their growth in self-awareness. [Outcomes 1, 2]
- 2) Critically interpret their personal development. [Outcomes 2, 3, 4, 5]
- 3) Apply their personal insights to a practical ministry situation. [Outcomes 1, 2, 5]

#### **Representative References**

- 1) Barton, Ruth Haley. *Strengthening the Soul of your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove: Intervarsity Press, 2018.
- 2) Benner, David G, *The Gift of Being yourself: The Sacred Call to self-Discovery*. Downers Grove: IVP, 2004.
- 3) Goleman, Daniel, *Emotional Intelligence*. Bantam Books: New York, 2005.
- 4) Johnson, Eric, *Foundations for Soul Care*. Downers Grove: IVP, 2007.
- 5) Mulholland, M. Robert, *The Deeper Journey*. Downers Grove: IVP, 2006.
- 6) Seamands, Stephen, *Ministry in the Image of God*. Downers Grove: IVP, 2005.
- 7) Smith, James B, *The Good and Beautiful Life: Putting on the Character of Christ*. Downers Grove: IVP, 2009.
- 8) Smith, James B, *The Good and Beautiful God: Falling in Love with the God Jesus Knows*. Downers Grove: IVP, 2009.
- 9) Swensen, Richard, *Margin*. Colorado Springs: Nav Press 2012.
- 10) VanVonderen, Jeff, *Tired of Trying to Measure Up*. Minneapolis: Bethany House, 2008.
- 11) Willard, Dallas & Don Simpson, *Revolution of Character*. England: IVP, 2005.

**CUO approved by Academic Board: 5 July 2021 (by report)**

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Course Unit Outline
<b>Unit Code</b>
T5105
<b>Unit Name</b>
Introduction to Christian Doctrines
<b>Unit Weighting</b>
9cps
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit introduces students to the beliefs of a Christian tradition, enabling them to explore their faith within the context and shape of that tradition. It provides a foundation for all future theology course units.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>	<i>apply theological, ethical and liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>					
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓				
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓	
<i>communicate ideas clearly to others</i>		✓			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Theology. It may contribute to requirements in the Discipline of Theology or stands as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of the basic principles and tenets of theology</li> <li>• developing the capacity to communicate theological knowledge clearly and coherently</li> <li>• providing opportunities for identifying and explaining theological problems.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the major Christian doctrines</li> <li>2. Explain a given doctrine within the context of a particular Christian tradition</li> <li>3. Incorporate selected theological texts either ancient or modern into a theological discussion</li> <li>4. Assess the implications of a selected Christian doctrine for Christian life and practice</li> <li>5. Apply insights from their study to a selected ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Thinking Theologically: Theological Method</li> <li>2. The Concept of Christian Faith</li> <li>3. The Christian Tradition: Essential Doctrines <ol style="list-style-type: none"> <li>a) The Triune God, Creation and Providence, Humanity</li> <li>b) The Person and Work of Christ</li> <li>c) The Person and Work of the Holy Spirit</li> <li>d) The Church and Ministry</li> <li>e) Eschatology and the New Creation</li> </ol> </li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Explore one of the Christian doctrines examined in this unit (e.g. short essay, article review) [Outcomes 1, 2, 3]</li> <li>2. Demonstrate an understanding of the theological task within a Christian tradition (e.g. essay) [Outcomes 3, 4]</li> <li>3. Apply insights from their study to life and ministry in the contemporary context (e.g. seminar, class presentation) [Outcomes 4, 5]</li> </ol>

### Representative References

1. Alfeyev, Hilarion. *The Mystery of Faith*. London: Darton, Longman and Todd Ltd, 2002.
2. Avis, Paul D. L. *The Christian Church: An Introduction to the Major Traditions*. London: SPCK, 2002.
3. Bird, Michael F. *What Christians Ought to Believe: An Introduction to Christian Doctrine Through the Apostles' Creed*. Grand Rapids: Zondervan, 2016.
4. Duce, Philip & Daniel Strange, eds. *Keeping Your Balance: Approaching Theological and Religious Studies*. Leicester: InterVarsity Press, 2001.
5. McGrath, Alister E. *Christian Theology: An Introduction*. Sixth Edition. Oxford: Blackwell Publishers, 2016.
6. Marks, Darren C. *Bringing Theology to Life: Key Doctrines for Christian Faith and Mission*. Downers Grove: InterVarsity Press, 2009.
7. Milne, Bruce. *Know the Truth: A Handbook of Christian Belief*. Nottingham: InterVarsity Press, 2009.
8. Olson, Roger E. *God in Dispute: 'Conversations' between great Christian Thinkers*. Grand Rapids: Baker Academic, 2009.
9. Powell, Samuel M. *Discovering our Christian Faith: An Introduction to Theology*. Kansas City: Beacon Hill Press of KC, 2008.
10. Ratzinger, Joseph. *Introduction to Christianity*. San Francisco: Ignatius Press, 1990, 2004.
11. Reeves, Michael. *Delighting in the Trinity: An Introduction to the Christian Faith*. Illinois: IVP Academic, 2012.
12. Tennent, Timothy C. *Theology in the Context of World Christianity: How the Global Church is Influencing the Way we Think about and Discuss Theology*. Grand Rapids: Zondervan, 2007.
13. Thorsen, Donald A.D. *An Exploration of Christian Theology*. Peabody: Hendrickson Publishers, 2008.

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Course Unit Outline
<b>Unit Code</b>
T5110
<b>Unit Name</b>
Person and Work of Christ
<b>Unit Weighting</b>
9cps
<b>Prerequisites</b>
T5105 Introduction to Christian Doctrines
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This course unit is designed to provide students with a foundational knowledge of the person and saving work of Jesus Christ. It also seeks to enable students to begin to explore the relevance of this understanding in the light of contemporary Christian thought and discipleship.
<b>Contribution to Graduate Attributes</b>



This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>	<i>apply theological, ethical and liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>					
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓				
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓	
<i>communicate ideas clearly to others</i>		✓			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Theological Studies or as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of the technical and theoretical knowledge of theological concepts</li> <li>• developing the expression of ideas and perspectives in theology</li> <li>• providing opportunities for applying theological knowledge in Christian life and ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate familiarity with the Biblical foundations of the Person and Work of Christ</li> <li>2. Explore developments in Christian teaching on the Person and Work of Christ</li> <li>3. Analyse selected theological literature relevant to the study of the Person and Work of Christ</li> <li>4. Evaluate selected contemporary challenges to the Christian understanding of the Person and Work of Christ</li> <li>5. Apply knowledge of the Person and Work of Christ to the practice of the Christian life in a selected ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The New Testament and the Person and Work of Jesus Christ</li> <li>2. The Church's Teaching on Jesus Christ and Salvation</li> <li>3. Major currents of thought in Christology and Soteriology</li> <li>4. Contemporary Culture and the Person and Work of Jesus Christ</li> <li>5. Implications for the life of the Church and Christian Discipleship</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a familiarity with the biblical foundations and ecclesial developments in relation to Christology and Soteriology (e.g., class presentation, textual analysis or essay). (Outcomes 1, 2, 3)</li> <li>2. Evaluate contemporary issues in relation to Christology and Soteriology (e.g., book review, class presentation, short essay or paper). (Outcomes 3, 4)</li> <li>3. Relate their understanding of the Person and Saving Work of Jesus Christ to their everyday lives as Christians (e.g., long essay). (Outcomes 2, 3, 5)</li> </ol>

### Representative References

1. Akin, Daniel L. *Christology: The Study of Christ*. Rainer Publishing, 2013.
2. Davis, Leo. *The First Seven Ecumenical Councils (325-787)*. Collegeville, MN: Glazier, 1990.
3. Green and Baker, *Recovering the Scandal of the Cross: Atonement in New Testament and Contemporary Contexts*. Downers Grove: InterVarsity Press, 2000.
4. Karkkainen, Veli-Matti. *Christology: A Global Introduction*. Grand Rapids: Baker Academic, 2003.
5. Kelly, J.N.D. *Early Christian Doctrines*, 5th edition. New York, NY: Continuum, 2000.
6. McGrath, Alister. *Theology: The Basics*. 2<sup>nd</sup> Edition. West Sussex: Wiley-Blackwell, 2012.
7. Moltmann, J. *The Way of Jesus Christ*. Minneapolis, MN: Fortress Press, 1993.
8. O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. Oxford: OUP, 2009.
9. ———. *Jesus: A Portrait*. Maryknoll, NY: Orbis, 2008.
10. Rausch, Thomas. *Who is Jesus?* Collegeville, MN: Michael Glazier, 2003.
11. Sobrino, Jon. *Christ the Liberator*, Maryknoll, NY: Orbis, 2001.
12. Wright, N.T. *The Challenge of Jesus*. London: SPCK, 2000.
13. Wright, Christopher J. H. *Knowing Jesus Through the Old Testament*. 2<sup>nd</sup> Edition. Carlisle: Langham Creative Projects, 2014.

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Course Unit Outline
<b>Unit Code</b>
T5113
<b>Unit Name</b>
The Self-Revealing God
<b>Unit Weighting</b>
9cps
<b>Prerequisites</b>
T5105 Introduction to Christian Doctrines
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This unit builds on the knowledge and skills learned in the introductory unit in theology. It prepares the student for more specialised study at higher levels through a study of the nature, attributes and creative work of the Triune God as this is made known to us through his self-revelation.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>	<i>apply theological, ethical and liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>					
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓				
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓	
<i>communicate ideas clearly to others</i>		✓			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>It may contribute to requirements in the Discipline of Theology or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• enhancing the understanding of a significant theological doctrine</li> <li>• developing skills to analyse and act upon information from a range of sources</li> <li>• providing opportunities for identifying and explaining theological problems.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the major theological doctrines (Revelation, Trinity, God the Father, Creation, Providence) relevant to this unit</li> <li>2. Identify and explore selected ways in which the Church has understood the interaction between the self-revealing God and creation</li> <li>3. Analyse a range of primary and secondary literature dealing with God's self-revelation and his interaction with creation</li> <li>4. Evaluate key issues arising from their study of God's self-revelation in the light of contemporary cultural and religious settings</li> <li>5. Apply this knowledge to theological, pastoral or social situations relevant to their ministry setting</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Prolegomena: theological methodology</li> <li>2) The Self-Revealing God</li> <li>3) The holy Trinity</li> <li>4) The nature and attributes of God</li> <li>5) God the Creator</li> <li>6) God the Governor: providence and the problem of evil</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Demonstrate an understanding of the nature of God's self-revelation (e.g. class presentation, essay) [Outcomes 1, 3]</li> <li>2) Evaluate contemporary issues in relation to God's self-revelation (e.g. tutorial presentation, short essay, book review) [Outcomes 2, 3, 4]</li> <li>3) Relate the key implications of God's Self-Revelation to theological, pastoral and/or social situations relevant to a specific ministry context (e.g. seminar, essay, sermon) [Outcomes 1, 3, 5]</li> </ol>

### Representative References

- 1) Berry, R.J. & T.A. Noble, eds. *Darwin, Creation and the Fall: Theological Challenge*. Nottingham: Apollos, 2009.
- 2) Callen, Barry L. *Caught between Truths: The Central Paradoxes of the Christian Faith*. Lexington: Emeth Press, 2007.
- 3) Christensen, Scott. *What about Free Will?: Reconciling Our Choices with God's Sovereignty*. New Jersey: P&R Publishing, 2016.
- 4) Crowe, Brandon D. and Carl R. Trueman. *The Essential Trinity: New Testament Foundations and Practical Relevance*. New Jersey: P&R Publishing, 2017.
- 5) Franke, John R. *The Character of Theology: An Introduction to its Nature, Task and Purpose*. Grand Rapids: Baker, 2005.
- 6) Gundry, Stanley N. Ed. *Four Views on Divine Providence*. Grand Rapids: Zondervan, 2011.
- 7) Holsteen, Nathan D. and Michael J. Svelgel. Eds. *Exploring Christian theology: Volume 1: Revelation, Scripture and The Triune God*. Minnesota: Bethany House Publishers, 2014.
- 8) Kaiser, Walter C., Daniel M. Doriani, & Kevin J. Vanhoozer. *Four Views on Moving beyond the Bible to Theology*. Grand Rapids: Zondervan, 2009.
- 9) Reeves, Michael. *Delighting in the Trinity: An Introduction to the Christian Faith*. Downers Grove: IVP Academic, 2012.
- 10) Smith, James K.A. *Who's afraid of Postmodernism? : taking Derrida, Lyotard, and Foucault to Church*. Grand Rapids: Baker Academic, 2006.
- 11) Tennent, Timothy C. *Theology in the Context of World Christianity: How the Global Church is influencing the Way we think about and discuss Theology*. Grand Rapids: Zondervan, 2007.
- 12) Vanhoozer, Kevin J., Charles A. Anderson & Michael J. Sleasman, eds. *Everyday Theology: how to read cultural trends and interpret texts*. Grand Rapids: Baker, 2007.

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Course Unit Outline
<b>Unit Code</b>
T5115
<b>Unit Name</b>
Spirit and Church
<b>Unit Weighting</b>
9cps
<b>Prerequisites</b>
T5105 Introduction to Christian Doctrines
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objective</b>
This unit seeks to explore the understanding of the Person and Work of the Holy Spirit, the doctrine of the Church, the Means of Grace and our Christian Hope. It prepares students for further study in these areas.
<b>Contribution to Graduate Attributes</b>



This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>	<i>apply theological, ethical and liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>					
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓				
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓	
<i>communicate ideas clearly to others</i>		✓			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit may contribute to requirements in the Discipline of Theology or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• enhancing the understanding of a significant theological doctrine</li> <li>• developing skills to analyse and act upon information from a range of sources</li> <li>• providing opportunities for identifying and explaining theological problems.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify the major developments in pneumatology, ecclesiology and eschatology within a given Christian tradition</li> <li>2. explain how a selected theological doctrine relevant to this unit is integrated into the life of the church</li> <li>3. analyse selected theological literature relevant to this unit</li> <li>4. identify contemporary trends which influence the understanding of a selected doctrine within a particular Christian tradition</li> <li>5. apply the results of their study to contemporary theological, pastoral and/or social situations</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The Person and Work of the Holy Spirit</li> <li>2) The nature of the Church</li> <li>3) The nature and forms of ministry</li> <li>4) The Means of Grace</li> <li>5) The Christian Hope</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Review recent writings in pneumatology, ecclesiology or eschatology (e.g. critical review, annotated bibliography) [Outcomes 1, 3]</li> <li>2) Demonstrate a basic understanding of the nature and mission of the church (e.g. essay) [Outcomes 1, 2, 3]</li> <li>3) Evaluate the key implications of the Christian hope to current ministry situations (e.g. seminar, class presentation) [Outcomes 2, 4, 5]</li> </ol>
<b>Representative References</b>

- 1) Badcock, Gary D. *The House where God Lives: Renewing the Doctrine of the Church for Today*. Grand Rapids: Eerdmans, 2009.
- 2) Bloesch, Donald G. *The Holy Spirit: Works and Gifts*. Downers Grove: InterVarsity Press, 2000.
- 3) \_\_\_\_\_. *The Church: Sacraments, Worship, Ministry, Mission*. Downers Grove: InterVarsity Press, 2002.
- 4) Cole, Graham A. *He who gives Life: The Doctrine of the Holy Spirit*. Wheaton: Crossway Books, 2007
- 5) Green, Michael. *I Believe in the Holy Spirit*. Rev ed. Eastbourne: Kingsway, 2004.
- 6) Haitch, Russell. *From Exorcism to Ecstasy: Eight Views of Baptism*. Louisville: Westminster John Knox Press, 2007.
- 7) Husbands, Mark & Daniel J Treier, eds. *The Community of the Word: Toward an Evangelical Ecclesiology*. Downers Grove: InterVarsity Press, 2005.
- 8) Press, Margaret M., ed. *The Eucharist: Faith and Worship*. Strathfield: St Paul's, 2001.
- 9) Witherington, Ben. *Troubled Waters: the real New Testament Theology of Baptism*. Waco: Baylor University Press, 2007.
- 10) Wright, N.T. *Surprised by Hope*. London: SPCK, 2007.

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Course Unit Outline	
Unit Code	
T5116	
Unit Name	
Person and Work of the Holy Spirit	
Unit Weighting	
9 Credit Points	
Prerequisites	
Nil	
Corequisites	
T7101 Introduction to Theology, or T5105 Introduction to Christian Doctrines	
Exclusions	
Nil	
Curriculum Objective	
This diploma course unit is designed to provide students with an understanding of the person and work of the Holy Spirit (Pneumatology). It seeks to explore this understanding in the light of contemporary Christian thought and experience. It contributes to the structure of these awards as an Elective unit within the Discipline of Theology.	
Learning Outcomes	
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate the doctrine of the person of the Holy Spirit within a biblical framework</li> <li>2. Review biblical, theological and/or historical perspectives on the work of the Holy Spirit</li> <li>3. Analyse an aspect of the work of the Spirit in the life of the believer</li> <li>4. Explore contemporary perspectives on an aspect of the person or work of the Spirit</li> <li>5. Incorporate an understanding of the work of the Spirit in the life of the Church today</li> </ol>	
Content	

1. The Person and Work of the Spirit: Biblical Foundations
2. The Holy Spirit and the Trinity
3. The Spirit in Early Christian Understanding
4. The Spirit in the Life of Christ
5. The Work of the Spirit in Conversion and Sanctification
6. The Baptism of the Spirit: Historical & Contemporary Perspectives
7. Spiritual Gifts: Nature and Purpose
8. Pastoral Implications: Keeping in Step with the Spirit

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

**Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:**

- 1) Articulate the biblical and theological foundations relating to the nature and work of the Holy Spirit (Outcomes 1, 2)
- 2) Engage with literature pertaining to the work of the Spirit in the life of the believer (Outcomes 1, 3, 4)
- 3) Apply an understanding of the work of the Spirit to the life of the Church today (Outcomes 2, 3, 4, 5)

#### **Representative References**

1. Castelo, Daniel. *Pneumatology: A Guide for the Perplexed*. London: Bloomsbury, 2015.
2. Dunn, James D. G. *The Christ and The Spirit. Vol 2: Pneumatology*. Grand Rapids: Eerdmans, 1998.
3. Fee, Gordon D. *Paul, the Spirit, and the People of God*. Grand Rapids: Baker Academic, 1994.
4. Fee, Gordon D. *God's Empowering Presence*. Massachusetts: Hendrickson, 1994.
5. Horton, Michael. *Rediscovering the Holy Spirit: God's Perfecting Presence in Creation, Redemption, and Everyday Life*. Grand Rapids: Zondervan, 2017.
6. Karkkainen, Veli-Matti, *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Second Edition. Grand Rapids: Baker Academic, 2018.
7. Keener, Craig. *Gift and Giver: The Holy Spirit for today*. Grand Rapids: Baker Academic, 2001.
8. Levison, John R. *The Holy Spirit Before Christianity*. Waco, TX: Baylor University Press, 2019.
9. Macchia, Frank D. *Baptized in the Spirit: A Global Pentecostal Theology*. Grand Rapids, MI: Zondervan, 2006.
10. McKnight, Scot. *Open to the Spirit: God in Us, God with Us, God Transforming Us*. New York: WaterBrook, 2018.
11. Moltmann, Jurgen. *The Spirit of life: a universal affirmation*. Minneapolis: Fortress Press, 1992.
12. Studebaker, Steven M. *From Pentecost to the Triune God: A Pentecostal Trinitarian Theology*. Pentecostal manifestos. Grand Rapids, MI: Eerdmans, 2012.
13. Thiselton, Anthony C. *The Holy Spirit – In Biblical Teaching, through the Centuries, and Today*. Grand Rapids: Eerdmans, 2013.
14. Wright, Christopher J. H. *Knowing the Holy Spirit Through the Old Testament*. Downers Grove: IVP Academic, 2006.
15. Yong, Amos. *Beyond the Impasse: Toward a Pneumatological Theology of Religions*. Carlisle, Cumbria, UK, and Grand Rapids, MI: Paternoster Press; Baker Academic, 2003.

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Course Unit Outline				
<b>Unit Code</b>				
T5185				
<b>Unit Name</b>				
Introduction to Christian Doctrines in Context (CALD)				
<b>Unit Weighting</b>				
9cps				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
This unit is available only to candidates enrolled in the CALD Stream.				
<b>Curriculum Objective</b>				
This course unit introduces students in culturally and linguistically diverse contexts to the beliefs of a Christian tradition, enabling them to explore their faith within the context and shape of that tradition. It provides a foundation for all future theology course units.				
<b>Contribution to Graduate Attributes</b>				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>communicate ideas clearly to others</i>		✓		

<p><b>Contribution to Award</b></p> <p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Theological Studies. It forms part of a Specialisation in the Discipline of Theological Studies or stands as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of the basic principles and tenets of theology</li> <li>• developing the capacity to communicate theological knowledge clearly and coherently</li> <li>• providing opportunities for identifying and explaining theological problems.</li> </ul>	
<p><b>Learning Outcomes</b></p> <p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the major Christian doctrines</li> <li>2. Explain and explore a given doctrine within the historical, theological and biblical context of a particular Christian tradition, in a culturally appropriate way</li> <li>3. Incorporate selected theological texts either ancient or modern into a theological discussion</li> <li>4. Assess the theological implications of a selected Christian doctrine for Christian life and practice in a particular cultural context</li> <li>5. Apply insights from their study to Christian life and ministry in their cultural context</li> </ol>	
<p><b>Content</b></p> <ol style="list-style-type: none"> <li>1. Thinking Theologically: Theological Method</li> <li>2. The Concept of Christian Faith</li> <li>3. The Christian Tradition: Essential Doctrines <ol style="list-style-type: none"> <li>a) The Triune God, Creation and Providence, Humanity</li> <li>b) The Person and Work of Christ</li> <li>c) The Person and Work of the Holy Spirit</li> <li>d) The Church and Ministry</li> <li>e) Eschatology and the New Creation</li> </ol> </li> </ol>	
<p><b>Required Specialist Facilities or Equipment</b></p> <p>Nil</p>	
<p><b>Assessment Profile</b></p> <p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Explore one of the Christian doctrines examined in this unit (e.g. short essay, article review) [Outcomes 1, 2, 3]</li> <li>2. Demonstrate an understanding of the theological task within a Christian tradition (e.g. essay) [Outcomes 3, 4]</li> <li>3. Apply insights from their study to life and ministry in the contemporary context (e.g. seminar, class presentation) [Outcomes 4, 5]</li> </ol>	
<p><b>Representative References</b></p>	



1. Alfeyev, Hilarion. *The Mystery of Faith*. London: Darton, Longman and Todd Ltd, 2002.
2. Avis, Paul D. L. *The Christian Church: An Introduction to the Major Traditions*. London: SPCK, 2002.
3. Bird, Michael F. *What Christians Ought to Believe: An Introduction to Christian Doctrine Through the Apostles' Creed*. Grand Rapids: Zondervan, 2016.
4. Duce, Philip & Daniel Strange, eds. *Keeping Your Balance: Approaching Theological and Religious Studies*. Leicester: InterVarsity Press, 2001.
5. McGrath, Alister E. *Christian Theology: An Introduction*. Sixth Edition. Oxford: Blackwell Publishers, 2016.
6. Marks, Darren C. *Bringing Theology to Life: Key Doctrines for Christian Faith and Mission*. Downers Grove: InterVarsity Press, 2009.
7. Milne, Bruce. *Know the Truth: A Handbook of Christian Belief*. Nottingham: InterVarsity Press, 2009.
8. Olson, Roger E. *God in Dispute: 'Conversations' between great Christian Thinkers*. Grand Rapids: Baker Academic, 2009.
9. Powell, Samuel M. *Discovering our Christian Faith: An Introduction to Theology*. Kansas City: Beacon Hill Press of KC, 2008.
10. Ratzinger, Joseph. *Introduction to Christianity*. San Francisco: Ignatius Press, 1990, 2004.
11. Reeves, Michael. *Delighting in the Trinity: An Introduction to the Christian Faith*. Illinois: IVP Academic, 2012.
12. Tennent, Timothy C. *Theology in the Context of World Christianity: How the Global Church is Influencing the Way we Think about and Discuss Theology*. Grand Rapids: Zondervan, 2007.
13. Thorsen, Donald A.D. *An Exploration of Christian Theology*. Peabody: Hendrickson Publishers, 2008.

**CUO approved by Academic Board (Standing Committee): 9 March 2023.**

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Course Unit Outline	
<b>Unit Code</b>	
T5186	
<b>Unit Name</b>	
Person and Work of the Holy Spirit in Context (CALD)	
<b>Unit Weighting</b>	
9 Credit Points	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This undergraduate course unit is designed to provide students with an understanding of the person and work of the Holy Spirit (Pneumatology). It seeks to explore this understanding in the light of contemporary Christian thought and experience within a specific cultural context. It is an Elective unit which may form part of a Major in the Discipline of Theology.	
<b>Learning Outcomes</b>	
At the end of this unit students will be able to:	
<ol style="list-style-type: none"> <li>1. Articulate the doctrine of the person of the Holy Spirit within a biblical framework</li> <li>2. Review biblical, theological and/or historical perspectives on the work of the Holy Spirit</li> <li>3. Analyse an aspect of the work of the Spirit in the life of the believer</li> <li>4. Explore contemporary perspectives on an aspect of the person or work of the Spirit</li> <li>5. Incorporate an understanding of the work of the Spirit in the life of the Church in a specific cultural context</li> </ol>	
<b>Content</b>	
<ol style="list-style-type: none"> <li>1. The Person and Work of the Spirit: Biblical Foundations</li> <li>2. The Holy Spirit and the Trinity</li> <li>3. The Spirit in Early Christian Understanding</li> <li>4. The Spirit in the Life of Christ</li> <li>5. The Work of the Spirit in Conversion and Sanctification</li> <li>6. The Baptism of the Spirit: Historical &amp; Contemporary Perspectives</li> <li>7. Spiritual Gifts: Nature and Purpose</li> <li>8. Pastoral Implications: Keeping in Step with the Spirit</li> </ol>	
<b>Required Specialist Facilities or Equipment</b>	
Nil	
<b>Assessment Profile</b>	
Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks <u>will enable students to demonstrate how successfully they can:</u>	
<ol style="list-style-type: none"> <li>1) Articulate the biblical and theological foundations relating to the nature and work of the Holy Spirit (Outcomes 1, 2)</li> <li>2) Engage with literature pertaining to the work of the Spirit in the life of the believer (Outcomes 1, 3, 4)</li> <li>3) Apply an understanding of the work of the Spirit to the life of the Church in their cultural context (Outcomes 2, 3, 4, 5)</li> </ol>	
<b>Representative References</b>	

1. Castelo, Daniel. *Pneumatology: A Guide for the Perplexed*. London: Bloomsbury, 2015.
2. Dunn, James D. G. *The Christ and The Spirit. Vol 2: Pneumatology*. Grand Rapids: Eerdmans, 1998.
3. Fee, Gordon D. *Paul, the Spirit, and the People of God*. Grand Rapids: Baker Academic, 1994.
4. Fee, Gordon D. *God's Empowering Presence*. Massachusetts: Hendrickson, 1994.
5. Horton, Michael. *Rediscovering the Holy Spirit: God's Perfecting Presence in Creation, Redemption, and Everyday Life*. Grand Rapids: Zondervan, 2017.
6. Karkkainen, Veli-Matti, *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Second Edition. Grand Rapids: Baker Academic, 2018.
7. Keener, Craig. *Gift and Giver: The Holy Spirit for today*. Grand Rapids: Baker Academic, 2001.
8. McKnight, Scot. *Open to the Spirit: God in Us, God with Us, God Transforming Us*. New York: WaterBrook, 2018.
9. Moltmann, Jurgen. *The Spirit of life: a universal affirmation*. Minneapolis: Fortress Press, 1992.
10. Thiselton, Anthony C. *The Holy Spirit – In Biblical Teaching, through the Centuries, and Today*. Grand Rapids: Eerdmans, 2013.
11. Wright, Christopher J. H. *Knowing the Holy Spirit Through the Old Testament*. Downers Grove: IVP Academic, 2006.

CUO approved by Academic Board: 3 July 2023

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Course Unit Outline
<b>Unit Code</b>
X5191
<b>Unit Name</b>
Introduction to (Topic)
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
Nil
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objectives</b>
<p>This course unit provides students with an opportunity to study at an introductory level a topic within a discipline or subdiscipline that is not available elsewhere in the curriculum. It is designed to present a general overview of a significant issue or theme in Christian life, ministry or theology. The unit is an Elective unit within the Diploma awards.</p>
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</i>	<i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i>	<i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i>	<i>engage with a range of scholarship in the critical reading of humanities texts</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>communicate ideas clearly to others</i>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may contribute to requirements in the designated Discipline or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• introducing a coherent body of knowledge of the designated topic</li> <li>• developing the technical skills of academic analysis pertinent to the topic</li> <li>• providing opportunities for communicating and applying specialised knowledge creatively in Christian living and ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1) Describe the major elements involved in the topic;</li> <li>2) Trace the factors that have given rise to the topic;</li> <li>3) Select information from a range of sources to inform the study of the topic;</li> <li>4) Plan an approach to implementing their knowledge of the topic in an active Christian context;</li> <li>5) Produce a clearly structured statement of the central element/s of the topic in relation to Christian thought or practice.</li> </ol>
<b>Content</b>
<p>The topic and its content are determined by the appropriate academic authority within the Teaching Body within the scope of SCD policy in the chosen discipline.</p>
<b>Required Specialist Facilities or Equipment</b>
<p>As determined by the Teaching Body.</p>

<b>Assessment Profile</b>
Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on: <ul style="list-style-type: none"><li>1) Statement of the content of major elements of the topic [Outcomes 1, 2, 3]</li><li>2) Statement of the significance of the topic for Christian thought or practice [Outcomes 1, 4, 5]</li><li>3) Action planning for embedding knowledge of the topic in Christian life or ministry [Outcomes 1, 3, 4]</li></ul>
<b>Representative References</b>
The reading list related to the topic will be compiled by the Teaching Body to ensure a suitable range of primary and secondary literature is accessible to the students. The reading list will be approved by the appropriate academic authority in the Teaching Body within the scope of SCD policy in the chosen discipline.
<b>CUO approved by Academic Board: 5 July 2021 (by report)</b>



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Course Unit Outline
<b>Unit Code</b>
X5192
<b>Unit Name</b>
Issues in (Topic)
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
18cp including 9cp in the Discipline in focus
<b>Corequisites</b>
Nil
<b>Exclusions</b>
Nil
<b>Curriculum Objectives</b>
<p>This course unit provides students with an opportunity to focus on an area of study (the topic) within a discipline or subdiscipline that is not available elsewhere in the curriculum. It is designed to stimulate focused analysis of a current issue that presents contemporary challenges to some area of Christian life or ministry. While introductory in nature, it differs from X5191 (Introduction to Topic) in its more focused treatment of a designated challenging topic as distinct from a more general overview. The unit is an Elective unit within the Diploma awards.</p>
<b>Contribution to Graduate Attributes</b>



This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</i>	<i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i>	<i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i>	<i>engage with a range of scholarship in the critical reading of humanities texts</i>
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓			
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	✓
<i>communicate ideas clearly to others</i>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit serves as an introductory Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may contribute to requirements in the designated Discipline or stand as an Elective unit within the overall structure of the award..</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• introducing a focused body of knowledge of the designated current issue</li> <li>• developing the technical skills of academic analysis pertinent to the issue</li> <li>• providing opportunities for communicating and applying specialised knowledge creatively in Christian living and ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Outline the major elements of challenge involved in the topic;</li> <li>2. Explain the intellectual and/or cultural factors that influence the issue;</li> <li>3. Select information from a range of relevant sources to inform the study of the issue;</li> <li>4. Describe the impact of the issue in the life and ministry of the contemporary church;</li> <li>5. Produce a clearly structured statement of a theologically appropriate response to the challenges presented within the issue.</li> </ol>
<b>Content</b>
<p>The issue and its content are defined by the appropriate academic authority within the Teaching Body within the scope of SCD policy in the chosen discipline.</p>
<b>Required Specialist Facilities or Equipment</b>
<p>As determined by the Teaching Body.</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. An informed account of the main elements of the issue [Outcomes 1, 2, 3]</li> <li>2. Description of the factors and impact of the issue in relation to Christian life and/or ministry [Outcomes 1, 2, 3, 4]</li> <li>3. A statement in response to the challenges presented within the issue [Outcomes 1, 4, 5]</li> </ol>
<b>Representative References</b>
<p>The reading list related to the issue will be compiled by the Teaching Body to ensure a suitable range of primary and secondary literature is accessible to the students. The reading list will be approved by the appropriate academic authority in the Teaching Body within the scope of SCD policy in the chosen discipline.</p>

**CUO approved by Academic Board: 5 July 2021 (by report)**

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Course Unit Outline	
Unit Code	
X5194	
Unit Name	
Fieldwork in (Discipline)	
Unit Weighting	
9 cp	
Prerequisites	
Nil	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objectives	
<p>This course unit aims to provide candidates with the opportunity to spend a significant period of time in one or more remote locations relevant to the biblical, theological or historical narrative of theological texts and/or movements, in order to understand the impact of such locations on the interpretation of those narratives. The unit is an Elective unit within the Diploma awards.</p>	

Contribution to Graduate Attributes				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓		
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>			✓	
<i>organise the work of self and others and plan, coordinate and evaluate the work of teams within well-defined parameters</i>			✓	
Contribution to Award				
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory unit which may be located in any designated Discipline. It may form part of a Specialisation in the designated Discipline or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the independent study of issues involved in a specific area of theological thought or ministry practice</li> <li>• providing opportunities for direct involvement in an extended area of thought or practice</li> <li>• developing skills of critical analysis based on observation of and engagement in a field setting.</li> </ul>				
Learning Outcomes				

At the end of this unit students will be able to:

- 1) Describe the main contextual features which relate to the field under study;
- 2) Explain the connection between local historical, geographical and cultural features in the development of the particular narrative within the field under study;
- 3) Review a topic within the field under study in terms of its local origin and influences;
- 4) Reflect on the impact of the field experience on their personal development within the field under study;
- 5) Apply the insights gained from the field experience to a presentation or project depicting the connection between the location visited and the narrative within the field under study.

Content
<p><b>Section A: Preparation</b></p> <p>Students need to gain a familiarity with the particular narrative under study prior to the visit. This will involve as a minimum a significant guided reading program in the field under study pertinent to the location to be visited. The reading program is to be approved in advance by the appropriate academic authority in the Teaching Body within the scope of SCD policy in the chosen discipline.</p> <p><b>Section B: Field Component</b></p> <p>Students are required to spend a period of time, under approved faculty supervision and direction, in one or more of the lands associated with a defined biblical, theological or historical narrative.</p> <p>The Field Component will include:</p> <ol style="list-style-type: none"> <li>1) A minimum of 40 hours' work, including lectures, visits, meetings with significant local people, and relevant cultural experiences, in a cohesive program led by a person or teaching body endorsed by the student's Teaching Body;</li> <li>2) A journal as part of the documentary evidence for the field experience;</li> <li>3) A final presentation or project detailing the key elements and significance of the field experience for the study of some specific element/s of the discipline involved.</li> </ol> <p>The SCD Guidelines for Fieldwork units are to be followed.</p>
Required Specialist Facilities or Equipment
<p>Students are individually responsible for ensuring all travel requirements are in order (e.g. passports, visas, health requirements), as well as costs of transport, accommodation and food.</p>
Assessment Profile
<p>Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks <u>will enable students to demonstrate how successfully they can:</u></p> <ol style="list-style-type: none"> <li>1) Explain local elements which have shaped the narrative within the field under study [Outcomes 1, 2, 3, 4, 5]</li> <li>2) Reflect biblically/theologically/historically/pastorally and personally on the implications of the field experience for their own development [Outcome 4]</li> <li>3) Produce a presentation or project (individual or group) that communicates the connection between location and narrative [Outcomes 1, 2, 3, 5]</li> </ol>

<b>Representative References</b>
<p>An appropriate reference list of resources relevant to the specific narrative and location will be compiled and provided to students by their Teaching Body as a part of the preparation for this unit.</p> <p>The reading list will be approved by the appropriate academic authority in the Teaching Body within the scope of SCD policy in the chosen discipline.</p>
<b>CUO approved by Academic Board: 5 July 2021 (by report)</b>

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Course Unit Outline	
<b>Unit Code</b>	
X5195	
<b>Unit Name</b>	
Independent Guided Study	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
18 cp including 9 cp in the Discipline in focus	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objectives</b>	
<p>This course unit provides students with demonstrated initiative an opportunity to focus on a particular area of study. It may be on a topic that has arisen from a standard unit or on a topic that is not available elsewhere in the curriculum. The unit is designed to facilitate the development of independent study skills by allowing the student to shape and conduct their own program, within the parameters of appropriate direction and supervision. The unit is an Elective unit within the Diploma awards.</p>	

Contribution to Graduate Attributes				
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:				
<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>engage with contemporary literature in the critical analysis of church life and ministry</i>	
<b>Course Outcomes</b>				
<i>understanding of knowledge of basic biblical and theological concepts and ministry practices</i>	✓	✓	✓	
<i>skills to identify, analyse and act on information from a range of sources</i>			✓	
<i>perform with technical and creative skill to express ideas and perspectives</i>		✓	✓	
<i>communicate ideas clearly to others</i>		✓		
Contribution to Award				
<p>The unit forms part of the SCD awards at AQF Level 5.</p> <p>The unit is an introductory unit which may be located in any designated Discipline. It may form part of a Specialisation in the designated Discipline or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing the independent study of a topic or an issue that has emerged during the course of study</li> <li>• developing independent skills of planning and executing a specific study or project, with appropriate supervision</li> <li>• developing research skills related to an extended range of resources.</li> </ul>				
Learning Outcomes				

At the end of this unit students will be able to:

- 1) Formulate a specific topic for independent investigation;
- 2) Conduct independent research, with supervisory direction, in terms of locating and utilizing appropriate secondary sources and, if relevant, primary materials;
- 3) Summarise the main approaches to the topic discovered in the readings;
- 4) Formulate a coherent personal position in respect of the topic;
- 5) Produce a well-structured presentation summarising the main findings of the investigation.

#### **Content**

The topic is determined by the student in consultation with the supervisor. This is done normally prior to the end of the preceding teaching term. The emphasis will be on secondary materials, to which the supervisor may direct the student. The student will develop a clear plan for the study, including scope of investigation and timelines for supervisory accountability, prior to proceeding with the investigation. The supervisor will make clear to the student that the topic chosen must be suited to the time and resources available.

The topic and its scope are to be approved by the appropriate academic authority within the Teaching Body within the scope of SCD policy in the chosen discipline.

<b>Required Specialist Facilities or Equipment</b>
As determined by the Teaching Body.
<b>Assessment Profile</b>
<p>Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. Development of a viable plan for the independent investigation [Outcome 1]</li> <li>2. Review of relevant literature [Outcomes 2, 3]</li> <li>3. Production of a well-structured paper (or alternative mode of presentation) reporting the findings of the investigation [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>
<p>The reading list related to the topic will be compiled progressively by the student under the guidance of the supervisor. A viable initial reading list including primary and secondary sources is to form part of the approved proposal and the supervisor is to be confident that a suitable range of primary and secondary literature is accessible to the student.</p>
<b>CUO approved by Academic Board: 5 July 2021 (by report)</b>

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Course Unit Outline	
Unit Code	
B6264	
Unit Name	
Prison Epistles	
Unit Weighting	
9 cp	
Prerequisites	
B5150 Survey of the New Testament	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
This course unit develops the knowledge and skill acquired in the prerequisite introductory Biblical Studies unit. It contributes to requirements in Biblical Studies. The Unit provides students with a comprehensive survey of the historical context, literary features and theology of Paul's prison epistles.	
Learning Outcomes	
At the end of this unit students will be able to:	
<ol style="list-style-type: none"> <li>1. Explain the significance of the historical, social and religious background of the Prison Epistles</li> <li>2. Identify Pauline themes in the Prison Epistles</li> <li>3. Communicate integrated knowledge of the Prison Epistles gained from a variety of sources (including scholarly sources) to a contemporary audience</li> <li>4. Analyse the literary and theological structure of the Prison Epistles</li> <li>5. Relate insights from the Prison Epistles to a range of life and ministry situations</li> </ol>	
Content	
<ol style="list-style-type: none"> <li>1. Introduction : Paul in Prison/Missionary Journeys.</li> <li>2. Philippians</li> <li>3. Ephesians</li> <li>4. Colossians</li> <li>5. Philemon</li> <li>6. Thematic Study : Soteriology, Christology and Ecclesiology</li> </ol>	
Required Specialist Facilities or Equipment	

Nil.

### Assessment Profile

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Demonstrate an integrated understanding of how the historical background of the Prison Epistles affects their interpretation [Outcomes 1, 3]
2. Exegete a significant passage from the Prison Epistles [Outcomes 1, 2, 4]
3. Expound a major theological theme of the Prison Epistles and apply it to a life or ministry situation [Outcomes 2, 5]

### Representative References

Barclay, John M. G. *Paul and the Gift*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2015.

-----, *Paul and the power of grace*, MI: William B. Eerdmans Publishing Company, 2020.

Cohick, Lynn H. *Philippians*. Edited by Tremper Longman III and Scot McKnight. Grand Rapids, Michigan: Zondervan Academic, 2013.

Elliott, Neil. *The Arrogance of Nations. Reading Romans in the Shadow of Empire*. Minneapolis: Fortress Press, 2008.

Fowl, Stephen. *Philippians*. Grand Rapids, Michigan: Eerdmans, 2005.

Fredriksen, Paula. *Paul: The Pagans' Apostle*. New Haven, CT: Yale University Press, 2017.

Gray, Patrick. *Opening Paul's Letters: A Reader's Guide to Genre and Interpretation*. Grand Rapids, MI: Baker Academic, 2012.

Hoehner, Harold W. *Ephesians: An Exegetical Commentary*. Grand Rapids, Michigan: Baker Academic, 2002.

Longenecker, Bruce W. and Todd D. Still. *Thinking Through Paul: An Introduction to His Life, Letters, And Theology*. Grand Rapids, Michigan: Zondervan, 2014.

Phillips, John. *Exploring Ephesians and Philippians: An Expository Commentary*. Grand Rapids, Michigan: Kregel Publications, 1995.

Porter, Stanley E. *The Apostle Paul: His Life, Thought, and Letters*. Grand Rapids, Michigan: Eerdmans, 2016.

Sampley, J. Paul, ed. *Paul In the Greco-Roman World: A Handbook*. Harrisburg, PA: Trinity Press International. Revised, second edition. 2016.

Weima, Jeffrey A.D. *Paul the Ancient Letter Writer: An Introduction to Epistolary Analysis*. Grand Rapids, Michigan: Baker Academic, 2016.

Thielman, Frank, Robert Yarbrough, and Robert Stein. *Ephesians*. Grand Rapids, Mich: Baker Academic, 2010.

Westerholm, Stephen, ed. *The Blackwell Companion to Paul*. Oxford, UK: Wiley-Blackwell, 2011.

Witherington, Ben. *The Letters to Philemon, the Colossians, and the Ephesians: A Socio-Rhetorical Commentary on the Captivity Epistles*. Grand Rapids, Michigan: Eerdmans, 2007.

Wright, N.T. *The Paul Debate: Critical Questions for Understanding the Apostle*. Waco, TX: Baylor University Press, 2015.

CUO Approved by Academic Board (Standing Committee): 19 July 2022

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Course Unit Outline	
Unit Code	
E6100	
Unit Name	
Christian Ethics	
Unit Weighting	
9 credit points	
Prerequisites	
T5105	
Corequisites	
Nil	
Exclusions	
Nil	
Curriculum Objective	
This unit introduces students to the theory and practice of Christian Ethics in the context of Christian discipleship and ministry.	



Contribution to Graduate Attributes					
This unit contributes to the attainment of the Course Outcomes in alignment with the distinctive of the Specific Discipline Outcomes, as follows:					
<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>evaluate contemporary expressions of belief and practice in terms of theological and ethical criteria</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>	<i>apply theological, ethical and liturgical lessons to a constantly evolving contemporary society</i>
<b>Course Outcomes</b>					
<i>broad and coherent body of biblical and theological knowledge</i>	✓	✓	✓		
<i>skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>	✓	✓		✓	✓
<i>communicate a clear, coherent and independent exposition of knowledge and ideas</i>		✓			✓
Contribution to Award					
<p>The unit forms part of the SCD awards at AQF Level 6.</p> <p>The unit is an introductory unit in Christian Ethics. It may form part of a Major or Sub-major of Theological Studies or stand as an Elective unit within the overall structure of the award.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a body of biblical and technical knowledge related to major themes that arise in Christian life and ministry</li> <li>• developing an understanding of biblical ethical frameworks</li> <li>• providing opportunities to apply ethical principles to real-life moral issues.</li> </ul>					
Learning Outcomes					

At the end of this unit students will be able to:

- 1) Demonstrate familiarity with the Bible and Basic Christian doctrines as sources of Christian Ethics
- 2) Explain the various ethical frameworks
- 3) Apply ethical concepts to real life situations
- 4) Analyse ethical case studies to determine appropriate actions
- 5) Demonstrate ethical decision making in a Christian context

#### **Content**

1. Introduction to Ethics- Ethical decision making processes
2. Christian Ethics and Decision Making
3. Ethics at the Beginning of Life (Abortion)
4. Ethics at the Beginning of Life (Reproductive Technologies)
5. Ethics at the End of Life (Euthanasia)
6. Capital Punishment and the ethics of war
7. Marriage and Human Sexuality
8. Ethics in Ministry
9. Application of Ethics
10. Personal Ethics

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Discuss the biblical sources of Christian Ethics [Outcomes 1 and 2].
2. Explain and apply a fundamental principle of Christian Ethics [Outcomes 2, 3 and 5].
3. Develop an integrated reflection on a contemporary ethical issue in the light of the sources of Christian ethics [Outcomes 4 and 5].

### Representative References

1. Bretzke, J.T. *A Morally Complex World. Engaging Contemporary Moral Theology*. Collegeville: Liturgical Press, 2004.
2. Brock, Brian. *Singing the Ethos of God: On the Place of Christian Ethics in Scripture*. Grand Rapids: Eerdmans, 2007.
3. Cessario, Romanus, *Introduction to Moral Theology*. Washington, D.C.: CUA Press, 2001.
4. Demmer, K. *Shaping the Moral Life. An Approach to Moral Theology*. Washington, D.C.: Georgetown University Press, 2000.
5. Gascoigne, Robert, *Freedom and Purpose: An Introduction to Christian Ethics*. New York: Paulist, 2004.
6. Grudem, Wayne. *Christian Ethics: An Introduction to Biblical Reasoning*. Wheaton IL: Crossway, 2018.
7. Harrington, D.J. and J.F. Keenan. *Jesus and Virtue Ethics. Building Bridges Between New Testament Studies and Moral Theology*. Lanham, MD: Sheed and Ward, 2002.
8. Keenan, James F. SJ. *Moral Wisdom*. Lanham: Rowman & Littlefield, 2010.
9. Mattison, William C. *Introducing Moral Theology: True Happiness and the Virtues*. Grand Rapids: Brazos Press, 2008.
10. McQuilkin, Robertson & Paul Copan. *An Introduction to Biblical Ethics: Walking in the Way of Wisdom*. Downers Grove IL: IVP Academic, 2014.
11. Melina, Livio. *Sharing in Christ's Virtues*. Washington, DC: CUA Press, 2001.
12. O'Donovan, Oliver. *Self, World and Time: Ethics as Theology I*. Grand Rapids: Eerdmans, 2013.
13. Rae, Scott. *Moral Choices: An Introduction to Ethics*. Grand Rapids MI: Zondervan Academic, 2018.

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Course Unit Outline
<b>Unit Code</b>
P6172
<b>Unit Name</b>
Supervised Ministry II
<b>Unit Weighting</b>
9 cp
<b>Prerequisites</b>
P5171 Supervised Ministry I
<b>Corequisites</b>
Nil
<b>Exclusions</b>
P5172 Supervised Ministry II
<b>Curriculum Objective</b>
<p>This course unit enables the student to work in a supervised ministry context for an extended period of time gaining valuable practical ministry experience within an existing ministry team. The process of reflection on practice is developed through personal and theological reflection. The unit expands and develops the supervised ministry one experience of the student. The student will work with both an appointed supervisor and mentor for the duration of this placement.</p>

### Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>			
<i>broad and coherent body of biblical and theological knowledge</i>	✓		
<i>skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>		✓	
<i>perform with technical and creative skill to express concepts and strategies</i>			✓
<i>communicate a clear, coherent and independent exposition of knowledge and ideas</i>			✓
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓

### Contribution to Award

The unit forms part of the SCD awards at AQF Level 6.

The unit is an Introductory Elective in Pastoral Theology. It may form part of a Major or Sub-major in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing a coherent body of knowledge related to a range of practical ministry performance
- developing a critical understanding of the systems and structures of a range of practical ministry roles
- developing the skills of critical reflection, journaling and mentoring as means of personal ministry development.

### Learning Outcomes

At the end of the unit students should be able to:

- 1) Demonstrate an ability to exercise public ministry with evidence of leadership within a supervised context
- 2) Generate examples of personal integration of theological understanding and practice
- 3) Evaluate examples of the ministry practice of others and draw lessons for their own ministry
- 4) Evaluate the effectiveness of a ministry practice
- 5) Formulate responses to personal and peer reflection on their ministry experience

#### **Content**

- 1) Substantial ministry placement
- 2) First Class: Aiming at Excellence
- 3) Pastoral care and strategies
- 4) Identifying and solving pastoral issues
- 5) Teamwork
- 6) Leading others

#### **Required Specialist Facilities or Equipment**

A pastoral ministry placement

#### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Generate examples of the integration of theological understanding and practice. [Outcomes 2, 3, 4]
2. Review and formulate responses to personal and peer reflection. [Outcomes 3, 5]
3. Provide evidence of leadership, teamwork, and practical work within a ministry context. [Outcomes 1, 3, 4]

#### **Representative References**

- 1) Dorothy C. Bass & Craig Dykstra. (Eds), *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*, Eerdmans Press, 2008.
- 2) Confoy, Maryanne. *Religious Life & Priesthood*, Paulist Press, 2008.
- 3) Dykstra, Robert. *Images of Pastoral Care: Classic Readings*, Chalice Press, 2005.
- 4) Frame, Tom. *Called to Ministry*, Barton Books, 2009.
- 5) Graham, Elaine, Heather Walton and Frances Ward. *Theological Reflection Methods*. 2<sup>nd</sup> Edition. London: SCM Press, 2019.
- 6) Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministry*, Paulist Press, 2010.
- 7) Sheryl A. Kujawa-Holbrook & Karen B. Montagno (Eds). *Injustice and the Care of Souls*, Fortress Press, 2009.
- 8) Lynch, Peter. *The Church's Story: A History of Pastoral Care & Vision*, St Paul's Press, 2006.
- 9) McLeod, John. *An Introduction to Counselling*, OUP, 2009.
- 10) Nouwen, Henri. *The Wounded Healer: Ministry in Contemporary Society*. London, UK: Darton, Longman & Todd, 2014. [Original: 1972].
- 11) Pope Benedict XVI, *Questions & Answers*, Our Sunday Visitor Inc., 2008.
- 12) Rosner, Brian. *The Consolations of Theology*, Eerdmans Publishing Co. 2008.
- 13) Taylor, Charles. *A Secular Age*. Harvard University Press 2007.
- 14) Ward, Peter. *Introducing Practical Theology: Mission, Ministry and the Life of the Church*. Grand Rapids: Baker Academic, 2017.
- 15) Wilson, Jim and Earl Waggoner. *A Guide to Theological Reflection: A Fresh Approach for Practical Ministry Courses and Theological Field Education*. Grand Rapids: Zondervan Academic, 2020.

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Course Unit Outline
<b>Unit Code</b>
T6210
<b>Unit Name</b>
Person and Work of Christ
<b>Unit Weighting</b>
9 credit points
<b>Prerequisites</b>
T7101 Introduction to Theology <i>or</i> T5105 Introduction to Christian Doctrines
<b>Corequisites</b>
Nil
<b>Exclusions</b>
T5110 Person and Work of Christ
<b>Curriculum Objective</b>
This course unit is designed to provide students with an understanding of the person and saving work of Jesus Christ. It seeks to explore this understanding in the light of contemporary Christian discipleship in a local church context.
<b>Contribution to Graduate Attributes</b>

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>analyze the historically significant development of Christian theological and ethical thought and liturgical practice</i>	<i>articulate and defend clear statements of theological and ethical belief and practice</i>	<i>engage with appropriate levels of scholarship in the critical reading of primary and secondary texts</i>
<b>Course Outcomes</b>			
<i>broad and coherent body of biblical and theological knowledge</i>	✓		
<i>skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>	✓		✓
<i>communicate a clear, coherent and independent exposition of knowledge and ideas</i>		✓	

#### **Contribution to Award**

The unit forms part of the SCD awards at AQF Level 6.

The unit serves as an Advanced unit within a Major or a Sub-major in Theological Studies or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- expanding and deepening the critical study of a broad and coherent body of systematic theology
- developing critical thinking in evaluating complex ideas and understanding theological concepts
- extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.

#### **Learning Outcomes**

At the end of this unit students will be able to:

2. Identify the key biblical material that provides the foundation for a theological understanding of the person and saving work of Christ
3. Understand the theological development of the doctrine of Christ through the early Creeds of the Church
4. Articulate orthodox Christology by identifying various heresies relating to the person and work of Jesus Christ.
5. Analyse contemporary christologies in light of historical orthodoxy
6. Apply Christological and Soteriological insights to Christian life and ministry

#### **Content**

2. Christianity is Credal: Jesus is Lord
3. Creeds, Councils & Heresies
4. Contemporary Christological heresies and their ancient counterparts
5. On the Incarnation
6. Person of Christ
7. Atonement: The Work of Christ
8. The Cross of Jesus
9. 20th and 21st Century Christology
10. Kingdom Parables of Jesus
11. Hard sayings of Jesus
12. Miracles of Jesus

#### **Required Specialist Facilities or Equipment**

Nil

#### **Assessment Profile**

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Demonstrate a familiarity with current issues in the Christology and Soteriology. (Outcomes 1, 2, 3)
- 2) Identify foundational concepts/methodological issues that underpin the study of Jesus Christ and Salvation. (Outcomes 2, 3, 4)
- 3) Integrate their understanding of the Person and Saving Work of Jesus Christ into a coherent theological perspective. (Outcomes 1, 3, 4, 5)

#### **Representative References**

2. Athanasius, *On The Incarnation of the Word (Popular Patristics Edition with CS Lewis Introduction)*. Yonkers, NY: St. Vladimirs Seminary Press, 2011.
3. Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.
4. Collins, Kenneth J. *The Theology of John Wesley: Holy Love and the Shape of Grace*. Nashville: Abingdon Press, 2007.
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9. Kärkkäinen, Veli-Matti. *Christ and Reconciliation*. Grand Rapids, MI: Eerdmans, 2013.
10. ———. *Spirit and Salvation*. Constructive Christian Theology for the Pluralistic World. Grand Rapids, MI: Eerdmans, 2016.
11. Macchia, Frank D. *Jesus the Spirit Baptizer: Christology in Light of Pentecost*. Grand Rapids, MI: Eerdmans, 2018.
12. McNall, Joshua M. *The Mosaic of Atonement: An Integrated Approach to Christ's Work*. Grand Rapids: Zondervan, 2019.
13. Meier, John P., *A Marginal Jew: Rethinking the Historical Jesus*, vol 1 (1991), 2 (1994), 3 (2001), 4 (2009 ), 5 (2016), Yale: Yale University Press. 1991-2016.
14. O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. 2nd edn. New York: Oxford University Press, 2009.
15. Rutledge, Fleming. *The Crucifixion: Understanding the Death of Jesus Christ*. Grand Rapids, MI: Eerdmans, 2015.
16. Sánchez M, Leopoldo A. *T&T Clark Introduction to Spirit Christology*. London; New York: Bloomsbury Academic, 2021.
17. Stott, John. *The Cross of Christ*. Downers Grove: IVP, 2006.
18. Torrance, Thomas F. *Atonement: the person and work of Christ*. Downers Grove: Inter-Varsity Press, 2009.
19. Wellum, Stephen. *Christ Alone – The Uniqueness of Jesus as Savior: What the Reformers Taught and Why it Still Matters*. Grand Rapids: Zondervan, 2017.
20. Wright, N.T. *The Day the Revolution Began: Reconsidering the Meaning of Jesus's Crucifixion*. New York: Harper, 2016.

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