

## 2023 Undergraduate Course Units: AQF 7

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Course Unit Outline		
<b>Unit Code</b>		
A7100		
<b>Unit Name</b>		
Critical Thinking and Writing in Theological Studies		
<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 the various disciplines in theological 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>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>
<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>	✓	✓
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
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 form part of any Major or Sub-major within any award but serves as a credited Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>providing direction for effective study at tertiary level in theological awards</li> <li>developing skill in the analysis and interpretation of biblical, theological, and ministry-related literature</li> <li>developing a range of skills in writing within the academic conventions of theological study.</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. Analyse the relationship among thought, opinion, fact, belief, and knowledge</li> <li>2. Analyse arguments in theological readings to identify valid conclusions based on authentic evidence</li> <li>3. Read critically across a range of relevant primary and secondary theological resources</li> <li>4. Construct evidence-based argument in a specific theological discipline</li> <li>5. Produce a piece of formal critical writing utilising appropriate critical methods and academic presentation conventions</li> </ol>
Content
<ol style="list-style-type: none"> <li>1. Critical Thinking             <ol style="list-style-type: none"> <li>(a) The Nature of Critical Thinking                 <ul style="list-style-type: none"> <li>• Fact and opinion</li> <li>• Belief and knowledge</li> <li>• Creative critical writing</li> </ul> </li> <li>(b) Critical Argument                 <ul style="list-style-type: none"> <li>• Evidence-based analysis</li> <li>• Valid conclusion</li> <li>• Creative critical writing</li> <li>• Academic tone</li> </ul> </li> </ol> </li> <li>2. Critical Reading             <ol style="list-style-type: none"> <li>(a) Purpose and techniques</li> <li>(b) Critical Resources                 <ul style="list-style-type: none"> <li>• Primary and secondary sources: distinction and use</li> <li>• Qualitative and quantitative data</li> <li>• Accessing sources</li> </ul> </li> <li>(c) Reading Theological Documents                 <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> </li> </ol> </li> <li>3. Critical Writing             <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> </li> </ol>
Required Specialist Facilities or Equipment
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) Analysis of the validity of the conclusions of a primary source document [Outcome 2]</li> <li>2) Selection and justification of a range of primary and secondary sources for the construction of a valid argument in theological studies [Outcomes 1, 3, 4]</li> <li>3) Production of a piece of formal critical writing utilising appropriate critical methods and academic presentation conventions [Outcomes 3, 4,5]</li> </ol>
<b>Representative References</b>
<p>Anderson, Jonathan &amp; Millicent Poole. <i>Assignment and Thesis Writing</i>. 4<sup>th</sup> ed.; Brisbane: Wiley &amp; Sons Australia, 2001.</p> <p>Bowell, Tracy &amp; Gary Kemp. <i>Critical Thinking: A Concise Guide</i>. 5<sup>th</sup> ed.; London: Routledge, 2019.</p> <p>Brown, Scott G. <i>A Guide to Writing Academic Essays in Religious Studies</i>. London: Continuum, 2008.</p> <p>Core, Deborah. <i>The Seminary Student Writes</i>. St Louis, MO: Chalice Press, 2000.</p> <p>Halpern, Diane F. &amp; Heidi R. Riggio. <i>Thinking Critically about Critical Thinking</i>. 4<sup>th</sup> ed. rev.; New York: Routledge, 2002.</p> <p>Halpern, Diane F. <i>Thought and Knowledge: An Introduction to Critical Thinking</i>. 5<sup>th</sup> ed.; Mahwah, NJ: Lawrence Erlbaum, 2019.</p> <p>Kemeny, Paul C. <i>Guide to Research: Finding Gold Among the Garbage: A Student's Guide to Researching Books, Articles, and the Internet Intelligently</i>. <a href="http://science.gcc.edu/reli/kemeny/index.htm">http://science.gcc.edu/reli/kemeny/index.htm</a> (accessed 22 Dec., 2011).</p> <p>Nosich, Gerald M. "How to improve your Critical Thinking skills)" <a href="https://lifelessons.co/personal-development/criticalthinking/">https://lifelessons.co/personal-development/criticalthinking/</a> (accessed 27 Sept., 2019).</p> <p>Nosich, Gerald M. <i>Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum</i>. 4<sup>th</sup> ed.; Upper Saddle River, NJ: Pearson Prentice Hall, 2012.</p> <p>Richards, Lyn. <i>Handling Qualitative Data: A Practical Guide</i>. London: SAGE Publications, 2005.</p> <p>Turabian, K. <i>A Manual for Writers of Term Papers, Theses and Dissertations</i>. 9<sup>th</sup> ed.; rev. Wayne C. Booth, Gregory Colomb, Joseph M. Williams; Chicago: University of Chicago Press, 2018.</p>
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Course Unit Outline		
<b>Unit Code</b>		
A7111		
<b>Unit Name</b>		
Introduction to Biblical Languages		
<b>Unit Weighting</b>		
9 cp		
<b>Prerequisites</b>		
Nil		
<b>Corequisites</b>		
Nil		
<b>Exclusions</b>		
Nil		
<b>Curriculum Objectives</b>		
This course unit 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.		
<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>
<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>		✓
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing knowledge of the technical lexical and grammatical structures of the major biblical languages of the Old and New Testaments</li> <li>developing the technical skills of language study</li> <li>providing opportunities for applying biblical language knowledge to analysis of biblical texts.</li> </ul>		

<b>Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. At the end of this unit students will be able to:</li> <li>2. demonstrate familiarity with the alphabet and language structure of biblical Hebrew and Greek</li> <li>3. identify and explain the nuances of the grammatical structures of the biblical languages</li> <li>4. use lexical tools in the analysis of biblical texts</li> <li>5. incorporate the use of various grammatical/lexical tools in exegesis of an English language translation of a biblical text</li> <li>6. 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>
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 basic elements of the structures and grammar of the biblical languages [Outcomes 1, 2]</li> <li>2) Use of basic biblical language vocabulary, grammar and lexical aids [Outcomes 2, 3, 4]</li> <li>3) Exegesis of passages from the Old and New Testaments [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>
<p>Colwell, Ernest C. and Ernest W. Tune. <i>A Beginner's Reader-Grammar for New Testament Greek</i>. Peabody: Hendrickson, 2001.</p> <p>Davidson, B. <i>The Analytical Hebrew and Chaldee Lexicon</i>. Peabody: Hendrickson, 1986.</p> <p>Duff, Jeremy and Jonathan T. Pennington. <i>The Elements of New Testament Greek</i>. Cambridge: Cambridge University Press, 2006.</p> <p>Fee, Gordon D. and Mark L. Strauss. <i>How To Choose A Translation For All Its Worth: A Guide To Understanding And Using Bible Versions</i>. Grand Rapids: Zondervan, 2007.</p> <p>Fields, Lee M. <i>Hebrew for the Rest of Us: Using Hebrew Tools without Mastering Biblical Hebrew</i>. Grand Rapids: Zondervan, 2008.</p> <p>Goodrick, Edward and John R Kohlenberger III. <i>The NIV Exhaustive Concordance</i>. Grand Rapids: Zondervan, 2004.</p> <p>Kelley, Page H., Terry L. Burden and Timothy G. Crawford <i>A Handbook to Biblical Hebrew: An Introductory Grammar</i>. Grand Rapids: Eerdmans, 1994.</p> <p>Mounce, William D. <i>Greek for the Rest of Us: The Essentials of Biblical Greek</i>. 2<sup>nd</sup> ed.; Grand Rapids: Zondervan, 2013.</p> <p>Pratico, Gary D. and Miles Van Pelt. <i>Basics of Biblical Hebrew Grammar</i>. Grand Rapids: Zondervan, 2001.</p> <p>Ross, Allen P. <i>Introducing Biblical Hebrew</i>. Grand Rapids: Baker Academic, 2001.</p> <p>Webb, Joseph M. and Robert Kysar. <i>Greek for Preachers</i>. St. Louis: Chalice Press, 2002.</p> <p>Young, Norman H. and Jonathan T. Pennington. <i>Syntax Lists for Students of New Testament Greek</i>. Cambridge: Cambridge University Press, 2001.</p>
CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline		
<b>Unit Code</b>		
A7112		
<b>Unit Name</b>		
Biblical Hebrew I		
<b>Unit Weighting</b>		
9 cp		
<b>Prerequisites</b>		
Nil		
<b>Corequisites</b>		
Nil		
<b>Exclusions</b>		
Nil		
<b>Curriculum Objectives</b>		
This course unit introduces students to the basic elements of biblical Hebrew that will enable them to read Hebrew biblical texts with the use of dictionaries and grammars.		
<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>
<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>		✓
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing knowledge of the technical lexical and grammatical structures of the major biblical language of the Old Testament</li> <li>developing the technical skills of language study</li> <li>providing opportunities for applying biblical language knowledge to analysis of biblical texts.</li> </ul>		

<b>Learning Outcomes</b>
At the end of this unit students will be able to:
<ol style="list-style-type: none"> <li>1. memorize sufficient vocabulary to translate selected biblical Hebrew passages</li> <li>2. recognize basic biblical Hebrew grammar and syntax</li> <li>3. translate, parse and analyse simple biblical Hebrew into English</li> <li>4. use biblical Hebrew dictionaries and concordances</li> <li>5. apply the results of their study to reading critical exegetical commentaries on biblical texts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Hebrew alphabet, basic biblical Hebrew grammar and syntax.</li> <li>2. Lexical and grammatical study of selected Hebrew texts.</li> <li>3. Translation of selected biblical Hebrew texts.</li> <li>4. Introduction to the use of biblical Hebrew /English dictionaries and concordances.</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, assessment of student achievement with respect to the Unit Outcomes will be based on:
<ol style="list-style-type: none"> <li>1. Memorisation of required Hebrew grammar paradigms and vocabulary [Outcomes 1, 2]</li> <li>2. Translation, parsing and analysis of basic biblical Hebrew texts [Outcomes 2, 3]</li> <li>3. Use of lexical aids to enhance study of the biblical Hebrew texts [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>
<p>Brown, F., S.R. Driver and C.A. Briggs. <i>Hebrew and English Lexicon of the Old Testament</i>, Oxford: OUP, 1975.</p> <p>DeClaiss-Walford, Nancy L. <i>Biblical Hebrew: An Introductory Textbook</i>. St. Louis, MO: Chalice Press, 2002.</p> <p>Kelley, Page H. <i>Biblical Hebrew. An Introductory Grammar (and Handbook)</i>. Grand Rapids: Eerdmans, 1992.</p> <p>Landes, George. <i>Building Your Biblical Hebrew Vocabulary</i>. Atlanta: SBL, 2001.</p> <p>Long, Gary A. <i>Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts through English Grammar</i>. Peabody, MA: Hendrickson, 2002.</p> <p>Pratico, Gary D. and Miles V. Van Pelt. <i>Basics of Biblical Hebrew: Grammar</i>. 3<sup>rd</sup> ed.; Grand Rapids: Zondervan, 2019.</p> <p>Pratico, Gary D. and Miles V. Van Pelt. <i>Basics of Biblical Hebrew: Workbook</i>. 3<sup>rd</sup> ed.; Grand Rapids: Zondervan, 2019.</p> <p>Ross, Alan P. <i>Introductory Biblical Hebrew</i>. Grand Rapids: Baker, 2001.</p> <p>Sobb, J. <i>Beginning Biblical Hebrew: An Introductory Grammar and Workbook</i>. Strathfield: St Pauls, 2003.</p>
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Course Unit Outline		
<b>Unit Code</b>		
A7122		
<b>Unit Name</b>		
New Testament Greek I		
<b>Unit Weighting</b>		
9 cp		
<b>Prerequisites</b>		
Nil		
<b>Corequisites</b>		
Nil		
<b>Exclusions</b>		
Nil		
<b>Curriculum Objectives</b>		
This course unit introduces students to the basic elements of New Testament Greek that will enable them to begin to develop professional skills in New Testament exegesis and translation.		
<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>
<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>		✓
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing knowledge of the technical lexical and grammatical structures of the major biblical language of the New Testament</li> <li>developing the technical skills of language study</li> <li>providing opportunities for applying biblical language knowledge to analysis of biblical texts.</li> </ul>		

<b>Learning Outcomes</b>
At the end of this unit students will be able to: <ol style="list-style-type: none"> <li>1. memorize sufficient vocabulary to translate selected New Testament Greek passages</li> <li>2. recognize basic New Testament Greek grammar and syntax</li> <li>3. translate, parse and analyse simple New Testament Greek into English</li> <li>4. use New Testament Greek dictionaries and concordances</li> <li>5. apply the results of their study to reading critical exegetical commentaries and basic translation of New Testament Greek texts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Greek alphabet, basics of Greek grammar and syntax</li> <li>2. Textual, lexical, and grammatical study of selected New Testament Greek texts</li> <li>3. Translation of selected New Testament Greek texts</li> <li>4. Introduction to working with Greek/English dictionaries, and concordances</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. Memorisation of required Greek grammar paradigms and vocabulary [Outcomes 1, 2]</li> <li>2. Translation, parsing and analysis of basic New Testament Greek texts [Outcomes 2, 3]</li> <li>3. Use of lexical aids to enhance study of the New Testament Greek texts [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>
<p>Aland, Kurt et al. <i>The Greek New Testament</i>. 4<sup>th</sup> ed.; Stuttgart: Deutsch Bibelgesellschaft, 1993.</p> <p>Danker, Frederick W. <i>A Greek-English Lexicon of the New Testament and Other Early Christian Literature</i>. 3<sup>rd</sup> ed; Chicago: University of Chicago Press, 2000.</p> <p>Duff, Jeremy. <i>The Elements of New Testament Greek</i>. 3<sup>rd</sup> ed.; Cambridge: Cambridge University Press, 2005.</p> <p>Fairbairn, Donald. <i>Understanding Language: A Guide for Beginning Students of Greek &amp; Latin</i>. Washington, DC: CUA, 2011.</p> <p>Kittel, Gerhard (ed). <i>Theological Dictionary of the New Testament</i>. Translated and edited Geoffrey W. Bromily; Grand Rapids: Eerdmans, 1964-1976.</p> <p>Metzger, Bruce. <i>Lexical Aids for Students of New Testament Greek</i>. New ed.; Edinburgh: T&amp;T Clark, 1990.</p> <p>Mounce, William D. <i>Basics of Biblical Greek: Grammar</i>. 4<sup>th</sup> ed.; Grand Rapids: Zondervan, 2019.</p> <p>Mounce, William D. <i>Basics of Biblical Greek: Workbook</i>. 4<sup>th</sup> ed.; Grand Rapids: Zondervan, 2019.</p> <p>Zerwick, Max. <i>A Grammatical Analysis of the Greek New Testament</i>. 4<sup>th</sup> ed.; Rome: Pontifical Biblical Institute, 1993.</p>
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Course Unit Outline		
<b>Unit Code</b>		
A7132		
<b>Unit Name</b>		
Introduction to Ecclesiastical Latin		
<b>Unit Weighting</b>		
9 cp		
<b>Prerequisites</b>		
Nil		
<b>Corequisites</b>		
Nil		
<b>Exclusions</b>		
Nil		
<b>Curriculum Objectives</b>		
This course unit introduces students to the basic grammatical and syntactical knowledge that will lead to a grasp of the Latin ecclesiastical writings and an appreciation of the place of Latin within the heritage of the 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>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>
<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>	✓	
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing knowledge of the technical lexical and grammatical structures of a major biblical and ecclesiastical language of the Church</li> <li>developing extensive technical skills of language study</li> <li>providing opportunities for applying biblical language knowledge to interpretation of biblical and ecclesiastical texts.</li> </ul>		

<b>Learning Outcomes</b>
At the end of this unit students will be able to: <ol style="list-style-type: none"> <li>6. demonstrate familiarity with the basic elements of Latin grammar within the broader context of English grammar and syntax</li> <li>7. demonstrate familiarity with the language structure and vocabulary encountered in scriptural, liturgical and patristic texts</li> <li>8. analyse the influence of Church Latin on Western culture, language, music and language idiom</li> <li>9. identify the place of the Latin language in the heritage of the Church</li> <li>10. adapt and apply knowledge gained to ecclesiastical texts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>3. Study of basic grammar</li> <li>4. Common Latin phraseology</li> <li>5. Latin hymns</li> <li>6. Latin prayers</li> <li>7. Latin liturgical texts</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>4) Use of basic Latin vocabulary, grammar and lexical aids [Outcomes 1, 2]</li> <li>5) Analysis of selected Latin ecclesiastical texts [Outcomes 3, 4, 5]</li> <li>6) Performance of translation of basic Latin texts into English [Outcomes 2, 5]</li> </ol>
<b>Representative References</b>
<p>Collins, John F. <i>A Primer of Ecclesiastical Latin</i>. Washington: CUA Press, 1985.</p> <p>Gildersleeve, B.L. <i>Gildersleeve's Latin Grammar</i>. 3<sup>rd</sup> ed; rev and enlarged by B. L. Gildersleeve and Gonzalez Lodge; NY: Dover, 2009.</p> <p>Goldman, Norma W. <i>English Grammar for Students of Latin</i>. Olivia &amp; Hill Press, 2004.</p> <p>Kennedy, Benjamin Hall. <i>The Revised Latin Primer</i>. New ed.; Harlow UK: Longman, 1962 (frequently reprinted).</p> <p>Lewis, C.T. and Charles Short. <i>Latin Dictionary</i>. Oxford: Clarendon, 1922.</p> <p>Stelton, Leo F. <i>Dictionary of Ecclesiastical Latin</i>. Peabody: Henrickson, 1995.</p>
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Course Unit Outline		
<b>Unit Code</b>		
A7135		
<b>Unit Name</b>		
Theological English		
<b>Unit Weighting</b>		
9 credit points		
<b>Prerequisites</b>		
36 credit points		
<b>Corequisites</b>		
Nil		
<b>Exclusions</b>		
Nil		
<b>Curriculum Objectives</b>		
This unit is primarily designed to help LOTE students improve their understanding and learning of some basic elements of structure and grammar in the English language in theological contexts, and to acquire essential vocabulary of the beginner to lower intermediate level, to enable them to talk and write about a range of simple theological topics in English, with some access to a range of theological materials in English available online and offline.		
<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>
<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>	✓	
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing knowledge of the technical lexical and grammatical structures of English as use in theological study</li> <li>developing the technical skills of language study</li> <li>providing opportunities for applying English language knowledge to the reading of biblical and other theological literature.</li> </ul>		

<b>Learning Outcomes</b>	
At the end of this unit, the students will be able to:	
<ol style="list-style-type: none"> <li>1. Match English and first language written descriptions or definitions of simple Biblical/theological ideas and concepts and match spoken English descriptions or definitions of simple Biblical/theological ideas and concepts with first language written descriptions</li> <li>2. In written English, use simple sentences (with a few errors, either in form or use, that do not impede the meaning) to discuss Biblical/theological ideas using vocabulary and Biblical/theological terminology that address basic questions but do not show a wider vocabulary even when a wider vocabulary is known.</li> <li>3. Recognize examples of correct use of basic English grammar and sentence structure and correct simple errors in passages adapted from the Easy-to-Read Version of the Bible</li> <li>4. Write a short simple prayer in English and read it aloud with at least intelligible fluency so that the listener can hear and understand at least 60% of the words.</li> <li>5. Apply elementary research methods to explain in written or spoken language <ol style="list-style-type: none"> <li>a. (in English) simple topics in Christianity and</li> <li>b. (in first language) basic comprehension of prepared passages from Easy-to-read Version of the Bible</li> </ol> </li> </ol>	
<b>Content</b>	
<ol style="list-style-type: none"> <li>1. An effective approach to learning English including basic research methods to extend knowledge of unfamiliar contexts</li> <li>2. Understanding a basic English way of thinking and expression</li> <li>3. Systematically comprehending essential English grammar and syntax</li> <li>4. Basic critical / analytical thinking</li> <li>5. Familiarization with basic and essential English vocabulary and pronunciation and Biblical/theological terminology required to discuss Biblical/theological ideas</li> <li>6. Exploring passages from one of the books in the Easy-to-Read Version of the Bible</li> <li>7. Applying simple and basic Biblical/theological English in various practical situations with a limited degree of cultural understanding or cross-cultural competence.</li> </ol>	
<b>Required Specialist Facilities or Equipment</b>	
Computer, projector, internet access	

### 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) (40%) Complete a written exam consisting of series of multiple choice and short answer questions, and translations that test the ability to
  - a) Comprehend basic English Biblical/theological terms and ideas [Outcome 1]
  - b) translate biblical/theological sentences from the first language into English and vice versa [Outcome 2]
  - c) Recognize examples of correct use of basic English grammar and sentence structure and correct simple errors in passages adapted from the Easy-to-Read Version of the Bible [Outcome 3]
- 2) (25%) write a prayer accompanied by a (video) presentation that tests the ability to
  - a) Write a basic prayer in English and read it out [Outcome 4]
  - b) display a verse from the Easy-to-Read Version of the Bible accompanied by a brief discussion of important ideas in it [Outcome 5]
- 3) (35%) make a speech/presentation in which the student
  - a) discusses in English the results of research into a topic assigned by the lecturer and
  - b) reads out unseen well known short passages from the Easy-to-Read Version of the Bible and discusses their meanings. [Outcome 5]
- 4) Submit a log maintained in the first language of their informal engagement with English for at least 3 hours per week. These hours are separate from the formal commitment (2 hours per week) to class attendance, tutorials or reading online/distance lecture materials and engaging in planned online discussions. The informal engagement is outside the 3 hours per week for assessment preparation. This informal engagement might include completing voluntary quizzes; completing assigned but unassessed 'homework', e.g. working in workbooks or researching new vocabulary; completing other voluntary English-related tasks, e.g. watching an English program or reading an English book or having discussion with English-speaking friends (keeping notes in first language). Failure to submit log will result in a supplementary examination.

### Representative References

1. Audrey Jean Thomson, A. V. Martinet, "A Practical English Grammar for Foreign Students", Oxford Uni. Press, 1986,
2. Byrd, Patricia & Beverly Benson, *Improving the Grammar of Written English*, Wadsworth, 1989
3. *Easy-to-Read Version Bible*
4. De Chazal, Edward, *English for Academic Purposes*, Oxford: OUP, 2014
5. Donna, Sylvie, & Marks, Johnathan, *English Pronunciation in Use – Elementary*, Cambridge: CUP, 2007
6. Hancock, Mark, *English Pronunciation in Use – Intermediate*, Cambridge: CUP, 2003.
7. Huey, F. B. & Bruce Corley, *Student's Dictionary for Biblical & Theological Studies*, Academie Books, 1984
8. L. Ebner, "Learning English with the Bible", 1998
9. McCarthy, Michael & Felicity O'Dell, *English Vocabulary in Use - Elementary*, Cambridge: Cambridge Univ. Press
10. Redman, Stuart & Ellen Shaw, *English Vocabulary in Use - Intermediate*, Cambridge: Cambridge Univ. Press, 1999

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15. 김은철, "당신도 영어로 기도할 수 있다," (예영 커뮤니케이션, 1998)
16. 김은철, "당신도 영어로 전도할 수 있다," (예영 커뮤니케이션, 1995)
17. 김한성, "선교영어 회화 이렇게 공부하라," (생명의 말씀사, 2009)
18. 박재역, "성경 고유명사 사전," (생명의 말씀사, 2009)
19. 손정륜, "Speaking Bible English," (랭컴(LanCom), 2012)
20. 안상임, "신학영어사전," (대한기독교서회, 1992)
21. 원수미, "영어성경 이렇게 읽어라," (살림, 2008)
22. 이동수, "영어신학강독," (장로회 신학대학교 출판부, 2001)
23. 이창영, "영어기도 핸드북," (생명의 말씀사, 2009)
24. 이현주, "영어로 신학 맛보기," (신앙과 지성사, 2009)
25. 차재국, "선교현장영어," (도서출판 영문, 2001)
26. 최순옥, "크리스천 잉글리쉬," (기독교문서선교회, 2007)

Date CUO approved by Academic Board: 4 April 2022 (by report)

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Course Unit Outline																	
<b>Unit Code</b>																	
A7142																	
<b>Unit Name</b>																	
Syriac 1: Reading and Grammar																	
<b>Unit Weighting</b>																	
9cps																	
<b>Type of Unit</b>																	
Basics																	
<b>Prerequisites</b>																	
Nil																	
<b>Corequisites</b>																	
Nil																	
<b>Exclusions</b>																	
Nil																	
<b>Curriculum Objectives</b>																	
<p>This Course Unit introduces students to the basic Reading, and Grammar of Syriac. It enables students to read and analyse selected texts from the Syriac Bible (Peshitta) and from Eastern Church Fathers, using dictionaries and grammars.</p> <p>For graduate students, frequent extra assignments will be given, and a major paper to be completed by the end of the semester.</p>																	
<b>Contribution to Graduate Attributes</b>																	
<p>This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:</p> <table border="1"> <tr> <th>Specific Discipline Outcomes</th><th><i>develop enhanced capacity of language and writing skills to support the study of theological and associated texts</i></th><th><i>utilize appropriate methodologies for the study of areas of historical, philosophical and educational enquiry</i></th></tr> <tr> <td><i>Course Outcomes</i></td><td></td><td></td></tr> <tr> <td><i>broad and coherent body of biblical and theological knowledge</i></td><td>✓</td><td>✓</td></tr> <tr> <td><i>skills to review, analyse and act on information in the exercise of critical thinking and judgement</i></td><td>✓</td><td>✓</td></tr> <tr> <td><i>perform with technical and creative skill to express concepts and strategies</i></td><td>✓</td><td></td></tr> </table>			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>Course Outcomes</i>			<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>	✓	
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>Course Outcomes</i>																	
<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>	✓																
<b>Contribution to Award</b>																	

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing knowledge of the technical lexical and grammatical structures of a major biblical and ecclesiastical language of the Church
- developing extensive technical skills of language study
- providing opportunities for applying biblical language knowledge to interpretation of biblical and ecclesiastical texts.

<b>Learning Outcomes</b>
At the end of this unit students will be able to: 1) Read selected Syriac biblical passages and texts from the Church Fathers. 2) Recognize basic Syriac grammar and syntax. 3) Translate, parse, and analyse simple Syriac texts into English. 4) Use Syriac dictionaries and concordances.
<b>Content</b>
1. Syriac alphabet, basic grammar and syntax. 2. Lexical and grammatical study of selected Syriac texts. 3. Translation of selected texts into English. 4. Introduction to the use of Syriac Bible, and Patristic texts, and Syriac-English dictionaries.
<b>Learning Activities</b>
Lectures, exercises, translation, parsing and analysis, quizzes.
<b>Required Specialist Facilities or Equipment</b>
No
<b>Assessment Profile</b>
Assessment tasks are designed both the 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. Memorise/practice required Syriac grammar paradigms and vocabulary. 2. Translate, parse and analyse basic Syriac texts. 3. Using dictionaries, and other tools to enhance study of Syriac texts.
<b>Representative References</b>
1 John F. Healey, <i>Leshono Suryoyo: First Study in Syriac</i> (Gorgias Handbooks 2; Piscataway: Gorgias Press, 2005). 2 <i>The Holy Bible, New Testament of our Lord Jesus Christ &amp; Translation to Modern Syriac (Suryoyo)</i> (tr. Abdul Massih Saadi; Winfield: Aramaic Bible Translation, 2013) 3 Other primary sources, handouts and manuscript images will be provided by the Instructor. 4 Further Recommended Grammar resources and classical dictionaries are available online: R. Payne Smith, <i>Compendious Syriac Dictionary</i> (ed. J. Payne Smith; Oxford: the Clarendon Press, 1902). Theodor Noldeke, <i>Compendious Syriac Grammar</i> (tr. J. Crichto; London: Williams & Norgate, 1904).
CUO approved by Academic Board: 1 Nov 2021

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Course Unit Outline		
<b>Unit Code</b>		
A7152		
<b>Unit Name</b>		
Christian Arabic I		
<b>Unit Weighting</b>		
9 cp		
<b>Prerequisites</b>		
Nil		
<b>Corequisites</b>		
Nil		
<b>Exclusions</b>		
Nil		
<b>Curriculum Objectives</b>		
This course unit introduces the student to the elements of Christian Arabic and enables the student to begin to develop skills in the reading and writing short connected sentences in the Arabic language.		
<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>
<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>	✓	
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing knowledge of the technical lexical and grammatical structures of Arabic as a major biblical and ecclesiastical language of the Church</li> <li>developing extensive technical skills of language study</li> <li>providing opportunities for applying biblical language knowledge to interpretation of Arabic biblical and other theological texts.</li> </ul>		

<b>Learning Outcomes</b>
At the end of this unit students will be able to: <ol style="list-style-type: none"> <li>11. demonstrate familiarity with basic grammar and syntax of Christian Arabic</li> <li>12. memorize and use basic Arabic vocabulary accurately and creatively</li> <li>13. establish a cultural awareness associated with Christian Arabic as used in theological texts</li> <li>14. use dictionaries and concordances</li> <li>15. apply the knowledge of the Arabic language to translating the Arabic theological texts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>8. Arabic alphabet, basics of Arabic grammar and syntax</li> <li>9. Textual, lexical, and grammatical study of selected Arabic texts</li> <li>10. Translation of selected Arabic theological texts</li> <li>11. Introduction to working with Arabic/English dictionaries, and concordances</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>7) Use of basic Arabic vocabulary, grammar and lexical aids [Outcomes 1, 2, 4]</li> <li>8) Performance of translation of basic Arabic texts into English [Outcomes 1, 2, 3, 4, 5]</li> <li>9) Analysis of selected Arabic texts [Outcome 3, 5]</li> </ol>
<b>Representative References</b>
<p>Blau, Joshua. <i>A Grammar of Christian Arabic, Based Mainly on South-Palestinian Texts from the First Millennium</i>. Corpus Scr. vol. 267, 276, 279. Louvain: Peeters Publishers, 1965, 1967.</p> <p>Brustad, Al-Batal and Al-Tonsi, <i>Al-Kitaab fii Ta'allum al-'Arabiyya</i>, Parts 1, 2, and 3, 3<sup>rd</sup> ed. Washington: Georgetown University Press, 2011.</p> <p>Ebied, Rifaat. "An Arabic Version of the Treatise on the Origin and History of the Thirty Pieces of Silver Which Judas Received from the Jews." In <i>The Character of Christian-Muslim Encounter: Essays in Honour of David Thomas</i>, edited by Douglas Pratt, Jon Hoover, John Davies, and John Chesworth, 167–85. Leiden: Brill, 2015.</p> <p>Ebied, Rifaat. "A Short Version in Syriac and Arabic of the <i>Gloria in Excelsis Deo</i>, with Additions by St. Athanasius the Great." <i>Collectanea Christiana Orientalia</i> 14 (2017): 65–71.</p> <p>Ebied, Rifaat, and M.J.L. Young. <i>The Lamp of the Intellect of Severus Ibn Al-Muqaffa', Bishop of Al-Ashmunain</i>. Corpus Scriptorum Christianorum Orientalium. Vol. 365, 366. Louvain: Peeters Publishers, 1975.</p> <p>Ebied, Rifaat, and M.J.L. Young. <i>Severus ibn Al-Muqaffa': Affliction's Physic and the Cure of Sorrow</i>. Corpus Scriptorum Christianorum Orientalium. Vol. 396, 397. Louvain: Peeters Publishers, 1978.</p> <p>Wehr, Hans. <i>A Dictionary of Modern Written Arabic</i>. Edited by J. Milton Cowan. Wiesbaden: Otto Harrassowitz, 1961.</p>
CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline		
<b>Unit Code</b>		
A7180		
<b>Unit Name</b>		
Critical Thinking, Reading, and Writing for Theological Education (CALD)		
<b>Unit Weighting</b>		
9 cp		
<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 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 the various disciplines in theological studies—both generally and within an applied cultural 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>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>
<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>	✓	✓
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
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 form part of any Major or Sub-major within any award but serves as a credited Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>providing direction for effective study at tertiary level in theological awards</li> <li>developing skill in the analysis and interpretation of biblical, theological, and ministry-related literature</li> <li>developing a range of skills in writing within the academic conventions of theological study.</li> </ul>		

Learning Outcomes
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>16. Analyse the relationship among thought, opinion, fact, belief, and knowledge</li> <li>17. Analyse arguments in theological readings to identify valid conclusions based on authentic evidence</li> <li>18. Read critically across a range of relevant primary and secondary theological resources</li> <li>19. Construct evidence-based argument in a specific theological discipline</li> <li>20. Produce a piece of formal critical writing (or a detailed outline of the same) utilising appropriate critical methods and academic presentation conventions</li> </ol>
Content
<ol style="list-style-type: none"> <li>12. Critical Thinking             <ol style="list-style-type: none"> <li>(a) The Nature of Critical Thinking                 <ul style="list-style-type: none"> <li>•Fact and opinion</li> <li>•Belief and knowledge</li> <li>•Creative critical writing</li> </ul> </li> <li>(b) Critical Argument                 <ul style="list-style-type: none"> <li>•Evidence-based analysis</li> <li>•Valid conclusion</li> <li>•Creative critical writing</li> <li>•Academic tone</li> </ul> </li> </ol> </li> <li>13. Critical Reading             <ol style="list-style-type: none"> <li>(a) Purpose and techniques</li> <li>(b) Critical Resources                 <ul style="list-style-type: none"> <li>• Primary and secondary sources: distinction and use</li> <li>• Qualitative and quantitative data</li> <li>• Accessing sources</li> </ul> </li> <li>(c) Reading Theological Documents                 <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> </li> </ol> </li> <li>3. Critical Writing             Writing Theological Documents             <ul style="list-style-type: none"> <li>•Organizing research</li> <li>•Constructing an essay                 <ul style="list-style-type: none"> <li>○ Understand the question</li> <li>○ Constructing thesis statements</li> <li>○ Create coherent, convincing introduction, paragraphs, &amp; conclusions.</li> </ul> </li> <li>•Presentation conventions &amp; referencing.</li> </ul> </li> </ol>
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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 10) Analysis of the validity of the conclusions of a primary source document [Outcome 2]
- 11) Selection and justification of a range of primary and secondary sources for the construction of a valid argument in theological studies [Outcomes 1, 3, 4]
- 12) Production of a piece of formal critical writing (or a detailed outline of the same) utilising appropriate critical methods and academic presentation conventions [Outcomes 3, 4,5]

#### **Representative References**

- 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.
- Browne, M. Neil and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*, 11<sup>th</sup> (Global) Edition. Sydney: Pearson, 2015.
- Core, Deborah. *The Seminary Student Writes*. St Louis, MO: Chalice Press, 2000.
- Cottrell, Stella. *Critical Thinking Skills: Effective Analysis, Argument and Reflection*, 3<sup>rd</sup> Edition. London: Palgrave, 2017.
- Crème, Phyllis. *Writing at University: A Guide for Students*. Buckingham: Open University Press, 2008.
- Jensen, Michael P. *How to Write a Theology Essay*. London: The Latimer Trust, 2012.
- Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove: IVP Academic, 2016.
- Levin, Peter. *Write Great Essays!* McGraw Hill Open University Press, 2009.
- Northey, Margot, Bradford A. Anderson, and Joel N. Lohr. *Making Sense: A Student's Guide to Research and Writing*. 3<sup>rd</sup> Edition. Oxford University Press, 2015.
- 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.
- Taylor, Gordon. *A Student's Writing Guide: How to Plan and Write Successful Essays*. Cambridge: Cambridge University Press, 2009.
- 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.
- Vyhmeister, Nancy J. and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers for Students of Religion and Theology*, 4<sup>th</sup> edition. Grand Rapids: Zondervan Academic, 2020.

Approved by Academic Board: 7 November 2022

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Course Unit Outline		
<b>Unit Code</b>		
A7181		
<b>Unit Name</b>		
Introduction to Biblical Languages in Context (CALD)		
<b>Unit Weighting</b>		
9 cp		
<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 Objectives</b>		
This course unit 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 within their own cultural context.		
<b>Contribution to Award</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>
<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>	✓	
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an introductory Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing knowledge of the technical lexical and grammatical structures of the major biblical languages of the Old and New Testaments</li> <li>developing the technical skills of language study</li> <li>providing opportunities for applying biblical language knowledge to analysis of biblical texts.</li> </ul>		

<b>Learning Outcomes</b>
At the end of this unit students will be able to: <ol style="list-style-type: none"> <li>1. demonstrate familiarity with the alphabet and language structure of biblical Hebrew and Greek</li> <li>2. identify and explain the nuances of the grammatical structures of the biblical languages</li> <li>3. use lexical tools in the analysis 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 within their own cultural context</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>
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 basic elements of the structures and grammar of the biblical languages [Outcomes 1, 2]</li> <li>2) Use of basic biblical language vocabulary, grammar and lexical aids [Outcomes 2, 3, 4]</li> <li>3) Exegesis of passages from the Old and New Testaments [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>
<p>Armstrong, Terry A., Douglas L. Busby, and Cyril F. Carr. <i>A Reader's Hebrew-English Lexicon of the Old Testament</i>. Grand Rapids: Zondervan, 2013.</p> <p>Black, David Alan. <i>Learn to Read New Testament Greek</i>. 3rd edition. Nashville: B&amp;H Publishing Group, 2009.</p> <p>Black, David Alan. <i>Using New Testament Greek in Ministry: A Practical Guide for Students and Pastors</i>. Grand Rapids: Baker, 1993.</p> <p>Fields, Lee M. <i>Hebrew for the Rest of Us: Using Hebrew Tools without Mastering Biblical Hebrew</i>. Grand Rapids: Zondervan, 2008.</p> <p>Green, Jay Patrick. <i>The Interlinear Bible: Hebrew-Greek-English (English, Hebrew and Greek Edition)</i>. Peabody: Hendrickson Publishers, 2005.</p> <p>Holladay, William L. <i>Concise Hebrew and Aramaic Lexicon of the Old Testament: Based Upon the Lexical Work of Ludwig Koehler and Walter Baumgartner</i>. Grand Rapids: Eerdmans, 1972.</p> <p>Kubo, Sakae. <i>A Reader's Greek-English Lexicon of the New Testament</i>. Grand Rapids: Zondervan, 2015.</p> <p>Mounce, William D. <i>Greek for the Rest of Us: The Essentials of Biblical Greek</i>. 2<sup>nd</sup> ed.; Grand Rapids: Zondervan, 2013.</p> <p>Mounce, William D. <i>Mounce's Complete Expository Dictionary of Old and New Testament Words</i>. Grand Rapids: Zondervan, 2009.</p> <p>Mounce, William D. <i>The Zondervan Greek and English Interlinear New Testament (NASB/NIV)</i>, 2<sup>nd</sup> Editions, Grand Rapids: Zondervan, 2011.</p>

Pratico, Gary D. and Miles Van Pelt. *Basics of Biblical Hebrew Grammar*. Grand Rapids: Zondervan, 2001.

Robinson, Maurice A. and Mark A. House, eds. *Analytical Lexicon of New Testament Greek: Revised and Updated*. Peabody, Hendrickson, 2012.

Schlimm, Matthew R. *70 Hebrew Words Every Christian Should Know*. Nashville: Abingdon, 2018.

Thayer, Joseph. *Thayer's Greek-English Lexicon of the New Testament*. New York: Parker Publishing Company, 2017.

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

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Course Unit Outline			
<b>Unit Code</b>			
A7212			
<b>Unit Name</b>			
Biblical Hebrew II			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
A7112 Biblical Hebrew I			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit is a continuation of A7112 Biblical Hebrew I. It consolidates and builds on students' knowledge of biblical Hebrew, enabling them to translate Hebrew biblical texts.			
<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>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>	✓		
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- extending knowledge of the technical lexical and grammatical structures of Biblical Hebrew as a major Old Testament language
- developing extensive technical skills of language study
- providing opportunities for applying biblical language knowledge to interpretation of Old Testament texts.

<b>Learning Outcomes</b>
At the end of this unit students will be able to:
<ol style="list-style-type: none"> <li>1. memorize an extensive Hebrew biblical vocabulary</li> <li>2. recognize and employ advanced biblical Hebrew grammar and syntax</li> <li>3. translate, parse and analyse complex biblical Hebrew into English</li> <li>4. use an extensive range of more critical biblical Hebrew dictionaries and concordances with facility</li> <li>5. apply the results of their study to reading critical exegetical commentaries on complex biblical texts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Complex forms of biblical Hebrew grammar and syntax.</li> <li>2. Lexical and grammatical study of selected Hebrew texts.</li> <li>3. Translation of a range of selected and more complex biblical Hebrew texts.</li> <li>4. Independent use of Biblical Hebrew /English dictionaries and concordances.</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. Memorisation of extensive Hebrew grammar paradigms and vocabulary [Outcomes 1, 2]</li> <li>2. Translation, parsing and analysis of complex biblical Hebrew texts [Outcomes 2, 3]</li> <li>3. Use of lexical aids to enhance independent analysis of the biblical Hebrew texts [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>
<p>Brown, F., S.R. Driver and C.A. Briggs. <i>Hebrew and English Lexicon of the Old Testament</i>, Oxford: OUP, 1975.</p> <p>DeClaiss-Walford, Nancy L. <i>Biblical Hebrew: An Introductory Textbook</i>. St. Louis, MO: Chalice Press, 2002.</p> <p>Green, Jennifer S. G., Brooke Lester and Joseph F. Scrivner (eds). <i>Handbook to A Grammar for Biblical Hebrew</i>. Nashville, TN: Abingdon, 2005.</p> <p>Holladay, William L. <i>A Concise Hebrew And Aramaic Lexicon Of The Old Testament</i>. Grand Rapids, MI: Eerdmans, 1988.</p> <p>Kelley, Page H. <i>Biblical Hebrew. An Introductory Grammar (and Handbook)</i>. Grand Rapids: Eerdmans, 1992.</p> <p>Landes, George. <i>Building Your Biblical Hebrew Vocabulary</i>. Atlanta: SBL, 2001.</p> <p>Long, Gary A. <i>Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts through English Grammar</i>. Peabody, MA: Hendrickson, 2002.</p> <p>Pratico, Gary D. and Miles V. Van Pelt. <i>Basics of Biblical Hebrew: Grammar</i>. 3<sup>rd</sup> ed.; Grand Rapids: Zondervan, 2019.</p> <p>Pratico, Gary D. and Miles V. Van Pelt. <i>Basics of Biblical Hebrew: Workbook</i>. 3<sup>rd</sup> ed.; Grand Rapids: Zondervan, 2019.</p> <p>Ross, Alan P. <i>Introductory Biblical Hebrew</i>. Grand Rapids: Baker, 2001.</p> <p>Sobb, J. <i>Beginning Biblical Hebrew: An Introductory Grammar and Workbook</i>. Strathfield: St Pauls, 2003.</p> <p>Williams, Ronald J. <i>Hebrew Syntax: An Outline</i>. 3<sup>rd</sup> ed.; Toronto: University of Toronto Press. 2007.</p> <p>CUO approved by Academic Board: 5 July 2021 (by report)</p>

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Course Unit Outline			
<b>Unit Code</b>			
A7222			
<b>Unit Name</b>			
New Testament Greek II			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
A7122 New Testament Greek I			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit builds on A7122 Introduction to New Testament Greek. It consolidates and develops students' knowledge of New Testament Greek and their ability to translate and exegete Greek texts.			
<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>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>	✓		
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- extending knowledge of the technical lexical and grammatical structures of Biblical Greek as a major New Testament language
- developing extensive technical skills of language study
- providing opportunities for applying biblical language knowledge to interpretation of New Testament texts.

### Learning Outcomes

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

1. memorize an extensive New Testament Greek vocabulary
2. recognize and employ advanced New Testament Greek grammar and syntax
3. translate, parse and analyse complex New Testament Greek into English
4. use an extensive range of more critical New Testament Greek/English lexicons, concordances, and theological dictionaries
5. apply the principles of textual criticism to analysing New Testament Greek texts

### Content

1. Complex forms of New Testament Greek grammar and syntax.
2. Lexical and grammatical study of selected New Testament Greek texts.
3. Translation of a range of selected and more complex New Testament Greek texts.
4. Independent use of New Testament Greek /English lexicons, concordances and theological dictionaries.
5. Textual criticism.

### 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, assessment of student achievement with respect to the Unit Outcomes will be based on:

1. Memorisation of required Greek grammar paradigms and vocabulary [Outcomes 1, 2]
2. Translation, parsing and analysis of basic New Testament Greek texts [Outcomes 2, 3]
3. Use of lexical aids to enhance study of the New Testament Greek texts [Outcomes 3, 4, 5]

### Representative References



- Aland, Kurt et al. *The Greek New Testament*. 4<sup>th</sup> ed.; Stuttgart: Deutsche Bibelgesellschaft, 1993.
- Blass, Friedrich and A. Debrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Chicago: University of Chicago Press, 1961.
- Danker, Frederick W. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3<sup>rd</sup> ed; Chicago: University of Chicago Press, 2000.
- Duff, Jeremy. *The Elements of New Testament Greek*. 3<sup>rd</sup> ed.; Cambridge: Cambridge University Press, 2005.
- The Greek New Testament Gateway*. Retrieved 17 March 2020, from <http://ntgateway.com/greek>.
- Kittel, Gerhard (ed). *Theological Dictionary of the New Testament*. Translated and edited Geoffrey W. Bromily; Grand Rapids: Eerdmans, 1964-1976.
- Liddell, Henry George and Robert Scott (eds). *A Greek English Lexicon*. 9<sup>th</sup> ed.; Oxford: Clarendon, 1940. (New supplement added 1996).
- Metzger, Bruce. *Lexical Aids for Students of New Testament Greek*. New ed.; Edinburgh: T&T Clark, 1990.
- Mounce, William D. *Basics of Biblical Greek: Grammar*. 4<sup>th</sup> ed.; Grand Rapids: Zondervan, 2019.
- Mounce, William D. *Basics of Biblical Greek: Workbook*. 4<sup>th</sup> ed.; Grand Rapids: Zondervan, 2019.
- Zerwick, Max. *A Grammatical Analysis of the Greek New Testament*. 4<sup>th</sup> ed.; Rome: Pontifical Biblical Institute, 1993.

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

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Course Unit Outline			
<b>Unit Code</b>			
A7242			
<b>Unit Name</b>			
Syriac 2			
<b>Unit Weighting</b>			
9cps			
<b>Type of Unit</b>			
Advanced			
<b>Prerequisites</b>			
Syriac 1			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
<p>This Course Unit is a continuation of Syriac 1. It consolidates and builds on students' knowledge of the Syriac Bible and texts of the Fathers, enabling them to translate texts from Syriac into English.</p> <p>For graduate students, frequent extra assignments will be given, and a major paper to be completed by the end of the semester.</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>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>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>	✓		
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- extending knowledge of the technical lexical and grammatical structures of Syriac as a major biblical and ecclesiastical language
- developing extensive technical skills of language study
- providing opportunities for applying biblical language knowledge to interpretation of biblical and theological texts.

### Learning Outcomes

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

- 1) Expand their memorization of biblical key words, expressions, and idoms.
- 2) Recognize more advanced Syriac grammar and syntax.
- 3) Translate, parse and analyse more complex Syriac texts.
- 4) Use Syriac and concordances with greater facility.
- 5) Read critical exegetical commentaries of the early and medieval Church Fathers.

### Content

1. Advanced forms of Syriac Hebrew grammar and syntax.
2. Lexical and grammatical study of selected Syriac texts.
3. Translation of selected Biblical and Exegetical texts.
4. Independent use of Syriac/English dictionaries and concordances.

### Learning Activities

Lectures, exercises in translation, parsing and analysis, quizzes.

### Required Specialist Facilities or Equipment

No

### 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. Memorise required Syriac grammar paradigms and vocabulary.
2. Translate, parse and analyse basic Syriac texts.
3. Consult dictionaries, concordances and grammars to enhance study of Syriac Bible and Church Fathers' texts.

### Representative References

- 1 John F. Healey, *Leshono Suryoyo: First Study in Syriac* (Gorgias Handbooks 2; Piscataway: Gorgias Press, 2005).
- 2 *The Holy Bible, New Testament of our Lord Jesus Christ & Translation to Modern Syriac (Suryoyo)* (tr. Abdul Massih Saadi; Winfield: Aramaic Bible Translation, 2013)
- 3 Other primary sources, handouts, & manuscript images will be provided by the Instructor.
- 4 Further Recommended Grammar resources and classical dictionaries are available online: R. Payne Smith, *Compendious Syriac Dictionary* (ed. J. Payne Smith; Oxford: the Clarendon Press, 1902).
- Theodor Noldeke, *Compendious Syriac Grammar* (tr. J. Crichton; London: Williams & Norgate, 1904).

CUO approved by Academic Board: 1 Nov 2021

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Course Unit Outline			
<b>Unit Code</b>			
A7252			
<b>Unit Name</b>			
Christian Arabic II			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
A7152 Christian Arabic I			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit builds on Introduction to Christian Arabic. It consolidates and develops students' knowledge of Arabic and their ability to write Arabic sentences and to translate Christian theological texts.			
<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>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>	✓		
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced Elective in the Discipline of Humanities in the Christian Tradition. It does not form part of any Major or Sub-major but serves only as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- extending knowledge of the technical lexical and grammatical structures of Christian Arabic as a major biblical and ecclesiastical language
- developing extensive technical skills of language study
- providing opportunities for applying biblical language knowledge to interpretation of biblical and theological texts.

### **Learning Outcomes**

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

6. demonstrate familiarity with more advanced morphological and syntactic forms
7. utilise a more extensive Arabic vocabulary.
8. translate more complex Arabic texts into English and make appropriate use of dictionaries, reference grammars, etc.
9. carry out textual criticism.
10. apply an understanding of Arabic language to the interpretation of basic Arabic theological texts.

### **Content**

8. Further study of Arabic grammar and syntax
9. Textual, lexical, and grammatical study of selected Arabic texts
10. Translation of selected Arabic texts
11. Further practice in consulting Arabic/English lexicons.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 4) Effective use of an extended range of Arabic vocabulary and grammatical structures [Outcomes 1, 2]
- 5) Translation of Arabic texts into fluent English [Outcomes 1, 2, 3]
- 6) Analysis and interpretation of Arabic theological texts [Outcome 5]

### **Representative References**

- Blau, Joshua. *A Grammar of Christian Arabic, Based Mainly on South-Palestinian Texts from the First Millennium*. Corpus Scr. vol. 267, 276, 279. Louvain: Peeters Publishers, 1965, 1967.
- Brustad, Al-Batal and Al-Tonsi, *Al-Kitaab fii Ta'allum al-'Arabiyya*, Parts 1, 2, and 3, 3<sup>rd</sup> ed. Washington: Georgetown University Press, 2011.
- Ebied, Rifaat. "An Arabic Version of the Treatise on the Origin and History of the Thirty Pieces of Silver Which Judas Received from the Jews." In *The Character of Christian-Muslim Encounter: Essays in Honour of David Thomas*, edited by Douglas Pratt, Jon Hoover, John Davies, and John Chesworth, 167–85. Leiden: Brill, 2015.
- Ebied, Rifaat. "A Short Version in Syriac and Arabic of the *Gloria in Excelsis Deo*, with Additions by St. Athanasius the Great." *Collectanea Christiana Orientalia* 14 (2017): 65–71.
- Ebied, Rifaat, and M.J.L. Young. *The Lamp of the Intellect of Severus Ibn Al-Muqaffa', Bishop of Al-Ashmunain*. Corpus Scriptorum Christianorum Orientalium. Vol. 365, 366. Louvain: Peeters Publishers, 1975.
- Ebied, Rifaat, and M.J.L. Young. *Severus ibn Al-Muqaffa': Affliction's Physic and the Cure of Sorrow*. Corpus Scriptorum Christianorum Orientalium. Vol. 396, 397. Louvain: Peeters Publishers, 1978.
- Wehr, Hans. *A Dictionary of Modern Written Arabic*. Edited by J. Milton Cowan. Wiesbaden: Otto Harrassowitz, 1961.

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

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Course Unit Outline	
<b>Unit Code</b>	B7101
<b>Unit Name</b>	Introduction to Biblical Studies
<b>Unit Weighting</b>	9 cp
<b>Prerequisites</b>	9 cp of Biblical Studies units
<b>Corequisites</b>	Nil
<b>Exclusions</b>	B7110 Introduction to the Old Testament; B7150 Introduction to the New Testament
<b>Curriculum Objective</b>	This course unit introduces students to the critical study of the Bible, its literary forms, historical and cultural contexts and theological themes. It provides a solid foundation for further biblical and theological study and forms part of a Major in the Discipline of Biblical Studies.
<b>Learning Outcomes</b>	At the end of this unit students will be able to: <ol style="list-style-type: none"> <li>1. Present clear statements of the major contents of the books of the Bible</li> <li>2. Identify the main historical, social and cultural factors that provided the context of the composition of the Bible</li> <li>3. Engage critically with significant introductory secondary literature in the study of the Bible</li> <li>4. Utilise basic skills in performing historical-critical exegesis of Biblical texts</li> <li>5. Apply insights from their study to Christian life and ministry within their particular 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>	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. Present a critical analysis of a book or books of the Bible [Outcomes 1, 2, 3]</li> <li>2. Interpret passages from the Bible using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>3. Produce a thematic analysis of a key Biblical theme or critical issue, with application to life and ministry in the 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.
- Henderson, Suzanne Watts. *New Testament Conversations: A Literary, Historical, and Pluralistic Introduction*. Foreword by Eboo Patel. Nashville, TN: Abingdon Press, 2019.
- Hubbard, Robert L., Jr. *Introducing the Old Testament*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2018.
- Kim, Yung-Suk. *A Theological Introduction to Paul's Letters: Exploring a Threefold Theology of Paul*. Eugene, OR: Cascade Books, 2011.
- Sharp, Carolyn J., ed. *The Oxford Handbook of the Prophets*. New York, NY: Oxford University Press, 2016.
- Stott, John R. W. *Basic Introduction to The New Testament*. Grand Rapids, MI: Eerdmans Publishing Co., 2017.
- Walsh, Carey, and M. W Elliott, eds. *Biblical Theology: Past, Present, and Future*. Eugene, Oregon: Cascade Books, 2016.
- 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.

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

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Course Unit Outline	
<b>Unit Code:</b>	
B7105	
<b>Unit Name</b>	
Peshitta 1	
<b>Unit Weighting</b>	
9cps	
<b>Type of Unit</b>	
Basics	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objectives</b>	
<p>This Course Unit introduces students to the basic contents of the Peshitta &amp; Its historical, theological, and community contexts beginning from the 2<sup>nd</sup> till 20<sup>th</sup> century. It studies the distinct place of the Peshitta in biblical studies. Finally, the unit focuses on the significance of the Peshitta in academic biblical studies, and as a complement to world Christian 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:				
<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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

  

Contribution to Award
<p>The unit forms part of the SCD awards at AQF Level 7.</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 Major or Sub-major 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>• initiating the study of a coherent body of biblical knowledge of the Old and New Testaments</li> <li>• developing the technical skills of biblical study</li> <li>• providing opportunities for applying biblical knowledge creatively in Christian living and ministry.</li> </ul>

  

Learning Outcomes
<p>At the end of this unit students will be able to:</p> <p>5) Demonstrate linguistically informed awareness of the contents of the Peshitta Bible</p> <p>6) Show analytical linguistic knowledge of the historicity of each group of books</p> <p>7) Show historical, linguistic knowledge of community/groups of translators of the Peshitta</p> <p>8) Compare the Peshitta with Hebrew, Septuagint, and later translations</p> <p>9) Discern the Peshitta's sources</p>

<b>Content</b>
5. Historical, cultural, and religious context within which the Peshitta emerged. 6. Date, group-translators of the Peshitta, and its sources. 7. Contents, Peculiarities, and significance to the Syriac Literature. 8. Peshitta's significance to the Hebrew Bible and Greek NT Bible. 9. Peshitta's Peculiarities comparing to all other Bible translations.
<b>Learning Activities</b>
Lecture, discussion, reading relevant passages from the Peshitta, reporting student's comments and critical reading of modern scholarship.
<b>Required Specialist Facilities or Equipment</b>
Nil
<b>Assessment Profile</b>
Assessment tasks are designed both the help students attain the unit outcomes and to enable teachers to assess student attainment. The points of assessment include: <ol style="list-style-type: none"> <li>1 Active participation in class that demonstrates understanding the previous given topic, and integration with the new.</li> <li>2 A written report per session that demonstrates one's critical understanding of the assigned reading.</li> <li>3 Occasional quizzes</li> <li>4 Final paper the subject of which can be determined in consultation with the teacher.</li> </ol>
<b>Representative References</b>
<p>In addition to prepared materials and handouts to be provided by the instructor, the class will use the following references:</p> <p>Brock, S. <i>The Bible In The Syriac Tradition</i> (NY: Gorgias Press, 2005).</p> <p>Brock, S. "A Palestinian Targum Feature in Syriac," <i>Journal of Jewish studies</i> (1995): 271-282.</p> <p>Petersen, W.L. <i>Tatian's Diatessaron: Its Creation, Dissemination, Significance, &amp; History in Scholarship</i> (Leiden: Brill, 1994).</p> <p>Saadi, A. <i>The Holy Bible, New Testament of our Lord Jesus Christ &amp; Translation to Modern Syriac (Suryoyo)</i> (tr. Abdul Massih Saadi; Winfield: Aramaic Bible Translation, 2013).</p> <p>Saadi, A. Lectures and handouts.</p> <p>ter Haar Romeny, R.B. "Syriac Versions of the Old Testament,"</p> <p>ter Haar Romeny, R.B. "Hypotheses on the Development of Judaism and Christianity in Syria after 70 CE," <i>Matthew and the Didache</i> (2005): 13-33.</p> <p>van Peursen, W.T. "Introduction to the Electronic Peshitta Text"</p> <p>Weitzman, M. <i>The Syriac Version of the Old Testament: An Introduction</i> (Cambridge: Cambridge University Press, 2005).</p>
CUO approved by Academic Board: 5 December 2022

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Course Unit Outline	
<b>Unit Code:</b>	
<b>B7106</b>	
<b>Unit Name</b>	
Peshitta 2	
<b>Unit Weighting</b>	
9cps	
<b>Type of Unit</b>	
Basics	
<b>Prerequisites</b>	
Peshitta 1	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This Course Unit enhances students' understanding of the distinctive character of the Peshitta. It explores its uniqueness in comparison with the Hebrew and Greek (Septuagint and Greek NT) through reading and analysing selected passages. It also notes the significance of the Peshitta for Arabic 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:				
<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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

  

Contribution to Award
<p>The unit forms part of the SCD awards at AQF Level 7.</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 Major or Sub-major 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>• initiating the study of a coherent body of biblical knowledge of the Old and New Testaments</li> <li>• developing the technical skills of biblical study</li> <li>• providing opportunities for applying biblical knowledge creatively in Christian living and ministry.</li> </ul>

  

Learning Outcomes
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At the end of this unit students will be able to:	
<ol style="list-style-type: none"> <li>1) Demonstrate linguistic and historical awareness of the Peshitta's peculiarity and its influence on the Syriac Literature</li> <li>2) Demonstrate linguistic and analytical ability to compare the Syriac text with other translations.</li> <li>3) Display comparative historical linguistic knowledge of the community/groups of translators of the Peshitta</li> <li>4) Identify and explain the peculiarities of the Peshitta text compared to Hebrew, Septuagint, and later translations with requisite reading skill.</li> <li>5) Evidence linguistic ability to investigate Peshitta's sources, especially the Targum</li> </ol>	
<b>Content</b>	
<ol style="list-style-type: none"> <li>1) Specific topics where Peshitta impacted the Syriac literature</li> <li>2) Topics demonstrate the significance and peculiarities of the Peshitta comparing to the Hebrew MT.</li> <li>3) Topics demonstrate the significance and peculiarities of the Peshitta comparing to the Greek Septuagint.</li> <li>4) Topics demonstrate the significance and peculiarities of the Peshitta comparing to the Greek New Testament</li> </ol>	
<b>Learning Activities</b>	
Lecture, discussion, reading relevant passages from the Peshitta, students reports on their comments and critical reading of modern scholarship of every assigned topic.	
<b>Required Specialist Facilities or Equipment</b>	
No	
<b>Assessment Profile</b>	
<p>Assessment tasks are designed both the help students attain the unit outcomes and to enable teachers to assess student attainment. The points of assessment include:</p> <ol style="list-style-type: none"> <li>1) Active participation in class that demonstrates understanding the previous given topic, and integration with the new.</li> <li>2) A written report per session that demonstrates one's critical understanding of the assigned reading.</li> <li>3) Occasional quizzes</li> <li>4) Final paper (20-25 pages) on a subject to be determined in consultation with the teacher.</li> </ol>	
<b>Representative References</b>	

In addition to prepared materials and handouts to be provided by the instructor, the class will use the following references:

GEDSH= *Gorgias Encyclopedic Dictionary of the Syriac Heritage*,

Brock, S., and ad. *The Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Piscataway, NJ: Gorgias Press, 2011.

Brock, S., "The Peshitta Old Testament. Between Judaism and Christianity," *Cristianesimo nella Storia* 19 (1998): 483-502.

Brock, S., *A Brief Outline of Syriac Literature*. Kottayam, 1997. 245-250. (Letter 47 by Timotheos I).

Brock, S., "Genesis 22 in Syriac Tradition," in P. Casetti, O. Keel, and A. Schenker (eds.), *Mélanges Dominique Barthélemy* (OBO 38). Fribourg, 1981. 1-30. (pdf)

Brock, S., "An Anonymous Syriac Homily on Abraham (Gen. 22)," *OLP* 12 (1981): 225-260. (pdf)

Bundy, D., "Timotheos I," in GEDSH, 414-415.

Butts, A. "Psalms, Syriac Apocryphal," in GEDSH, 341-342.

Juckel, A., "Bible, New Testament manuscripts," in GEDSH, 77-81.

Romeny, R. B. ter Haar, "Bible (general)," in GEDSH, 74-76.

\_\_\_\_\_. and C. Morrison, "Peshitta," in GEDSH, G326-331.

Weitzman, M. *The Syriac Version of the Old Testament*. Cambridge: Cambridge University Press, 2005. See ch.5.

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Course Unit Outline	
<b>Unit Code</b>	
B7110	
<b>Unit Name</b>	
Introduction to the Old Testament	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
B7101 Introduction to Biblical Studies	
<b>Curriculum Objective</b>	
This course unit introduces students to the critical study of the Old Testament, its literary forms, historical and cultural contexts and theological themes. It provides a solid foundation for further biblical and theological study and forms part of a Major 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:				
<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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓
Contribution to Award				
<p>The unit forms part of the SCD awards at AQF Level 7.</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 Major or Sub-major 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>• initiating the study of a coherent body of biblical knowledge of the Old Testament</li> <li>• developing the technical skills of biblical study</li> <li>• providing opportunities for applying biblical knowledge creatively in Christian living and ministry.</li> </ul>				
Learning Outcomes				
<p>At the end of this unit students will be able to:</p> <p>10) Present clear statements of the major contents of the books of the Old Testament</p> <p>11) Identify the main historical, social and cultural factors that provided the context of the composition of the Old Testament</p> <p>12) Engage critically with significant introductory secondary literature in the study of the Old Testament</p> <p>13) Utilise basic skills in performing historical-critical exegesis of Old Testament texts</p> <p>14) Apply insights from their study to Christian life and ministry within their particular context.</p>				

Content
<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 essay</li> <li>6) Key Old Testament themes</li> </ol>
Required Specialist Facilities or Equipment
Nil
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>1) Present a critical analysis of a book or books of the Old Testament [Outcomes 1, 2, 3]</li> <li>2) Interpret passages from the Old Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>3) Produce a thematic analysis of a key Old Testament theme or critical issue, with application to life and ministry in the contemporary context [Outcomes 1, 3, 4, 5]</li> </ol>
Representative References
<p>Arnold, Bill T. and Bryan E. Beyer. <i>Encountering the Old Testament: A Christian Survey</i>, 2nd ed. Grand Rapids, MI: Baker, 2008.</p> <p>Benware, Paul N. <i>Survey of the Old Testament: Student Edition</i>. Chicago, IL: Moody Press, 2004.</p> <p>Campbell, Anthony F. and Mark A. O'Brien. <i>Sources of the Pentateuch: Texts, Introductions, Annotations</i>. Philadelphia, PA: Fortress Press, 1993.</p> <p>Childs, Brevard S. <i>Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible</i>. Minneapolis: Fortress, 1993.</p> <p>Coggins, R.J. <i>Introducing the Old Testament</i>. Oxford: OUP, 1990.</p> <p>Craigie, Peter C. <i>The Old Testament: Its background, Growth, &amp; Content</i>. Nashville: Abingdon, 1992.</p> <p>Dillard, Raymond B. and Tremper Longman, III. <i>An Introduction to the Old Testament</i>. Grand Rapids, MI: Zondervan, 1994.</p> <p>Fretheim, Terence. <i>The Pentateuch</i>. IBT, Nashville: Abingdon, 1996.</p> <p>Hill, Andrew E. and John H. Walton. <i>Survey of the Old Testament</i>, 3rd ed. Grand Rapids, MI: Zondervan, 2000.</p> <p>House, Paul and Eric Mitchell. <i>Old Testament Survey</i>, 2nd ed. Nashville, TN: Broadman/ Holman, 2007.</p> <p>Keck, Leander. <i>The New Interpreter's Bible Old Testament Survey</i>. Nashville, TN: Abingdon Press, 2006.</p> <p>LaSor, William S., et al. <i>Old Testament Survey: The Message, Form, and Background of the Old Testament</i>. 2nd ed. Grand Rapids, MI: Eerdmans, 1996.</p> <p>Longman, Tremper, III. <i>Making Sense of the Old Testament: Three Crucial Questions</i>. Grand Rapids: Baker, 2001.</p> <p>Murphy, Ronald E. <i>The Tree of Life: An Exploration of Biblical Wisdom Literature</i>. 2nd ed.; Grand Rapids: Eerdmans, 1996</p> <p>Varughese, Alex, ed. <i>Discovering the Old Testament: Story and Faith</i>. Kansas City, MO: Beacon Hill Press, 2003.</p>
<b>CUO approved by Academic Board: 5 July 2021 (by report)</b>

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Course Unit Outline				
<b>Unit Code</b>				
B7150				
<b>Unit Name</b>				
Introduction to the New Testament				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
B7101 Introduction to Biblical Studies				
<b>Curriculum Objective</b>				
This course unit introduces students to the critical study of the New Testament, its literary forms, historical and cultural contexts and theological themes. It provides a solid 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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</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 Major or Sub-major 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>• initiating the study of a coherent body of biblical knowledge of the New Testament</li> <li>• developing the technical skills of biblical study</li> <li>• providing opportunities for 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. Present clear statements of the major contents of the books of the New Testament</li> <li>2. Identify the main historical, social and cultural factors that provided the context of the composition of the New Testament</li> <li>3. Engage critically with significant introductory secondary literature in the study of the New Testament</li> <li>4. Utilise basic skills in performing historical-critical exegesis of New Testament texts</li> <li>5. Apply insights from their study to Christian life and ministry within their particular 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 essay</li> <li>6. Key New 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. Present a critical analysis of a book or books of the New Testament [Outcomes 1, 2, 3]</li> <li>2. Interpret passages from the New Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>3. Produce a thematic analysis of a key New Testament theme or critical issue, with application to life and ministry in the contemporary context [Outcomes 1, 3, 4, 5]</li> </ol>

Representative References
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<p>Brown, Raymond E. <i>Introduction to the New Testament</i>. New York: Doubleday, 1997.</p> <p>Byrne, Brendan. <i>The Hospitality of God: a reading of Luke's Gospel</i>. Homebush: St Paul's Publications, 2000.</p> <p>Green, Joel B. <i>Gospel of Luke</i>. Grand Rapids: Eerdmans, 1997.</p> <p>Harrington, Daniel J. <i>The Gospel of Matthew</i>. Collegeville: Liturgical Press, 2007.</p> <p>Hooker, Morna D. <i>The Gospel according to St. Mark</i>. London, A. &amp; C. Black, 1993.</p> <p>Johnson, Luke T. <i>The Acts of the Apostles</i>. Collegeville: Liturgical Press, 1991.</p> <p>Kee, Howard C. <i>The Beginnings of Christianity: An Introduction to the New Testament</i>. New York: T 1, 2&amp; T Clark, 2005.</p> <p>Moloney, Francis J. <i>The Gospel of Mark: A Commentary</i>. Peabody, MA: Hendricksen, 2002.</p> <p>Perkins, Pheme. <i>Introduction to the Synoptic Gospels</i>. Grand Rapids: Eerdmans, 2007.</p> <p>Roetzel, Calvin J. <i>The Letters of Paul: Conversations in Context</i> 5<sup>th</sup> ed. Louisville: Westminster / John Knox Press, 2009.</p> <p>Shillington, Vernon G. <i>The New Testament in Context</i>. London: T. &amp; T. Clark, 2008.</p> <p>Stylianopoulos, Theodore G. <i>The New Testament: An Orthodox Perspective</i>. Brookline MA: Holy Cross Orthodox Press, 1997.</p> <p>Throckmorton, B. H. <i>Gospel Parallels</i>. 5th ed. Nashville, TN: T. Nelson, 1992.</p>
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Course Unit Outline	
<b>Unit Code</b>	
B7181	
<b>Unit Name</b>	
The Old Testament in Context (CALD)	
<b>Unit Weighting</b>	
9 cp	
<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 to the critical study of the Old Testament, its literary forms, historical and cultural contexts and theological themes. It enables them to apply the Old Testament text and theology to their own cultural context. It provides a solid foundation for further biblical and theological study—both generally and within an applied cultural context—and forms part of a Major in the Discipline of Biblical Studies.	
<b>Learning Outcomes</b>	
At the end of this unit students will be able to:	
15) Present culturally comprehensible statements of the major contents of the books of the Old Testament 16) Identify the main historical, social and cultural factors that provided the context of the composition of the Old Testament and relate these key biblical contextual factors to their own intellectual and social context. 17) Engage critically with significant introductory secondary literature in the study of the Old Testament 18) Utilise basic skills in performing historical-critical exegesis of Old Testament texts 19) Apply insights from their study to Christian life and ministry within their own distinct cultural context.	
<b>Content</b>	
7) Outline of the books of the Old Testament 8) Historical, cultural, political and religious contexts of the Old Testament materials 9) Approaching the books of the Old Testament as literary works 10) Key methodologies of Biblical interpretation 11) Developing skills in exegesis and writing an exegetical essay 12) Key Old Testament themes	
<b>Required Specialist Facilities or Equipment</b>	
Nil	
<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, the required assessment tasks will enable students to demonstrate how successfully they can:	
4. Present a critical analysis of a book or books of the Old Testament [Outcomes 1, 2, 3] 5. Interpret passages from the Old Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4] 6. Produce a thematic analysis of a key Old Testament theme or critical issue, with application to life and ministry in their particular cultural context [Outcomes 1, 3, 4, 5]	

### Representative References

- Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*, Third Edition. Grand Rapids: Baker Academic, 2015.
- Alexander, T. Desmond. *From Paradise to the Promised Land: An Introduction to the Pentateuch*. 3rd ed. Grand Rapids: Baker Academic, 2012.
- Birch, Bruce C, et al. *A Theological Introduction to the Old Testament*. 2nd ed. Nashville: Abingdon Press, 2005.
- Fringer, Rob A. *Engaging the Story of God*. Lenexa, KS: Global Nazarene Publications, 2018.
- Goldingay, John. *Do We Need the New Testament? Letting the Old Testament Speak for Itself*. Downers Grove: IVP Academic, 2015.
- Greer, Jonathan S., John W. Hilber and John H. Walton, eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2018.
- Havea, Jione, ed. *Sea of Readings: The Bible in the South Pacific*. Atlanta: SBL, 2018.
- Havea, Jione, David J. Neville, and Elaine M. Wainwright, eds. *Bible, Borders, Belonging(s): Engaging Readings from Oceania*. Atlanta: SBL, 2014.
- House, Paul R. *Old Testament Theology*. Downers Grove: IVP Academic, 2012.
- Hubbard, Robert L. and J. Andrew Dearman. *Introducing the Old Testament*. Grand Rapids: Eerdmans, 2018.
- Kelle, Brad E. *Telling the Old Testament Story: God's Mission and God's People*. Nashville: Abingdon Press, 2017.
- Longman, Tremper. *Old Testament Essentials: Creation, Conquest, Exile and Return*. Downers Grove: IVP Connect, 2014.
- Matthews, Victor H. *Old Testament Parallels: Laws and Stories from the Ancient Near East*. 4<sup>th</sup> edition. New York: Paulist Press, 2016.
- Schlimm, Matthew R. *This Strange and Sacred Scripture: Wrestling with the Old Testament and Its Oddities*. Grand Rapids: Baker Academic, 2015.
- Walton, John H, Mark W. Chavalas and Victor Harold Matthews. *The IVP Bible Background Commentary: Old Testament*. Downers Grove: IVP Academic, 2000.

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Course Unit Outline	
<b>Unit Code</b>	
B7182	
<b>Unit Name</b>	
The New Testament in Context (CALD)	
<b>Unit Weighting</b>	
9 cp	
<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 to the critical study of the New Testament, its literary forms, historical and cultural contexts and theological themes. It enables them to apply the New Testament text and theology to their own cultural context. It provides a solid foundation for further biblical and theological study and forms part of a Major in the Discipline of Biblical Studies.	
<b>Learning Outcomes</b>	
<p>At the end of this unit students will be able to:</p> <p>20) Present culturally comprehensible statements of the major contents of the books of the New Testament</p> <p>21) Identify the main historical, social and cultural factors that provided the context of the composition of the New Testament and relate key biblical contextual factors to their own intellectual and social context</p> <p>22) Engage critically with significant introductory secondary literature in the study of the New Testament</p> <p>23) Utilise basic skills in performing historical-critical exegesis of New Testament texts</p> <p>24) Apply insights from their study to Christian life and ministry within their own distinctive cultural context.</p>	
<b>Content</b>	
<p>13) Outline of the books of the New Testament</p> <p>14) Historical, cultural, political and religious contexts of the New Testament materials with comparison to students' cultural contexts</p> <p>15) Approaching the books of the New Testament as literary works</p> <p>16) Key methodologies of Biblical interpretation and consideration of how cultural differences affect interpretation</p> <p>17) Developing skills in exegesis and writing an exegetical essay</p> <p>18) Key New Testament themes and their application to local culture</p>	
<b>Required Specialist Facilities or Equipment</b>	
Nil	

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>7. Present a critical analysis of a book or books of the New Testament [Outcomes 1, 2, 3]</li> <li>8. Interpret passages from the New Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]</li> <li>9. Produce a thematic analysis of a key New Testament theme or critical issue, with application to life and ministry in the contemporary context [Outcomes 1, 3, 4, 5]</li> </ol>
Representative References
<p>Carter, Warren. <i>Seven Events that Shaped the New Testament World</i>. Grand Rapids: Baker Academic, 2013.</p> <p>DeSilva, David Arthur. <i>An Introduction to the New Testament: Context, Methods &amp; Ministry Formation</i>. 2<sup>nd</sup> edition. Downers Grove, IVP Academic, 2018.</p> <p>Gorman, Michael J. <i>Becoming the Gospel: Paul, Participation, and Mission</i>. Grand Rapids: Eerdmans, 2015.</p> <p>Green, Joel B. <i>The World of the New Testament: Cultural, Social, and Historical Contexts</i>. Grand Rapids: Baker Academic, 2013.</p> <p>Havea, Jione, ed. <i>Sea of Readings: The Bible in the South Pacific</i>. Atlanta: SBL, 2018.</p> <p>Havea, Jione, David J. Neville, and Elaine M. Wainwright, eds. <i>Bible, Borders, Belonging(s): Engaging Readings from Oceania</i>. Atlanta: SBL, 2014.</p> <p>Havea, Jione, Margaret Aymer and Steed Vernyl Davidson, eds. <i>Islands, Islanders, and the Bible: Ruminations</i>. Atlanta, GA: Society of Biblical Literature, 2015.</p> <p>Keener, Craig S. <i>The IVP Bible Background Commentary: New Testament</i>. Downers Grove, IL: IVP Academic, 2014.</p> <p>Powell, Mark A. <i>Introducing the New Testament</i>. Grand Rapids: Baker Academic, 2015.</p> <p>Schubert, Judith. <i>101 Questions and Answers on Women in the New Testament</i>. New York: Paulist Press, 2014.</p> <p>Winn, Adam. <i>An Introduction to Empire in the New Testament</i>. Atlanta: SBL, 2016.</p> <p>Witherington, Ben. <i>New Testament Theology and Ethics</i>. Downers Grove, IVP Academic, 2016.</p> <p>Wright, N. T. <i>The New Testament You Never Knew: Exploring the Context, Purpose, and Meaning of the Story of God</i>. Grand Rapids, MI: Zondervan, 2019.</p> <p>Wright, N. T. and Michael F. Bird. <i>The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians</i>. Grand Rapids: Zondervan Academic, 2019.</p>
CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline			
<b>Unit Code</b>			
B7203			
<b>Unit Name</b>			
Biblical Hermeneutics			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
9 cp of Level 7100 B units			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This advanced course unit aims to introduce students to the history, goals and general principles of biblical interpretation with attention paid to the recognition and interpretation of the various literary genres in the Bible.			
<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>interpret biblical texts using appropriate methodologies</i>	<i>engage with appropriate levels of scholarship in the critical reading of biblical 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>perform with technical and creative skill to express concepts and strategies</i>	✓	✓	✓
<b>Contribution to Award</b>			
The unit forms part of the SCD awards at AQF Level 7.			
The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical Studies or as an Elective unit within the overall structure of the award.			
The unit contributes to these awards by:			
<ul style="list-style-type: none"> <li>expanding and deepening the critical study of a broad and coherent body of knowledge of biblical interpretation principles</li> <li>developing critical thinking in evaluating complex ideas and understanding interpretive concepts</li> </ul>			

<ul style="list-style-type: none"> <li>• applying knowledge of biblical interpretation principles to a range of biblical texts.</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 a set of sound general hermeneutical principles</li> <li>2. Review the diversity of interpretative approaches used in the interpretation of the Bible within the Christian tradition</li> <li>3. Analyse the use of a variety of hermeneutic approaches to interpreting texts in different contexts</li> <li>4. Establish hermeneutical principles for specific genres of biblical literature</li> <li>5. Apply appropriate hermeneutical principles to biblical texts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Defining biblical hermeneutics</li> <li>2. The history of biblical hermeneutics</li> <li>3. Key issues in biblical interpretation (e.g. text, context, author, recipients, purpose, effect)</li> <li>4. General hermeneutical principles.</li> <li>5. Hermeneutical principles for specific genres of biblical literature.</li> <li>6. The application of hermeneutics to life and ministry issues.</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. Establish sound hermeneutical principles for the interpretation of a variety of biblical texts [Outcomes 1, 3, 4]</li> <li>2. Analyse the use of a variety of hermeneutical approaches to biblical texts [Outcomes 2, 3]</li> <li>3. Apply sound hermeneutical principles to an interpretive presentation of a biblical text [Outcomes 1, 4, 5]</li> </ol>
<b>Representative References</b>
<p>Bartholomew, Craig G. <i>Introducing Biblical Hermeneutics: a Comprehensive Framework for Hearing God in Scripture</i>. Grand Rapids, MI: Baker Academic, 2015.</p> <p>Black, D.A. &amp; David S. Dockery (eds). <i>New Testament Criticism and Interpretation</i>. Grand Rapids, MI: Zondervan, 1991.</p> <p>Blomberg, C.L. <i>Interpreting the Parables</i>. Leicester, UK: IVP, 1990.</p> <p>Fee, Gordon D. &amp; Douglas Stuart. <i>How To Read The Bible For All Its Worth</i>. 4<sup>th</sup> ed.; Grand Rapids, MI: Zondervan Academic, 2018.</p> <p>Ferguson, Duncan S. <i>Biblical Hermeneutics: An Introduction</i>. Eugene, OR: Wipf &amp; Stock, 2016.</p> <p>Gorman, Michael J. <i>Elements of Biblical Exegesis: A Basic Guide for Students and Ministers</i>. Grand Rapids, MI: Baker Academic, 2009.</p> <p>Kaiser, W.C. Jr. &amp; Moises Silva. <i>An Introduction to Biblical Hermeneutics: The Search for Meaning</i>. 2<sup>nd</sup> ed.; Grand Rapids, MI: Zondervan, 2007.</p> <p>Klein, W.W., C.L. Blomberg, R.L. Hubbard. <i>Introduction to Biblical Interpretation</i>. 3rd ed.; Grand Rapids: Zondervan, 2017.</p> <p>Knight, Douglas A. <i>Methods of Biblical Interpretation</i>. Nashville, TN: Abingdon Press, 2004.</p> <p>Malcolm, Matthew. <i>From Hermeneutics to Exegesis: The Trajectory of Biblical Interpretation</i>. Nashville, TN: B&amp;H, 2018.</p> <p>Osborne, Grant R. <i>The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation</i>. 2<sup>nd</sup> ed.: Downers Grove, IL: IVP Academic, 2006.</p>

Porter, Stanley E & Beth M. Stovell (eds). *Biblical Hermeneutics: Five Views*. Downers Grove, IL: IVP Academic, 2012.

Stuart, D. *Old Testament Exegesis: A Handbook for Students and Pastors*. 4<sup>th</sup> ed.; Louisville, KY: Westminster John Knox, 2009.

Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids, MI: Zondervan, 2009.

Zimmermann, Jens. *Hermeneutics: A Very Short Introduction*. Oxford, UK: OUP, 2015.

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Course Unit Outline					
<b>Unit Code</b>					
B7212					
<b>Unit Name</b>					
Pentateuch					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
9 cp of Level 7100 B units					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objective</b>					
This course unit builds on the foundation unit(s) by critically analysing the content and literary forms of the Pentateuch. It does so in light of its historical and cultural background in order to shed light on the formation and development of the religious life of Israel. As an Advanced Elective unit, this unit builds on the interpretive and exegetical skills formed in prerequisite 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the Old Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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) Clearly present the major contents of the books of the Pentateuch.</li> <li>2) Identify the principal scholarly issues concerning the historical and theological formation of the Pentateuch.</li> <li>3) Analyse the literary forms that make up the Pentateuch and their contribution to the unity of the text.</li> <li>4) Exegete selected passages from the Pentateuch.</li> <li>5) Incorporate and apply the insights gained from the study of the Pentateuch in a context of Christian ministry.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The history of the formation of the Pentateuch.</li> <li>2) The religious, political and cultural background to the Pentateuch.</li> <li>3) The literary structure and purpose of the Pentateuch.</li> <li>4) The development of theological themes in the Pentateuch.</li> <li>5) The exegesis of select passages in the Pentateuch.</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. An essay (or a review) that addresses a historical critical issue on the formation of the Pentateuch. (Outcomes 1, 2)</li> <li>2. An essay on a theological theme in the Pentateuch that contributes to the Pentateuch being a literary whole. (Outcomes 2, 3)</li> <li>3. An exegesis of a selected passage from the Pentateuch and apply it to an issue in contemporary ministry and worship. (Outcomes 4, 5)</li> </ol>

<b>Representative References</b>
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<p>Alexander, T. and D. Weston (eds.) <i>Dictionary of the Old Testament: Pentateuch Vol.1</i>, Downers Grove, IL: InterVarsity Pr., 2003.</p> <p>Blenkinsopp, J. <i>Treasures Old and New: Essays in the Theology of the Pentateuch</i>, Grand Rapids, MI: Eerdmans, 2004.</p> <p>Cook, Stephen L. <i>Reading Deuteronomy: A Literary and Theological Commentary</i>. Macon, GA: Smyth &amp; Helwys Publishing, 2014.</p> <p>Dozeman, T, Schmid, Konrad &amp; Schwarz, Baruch (eds.) <i>The Pentateuch: International Perspectives on Current Research</i>, Tübingen, Mohr Siebeck and Co. 2011.</p> <p>Dozeman, T. <i>The Pentateuch: Introducing the Torah</i>. Minneapolis, MN: Fortress Pr., 2017.</p> <p>Estelle, B. <i>Echoes of Exodus: Tracing a Biblical Motif</i>. Downers Grove, IL: IVP Academic, 2018.</p> <p>Lundbom, Jack R. <i>Deuteronomy: A Commentary</i>. Grand Rapids, Mich.: William B. Eerdmans Publishing Company, 2013.</p> <p>Sailhammer, J. <i>The Meaning of the Pentateuch: Revelation, Composition and Interpretation</i>, Downers Grove, IL: InterVarsity, 2009.</p> <p>Vogt, P. <i>Interpreting the Pentateuch: An Exegetical Handbook</i>, Grand Rapids, MI: Kregel, 2009.</p> <p>Walton, J. <i>Genesis 1 as Ancient Cosmology</i>. Winona Lake, Ind.: Eisenbrauns, 2011.</p> <p>Witherington III, B. <i>Torah Old and New: Exegesis, Intertextuality, and Hermeneutics</i>. Minneapolis, MN: Fortress Press, 2018.</p>
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Course Unit Outline					
<b>Unit Code</b>					
B7220					
<b>Unit Name</b>					
Old Testament Historical Books					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
<i>Either B7101 Introduction to Biblical Studies or B7110 Introduction to the Old Testament</i>					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objective</b>					
This course unit builds on introductory studies in Old Testament to examine in depth the background and content of the historical books, Joshua, Judges, Samuel, and Kings, comparing them with the books of Chronicles.					
<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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the Old Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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. Analyse the significance of the historical, socio-cultural and religious background for interpreting the Historical Books</li> <li>2. Identify the major themes, emphases and principal theological arguments of the Historical Books</li> <li>3. Exegete selected passages from the Historical Books</li> <li>4. Integrate significant secondary literature into the critical study of the Historical Books</li> <li>5. Incorporate insights from the study of the Historical Books into a range of life and ministry situations</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Interpretive Methods for Historical Books</li> <li>2. Historical, geographical, social and religious background of the Historical Books</li> <li>3. Theological motifs in the Historical Books</li> <li>4. Identification and evaluation of literary forms in the Historical Books</li> <li>5. Exegetical study of selected texts from the Historical Books.</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. Apply knowledge of the historical and cultural context to the interpretation of the Historical Books [Outcomes 1, 4]</li> <li>2. Exegete a significant passage from the Historical Books [Outcomes 2, 3, 4]</li> <li>3. Expound a major theological theme of the Historical Books and apply it to a life or ministry situation [Outcomes 2, 4, 5]</li> </ol>

Representative References
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<p>Brueggemann, Walter. <i>First and Second Samuel</i>. Louisville: John Knox Press, 1990.</p> <p>Campbell, Antony F. and Mark A. O'Brien. <i>Unfolding the Deuteronomistic History. Origins, Upgrades, Present Text</i>. Minneapolis, 2000.</p> <p>Gunn, David M. <i>Judges</i>. Malden/Oxford: Blackwell, 2005.</p> <p>Hawk, L. Daniel. <i>Joshua</i>. Collegeville: Liturgical Press, 2000.</p> <p>Kalimi, Isaac. <i>The Reshaping of Ancient Israelite History in Chronicles</i>. Winona Lake: Eisenbrauns, 2005.</p> <p>Leuchter, Mark and Klaus-Peter Adam, eds. <i>Soundings in Kings: Perspectives and Methods in Contemporary Scholarship</i>. Minneapolis: Fortress Press, 2010.</p> <p>Mills, Mary E. <i>Historical Israel: Biblical Israel: Studying Joshua to 2 Kings</i>. London: Cassell, 1999.</p> <p>Noth, Martin. <i>The Deuteronomistic History</i>. Sheffield, JSOT, 1991.</p> <p>Organ, Barbara E. <i>Is the Bible Fact or Fiction? An Introduction to Biblical Historiography</i>. New York: Paulist Press, 2004.</p> <p>Person, Raymond F. Jr. <i>The Deuteronomistic School. History, Social Setting and Literature</i>. Atlanta: SBL, 2002.</p> <p>Seibert, Eric A. <i>Disturbing Divine Behavior: Troubling Old Testament Images of God</i>. Minneapolis: Fortress Press, 2009.</p> <p>Walsh, Jerome. <i>Style and Structure in Biblical Hebrew Narrative</i>. Collegeville: Liturgical Press, 2001</p>
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Course Unit Outline					
<b>Unit Code</b>					
B7226					
<b>Unit Name</b>					
Psalms					
<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>					
This course unit studies the poetry and prayer in Israel's worship as represented in the Psalter. It examines the Psalter in context of the temple service and aids the development of exegetical skills in the analysis of biblical poetry in general. As an Advanced Elective unit, this unit builds on the interpretive and exegetical skills formed in prerequisite 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the Old Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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 an understanding of how biblical poetry operates and how it shapes the meaning of the Psalms both individually and in groups.</li> <li>2. Discuss the historical, cultural and religious contexts of the Psalms.</li> <li>3. Exegete selected Psalms.</li> <li>4. Access and review recent scholarship on the Psalms and biblical poetry in general.</li> <li>5. Apply their insights on the Psalms to ministry and worship.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The structure of biblical poetry in relation to the Psalms and how it relates to its content.</li> <li>2. The historical, cultural, and religious background to the Psalter and its relationship to temple worship.</li> <li>3. Exegesis of representative Psalms.</li> <li>4. The theology of the Psalms and its development.</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. An essay on a key theme addressed in several different Psalms. [Outcomes 1, 3].</li> <li>2. An essay that analyses a Psalm (or group of Psalms) with reference made to its historical and religious context. [Outcomes 2, 3, 4]</li> <li>3. An exegesis of a Psalm by reference both to its time and circumstance and its possible application to contemporary ministry and worship. [Outcomes 3, 5]</li> </ol>

Representative References	
<p>Alter, Robert. <i>The Art of Biblical Poetry</i>. New York: Basic Books, 2011.</p> <p>Anderson, B. W. <i>Out of the Depths: The Psalms Speak for us Today</i>. 3rd rev. Ed. Louisville: John Knox Press, 2000.</p> <p>Brown, W. (ed.) <i>The Oxford Handbook of the Psalms</i>. Oxford: Oxford University Pr., 2014.</p> <p>Brueggemann, W. <i>From Whom no Secrets are Hidden: Introduction to the Psalms</i>. Louisville: WJK Pr., 2014</p> <p>Bullock, C. H. <i>Encountering the Book of Psalms: A Literary and Theological Introduction</i>. Grand Rapids: Baker Academic Press, 2004</p> <p>Dobbs-Allsopp, F. <i>On Biblical Poetry</i>. Oxford: Oxford University Pr., 2015.</p> <p>Estes, Daniel. <i>Handbook on the Wisdom Books and Psalms</i>. Grand Rapids: Baker Academic Press, 2005.</p> <p>Gillingham, S. (ed.) <i>Jewish and Christian Approaches to the Psalms</i>. Oxford: Oxford University Pr., 2013.</p> <p>Goldingay, J. <i>Psalms</i>. (3 vols.). Grand Rapids: Baker Academic Press, 2006-2008.</p> <p>Hunter, Alastair G. <i>An Introduction to the Psalms</i>. London: T&amp;T Clark, 2007.</p> <p>Terrien, S. <i>The Psalms</i>. Grand Rapids: Eerdmans, 2003.</p> <p>Zenger, E. (ed.) <i>The Composition of the Book of Psalms</i>. Leuven: Peeters, 2010.</p> <tr> <td><b>CUO approved by Academic Board: 5 July 2021 (by report)</b></td> </tr>	<b>CUO approved by Academic Board: 5 July 2021 (by report)</b>
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Course Unit Outline					
<b>Unit Code</b>					
B7229					
<b>Unit Name</b>					
Wisdom Literature					
<b>Unit Weighting</b>					
9 credit points					
<b>Prerequisites</b>					
9 Biblical Studies credit points.					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objective</b>					
This course unit explores the place of wisdom in ancient Israel through the critical study of the contents, literary forms and theological themes of specific texts. It develops the exegetical and analytical skills developed in previous 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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the Old Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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. Present the socio-historical contexts and literary forms of wisdom books in the Old Testament;</li> <li>2. Identify major theological themes reflected in the wisdom literature;</li> <li>3. Engage critically with secondary literature in the study of wisdom texts;</li> <li>4. Use analytical skills in performing exegesis of wisdom texts;</li> <li>5. Apply a theme or text to a contemporary faith community or society.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Wisdom in the ancient world and in the Bible</li> <li>2. Literary forms of wisdom writing</li> <li>3. Historical, cultural, social and religious backgrounds of the wisdom books</li> <li>4. Structure and contents of books selected from Proverbs, Job, Qoheleth, Sirach, and Wisdom of Solomon</li> <li>5. Major theological themes emerging from these books</li> <li>6. Exegetical study of selected texts.</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. Write a reflective essay on the nature or some aspect of wisdom in ancient Israel [outcomes 1, 3]</li> <li>2. Exegete passages from a wisdom book using an accepted methodology [outcomes 1, 3, 4,]</li> <li>3. Produce a thematic analysis on a theological theme or a critical issue in one of the wisdom books, with application to life or ministry in the contemporary context [outcomes 1, 2, 3, 4, 5]</li> </ol>



### Representative References

- Atkinson, Taylor. *Singing at the Winepress: Ecclesiastes and the Ethics of Work*. NY: T&T Clark, 2015.
- Boadt, Lawrence. *Introduction to Wisdom Literature, Proverbs*. Collegeville Bible Commentary. Old Testament vol. 18. Collegeville: Liturgical Press, 1986.
- Clines, David J. A. *Job*. *Word Biblical Commentary*. 3 vols. Waco: Word Books, 1989; Nashville: Thomas Nelson, 2006, 2012.
- Dell, K. J. *The Book of Job as Sceptical Literature*. Berlin: De Gruyter, 1991.
- Fiddes, Paul S. *Seeing the World and Knowing God: Hebrew Wisdom and Christian Doctrine in a Late-Modern Context*. Oxford: OUP, 2015.
- Firth, David G. and Lindsay Wilson. *Interpreting Old Testament Wisdom Literature*. Downers Grove, IL: InterVarsity, 2017.
- Fox, Michael V. *Proverbs 1-9*. New York: Doubleday, 2000.
- Grabbe, Lester L. *The Wisdom of Solomon*. Sheffield: Sheffield Academic Press, 1997.
- Harrington, Daniel J. *Jesus Ben Sira of Jerusalem*. Collegeville: Liturgical Press, 2005.
- Hill, Robert Charles. *Wisdom's Many Faces*. Collegeville, MN: Liturgical Press, 1996.
- Krüger, Thomas. *Qoheleth*. Hermeneia. Minneapolis: Fortress Press, 2004.
- McLaughlin, John L. *An Introduction to Israel's Wisdom Traditions*. Grand Rapids, MI: Eerdmans, 2018.
- Murphy, Roland. *The Tree of Life: An Exploration of Biblical Wisdom Literature*. 3rd ed. Grand Rapids: Eerdmans, 2002.
- Perdue, L. G. *Wisdom and Creation: The Theology of Wisdom Literature*. Nashville, TN: Abingdon Press, 1994.
- Simonetti, Manlio & Marco Conti. *Job*. *Ancient Christian Commentary on Scripture*. Downers Grove: InterVarsity Press, 2006.
- Sneed, Mark R. (ed.) *Was There a Wisdom Tradition? New Prospects in Israelite Wisdom Studies*. Atlanta: SBL Press, 2015.
- Stewart, Anne W. *Poetic Ethics in Proverbs: Wisdom Literature and the Shaping of the Moral Self*. NY: CUP, 2016.
- Vande Kappelle, Robert P. *Wisdom Revealed: the Message of Biblical Wisdom Literature, Then and Now*. Eugene, ON: Wipf & Stock, 2014.
- von Rad, Gerhard. *Wisdom in Israel*. Trans. James D. Marton. London: SCM Press, 1972.
- Waltke, Bruce K. *The Book of Proverbs*. 2 vols. Grand Rapids: Eerdmans, 2004.
- Walton, John H. and Andrew E. Hill. *Old Testament Today: A Journey from Ancient Context to Contemporary Relevance*. Grand Rapids, MI: Zondervan, 2013.
- Westermann, Claus. *Roots of Wisdom: The Oldest Proverbs of Israel and Other Peoples*. Trans. J. Daryl Charles. Louisville, KY: Westminster John Knox, 1995.

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Course Unit Outline					
<b>Unit Code</b>					
B7231					
<b>Unit Name</b>					
Prophetic Literature					
<b>Unit Weighting</b>					
9 credit points					
<b>Prerequisites</b>					
9 Biblical Studies credit points					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objective</b>					
This course unit critically examines the literary forms and theological contents of the Old Testament prophetic books within their historical, social and religious contexts. It further develops the exegetical and analytical skills acquired in previous 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the Old Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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. Present clear statements of the major contents and socio-historical contexts of the prophetic books;</li> <li>2. Identify the connections of the various prophetic literary forms with their theological themes;</li> <li>3. Exegete selected passages from prophetic books, using an accepted methodology;</li> <li>4. Utilise major secondary literature in a critical manner;</li> <li>5. Apply insights of prophetic literature to Christian life and ministry.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Prophets and prophecy in the biblical world</li> <li>2. Historical, social and religious contexts of the prophetic books</li> <li>3. Contents and literary forms of the prophetic books</li> <li>4. Major theological themes in the prophetic books, as well as their reception and application</li> <li>5. Key methodologies and approaches in the study of prophetic literature</li> <li>6. Exegetical skills in the interpretation of prophetic texts</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. present a critical analysis of a prophetic book or books [outcomes 1, 2]</li> <li>2. exegete prophetic passages using an accepted critical methodology [outcomes 1, 2, 3, 4]</li> <li>3. produce a thematic analysis of key theological messages in a prophetic book, with application to the contemporary Christian life and society [outcomes 1, 2, 3, 4, 5]</li> </ol>

### Representative References

- Blenkinsopp, J. *A History of Prophecy in Israel*. (2<sup>nd</sup> ed.). Louisville: John Knox Press, 1996.
- Block, Daniel I. *By the River Chebar: Historical, Literary, and Theological Studies in the Book of Ezekiel*. Cambridge: James Clarke, 2014.
- Brueggemann, W. *The Prophetic Imagination*. Minneapolis: Fortress Press, 2001.
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- 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.
- Scheffler, E. "Peace amidst violence: various views in the twelve minor prophets." *Acta Theologica* 38 (2018): 187–205.
- Sweeney, M. A. *The Prophetic Literature*. Nashville: Abingdon Press, 2005.
- Tiemeyer, Lena-Sofia. "Recent Currents in Research on the Prophetic Literature." *The Expository Times* 119.4 (2008): 161–169.
- 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>					
B7252					
<b>Unit Name</b>					
Synoptic Gospels					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
9 cp of Biblical Studies units					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
B7273 The Four Gospels					
<b>Curriculum Objective</b>					
This Course Unit builds on any Introductory Course Unit in Biblical Studies. It enables students to develop the ability to research in Biblical Studies through reading the Synoptic Gospels in the light of relevant contemporary scholarly literature and accepted exegetical methodologies.					
<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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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 principal literary forms and theological themes of the Synoptic Gospels to show how they communicate their theological content</li> <li>2. Demonstrate well-developed critical exegetical skills in written essays on selected passages from the Synoptic Gospels using an accepted methodology</li> <li>3. Integrate secondary literature on the Synoptic Gospels to interpret selected passages or themes from the Synoptic traditions</li> <li>4. Apply insights gained from the critical study of the Synoptic Gospels to contemporary Christian preaching, teaching and spirituality</li> <li>5. Interpret how the historical, socio-cultural and religious background of the Synoptic Gospels influenced the individual development of the Synoptic traditions</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>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.</li> <li>2. The literary genre of Gospel and the literary forms within the Synoptic gospels.</li> <li>3. The distinctive theological themes of each Synoptic Gospel.</li> <li>4. Exegesis of selected passages or themes from the Synoptic Gospels using an accepted methodology</li> <li>5. The application of critically researched knowledge of the Gospels to various church activities.</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. A critical review of an aspect of a key Markan theme that may be linked to class or online discussion [Outcomes 1 and 4]</li> <li>2. An interpretation of a selection of related pericopes from either Matthew or Luke for their theological themes and their application to the contemporary culture, ecclesial or secular that may be linked to class or online discussion [Outcomes 2, 4 and 5]</li> <li>3. A formal written exegesis of a passage in the Gospel of either Matthew or Luke (whichever not written on in Task #2), with its parallel from the Gospel of Mark, to show the distinct theological interests of the Gospel chosen using accepted methodology [Outcomes 2, 3, 4 and 5]</li> </ol>

### 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-.

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Course Unit Outline					
<b>Unit Code</b>					
B7253					
<b>Unit Name</b>					
The Four Gospels					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
9 cp of Biblical Studies units					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
B7252 Synoptic Gospels					
<b>Curriculum Objective</b>					
This Course Unit builds on any Introductory Course Unit in Biblical Studies. It enables students to develop the ability to research in Biblical Studies through reading the four New Testament Gospels in the light of relevant contemporary scholarly literature and accepted exegetical methodologies.					
<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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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. Interpret the way that the historical, socio-cultural and religious background of the New Testament period influenced the development of each of the four gospels</li> <li>2. Identify the principal literary forms and theological themes of the four gospels of the New Testament to show how they communicate their theological content</li> <li>3. Exegete selected passages from the four gospels using an accepted methodology</li> <li>4. Integrate secondary literature on the four gospels to interpret selected gospel passages or themes</li> <li>5. Apply insights gained from the critical study of the four gospels to contemporary Christian preaching, teaching and spirituality</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>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.</li> <li>2. The literary genre of Gospel and the literary forms within the New Testament gospels.</li> <li>3. The distinctive theological themes of each of the four gospels.</li> <li>4. Exegesis of selected passages or themes from the four gospels using an accepted methodology</li> <li>5. The application of critically researched knowledge of the Gospels to various church activities.</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. Critically review scholarly literature discussing an aspect of the historical, socio-cultural and religious background of the New Testament period, with reference to one or more of the gospels [Outcomes 1 and 4]</li> <li>2. Interpret a selection of related pericopes from one or more of the four gospels for their theological themes and their application to the contemporary culture, ecclesial or secular [Outcomes 2, 4 and 5]</li> <li>3. Exegete a significant passage from one of the four Gospels, using accepted methodology to show the distinct theological interests of the Gospel chosen. [Outcomes 2, 3, and 4]</li> </ol>

Representative References
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<p>Burridge, Richard A. <i>Four Ministries, One Jesus: Exploring Your Vocation with the Four Gospels</i>. London: SPCK, 2017.</p>
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<p>Danove, Paul L. <i>Theology of the Gospel of Mark: A Semantic, Narrative, and Rhetorical Study of the Characterization of God</i>. London, UK: T&amp;T Clark, 2019.</p>
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<p>González, Justo L. <i>The Story Luke Tells: Luke's Unique Witness to the Gospel</i>. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2015.</p>
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<p>Heil, John Paul. <i>The Gospel of Matthew: Worship in the Kingdom of Heaven</i>. Eugene, Oregon: Cascade Books, 2017.</p>
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<p>Koester, Craig R., ed. <i>Portraits of Jesus in the Gospel of John: A Christological Spectrum</i>. London, UK; New York, NY: T&amp;T Clark, Bloomsbury Publishing Plc, 2019.</p>
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<p>Lee, Dorothy A. <i>The Gospels Speak: Addressing Life's Questions</i>. New York: Paulist Press, 2017.</p>
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<p>Michaels, J. Ramsey. <i>The Gospel of John</i>. Grand Rapids: Wm B. Eerdmans, 2010.</p>
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<p>Strauss, Mark L. <i>Introducing Jesus: A Short Guide to the Gospels' History and Message</i>. Grand Rapids, Michigan: Zondervan, 2018.</p>
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<p>Throckmorton, Burton H. <i>Gospel Parallels: A Comparison of the Synoptic Gospels</i>. 5th ed. Nashville, TN: T. Nelson, 1992.</p>
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<p>Warren, Carter. <i>Telling Tales about Jesus: An Introduction to the New Testament Gospels</i>. Minneapolis: Fortress Press, 2016.</p>
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Course Unit Outline					
<b>Unit Code</b>					
B7258					
<b>Unit Name</b>					
Lukan Literature					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
9 Biblical Studies cp					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objectives</b>					
The course unit enables students to study the two-volume work Luke-Acts which encompasses a gospel and an early Christian theological history. It builds upon previous units on the New Testament in its critical depth.					
<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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</i>
Course Outcomes					
<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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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 complex historical, religious and social background of Luke-Acts</li> <li>2. identify the various literary forms used in the construction of Luke-Acts and how they contribute to the key theological and Christological message</li> <li>3. interpret the theological themes of Luke-Acts</li> <li>4. exegete select passages from the Gospel of Luke and the Acts of the Apostles using appropriate methodologies</li> <li>5. construct liturgies, homilies or biblical discussion group materials on Luke-Acts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The historical, religious and social context of Christianity in the late first century CE Mediterranean</li> <li>2. Background issues: author, purpose of Luke-Acts and situation of the Lukan community</li> <li>3. The literary structure and various literary sub-forms used in Luke-Acts</li> <li>4. Lukan Christology and other key theological themes</li> </ol>
<b>Learning Activities</b>
Lectures; small group discussions; seminar presentations.
<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. Produce an independently researched paper on the relevance of a theological theme in Luke-Acts to its original historical context. [Outcomes 1 and 3]</li> <li>2. Exegete a passage of Luke or Acts using appropriate methodologies. [Outcomes 2 and 4]</li> <li>3. Prepare and present a discussion on an issue relevant to the pastoral application of Luke-Acts. [Outcomes 1, 3 and 5]</li> </ol>

### Representative References

- Bartholomew, Craig G., Joel B. Green & Anthony C. Thiselton (eds). *Reading Luke: Interpretation, Reflection, Formation*. Milton Keynes, UK: Paternoster Press; Grand Rapids, MI: Zondervan, 2005.
- Bock, Darrell L. *Acts*. Grand Rapids, MI: Baker Academic, 2007.
- Carroll, John T. "The Gospel of Luke, a contemporary Cartography." *Interpretation* 68(4), 2014, 366-375.
- Fitzmyer, Joseph A. *The Acts of the Apostles: A New Translation with Introduction and Commentary*. New York, NY: Doubleday, 1998.
- Gaventa, Beverly Roberts. *The Acts of the Apostles*. Nashville, TN: Abingdon Press, 2003
- Green, Joel B. (ed). *Methods for Luke*. Cambridge; New York: Cambridge University Press, 2010
- Hengel, Martin. *Acts and the History of Earliest Christianity*. Translated by John Bowden. Philadelphia, PA: London, UK: Fortress Press; SCM Press, 1980.
- Johnson, Luke Timothy. *The Gospel of Luke*. Collegeville, MN.: Liturgical Press, 1991.
- Johnson, Lawrence J. *Worship in The Early Church: An Anthology of Historical Sources*. Collegeville, MN: Liturgical Press, 2009.
- Levine, Amy-Jill. *Gospel of Luke*. New York, NY: Cambridge University Press, 2018.
- Malina, Bruce J. & John J. Pilch. *Social-Science Commentary on the Book of Acts*. Minneapolis, MN: Fortress Press, 2008.
- Mullins, Michael, *The Gospel of Luke: a commentary*. Dublin: Columbia Press, 2010
- Pervo, Richard I. *Acts: A Commentary*. Minneapolis, MN: Fortress Press, 2009.
- Peterson, David. *The Acts of the Apostles*. Grand Rapids, MI: William B. Eerdmans Pub. Co.; Nottingham, England: Apollos, 2009

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Course Unit Outline					
<b>Unit Code</b>					
B7260					
<b>Unit Name</b>					
Pauline Literature					
<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 develops the knowledge and skill acquired in the prerequisite introductory Biblical Studies unit. The Unit provides students with a comprehensive survey of the historical context, literary features and theology of Paul's letters.					
<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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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. Analyse the significance of the historical, social and religious background of Paul's letters</li> <li>2. Identify the major Pauline theological themes</li> <li>3. Exegete selected passages from the Pauline letters</li> <li>4. Integrate quality scholarly literature into the critical study of Pauline Literature</li> <li>5. Relate insights from Pauline literary to a range of life and ministry situations</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The historical, social and religious background of Paul and his conversion</li> <li>2. The historical, social and religious aspects of Paul's mission to the Gentiles</li> <li>3. The literary structure and purpose of Paul's letters</li> <li>4. Significant Pauline theological themes</li> <li>5. Exegesis of selected passages from the letters of Paul</li> <li>6. The continuing debate over methods of interpretation of Pauline theology.</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 understanding of the historical, social and religious causes leading to Paul's conversion and mission to the Gentiles. [Outcomes 1, 4]</li> <li>2. Exegete a significant passage from a Pauline letter [Outcomes 2, 3, 4]</li> <li>3. Expound a major theological theme of the Pauline letters and apply it to a life or ministry situation [Outcomes 2, 4, 5]</li> </ol>



### Representative References

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

Byrne, Brendan. *Galatians and Romans*. Collegeville, MN: Michael Glazier, 2010.

Collins, Raymond F. *Second Corinthians*. Grand Rapids, Michigan: Baker Academic, 2013.

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

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.

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

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.

Thiselton, Anthony C. *1 Corinthians. A shorter exegetical and pastoral commentary*. Grand Rapids: Eerdmans, 2006.

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

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

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

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Course Unit Outline	
<b>Unit Code</b>	
B7261	
<b>Unit Name</b>	
Unlocking Romans	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
18 cp of B units, including <i>either</i> B7101 Introduction to Biblical Studies <i>or</i> B7150 Introduction to the New Testament	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit engages students in a critical examination of the English text of the Epistle to the Romans. It examines the historical context, structure and content of the Epistle with attention given to its theological themes and implications for ministry. As an Advanced Elective unit, this unit builds on the interpretive and exegetical skills formed in pre-requisite 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>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 7.

The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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 biblical knowledge of the New Testament
- developing critical thinking in evaluating complex ideas and understanding biblical concepts
- 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. Analyse the significance of the historical, socio-cultural and religious background for interpreting the Epistle to the Romans
2. Identify the major themes, emphases and principal theological arguments of Romans
3. Exegete selected passages from Romans
4. Integrate significant secondary literature into the critical study of Romans
5. Incorporate insights from Romans to a range of life and ministry situations

<b>Content</b>
<ol style="list-style-type: none"> <li>1. Locating the Roman Church: The historical, geographical and socio-cultural context of Paul and the Roman Church</li> <li>2. The structure, style, purpose and content of Romans</li> <li>3. The distinctive theological themes of Romans</li> <li>4. Contemporary methodologies for studying Romans</li> <li>5. Exegesis of the English text of Romans 1-8 or equivalent</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. Apply knowledge of the historical and cultural context to the interpretation of Romans [Outcomes 1, 4]</li> <li>2. Exegete a significant passage from the Epistle to the Romans [Outcomes 2, 3, 4]</li> <li>3. Expound a major theological theme of Romans and apply it to a life or ministry situation [Outcomes 2, 4, 5]</li> </ol>

Representative References
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<p>Burke, Trevor J. &amp; Brian S. Rosner (eds). <i>Paul As Missionary: Identity, Activity, Theology, And Practice</i>. London: T &amp; T Clark, 2011.</p> <p>Byrne, Brendan. <i>Romans</i>. Collegeville: Michael Glazier, 1996.</p> <p>Capes, David B., Rodney Reeves &amp; E. Randolph Richards. <i>Rediscovering Paul: An Introduction to His World, Letters and Theology</i>. 2nd ed.; Downers Grove: IVP, 2017.</p> <p>Dunn, James D. G. <i>The New Perspective On Paul</i>. Rev. ed.; Grand Rapids MI: Eerdmans, 2008.</p> <p>Fitzmyer, Joseph A. <i>Romans</i>. New York: Doubleday, 1993.</p> <p>Kruse, Colin G. <i>Paul's Letter to the Romans</i>. Pillar New Testament Commentary; Grand Rapids MI: Eerdmans, 2012.</p> <p>Moo, Douglas J. <i>The Letter to the Romans</i>. NICNT; 2<sup>nd</sup> ed.; Grand Rapids MI: Eerdmans, 2018.</p> <p>Perrin, Nicholas &amp; Richard B. Hays (eds). <i>Jesus, Paul And The People Of God: A Theological Dialogue With N. T. Wright</i>. Downers Grove: IVP Academic, 2011.</p> <p>Peterson, David G. <i>Commentary on Romans</i>. Biblical Theology for Christian Proclamation; Nashville TN: Holman Reference, 2017.</p> <p>Porter, Stanley E. <i>The Apostle Paul. His Life, Thought and Letters</i>. Grand Rapids MI: Eerdmans, 2016.</p> <p>Westerholm, Stephen (ed). <i>The Blackwell Companion To Paul</i>. Oxford: Wiley-Blackwell, 2011.</p> <p>Wright N. T. <i>Paul and his Recent Interpreters</i>. London: SPCK, 2015.</p>
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Course Unit Outline					
<b>Unit Code</b>					
B7262					
<b>Unit Name</b>					
Corinthian Correspondence					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
9 cp of B units					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objectives</b>					
This course unit engages students in a critical examination of the English text of the letters to the Corinthians. It examines the historical context, structure and content of the Epistles with attention given to their theological themes and implications for ministry.					
<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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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. Analyse the significance of the historical, socio-cultural and religious background for interpreting the letters to the Corinthians</li> <li>2. Identify the major themes, emphases and principal theological arguments of 1 &amp; 2 Corinthians</li> <li>3. Exegete selected passages from 1 &amp; 2 Corinthians</li> <li>4. Integrate significant secondary literature into the critical study of 1 &amp; 2 Corinthians</li> <li>5. Incorporate insights from the Corinthian Correspondence to a range of life and ministry situations</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Locating the Corinthian Church: The historical, geographical, socio-cultural, and religious contexts of Paul and the Corinthian Church</li> <li>2. Contemporary methodologies for studying the Corinthian letters</li> <li>3. The structure, style, purpose and content of the Corinthian letters</li> <li>4. The distinctive theological themes of the Corinthian letters</li> <li>5. Exegesis of selected passages from 1 &amp; 2 Corinthians</li> </ol>
<b>Learning Activities</b>
Lectures; Regular interactive class discussions; Assignments
<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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge of the historical and cultural context to the interpretation of the Corinthian letters (e.g. class-based activity; individual or group student presentation; weekly forum: Learning Outcomes 1, 4)</li> <li>2. Exegete a significant passage from the Corinthian letters (e.g. major critical exegesis; Learning Outcomes 2, 3, 4)</li> <li>3. Expound a major theological theme of the Corinthian letters and apply it to a life or ministry situation (e.g. major essay; a case study: Learning Outcomes 2, 4, 5)</li> </ol>

### Representative References

Collins, Raymond F. *Second Corinthians*. Paideia Commentaries on the New Testament. Grand Rapids, MI: Baker Academic, 2013.

Diehl, Judith A. *2 Corinthians*. The Story of God Bible Commentary. Edited by Scot McKnight. Grand Rapids: Baker Academic, 2020 (forthcoming 5 May 2020)

Fee, Gordon D. *The First Epistle to the Corinthians*. New International Commentary on the New Testament. Grand Rapids, MI: Eerdmans, 2014.

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans, 2017.

Guthrie, George H. *2 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids, MI: Baker Academic, 2015.

Kirk, J. R. Daniel. *Jesus Have I Loved, but Paul? A Narrative Approach to the Problem of Pauline Christianity*. Grand Rapids: Baker Academic, 2011.

Malcolm, Matthew R. *The World of 1 Corinthians: An Exegetical Source Book of Literary and Visual Backgrounds*. Milton Keynes: Paternoster, 2012.

McKnight, Scot. *Conflict Management and the Apostle Paul*. Eugene, Ore: Cascade Books, 2018.

Perkins, Pheme. *First Corinthians*. Paideia Commentaries on the New Testament. Grand Rapids, MI: Baker Academic, 2012.

Schreiner, Thomas R. *Paul, Apostle of God's Glory in Christ: A Pauline Theology*. 2<sup>nd</sup> Edition. Downers Grove, Ill: InterVarsity Press, 2020 (forthcoming).

Seifrid, Mark A. *The Second Letter to the Corinthians*. Grand Rapids, MI: Eerdmans, 2014.

Witherington III, Ben. *A Week in the Life of Corinth*. Downers Grove: IVP Academic, 2012.

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Course Unit Outline	
<b>Unit Code</b>	
B7270	
<b>Unit Name</b>	
Johannine Literature	
<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>	
This unit builds upon the knowledge and skills learned in the pre-requisite units. It examines the historical context, literary forms and theological content of the Gospel and Letters of John and their application to Christian life, ministry, and worship.	
<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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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. Assess how the historical, cultural and religious background of the Johannine community influenced the development of the Johannine Literature</li> <li>2. Identify the major themes, emphases and principal theological ideas of the Johannine Literature</li> <li>3. Exegete selected passages from the Johannine Literature</li> <li>4. Integrate significant secondary literature into the critical study of the Johannine Literature</li> <li>5. Apply insights from a critical study of the Johannine Literature to a range of life and ministry situations.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The history and religious perspective of the Johannine community especially as reflected in the Johannine epistles</li> <li>2) The distinctive literary style, imagery and narrative features of the Johannine corpus.</li> <li>3) Key theological themes of the Johannine tradition</li> <li>4) Contemporary methodologies for studying the Johannine Literature.</li> <li>5) Exegesis of selected passages or themes from the Johannine Literature.</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. A critical review of an aspect of the Johannine socio-cultural milieu that may be linked to class or online discussion. [Outcomes 1 and 4]</li> <li>2. An interpretation of an aspect of Johannine theology and its application to the contemporary culture, ecclesial or secular that may be linked to class or online discussion [Outcomes 2, 4 and 5]</li> <li>3. A formal written exegetical essay on either a key theological theme related to, OR a selected passage from, the Johannine literature using accepted methodology. [Outcomes 2, 3, 4 and 5]</li> </ol>

### Representative References

- Ashton, John. *Understanding the Fourth Gospel*. 2<sup>nd</sup> ed. Oxford: OUP, 2007.
- Brown, Raymond E. *An Introduction to the Gospel of John*. Ed. F.J. Moloney. New York: Doubleday, 2003.
- Brown, Sherri, and Christopher W. Skinner, eds. *Johannine Ethics: The Moral World of the Gospel and Epistles of John*. Minneapolis, MN: Fortress Press, 2017.
- Keener, Craig S. *The Gospel of John: a Commentary*. Peabody Mass: Hendrickson Publishers, 2003.
- Kysar, Robert. *The Maverick Gospel*. 3<sup>rd</sup> ed. Louisville: Westminster John Knox Press, 2007.
- Lieu, Judith. *I, II, III John: a commentary*. Louisville: Westminster John Knox Press, 2008.
- Lieu, Judith, and Martinus C. de Boer, eds. *The Oxford Handbook of Johannine Studies*. Oxford: University Press, 2018.
- Michaels, J.R. *The Gospel of John*. Grand Rapids: William B. Eerdmans, 2010.
- Moloney, Francis J. *The Gospel of John*. Rev. ed. Sacra Pagina series. Collegeville: Liturgical Press, 2005.
- Painter, John. *1, 2 and 3 John*. Sacra Pagina series. Collegeville: Liturgical Press, 2002.
- Schnackenburg, Rudolph. *The Gospel according to St John*. 3 vols. New York: Crossroad, 1968-82.
- Syreeni, Kari. *Becoming John: The Making of a Passion Gospel*. London: T & T Clark, 2018.
- Talbert, C.H., *Reading John: A Literary and Theological commentary on the Fourth Gospel and the Johannine Epistles*. Rev. ed. Macon, Ga: Smyth & Helwys, 2005.
- Von Wahlde, Urban C. *A Commentary on the Gospel and Letters of John*. Grand Rapids: Wm B. Eerdmans, 2010.

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Course Unit Outline	
<b>Unit Code</b>	
B7280	
<b>Unit Name</b>	
The Four Gospels in Context (CALD)	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
9 cp of Biblical Studies units	
<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 builds on any Introductory Course Unit in Biblical Studies. It enables students to develop the ability to research in Biblical Studies through reading the four New Testament Gospels in the light of relevant contemporary scholarly literature and accepted exegetical methodologies. It gives due consideration to the reception and application of the Gospels within the students' cultural 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</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>6. Interpret the way that the historical, socio-cultural and religious background of the New Testament period influenced the development of each of the four gospels</li> <li>7. Identify the principal literary forms and theological themes of the four gospels of the New Testament to show how they communicate their theological content</li> <li>8. Exegete selected passages from the four gospels using an accepted methodology</li> <li>9. Integrate secondary literature on the four gospels, including those originating from the students' own cultural context, to interpret selected gospel passages or themes</li> <li>10. Apply insights gained from the critical study of the four gospels to contemporary Christian preaching, teaching and spirituality, particularly within the students' own cultural context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>6. 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.</li> <li>7. The literary genre of Gospel and the literary forms within the New Testament gospels and their influence on interpretation particularly as they are perceived within the students' cultural context.</li> <li>8. The distinctive theological themes of each of the four gospels.</li> <li>9. Exegesis of selected passages or themes from the four gospels using an accepted methodology</li> <li>10. The application of critically researched knowledge of the Gospels to various church activities.</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>4. Critically review scholarly literature, including that which originates from their own cultural context, and discuss an aspect of the historical, socio-cultural and religious background of the New Testament period, with reference to one or more of the gospels [Outcomes 1 and 4]</li> <li>5. Interpret a selection of related pericopes from one or more of the four gospels for their theological themes and their application to the to a life or ministry situation within the students' own cultural context [Outcomes 2, 4 and 5]</li> <li>6. Exegete a significant passage from one of the four Gospels, using accepted methodology to show the distinct theological interests of the Gospel chosen. Then apply the theological principles to the students' own cultural context [Outcomes 2, 3, and 4]</li> </ol>
<b>Representative References</b>

- Burridge, Richard A. *Four Ministries, One Jesus: Exploring Your Vocation with the Four Gospels*. London: SPCK, 2017.
- Danove, Paul L. *Theology of the Gospel of Mark: A Semantic, Narrative, and Rhetorical Study of the Characterization of God*. London, UK: T&T Clark, 2019.
- González, Justo L. *The Story Luke Tells: Luke's Unique Witness to the Gospel*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2015.
- Heil, John Paul. *The Gospel of Matthew: Worship in the Kingdom of Heaven*. Eugene, Oregon: Cascade Books, 2017.
- Havea, Jione. *Scripture and Resistance* (Theology in the Age of Empire). Lanham: Lexington Books/Fortress Academic, 2019.
- Havea, Jione, David J. Neville, and Elaine M. Wainwright, eds. *Bible, Borders, Belonging(s): Engaging Readings from Oceania*. Atlanta: SBL, 2014.
- Koester, Craig R., ed. *Portraits of Jesus in the Gospel of John: A Christological Spectrum*. London, UK; New York, NY: T&T Clark, Bloomsbury Publishing Plc, 2019.
- Lee, Dorothy A. *The Gospels Speak: Addressing Life's Questions*. New York: Paulist Press, 2017.
- Michaels, J. Ramsey. *The Gospel of John*. Grand Rapids: Wm B. Eerdmans, 2010.
- Papaioannou, Kim. "Motifs of Death and Hell in the Teaching of Jesus: An Examination of Hades." *Melanesian Journal of Theology*, 32:2 (2016), 103-133.
- Strauss, Mark L. *Introducing Jesus: A Short Guide to the Gospels' History and Message*. Grand Rapids, Michigan: Zondervan, 2018.
- Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels*. 5th ed. Nashville, TN: T. Nelson, 1992.
- Warren, Carter. *Telling Tales about Jesus: An Introduction to the New Testament Gospels*. Minneapolis: Fortress Press, 2016.
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Course Unit Outline	
<b>Unit Code</b>	
B7281	
<b>Unit Name</b>	
Pauline Literature in Context (CALD)	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
9 cp of B units	
<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 develops the knowledge and interpretive and exegetical skills acquired in the prerequisite introductory Biblical Studies unit(s). It examines the historical context, literary forms, and theological content of the New Testament literature associated with Paul. It gives due consideration to the reception and application of these within the students' cultural 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the New Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>25) Present clear statements of the historical, social, and religious backgrounds of Paul's letters</p> <p>26) Identify the major Pauline theological themes, their relationships to the development of the faith of the Early Church and to the faith as it is lived in the students' cultural context</p> <p>27) Exegete selected passages from the Pauline letters, using an accepted methodology</p> <p>28) Integrate quality scholarly literature into the critical study of Pauline Literature</p> <p>29) Relate insights from Pauline literary to a range of life and ministry situations, particularly within the students' own cultural context</p>
<b>Content</b>
<p>10. The historical, social and religious background of Paul and his conversion</p> <p>11. The historical, social and religious aspects of Paul's mission to the Gentiles</p> <p>12. The literary structure and purpose of Paul's letters</p> <p>13. Significant Pauline theological themes</p> <p>14. Exegesis of selected passages from the letters of Paul</p> <p>15. The continuing debate over methods of interpretation of Pauline theology.</p>
<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> <p>10. Present a critical analysis of a Pauline letter or letters or respond to an examination question on a significant critical issue within the study of Pauline literature [Outcomes 1, 4]</p> <p>11. Exegete a significant passage from a Pauline letter using an accepted critical methodology and interpreting and applying it to the students' own cultural context [Outcomes 2, 3, 4]</p> <p>12. Expound a major theological theme of the Pauline letters and apply it to a life or ministry situation within the students' own cultural context [Outcomes 2, 4, 5]</p>

### Representative References

- Anderson, Garwood P. *Paul's New Perspective: Charting a New Soteriological Journey*. Downers Grove, Ill: InterVarsity Press, 2016.
- Campbell, Douglas A. *Paul: An Apostle's Journey*. Grand Rapids, Eerdmans, 2018.
- Eastman, Susan G. *Paul and the Person: Reframing Paul's Anthropology*. Grand Rapids: Eerdmans, 2017.
- Fee, Gordon D. *Jesus the Lord according to Paul the Apostle: A Concise Introduction*. Grand Rapids: Baker Academic, 2018.
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- Hayward, Matthew and Maebh Long, editors. *New Oceania: Modernisms and Modernities in the Pacific*. New York: Routledge, 2019.
- Kim, Yung Suk. *A Theological Introduction to Paul's Letters: Exploring a Threefold Theology of Paul*. Eugene, OR: Cascade Books, 2011.
- Kirk, J. R. Daniel. *Jesus have I loved, but Paul? A Narrative Approach to the Problem of Pauline Christianity*. Grand Rapids: Baker Academic, 2012.
- Matera, Frank J. *God's Saving Grace: A Pauline Theology*. Grand Rapids: Eerdmans, 2012.
- McKnight, Scot. *Conflict Management and the Apostle Paul*. Eugene, Ore: Cascade Books, 2018.
- McKnight, Scot and Joseph B. Modica, eds. *The Apostle Paul and the Christian Life: Ethical and Missional Implications of the New Perspective*. Grand Rapids, MI: Baker Academic, 2016.
- Mombi, George "The Death of Christ and its Meaning for Melanesians from Paul's Letter to the Galatians: From Fear to Freedom." *Melanesian Journal of Theology* 29.2 (2013): 79-162.
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Course Unit Outline			
<b>Unit Code</b>			
B7283			
<b>Unit Name</b>			
Biblical Hermeneutics in Context (CALD)			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
9 cp of Level 7100 B units			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
This unit is available only to candidates enrolled in the CALD Stream.			
<b>Curriculum Objective</b>			
This advanced course unit aims to introduce students in a particular cultural context to the history, goals and general principles of biblical interpretation with attention paid to the recognition and interpretation of the various literary genres in the Bible. It can contribute to a major 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:			
Specific Discipline Outcomes	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>
Course Outcomes			
<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>	✓	✓	✓
<b>Contribution to Award</b>			
The unit forms part of the SCD awards at AQF Level 7.			
The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Biblical Studies or as an Elective unit within the overall structure of the award.			
The unit contributes to these awards by:			
<ul style="list-style-type: none"> <li>expanding and deepening the critical study of a broad and coherent body of knowledge of biblical interpretation principles</li> </ul>			

<ul style="list-style-type: none"> <li>• developing critical thinking in evaluating complex ideas and understanding interpretive concepts</li> <li>• applying knowledge of biblical interpretation principles to a range of biblical texts.</li> </ul>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Defining biblical hermeneutics</li> <li>2. The history of biblical hermeneutics</li> <li>3. Key issues in biblical interpretation (e.g. text, context, author, recipients, purpose, effect)</li> <li>4. General hermeneutical principles.</li> <li>5. Hermeneutical principles for specific genres of biblical literature.</li> <li>6. The application of hermeneutics to life and ministry issues.</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. Establish sound hermeneutical principles for the interpretation of a variety of biblical texts [Outcomes 1, 3, 4]</li> <li>2. Analyse the use of a variety of hermeneutical approaches to biblical texts [Outcomes 2, 3]</li> <li>3. Apply sound hermeneutical principles to an interpretive presentation of a biblical text in a particular cultural context [Outcomes 1, 4, 5]</li> </ol>
<b>Representative References</b>
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Course Unit Outline	
<b>Unit Code</b>	
B7284	
<b>Unit Name</b>	
Pentateuch in Context (CALD)	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
9 cp of B units.	
<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 develops the knowledge and interpretive and exegetical skills acquired in the prerequisite introductory Biblical Studies unit(s). It examines the historical context, literary forms, and theological content of the Pentateuch. It gives due consideration to the reception and application of these within the students' cultural 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the Old Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings</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>6) Clearly present the major contents of the books of the Pentateuch</li> <li>7) Identify the principal scholarly issues concerning the historical and theological formation of the Pentateuch</li> <li>8) Analyse the literary forms that make up the Pentateuch and their contribution to the unity of the text</li> <li>9) Exegete selected passages from the Pentateuch, using an accepted methodology</li> <li>10) Incorporate and apply the insights gained from the study of the Pentateuch within the students' own cultural and ministerial context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>6) The history of the formation of the Pentateuch.</li> <li>7) The religious, political and cultural background to the Pentateuch.</li> <li>8) The literary structure and purpose of the Pentateuch and their influence on interpretation particularly as they are perceived within the students' cultural context.</li> <li>9) The development of theological themes in the Pentateuch with application to the students' own cultural context.</li> <li>10) The exegesis of select passages in the Pentateuch.</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. present a principal scholarly issue within the study of the Pentateuch OR develop a response to an examination question on a principal scholarly issue within the study of the Pentateuch. [Outcome 1, 2]</li> <li>2. exegete a passage from the Pentateuch using an accepted critical methodology and interpreting and applying it to the students' own cultural context [Outcomes 2, 3, 4, 5]</li> <li>3. produce a thematic analysis of a theological theme found in the Pentateuch, its role in the faith of Israel and its application to the students' own cultural setting. [Outcomes 1, 2, 4, 5]</li> </ol>

### Representative References

- Aaron, Charles L. *The Bible's Foundation: An Introduction to the Pentateuch*. St Louis: Chalice Press, 2013.
- Alexander, T. Desmond. *From Paradise to the Promised Land*, third edition, Grand Rapids: Baker Academic, 2012.
- Barton, John, and John Muddiman. *The Pentateuch* (Oxford Bible Commentary series), Oxford: OUP Oxford, 2010.
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- Rosolen, Grahame. "Blessings and Curses in the Pentateuch and in the Contemporary Context." Pages 122-133 in *Postcolonial Voices from Downunder: Indigenous Matters, Confronting Readings*. Edited by Jione Havea. Eugene: Pickwick, 2017.
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- Walton, John H. *The Lost World of Adam and Eve: Genesis 2-3 and the Human Origins Debate*. Downers Grove: IVP Academic, 2015.
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Course Unit Outline					
<b>Unit Code</b>					
B7287					
<b>Unit Name</b>					
Prophetic Literature in Context (CALD)					
<b>Unit Weighting</b>					
9 credit points					
<b>Prerequisites</b>					
9 cp of B units					
<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 develops the knowledge and interpretive and exegetical skills acquired in the prerequisite introductory Biblical Studies unit(s). It examines the historical context, literary forms, and theological content of the Old Testament prophetic books. It gives due consideration to the reception and application of these within the students' cultural 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>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>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>	<i>apply lessons from biblical texts to ministry and/or other contemporary settings and issues</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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Biblical 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>• expanding and deepening the critical study of a broad and coherent body of biblical knowledge of the Old Testament</li> <li>• developing critical thinking in evaluating complex ideas and understanding biblical concepts</li> <li>• applying biblical knowledge to activities and projects in a range of ministry settings</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. Present clear statements of the major content and of the historical, social, and religious backgrounds of the prophetic books</li> <li>2. Identify the connections of the various prophetic literary forms with their theological themes</li> <li>3. Exegete selected passages from prophetic books, using an accepted methodology</li> <li>4. Integrate quality scholarly literature into the critical study of the Old Testament Prophetic books</li> <li>5. Apply insights of prophetic literature to Christian life and ministry, particularly within the students' own cultural context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>16. Prophets and prophecy in the biblical world</li> <li>17. Historical, social and religious contexts of the prophetic books</li> <li>18. Contents and literary forms of the prophetic books</li> <li>19. Major theological themes in the prophetic books, as well as their reception and application in ancient Israel and within the students' cultural context</li> <li>20. Key methodologies and approaches in the study of prophetic literature</li> <li>21. Exegetical skills in the interpretation of prophetic texts</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. present a critical analysis of a prophetic book or books or respond to an examination question on a significant critical issue within the study of prophetic literature. [outcomes 1, 2]</li> <li>2. exegete prophetic passages using an accepted critical methodology [outcomes 1, 2, 3, 4]</li> <li>3. produce a thematic analysis of key theological messages in a prophetic book, with application to the contemporary Christian life and society [outcomes 1, 2, 3, 4, 5]</li> </ol>

### Representative References

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

Chalmers, Aaron. *Interpreting the Prophets*. London: SPCK, 2015.

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Havea, Jione, David J. Neville, et al. *Bible, Borders, Belonging(s): Engaging Readings from Oceania* (Semeia Studies Book 75), 7 June 2015.

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Lundbom, Jack R. *Jeremiah Among the Prophets*. Cambridge: James Clarke & Co. 2013.

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

Meier, Samuel A. *Themes and Transformation in Old Testament Prophecy*. Downers Grove, Ill: IVP Academic. 2009.

Nogalski, James. *The Book of the Twelve: Hosea to Jonah*. Macon, Ga: Smyth & Helwys Publishing. 2011.

Nogalski, James. *The Book of the Twelve: Micah to Malachi*. Macon, Ga: Smyth & Helwys Publishing. 2011.

Ross, Barry Lowell. *Isaiah 1-39: A Commentary in the Wesleyan Tradition*. Kansas City: Nazarene Publishing House, 2016.

Scheck, Thomas P. *Commentaries on the Twelve Prophets: Jerome*. Ancient Christian Texts series. Downers Grove, IL: IVP Academic, 2016. eBook., Database: eBook Collection (EBSCOhost).

Schreiber, Mordecai. *The Man Who Knew God: Decoding Jeremiah*. Lanham: Lexington Books, 2010.

Tull, Patricia K. *Isaiah 1-39*. Macon, GA: Smyth & Helwys Publishing. 2010.

Woodall, Chris. *Minor Prophets in a Major Key*. Eugene: Wipf and Stock, 2018.

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Course Unit Outline				
<b>Unit Code</b>				
C7100				
<b>Unit Name</b>				
Introduction to 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 introduces students to various models of pastoral counselling that are integral to the process of pastoral ministry. Emphasis will be on learning the function of basic pastoral counselling skills within ministry.				
<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>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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• developing an understanding of principles and concepts of pastoral counselling</li> <li>• developing knowledge of various models of pastoral counselling</li> <li>• developing technical skills of pastoral counselling in practical settings.</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 knowledge of pastoral counselling 'schools of thought'</li> <li>2) articulate an understanding of the historical development of the discipline</li> <li>3) identify various components of the pastoral counselling relationship</li> <li>4) differentiate basic listening skills</li> <li>5) apply an understanding of the ethics of pastoral counselling to a real or imagined situation</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>22. What is pastoral counselling?</li> <li>23. The skills of listening and emotional involvement</li> <li>24. The components of the pastoral counselling relationship</li> <li>25. Cognitive behavioural therapy/Dialectical behaviour therapy</li> <li>26. Psychodynamic pastoral counselling</li> <li>27. Person centred pastoral counselling</li> <li>28. Narrative therapy. Pastoral counselling as a conversation and personal story</li> <li>29. Transactional analysis and Schema therapy</li> <li>30. Family systems and crisis counselling</li> <li>31. Pastoral counselling and spiritual direction</li> <li>32. Ethics in counselling practice in the pastoral context</li> <li>33. An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Audio-visual equipment
<b>Assessment Profile</b>
<p>Assessment tasks are designed to both help students to 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. Critical reflection on, and appraisal of, various pastoral counselling models. [Outcomes 1, 2, 3]</li> <li>2. Knowledge of key counselling concepts. [Outcomes 3, 4]</li> <li>3. Critical reflection upon learning from practical exercises and role plays. [Outcomes 3, 4, 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1. Browning, Don S. <i>Reviving Christian Humanism: A New Conversation on Spirituality, Theology &amp; Psychology</i>. Minneapolis, MN: Fortress Press, 2010.</li> <li>2. Doebling, Carrie. <i>The Practice of Pastoral Care: A Postmodern Approach</i>. Revised and Expanded Edition. Louisville, KY: Westminster-John Knox Press, 2014.</li> <li>3. Dykstra, Robert C. <i>Images of Pastoral Care</i>. Atlanta, GA: Chalice Press-Christian Board of Education, 2005.</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. Kennedy, Eugene &amp; Sara C Charles. <i>On Becoming a Counsellor</i>. 4<sup>th</sup> Edition. New York: Paulist Press, 2017.</li> <li>6. Lemma, Alessandra. <i>Introduction to the Practice of Psychodynamic Psychotherapy</i>, 2<sup>nd</sup> Edition. West Sussex: Wiley-Blackwell, 2015.</li> <li>7. McLeod, John. <i>An Introduction to Counselling</i>. 5<sup>th</sup> Edition. New York, NY: McGraw-Hill, Open University Press, 2013.</li> <li>8. McLeod, John. <i>Counselling Skill</i>. 2<sup>nd</sup> Edition. New York, NY: McGraw-Hill, Open University Press, 2011.</li> <li>9. Patton, John. <i>Pastoral Care: An Essential Guide</i>. Nashville, TN: Abingdon Press, 2005.</li> <li>10. Stone, Howard W. <i>How to Think Theologically</i>. 3<sup>rd</sup> Edition. Minneapolis, MN: Fortress Press, 2013.</li> <li>11. Symington, Neville. <i>A Healing Conversation: How Healing Happens</i>. London: Karnac Books, 2006.</li> <li>12. Townsend, Loren. <i>An Introduction to Pastoral Counselling</i>. Nashville, TN: Abingdon Press, 2009.</li> </ol> |
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Course Unit Outline	
<b>Unit Code</b>	
C7102	
<b>Unit Name</b>	
Counselling Theory and Practice I	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
C7140 Counselling Practicum I	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit Counselling Theory and Practice I aims to introduce students to the foundations of ethical counselling practice. Students will learn why particular skills are helpful and reflect on their integration in ethical ways.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓	✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 1) Identify the nature and purpose of counselling microskills
- 2) Demonstrate an understanding of the 'art' of counselling with reference to the development of oneself – as a therapeutic instrument, and the importance of self-awareness
- 3) Define the various elements of the counselling process
- 4) Explore the ethical integration of spiritual themes and a theological foundation of human emotion
- 5) Apply specific counselling skills at relevant stages of the counselling process

### **Content**

34. This unit introduces counselling skills through sequenced learning and scaffolding.
35. Knowledge and understanding of the purpose and application of counselling microskills is deepened in the context of a broader comprehension of the counselling process.
36. Students learn why particular skills are especially helpful in accomplishing specified purposes during the stages of counselling, such as establishing relationship and exploring, deepening, growing and consolidation, and ending.
37. Theological and spiritual considerations are ethically integrated with multicultural applications and empirical support.
38. There will also be a focus of critical reflection on the process of group practice.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 1) An explanation of the science of counselling and the nature and purpose of counselling skills. [Outcome 1]
- 2) Analyse the dynamic between spirituality, the theology of human emotion and the art of the counsellor as therapeutic instrument. [Outcome 2, 4]
- 3) Demonstrate an understanding of the stages and goals of counselling through displaying specific counselling skills in a supervised context. [Outcome 3, 5]

### **Representative References**

- 1) Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10 edition). Cengage Learning.
- 2) Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Brooks/Cole ISE.
- 3) Entwistle, D. N. & David, N. (2015). *Integrative approaches to psychology and Christianity: an introduction to worldview issues, philosophical foundations, and models of integration*. Wipf & Stock Publishers.
- 4) Greggo, S. P. & Sisemore, T. A. (eds.). (2012). *Counseling and Christianity: five approaches*. IVP.
- 5) Holeman, V. T. (2012). *Theology for better counselling: Trinitarian reflections for healing and formation*. IVP Academic.
- 6) Neff, M. A. & McMinn, M. R. (2020). *Embodying integration: a fresh look at Christianity in the therapy room*. IVP.
- 7) McMinn, M. R., & Campbell, C. D. (2017). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.
- 8) Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for Effective Counseling: A Faith-Based Integration*. IVP Academic.
- 9) Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group.
- 10) Thomas, J. C. (2018). *Counseling Techniques: A Comprehensive Resource For Christian Counselors*. HarperCollins Religious - US.

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Course Unit Outline	
<b>Unit Code</b>	
C7106	
<b>Unit Name</b>	
Introduction to Psychology	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
The unit aims to introduce students to basic psychology and its contribution to understanding human development, learning, memory, personality, motivation and social behaviour. Students will be able to apply knowledge gained to a range of contexts and evaluate current events using psychological concepts.	
<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 Christian 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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓		✓
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 30) Demonstrate an understanding of core psychological concepts and processes
- 31) Explain how psychological research, theories and principles contribute to an understanding of human development, learning, memory, personality, motivation and social behaviour
- 32) Analyse and engage with contemporary literature in the field of psychology
- 33) Apply concepts from human development, learning, memory, personality, motivation and social psychology to understand and predict behaviour in situations and experiences in everyday life
- 34) Critically discuss examples of how psychological concepts, principles, and theories can be applied to daily life

### **Content**

39. This unit examines the major themes in the study and practice of psychology such as human nature, change and development, motivation, learning, emotion, cognition, relationality, memory, personality, social psychology and neuro-psychology.
40. It covers different aspects of the study of human behaviour with a view to developing an understanding of how characteristics of individuals and the people around them can influence behaviour.
41. Consideration is also given to the application of psychological knowledge to everyday life including their own personal growth, Christian values and beliefs and multicultural environments.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 4) Explain how psychological concepts and processes contribute to an understanding of the human person. [Outcomes 1, 2]
- 5) Engage with contemporary psychological literature and apply concepts to understand and predict behaviour in situations of every day life. [Outcomes 3, 4]
- 6) Critically examine how psychological concepts, principles and theories can be applied to daily life. [Outcome 5]

### **Representative References**

- 1) Burton, L. J. (2018). *Psychology*. (5th ed.). Milton, Australia: John Wiley and Sons. (Recommended for purchase)
- 2) Jackson, S. (2011). *Research methods and statistics: a critical thinking approach*. (4th ed.). Belmont, CA: Wadsworth.
- 3) Forshaw, M. (2011). *Critical Thinking for Psychology: A Student Guide*. London: Wiley-Blackwell.
- 4) Gravetter, F. & Forzano, L. (2011). *Research methods for the behavioural sciences*. (4th ed.). Belmont, CA: Wadsworth.
- 5) Gray, P., & Bjorklund, D.F. (2014). *Psychology of altruism*. (7th ed.). New York: Worth.
- 6) King, L. (2013). *The science of psychology: an appreciative view* (3rd ed.). Sydney, Australia: McGraw-Hill Humanities.
- 7) Nolen-Hoeksema, S., Fredrickson B. L., Loftus, G.R., & Lutz, C. (2014). *Atkinson & Hilgard's Introduction to Psychology*. (16th ed.). South Melbourne, Vic: Cengage.
- 8) Northey, M., & Timney, B. (2012). *Making sense in psychology and life sciences: a student's guide to writing and style*. New York, NY: Oxford University Press.
- 9) Sabates, A. (2012). *Social psychology in Christian perspective*. Downers Grove, IL: InterVarsity Press.
- 10) Wieten, W. (2012). *Psychology: Themes and variations* (9th ed.). Melbourne, VIC, Australia: Cengage.

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Course Unit Outline				
<b>Unit Code</b>				
C7120				
<b>Unit Name</b>				
Pastoral Counselling in 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 introduces students to the concrete application of pastoral counselling skills in the context of ministry.				
<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>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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• developing an understanding of principles and practices of pastoral counselling</li> <li>• developing knowledge of pastoral counselling methods to address critical issues</li> <li>• developing technical skills of counselling in pastoral practice.</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) Interpret the pastoral context using insights from the behavioural sciences</li> <li>2) Understand the significance and effectiveness of a counselling intervention</li> <li>3) Evidence counselling skill in the pastoral context</li> <li>4) Evaluate the significance of the contribution of the behavioural sciences to an understanding of pastoral practice.</li> <li>5) Apply knowledge of the counselling context within pastoral practice.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The psychological dimensions of working with:             <ol style="list-style-type: none"> <li>a. Grief and loss;</li> <li>b. Addiction;</li> <li>c. Depression &amp; mental illness;</li> <li>d. Family dysfunction and divorce;</li> <li>e. Those who have been challenged in their faith and the pastoral counselling skills required;</li> </ol> </li> <li>2) The emotional demands upon the counsellor in the pastoral context;</li> <li>3) Importance of supervision in self-care and ethical conduct;</li> <li>4) Ethical considerations.</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Audio-visual equipment
<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 <u>will enable students to demonstrate how successfully they can:</u></p> <ol style="list-style-type: none"> <li>1) Interpret and understand the pastoral context and significance of counselling intervention. [Outcomes 1, 3]</li> <li>2) apply material to the pastoral context. [Outcomes 1, 2, 4]</li> <li>3) demonstrate effective counselling skills. [Outcomes 3, 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1) American Psychiatric Association. <i>Diagnostic &amp; Statistical Manual of Mental Disorders</i> 5<sup>TH</sup> Ed. Arlington: APA, 2013.</li> <li>2) Clinebell, Howard. <i>Basic Types of Pastoral Care and Counselling</i>, 3<sup>rd</sup> Edition. Nashville: Abingdon Press 2011.</li> <li>3) Didion, Joan. <i>The Year of Magical Thinking</i> London: Fourth Edition Press 2005.</li> <li>4) Field, Jon Eben. <i>Depression &amp; Other Mood Disorders</i>. USA: Crabtree Publishing 2014.</li> <li>5) Lewis, C S. <i>A Grief Observed</i>. Grand Rapids: Zondervan, 2015.</li> <li>6) Lewis, Marc. <i>Biology of Desire</i>. NY: Public Affairs Press, 2015.</li> <li>7) May, Gerald. <i>Addiction &amp; Grace</i>. San Francisco: Harper, 2007.</li> <li>8) Ogden, Pat. <i>Trauma &amp; the Body</i>. USA: Norton, 2011.</li> <li>9) Rowland, Susan. <i>Healing After Divorce</i>. Cincinnati: St Anthony Messenger Press, 2014.</li> <li>10) Swinton, John. <i>Dementia</i>. Grand Rapids: Eerdmans, 2012.</li> <li>11) Stone, Howard W. <i>Crisis Counseling</i>. 3<sup>rd</sup> Edition. Minneapolis: Augsburg Fortress, 2009.</li> <li>12) Whetlan, David &amp; Koenig, Harold H. <i>Treatment of Bipolar Disorder in Pastoral Counselling</i>. NY: Haworth Pastoral Press, 2006.</li> </ol> |
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Course Unit Outline	
<b>Unit Code</b>	
C7131	
<b>Unit Name</b>	
Group Counselling	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7102 Counselling Theory and Practice I; C7140 Counselling Practicum I	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
The unit Group Counselling aims to introduce students to the ethical and theoretical underpinnings of group counselling. Students will develop knowledge and skills related to group development, facilitation and leadership practices towards the fostering of therapeutic change in the group setting.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>	✓	✓		
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

#### **Learning Outcomes**

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

- 6) Describe and analyse the principles of group dynamics.
- 7) Critically analyse major group theories and approaches.
- 8) Understand the therapeutic factors at work in group-based interventions.
- 9) Demonstrate group facilitation and leadership skills for processing change.
- 10) Apply and ethically integrate theory and practice to a specified group.

#### **Content**

42. This unit will enable students to explore the application of Group Counselling and Psychotherapy in their professional practice.
43. There will be an experiential focus on participation in, and facilitation of group sessions using ethical and theoretical underpinnings.
44. Students will develop knowledge and skills relating to group development, facilitation, and leadership towards fostering therapeutic change in the group setting.
45. There will also be a focus of critical reflection on the process of group practice.

#### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 7) Analysing the principles of group dynamics and appropriate methods of group counselling. [Outcomes 1, 2]
- 8) Investigate therapeutic factors for group-based interventions and suggest an application strategy. [Outcomes 2, 3]
- 9) Counselling practice in a group setting. [Outcomes 4, 5]

#### **Representative References**

- 11) Corey, G. (2016). *Theory and practice of group counseling*, (9th ed.). Cengage Learning.
- 12) Geldard, K., & Geldard, D. (2001). *Working with children in groups*. Palgrave.
- 13) Gladding, S. (2015). *Groups: a counseling specialty*. Pearson.
- 14) Haynes, R., Corey, G., & Corey, M. (2013). *Groups in action: evolution and challenges*. Cengage Learning.
- 15) Jacobs, E., Schimmel, C., Masson, R., & Harvill, R. (2015). *Group counseling: strategies and skills*. Cengage Learning.
- 16) Wheelan, S. (2005). *Group processes: a developmental perspective*. Cengage Learning.
- 17) Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. Cengage Learning.

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Course Unit Outline	
<b>Unit Code</b>	
C7140	
<b>Unit Name</b>	
Counselling Practicum I	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
C7102 Counselling Theory and Practice I	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
The unit Counselling Practicum I aims to provide students with an initial opportunity to practice counselling skills in a closely supervised context. Students will evaluate their practice and skill development in counselling and grow in their understanding of the counselling task and the importance of managing connected relationships.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓		
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 35) Evaluate their beginning counselling practices in the context of recognised approaches to integration
- 36) Demonstrate an understanding of how counselling theory, knowledge and skills can be integrated through ongoing supervision, received counselling and client engagement
- 37) Demonstrate a developing competence, cultural humility and respectful working relationships with clients, supervisors, colleagues and community members
- 38) Understand the concept of the counsellor as a therapeutic instrument and is cognizant of the impact of one's own beliefs, values and biases
- 39) Apply integrated counselling skills to clients with low needs

### **Content**

46. This unit enables students to apply and integrate their learning of counselling skills with their personal and professional development.
47. A supportive structured environment is created for the students' formation as counselling professionals during supervised counselling practice.
48. In addition to requiring students to obtain the required individual professional supervision externally throughout the year, class meetings provide another level of group supervision.
49. These meetings serve as a forum for engaging with emerging ethical, supervision, personal professional and theological questions encountered during their counselling practice.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 10) Personal and professional evaluation of students counselling practice. [Outcome 1, 2, 3]
- 11) Reflection of counselling practice in relation to the self as counsellor. [Outcome 4]
- 12) Portfolio of Client work, Received counselling, Supervision Report from Supervisor. [Outcomes 2, 3, 5]

Note: This unit will be graded as Satisfactory/ Fail.

### **Representative References**

- 1) Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. (10 edition). Cengage Learning.
- 2) Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Brooks/Cole ISE.
- 3) Entwistle, D. N. & David, N. (2015). *Integrative approaches to psychology and Christianity: an introduction to worldview issues, philosophical foundations, and models of integration*. Wipf & Stock Publishers.
- 4) Greggo, S. P. & Sisemore, T. A. (eds.). (2012). *Counseling and Christianity: five approaches*. IVP.
- 5) Holeman, V. T. (2012). *Theology for better counselling: Trinitarian reflections for healing and formation*. IVP Academic.
- 6) Neff, M. A. & McMinn, M. R. (2020). *Embodying integration: a fresh look at Christianity in the therapy room*. IVP.
- 7) McMinn, M. R., & Campbell, C. D. (2017). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.
- 8) Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for Effective Counseling: A Faith-Based Integration*. IVP Academic.
- 9) Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group.
- 10) Thomas, J. C. (2018). *Counseling Techniques: A Comprehensive Resource For Christian Counselors*. HarperCollins Religious - US.

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Course Unit Outline				
<b>Unit Code</b>				
C7180				
<b>Unit Name</b>				
Pastoral Counselling in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<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 introduces students to various models of pastoral counselling that are integral to the process of pastoral ministry. Emphasis will be on learning the function of basic pastoral counselling skills within ministry and effective ways of applying such skills within the students' particular cultural setting.				
<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>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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• developing an understanding of principles and concepts of pastoral counselling</li> <li>• developing knowledge of various models of pastoral counselling</li> <li>• developing technical skills of pastoral counselling in practical settings.</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 knowledge of pastoral counselling 'schools of thought' <ol style="list-style-type: none"> <li>a. Including comparison with local cultural/traditional 'schools of thought'</li> </ol> </li> <li>2) display a knowledge of the historical development of the discipline</li> <li>3) identify various components of the pastoral counselling relationship <ol style="list-style-type: none"> <li>a. including sensitivity to local cultural norms</li> </ol> </li> <li>4) differentiate basic listening skills</li> <li>5) apply an understanding of the ethics of pastoral counselling as they pertain to local settings.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) 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/Dialectical behaviour therapy</li> <li>5) Psychodynamic pastoral counselling</li> <li>6) Person centred pastoral counselling</li> <li>7) Narrative therapy. Pastoral counselling as a conversation and personal story</li> <li>8) Transactional analysis and Schema therapy</li> <li>9) Family systems and crisis counselling</li> <li>10) Pastoral counselling and spiritual direction</li> <li>11) Ethics in counselling practice in the pastoral context</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Access to online facilities and Audio-visual equipment
<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. Written summary of the content and introductory questions of the major topics of Christian Counselling. [Outcomes 1 and 2]</li> <li>2. Two personal counselling Reports addressing different cultural contexts and/or situations. [Outcomes 3 and 4]</li> <li>3. Final Exam addressing main issues of the course. [Outcomes 1, 2 and 5]</li> </ol>

### Representative References

- 1) Browning, Don S. *Reviving Christian Humanism: A New Conversation on Spirituality, Theology & Psychology*. Minneapolis, MN: Fortress Press, 2010.
- 2) Doebling, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Revised and Expanded Edition. Louisville, KY: Westminster-John Knox Press, 2014.
- 3) Justes, Emma J. *Hearing Beyond the Words: How to Become a Listening Pastor*. Nashville, TN: Abingdon Press, 2006.
- 4) Kennedy, Eugene & Sara C. Charles. *On Becoming a Counsellor*. 4<sup>th</sup> Edition. New York: Paulist Press, 2017.
- 5) Lemma, Alessandra. *Introduction to the Practice of Psychodynamic Psychotherapy*, 2<sup>nd</sup> Edition. West Sussex: Wiley-Blackwell, 2015.
- 6) McLeod, John. *Counselling Skill*. 2<sup>nd</sup> Edition. New York, NY: McGraw-Hill, Open University Press, 2011.
- 7) Patton, John. *Pastoral Care: An Essential Guide*. Nashville, TN: Abingdon Press, 2005.
- 8) Stone, Howard W. *How to Think Theologically*. 3<sup>rd</sup> Edition. Minneapolis, MN: Fortress Press, 2013.
- 9) Symington, Neville. *A Healing Conversation: How Healing Happens*. London: Karnac Books, 2006.
- 10) Townsend, Loren. *An Introduction to Pastoral Counselling*. Nashville, TN: Abingdon Press, 2009.
- 11) 린시엔까오 외 25 인 저, 『흔들림 없이 십자가의 길을 걸으며』, 두란노서원, 1996.
- 12) 김성일, 『바깥사람들』, 국민일보사, 1996
- 13) 인병국, 『중국 특색의 중국 교회를 섬기는 길』, 에스라서원, 2000. 2.
- 14) 인병국, 『한족 가정교회와 중국선교』, 에스라서원, 1996.
- 15) 인병국, 『조선족교회와 중국선교』, 에스라서원, 1997.
- 16) 이관직, <개혁주의 목회 상담학>, 도서출판 대서.
- 17) 오성춘, <목회상담학>, 서울: 한국장로교출판사
- 18) 이홍찬, <개혁주의 목회상담학>, 서울: 한국학술정보(주)
- 19) 제이 E. 아담스, 정정숙 역, <목회상담학>, 서울: 총신대학출판부
- 20) Michael Dieterich, 홍종관 역, <심리학과 목회상담>, 서울: 학지사
- 21) 장신목회상담학회 엮음, <일반상담과 목회상담>, 서울: 예영커뮤니케이션

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Course Unit Outline	
<b>Unit Code</b>	
C7202	
<b>Unit Name</b>	
Counselling Theory and Practice II	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7102 Counselling Theory and Practice I	
<b>Corequisites</b>	
C7240 Counselling Practicum II	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit Counselling Theory and Practice II aims to continue developing students in the foundations of ethical counselling practice.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>			✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓
<b>Contribution to Award</b>				



The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an advanced core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 1) Explain the 'science' of effective counselling with reference to the nature and purpose of counselling microskills
- 2) Discuss the 'art' of counselling with reference to the development of oneself – as a therapeutic instrument, and in self-awareness of beliefs, values and biases in counselling relationships
- 3) Define the stages of counselling and the goals of each stage
- 4) Explain the ethical integration of spiritual themes and a theological foundation of human emotion
- 5) Apply specific counselling skills to accomplish phase related targets of the counselling process

### **Content**

50. This unit builds on the counselling skills learned through sequenced learning and scaffolding.
51. Knowledge and understanding of the purpose and application of counselling microskills is deepened in the context of a broader comprehension of the counselling process.
52. Students learn why particular skills are especially helpful in accomplishing specified purposes during the stages of counselling, such as establishing relationship and exploring, deepening, growing and consolidation, and ending.
53. Theological and spiritual considerations are ethically integrated with multicultural applications and empirical support.
54. There will also be a focus of critical reflection on the process of group practice.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 13) An explanation of the science of counselling and the nature and purpose of counselling skills. [Outcome 1]
- 14) Analyse the dynamic between spirituality, the theology of human emotion and the art of the counsellor as therapeutic instrument. [Outcome 2, 4]
- 15) Demonstrate an understanding of the stages and goals of counselling through displaying specific counselling skills in a supervised context. [Outcome 3, 5]

### **Representative References**

- 11) Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10 edition). Cengage Learning.
- 12) Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Brooks/Cole ISE.
- 13) Entwistle, D. N. & David, N. (2015). *Integrative approaches to psychology and Christianity: an introduction to worldview issues, philosophical foundations, and models of integration*. Wipf & Stock Publishers.
- 14) Greggo, S. P. & Sisemore, T. A. (eds.). (2012). *Counseling and Christianity: five approaches*. IVP.
- 15) Holeman, V. T. (2012). *Theology for better counselling: Trinitarian reflections for healing and formation*. IVP Academic.
- 16) Neff, M. A. & McMinn, M. R. (2020). *Embodying integration: a fresh look at Christianity in the therapy room*. IVP.
- 17) McMinn, M. R., & Campbell, C. D. (2017). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.
- 18) Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for Effective Counseling: A Faith-Based Integration*. IVP Academic.
- 19) Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group.
- 20) Thomas, J. C. (2018). *Counseling Techniques: A Comprehensive Resource For Christian Counselors*. HarperCollins Religious - US.

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Course Unit Outline				
<b>Unit Code</b>				
C7203				
<b>Unit Name</b>				
Human Development & Pastoral Counselling				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
P7101				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit provides for an understanding of the physical, social, psychological and spiritual dimensions of the human life cycle through all the stages from infancy to older age. As such, it provides knowledge of life experiences that can be addressed in pastoral care and counselling.				
<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>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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• developing an understanding of psychological and other developmental aspects of human growth</li> <li>• developing knowledge of various approaches to pastoral care suited to developmental stages</li> <li>• developing technical skills of pastoral care and counselling.</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 knowledge of the stages of the life cycle as described by a number of developmental theorists</li> <li>2) identify the developmental nature of faith and moral reasoning</li> <li>3) critique contemporary gender issues</li> <li>4) address developmental concerns within pastoral care and counselling</li> <li>5) apply the principles of human development to issues within their own lives and/or ministry contexts</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Life cycle theorists, e.g., Freud, Erikson, Jung, Bronfenbrenner</li> <li>2) Moral &amp; faith development: Piaget, Kohlberg, Fowler</li> <li>3) Developmental tasks: e.g., early attachments, identity, sexuality, career, marriage &amp; family, mid-life changes, ageing</li> <li>4) Issues pertaining to gender studies</li> <li>5) The life cycle and pastoral counselling</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<b>Assessment Profile</b>
<p>Assessment tasks are designed to both help students to 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) knowledge of developmental theories and pastoral counselling. [Outcomes 1, 2, 4]</li> <li>2) critique of contemporary developmental issues, including gender issues in the context of pastoral care. [Outcomes 3, 4]</li> <li>3) application of counselling skills showing an awareness and implementation of human developmental issues. [Outcomes 4, 5]</li> </ol>

### Representative References

- 1) Bond, Tim. *Standards & Ethics for Counselling in Action*. 4 ed. London: Sage Publications, 2015.
- 2) Browning, Don S. *Religious thought & the Modern Psychologies*. Minneapolis, MN: Fortress Press, 2000.
- 3) Casey, Andrew, Windy Dryden, et al *Cognitive–Behavioural Counselling in Action*. London: Sage Publications, 2011.
- 4) Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Revised and Expanded Ed. Louisville, KY: Westminster John Knox Press, 2015.
- 5) Dykstra, Robert, ed. *Images of Pastoral Care*. Atlanta, GA: Chalice Press-Christian Board of Education, 2005.
- 6) Geldard, K and D Geldard. *Counselling Adolescents: A Proactive Approach to Young People*. 5<sup>th</sup> Ed. London: Sage Publications, 2019.
- 7) Heyse-Moore, L. & Colin Murray Parkes. *Speaking of Dying: A Practical Guide to using Counselling Skills in Palliative Care*. London: Jessica Kingsley Publishers, 2010.
- 8) Humphrey, Geraldine, & Zimpfer, David. *Counselling for Grief & Bereavement*. 2<sup>nd</sup> Ed. London: Sage Publications, 2007.
- 9) Jacobs, Michael. *Psychodynamic Counselling in Action*. 5<sup>th</sup> ed. London: Sage Publications, 2017.
- 10) Kujawa-Holbrook, Sheryl. *Injustice & the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis, MN: Fortress Press, 2009.
- 11) McLeod, John. *An Introduction to Counselling*. 5<sup>th</sup> ed. New York, NY: McGraw-Hill, Open University Press, 2013.
- 12) Nelson-Jones, Richard. *Basic Counselling Skills*. 4<sup>th</sup> Ed. London: Sage Publications, 2015.
- 13) O'Hara, Maureen, Mick Cooper, Peter Schmid & Gill Wyatt, ed. *Handbook of Person-Centred Psychotherapy & Counselling*. 2<sup>nd</sup> Ed. New York: Palgrave MacMillan, 2013.
- 14) Osmer, Richard. *Practical Theology; An Introduction*, Grand Rapids, MI: Eerdmans, 2008.
- 15) Pembroke, Neil. *Renewing Pastoral Practice: Trinitarian Perspectives on Pastoral Care & Counselling*. Surrey, UK: Ashgate Publishing, 2006.
- 16) Sills, Charlotte and Phil Joyce. *Skills in Gestalt Counselling and Psychotherapy*. 4<sup>th</sup> Ed. London: Sage Publications, 2018.

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Course Unit Outline	
<b>Unit Code</b>	
C7204	
<b>Unit Name</b>	
Counselling Theory and Practice III	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7202 Counselling Theory and Practice II	
<b>Corequisites</b>	
C7241 Counselling Practicum III	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit aims to expand the student's developing understanding of counselling theories and psychotherapy. Students will reflect on underlying assumptions of different counselling modalities and provide reasoned explanations for how to apply different methods to support clients.	
<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 Christian 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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓	✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an advanced core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 11) Explain and compare key concepts associated with different theories of counselling and psychotherapy
- 12) Critically reflect on the theoretical assumptions of different counselling modalities.
- 13) Provide a reasoned explanation for applying different theories, processes and strategies to their practice in a client directed manner
- 14) Examine the theory and practice of counselling integration, including Christian integration
- 15) Apply a particular counselling theory to a counselling context

### **Content**

55. This unit builds on Theories of Ethical Counselling Integration II.
56. Students engage philosophically, critically and practically with a selection of formative theories of counselling and psychotherapy and their application to professional counselling.
57. Students continue their journey of formation as professional counsellors, as they evaluate different theoretical assumptions and apply a variety of new strategies and processes associated with these theories.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 16) Critically reflecting on theoretical assumptions and key concepts related to different theories of counselling and psychotherapy. [Outcome 1, 2]
- 17) Analyse the theory and practice of counselling integration and explain its application to a given or selected counselling context. [Outcomes 3, 4, 5]

### **Representative References**



- 21) Corey, G. (2015). Theory and practice of counselling and psychotherapy. Pacific Grove, CA. Brooks/Cole.
- 22) Denborough, D. (2014). Retelling the stories of our lives: everyday narrative therapy to draw inspiration and transform experience. W.W. Norton, N.Y.
- 23) Duncan, B. L., Miller, S., & Sparks, J. A. (2005), The heroic client. Jossey-Bass.
- 24) Entwistle, D. N. & David, N. (2015). Integrative approaches to psychology and Christianity: an introduction to worldview issues, philosophical foundations, and models of integration. Wipf & Stock Publishers.
- 25) Greggo, S. P. & Sisemore, T. A. (eds.). (2012). Counseling and Christianity: five approaches. IVP.
- 26) Holeman, V. T. (2012). Theology for better counselling: Trinitarian reflections for healing and formation. IVP Academic.
- 27) Jones, S. L. & Butman, R. E. (2011). Modern psychotherapies: a comprehensive Christian appraisal. (2nd ed). IVP Academic.
- 28) Neff, M. A. & McMinn, M. R. (2020). Embodying integration: a fresh look at Christianity in the therapy room. IVP. Downers Grove.
- 29) Prochaska, J. O. & Norcross, M. R. (2005). Systems of psychotherapy: a transtheoretical analysis. (7th ed.). Brooks Cole.
- 30) Tan, S. Y. (2011). Counselling and psychotherapy: A Christian perspective. Baker, Grand Rapids, MI.

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Course Unit Outline	
<b>Unit Code</b>	
C7208	
<b>Unit Name</b>	
Addiction Counselling	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7102 Counselling Theory and Practice I; C7140 Counselling Practicum I	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit aims to introduce students to the theoretical concepts and terminology associated with addiction as a foundation for counselling practice. Students will gain knowledge in the clinical features of addiction, the addiction cycle and co-occurring disorders. Support and treatment options will also be introduced.	
<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>engage with contemporary literature in the critical analysis of Christian life and ministry</i>
<b>Course Outcomes</b>				
<i>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓		
<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 7.

The unit serves as an advanced elective unit and may form part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

<b>Learning Outcomes</b>
At the end of this unit students will be able to:
40) Demonstrate an understanding of the theoretical concepts and terminology associated with addiction
41) Analyse the clinical features of addiction, the addiction cycle and co-occurring disorders
42) Consider spirituality and addiction particularly with respect to sin, pornography and idolatry
43) Integrate the theoretical bases for addictive behaviour into the roles and responsibilities of the professional counsellor
44) Apply knowledge gained to support a client in using psychological, behavioural and spiritual resources to deal with addiction
<b>Content</b>
58. This unit will enable students to explore the theological, psychological and spiritual basis of addiction and support a client wrestling with addiction.
<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, assessment of student achievement with respect to the Unit Outcomes will be based on:
18) Demonstrating an understanding of the concepts and terminology associated with addiction through analysing its clinical features and cycles. [Outcomes 1, 2]
19) Analysing the connection between spirituality and addiction. [Outcome 3]
20) Supporting a client with addictive behaviour by integrating knowledge gained into their role as a counsellor. [Outcomes 4, 5]
<b>Representative References</b>
18) Clinton, T. E. (2013). <i>The quick-reference guide to addictions and recovery counseling : 40 topics, spiritual insights and easy-to-use action steps</i> . Baker Books.
19) Doweiko, H. E., & Evans, A. L. (2014). <i>Concepts of chemical dependency</i> (9th ed.). Cengage Learning.
20) Herie, M. & Skinner, W. J. Eds. (2015). <i>Fundamentals of addiction: A practical guide for Counsellors</i> . 4th ed. CAMH.
21) Jantz, G. L. (2018). <i>Healing the scars of addiction : reclaiming your life and moving into a healthy future</i> . Revell.
22) May, G. G. (2006). <i>Addiction and grace : love and spirituality in the healing of addictions</i> . HarperOne.
23) Shaw, M. E. (2008). <i>The heart of addiction : a biblical perspective</i> . Focus.
24) Struthers, W. M. (2009). <i>Wired for Intimacy. How Pornography hijacks the male brain</i> . IVP Books. Illinois
25) Welch, E. T. (2001). <i>Addictions : a banquet in the grave : finding hope in the power of the Gospel</i> . P & R Pub.
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Course Unit Outline				
<b>Unit Code</b>				
C7227				
<b>Unit Name</b>				
Becoming a Chaplain				
<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 equip the student to face the unique dilemmas, challenges and opportunities faced by chaplains in a wide variety of situation.				
<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>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>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>			✓	✓
<b>Contribution to Award</b>				
The unit forms part of the SCD awards at AQF Level 7.				
The unit is an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in Christian Life and Ministry or as an Elective unit within the overall structure of the award.				
The unit contributes to these awards by:				
<ul style="list-style-type: none"> <li>developing an understanding of principles and concepts of chaplaincy</li> <li>developing knowledge of various systems and settings of chaplaincy</li> </ul>				

- developing technical skills of chaplaincy in practical settings.

Learning Outcomes
<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 the roles of chaplains in a range of contexts</li> <li>2) Explain the vital nature of working in a team with others (chaplains, case workers, clinicians, managers, administrators and volunteers) in being a healthy and effective people helper</li> <li>3) Formulate effective principles for developing the roles of self-differentiation, self-awareness and spirituality in effective people helping</li> <li>4) Develop strategies for working effectively with a range of people helpers</li> <li>5) Apply the principles learned to solve a complex issue in a real or imagined chaplaincy 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 and debriefing in self-care and ethical conduct</li> </ol>
Required Specialist Facilities or Equipment
Nil
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) Articulate principles of chaplaincy in a group setting. [Outcomes 1, 2, 3]</li> <li>2) Engage critically with significant literature pertaining to issues in chaplaincy. [Outcomes 2, 3, 4]</li> <li>3) Apply principles of chaplaincy to a specific field situation. [Outcomes 4, 5]</li> </ol>
Representative References
<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) Bunniss, Mowat H &amp; E Kelly, "Community Chaplaincy Listening: working with General Practitioners to support patient wellbeing". <i>Journal of Healthcare Chaplaincy</i> Vol 15: 1 (2012): 35-41.</li> <li>3) Corey, M &amp; G Corey. <i>Becoming a Helper</i>. 8th Edition; Pacific Grove: Thomson Brookes/Cole, 2019.</li> <li>4) 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>5) Egan, G. <i>The Skilled Helper</i>. 11th Edition; Belmont: Thomson Brookes/Cole, 2018.</li> <li>6) Friedman, E. <i>A Failure of Nerve: Leadership in the Age of the Quick Fix</i>. Revised Edition. New York: Church Publishing, 2017.</li> <li>7) 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>8) Grosseohme, Daniel H. &amp; William E. Scrivener, "Putting Standards into Practice". <i>Healing Spirit</i>. Association of Professional Chaplains (Summer 2010).</li> <li>9) Kelly, E. <i>Personhood and Presence: Self as a Resource for Spiritual and Pastoral Care</i>. London: Bloomsbury T &amp; T Clark, 2012.</li> </ol>

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| <p>10) Miller, AN &amp; DL Rubin. <i>Health Communication and Faith Based Communities</i>. Cresskill, NJ: Hampton Press, 2011.</p> <p>11) 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.</p> <p>12) Schein, E. <i>Helping</i>. San Francisco: Berrett-Koehler, 2009.</p> |
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Course Unit Outline	
<b>Unit Code</b>	
C7228	
<b>Unit Name</b>	
Psychopathology	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7106 Introduction to Psychology	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit aims to introduce students to the field of abnormal psychology. Students will analyse the core concepts related to the field and evaluate its methods of classification so as to utilise its insights in the treatment of psychological disorders.	
<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 Christian life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>
<b>Course Outcomes</b>				
<i>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓	✓	
<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 7.

The unit serves as an advanced core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 1) Demonstrate in depth understanding of core concepts of abnormal psychology with particular reference to diagnosis, clinical picture, causes, and treatment methods
- 2) Critically evaluate abnormal psychology research and methods of classification from social, philosophical and theological perspectives
- 3) Utilise theoretical knowledge to assess behaviour and classify psychological disorders
- 4) Express insight into the relationship between conceptualisation and treatment of psychological disorders
- 5) Apply knowledge gained within a counselling context.

### **Content**

- 1) This unit covers important aspects of abnormal behaviour, including historical influences, theory, assessment, specific psychopathologies, treatment methods, and legal issues.
- 2) Both the scientific and professional aspects of psychopathology are studied.
- 3) Students will be provided with a broad and comprehensive review of abnormal psychology by studying and contrasting different disorders and theoretical perspectives.
- 4) Therapeutic interventions frequently used to treat psychological disorders are also introduced.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 1) Analyse the core concepts of abnormal psychology and evaluate its methods of classification from social, philosophical and theological perspectives. [Outcomes 1, 2]
- 2) Assess client behaviour (e.g., case study or real-world context) and classify psychological disorders and their treatment. [Outcomes 3, 4]
- 3) Apply insights from abnormal psychology to a counselling context. [Outcome 5]

### **Representative References**

- 1) American Psychiatric Association (2013). *DSM-5* (5THed). American Psychiatric Association, N.Y.
- 2) Barlow, D.H. & Durand, V.M. (2013). *Abnormal Psychology: An Integrative Approach*. (7th ed.). Belmont, CA: Wadsworth.
- 3) Comer, R. J. (2017). *Abnormal Psychology*. (10th ed.). Worth Publishers.
- 4) First, M. (2013). *DSM-5TM Handbook of differential diagnosis*. Amer Psychiatric Pub.
- 5) Kring, A., Kyrios, M., Fassnsacht, D., Lambros, A., Mihaljcic, T., Teeson, M. (2017). *Abnormal Psychology*. (12th ed.). John Wiley & Sons.
- 6) Linehan, M. M. (2015). *DBT skills training manual*. Guilford Press.
- 7) Millon, T. & Millon, C. M. *Personality disorders in modern life*. (2nd ed). Wiley.
- 8) Moriarty, G. L. (2010). *Integrating faith and psychology: Twelve psychologist tell their stories*. CAPS Books, USA.
- 9) Oltmanns, T. F., Martin, M. T. Neale, J. M. Davison, G. C. (2019). *Case studies in abnormal psychology*. (11th ed.). Wiley.
- 10) Paris, J. (2013). *The intelligent clinician's guide to the DSM-5*. Oxford University Press.

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Course Unit Outline	
<b>Unit Code</b>	
C7240	
<b>Unit Name</b>	
Counselling Practicum II	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7140 Counselling Practicum I (or equivalent)	
<b>Corequisites</b>	
C7202 Counselling Theory and Practice II	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
The unit Counselling Practicum II aims to provide students with ongoing opportunity to practice counselling skills in a supervised context. Students will evaluate their practice and skill development in counselling and grow in their understanding of the counselling task and the importance of managing connected relationships.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓	✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an advanced core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 45) Evaluate own practice in the context of recognised approaches to integration
- 46) Demonstrate the integration of counselling theory, knowledge and skills through ongoing supervision, received counselling and client engagement
- 47) Demonstrate professional competence, cultural humility and respectful working relationships with clients, supervisors, colleagues and community members
- 48) Apply the use of oneself as a therapeutic instrument with self-awareness, especially with reference to their own beliefs, values and biases
- 49) Apply integrated counselling skills to clients with low to moderate needs

### **Content**

59. This unit enables students to apply and integrate their learning of counselling skills with their personal and professional development.
60. A supportive structured environment is created for the students' formation as counselling professionals during supervised counselling practice.
61. In addition to requiring students to obtain the required individual professional supervision externally throughout the year, class meetings provide another level of group supervision.
62. These meetings serve as a forum for engaging with emerging ethical, supervision, personal professional and theological questions encountered during their counselling practice.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 21) Personal and professional evaluation of students counselling practice. [Outcome 1, 2, 3]
- 22) Reflection of counselling practice in relation to the self as counsellor. [Outcome 4]
- 23) Portfolio of Client work, Received counselling, Supervision Report from Supervisor. [Outcomes 2, 3, 5]

Note: This unit will be graded as Satisfactory/ Fail.

### **Representative References**

- 11) Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. (10 edition). Cengage Learning.
- 12) Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Brooks/Cole ISE.
- 13) Entwistle, D. N. & David, N. (2015). *Integrative approaches to psychology and Christianity: an introduction to worldview issues, philosophical foundations, and models of integration*. Wipf & Stock Publishers.
- 14) Greggo, S. P. & Sisemore, T. A. (eds.). (2012). *Counseling and Christianity: five approaches*. IVP.
- 15) Holeman, V. T. (2012). *Theology for better counselling: Trinitarian reflections for healing and formation*. IVP Academic.
- 16) Neff, M. A. & McMinn, M. R. (2020). *Embodying integration: a fresh look at Christianity in the therapy room*. IVP.
- 17) McMinn, M. R., & Campbell, C. D. (2017). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.
- 18) Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for Effective Counseling: A Faith-Based Integration*. IVP Academic.
- 19) Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group.
- 20) Thomas, J. C. (2018). *Counseling Techniques: A Comprehensive Resource For Christian Counselors*. HarperCollins Religious - US.

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Course Unit Outline	
<b>Unit Code</b>	
C7241	
<b>Unit Name</b>	
Counselling Practicum III	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7240 Counselling Practicum II	
<b>Corequisites</b>	
C7204 Counselling Theory and Practice III	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit Counselling Practicum III aims to provide students with further opportunity to develop counselling skills within a supervised 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>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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓	✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an advanced core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

### **Learning Outcomes**

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

- 16) Evaluate and adjust their practices in the use of self and professional skills for the benefit of clients
- 17) Explain the theoretical and professional basis of their therapeutic decision-making
- 18) Provide evidence of understanding the value of counselling supervision and benefitting from a constructive approach to the relationship with supervisors
- 19) Demonstrate professional competence, cultural humility and respectful working relationships with clients, colleagues and community members
- 20) Apply developing skills and competence to a supervised counselling context.

### **Content**

- 1) This unit builds on previous counselling practicum units to allow students to develop their practice.
- 2) A supportive structure and environment is created for students to continue their formation as counselling professionals during supervised counselling practice.
- 3) In addition to requiring students to obtain the required individual professional supervision externally throughout the year, class meetings provide another level of group supervision.
- 4) These meetings serve as a forum for dealing with emerging ethical, supervision and professional issues encountered during their counselling practice.
- 5) During these students support and learn from one another as part of their professional training and development.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 1) Explain and evaluate personal practice in the area of therapeutic decision making. [Outcomes 1, 2]
- 2) Use relevant means (e.g. Case Study; Case notes) to demonstrate the need and value of counselling supervision. [Outcome 3]
- 3) Keep a portfolio of counselling practice and reflect on developing skills and understanding. [Outcomes 4, 5]

Note: This unit is graded as Satisfactory/ Fail

### **Representative References**

- 1) Cooper, M. & McLeod, J. (2010). Pluralistic counselling and psychotherapy. Sage.
- 2) Duncan, B.L., Miller, S. D., Wampold, B. E. & Hubble, M. A (2009). The heart and soul of change: delivering what works in therapy (end ed.). APA.
- 3) Greggo, S. P. & Sisemore, T. A. (eds.). (2012). Counseling and Christianity: five approaches. IVP.
- 4) Neff, M. A. & McMinn, M. R. (2020). Embodying integration: a fresh look at Christianity in the therapy room. IVP. Downer's Grove.
- 5) Moriarty, G. L. (2010). Integrating faith and psychology: twelve psychologist tell their stories. CAPS Books, USA.
- 6) Norcross, J. C. & Goldfried, M. R. (2005). Handbook of psychotherapy integration (2nd ed). Oxford University Press.
- 7) Russell-Chapin, L. & Chapin, T. (2012). Clinical supervision: theory and practice. Brooks/Cole Cengage. Belmont.
- 8) Tan, S. (2011). Counselling and psychotherapy: a Christian perspective. Baker Academic.

**Date CUO approved by Academic Board: 4 January 2023**

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Course Unit Outline				
<b>Unit Code</b>				
C7245				
<b>Unit Name</b>				
Working with Trauma and Grief				
<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 equip the student to understand the special challenges faced by counsellors and pastoral care workers in situations marked by intense grief and trauma.				
<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>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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• developing an understanding of psychological and social aspects of human grief and trauma</li> <li>• developing knowledge of various approaches to pastoral care and counselling that address grief and trauma</li> <li>• developing and applying technical skills of pastoral care and counselling.</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 knowledge of the impact of grief and trauma on the human person</li> <li>2) Articulate a variety of approaches to grief and trauma counselling</li> <li>3) Analyse appropriate forms of people helping for those experiencing grief, loss, and trauma</li> <li>4) Develop practical strategies for maintaining self-care in relation to post-traumatic trauma and secondary post-traumatic trauma, including ethical consideration of safety for the traumatised person.</li> <li>5) Apply principles of grief and trauma counselling to a specific situation or context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Introduction to trauma</li> <li>2) Trauma and its effects on people</li> <li>3) Unsafe people and their effect in creating trauma</li> <li>4) Sexual abuse and trauma</li> <li>5) Introduction to grief and loss</li> <li>6) Post-traumatic stress</li> <li>7) Compassion fatigue (secondary post-traumatic stress) in people helpers</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Articulate principles of trauma counselling. [Outcomes 1, 2, 3]</li> <li>2) Engage critically with significant literature pertaining to issues in trauma counselling. [Outcomes 2, 3, 4]</li> <li>3) Apply principles of trauma counselling to a specific field situation. [Outcomes 2, 4, 5]</li> </ol>

### Representative References

- 1) Corey, G. *Theory and practice of counselling and psychotherapy*. 10<sup>th</sup> Ed. Pacific Grove, CA: Brooks, 2015.
- 2) Craddock, A. E. *Beyond Rivalry: Psychology and Theology as Complements*. Sydney: Hillfort Resources, 2001.
- 3) Herman, J. *Trauma and Recovery*. New York: Basic Books, 2015.
- 4) James, R. K. & B. E. Gilliland. *Crisis intervention strategies*. 8<sup>th</sup> Ed. Belmont, CA: Thomson Brooks/Cole, 2016.
- 5) Jongsma, A. E. J. *The child psychotherapy treatment planner*. 5<sup>th</sup> Ed. Hoboken, NJ: John Wiley & Sons, 2014.
- 6) Jongsma, A. E. J. *The Crisis Counselling and Traumatic Events Treatment Planner*. 2<sup>nd</sup> Ed. Hoboken, NJ: John Wiley & Sons, 2014.
- 7) Kubler-Ross. *On grief and grieving: Finding the meaning of grief through the Five Stages of Loss*. New York, NY: Scribner, 2005.
- 8) Malone, Pamela A. *Counseling Adolescents through Loss, Grief and Trauma*. New York: Taylor and Francis, 2016.
- 9) Malony, H. N., & D. W. Augsburger. *Christian Counseling: An Introduction*. Nashville, TN: Abingdon Press, 2007.
- 10) McMinn, M. R. & T. R. Phillips. *Care for the soul: Exploring the intersection of Psychology and Theology*. Downers Grove, IL: IVP, 2001.
- 11) Miller, G.A., R. Redden, J. L. Hatfield & H. Lotze-Campen. *Fundamentals of Crisis Counseling*. Hoboken, NJ: John Wiley & Sons Ltd, 2011.
- 12) Pomeroy, E. and R. Garcia. *The grief assessment and intervention workbook*. Belmont, CA: Brooks/Cole Cengage Learning, 2009.
- 13) Robinson, S. *Ministry in Disaster Settings: Lessons from the edge*. Sydney: Stephen Robinson, 2007.
- 14) Rothschild, B. *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. New York: Norton, 2000.
- 15) Tunnecliffe, M. *A life in crisis: 27 lessons from acute trauma counselling work*. Palmyra, WA: Bayside, 2007.
- 16) Van der Kolk, B. *The Body Keeps Score*. New York: Penguin, 2014.
- 17) Walsh-Burke, K. *Grief and loss: Theories and skills for the helping professions*. 2<sup>nd</sup> ed. Boston, MA: Pearson/Allyn & Bacon, 2011.
- 18) Worden, W. J. *Children and Grief*. New York, NY: Guilford Press, 2001.
- 19) Worden, W. J. *Grief Counselling and Grief Therapy*. 4<sup>th</sup> Ed. New York, NY: Springer Publishing Company, 2009.

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Course Unit Outline	
<b>Unit Code</b>	
C7250	
<b>Unit Name</b>	
Child and Adolescent Counselling	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7102 Counselling Theory and Practice I; C7140 Counselling Practicum I	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This unit aims to introduce students to the range of issues and challenges facing the treatment of children and adolescents. It explores how an understanding of human developmental theory can aid in counselling this age group and examines a range of key techniques and theoretical approaches that can be employed.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓		
<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 7.

The unit serves as an advanced elective unit and may form part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

<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) Articulate how an understanding of human developmental theory, including neurodevelopment and attachment theory, can be included in practice for counselling children and adolescents.</li> <li>2) Identify a range of presenting issues and challenges to successful development and wellness, incorporating risk and protective factors, to inform assessment and treatment.</li> <li>3) Examine a range of key counselling techniques and theoretical approaches which are suitable for counselling young people.</li> <li>4) Develop an understanding of the legal and ethical principles and responsibilities involved with counselling children and adolescents.</li> <li>5) Apply principles learned to the practice of counselling young people.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) This unit explores and evaluates developmental stages, including attachment and neurodevelopment which is pertinent to childhood and adolescence.</li> <li>2) A range of challenges and presenting issues common to young people will be explored.</li> <li>3) Students will engage in case conceptualisation using sound theoretical frameworks to formulate an appropriate treatment plan informed by legal and ethical counselling practice.</li> <li>4) Theological perspectives will also be explored.</li> <li>5) Ethical and professional considerations in counselling including the 10 Child Safe Standards.</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>4) Analyse a range of issues and challenges to successful development and wellness and how an understanding of human and developmental theory can assist in the determination of treatment. [Outcomes 1, 2]</li> <li>5) Critically review a range of key counselling techniques suitable for treating children and adolescents and demonstrate awareness of the legal and ethical principles involved with counselling young people. [Outcomes 3, 4]</li> <li>6) Engage in counselling practice that demonstrates effective knowledge and skills in the counselling of young people. [Outcome 5]</li> </ol>
<b>Representative References</b>

- 1) Fuller, A. (2006). *From surviving to thriving*. Acer press.
- 2) \*Geldard D., Geldard K., & Yin Foo R. (2017). *Counselling children. A practical introduction*. Sage.
- 3) \*Geldard D., Geldard K., & Yin Foo R. (2020). *Counselling adolescents. The proactive approach for young people*. Sage.
- 4) Kirkbride, R. (2021). *Key Theories & Skills in Counselling Children and Young People: An Integrative Approach*. Sage
- 5) Kirkbride, R. (2018). *Counselling young people. A practitioner manual*. Sage.
- 6) McConaughy, S. (2005). *Clinical interviews for children and adolescents*. Guildford Press.
- 7) Music, G. (2011). *Nurturing natures. Attachment and children's emotional, sociocultural and brain development*. Psychology Press.
- 8) Pattison, S., Robson, M., & Beynon, A. (2015). *The handbook of counselling children and young people*. Sage.
- 9) Smith-Adcock, S. and C. Tucker (eds). (2016). *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity (Counseling and Professional Identity)*. Sage.

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Course Unit Outline	
<b>Unit Code</b>	
C7254	
<b>Unit Name</b>	
Relationship Counselling	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7102 Counselling Theories and Practice I; C7140 Counselling Practicum I	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This Unit Relationship Counselling aims to introduce students to the issues and approaches relevant to couples counselling. The student will examine a range of theoretical perspectives and learn specific skills and intervention techniques. Contemporary relationship issues that commonly present will be a particular focus.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓	✓	
<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 7.

The unit serves as an advanced elective unit and may form part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>21) Evaluate relationship assessments to determine a range of presenting issues and plan for treatment.</li> <li>22) Develop foundational knowledge of contemporary presenting issues and their impact on relational dynamics.</li> <li>23) Critically analyse theoretical models specific to pre-marital and couples counselling, including Christian perspectives with sound theological reflection.</li> <li>24) Integrate key ethical principles into relationship counselling practice.</li> <li>25) Apply a range of counselling skills, techniques and interventions when working with couples.</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>6) This unit will apply a broad understanding of couples counselling.</li> <li>7) It will explore and evaluate approaches towards assessment, case conceptualisation and treatment, focussing on contemporary relationship issues that are typically presented.</li> <li>8) A number of theoretical perspectives will be introduced and various skills, techniques interventions will be explored; linking theory to practice.</li> <li>9) There will also be an emphasis on the ethical issues specific to couples counselling, integration of culturally sensitive practice, and consideration of relevant Christian perspectives.</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> <ul style="list-style-type: none"> <li>7) Explore contemporary issues that commonly impact relationships and evaluate potential treatment plans. [Outcome 1, 2]</li> <li>8) Critically analyse theoretical models specific to couples counselling from a Christian perspective. [Outcome 3]</li> <li>9) Integrate key ethical principles into the practice of counselling couples. [Outcomes 4, 5]</li> </ul>
<b>Representative References</b>

- 11) Clinton, T., & Trent, J. (2009). *A quick reference guide to Marriage & Family Counseling*. Baker Books. eBook available. And:
- 12) Gottman, J., and Schwartz Gottman, J. (2018). *The Science of Couples and Family Therapy. Behind the Scenes at the Love Lab*. W. W. Norton and company. eBook available.
- 13) Johnson, S. (2020). *The Practice of Emotionally Focused Couple Therapy*. Third Edition. Routledge. eBook available.
- 14) Chapman, G. (2018). *Loving your spouse when you feel like walking away*. Moody Publishers. eBook available.
- 15) Clinton, T., & Laaser, M. (2010). \*A quick reference guide to Sexuality & Relationship Counselling. Baker Books.
- 16) Connie, E. (2012). *Solution Building in Couples Therapy*. Springer Publishing Company.
- 17) Dallos, R. (2006). *Attachment Narrative Therapy*. Open University Press.
- 18) Harley, W. (2011). *His needs, Her needs. How to have an affair proof marriage*. F H Revell.
- 19) Ripley, J., & Worthington, E. (2014). *Couple Therapy A New Hope Focused Approach*. InterVarsity Press.
- 20) Schnarch, D. (2009). *Passionate Marriage: Keeping Love and Intimacy Alive in Committed Relationships*. W. W. Norton and company.

**Date CUO approved by Academic Board: 4 January 2023**

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Course Unit Outline	
<b>Unit Code</b>	
C7256	
<b>Unit Name</b>	
Family Counselling	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
C7102 Counselling Theories and Practice I; C7140 Counselling Practicum I	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This Unit Family Counselling aims to introduce students to the issues and potential treatment in family related presentations. Students will examine a range of systemic theoretical positions and learn how to apply this knowledge to specific scenarios. In addition, students will learn to use relevant tools to analyse and evaluate family structures and to apply these tools to effectively engage in treatment techniques.	
<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>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop 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>		✓	✓	
<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 7.

The unit serves as an advanced elective unit and may form part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

#### **Learning Outcomes**

At the end of this unit students will be able to:
<ul style="list-style-type: none"> <li>26) Determine one's own family of origin; the implications for practice, and conceptualise the use of the genogram as a tool for assessment and treatment in family related presentations.</li> <li>27) Identify a range of presenting issues to be addressed from a systemic viewpoint.</li> <li>28) Analyse and evaluate the diversity within family structures from inclusive, culturally aware, and social context perspectives.</li> <li>29) Critically examine a range of systemic theoretical positions including principles, working assumptions, and techniques of family systemic practice.</li> <li>30) Apply skills and theory in family counselling practice.</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>10) This unit will focus on the underpinnings of family and systemic practice.</li> <li>11) Students will develop knowledge and understanding of the main theoretical frameworks, and will begin to conceptualise the application of family counselling practice that is specific to these approaches.</li> <li>12) The process of integration into one's own professional formation as a Counsellor will also be emphasised.</li> <li>13) Several issues pertinent to the presentation of families will be explored, and the application of intervention will be determined; including a Christian perspective as relevant.</li> <li>14) Ethical and legal frameworks relating to the 10 child safe standards are covered.</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> <ul style="list-style-type: none"> <li>10) Construct a genogram of one's own family and identify a range of potential issues that could be addressed from a systemic viewpoint. [Outcomes 1, 2]</li> <li>11) Critically examine theories of systemic family practice taking into account the need to be aware of the diversity within family structures. [Outcomes 3, 4]</li> <li>12) Applying skills and theory in the treatment of family counselling contexts. [Outcome 5]</li> </ul>
<b>Representative References</b>

- 1) Goldenberg, I., & Goldenberg, H. (2016). Family therapy. An overview. (9th ed.). Brooks/Cole.
- 2) McGoldrick M., Gerson R., & Petry S. (2020). Genograms, assessment and intervention. (4th ed.). Norton and Company.
- 3) Figley, C., & Kiser, L. (2013). Helping traumatized families. (2nd ed.). Routledge.
- 4) Gehart, D. (2016). Theory and treatment planning in family therapy. Cengage Learning.
- 5) Patterson, J., Williams, L., Edwards, T., Chamow L., & Grauf-Grounds, C. (2018). Essential skills in family therapy. From the first interview to termination. (3rd ed.). Guildford Press.
- 6) Reiter, M. (2018). Family therapy. An introduction to process, practice and theory. Routledge.
- 7) Richardson, R. (2002). The family ties that bind. (3rd ed.). Self-Counsel Press.
- 8) Thomlinson, B. (2010). Family assessment handbook. An introduction and practical guide to family assessment. Cengage Learning.
- 9) Williams, L., Edwards, T., Patterson, J., & Chamow, L. (2014). Essential assessment skills for couple and family therapists. The Guildford Press.
- 10) Yarhouse, M., & Sells, J. (2017). Family therapies: A comprehensive Christian appraisal. (2nd ed.). Intervarsity Press.

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Course Unit Outline	
<b>Unit Code</b>	
E7100	
<b>Unit Name</b>	
Sources and Principles of Christian Ethics	
<b>Unit Weighting</b>	
9 credit pints	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
E6100 Christian Ethics	
<b>Curriculum Objective</b>	
This unit introduces students to theological reflection on the ethical aspects of Christian life 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>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>		✓			

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Theology. It may serve as part of a Major or Sub-major in Theology 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>• developing knowledge and understanding of sources and principles of Christian ethics</li> <li>• critically analysing the historical development of Christian ethical systems</li> <li>• analysing current ethical issues in light of Christian moral reasoning.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>50) Identify and describe the sources of Christian ethics</p> <p>51) Explain the central concepts in Christian ethics</p> <p>52) Outline the key developments in Christian ethics</p> <p>53) Demonstrate a familiarity with the literature of Christian ethics</p> <p>54) Reflect on ethical issues in an integral way in the light of the various elements of Christian moral reasoning.</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Theological Presuppositions: Trinity, Creation, Incarnation and the Kingdom of God.</li> <li>2. Contemporary culture, secularity and Christian Ethics.</li> <li>3. New Testament sources: Jesus' preaching and Paul's letters.</li> <li>4. The historical development of Christian Ethics</li> <li>5. The anthropological, ecclesial and theological bases of Christian ethics.</li> <li>6. Human nature, freedom, responsibility and moral reasoning</li> <li>7. Conscience, conversion and moral development</li> <li>8. The virtues, friendship and Christian discipleship</li> <li>9. Love, holiness and the Christian moral vocation</li> <li>10. The application of Christian ethics to human society.</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Nil

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>1. Discuss the biblical sources of Christian moral reflection [Outcomes 1 and 4].</li> <li>2. Explain and apply a fundamental principle of Christian Ethics [Outcomes 2 and 5].</li> <li>3. Develop an integrated reflection on a contemporary ethical issue in the light of the sources of Christian ethics [Outcomes 2, 3 and 5].</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>1. Bretzke, J.T. <i>A Morally Complex World. Engaging Contemporary Moral Theology</i>. Collegeville: Liturgical Press, 2004.</li> <li>2. Brock, Brian. <i>Singing the Ethos of God: On the Place of Christian Ethics in Scripture</i>. Grand Rapids: Eerdmans, 2007.</li> <li>3. Cessario, Romanus, <i>Introduction to Moral Theology</i>. Washington, D.C.: CUA Press, 2001.</li> <li>4. Demmer, K. <i>Shaping the Moral Life. An Approach to Moral Theology</i>. Washington, D.C.: Georgetown University Press, 2000.</li> <li>5. Gascoigne, Robert, <i>Freedom and Purpose: An Introduction to Christian Ethics</i>. New York: Paulist, 2004.</li> <li>6. Grudem, Wayne. <i>Christian Ethics: An Introduction to Biblical Reasoning</i>. Wheaton IL: Crossway, 2018.</li> <li>7. Harrington, D.J. and J.F. Keenan. <i>Jesus and Virtue Ethics. Building Bridges Between New Testament Studies and Moral Theology</i>. Lanham, MD: Sheed and Ward, 2002.</li> <li>8. Keenan, James F. SJ. <i>Moral Wisdom</i>. Lanham: Rowman &amp; Littlefield, 2010.</li> <li>9. Mattison, William C. <i>Introducing Moral Theology: True Happiness and the Virtues</i>. Grand Rapids: Brazos Press, 2008.</li> <li>10. McQuilkin, Robertson &amp; Paul Copan. <i>An Introduction to Biblical Ethics: Walking in the Way of Wisdom</i>. Downers Grove IL: IVP Academic, 2014.</li> <li>11. Melina, Livio. <i>Sharing in Christ's Virtues</i>. Washington, DC: CUA Press, 2001.</li> <li>12. O'Donovan, Oliver. <i>Self, World and Time: Ethics as Theology I</i>. Grand Rapids: Eerdmans, 2013.</li> <li>13. Rae, Scott. <i>Moral Choices: An Introduction to Ethics</i>. Grand Rapids MI: Zondervan Academic, 2018.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
E7245				
<b>Unit Name</b>				
Justice, Human Life and Society				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
E7100 Sources and Principles of Christian Ethics				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit examines the ethical issues of human community, sociality and globalisation, with special focus on the requirements of social justice.				
<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>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>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>		✓	✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Theology. It may serve as part of a Major or Sub-major in Theology 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>• developing knowledge and understanding of principles of Christian social ethics</li> <li>• developing a critical understanding of the relation of Christian social ethics to issues of social justice</li> <li>• critically analysing current ethical issues in light of Christian social ethics.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>55) outline the historical development of the social teaching of one denomination</p> <p>56) analyse the key principles of Christian social ethics</p> <p>57) situate the virtue of justice in relation to the other virtues, moral and theological, and the relationship between the different kinds of justice</p> <p>58) evaluate the ethical dimensions of current social and professional activities</p> <p>59) apply the principles of Christian social ethics to a contested contemporary issue</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Society, culture and social change</li> <li>2. Historical development of Catholic social teaching</li> <li>3. Key principles of Catholic social teaching and political theology</li> <li>4. Theories of distributive justice</li> <li>5. The relationships between Church, the State and Society generally</li> <li>6. The relationship between ethical issues concerning human life and the ethics of life in society</li> <li>7. Physical and human environment</li> <li>8. Social justice and individual human rights</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. Identify key stages in the development of Christian social ethics [Outcomes 1 and 2]</li> <li>2. Critically explore the meanings of justice in different approaches to social ethics [Outcomes 2, 3]</li> <li>3. Describe a contemporary social issue, and critically expound and defend a response to this issue in the light of Christian social teaching [Outcomes 2, 4 and 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1. Astorga, Christina A. <i>Catholic Moral Theology &amp; Social Ethics: A New Method</i>. Maryknoll: Orbs, 2014.</li> <li>2. Benestad, J. Brian. <i>Church, State, and Society: An Introduction to Catholic Social Doctrine</i>. Washington, D.C.: Georgetown University Press, 2011.</li> <li>3. Daly, Daniel J. <i>The Structures of Virtue and Vice</i>. Washington DC: Georgetown University Press, 2021.</li> <li>4. Elliot, David. <i>Hope and Christian Ethics</i>. New York: Cambridge University Press, 2017.</li> <li>5. Evans, Christopher H. <i>The Social Gospel in American Religion: A History</i>. New York: New York University Press, 2017.</li> <li>6. Francis. <i>Fratelli tutti: Encyclical Letter of Pope Francis on Fraternity and Social Friendship</i>. Strathfield: St Pauls, 2020.</li> <li>7. Himes, K.R. (ed.) <i>Modern Catholic Social Teaching. Commentaries and Interpretations</i>. Washington, D.C.: Georgetown University Press, 2004.</li> <li>8. Hollenbach, David. <i>The Common Good and Christian Ethics</i>. Cambridge: Cambridge University Press, 2002.</li> <li>9. Hollenbach, David. <i>The Global Face of Public Faith: Politics, Human Rights and Christian Ethics</i>. Washington, D.C.: Georgetown University Press, 2003.</li> <li>10. Massaro, Thomas. <i>Living Justice. Catholic Social Teaching in Action</i>. Lanham MA. Rowmann &amp; Littlefield, 2011.</li> <li>11. McGrail, Peter &amp; Nicholas Sagovsky, eds. <i>Together for the Common Good: Towards a National Conversation</i>. London: SCM Press, 2015.</li> <li>12. Rowlands, Anna. <i>Towards a Politics of Communion: Catholic Social teaching in Dark Times</i>. London: T &amp; T Clark, 2021.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
E7247				
<b>Unit Name</b>				
Peace and War				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
E7100 Sources and Principles of Christian Ethics				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit explores the theological issues raised by past and present Christian responses to the challenges of war and peace.				
<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>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>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>		✓	✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Theology. It may serve as part of a Major or Sub-major in Theology 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>• developing knowledge and understanding of principles of Christian ethics</li> <li>• developing a critical understanding of the relation of Christian social ethics to issues of war and peace</li> <li>• critically analysing a current controversial ethical issue in light of Christian ethics.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>60) explain the implications Christ's proclamation of the kingdom for theologies of reconciliation and peace</p> <p>61) outline the history of the churches' teachings in relation to war, reconciliation and peace</p> <p>62) analyse the ethics of war and peace in relation to the churches' social teaching in general</p> <p>63) identify, interpret and critique key texts and arguments in the just war tradition</p> <p>64) apply a Christian ethic of peace and war to various disputed questions (e.g. pre-emptive strikes; ethnic cleansing; extraordinary rendition, etc.)</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Violence, war and the use of force in the Bible and in the history of Christianity</li> <li>2. Origins and development of the Western just war tradition</li> <li>3. Debates over the nuclear arms race, deterrence, disarmament and threats from the proliferation of weapons of mass destruction</li> <li>4. The revival of pacifist currents, and their influence in the mainstream Churches;</li> <li>5. Reconciliation peace keeping</li> <li>6. Recent issues, including humanitarian interventions, the war on terrorism, the impact of technology on armed conflict, the geopolitical reality, asymmetrical warfare, the economics of war and the armaments industry, etc.</li> <li>7. Spiritualities of non-violence, and the virtue of peace-making</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>4. Analyse the history of Christian teachings on war and conduct in war [ Outcomes 1, 2 and 2]</li> <li>5. Critically discuss the essential principles of the just war tradition [Outcomes 2, 3, and 4]</li> <li>6. Apply the just war tradition to a contested contemporary issue in relation to warfare and conduct in war [Outcomes 5]</li> </ol>

### Representative References

1. Allman, Mark J. & Winright, Tobias L. *After the Smoke Clears: The Just War Tradition and Post War Justice*. Maryknoll, New York: Orbis, 2010.
2. Allman, Mark J. *Who Would Jesus Kill?: War, Peace, and the Christian Tradition*. Winona, MN: Anselm Academic, 2008.
3. Appleby, Scott. *Peacebuilding: Catholic Theology, Ethics, and Praxis*. Maryknoll, NY: Orbis, 2010.
4. Cahill, Lisa Sowle. *Blessed are the Peacemakers: Pacifism, Just War and Peacemaking*. Minneapolis: Fortress, 2019.
5. Capizzi, Joseph E. *Politics, Justice and War: Christian Governance and the Ethics of Warfare*. Oxford: Oxford University Press, 2015.
6. Durber, Susan & Fernando Enns, eds. *Walking Together: Theological Reflections on the Ecumenical Pilgrimage of Justice and Peace*. Geneva: WCC, 2018.
7. Frowe, Helen. *The Ethics of War and Peace: An Introduction*. London: Routledge, 2015.
8. Massaro, T.J. & T.A. Shannon. *Catholic Perspectives on Peace and War*. Lanham: Rowman & Littlefield, 2003.
9. McCarthy, Eli, ed. *A Just Peace Ethic Primer: Building Sustainable Peace and Breaking Cycles of Violence*. Washington DC: Georgetown University Press, 2020.
10. O'Donovan, Oliver. *The Just War Revisited*. Cambridge: CUP, 2003.
11. Omer, Atalia, R. Scott Appleby & David Little. *The Oxford Handbook of Religion, Conflict and Peacebuilding*. Oxford: Oxford University Press, 2015.
12. Robinson, Paul. *Just War in Comparative Perspective*. Aldershot: Ashgate, 2003.

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Course Unit Outline				
<b>Unit Code</b>				
E7250				
<b>Unit Name</b>				
Christian Anthropology and Bioethics				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
E7100 Sources and Principles of Christian Ethics <i>or</i> W7222 Moral Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit introduces the student to the ethical issues involved in contemporary medicine and health care, with a view to moral decision making in keeping with Christian 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>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>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>		✓	✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Theology. It may serve as part of a Major or Sub-major in Theology 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>• developing knowledge and understanding of principles of Christian ethics</li> <li>• developing a critical understanding of the relation of Christian social ethics to issues of medicine and health care</li> <li>• critically analysing a current controversial ethical issue in light of Christian ethics.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>65) Identify and clarify the moral issues present in contemporary medicine and health care</p> <p>66) Critically expound the theological anthropology which underpins a Christian approach to bioethics</p> <p>67) Describe and apply key ethical principles in relation to bioethical issues at the beginning of human life</p> <p>68) Describe and apply key ethical principles in relation to bioethical issues in relation to human aging and end of life care</p> <p>69) Develop an in-depth analysis of a contested contemporary bioethical issue.</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Philosophical and theological principles in bioethics</li> <li>2. Spirituality and the health care professional</li> <li>3. Theological understandings of life and death, the human person, human well-being and care</li> <li>4. The proper goals of medicine and health care</li> <li>5. Beginning of life issues: reproductive technologies, abortion, disabled newborn</li> <li>6. End of life issues: withholding and withdrawing treatment; euthanasia; terminal sedation</li> <li>7. Special issues, including genetics, justice and resource allocation, organ transplantation, research, institutional ethics, and mental health</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>7. Explain the relationship between theological anthropology and bioethics [Outcomes 1, 2]</li> <li>8. Critically examine at least one key ethical principle in a Christian approach to bioethics, e.g. double effect reasoning; formal and material cooperation. [Outcomes 1, 2, and 4]</li> <li>9. Identify and develop an in-depth analysis of a contested contemporary bioethical [Outcomes 1, 2 and 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1. Ashley, B.M. DeBlois, Jean &amp; K.D. O'Rourke. <i>Ethics of Health Care: An Introductory Textbook</i>. 5<sup>th</sup> ed. Washington, D.C.: Georgetown University Press, 2006.</li> <li>2. Beauchamp, Tom L. &amp; James Childless. <i>Principles of Biomedical Ethics</i>. New York: Oxford University Press, 2013.</li> <li>3. Cahill, Lisa Sowle. <i>Theological Bioethics. Participation, Justice, and Change</i>. Washington, DC: Georgetown University Press, 2005.</li> <li>4. Comensoli, Peter A. <i>In God's Image: Recognizing the Profoundly Impaired as Persons</i>. Eugene PR: Wipf &amp; Stock, 2018.</li> <li>5. Fisher, Anthony. <i>Catholic Bioethics for a New Millennium</i>. Cambridge: Cambridge University Press, 2012.</li> <li>6. Jensen, Steven J., ed. <i>The Ethics of Organ Transplantation</i>. Washington DC: Catholic University of America Press, 2011.</li> <li>7. Kuhse, Helga &amp; Peter Singer, eds. <i>Bioethics. An Anthology</i>. Oxford: Blackwell, 2000.</li> <li>8. May, William E. <i>Catholic Bioethics and the Gift of Human Life</i>. 2<sup>nd</sup> ed. Huntington: Our Sunday Visitor, 2008.</li> <li>9. Reynolds, Joel Michael &amp; Erik Parens, eds. <i>Foe "all of us"? On the Weight of Genomic Knowledge</i>. Boston: The Hastings Center for Bioethics, 2020.</li> <li>10. Sugarman, Jeremy. &amp; Daniel P. Sulmasy, eds. <i>Methods in Medical Ethics</i>. 2<sup>nd</sup> ed. Washington, DC. Georgetown University Press, 2010.</li> <li>11. Sulmasy, D.P. <i>The Rebirth of the Clinic. An Introduction to Spirituality in Health Care</i>. Washington, D.C.: Georgetown University Press, 2006.</li> <li>12. Sulmasy, Daniel P. <i>A Balm for Gilead: Meditation on Spirituality and the Healing Arts</i>. Washington, D.C.: Georgetown University Press, 2006.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
E7270				
<b>Unit Name</b>				
Environmental Ethics				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
E7100 Sources and principles of Christian Ethics				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit examines Christian theological responses to the ethical issues raised by recognition of human responsibilities towards the natural and built environments.				
<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>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>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>		✓	✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Theology. It may serve as part of a Major or Sub-major in Theology 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>• developing knowledge and understanding of principles of Christian ethics</li> <li>• developing a critical understanding of the relation of Christian ethical responsibilities in relation to the environment</li> <li>• critically analysing a current controversial environmental issue in light of Christian ethics.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>70) outline the history of the churches' attitudes to, and teachings about, human responsibility for the environment</p> <p>71) analyse the historical, religious, cultural and economic underpinnings of the current ecological situation</p> <p>72) critically explain church teachings and texts concerning the environment and the ethical use of technology</p> <p>73) evaluate the key theological principles relevant to a Christian engagement with ecological ethics</p> <p>74) apply Christian moral principles to consideration of contemporary environmental issues</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Biblical sources for an environmental ethics</li> <li>2. Key church teachings in relation to the environment</li> <li>3. The influence of "religion", "liberalism", "industrialisation", the "market" and technology on the current ecological crisis</li> <li>4. A survey of current ethical alternatives, such as "anthropocentrism" and "ecocentrism"</li> <li>5. A Christian ethical engagement with secular environmental ethics</li> <li>6. A study of issues such as "land degradation", "habitat destruction", "climate change", and "pollution", as they effect the Australian environment</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>10. Identify the way Church teachings have drawn on the scriptures to develop an understanding of human responsibilities towards the environment. [ Outcomes 1, 2 and 3]</li> <li>11. Critically evaluate the scope for a Christian theological engagement with the concerns of secular environmental ethics [Outcomes 3, and 4]</li> <li>12. Apply a Christian environment ethic to a contemporary issue [Outcomes 3, 4 and 5]</li> </ol>

### Representative References

1. Acton Institute, *Environmental Stewardship in the Judeo-Christian Tradition: Jewish, Catholic, and Protestant Wisdom on the Environment*. Grand Rapids, MI. 2007.
2. Chrysavgis, John, ed. *One Earth as in Heaven: Ecological Vision and Initiatives of Ecumenical Patriarch Bartholomew*. New York: Fordham University Press, 2012.
3. Edwards, Denis. *Ecology at the Heart of Faith*. Maryknoll, NY: Orbis, 2006.
4. Edwards, Denis. *The Natural World and God: Theological Explorations*. Adelaide: ATF Press, 2017.
5. Francis. *Laudato si': On Care for our Common Home*. Strathfield: St Pauls, 2015.  
([https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si.html](https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html))
6. Jenkins, Willis J. *Ecologies of Grace. Environmental Ethics and Christian Theologies*. Oxford: OUP, 2008.
7. McDonagh, Sean. *The Death of Life: The Horror of Extinction*. Diliman: Claretian Publications, 2005.
8. McKim. Robert J., ed. *Laudato Si' and the Environment: Pope Francis' Green Encyclical*. London: Routledge, 2020.
9. Schaefer, Jame, *Theological Foundations for Environmental Ethics: Reconstructing Patristic and Medieval Concepts*, Washington, D.C.: Georgetown University Press, 2009.
10. Sideris, Lisa H. *Environmental Ethics, Ecological Theology and Natural Selection*, New York: Columbia University Press, 2003.
11. Wenz, Peter S. *Environmental Ethics Today*. Oxford: Oxford University Press, 2001.
12. Wirzba, Norman. *The Paradise of God: Renewing religion in an ecological age*. Oxford: Oxford University Press, 2003.

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Course Unit Outline			
<b>Unit Code</b>			
H7100			
<b>Unit Name</b>			
Introduction to Church History			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
H7110 History of the Early Church			
<b>Curriculum Objectives</b>			
The Christian church is an evolving institution, which has constantly acted and reacted in terms of its own developing sense of identity, and in terms of its historical and social context. In this way, the theology and the ecclesiology of the church have come to assume their current shapes. This survey of church history introduces students to methods of historical inquiry and provides an overview of the church's doctrinal and institutional evolution as a framework for other theological study and more advanced historical 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 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>
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Core unit where the specific award requires a Core unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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 coherent body of historical knowledge of the events and issues that have influenced the history of the Christian church</li> <li>• developing critical 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>trace the major developments in the history of the Christian churches from their origins to the present;</li> <li>explain the issues which have shaped the developments within the Christian churches throughout history;</li> <li>analyse the contribution of selected people and movements to the development of the church's thought and structures;</li> <li>interpret individual primary historical documents in their social context;</li> <li>utilise appropriate methods of historical inquiry to construct a coherent historical argument in written form.</li> </ol>

Content
<p>12. Approaches to Historical Inquiry</p> <p>13. The Early Church (to 500)</p> <ul style="list-style-type: none"> <li>• Expansion of the Church</li> <li>• Doctrinal Development</li> <li>• Institutional Development</li> <li>• Relation of Church and State</li> </ul> <p>14. The Medieval Church (500-1500)</p> <ul style="list-style-type: none"> <li>• The Holy Roman Empire and the Conversion of Europe</li> <li>• The Church of the East and Crusades</li> <li>• Institutional Decline and Renewal</li> </ul> <p>15. The Reformation (16<sup>th</sup> century)</p> <ul style="list-style-type: none"> <li>• Renaissance and Reform</li> <li>• Protestant Reformation: Luther, Zwingli, Calvin, Radicals, English Reformation</li> <li>• Catholic Reformation: Councils, Popes, Monastics</li> </ul> <p>16. Challenges and Responses (1600-1900)</p> <ul style="list-style-type: none"> <li>• Spiritual Challenges: Puritanism, Pietism, Evangelical Revivals, Oxford Movement</li> <li>• Intellectual Challenges: Deism, Biblical Criticism, Science and Religion</li> <li>• Social Challenges: Christian Socialism, Salvation Army, Vatican I</li> </ul> <p>17. The Modern Era (1900-present)</p> <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>
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. Written analysis of a primary document (in English or English translation), using an appropriate method of historical inquiry [Outcomes 2, 4, 5]</li> <li>2. Analysis of the contribution to the history of the church of one significant person or event [Outcomes 1, 2, 3]</li> <li>3. Written research that interprets a major period, movement or event in church history, based on primary and secondary reading [Outcomes 1, 2, 3, 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>			
H7110			
<b>Unit Name</b>			
History of the Early Church			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
H7100 Introduction to Church History			
<b>Curriculum Objectives</b>			
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 an approach to the study of church history, with particular reference to the Early Church period. In doing so, it sets the context for doctrinal and institutional development, with an analysis of the various conflicts, challenges and relationships that occurred and which set the foundation for the ongoing development of the 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>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>
<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>		✓	



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Core unit where the specific award requires a Core unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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 coherent body of historical knowledge of the events and issues that have influenced the formative history of the early Christian church</li> <li>• developing critical 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 cultural, political and religious factors that influenced the development of the early church;</li> <li>(vii) review the major challenges and controversies that arose in the Early Church period;</li> <li>(viii) analyse the contribution of selected people and movements to the development of the church's thought and structures;</li> <li>(ix) interpret individual primary historical documents in their social context;</li> <li>(x) utilise appropriate methods of historical inquiry to construct a coherent historical argument in written form.</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>18. Approaches to Historical Inquiry</li> <li>19. 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>20. 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> </ul>
<b>Required Specialist Facilities or Equipment</b>
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>4. Written analysis of a primary document (in English or English translation), using an appropriate method of historical inquiry [Outcomes 1, 4]</li> <li>5. Analysis of the contribution to the history of the Early Church of one significant person or event [Outcomes 1, 2, 3, 4]</li> <li>6. Written research that interprets a major challenge, controversy or development in the history of the Early Church, based on primary and secondary reading [Outcomes 1, 3, 4, 5]</li> </ol>
Representative References
<p>Chadwick, Henry. <i>The Church in Ancient Society: From Galilee to Gregory the Great</i>. Oxford: Oxford University Press, 2009.</p> <p>Davidson, I. J., <i>The Birth of the Church: From Jesus to Constantine AD 30-312</i>. Baker History of the Church, Vol 1; Grand Rapids/ Oxford: Baker/Monarch, 2004.</p> <p>Davidson, I. J., <i>A Public Faith: From Constantine to the Medieval World: AD 312-600</i>. Baker History of the Church, Vol 2; Grand Rapids/ Oxford: Baker/Monarch, 2005.</p> <p>Gonzalez, Justo L., <i>The Early Church to the Dawn of the Reformation. The History of Christianity</i> Vol. I, Revised and updated; New York: HarperCollins, 2010.</p> <p>Harvey, Susan Ashbrook and David G. Hunter (eds), <i>The Oxford Handbook of Early Christian Studies</i>. Oxford: OUP, 2010.</p> <p>Ludlow, Morwenna, <i>The Early Church</i>. London: I.B. Taurus, 2009.</p> <p>McGowan, Andrew C., <i>Ancient Christian Worship</i>. Grand Rapids MI: Baker Academic, 2016.</p> <p>Mitchell, Margaret M. and Frances M. Young (eds), <i>The Cambridge History of Christianity Volume 1: Origins to Constantine</i>. Cambridge: CUP, 2014.</p> <p>Schott, Jeremy M. <i>Christianity, Empire, and the Making of Religion in Late Antiquity</i>. Philadelphia: University of Pennsylvania Press, 2008.</p> <p>Stevenson, J. (ed.), <i>A New Eusebius</i>. 2<sup>nd</sup> ed., rev W.H.C. Frend; London: SPCK, 1987.</p> <p>Stevenson, J. (ed.), <i>Creeds, Councils and Controversies</i>. New ed., rev W.H.C. Frend; London: SPCK, 1989.</p>
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Course Unit Outline			
<b>Unit Code</b>			
H7131			
<b>Unit Name</b>			
Introduction to Early Monasticism			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This undergraduate unit introduces students to the historical context of an important movement in church history that continued to shape Christian spirituality and theology, particularly in the Christian East until present.			
<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>
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Core unit where the specific award requires a Core unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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 coherent body of historical knowledge of the events and issues that have influenced the formative history of the eastern Christian church</li> <li>• developing critical 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>trace the major elements of the cultural background that gave rise to the monastic movement</li> <li>explain the role of various monastic settlements, figures, texts, and spiritual teachings in shaping the monastic movement in the first seven centuries.</li> <li>engage with primary sources in light of their historical context</li> <li>utilise a broad and coherent number of secondary sources that deal with early monasticism</li> <li>apply knowledge and skills in diverse aspects of monastic spirituality in personal and contemporary parish life</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>63. Monastic origins and motivations</li> <li>64. Monastic settlements and their ways of life</li> <li>65. Key monastic figures who helped shape monastic spirituality</li> <li>66. Monastic text and archaeological sites in light of its historical context</li> <li>67. Understanding monastic spirituality</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. Construction of a historically informed view of the elements that gave rise to monasticism (Learning Outcomes 1, 4)</li> <li>2. Analysis of the significance of key people, events, sites and artefacts in the development of monasticism (Learning Outcomes 2, 3, 4)</li> <li>3. Application of principles of monastic spirituality to the practice of contemporary parish life and ministry (Learning Outcome 5)</li> </ol>

### Representative References

- 26) Bagnall, R. *Egypt in Late Antiquity*. Princeton: Princeton University Press, 1993.
- 27) Brown, P. *The making of late antiquity*. Cambridge: Harvard University Press, 1978.
- 28) Harmless, W. *Desert Christians: an introduction to the literature of early monasticism*. Oxford; New York: Oxford University Press, 2004.
- 29) Krawiec, R. *Shenoute & the women of the White Monastery: Egyptian monasticism in late antiquity*. New York: Oxford University Press, 2002.
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- 31) Ward, B. *The Desert Fathers: Sayings of the Early Christian Monks*. London: Penguin Classics, 2003.
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- 33) Brakke, D. *Demons and the Making of the Monk: Spiritual Combat in Early Christianity*. Cambridge: Harvard University Press, 2006.
- 34) Gabra, G., Takla, H. N. (ed) *Christianity and monasticism in upper Egypt*. Cairo: American University in Cairo Press, 2008.
- 35) Rousseau, P. *Pachomius: the making of a community in fourth-century Egypt*. Berkeley: University of California Press, 1985.
- 36) Rich, A. *Discernment in the Desert Fathers: Diakrisis in the Life and Thought of Early Egyptian Monasticism*. London: Wipf and Stock, 2007.

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Course Unit Outline			
<b>Unit Code</b>			
H7180			
<b>Unit Name</b>			
Introduction to Church History in Context (CALD)			
<b>Unit Weighting</b>			
9 cp			
<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 Objectives</b>			
The Christian church is an evolving institution, which has constantly acted and reacted in terms of its own developing sense of identity, and in terms of its historical and social context. In this way, the theology and the ecclesiology of the church have come to assume their current shapes. This survey of church history introduces students to methods of historical inquiry and provides an overview of the church's doctrinal and institutional evolution as a framework for other theological study and more advanced historical 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 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>
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Core unit where the specific award requires a Core unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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 coherent body of historical knowledge of the events and issues that have influenced the history of the Christian church</li> <li>• developing critical 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>trace the major developments in the history of the Christian churches from their origins to the present past in the light of their own cultural and religious context</li> <li>explain the issues which have shaped the developments within the Christian churches throughout history, with particular reference to their own cultural context</li> <li>analyse the contribution of selected people and movements to the development of the church's thought and structures</li> <li>interpret individual primary historical documents in terms of their historical provenance and their continuing cultural significance</li> <li>utilise appropriate methods of historical inquiry to construct a culturally relevant historical argument in written form.</li> </ol>

Content
<ul style="list-style-type: none"> <li>21. Approaches to Historical Inquiry</li> <li>22. The Early Church (to the 4<sup>th</sup> or 5<sup>th</sup> centuries) <ul style="list-style-type: none"> <li>• Expansion of the Church</li> <li>• Doctrinal Development</li> <li>• Institutional Development</li> <li>• Relation of Church and State</li> </ul> </li> <li>23. The Medieval Church (500-1500) <ul style="list-style-type: none"> <li>• The Holy Roman Empire and the Conversion of Europe</li> <li>• The Church of the East and Crusades</li> <li>• Institutional Decline and Renewal</li> </ul> </li> <li>24. The Reformation (16<sup>th</sup> century) <ul style="list-style-type: none"> <li>• Renaissance and Reform</li> <li>• Protestant Reformation: Luther, Zwingli, Calvin, Radicals, English Reformation</li> <li>• Catholic Reformation: Councils, Popes, Monastics</li> </ul> </li> <li>25. Challenges and Responses (1600-1900) <ul style="list-style-type: none"> <li>• Spiritual Challenges: Puritanism, Pietism, Evangelical Revivals, Oxford Movement</li> <li>• Intellectual Challenges: Deism, Biblical Criticism, Science and Religion</li> <li>• Social Challenges: Christian Socialism, Salvation Army, Vatican I</li> </ul> </li> <li>26. 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 the Local Context an Overview</li> </ul> </li> <li>7. Case Studies of local historical events</li> </ul>
Required Specialist Facilities or Equipment
Online access
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> <ul style="list-style-type: none"> <li>7. Written analysis of a primary document (in English or English translation), using an appropriate method of historical inquiry [Outcomes 2, 4, 5]</li> <li>8. Analysis of the contribution to the history of the church of one significant person or event [Outcomes 1, 2, 3]</li> <li>9. Written research that interprets a major period, movement or event in church history, based on primary and secondary reading [Outcomes 1, 2, 3, 4, 5]</li> </ul>



### Representative References

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- Samson, Jane., *Race and Redemption: British Missionaries Encounter Pacific Peoples, 1797-1920*. Grand Rapids, Michigan: Wm. B. Eerdmans Publishing Company, 2017.
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- The Pacific Journal of Theology* South Pacific Association of Theological Studies Published Suva: Lotu Pasifika Productions for the South Pacific Association of Theological Schools. Editor in Chief Tessa MacKenzie.
- Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. 5<sup>th</sup> edition. Harlow: Pearson, 2010.
- Woodbridge, John D. & Frank A. James, *Church History: From Pre-Reformation to the Present Day*. Vol. 2; Grand Rapids, Michigan, Zondervan, 2013.
- CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline				
<b>Unit Code</b>				
H7232				
<b>Unit Name</b>				
Early Byzantine History				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
H7110 History of the Early Church				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit builds on the platform of H7110 by examining the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the age of Constantine the Great until the period of the 'Triumph of Orthodoxy' (or, from the 4 <sup>th</sup> to 9 <sup>th</sup> centuries), as well as the empire's relations with its neighbours.				
<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>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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Orthodox Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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. distinguish the various social, cultural and religious factors within both the Byzantine empire and its immediate cultural context from the 4<sup>th</sup> to the 9<sup>th</sup> centuries;</li> <li>2. analyse the contribution of key people and events in the Byzantine Church;</li> <li>3. interpret primary historical documents of the Byzantine church;</li> <li>4. utilise appropriate methods of historiography and historical research in the analysis of significant issues in the Byzantine Church;</li> <li>5. apply the key contributions of leading figures and significant events in the Byzantine period to the Church's present mission.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Studying the Byzantine empire in context; methodology and historiography.</li> <li>2. Constantinople, the imperial cult, and the ecumenical councils.</li> <li>3. Byzantine historians and historiography.</li> <li>4. Religious, cultural and social aspects of the Byzantine state.</li> <li>5. Byzantium and its neighbours.</li> <li>6. Aspects of an emerging Byzantine worldview; landmarks and threats.</li> <li>7. The 'triumph of Orthodoxy' and its implications.</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>10. Critical analysis of and engagement with significant historical primary and secondary sources [Outcomes 3, 4]</li> <li>11. Written analysis of key social, cultural, historiographical, and/or religious aspects relevant to the early Byzantine period. [Outcomes 1, 2, 4]</li> <li>12. Written presentation addressing the application of lessons from the Byzantine period of the church to an understanding of subsequent developments in the history of the Orthodox church. [Outcomes 2, 4, 5]</li> </ol>

Representative References
<p>Bowersock, G.W. et al. <i>Late Antiquity: A Guide to the Postclassical World</i>. Cambridge: Belknap Press, 1999.</p> <p>Cameron, Averil. <i>The Byzantines</i>. Oxford: Wiley-Blackwell, 2010.</p> <p>Cheikh el, N. M. <i>Byzantium Viewed by the Arabs</i>. Cambridge, Massachusetts: Harvard Centre for Middle Eastern Studies, 2004.</p> <p>Gregory, E.T. <i>A History of Byzantium</i>, Second Edition. Oxford: Wiley-Blackwell, 2010.</p> <p>Haldon, John. <i>The Palgrave Atlas of Byzantine History</i>. London: Palgrave Macmillan, 2005.</p> <p>Kazhdan, A. P. <i>The Oxford Dictionary of Byzantium</i>, 3 vols. Oxford: Oxford University Press, 1991.</p> <p>Mango, Cyril (ed). <i>The Oxford History of Byzantium</i>. Oxford: Oxford University Press, 2002.</p> <p>Parry, Ken et al. <i>The Blackwell Dictionary of Eastern Christianity</i>. Oxford: Wiley-Blackwell, 1999.</p> <p>_____. <i>The Blackwell Companion to Eastern Christianity</i>. Oxford: Wiley-Blackwell, 2007.</p> <p>Takács, S.A. <i>The Construction of Authority in Ancient Rome and Byzantium</i>. New York: Cambridge University Press, 2009.</p> <p>Tread, Warren T. <i>The Early Byzantine Historians</i>. London: Palgrave Macmillan, 2007.</p>
CUO approved by Academic Board: 5 July 2021 (by report)



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Course Unit Outline				
<b>Unit Code</b>				
H7233				
<b>Unit Name</b>				
Later Byzantine History				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
H7232 Early Byzantine History				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
Building upon Early Byzantine History, this course unit examines the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the 9 <sup>th</sup> to the 15 <sup>th</sup> centuries, as well as the empire's relations with its neighbours.				
<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>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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Orthodox Christian church</li> <li>developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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>distinguish the various social, cultural and religious factors within both the Byzantine empire and its immediate cultural context from the 9<sup>th</sup> to the 15<sup>th</sup> centuries;</li> <li>analyse the contribution of key people and events in the later Byzantine Church;</li> <li>interpret primary historical documents of the later Byzantine church;</li> <li>utilise appropriate methods of historiography and historical research in the analysis of significant issues in the later Byzantine Church;</li> <li>apply the key contributions of leading figures and significant events in the later Byzantine period to the Church's present mission.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>Historical method, themes, concepts and sources of the period</li> <li>The Schism between East and West, the Crusades and attempts at re-union</li> <li>Christianity as inspiration for the blossoming of culture: art, architecture, music, and literature</li> <li>Natural phenomena and the decline of Byzantium, including their effect on the Byzantine mentality</li> <li>Relations of Byzantium with its neighbours: cultural exchange and antagonism</li> <li>Biographical studies of major personalities: emperors, intellectuals, saints, women</li> <li>The fall of Constantinople and the legacy of Byzantium</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>Critical analysis of and engagement with significant historical primary and secondary sources [Outcomes 3, 4]</li> <li>Written analysis of key social, cultural, historiographical, and/or religious aspects relevant to the later Byzantine period. [Outcomes 1, 2, 4]</li> <li>Written presentation addressing the application of lessons from the later Byzantine period of the church to an understanding of subsequent developments in the history of the Orthodox church. [Outcomes 2, 4, 5]</li> </ol>

Representative References
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| <p>Christophilopoulou, A. <i>Byzantine History</i>. 2 vols. Amsterdam: Hakkert, 1986.</p> <p>Gregory, Timothy E. <i>A History of Byzantium</i>. Oxford: Blackwell Publishers, 2005.</p> <p>Herrin, Judith. <i>Byzantium: The Surprising Life of a Medieval Empire</i>. London: Allen Lane - Penguin Books, 2007.</p> <p>Hussey, Joan Mervyn (ed.). <i>The Cambridge Medieval History</i>. Vol. IV, Parts I &amp; II. Cambridge: Cambridge University Press, 1985 (reprint).</p> <p>Hussey, Joan Mervyn. <i>The Orthodox Church in the Byzantine Empire</i>. Oxford: Clarendon Press, 1986.</p> <p>Kazhdan, Aleksandr P. et al (eds). <i>The Oxford Dictionary of Byzantium</i>. Oxford: Oxford University Press, 1991.</p> <p>Kazhdan, Aleksandr P. <i>People and Power in Byzantium: An Introduction to Modern Byzantine Studies</i>. Washington, DC: Dumbarton Oaks, 1996 (reprint).</p> <p>Parry, Ken et al (eds). <i>The Blackwell Dictionary of Eastern Christianity</i>. Oxford: Blackwell Publishers, 1999.</p> <p>Savvides, A.G.C. and B. Hendrickx. <i>Introducing Byzantine History</i>. Paris: Herodotos, 2001.</p> <p>Sherrard Phillip. <i>The Greek East and the Latin West</i>. London: Oxford University Press, 1959 (reprinted Limni [Greece]: Denise Harvey &amp; Company, 1992).</p> <p>Treadgold, Warren. <i>A History of the Byzantine State and Society</i>. Stanford: Stanford University Press, 1997.</p> |
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Course Unit Outline				
<b>Unit Code</b>				
H7234				
<b>Unit Name</b>				
Modern Orthodox Church History				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
H7233 Later Byzantine History				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
Building upon Later Byzantine History, this course unit examines the place of the Orthodox Church(es) in the historical context of the pre-modern and modern eras (1453-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>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Orthodox Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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>11. identify the major events, movements, and concepts in the history of the modern Orthodox Church</li> <li>12. analyse the contribution of major personalities in the modern Orthodox Church</li> <li>13. interpret primary historical documents of the modern Orthodox Church</li> <li>14. utilise appropriate methods of historiography and historical research in the analysis of significant theme or issues in the modern Orthodox Church</li> <li>15. apply key lessons from the history of the modern Orthodox Church to an issue/s in the contemporary Orthodox Church</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>15. The aftermath of 1453 and the new world order</li> <li>16. The Orthodox Church under the Turkish yoke</li> <li>17. Reformation in the West and its repercussions in the East; Uniatism</li> <li>18. The Kollyvades Movement</li> <li>19. The Church of Russia until 1917</li> <li>20. Nationalism and Autocephalies</li> <li>21. Orthodox Diaspora</li> <li>22. Orthodoxy under Communism</li> <li>23. Orthodoxy and the Ecumenical Movement</li> <li>24. Anti-ecumenism, ROCOR and the Old Calendar Movement</li> <li>25. Towards the Great and Holy Council and the Synod of Crete</li> <li>26. The Orthodox Church in Australia</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>16. Critical analysis of and engagement with significant historical primary and secondary sources [Outcomes 1, 3]</li> <li>17. Analysis of key social, cultural, historiographical, and/or religious aspects relevant to the modern Orthodox Church [Outcomes 1, 2, 4]</li> <li>18. Application of lessons from the history of the modern period to an understanding of developments in the contemporary Orthodox Church context [Outcomes 1, 2, 4, 5]</li> </ol>

### Representative References

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Course Unit Outline				
<b>Unit Code</b>				
H7240				
<b>Unit Name</b>				
History of the Church in the Middle Ages				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
H7100 Introduction to Church History or H7110 History of the Early Church				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
The Early Church of the first 500 years was formative for Christian doctrine and ecclesiology. The next 1000 years saw the church's triumphal rise to prominence in Europe, but then a decline as that power was challenged by other social and political forces. This unit analyses the progress of the church in that period as an informative history of a significant period which culminated in various reform impulses that have shaped the church ever since.				
<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>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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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>16. explain the causes and nature of the progress of the church in Europe in the Middle Ages;</li> <li>17. analyse the contribution of key people and events in the church in Europe in the Middle Ages to theological and ecclesiastical developments;</li> <li>18. compare and contrast the various expressions of Church-State relationships throughout the period of the Middle Ages in Europe;</li> <li>19. interpret primary historical and theological documents of the church in the Middle Ages in Europe in terms of both their social/political context and their significance for today;</li> <li>20. apply lessons learnt from the history of the church in the Middle Ages in Europe to an understanding of subsequent events in the history of the church.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>27. Charlemagne and the emergence of the Holy Roman Empire in the West</li> <li>28. Political and social change and their effects on the Church</li> <li>29. The struggle to develop the papal monarchy in the West</li> <li>30. Changing and New Religious Orders and movements</li> <li>31. The Twelfth-Century Renaissance</li> <li>32. The Church Militant: crusades; heresy and dissent; the Inquisition</li> <li>33. The disintegration of medieval Christendom: renewed Church-State clashes; the Avignon papacy; the Great Schism, and the Conciliarists</li> <li>34. The Legacy of the Middle Ages; Scholasticism</li> <li>35. The study and analysis of at least one significant primary text drawn from a major writer of the Middle Ages, such as: <ul style="list-style-type: none"> <li>• Anselm of Canterbury (<i>Cur Deus Homo</i>)</li> <li>• Thomas Aquinas (<i>Aquinas's Shorter Summa</i>, a selection)</li> <li>• Bernard of Clairvaux (<i>Sermons</i>, a selection)</li> <li>• Francis of Assisi (<i>Cantic of the Sun</i>)</li> <li>• Meister Eckhart (<i>Selected Writings</i>)</li> </ul> </li> </ol>
<b>Required Specialist Facilities or Equipment</b>
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, assessment of student achievement with respect to the Unit Outcomes will be based on:

19. Written analysis of one of the set primary documents, using an appropriate method of historical inquiry. [Outcomes 1, 2, 4]
20. Analysis of the contribution to the history of the church of one or more movements or people in the history of the church in the Middle Ages [Outcomes 1, 2, 3, 4]
21. Written presentation addressing the application of lessons from the church in the Middle Ages to an understanding of subsequent developments in the history of the church. [Outcomes 2, 4, 5]

### Representative References

#### A. Primary Sources

Anselm of Canterbury, *Cur Deus Homo*

([https://books.google.com.au/books/about/Cur\\_Deus\\_Homo.html?id=heVBaO8CQ3IC&printsec=frontcover&source=kp\\_read\\_button&redir\\_esc=y#v=onepage&q&f=false](https://books.google.com.au/books/about/Cur_Deus_Homo.html?id=heVBaO8CQ3IC&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false)).

Aquinas, Thomas, *Aquinas's Shorter Summa* (Bedford NH: Sophia Institute Press, 2002).

Bernard of Clairvaux, *On loving God, and selections from sermons* (ed. Hugh Martin; London: SCM Press, 1959; reprinted as Westport, CO: Greenwood Press, 1981).

Bettenson, Henry and Chris Maunder (eds), *Documents of the Christian Church*. 3rd ed.; Oxford: Oxford University Press, 1999.

Eckhart, Meister, *Selected Writings* (ed. and trans. Oliver Davies; London: Penguin, 1994).

Francis of Assisi, *Canticle of the Sun* (Chicago: Loyola Press, nd).

Leith, John H (ed.), *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*. 3<sup>rd</sup> ed.; Atlanta: John Knox Press, 1982.

#### B. Secondary Sources

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Bredero, Adriaan H., *Christendom and Christianity in the Middle Ages* (2<sup>nd</sup> ed; Grand Rapids: Eerdmans, 1994).

Coulton, Stuart. *Hitting the Holy Road: A Guided Tour of Christian History from the Early Church to the Reformation*. Nottingham: Inter-varsity Press, 2011.

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Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. Third. Grand Rapids, MI.: Baker Academic, 2012.

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

Volz, Carl A. *The Medieval Church: From the Dawn of the Middle Ages to the Eve of the Reformation*. Nashville: Abingdon Press, 1997.

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Course Unit Outline	
<b>Unit Code</b>	
H7250	
<b>Unit Name</b>	
History of the Reformation	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
H7100 Introduction to Church History	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objectives</b>	
<p>The Early Church of the first 500 years was formative for Christian doctrine and ecclesiology. The Reformation of the 16<sup>th</sup> century was another watershed period in the history of the church, marking the emergence of Protestantism and the sparking of renewal in Catholicism. This advanced unit builds on the introductory platform of H7100 as it leads students to an analysis of the European Reformations of the sixteenth century as a development in history of universal importance. It focuses on the leading figures, theological concerns and key events of the period, to help students to appreciate the complexity of interpreting events shaped by differing religious, economic, social and political contexts.</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>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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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>21. explain the causes and nature of the Reformation in Europe and Britain;</li> <li>22. analyse the theological and ecclesiastical outcomes of the Reformation in Europe and Britain;</li> <li>23. compare and contrast the various reformations in their national contexts;</li> <li>24. interpret primary historical and theological documents of the Reformation in Europe and Britain in terms of both their social/political context and their significance for today;</li> <li>25. apply lessons learnt from the history of the Reformation in Europe and Britain to an understanding of the main differences amongst Christian churches today.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>36. Defining the Reformations</li> <li>37. Medieval background to the Reformation</li> <li>38. Luther and the German Reformation</li> <li>39. Zwingli and the Swiss Reformation</li> <li>40. Calvin and Calvinism</li> <li>41. The Radical Reformation</li> <li>42. The Reformation in Scotland and England</li> <li>43. The Catholic Reformation</li> <li>44. The Legacy of the European Reformation</li> <li>45. The study and analysis of at least one of the following texts: <ul style="list-style-type: none"> <li>Luther, <i>Three Treatises of 1520</i></li> <li>Zwingli, <i>Of the Clarity and Certainty of the Word of God</i></li> <li>Hubmaier, <i>Concerning Freedom of the Will</i></li> <li>Calvin, <i>Ecclesiastical Ordinances</i> and selections from <i>The Institutes</i>, Book IV</li> <li>Elton, <i>The Tudor Constitution</i> (document numbers 174 – 185; 190 – 209)</li> <li><i>The First Book of Homilies</i> (Homilies 1, 3, 4 and 5)</li> </ul> <a href="http://www.anglicanlibrary.org/homilies/">http://www.anglicanlibrary.org/homilies/</a> </li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <p>22. Written analysis of one of the set primary documents, using an appropriate method of historical inquiry. [Outcomes 1, 2, 4]</p> <p>23. Analysis of the contribution to the history of the church of one or more national or denominational expressions of the Reformation. [Outcomes 1, 2, 3, 4]</p> <p>24. Written presentation addressing the application of lessons from the Reformation to an understanding of a present-day church context. [Outcomes 2, 4, 5]</p>
Representative References
<p><i>A. Primary Sources</i></p> <p>Baillie, John, John T McNeill and Henry P van Dusen (eds)., <i>Library of Christian Classics</i>. Philadelphia: Westminster Press, 1953 - . The following volumes: <i>Luther: Lectures on Romans</i>; <i>Luther: Early Theological Works</i>; <i>Luther and Erasmus: Free Will and Salvation</i>; <i>Luther: Letters of Spiritual Counsel</i>; <i>Melanchthon and Bucer</i>; <i>Calvin: Theological Treatises</i>; <i>Calvin: Commentaries</i>; <i>Calvin: Institutes of the Christian Religion</i> (2 vols); <i>Zwingli and Bullinger</i>; <i>Spiritual and Anabaptist Writers</i>.</p> <p>Battles, Ford Lewis (trans. and ed.), <i>John Calvin: Institutes of the Christian Religion, 1536 Edition</i>. Rev ed. Grand Rapids: Eerdmans, 1986.</p> <p>Bettenson, Henry and Chris Maunder (eds), <i>Documents of the Christian Church</i>. 3rd ed.; Oxford: Oxford University Press, 1999.</p> <p>Bray, Gerald (ed.), <i>Documents of the English Reformation</i>. Minneapolis: Fortress, 1994.</p> <p>Dillenberger, John (ed.), <i>Martin Luther: Selections From His Writings</i>. Garden City: Doubleday &amp; Company, 1961.</p> <p>Dixon, C Scott (ed.), <i>The German Reformation: The Essential Readings</i>. Oxford: Blackwell, 1999.</p> <p>Elton, G R (ed.), <i>The Tudor Constitution: Documents and Commentary</i>. Second ed. Cambridge: Cambridge University Press, 1982.</p> <p>Janz, Denis R (ed.), <i>A Reformation Reader: Primary Texts with Introductions</i> (with CD-ROM). Minneapolis: Fortress Press, 1999.</p> <p>Leith, John H (ed.), <i>Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present</i>. 3<sup>rd</sup> ed.; Atlanta: John Knox Press, 1982.</p> <p>Lindberg, Carter (ed.), <i>The European Reformations Sourcebook</i>. Oxford: Blackwell, 2000.</p> <p>Olin, John C, <i>A Reformation Debate: John Calvin and Jacopo Sadoletto</i>. Grand Rapids: Baker Book House, 1966.</p>

### B. Secondary Sources

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

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Cottret, Bernard, *Calvin: A Biography*. Grand Rapids: Eerdmans, 2000.

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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.

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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	
<b>Unit Code</b>	
H7260	
<b>Unit Name</b>	
History of the Church in the Modern Era	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
H7100 Introduction to Church History or H7110 History of the Early Church	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objectives</b>	
While the period of the Early Church was formative for the establishment of Christianity and the period of the Reformation was foundational for the progress of Protestantism, the period since the Reformation has been marked by global expansion with an unprecedented variety of expressions of Christianity. numerous This unit provides an opportunity for students to analyse the course and causes of such varied expressions and to confront the emergent issues for the church of today and the future.	
<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>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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</li> </ul>
Learning Outcomes
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>26. explain the causes and nature of the global expansion of the church in the modern era;</li> <li>27. analyse the contribution of key events and movements in the church in the modern era to theological and ecclesiastical developments;</li> <li>28. compare and contrast the various expressions of Christianity in a number of regions of the world;</li> <li>29. interpret primary historical and theological documents of the church in the modern era in terms of both their social/political context and their significance for today;</li> <li>30. apply lessons learnt from the history of the church in the modern era to an understanding of aspects of today's church and its future.</li> </ol>
Content
<ol style="list-style-type: none"> <li>46. Post-Reformation European Christianity</li> <li>47. The impact of the Enlightenment</li> <li>48. Evangelical awakenings: Europe and abroad</li> <li>49. Missionary expansion: Catholic and Protestant</li> <li>50. Theological developments: Post-Reformation to the 21<sup>st</sup> century</li> <li>51. Modern Catholicism: Vatican 1, Vatican 2, and beyond</li> <li>52. The Church in the World: Social action; World wars; Political engagement</li> <li>53. The Global Church in an age of pluralism</li> <li>54. Contemporary expressions of Christianity</li> <li>55. The study and analysis of at least one significant primary text associated with a major writer or movement in the modern era, such as: <ul style="list-style-type: none"> <li>• John Wesley (<i>Deed of Declaration</i> and <i>Deed of Pacification</i>)</li> <li>• William Carey (<i>An Enquiry into the Obligations of Christians</i>)</li> <li>• Adolf Von Harnack (<i>What is Christianity?</i> – extracts)</li> <li>• <i>The Declaration of Barmen</i></li> <li>• John Henry Newman ("Tract 90" from <i>Tracts for the Times</i>)</li> <li>• Documents of Vatican 2</li> <li>• Selected regional/denominational documents</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> <p>25. Written analysis of one of the set primary documents, using an appropriate method of historical inquiry. [Outcomes 1, 2, 4]</p> <p>26. Analysis of the contribution to the history of the church of one or more movements or people in the history of the church in the modern era [Outcomes 1, 2, 3, 4]</p> <p>27. Written presentation addressing the application of lessons from the church in the modern era to an understanding of subsequent and potential future developments in the history of the church. [Outcomes 2, 4, 5]</p>
Representative References
<p>Bednarowski, Mary Farrell, <i>Twentieth-century Global Christianity</i> (A People's History of Christianity, vol. 7; Minneapolis: Fortress, 2007).</p> <p>Burgess, S.M <i>et al.</i> (eds), <i>New Dictionary of Pentecostal and Charismatic Movements</i> (Grand Rapids: Zondervan, 2002).</p> <p>Cox, Jeffrey, <i>The British Missionary Enterprise since 1700</i> (London: Routledge, 2008).</p> <p>Gonzalez, Justo L., <i>The Story of Christianity Vol II: The Reformation to the Present Day</i> (Rev and updated ed.; New York: Harper Collins, 2010).</p> <p>Grass, Tim, <i>Modern Church History</i> (London: SPCK, 2008).</p> <p>MacCulloch, Diarmaid, <i>A History of Christianity: The First Three Thousand Years</i> (UK: Penguin, 2010).</p> <p>Marty, Martin E., <i>The Christian World: A Global History</i> (New York: Modern Library, 2007).</p> <p>Noll, Mark A., <i>The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys</i> (London: IVP Academic, 2004).</p> <p>Noll, Mark A., <i>Turning Points: Decisive Moments in the History of Christianity</i>. (3<sup>rd</sup> ed.; Grand Rapids, MI: Baker Academic, 2012).</p> <p>Stanley, Brian, <i>The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott</i> (London: IVP, 2013).</p> <p>Sunquist, Scott, <i>The Unexpected Christian Century: The Reversal and Transformation of Global Christianity, 1900-2000</i> (Baker Academic, 2015).</p>
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Course Unit Outline				
<b>Unit Code</b>				
H7263				
<b>Unit Name</b>				
The Restoration Movement				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit explores the theological values and drivers of various Christian groups that have sought out a new way of expressing Christianity in their own context. By surveying the motives and historical setting of each of these groups a larger picture emerges of their common values. This course will have a particular emphasis on a group known as the Restoration Movement, for whom the theological drive to seek fresh frontiers to explore the Christian faith, in new and practical ways, is held to be an effective approach to Christian thought.				
<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>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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to a significant movement in the history the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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>31. articulate the key theological features of various groups that throughout history have sought renewal, restoration, or reformation of the Church.</li> <li>32. explain the theological emphases of the Restoration Movement</li> <li>33. analyse the role specific historical and sociological factors have played in influencing change within Christianity, with particular reference to the Restoration Movement</li> <li>34. assess the significance of the theological similarities and differences of the reformatory groups studied</li> <li>35. apply the insights of the historical development of the Restoration Movement to contemporary 'Frontier Thinkers'; with a focus on the strengths and weakness of new directions</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>56. A survey of various historical movements that have sought to refresh, renew, restore, or radically challenge the Church</li> <li>57. The nature and key features of Primitive Church movements</li> <li>58. The sociological factors that fuel the drivers for change</li> <li>59. A special focus on the Restoration Movements around the world</li> <li>60. Contemporary movements that seek to find fresh ways to express the Christian faith</li> <li>61. An exploration of where "frontier thinking" might take the Church next</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) Written analysis of a significant primary document from the nineteenth century focusing on its distinctive significance for historical research into the Restoration Movement (Outcomes 1, 2, 3)</li> <li>2) Analysis of the formation and subsequent development of one particular phase of the Restoration Movement placing it in its broader historical context (Outcomes 1, 2, 3, 4)</li> <li>3) A presentation wherein engagement with the history of the Restoration Movement may inform missional church movements of the present setting (Outcomes 2, 3, 5)</li> </ol>
<b>Representative References</b>

*Primary Reference*

Campbell, Thomas. *Declaration and Address*. 2<sup>nd</sup> ed.; ted. Alexander Campbell; Cincinnati, OH: H.S. Bosworth, 1861.

*Secondary References*

Allen, C.L. & R.T. Hughes. *Discovering Our Roots: The Ancestry of Churches of Christ*. Abilene, TX: ACU Press, 1988.

Baker, William R. (ed). *Evangelicalism & the Stone-Campbell Movement*. Downers Grove, IL: IVP, 2002.

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Foster, Douglas Allen & Anthony L. Dunnavant. *The Encyclopedia of the Stone-Campbell Movement: Christian Church (Disciples of Christ), Christian Churches/Churches of Christ, Churches of Christ*. Grand Rapids, MI: Eerdmans, 2004,

Garrett, Leroy. *The Stone-Campbell Movement: The Story of the American Restoration Movement*. Joplin, MO: College Press, 2002.

Hayward, H. & D. Nutt. *Enmore Incorporated: Pioneers of Churches of Christ in New South Wales*. Rhodes, NSW: Freshhope, 2014.

Kurian, George Thomas & Mark A. Lamport (eds). *Encyclopedia of Christianity in the United States, Volume 5*. Lanham, MD: Rowman & Littlefield, 2016.

McGrath, A. *Christianity's Dangerous Idea: The Protestant Revolution--A History from the Sixteenth Century to the Twenty-First*. New York: HarperCollins, 2004.

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Murch. J.D. *Christians Only*. Eugene, OR: Wipf & Stock, 2004.

Nutt, Dennis & Harold Hayward. *The Age of Special Evangelism*. Rhodes, NSW: ACOM Press, 2020.

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Smith, S. *Frontier Thinking for a New World*. Rhodes, NSW: ACOM Press, 2015.

Toulouse, M.G., G. Holloway, D.A. Foster. *Renewing Christian Unity: A Concise History of the Christian Church*. Abilene, TX: Abilene Christian University Press, 2010.

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Course Unit Outline				
<b>Unit Code</b>				
H7264				
<b>Unit Name</b>				
History of the Wesleyan-Holiness Movement				
<b>Unit Weighting</b>				
9 cps				
<b>Prerequisite</b>				
9 History credit points				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit aims to examine the origins, history, growth and influences of the Wesleyan-Holiness Movement, and its importance as a continuing religious tradition.				
<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>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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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. assess the eighteenth century origins of the Wesleyan-Holiness movement in the thought of John Wesley</li> <li>2. critically evaluate the contributing factors in the emergence of the Wesleyan-Holiness movement in the context of nineteenth century American revivalism</li> <li>3. narrate the development of the Wesleyan-Holiness movement into numerous sects, camp meeting associations, and churches, identifying the key personalities, ideas, turning points and milestones in its story</li> <li>4. articulate the major features of Wesleyan-Holiness theological discourse</li> <li>5. exercise critical skills in the interpretation of primary and secondary sources to construct a coherent and persuasive historical argument.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Early Methodism under the Leadership of John and Charles Wesley</li> <li>2. Methodist Trajectories in the Early Nineteenth Century</li> <li>3. Nineteenth Century Revivalism and the Roots of the Holiness Movement in America and its place within global evangelism</li> <li>4. 'Come-out-ism': The Formation of Holiness Churches</li> <li>5. Holiness Movement in Britain</li> <li>6. Holiness Movement in Australia</li> <li>7. Wesleyan-Holiness Theological and Ecclesial Identity</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
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, assessment of student achievement with respect to the Unit Outcomes will be based on:

1. An historical diagram that plots significant events in the history of the Wesleyan-Holiness movement, e.g. timeline, or ecclesiastical family tree, accompanied by a set of explanatory notes (1000 words, weighting 20%) - outcomes 1-3
2. An essay that describes the formation and subsequent development of a Church in the Wesleyan-Holiness tradition (for example the Church of the Nazarene, or the Wesleyan Church) placing it in its broader historical and theological context (2500 words, weighting 40%) – outcomes 2, 3 and 5
3. An examination that tests knowledge of one or more periods covered in the course content (1 hour, weighting 40%) – outcomes 1-5.

### Representative References

- Bebbington, David. *The Dominance of Evangelicalism: The Age of Spurgeon and Moody*. Leicester: IVP, 2005
- Black, Robert and Keith Drury. *The Story of the Wesleyan Church*. Indianapolis: Wesleyan Publishing House, 2012.
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- Conn, Charles W. *Like a Mighty Army: A History of the Church of God. Definitive Edition 1886-1995*. Cleveland, TN: Pathway Press, 1996.
- Cox, Harvey. *Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-first Century*. Reading, Mass: Addison-Henley, 1995.
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- Hutchinson, Mark and John Wolffe. *A Short History of Global Evangelicalism*. Cambridge: CUP, 2012
- Jones, Charles Edwin. *The Wesleyan Holiness Movement: A Comprehensive Guide*. 2 vols. Lanham, MD: Scarecrow Press, 2005.
- Kent, John. *Wesley and the Wesleys: Religion in Eighteenth-Century Britain*. Cambridge: Cambridge University Press, 2002.
- Kostlevy, William C. ed., *Historical Dictionary of the Holiness Movement*. Lanham, Maryland: Scarecrow Press, 2001.
- Lawrence, Anna M. *One Family Under God: Love, Belonging and Authority in Early Transatlantic Methodism*. Philadelphia: University of Pennsylvania Press, 2011.
- Noble, T.A. *Called to Be Saints: A Centenary History of the Church of the Nazarene in the British Isles 1906-2006*. Manchester: Didsbury Press, 2006
- Noll, Mark A. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*. Leicester: Intervarsity Press, 2004.
- O'Brien, Glen. *Wesleyan-Holiness Churches in Australia: Hallelujah under the Southern Cross*. London: Routledge, 2018.
- Qanstrom, Mark R. *Centenary of Holiness Theology: The Doctrine of Entire Sanctification in the Church of the Nazarene*. Kansas City, MO: Beacon Hill Press, 2013.
- Stephens, Randall J. *The Fire Spreads: Holiness and Pentecostalism in the American South*. Cambridge, Mass.: Harvard University Press, 2008.
- Wolffe, John. *The Expansion of Evangelicalism: The Age of Wilberforce, More, Chalmers and Finney*. Leicester: IVP, 2006

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

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Course Unit Outline				
<b>Unit Code</b>				
H7267				
<b>Unit Name</b>				
History of Christianity in Australia				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9 cps of History units				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides a survey of the history of the Christian churches in Australia from their colonial beginnings to the present time. It provides a context for other theological and ministry studies relating to the Australian 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>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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>36. Identify key developments in Australian Christian history</li> <li>37. analyse issues which influenced the life of the Australian churches from 1788 to the present</li> <li>38. interpret primary historical documents pertaining to the development of the Church in Australia</li> <li>39. incorporate primary and secondary historical sources into the development of a cogent historical narrative</li> <li>40. apply lessons learnt from history to an understanding of the present state of the church in Australia</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Colonial reproduction of homeland denominational traditions</li> <li>2. Sectarian tensions</li> <li>3. The Church and social engagement</li> <li>4. Theological conflicts</li> <li>5. British and American influences on the Australian churches</li> <li>6. Aboriginal Christianity</li> <li>7. Revivalism, Pentecostalism, Modernism, Postmodernism</li> <li>8. Ecumenism and church union</li> <li>9. The effect of immigration and multiculturalism</li> <li>10. The Australian Church in a post-Christendom society</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>28. Written analysis of a primary document, using an appropriate method of historical inquiry. [Outcomes 1, 3]</li> <li>29. Analysis of the major events and contributions of leading people in the history of the Christian churches in Australia [Outcomes 1, 2, 3, 4]</li> <li>30. Written presentation exploring a theme, issue, person or entity of significance to the Church in Australia [Outcomes 1, 2, 4, 5]</li> </ol>

### Representative References

- Bouma, Gary. *Australian Soul: Religion and Spirituality in the Twenty-first Century*. Cambridge: Cambridge University Press, 2006.
- Breward, I. *A History of the Churches in Australasia*. Oxford: OUP, 2001.
- Cooper Paul F. & David Burke, *Burning or Bushed: The Presbyterian Church of Australia 40 Years On*. Sydney: Christ College, 2017.
- Dowd, C. *Rome in Australia: The Papacy and Conflict in the Australian Catholic Missions, 1843-1884*. Leiden: Brill, 2008.
- Emilsen, William W. and Susan Emilsen (eds). *The Uniting Church in Australia: The First 25 Years*. Melbourne: Circa, 2003.
- Frame, Tom, *Anglicans in Australia*. Sydney, University of New South Wales Press, 2007.
- Harris, John. *One Blood: 200 Years of Aboriginal Encounter with Christianity: A Story of Hope*. Brentford Square: Concilia, 2013 (Kindle Edition).
- Hughes, Philip. "Immigration and its continuing impact on religion in Australia" [online]. *Pointers: Bulletin of the Christian Research Association*, Vol. 27, No. 4, Dec 2017: 1-6.
- Manley, Ken. *From Woolloomooloo to 'Eternity': A History of Australian Baptists*. 2 vols. Milton Keynes: Paternoster, 2006.
- O'Brien, Anne. *God's Wiling Workers: Women and Religion in Australia*. Sydney: University of Sydney Press, 2005.
- O'Farrell, Patrick. *The Catholic Church and Community in Australia: A History*. Sydney: New South Wales University Press, 1992.
- Parker, David (ed). *Pressing On with the Gospel: The Story of Baptists in Queensland 1855-2005*. Brisbane: Baptist Historical Society of Queensland, 2005.
- Piggin, Stuart. *Spirit of a Nation: The Story of Australia's Christian Heritage*. Sydney: Strand, 2003.
- Piggin, Stuart & Robert D. Linder. *Attending to the National Soul: Evangelical Christians In Australian History, 1914-2014*. Clayton Vic: Monash University, 2020.
- Pike, D. *The Australian Dictionary of Biography*. Melbourne: MUP, 1966-98.
- Thompson, Roger. *Religion in Australia: A History*. Melbourne: Melbourne University Press, 2002.
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Course Unit Outline				
<b>Unit Code</b>				
H7270				
<b>Unit Name</b>				
Korean Protestant Churches: Their Story				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9 cp of History units				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit surveys the history of the Korean Protestant church. It provides a context for other theological and historical studies relating to the Korean Protestant 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>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Korean Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</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 significant personalities, groups and key developments in Korean Protestant church history</li> <li>2. analyse theological issue that have shaped the development of Korean Protestantism</li> <li>3. interpret primary historical documents pertaining to the development of the Korean Protestant church</li> <li>4. incorporate primary and secondary historical sources into the development of a cogent historical narrative</li> <li>5. apply lessons learnt from history to the present experience of the Korean Protestant church in Korea and abroad.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The beginning of the Korean Protestant churches</li> <li>2. The missionaries and the leaders of early Korean churches</li> <li>3. The 1907 Great Revival of the Korean church</li> <li>4. Church and State under Japanese colonial rule</li> <li>5. Imposition of Shinto shrine Worship</li> <li>6. Emancipation and conflict in the Korean churches</li> <li>7. Theological controversy over Liberalism</li> <li>8. Confrontation over the World Council of Churches</li> <li>9. Reunion and fracturing/Division</li> <li>10. Church and State after 1945</li> <li>11. Growth and schism in the Korean churches</li> <li>12. Future of the Korean Protestant Church.</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
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. Analysis of the contribution of a significant person in the history of the Korean Protestant church [Outcomes 1, 3]</li> <li>2. Analysis of the major events and issues that shaped the history of the Korean Protestant church [Outcomes 1, 2, 3, 4]</li> <li>3. Analysis of the present situation of the Korean Protestant church in the light of its historical development [Outcomes 1, 2, 4, 5]</li> </ol>
Representative References
<p>Blair, William and Bruce Hunt. <i>The Korean Pentecost and the Sufferings Which Followed</i>. Edinburgh: The Banner of Truth Trust, 1977.</p> <p>Centurial Anniversary Book Publishing Committee of Chongshin University. <i>Centurial History of Chongshin University. Vol. 1. History</i>. Seoul: Chongshin University Press, 2002.</p> <p>General Assembly of Korean Presbyterian Church ed. <i>Who are we? Where are we going? Forum Material for 100 Anniversary of the Assembly</i>. GAPC. 2012</p> <p>History Book Publishing Committee of Korean Presbyterian Church. <i>Centurial History of Korean Church</i>. Seoul: Korean Presbyterian Church Press, 1992.</p> <p>Huh, Soon-Gil. <i>History of Korean Presbyterian Church</i>. Seoul: History Book Publishing Committee of the General Assembly of the Presbyterian Church in Korea. 2002.</p> <p>Jang, Dong-Min. <i>Studies on Theology of Hyung-Yong Park</i>. Seoul: Institute of Korean Church History, 1998.</p> <p>Johnson, Todd M, and Gina A Zurlo (eds). 'North Korea', 'South Korea', <i>World Christian Encyclopedia</i>. Third Edition. Edinburgh: Edinburgh University Press, 2020.</p> <p>Kim, In-Soo. <i>Centurial History of Presbyterian College and Theological Seminary</i>. Seoul: Presbyterian College and Theological Seminary, 2002.</p> <p>Kim, Seung-Tae. <i>Historical Regrets on Korean Church</i>. Seoul: Dasan Gulbang, 1994.</p> <p>Min, Kyong-Bae. <i>A History of Christian Churches in Korean</i>. Seoul: Yonsei University Press, 2005.</p> <p>Lee, Sang-Kyu and Soo-Kyung Choi (eds). <i>Rev. Sang-Dong Han: His Life and Faith</i>. Seoul: Geulmadang, 2000.</p> <p>Park, Chung-Shin, <i>Protestantism and Politics in Korea</i>. Seattle: University of Washington Press, 2009</p> <p>Park, Eung-Kyu. <i>Critical Biography on Bruce Hunt</i>. Seoul: Gurishim, 2003.</p> <p>Park, Myung-Soo. <i>Studies on Revival Movement in Korean Church</i>. Seoul: Institute of Korean Church History, 2003.</p> <p>Park, Sangyil, <i>Korean Preaching, Han, and Narrative</i>. New York: Peter Lang, 2008</p> <p>Park, Yong-Kyu. <i>History of the Korean Christian Church</i>. Seoul: The Word of Life Press, 2004.</p> <p>Ryu, Dae Young. <i>A History of Protestantism in Korea</i>. London: Routledge, 2022.</p> <p>Seo, Yong-Il. <i>Yun-Sun Park's Studies on Reformed Theology</i>. Seoul: Institute of Korean Church History, 2000.</p> <p>Yu, K Kale. <i>Understanding Korean Christianity: Grassroot Perspectives on Causes, Culture, and Responses</i>. Eugene: Pickwick, 2019.</p>
Date CUO approved by Academic Board: 4 April 2022 (by report)

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Course Unit Outline				
<b>Unit Code</b>				
H7272				
<b>Unit Name</b>				
Australian Catholics: Their Story				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9 cp of H units				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides a survey of the history of the Catholic Church in Australia and a context for other theological studies relating to the Australian 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>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>37) identify key developments in Australian Catholic history</p> <p>38) analyse issues which influenced the life of the Australian Catholic Church from 1788 to the present</p> <p>39) interpret primary historical documents pertaining to the development of the Catholic Church in Australia</p> <p>40) incorporate primary and secondary historical sources into a cogent historical narrative pertaining to Australian Catholic history</p> <p>41) apply lessons learnt from the history of the Catholic Church in Australia to an understanding of their own personal religious history.</p>
<b>Content</b>
<p>13. Foundations of the Catholic Church in Australia to c.1830</p> <p>14. Benedictinism and the Irish influence</p> <p>15. 'Australianising' the Church after c.1920</p> <p>16. Aborigines, migrants and the Church</p> <p>17. Vatican II, reception and change</p> <p>18. Church-state relationships and anti-Catholicism</p>
<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> <p>68. Written analysis of a primary document, using an appropriate method of historical inquiry. [Outcomes 1, 3]</p> <p>69. Analysis of the major events and contributions of leading people in the history of the Catholic Church in Australia [Outcomes 1, 2, 3, 4]</p> <p>70. Written presentation exploring a theme, issue, person or entity of significance to the Catholic Church in Australia [Outcomes 1, 2, 4, 5]</p>

### Representative References

- Breward, Ian. *A History of the Churches in Australasia*. Oxford: OUP, 2001.
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- Griffin, James. *Daniel Mannix: Beyond the Myths*. Melbourne: Garratt Publishing, 2012.
- Henderson, Gerard. *Santamaria: A Most Unusual Man*. Carlton: Miegunyah Press, 2015.
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- Luttrell, John. *Norman Thomas Gilroy: An Obedient Life*. Strathfield: St Pauls Publications, 2017.
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- O'Farrell, Patrick. *Documents in Australian Catholic History*. 2 vols. London: Geoffrey Chapman, 1969.
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Course Unit Outline				
<b>Unit Code</b>				
H7273				
<b>Unit Name</b>				
New Zealand Catholics: Their Story				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9 cp of H units				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides a survey of the history of the Catholic Church in New Zealand and a context for other theological studies relating to the New Zealand 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>identify and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may serve as part of a Major or Sub-major in Church History 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>• expanding and deepening the critical study of a broad and coherent body of historical knowledge related to the development of the Christian church</li> <li>• developing critical thinking in evaluating complex ideas and understanding historical concepts</li> <li>• applying historical knowledge and understanding to the contemporary dynamics of church structures and perspectives.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>42) Identify key developments in New Zealand Catholic history</p> <p>43) analyse issues and groups who have influenced the life of the New Zealand Catholic Church from 1788 to the present</p> <p>44) interpret primary historical documents pertaining to the development of the Catholic Church in New Zealand</p> <p>45) incorporate primary and secondary historical sources into the development of a cogent historical narrative</p> <p>46) apply lessons learnt from the history of the Catholic Church in New Zealand to an understanding of their personal religious history.</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Catholic Missionaries in Oceania and NZ to 1840</li> <li>2. The Mission to the Maori 1838 – 1850</li> <li>3. 1840 <i>Te Tiriti O Waitangi</i> and the Church to 1850</li> <li>4. New Zealand Wars and Maori Christianity</li> <li>5. The Irish-New Zealand Catholic Church</li> <li>6. The Education Question and Sectarianism</li> <li>7. The Church During the World Wars (1914-1918; 1939-1945)</li> <li>8. Social Questions: The Depression, Prohibition, Secularism</li> <li>9. Vatican II and its Reception</li> <li>10. The Catholic Church within New Zealand Christianity</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>71. Written analysis of a primary document, using an appropriate method of historical inquiry. [Outcomes 1, 3]</li> <li>72. Analysis of the major events and contributions of leading people in the history of the Catholic Church in New Zealand [Outcomes 1, 2, 3, 4]</li> <li>73. Presentation exploring a theme, issue, person or entity of significance to the Catholic Church in New Zealand [Outcomes 1, 2, 4, 5]</li> </ol>

### Representative References

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- Orange, Claudia. *The Treaty of Waitangi*. 2<sup>nd</sup> ed., Auckland: Bridget Williams Books, 2011.
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- Rice, Geoffrey W. *Black November: The 1918 influenza pandemic in New Zealand*. 2<sup>nd</sup> ed., Christchurch: Canterbury University Press, 2005.
- Sanderson, K. 'Maori Christianity on the East Coast 1840-1870', *NZJH*, October 1983.
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- Sneddon, Patrick. *Pakeha and the treaty: Why it's our treaty too*. Auckland: Random House, 2005.
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Course Unit Outline			
<b>Unit Code</b>			
L7101			
<b>Unit Name</b>			
Introduction to Christian Worship			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
L5101 Introduction to Christian Worship			
<b>Curriculum Objective</b>			
This course unit introduces students to concepts that provide a foundation for the study of Christian worship.			
<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>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>
<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>			✓
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

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

The unit contributes to these awards by:

- developing knowledge and understanding of biblical and theological bases  
Christian liturgical worship forms
- critically evaluating various liturgical forms of worship
- 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:

- 75) Demonstrate a knowledge of the biblical, theological, cultural and historical foundations for the practice of Christian worship within a particular tradition
- 76) Articulate the current issues within Christian worship
- 77) Use and evaluate a wide range of liturgical resources
- 78) Prepare and conduct a range of liturgical services
- 79) Differentiate the riches of the Christian liturgical traditions

### Content

- 74. The biblical basis for Christian worship
- 75. The theology of Christian worship
- 76. The role of culture in the development of worship
- 77. The historical developments in Christian worship
- 78. Current issues in Christian worship
- 79. 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. Student preparation and presentation of liturgical services or tutorial on selected topics [Outcomes 1,2,3]
2. A discussion of the historical sources of Christian worship and their relevance to contemporary liturgical practices [Outcomes 1,2,3]
3. An engagement with the wide range of liturgical sources [Outcomes 2,4,5]

Representative References
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| <p>47) Anagnostopoulos, Stephanos K. <i>An interpretation of the Divine Liturgy based on actual events and experiences of holy priests, monks and lay people</i>. Piraeus, Greece: The author, 2008.</p> <p>48) Calivas, A.C. <i>Essays in Theology and Liturgy – Vol.3: Aspects of Orthodox Worship</i>. Brookline, MA: Holy Cross Orthodox Press, 2003.</p> <p>49) Francis, Mark R. <i>Local Worship, Global Church: Popular Religion and the Liturgy</i>. Collegeville: Liturgical Press, 2014.</p> <p>50) Irwin, Kevin. <i>Context and Text: A Method for Liturgical Theology</i>. Collegeville: Liturgical Press Academic, 2018.</p> <p>51) Jevtic, Atanasije. <i>Christ the New Pasha: The Divine Liturgy</i>. Trebinje, Belgrade, Serbia: Chilander, Ostrog &amp; Tudros Monasteries, 2007.</p> <p>52) Johnson, Lawrence, J. <i>Worship in the Early Church: An anthology of historical sources (In 4 volumes with a CD)</i>. Collegeville, Minnesota: Liturgical Press, 2009.</p> <p>53) Latkocich, Sallie &amp; Peter C. Phan, eds. <i>Worship and Church: An Ecclesial Liturgy</i>. New York: Paulist, 2019.</p> <p>54) Pitt, David A., Stefanos Alexopoulos &amp; Christian McConnell, eds. <i>A Living Tradition: On the Intersection of Liturgical History and Pastoral Practice</i>. Collegeville: Liturgical Press, 2012.</p> <p>55) Senn, Frank C. <i>Introduction to Christian Liturgy</i>. Minneapolis, Fortress, 2012.</p> <p>56) Taft, R F. <i>Through Their Own Eyes: Liturgy as the Byzantines Saw It</i>. Berkeley, CA: Interorthodox Press, 2006.</p> <p>57) Wainwright, Geoffrey &amp; Karen Westerfield Tucker, eds. <i>The Oxford Handbook of Christian Worship</i>. Oxford: Oxford University Press, 2006.</p> <p>58) White, James. <i>Introduction to Christian Worship: Descriptive and Interpretive Sources</i>. Nashville: Abingdon, 2001.</p> |
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Course Unit Outline	
<b>Unit Code</b>	
L7210	
<b>Unit Name</b>	
Introduction to Preaching	
<b>Unit Weighting</b>	
9 credit points	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
L5110 Introduction to Preaching	
<b>Curriculum Objective</b>	
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.	
<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 christian life and ministry</i>	<i>engage with contemporary literature in the critical analysis of christian 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>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>				✓	



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit within the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• developing technical and theological knowledge related to forms of liturgical preaching</li> <li>• critically analysing various approaches to liturgical preaching</li> <li>• providing opportunities to perform with technical and creative skills in presenting liturgical preaching.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>80) Demonstrate an understanding of the theological framework of the homily/sermon</p> <p>81) Demonstrate a sound knowledge of the place of the homily/sermon in Christian worship</p> <p>82) Analyse different communication styles in oral communication</p> <p>83) Identify different preaching styles for a variety of pastoral settings</p> <p>84) Prepare, deliver and evaluate a homily/sermon in two different pastoral contexts</p>
<b>Content</b>
<p>80. The definition of preaching/ homiletics</p> <p>81. Brief history of preaching/ homiletics</p> <p>82. The language of preaching/ homiletics including story and technology</p> <p>83. Text selection and exegesis of texts for preaching/ homiletics</p> <p>84. Sermon structures – introductions, outlines, dominant thought, conclusions</p> <p>85. Preaching style and delivery taking account of context, listeners, and medium.</p> <p>86. Evaluation of preaching</p>
<b>Required Specialist Facilities or Equipment</b>
Recording device
<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. Apply theological and theoretical principles to distinguish quality preaching of homilies/sermons [Outcome 1, 3]</li> <li>2. Outline critical features of quality preaching/homiletics [Outcomes 1, 2, 3, 4]</li> <li>3. Prepare and deliver sermons/homilies [Outcome 4, 5]</li> </ol>

Representative References
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| <p>59) Beaudoin, Tom, Marva Dawn et al. <i>Proclaiming the Gospel in a Wired World: The 2001 Princeton Lectures on Youth, Church and Culture</i>. Princeton, PTS, 2001.</p> <p>60) Boisclair, Regina A. <i>The Word of the Lord at Mass: Understanding the Lectionary</i>. Chicago: Liturgy Training Publications, 2015.</p> <p>61) Brueggemann, Walter. <i>The Word Militant: Preaching a Decentering Word</i>. Minneapolis, MN: Fortress Press, 2010.</p> <p>62) Foley, Edward, ed. <i>A Handbook for Catholic Preaching</i>. Collegeville: Liturgical Press, 2016.</p> <p>63) Martin, Lee Roy. <i>Toward a Pentecostal Theology of Preaching</i>. Cleveland TN: CPT Press, 2015.</p> <p>64) Mitman, F. Russell. <i>Preaching Adverbially</i>. Grand Rapids MI: Eerdmans, 2018.</p> <p>65) Mulligan, Mary Alice. <i>Believing in Preaching: What Listeners Hear in Sermons</i>. St Louis, Chalice, 2005.</p> <p>66) Quicke, Michael J. <i>Preaching as Worship: An Integrative Approach to Formation in Your Church</i>. Grand Rapids MI: Baker Books, 2011.</p> <p>67) Radcliffe, Timothy, <i>Alive in God: A Christian Imagination</i>. London: Bloomsbury Continuum, 2019.</p> <p>68) Scirghi, Thomas J. <i>Longing to See your Face: Preaching in a Secular Age</i>. Collegeville: Liturgical Press, 2017.</p> <p>69) Untener, Ken. <i>Preaching Better: Practical Suggestions for Homilists</i>. New York: Paulist, 1999.</p> <p>70) Whitfield, Joshua J. <i>The Crisis of Bad Preaching: Redeeming the Heart and Way of the Catholic Preacher</i>. Notre Dame IN: Ave Maria Press, 2019.</p> |
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Course Unit Outline			
<b>Unit Code</b>			
L7211			
<b>Unit Name</b>			
Preaching 2			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
L7210 Introduction to Preaching			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
L5111 Preaching 2			
<b>Curriculum Objective</b>			
This course unit examines preaching in its social and cultural 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>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>
<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>	✓		✓
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

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

The unit contributes to these awards by:

- extending technical and theological knowledge related to forms of liturgical preaching
- critically analysing various approaches to liturgical preaching in a variety of cultural contexts
- providing opportunities to perform with technical and creative skills in presenting liturgical preaching.

### Learning Outcomes

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

- 85) appraise contemporary social and cultural contexts extrapolate future trends, and comment on the place of preaching
- 86) analyse the principles underlying effective preaching in particular contexts
- 87) design sermons or homilies incorporating variations in style and structure
- 88) critique sermons or homilies with reference to their social and cultural context
- 89) preach sermons or homilies that effectively communicate in different contexts

### Content

1. Contextual issues in preaching, including online preaching
2. 21<sup>st</sup> Century: post-modern, post-structural, pseudo-modern?
3. Styles of preaching: cognitive and affective; inductive and deductive
4. Structures in preaching: declarative, pragmatic, narrative, visionary, integrative
5. Communication techniques and context; use of new media

### 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:

13. Analyse recent writing on the social and cultural context and trends [Outcome 1, 4]
14. Demonstrate a coherent theological understanding of effective preaching and cultural context [Outcome 2, 3]
15. Apply the basic principles of contextual preaching to one or more pastoral contexts [Outcome 2, 3, 5]

### 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. 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.
10. Shanahan, James. *Media Effects: A Narrative Perspective*. Cambridge: Polity, 2020.
11. Sparks, Glenn G. *Media Effects Research: A Basic Overview*. Boston: Cengage Learning, 2015.

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Course Unit Outline				
<b>Unit Code</b>				
L7220				
<b>Unit Name</b>				
Music in Worship				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
L7101 Introduction to Christian Worship				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
L7221 Eastern Christian Hymnology				
<b>Curriculum Objective</b>				
This Unit offers a foundation for the use of music in a Christian tradition, through a practical approach in worship.				
<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>
<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>	✓			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit within the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• developing technical and theological knowledge related to the role of music in culture and liturgy</li> <li>• critically analysing various approaches to the use of music in liturgical worship</li> <li>• providing opportunities to perform with technical and creative skills in incorporating music in worship.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>90) critically assess the influence of both Christian traditions and the broader culture in shaping the place of music in worship</p> <p>91) articulate a sound comprehension of the breadth of liturgical music within a tradition</p> <p>92) select and use appropriate music for worship within a tradition</p> <p>93) sketch a frame for applying music in worship</p> <p>94) observe, appreciate and respond empathetically to the role of music in Christian spirituality and worship</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The effect of music on the worshipper</li> <li>2. History and theology of music in a church tradition</li> <li>3. The influence of the surrounding culture in giving shape to church music; and the impact of church music on culture</li> <li>4. Role of music in worship</li> <li>5. Styles of music in worship and their practical application</li> <li>6. The spirituality of music in worship</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>16. Analyse the framework of the music in Christian worship [Outcomes 1, 2, 4]</li> <li>17. Apply a practical understanding of appropriate music for a liturgical service [Outcomes 3, 4]</li> <li>18. Evaluate the musical selections and performance in a liturgical service [Outcome 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1. Arnold, Jonathan. <i>Music and Faith: Conversations in a Post-secular Age</i>. Woodbridge, Suffolk: Boydell Press, 2019.</li> <li>2. Breedlove, Jennifer Kerr &amp; Paul Turner. <i>Guide for Music Ministers</i>. Chicago: Liturgy Training Publications, 2010.</li> <li>3. Hawkey, James, Ben Quash &amp; Vernon White, eds. <i>God's Song and Music's Meaning: Theology, Liturgy and Musicology in Dialogue</i>. New York: Routledge, 2019.</li> <li>4. Ingalls, Monique M. &amp; Amos Young. <i>The Spirit of Praise: Music and Worship in Global Pentecostal-Charismatic Christianity</i>. University Park PA: Penn State University Press, 2015.</li> <li>5. Leach, John. <i>Wisdom for Worship Bands: Advice from Unexpected Places</i>. Cambridge: Grove Books, 2019.</li> <li>6. Lungu, N. et al. <i>A Guide to the Music of the Eastern Orthodox Church</i>, Brookline: Holy Cross Orthodox Press, 1984.</li> <li>7. Routley, Erik &amp; Paul A. Richardson. <i>Panorama of Christian Hymnody</i>. Chicago: GIA Publications, 2005.</li> <li>8. Ruff, Anthony. <i>Sacred Music and Liturgical Reform: Treasures and Transformations</i>. Chicago: Hillenbrand Books, 2007.</li> <li>9. Strapert, Calvin R. <i>A New Song for an Old World, Musical Thought in the Early Church</i>, Grand Rapids/Cambridge: WM. B. Eerdmans Publishing Co. 2007.</li> <li>10. Strunk, Oliver. <i>Source Readings in Music History</i>, New York: W.W. Norton &amp; Co., (Revised Edition) 1998.</li> <li>11. Thornton, Daniel. <i>Meaning-making in the Contemporary Congregational Song Genre</i>. Cham: Palgrave Macmillan, 2021.</li> <li>12. Wagner, Thomas. <i>Music, Branding, and Consumer Culture in Church: Hillsong in Focus</i>. New York: Routledge, 2020.</li> </ol> |
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Course Unit Outline			
<b>Unit Code</b>			
L7221			
<b>Unit Name</b>			
Eastern Christian Hymnology			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
L7220 Music in Worship			
<b>Curriculum Objective</b>			
This course unit develops the theology and liturgical practices of hymnody in worship and theology.			
<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>		✓	
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit is an Advanced Elective unit within the Discipline of Theology (Liturgy). It may serve as part of a Major or Sub-major in Theology or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing technical and theological knowledge related to the role of hymnody in Eastern liturgy
- critically analysing various approaches to the use of hymnody in liturgical worship
- providing opportunities to perform with technical and creative skills in incorporating hymnody in worship.

### **Learning Outcomes**

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

- 1) demonstrate sound knowledge of the historical development of hymnology
- 2) demonstrate a clear understanding of various hymnological concepts
- 3) analyse hymns in terms of theological content, poetical form and musical structure
- 4) interpret hymns in their liturgical setting
- 5) display an appreciation of the beauty and aesthetics of hymnology

### **Content**

- 1) The historical development of hymnology: early Christian origins, Aramaic sources and development; Coptic sources and creativity Byzantine creativity
- 2) The diachronic importance of the Psalter
- 3) Patristic commentary on the ethos and theology of hymnology
- 4) *Logos* and *melos*: the interplay of words and music
- 5) Poetical forms: antiphons, alphabetic acrostics, kontakia, canons and other troparia
- 6) The invention of the liturgical musical systems and the stages in its development
- 7) Personalities: St Romanos the Melodist, St John of Damascus, and the Studites

### **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. Engage critically with primary and secondary sources [Outcomes 1, 2, 3]
2. Identify and analyse the hymnological, poetic, and/or musical aspects of a body of hymnal text [Outcomes 2, 3, 5]
3. Interpret and communicate the key concepts and ideas conveyed by selections of hymnology [Outcomes 3, 4, 5]

### **Representative References**

- 6) Brock, S. P. "Syriac Liturgical Poetry — A Resource for To-day." *The Harp*, 8 (1995), pp. 62–67.
- 7) Brock, S. P. "Syriac Writers from Beth Qatraye." *Aram*, 11/12 (1999/2000), pp. 85–96.
- 8) Conomos, Dimitri. *Byzantine Hymnography and Byzantine Chant*. Brookline, MA: Hellenic Press, 1984.
- 9) Delechrestos, D.K. *Typikon: Hymnology, Liturgics, and the History of Byzantine Ecclesiastical Music* [in Greek]. 2<sup>nd</sup> ed. Larissa, 2002.
- 10) Giannopoulos, E.S. *The Psaltic Art: Logos and Melos in the Worship of the Orthodox Church* [in Greek]. Thessalonica: University Studio Press, 2004.
- 11) Konstantinidou, M. *Theoretical Manual of Byzantine Music* [in Greek]. Thessalonica: Altintzes Publishing, 1996.
- 12) Papadopoulos, G.I. *Historical Survey of Byzantine Ecclesiastical Music* [in Greek]. 3 vols. Athens: Aegean Publishing, 1992/1994/1997.
- 13) Strunk, William Oliver. *Essays on Music in the Byzantine World*. New York: Norton, 1977.
- 14) Tolika, O. *Concise Encyclopaedia of Byzantine Music* [in Greek]. Athens: European Research Centre, 1993.
- 15) Velimirovic, M (ed.). *Studies in Eastern Chant*. Crestwood, NY: SVS Press, 1979.
- 16) Von Gardner, J. *Orthodox Worship and Hymnography*. Crestwood, NY: SVS Press, 1980.
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**CUO approved by Academic Board: 21 Feb 2022 (by report); Revision: 3 July 2023**

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Course Unit Outline				
<b>Unit Code</b>				
L7250				
<b>Unit Name</b>				
Liturgical Rites				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
L7100 Introduction to Christian Worship				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit builds on the Introduction to Worship with a particular focus on rites other than those of Christian initiation. It enables sacramental and non-sacramental Christian traditions to study the role of rites in their ecclesial life.				
<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>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>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>	✓		✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in within the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-major in 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>• extending knowledge and understanding of biblical and theological bases Christian liturgical rites</li> <li>• critically analysing various liturgical rites in worship</li> <li>• providing opportunities to engage creatively in the performance of Christian rites.</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>4. demonstrate a sound knowledge of history, structure, and symbolism of particular rites</li> <li>5. explain the spiritual richness and transformative power of liturgical rites</li> <li>6. employ a ritual framework to devise rites and sacramental expressions where required.</li> <li>7. Give appropriate pastoral expression to liturgical rites</li> <li>8. participate with greater intellectual and spiritual awareness in the worship and mysteries of the Church</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>6) The range of ecclesial rites and sacramental expressions drawn from worship books and ecclesial traditions and emerging pastoral needs</li> <li>7) History, structure and symbolism of particular rites/sacramental expressions</li> <li>8) Planning and leading particular rites</li> <li>9) The nexus between pastoral context and ritual application</li> <li>10) The relationship between Christian ritual/sacramental expression and contemporary culture, e.g. reconciliation</li> <li>11) The development of new rites/sacramental expressions to meet emerging needs, e.g. workplace closure.</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Analyse recent writing on Christian rites or sacramental expressions [Outcomes 1, 2]</li> <li>2. Present a coherent theological understanding of the transformative power of Christian rites in relation to ecclesial life [Outcomes 2, 3, 5]</li> <li>3. Apply the basic principles of liturgical theology to one or more pastoral contexts [Outcomes 3, 4, 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>9. Allen, O. Wesley Jr. <i>Protestant Worship: A Multisensory Introduction for Students and Practitioners</i>. Nashville: Abingdon Press, 2019.</li> <li>10. Bradshaw, Paul and John Mellow. <i>Foundations in Ritual Studies</i>. Grand Rapids MI: Baker Academic, 2007.</li> <li>11. Burns, Stephen. <i>Worship and Ministry: Shaped Towards God</i>. Preston VIC: Mosaic Press, 2012.</li> <li>12. Cooke, Bernard and Gary Macy. <i>Christian Symbol and Ritual: An Introduction</i>. Oxford/New York: Oxford University Press, 2005.</li> <li>13. Geldhof, Joris. <i>Liturgy and Secularism: Beyond the Divide</i>. Collegeville, MN: Liturgical Press Academic, 2018.</li> <li>14. Grainger, Roger. <i>The Drama of The Rite: Worship, Liturgy and Theatre Performance</i>. Brighton UK: Sussex Academic Press, 2009.</li> <li>15. Nichols, Aidan. <i>Lost In Wonder: Essays on Liturgy and The Arts</i>. Farnham, Surrey: Ashgate, 2011.</li> <li>16. O'Brien, Glenn. <i>Christian Worship: A Theological and Historical Introduction</i>. Preston VIC: Mosaic Press, 2013.</li> <li>17. O'Loughlin, Thomas. <i>The Rites and Wrongs of Liturgy: Why Good Liturgy Matters</i>. Collegeville: Liturgical Press, 2018.</li> <li>18. Peterman, Janet S. <i>Speaking to Silence: New Rites for Christian Worship and Healing</i>. Louisville KY: Westminster John Knox Press, 2007.</li> <li>19. Ramshaw, Gail. <i>Christian Worship: 100,000 Sundays of Symbols and Rituals</i>. Minneapolis MN: Fortress Press, 2009.</li> <li>20. Usher, Anton. <i>Replenishing Ritual: Rediscovering the Place of Rituals in Western Christian Liturgy</i>. Milwaukee WI: Marquette University Press, 2010.</li> </ol> |
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CUO approved by Academic Board: 21 Feb 2022 (by report)
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Course Unit Outline				
<b>Unit Code</b>				
M7100				
<b>Unit Name</b>				
Introduction to 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 missiology as an academic discipline, providing them with an overview of key biblical, cultural, historical, and strategic aspects of mission. It exposes students to various expressions of Christian mission and alerts them to the challenges of communicating the gospel message cross-culturally.				
<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>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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓

<b>Contribution to Award</b>
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<p>The unit forms part of the SCD awards at AQF Level 7.</p>
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<p>The unit serves as an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major in the Discipline of Christian Life and Ministry or as an Elective unit within the overall structure of the award.</p>
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<p>The unit contributes to these awards by:</p>
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| <ul style="list-style-type: none"> <li>• developing a broad and coherent knowledge of biblical, theological, and cultural bases of contemporary world mission</li> <li>• developing the skills to identify, analyse and act upon information in the exercise of critical thinking and judgement</li> <li>• providing opportunities to exercise initiative and judgement in planning and decision making in applied ministry.</li> </ul> |
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<b>Learning Outcomes</b>
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<p>At the end of this unit students will be able to:</p>
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| <ol style="list-style-type: none"> <li>1) explain the biblical and theological basis of Christian mission in relation to the <i>missio dei</i></li> <li>2) delineate key historical, cultural and strategic perspectives related to the practice of world mission</li> <li>3) evaluate strategies to strengthen local church involvement in world mission within a given or selected context</li> <li>4) analyse recent expressions of Christian mission from theological, cultural and/or strategic perspectives</li> <li>5) apply perspectives covered in this unit to the practice of mission and/or evangelism in a specific context.</li> </ol> |
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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
Students should normally have opportunity to meet and hear directly from people engaged in mission
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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1) A biblical/theological basis for mission to a contemporary context relevant to the student. [Outcomes 1, 3 and 5]</li> <li>2) Evaluate strategies for strengthening local church involvement in mission within a specific context. [Outcomes 3, 5]</li> <li>3) Complete an analysis of one or more important cultural, historical or strategic issues in mission with application to recent expressions of Christianity. [Outcomes 2, 4 and 5]</li> </ol>

### Representative References

- 1) Abbott, Walter M. (ed). *Documents of Vatican II*. America Press, 1966.
- 2) Bosch, David. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books, 1991.
- 3) Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. IVP, 2006.
- 4) 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.
- 5) Hill, Jonathan. *The History of Christianity: The Early Church to the Reformation*. Oxford: Lion Hudson, 2020.
- 6) Hill, Jonathan. *The History of Christianity: The Age of Exploration to the Modern Day*. Oxford: Lion Hudson, 2020.
- 7) Johnson, Todd M and Gina A. Zurlo (eds). *World Christian Encyclopedia*. 3<sup>rd</sup> ed. Edinburgh: Edinburgh University Press, 2019.
- 8) Moreau, A Scott et al. *Introducing World Missions: A Biblical, Historical and Practical Survey*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 2015.
- 9) Moreau, A. Scott. *Contextualisation in World Missions: Mapping and Assessing Evangelical Models*. Kregal Publications, 2012.
- 10) Myers, B. *Walking with the Poor: Principles and Practices of Transformational Development*. Revised edition. Maryknoll, NY: Orbis. Dec. 2011.
- 11) Tennet, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-First Century*. Kregal Academic, 2010.
- 12) Terry, John Mark. ed. *Missiology: An Introduction to the Foundations, History, and Strategies of World Mission*. 2<sup>nd</sup> ed. Nashville: B&H Academic, 2015.
- 13) Thomas, N. (ed). *Classic Texts in Mission and World Christianity*. Maryknoll: Orbis, 1995.
- 14) 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>				
M7109				
<b>Unit Name</b>				
Introduction to 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 Biblically grounded and culturally adapted approaches to following Jesus in the contemporary context. It will investigate theories and practices of discipleship, spiritual transformation and disciple making for the 21 <sup>st</sup> century.				
<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>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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing a broad and coherent knowledge of biblical, theological, and cultural bases of contemporary approaches to discipleship</li> <li>• developing the skills to identify, analyse and act upon information in the exercise of critical thinking and judgement</li> <li>• providing opportunities to exercise initiative and judgement in planning and decision making in applied 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 Biblical foundations and theological issues relating to discipleship</li> <li>2) examine the influence of culture and society on disciple-making and the Christian response to such influence</li> <li>3) analyse approaches to making disciples in differing cultural and contextual situations</li> <li>4) develop a discipleship pathway for a given setting</li> <li>5) apply the principles of discipleship to a real or imagined context other than the student's own.</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>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) Present an argument for the contemporary relevance of Biblical practices of discipleship for spiritual transformation. [Outcomes 1, 4, 5]</li> <li>2) Analyse the impact of alternative models of disciple-making on personal and social transformation. [Outcomes 1, 2, 3]</li> <li>3) Design a discipleship pathway and critically reflect on the experience. [Outcomes 4, 5]</li> </ol>

Representative References
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|---|
| <ol style="list-style-type: none"> <li>1) Bell, R and Golden, D. <i>Jesus Wants to Save Christians</i>. Grand Rapids: Zondervan, 2008.</li> <li>2) Bonhoeffer, Dietrich. <i>The Cost of Discipleship</i>. London: SCM Press, 1995.</li> <li>3) English, J.T. <i>Deep Discipleship: How the Church Can Make Whole Disciples of Jesus</i>. B&amp;H Books, 2020.</li> <li>4) Frost, Michael, and Alan Hirsch. <i>The Shaping of Things to Come: Innovation and Mission for the 21st-Century Church</i>. Erina, NSW: Strand, 2003.</li> <li>5) Guder, Darrell L. <i>The Continuing Conversion of the Church</i>. Grand Rapids: Eerdmans, 2000.</li> <li>6) Kimball, Dan. <i>The Emerging Church: Vintage Christianity for New Generations</i>. Grand Rapids: Zondervan, 2003.</li> <li>7) Peterson, E. <i>The Jesus Way, a Conversation in Following Jesus</i>. Hodder and Stoughton, 2007.</li> <li>8) Putman, Jim. <i>real-life discipleship: building churches that make disciples</i>. NavPress, 2014.</li> <li>9) Scazzero, Peter. <i>Emotionally Healthy Discipleship: Moving from Shallow Christianity to Deep Transformation</i>. Harper Collins, 2021.</li> <li>10) Smith, J.B. <i>The Good and Beautiful God</i>, Downers Grove: IVP Books, 2009.</li> <li>11) Smith, J.B. <i>The Good and Beautiful Life</i>, Downers Grove: IVP Books, 2009.</li> <li>12) Smith, J.B. <i>The Good and Beautiful Community</i>, Downers Grove: IVP Books, 2010.</li> <li>13) Volf, M. <i>A Public Faith: How Followers of Christ Should Serve the Common Good</i>. Grand Rapids: Brazos Press, 2011.</li> <li>14) Willard, D. <i>Renovation of the Heart</i>. Downers Grove: IVP Press, 2002.</li> <li>15) Willard, D. <i>The Divine Conspiracy</i>. San Francisco: Harper Collins, 1998.</li> <li>16) Wright, N.T. <i>Simply Christian: Why Christianity Makes Sense</i>. San Francisco: Harper Collins, 2006.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
M7110				
<b>Unit Name</b>				
The Evangelising Mission of the Church				
<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 equips the student to understand how the practice of mission has evolved throughout the centuries in response to the changing needs of the world. It introduces students to contemporary theological perspectives and entry points for mission.				
<b>Contribution to Award</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>
<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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing a broad and coherent knowledge of biblical, theological, and historical bases of world mission</li> <li>• developing the skills to identify, analyse and act upon information in the exercise of critical thinking and judgement</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 biblical and theological basis of selected historical approaches to the task of world mission</li> <li>2) analyse specific theological concepts that underpin the practice of mission</li> <li>3) critique from a theological and biblical perspective selected models of mission and their influence on Church ministry practice</li> <li>4) reflect upon and assess the key understandings of mission in selected contemporary Church documents and practice</li> <li>5) apply a specific model of mission to the student's own ministry context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Biblical Foundations for Mission</li> <li>2) A History of Mission</li> <li>3) Contemporary Church Teaching on Mission</li> <li>4) Trinitarian basis of Mission and <i>Missio Dei</i></li> <li>5) The Holy Spirit, Jesus, the Reign of God and the Church</li> <li>6) Proclamation/witness &amp; Evangelism in Mission</li> <li>7) Other aspects of mission: e.g. prayer, justice, ecology, inculturation, dialogue &amp; reconciliation</li> <li>8) Contemporary entry points and strategies for mission</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 enable lecturers 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) Analyse specific approaches to the task of world mission from biblical, historical and theological perspectives. [Outcomes 1, 2]</li> <li>2) Review and critique missiological models and contemporary church practice. [Outcomes 3, 4]</li> <li>3) Prepare a model of missionary engagement relevant to the student's ministry context. [Outcome 5]</li> </ol>

### Representative References

- 1) Bevens, Stephen B & Roger P. Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, New York: Orbis Books, 2004.
- 2) Bevens, Stephen B & Roger P. Schroeder. *Prophetic Dialogue: Reflections on Christian Mission Today*. Maryknoll, New York: Orbis Books, 2011.
- 3) Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, New York: Orbis Books, 1991.
- 4) Gallagher, Robert L. and Paul Hertig. eds. *Contemporary Mission Theology: Engaging the Nations*. Maryknoll: Orbis Books, 2017.
- 5) Gittins, Anthony J. *Ministry at the Margins. Strategy and Spirituality for Mission*. Maryknoll, New York: Orbis Books, 2002.
- 6) Goheen, Michael W. *Introducing Christian Mission Today: Scripture, History and Issues*. Downers Grove: IVP Academic, 2014.
- 7) Kirk, J. Andrew. *What Is Mission? Theological Explorations*. London: Darton, Longman and Todd, 1999.
- 8) Moreau, A. Scott. *Contextualisation in World Missions: Mapping and Assessing Evangelical Models*. Kregal Publications, 2012.
- 9) Oborji, Francis Anekwe. *Concepts of Mission: The Evolution of Contemporary Missiology*. Maryknoll, New York: Orbis Books, 2006.
- 10) Senior, Donald & Carroll Stuhlmueller. *The Biblical Foundations for Mission*. London: SCM Press, 1983.
- 11) Tennet, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-First Century*. Kregal Academic, 2010.
- 12) Terry, John Mark. ed. *Missiology: An Introduction to the Foundations, History, and Strategies of World Mission*. 2<sup>nd</sup> ed. Nashville: B&H Academic, 2015.
- 13) Walls, Andrew & Cathy Ross (eds). *Mission in the 21<sup>st</sup> Century: Exploring the Five Marks of Global Mission*. Maryknoll, New York: Orbis Books, 2008.

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Course Unit Outline			
<b>Unit Code</b>			
M7143			
<b>Unit Name</b>			
Introduction to Islam			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit provides an introduction to Islam, the second largest religion in the world and a significant part of the context in which Christian mission is carried out today. Accordingly, it serves as a foundational unit in Missiology. It enables students to acquire the historical background necessary for understanding the impact of Islam in the modern world and the importance of Christian-Muslim relations in contemporary society.			
<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>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>
<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>	✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing a broad and coherent knowledge of theological and historical bases of Islam</li> <li>• developing the skills to identify, analyse and act upon information in the exercise of critical thinking and judgement</li> <li>• providing opportunities to engage effectively in inter-cultural dialogue.</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 a broad knowledge of the key persons, events and movements in the history of Islam</li> <li>2) explain the central elements of Islamic faith and practice</li> <li>3) engage in dialogue with Muslims in an informed, respectful and sensitive way</li> <li>4) analyse areas of compatibility and incompatibility between Islamic and Christian thought</li> <li>5) apply knowledge and skills to suggest ways to foster better relations between Christians and Muslims</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Pre-Islamic Arabia</li> <li>2) The life of the Prophet Muhammad</li> <li>3) The Development and Expansion of Islam</li> <li>4) The Holy Quran and the Sunnah (traditions)</li> <li>5) The Five Pillars of Islam and the Shari'ah (Islamic Law)</li> <li>6) Contemporary reform movements in Islam</li> <li>7) Christian-Muslim Relations over the centuries</li> <li>8) New opportunities for dialogue between Christians and Muslims in today's world</li> <li>9) Particular topics e.g. women in Islam, fundamentalism, Sunni, Shi'a, Sufism.</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 involve students:</p> <ol style="list-style-type: none"> <li>1) Reporting on a field activity that involves entering into a Muslim place of worship and engaging with a Muslim interlocutor. [Outcomes 3 and 5]</li> <li>2) Researching and writing a critical review of a recent scholarly book that treats a major person or theme in Islam. [Outcomes 1 and 2]</li> <li>3) Critically expounding a major theme in Islam and its relevance to contemporary society, especially in relation to Christian equivalents. [Outcomes 1, 2 and 4]</li> </ol>

### Representative References

- 1) Abdullah Saeed. *Islamic Thought: An Introduction*. London and New York: Routledge, 2006.
- 2) Berkey, Jonathan P. *The Formation of Islam: Religion and Society in the near East, 600-1800*. Edited by Patricia Crone, *Themes in Islamic History*. Cambridge: Cambridge University Press, 2003.
- 3) Brockopp, Jonathan E. (ed). *The Cambridge Companion to Muhammad*, Cambridge Companions to Religion. New York, NY: Cambridge University Press, 2010.
- 4) Brown, Daniel W. A. *New Introduction to Islam*. Third Edition. London: Wiley-Blackwell, 2017.
- 5) Denny, Frederick Mathewson. *An Introduction to Islam*. 4th ed. Upper Saddle River, NJ: Pearson Education, 2010.
- 6) Esack, Farid. *The Qur'an: A User's Guide*. Oxford: Oneworld Publications, 2005.
- 7) Esposito, John L. *The Future of Islam*. Oxford, New York: Oxford University Press, 2010.
- 8) Goddard, Hugh. "A History of Christian-Muslim Relations." In *Islamic Surveys*, edited by Carole Hillenbrand, Edinburgh: Edinburgh University Press, 2000.
- 9) Mattson, Ingrid. *The Story of the Qur'an: Its History and Place in Muslim Life*. Malden, MA; Oxford; Carlton, Vic: Blackwell Publishing, 2008.
- 10) Peterson, Daniel C. *Muhammad, Prophet of God*. Grand Rapids, Michigan/Cambridge, UK: William B. Eerdmans Publishing Company, 2007.
- 11) Salim, Ahmad Rashid. *Islam Explained: A Short Introduction to History, Teachings, and Culture*. Emeryville: Rockridge Press, 2020.

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Course Unit Outline			
<b>Unit Code</b>			
M7205			
<b>Unit Name</b>			
Paradigms for Contemporary Mission			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
18 credit points in any field			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit aims to introduce the student to the paradigm shifts required to recast the church in a genuinely missional stance in western cultural contexts.			
<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>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>
<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>	✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing a broad and coherent knowledge of the historical and cultural evolution of world mission</li> <li>• developing the skills to identify, analyse and act upon information in the exercise of critical thinking and judgement</li> <li>• providing opportunities to exercise initiative and judgement in planning and decision making in applied ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this course unit students should be able to:</p> <ol style="list-style-type: none"> <li>1) demonstrate a broad understanding of how the western church has responded to the major cultural shifts in its contexts</li> <li>2) explain the biblical, theological and cultural basis for a genuinely missional ecclesiology</li> <li>3) critically analyse a specific culture and identify points of contact with the gospel</li> <li>4) construct a genuinely missional ecclesiology and demonstrate how it would achieve relevance in a given society/community.</li> <li>5) Apply the lessons learnt in this unit to the 'remissionalisation' of the church.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Theological Considerations <ul style="list-style-type: none"> <li>• Christology and Incarnational Mission</li> <li>• Towards a Missional Ecclesiology</li> <li>• Justice and Integrity in Mission</li> </ul> </li> <li>2) Cultural Considerations and Mission <ul style="list-style-type: none"> <li>• Major Shifts in Modern History</li> <li>• Chaos and Complexity</li> </ul> </li> <li>3) Tools for Missional Revolution <ul style="list-style-type: none"> <li>• Viable Models Characteristics of the Missional Church</li> <li>• Action Learning Systems</li> <li>• Creativity and Imagination</li> </ul> </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, assessment of student achievement with respect to the Unit Outcomes will be based on their ability to:</p> <ol style="list-style-type: none"> <li>1) Analyse western cultural shifts and the church's response to them. [Outcomes 1, 3]</li> <li>2) Describe and analyse missional ecclesiology and its contribution to achieving relevance in the community. [Outcomes 2, 4]</li> <li>3) Develop a missional approach that has relevance in the current culture. [Outcomes 4, 5]</li> </ol>

### Representative References

- 1) Barker, Ashley. *Surrender All: Sub-merging with Christ*. Springvale: Urban Neighbours of Hope, 2005.
- 2) Bolger, Ryan. ***The Gospel after Christendom: New Voices, New Cultures, New Expressions***. Grand Rapids: Baker Books, 2012.
- 3) Frost, Michael. *The Road to Missional: Journey to the Center of the Church*. Grand Rapids: Baker, 2011.
- 4) Hill, Graham. *Salt, Light, and a City: Introducing Missional Ecclesiology*. Eugene, Oregon: Wipf & Stock, 2012.
- 5) Hirsch, Alan and Dave Ferguson. *On the Verge: A Journey into the Apostolic Future of the Church*. Grand Rapids, Zondervan, 2011.
- 6) Hirsch, Alan. *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos, 2007.
- 7) Kim, Grace Ji-Sun and Graham Hill, *Healing Our Broken Humanity*. Downers Grove: IVP, 2018.
- 8) McNeal, Reggie. *Kingdom Collaborators: Eight Signature Practices of Leaders that turn the World Upside Down*. Downers Grove: IVP, 2018.
- 9) Menzies, Andrew and Dean Phelan, *Kingdom Communities: Shining the Light of Christ through Faith, Hope and Love*. Melbourne: Morning Star, 2018.
- 10) Moynagh, Michael. *Church for Every Context: An Introduction to Theology and Practice*. London: SCM, 2012.
- 11) Murray, Stuart *Post-Christendom*. Carlisle, UK: Paternoster, 2004.
- 12) Newbigin, Lesslie *Foolishness to the Greeks: The Gospel & Western Culture*. Grand Rapids: Eerdmans, 1986.
- 13) Rah, Soong-Chan. *The Next Evangelicalism: Freeing the church from Western cultural captivity*. Downers Grove: IVP, 2009.
- 14) Roxburgh, Alan. *Missional: Joining God in the Neighbourhood*. Grand Rapids: Baker, 2011.
- 15) Roxburgh, Alan J. *Joining God, Remaking Church, Changing the World: The New Shape of the Church in our Time*. New York: Morehouse, 2015.
- 16) Sparks, Paul, Tim Soerens, and Dwight J Friesen. *The New Parish: How Neighborhood Churches Are Transforming Mission, Discipleship and Community*. Downers Grove, IL: IVP, 2014.

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Course Unit Outline			
<b>Unit Code</b>			
M7220			
<b>Unit Name</b>			
Anthropology for Christian 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 provides students with an understanding of culture and key insights from anthropology. It will help them use this knowledge in the service of Christian ministry and 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>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>
<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>	✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing a broad and coherent knowledge of anthropology and its relevance for contemporary world mission</li> <li>• developing the skills to identify, analyse and act upon information in the exercise of critical thinking and judgement</li> <li>• providing opportunities to exercise initiative and judgement in formulating an applied ethnography.</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 key anthropological concepts, categories, and terminology</li> <li>2) examine current methods and objectives of anthropological research</li> <li>3) utilise anthropological research methods within the context of Christian mission and/or ministry</li> <li>4) explore the relevance of anthropological perspectives to their own self-understanding, cross-cultural relationships and ministries</li> <li>5) apply anthropological concepts and research methods to the production of an ethnography based on field research.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Introduction to anthropology: the concept of culture; cultural differences; the nature of anthropology and its relation to other social sciences; different approaches to anthropology; the value of anthropology for Christian mission and other cross-cultural vocations; how anthropology can help us understand the Bible;</li> <li>2) Ways of looking at culture: Cultures as ecological systems; universals, commonalities and differences; Ways of classifying types of Society (e.g. "Hot- versus Cold-Climate Cultures; or Three Types of Society, following Service, Sahlins and Wolf, and Nida's work on applying this model to mission); Anthropological insights into aspects of our own culture and Christian subcultures.</li> <li>3) Research and description of culture: methods of anthropological research; how to plan and undertake a simple research project; different types of research (e.g., The New Ethnography – Ethnographic Semantics); photographs in research; the use of informants;</li> <li>4) Basic concepts in anthropology, e.g. worldview; form, function and meaning; status and stratification.</li> <li>5) Key categories in anthropology including life cycles and enculturation; acculturation; technology and the economy; kinship, marriage and family; language and non-verbal communication; political and social organisation; political and community organisation and leadership; magic, science and religion.; culture change.</li> <li>6) Application of anthropological understandings to cross-cultural Christian ministry culture shock and reverse culture shock; contextualisation; cultural factors that influence comprehension of the gospel, church-planting, leadership development, and mission-church relations.</li> </ol>



<b>Required Specialist Facilities or Equipment</b>
Students will need opportunity for some field research and to observe at least one cultural scene that is new to them.
<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) Apply anthropological insights to one's own relationships and ministry. [Outcomes 1 and 4]</li> <li>2) Analyse important concepts in cultural anthropology and apply these to mission. [Outcomes 1 and 3]</li> <li>3) Produce an ethnography based on field research. (i.e., study of a small local cultural scene, (not necessarily cross-cultural) as the aim is to practise using basic research methods). Students should be asked to use a particular research method. (Examples of a manageable 'cultural scene' are: an ethnic congregation, a Greek club, a Vietnamese restaurant, a school class, a club, a sports team, etc.) [Outcomes 1, 2 and 5]</li> </ol>
<b>Representative References</b>
<ol style="list-style-type: none"> <li>1) Bosch, D.J. <i>Transforming Mission</i>. Maryknoll, N.Y.: Orbis Books, 1991.</li> <li>2) Burn, Stephen and Clive Pearson (eds.). <i>Home and Away: Contextual Theology and Local Practice</i>. Eugene: Pickwick: Wipf and Stock, 2013</li> <li>3) Ferraro, Gary (ed.) <i>Classic Readings in Cultural Anthropology</i>. (2nd ed.) Wadsworth, 2008.</li> <li>4) Heider, Karl G. <i>Seeing Anthropology: Cultural Anthropology through Film (with Ethnographic Film Clips DVD) (4th edition)</i> UK: Allyn &amp; Bacon, 2006.</li> <li>5) Hiebert, Paul. <i>The Gospel in Human Contexts</i>, Grand Rapids: Baker Academic, 2009</li> <li>6) Hiebert, P.G. <i>Anthropological Insights for Missionaries</i> Grand Rapids, MI: Baker, 1985.</li> <li>7) Howell, Brian M. and Jenell Paris, <i>Introducing Cultural Anthropology: A Christian Perspective</i>. Baker Academic, 2019.</li> <li>8) Kraft, C.H. <i>Anthropology for Christian Witness</i>. Maryknoll, N.Y.: Orbis Books, 1996.</li> <li>9) Lessa, Wm A, and Vogt, Evon Z. <i>Reader in Comparative Religion: An Anthropological Approach</i>. (4th edn.) UK: Allyn and Bacon, 1997.</li> <li>10) Livermore, David. <i>Cultural Intelligence</i>. Baker Academic, 2009.</li> <li>11) Loewen, J.A. <i>The Bible in Cross-Cultural Perspective</i>. Pasadena, Calif.: William Carey Library, 2000.</li> <li>12) Malina, Bruce. <i>The New Testament World: Insights from Cultural Anthropology</i>. (3rd edn.) Westminster John Knox Press, 2001.</li> <li>13) Moreau, A. Scott, Evvy Hay Campbell, and Susan Greener. <i>Effective Intercultural Communication: A Christian Perspective</i>. Grand Rapids, MI: Baker Academic, 2014.</li> <li>14) Podolefsky, Aaron and Peter J. Brown. <i>Applying Cultural Anthropology: An Introductory Reader</i>. 9<sup>th</sup> Edition. Boston: McGraw Hill, 2012.</li> <li>15) Tucker, Frank. <i>Intercultural Communication for Christian Ministry</i>. Adelaide: Tabor College, 2011.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
M7227				
<b>Unit Name</b>				
Introduction to Intercultural 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 explores worldview and intercultural communication from theological and practical perspectives. It will help students understand their own worldviews and those of others and assist them in effective intercultural ministry and mission at home or abroad.				
<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>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>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>			✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing broad and coherent theoretical and technical knowledge related to the practice of intercultural ministry</li> <li>• developing the skills to review and analyse intercultural information and reflect on complex problems</li> <li>• providing opportunities to exercise initiative and judgement in planning and decision making in applied 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 concept of culture and foundational principles of intercultural communication</li> <li>2) demonstrate sound knowledge of the biblical, theological and theoretical frameworks of intercultural ministry</li> <li>3) evidence developing skill in analysing intercultural situations and discerning underlying assumptions and values</li> <li>4) develop strategies to cope with the complexities of intercultural ministry or mission</li> <li>5) apply a growing understanding of culture and worldview to the communication of Christian faith across cultural barriers</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Biblical precedents for intercultural communication and mission</li> <li>2) Developing a theology of intercultural ministry and mission</li> <li>3) Understanding culture and worldview; models of culture types</li> <li>4) Identifying and understanding one's own culture and worldview</li> <li>5) Culture shock and reverse culture shock</li> <li>6) Introduction to communication theory; dangers of miscommunication</li> <li>7) 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</li> <li>8) Contextualisation, indigenisation and enculturation in intercultural ministry and mission</li> <li>9) Dealing with prejudice, racism and intercultural conflict</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) Analyse intercultural communication dynamics observed in the field. [Outcome 3].</li> <li>2) Critically evaluate approaches to cross-cultural communication in the context of ministry or mission. [Outcomes 1, 2]</li> <li>3) Apply principles of cross-cultural communication to a specific ministry situation. [Outcomes 4 and 5].</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1) Davis, Charles A. <i>Making Disciples Across Cultures: Missional Principles for a Diverse World</i>. Downers Grove: IVP, 2015.</li> <li>2) Kraft, C.H. Ed. <i>Appropriate Christianity</i>. Pasadena, CA: William Carey Library, 2006.</li> <li>3) Hiebert, P.G. <i>Transforming Worldviews: An Anthropological Understanding of How People Change</i>. Grand Rapids: Baker Academic, 2008.</li> <li>4) Lane, Patty. <i>A Beginner's Guide to Crossing Cultures</i>. Downers Grove, IL: IVP, 2002.</li> <li>5) Lingenfelter, S. G. <i>Ministering Cross-Culturally: A Model for Effective Personal Relationships</i>. 3<sup>rd</sup> Edition. Grand Rapids: Baker Academic, 2016.</li> <li>6) Moreau, A. Scott, Evvy Hay Campbell and Susan Greener. <i>Effective Intercultural Communication: A Christian Perspective</i>. Grand Rapids: Baker Academic, 2014.</li> <li>7) Samovar, L.A.; Porter, R.E.; and McDaniel. E.R. <i>Intercultural Communication: A Reader</i>. Belmont, CA: Wadsworth, 2011.</li> <li>8) Shaw, R. D. and Van Engen, C. <i>Communicating God's Word in a Complex World</i>. Lanham: Rowman &amp; Littlefield, 2003.</li> <li>9) Stanislaus, Lazar T., and Martin Ueffing. <i>Intercultural Living: Explorations in Missiology</i>. Maryknoll: Orbis Books, 2018.</li> <li>10) Tucker, F. <i>Intercultural Communication for Christian Ministry</i>. Hove, South Australia: Frank Tucker, 2013.</li> <li>11) Winter, R.D. and S.C. Hawthorne. (eds.) <i>Perspectives on the World Christian Movement</i>. 4<sup>th</sup> Edition. Pasadena, CA: William Carey Library, 2009.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
M7228				
<b>Unit Name</b>				
Cross-Cultural Ministry Experience				
<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 a practical adjunct to their theoretical study and so to learn the significance of inter-cultural issues in a living and dynamic situation.				
<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>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>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>			✓	
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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:

- developing knowledge and understanding of theological, cultural, and logistical issues involved in cross-cultural mission
- critically analysing various forms of cross-cultural mission practice
- providing opportunities to exercise initiative and judgement in planning and decision making in a specific cross-cultural field experience.

### Learning Outcomes

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

- 1) Identify key issues involved in a specific cross-cultural ministry
- 2) Articulate coherently the implications for ministry of the interrelationships of culture and gospel within that culture
- 3) Analyse cultural elements in their own formation and propose adjustments needed for effectual cross-cultural ministry
- 4) Engage effectively in a range of supervised cross-cultural ministry experiences
- 5) Apply insights gained from the field experience to an actual or projected personal program in 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.

### 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:**

- 4) Identify and analyse cultural elements involved in the communication of the gospel. [Outcomes 1, 2, 3]
- 5) Reflect theologically and practically on the implications of cultural awareness for their own ministry. [Outcomes 2, 3, 5]
- 6) Engage effectively 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>				
M7240				
<b>Unit Name</b>				
Christian Perspectives on World Religions				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
18cp in Theology or (9cp in theology unit and 9cp in Mission)				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course presents information on the major world religions and explores Christian perspectives on these religions.				
<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>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>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>	✓		✓	
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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:

- developing broad and coherent theoretical and technical knowledge of the beliefs and practices of major world religions
- developing the skills to promote communication across inter-religious boundaries
- providing opportunities to exercise initiative and judgement in planning and decision making in applied ministry to adherents of different faiths.



<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 characteristics and functions of religion in society, and explore the relationship of major religions to the cultures and societies from which they emerged</li> <li>2. outline the history, beliefs, and practices of several world religions, comparing and contrasting these with Christian beliefs and practices</li> <li>3. construct a Christian theological approach to other religions that includes respect for alternative belief systems, and willingness, where appropriate, to learn from their insights</li> <li>4. evaluate strategies for dialogue and for sharing the Christian Gospel with adherents of the religions studied</li> <li>5. apply knowledge and strategies learned in this unit towards interaction with, and ministry among, adherents of other faiths</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Introduction: definitions and characteristics of religion; functions of religion in society; religion and multiculturalism in Australia or New Zealand.</li> <li>2. Religion and politics on the world scene; fundamentalisms, religion and terrorism;</li> <li>3. Christian Perspectives on other religions; Uniqueness of Christianity in a pluralistic world;</li> <li>4. Primal religion: General characteristics; the influence of primal religion on popular theology and practice in most major religions; Traditional Aboriginal or Maori religion.</li> <li>5. An overview of the history, cultural contexts, beliefs and practices of the following religions, with a study of selections from sacred texts:             <ol style="list-style-type: none"> <li>a. Hinduism, a league of religions;</li> <li>b. Buddhism: Theravada and Mahayana</li> <li>c. Traditional Chinese religions: Buddhism, Taoism, Confucian philosophy</li> <li>d. Islam: Sunni and Shia</li> </ol> </li> <li>6. Introduction to Inter-religious dialogue</li> <li>7. Christian ministry among people of other faiths</li> <li>8. According to context of the institution and student interest, some attention may also be given to other faiths, e.g., Judaism, Sikhism, Jainism, Shinto, etc</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Belief systems cannot be adequately studied from books alone. If possible, students should meet with adherents of other faiths, and visit at least one place of worship, shrine, religious festival, etc., in their own area.</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. An explanation of the function of religion in society with reference to a number of different religious practices. [Outcomes 1, 2]</li> <li>2. Comparison and contrast of aspects of Christian beliefs and practices with those of another religion, in the context of dialogue or mission. [Outcomes 2, 3]</li> <li>3. Evaluate strategies for dialoguing with adherents of other religions and prepare a personal theological approach for interaction and mission. [Outcome 3, 4, 5]</li> </ol>

### Representative References

1. Aslan, Alice. *Islamophobia in Australia*. Sydney, NSW: Agora Press, 2009.
2. Bilimoria, Purushottama. *The Hindus and Sikhs in Australia*. Canberra, ACT: Australian Government Publishing Service, 1996.
3. Burnett, David. *World of the Spirits: A Christian Perspective on Traditional Folk Religions*. Monarch Books, 2005.
4. Cooper, Derek. *Christianity and World Religions: An Introduction*. Phillipsburg: P & R Publishing, 2013.
5. "Declaration of the Relation of the Church to Non-Christian Religions - *Nostra Aetate*" in Abbott, W.M. (ed.) *Documents of Vatican II*. (Angelus Books) NY: Guild Press et al. 1966.
6. Dowley, Tim, and Christopher Partridge. Eds. *A Brief Introduction to Hinduism*. Revised Ed. Philadelphia: Fortress Press, 2019.
7. Hexham, Irving. *Encountering World Religions*. Grand Rapids, MI: Zondervan Academic, 2019.
8. Hinnells, John R. (ed.) *The Penguin Dictionary of Religions*. (2<sup>nd</sup> edn.) Penguin Books, 2003.
9. Kee-Fook Chia, Edmund. *World Christianity Encounters World Religions, A Summa of Interfaith Dialogue*. Collegeville, MN: Liturgical Press Academic, 2018.
10. Kung, Hans, 1928-. *Tracing the way: Spiritual Dimensions of the World Religions*. London: Continuum, 2002
11. Muck, Terry. *Christianity Encountering World Religions: the Practice of Mission in the Twenty-first Century*. Grand Rapids: Baker Academic, 2009.
12. Parshall, Phil. *Bridges to Islam: A Christian Perspective*. Authentic, 2007.
13. Partridge, Christopher (ed.) *The New Lion Handbook: the World's Religions*. (3<sup>rd</sup> edition) Oxford: Lion Hudson, 2007.
14. Volf, Miroslav. *A Common Word: Muslims and Christians on Loving God and Neighbor*. Grand Rapids: Eerdmans, 2010.

Also: Various editions of sacred books of other religions

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Course Unit Outline				
<b>Unit Code</b>				
M7240				
<b>Unit Name</b>				
Christian Perspectives on World Religions				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
18cp in Theology or (9cp in theology unit and 9cp in Mission)				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course presents information on the major world religions and explores Christian perspectives on these religions.				
<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>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>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>	✓		✓	
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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:

- developing broad and coherent theoretical and technical knowledge of the beliefs and practices of major world religions
- developing the skills to promote communication across inter-religious boundaries
- providing opportunities to exercise initiative and judgement in planning and decision making in applied ministry to adherents of different faiths.

<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>6. explain the characteristics and functions of religion in society, and explore the relationship of major religions to the cultures and societies from which they emerged</li> <li>7. outline the history, beliefs, and practices of several world religions, comparing and contrasting these with Christian beliefs and practices</li> <li>8. construct a Christian theological approach to other religions that includes respect for alternative belief systems, and willingness, where appropriate, to learn from their insights</li> <li>9. evaluate strategies for dialogue and for sharing the Christian Gospel with adherents of the religions studied</li> <li>10. apply knowledge and strategies learned in this unit towards interaction with, and ministry among, adherents of other faiths</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>9. Introduction: definitions and characteristics of religion; functions of religion in society; religion and multiculturalism in Australia or New Zealand.</li> <li>10. Religion and politics on the world scene; fundamentalisms, religion and terrorism;</li> <li>11. Christian Perspectives on other religions; Uniqueness of Christianity in a pluralistic world;</li> <li>12. Primal religion: General characteristics; the influence of primal religion on popular theology and practice in most major religions; Traditional Aboriginal or Maori religion.</li> <li>13. An overview of the history, cultural contexts, beliefs and practices of the following religions, with a study of selections from sacred texts:             <ol style="list-style-type: none"> <li>a. Hinduism, a league of religions;</li> <li>b. Buddhism: Theravada and Mahayana</li> <li>c. Traditional Chinese religions: Buddhism, Taoism, Confucian philosophy</li> <li>d. Islam: Sunni and Shia</li> </ol> </li> <li>14. Introduction to Inter-religious dialogue</li> <li>15. Christian ministry among people of other faiths</li> <li>16. According to context of the institution and student interest, some attention may also be given to other faiths, e.g., Judaism, Sikhism, Jainism, Shinto, etc</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Belief systems cannot be adequately studied from books alone. If possible, students should meet with adherents of other faiths, and visit at least one place of worship, shrine, religious festival, etc., in their own area.</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>4. An explanation of the function of religion in society with reference to a number of different religious practices. [Outcomes 1, 2]</li> <li>5. Comparison and contrast of aspects of Christian beliefs and practices with those of another religion, in the context of dialogue or mission. [Outcomes 2, 3]</li> <li>6. Evaluate strategies for dialoguing with adherents of other religions and prepare a personal theological approach for interaction and mission. [Outcome 3, 4, 5]</li> </ol>

### Representative References

15. Aslan, Alice. *Islamophobia in Australia*. Sydney, NSW: Agora Press, 2009.
16. Bilimoria, Purushottama. *The Hindus and Sikhs in Australia*. Canberra, ACT: Australian Government Publishing Service, 1996.
17. Burnett, David. *World of the Spirits: A Christian Perspective on Traditional Folk Religions*. Monarch Books, 2005.
18. Cooper, Derek. *Christianity and World Religions: An Introduction*. Phillipsburg: P & R Publishing, 2013.
19. "Declaration of the Relation of the Church to Non-Christian Religions - *Nostra Aetate*" in Abbott, W.M. (ed.) *Documents of Vatican II*. (Angelus Books) NY: Guild Press et al. 1966.
20. Dowley, Tim, and Christopher Partridge. Eds. *A Brief Introduction to Hinduism*. Revised Ed. Philadelphia: Fortress Press, 2019.
21. Hexham, Irving. *Encountering World Religions*. Grand Rapids, MI: Zondervan Academic, 2019.
22. Hinnells, John R. (ed.) *The Penguin Dictionary of Religions*. (2<sup>nd</sup> edn.) Penguin Books, 2003.
23. Kee-Fook Chia, Edmund. *World Christianity Encounters World Religions, A Summa of Interfaith Dialogue*. Collegeville, MN: Liturgical Press Academic, 2018.
24. Kung, Hans, 1928-. *Tracing the way: Spiritual Dimensions of the World Religions*. London: Continuum, 2002
25. Muck, Terry. *Christianity Encountering World Religions: the Practice of Mission in the Twenty-first Century*. Grand Rapids: Baker Academic, 2009.
26. Parshall, Phil. *Bridges to Islam: A Christian Perspective*. Authentic, 2007.
27. Partridge, Christopher (ed.) *The New Lion Handbook: the World's Religions*. (3<sup>rd</sup> edition) Oxford: Lion Hudson, 2007.
28. Volf, Miroslav. *A Common Word: Muslims and Christians on Loving God and Neighbor*. Grand Rapids: Eerdmans, 2010.

Also: Various editions of sacred books of other religions

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Course Unit Outline			
<b>Unit Code</b>			
M7272			
<b>Unit Name</b>			
Mission and Justice			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
18 Mission credit points			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit explores the implications of biblical teachings on poverty, wealth, justice and compassion for a Christian response to the needs of the global poor. It identifies dynamics of international trade, oppression and exploitation, including the problems of debt, poverty and powerlessness.			
<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>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>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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing a broad and coherent knowledge of the nature and scope of global poverty, marginalisation, and powerlessness</li> <li>• developing the skills to identify, analyse and act upon information in the exercise of critical thinking and judgement</li> <li>• providing opportunities to exercise initiative and judgement in planning and decision making in applied 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) identify important dimensions of an integral mission response to the needs of the poor and marginalised</li> <li>2) articulate the biblical and theological convictions which underlie such a response</li> <li>3) construct a strategic approach to mobilise the local church in integral mission</li> <li>4) critique and analyse the responses of the global Church in advocating for, and working with, the poor</li> <li>5) apply principles of integral mission to a context of relevance to the student</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The dynamics of international trade, oppression and exploitation</li> <li>2) The problems of debt, poverty and powerlessness</li> <li>3) Biblical teaching on poverty, wealth, justice and compassion</li> <li>4) The possibility of an integrated Christian response</li> <li>5) Structures and strategies for mobilising local/global churches in integral mission</li> <li>6) Opportunities for participating in current campaigns</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>Students should normally have opportunity to meet and hear directly from people engaged in mission.</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, <u>assessment of student achievement with respect to the Unit Outcomes will be based on:</u></p> <ol style="list-style-type: none"> <li>1) Critically analyse biblical and theological foundations for responding to the needs of the poor and marginalised. [Outcomes 1 &amp; 2]</li> <li>2) Articulate Jesus' teaching on injustice and compassion and apply these principles to a context of integral mission. [Outcome 5]</li> <li>3) Analyse the church's response to the needs of the poor and propose suggestions for future approaches. [Outcomes 1, 3 &amp; 4]</li> </ol>



Representative References
<ol style="list-style-type: none"> <li>1) Andrews, D. <i>Building a Better World</i>. Sydney: Albatross, 1996.</li> <li>2) Bosch, D. <i>Transforming Mission</i>. Maryknoll, New York: Orbis, 2011.</li> <li>3) Bradbury, Stephen. ed. <i>Where Human Rights and Biblical Justice Meet: Imago Dei &amp; Integral Mission</i>. Wantirna: Eastern College Australia, 2020.</li> <li>4) Chester, T. <i>Justice, Mercy and Humility: integral mission and the poor</i>. Exeter: Paternoster, 2003.</li> <li>5) Engel, J. &amp; Dyrness, W. <i>Changing the Mind of Missions</i>. Downers Grove, Illinois: Intervarsity Press, 2000.</li> <li>6) Groody, Daniel G., <i>Globalization, Spirituality and Justice: Navigating the Path to Peace</i>, Orbis, New York, 2009.</li> <li>7) Groody, Daniel G., &amp; Campese, G, (eds), <i>A Promised Land, A Perilous Journey: Theological Perspectives on Migration</i>, University of Notre Dame Press, Indiana, 2008.</li> <li>8) Haugen, G. <i>Good News about Injustice</i>. 10<sup>th</sup> Anniversary Edition. Downers Grove: Intervarsity Press, 2020.</li> <li>9) Hill, Graham Joseph. Ed. <i>Relentless Love: Living out Integral Mission to Combat Poverty, Injustice and Conflict</i>. Carlisle: Langham Global Library, 2020.</li> <li>10) Hollenbach SJ, David. <i>The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics</i>. Washington DC: Georgetown University Press, 2003.</li> <li>11) Myers, B. <i>Walking with the Poor</i>. Maryknoll, New York: Orbis, 2011.</li> <li>12) O'Brien R. &amp; Williams M. <i>Global Political Economy: Evolution and Dynamics</i>. 5<sup>th</sup> Edition. New York: Macmillan, 2016.</li> <li>13) Paggay, Melba Padilla. <i>Integral Mission: Biblical Foundations</i>. Micha Global, 2016.</li> <li>14) Stackhouse, M. (Ed.) <i>'God and Globalisation' Series</i>. New York: Trinity Press International, 2000-2003.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
M7280				
<b>Unit Name</b>				
Introduction to Intercultural Mission in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<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 explores worldview and intercultural communication from theological and practical perspectives. It will help students understand their own worldviews and those of others and assist them in effective intercultural ministry and mission at home or abroad. It aims to introduce the concept of world mission as expressed within a particular cultural setting.				
<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>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>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>			✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing broad and coherent theoretical and technical knowledge related to the practice of intercultural ministry</li> <li>• developing the skills to review and analyse intercultural information and reflect on complex problems</li> <li>• providing opportunities to exercise initiative and judgement in planning and decision making in applied 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>6) explain the concept of culture and foundational principles of intercultural communication, with particular reference to a specific cultural tradition</li> <li>7) demonstrate sound knowledge of the biblical, theological and theoretical frameworks of intercultural ministry</li> <li>8) evidence developing skill in analysing intercultural situations and discerning underlying assumptions and values</li> <li>9) develop strategies to cope with the complexities of intercultural ministry or mission, from a particular cultural perspective</li> <li>10) apply a growing understanding of culture and worldview to the communication of Christian faith across cultural barriers</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>10) Biblical precedents for intercultural communication and mission</li> <li>11) Developing a theology of intercultural ministry and mission</li> <li>12) Understanding culture and worldview; models of culture types</li> <li>13) Identifying and understanding one's own culture and worldview</li> <li>14) Culture shock and reverse culture shock</li> <li>15) Introduction to communication theory; dangers of miscommunication; and cultural differences with respect to communication</li> <li>16) 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</li> <li>17) Contextualisation, indigenisation and enculturation in intercultural ministry and mission</li> <li>18) Dealing with prejudice, racism and intercultural conflict</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Nil

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>4) Analyse intercultural communication dynamics observed in the field. [Outcome 1, 3].</li> <li>5) Critically evaluate approaches to cross-cultural communication in the context of ministry or mission. [Outcomes 1, 2]</li> <li>6) Apply principles of cross-cultural communication to a specific ministry situation. [Outcomes 3, 4 and 5].</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>12) Cronshaw, Darren and Hammond, Kim. 2014. <i>Sentness: Six Postures of Missional Christians</i>. Downers Grove, IL: IVP Books, 2014.</li> <li>13) Davis, Charles A. <i>Making Disciples Across Cultures: Missional Principles for a Diverse World</i>. Downers Grove: IVP, 2015.</li> <li>14) Ernst, Manfred. "Commission on Mission and Theology, 01-04 December 2015, Nadi-Fiji." <i>Pacific Journal of Theology</i> 55 (2016): 1-13.</li> <li>15) Flemming, Dean. <i>Why Mission?</i> Nashville: Abingdon Press, 2015.</li> <li>16) Goheen, Michael W., Cindy Kiple, and Beth Hagenberg. 2014. <i>Introducing Christian Mission Today : Scripture, History and Issues</i>. Downers Grove, Illinois: IVP Academic, 2014.</li> <li>17) Hiebert, P.G. <i>Transforming Worldviews: An Anthropological Understanding of How People Change</i>. Grand Rapids: Baker Academic, 2008.</li> <li>18) Kanongata, Keiti Ann. "Rethinking Mission Theology in the Pacific." <i>The Pacific Journal of Theology</i> 52 (2014): 21-39.</li> <li>19) Lingenfelter, S. G. <i>Ministering Cross-Culturally: A Model for Effective Personal Relationships</i>. 3<sup>rd</sup> Edition. Grand Rapids: Baker Academic, 2016.</li> <li>20) Moreau, A. Scott, Evvy Hay Campbell and Susan Greener. <i>Effective Intercultural Communication: A Christian Perspective</i>. Grand Rapids: Baker Academic, 2014.</li> <li>21) Samovar, L.A.; Porter, R.E.; and McDaniel. E.R. <i>Intercultural Communication: A Reader</i>. Belmont, CA: Wadsworth, 2011.</li> <li>22) Stanislaus, Lazar T., and Martin Ueffing. <i>Intercultural Living: Explorations in Missiology</i>. Maryknoll: Orbis Books, 2018.</li> <li>23) Tucker, F. <i>Intercultural Communication for Christian Ministry</i>. Hove, South Australia: Frank Tucker, 2013.</li> <li>24) Winter, R.D. and S.C. Hawthorne. (eds.) <i>Perspectives on the World Christian Movement</i>. 4<sup>th</sup> Edition. Pasadena, CA: William Carey Library, 2009.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
M7280				
<b>Unit Name</b>				
Introduction to Intercultural Mission in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<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 explores worldview and intercultural communication from theological and practical perspectives. It will help students understand their own worldviews and those of others and assist them in effective intercultural ministry and mission at home or abroad. It aims to introduce the concept of world mission as expressed within a particular cultural setting.				
<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>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>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>			✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Major or Sub-Major 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>• developing broad and coherent theoretical and technical knowledge related to the practice of intercultural ministry</li> <li>• developing the skills to review and analyse intercultural information and reflect on complex problems</li> <li>• providing opportunities to exercise initiative and judgement in planning and decision making in applied 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>11) explain the concept of culture and foundational principles of intercultural communication, with particular reference to a specific cultural tradition</li> <li>12) demonstrate sound knowledge of the biblical, theological and theoretical frameworks of intercultural ministry</li> <li>13) evidence developing skill in analysing intercultural situations and discerning underlying assumptions and values</li> <li>14) develop strategies to cope with the complexities of intercultural ministry or mission, from a particular cultural perspective</li> <li>15) apply a growing understanding of culture and worldview to the communication of Christian faith across cultural barriers</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>19) Biblical precedents for intercultural communication and mission</li> <li>20) Developing a theology of intercultural ministry and mission</li> <li>21) Understanding culture and worldview; models of culture types</li> <li>22) Identifying and understanding one's own culture and worldview</li> <li>23) Culture shock and reverse culture shock</li> <li>24) Introduction to communication theory; dangers of miscommunication; and cultural differences with respect to communication</li> <li>25) 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</li> <li>26) Contextualisation, indigenisation and enculturation in intercultural ministry and mission</li> <li>27) Dealing with prejudice, racism and intercultural conflict</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<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>7) Analyse intercultural communication dynamics observed in the field. [Outcome 1, 3].</li> <li>8) Critically evaluate approaches to cross-cultural communication in the context of ministry or mission. [Outcomes 1, 2]</li> <li>9) Apply principles of cross-cultural communication to a specific ministry situation. [Outcomes 3, 4 and 5].</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>25) Cronshaw, Darren and Hammond, Kim. 2014. <i>Sentness: Six Postures of Missional Christians</i>. Downers Grove, IL: IVP Books, 2014.</li> <li>26) Davis, Charles A. <i>Making Disciples Across Cultures: Missional Principles for a Diverse World</i>. Downers Grove: IVP, 2015.</li> <li>27) Ernst, Manfred. "Commission on Mission and Theology, 01-04 December 2015, Nadi-Fiji." <i>Pacific Journal of Theology</i> 55 (2016): 1-13.</li> <li>28) Flemming, Dean. <i>Why Mission?</i> Nashville: Abingdon Press, 2015.</li> <li>29) Goheen, Michael W., Cindy Kiple, and Beth Hagenberg. 2014. <i>Introducing Christian Mission Today : Scripture, History and Issues</i>. Downers Grove, Illinois: IVP Academic, 2014.</li> <li>30) Hiebert, P.G. <i>Transforming Worldviews: An Anthropological Understanding of How People Change</i>. Grand Rapids: Baker Academic, 2008.</li> <li>31) Kanongata, Keiti Ann. "Rethinking Mission Theology in the Pacific." <i>The Pacific Journal of Theology</i> 52 (2014): 21-39.</li> <li>32) Lingenfelter, S. G. <i>Ministering Cross-Culturally: A Model for Effective Personal Relationships</i>. 3<sup>rd</sup> Edition. Grand Rapids: Baker Academic, 2016.</li> <li>33) Moreau, A. Scott, Evvy Hay Campbell and Susan Greener. <i>Effective Intercultural Communication: A Christian Perspective</i>. Grand Rapids: Baker Academic, 2014.</li> <li>34) Samovar, L.A.; Porter, R.E.; and McDaniel. E.R. <i>Intercultural Communication: A Reader</i>. Belmont, CA: Wadsworth, 2011.</li> <li>35) Stanislaus, Lazar T., and Martin Ueffing. <i>Intercultural Living: Explorations in Missiology</i>. Maryknoll: Orbis Books, 2018.</li> <li>36) Tucker, F. <i>Intercultural Communication for Christian Ministry</i>. Hove, South Australia: Frank Tucker, 2013.</li> <li>37) Winter, R.D. and S.C. Hawthorne. (eds.) <i>Perspectives on the World Christian Movement</i>. 4<sup>th</sup> Edition. Pasadena, CA: William Carey Library, 2009.</li> </ol>
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Course Unit Outline			
<b>Unit Code</b>			
P7101			
<b>Unit Name</b>			
Introduction to Pastoral Theology and 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 practical theology for ministry. It provides a grounding in the biblical and theological foundations of ministry and addresses a number of aspects of ministry which are common to practitioners.			
<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>
<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>			✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It forms part of a Major or Sub-major 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 coherent body of knowledge related to contemporary forms of pastoral theology and ministry</li> <li>• developing an understanding of theological and biblical bases of principles of pastoral theology and ministry</li> <li>• providing opportunities to develop skills in pastoral performance.</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) demonstrate a sound knowledge of key issues relating to the practice of pastoral care</li> <li>2) display a sound understanding of the role of the human sciences in pastoral theology and ministry</li> <li>3) analyse insights derived from biblical and theological foundations and their connection to the practice of ministry</li> <li>4) demonstrate the process of reflection in the practice of ministry</li> <li>5) develop and apply effective skills for pastoral ministry</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The theological, epistemological and biblical foundations of pastoral theology</li> <li>2) Aspects of church pastoral and caring ministry</li> <li>3) Human science perspectives on contemporary pastoral issues</li> <li>4) Basic listening skills</li> <li>5) Developing reflective practice in pastoral ministry</li> <li>6) Methods of ministry and the place of ordination / leadership</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) Critically analyse biblical and theological foundations for pastoral care and the relevant role of the human sciences. [Outcomes 1, 2]</li> <li>2) Demonstrate familiarity with pastoral skills. [Outcomes 1, 3, 5]</li> <li>3) Demonstrate the ability to reflect in the context of pastoral ministry. [Outcomes 1, 3, 4]</li> </ol>

### Representative References

- 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) Bevans, Stephen. *Models of Contextual Theology*. New York: Orbis Books, 2005.
- 4) Charles Jr, H. B. *On Pastoring: A Short Guide to Living, Leading, and Ministering as a Pastor*. Chicago: Moody Publishers, 2016.
- 5) Corey, G. *Theory and Practice of Counselling and Psychotherapy 10<sup>th</sup> ed.* Pacific Grove, CA: Brooks/Cole, 2015.
- 6) Egan, G. *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. 11th ed. Pacific Grove, CA: Cengage, 2018.
- 7) Geldard, K., Geldard, D., *Counselling skills in everyday life*. New York: Palgrave Macmillan, 2003.
- 8) Laniak, T. *Shepherds after my own heart*. Downer's Grove, Illinois: IVP, 2006.
- 9) Lynch, P. *The Church's Story*. Strathfield, NSW: St Paul's Publications, 2005.
- 10) McLeod, John. *An Introduction to Counselling*. New York, NY: McGraw-Hill, Open University Press, 2009.
- 11) Santrock, John W. *Life-Span Development*. 17<sup>th</sup> Edition. New York: McGraw-Hill, 2018.
- 12) Townsend, Loren. *An Introduction to Pastoral Counselling*. Nashville, TN: Abingdon Press, 2009.
- 13) Wagner, C. Peter. and Woodward, V (eds.). *Your Spiritual Gifts Can Help Your Church Grow*. Ventura, Calif., Regal Books, 2005.
- 14) Veling, Terry. *Practical Theology: on earth as it is in heaven*. New York: Orbis Books, 2005.
- 15) Wijzen, Frans, Henriot, Peter and Mejia Rodrigo. *The Pastoral Cycle Revisited: A Critical Quest for Truth and Transformation*. New York: Orbis Books, 2005.
- 16) Woodward, J. and Pattison, S (eds.). *The Blackwell Reader in Pastoral & Practical Theology*. Oxford, UK: Blackwell Publishers Ltd, 2000.

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Course Unit Outline				
<b>Unit Code</b>				
P7104				
<b>Unit Name</b>				
Introduction to Theological Study				
<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 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.				
<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>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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It forms part of a Major or Sub-major 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 coherent body of knowledge related to the various disciplines contained within theological study</li> <li>• developing an approach to critical thinking in processing complex biblical, theological and ministry issues</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 and analyse the skills, knowledge and qualities required for transformative academic theological study</li> <li>2. demonstrate an understanding of the issues entailed in studying a variety of Christian sub-disciplines</li> <li>3. demonstrate thinking and judgement skills to identify and solve problems with intellectual independence</li> <li>4. engage in theological reflection in a variety of contexts</li> <li>5. apply skills and knowledge to the task of academic theological study</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>
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. Critically reflect on the skills, knowledge and qualities required for successful theological study and apply new knowledge and skills gained to a specific context. [Outcomes 1, 5]</li> <li>2. Demonstrate an understanding of the issues involved in a variety of Christian sub-disciplines 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>

### Representative References

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. Benner, David G. *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. Expanded edition. Downers Grove, IL: Intervarsity Press, 2015.
4. Bennett, Zoe *Your MA in Theology: A Study Skills Handbook*. London: Hymns Ancient & Modern Ltd, 2014.
5. Dockery, David S. *Theology, Church, and Ministry: A Handbook for Theological Education*. Nashville, TN: B&H Academic, 2017.
6. Dow, Philip E. *Virtuous Minds: Intellectual Character Development*. Westmont: InterVarsity Press, 2013.
7. Goheen, Michael W. and Craig G. Bartholomew. *The True Story of the Whole World*. Grand Rapids, MI: Brazos Press, 2020.
8. McGrath, Alister. *The Passionate Intellect: Christian Faith and the Discipleship of the Mind*. Downers Grove, IL: InterVarsity Press, 2014.
9. Miller, Michael R., ed. *Doing More with Life: Connecting Christian Higher Education to a Call to Service*. Waco: Baylor University Press, 2007.
10. Sire, James, *The Universe Next Door: A Basic Worldview Catalog*. 6th ed. Downers Grove, IL: IVP Academic, 2020.
11. Sire, James W. *Habits of the Mind: Intellectual Life As a Christian Calling*. Downers Grove, Ill: IVP Books, 2000.
12. Whipp, Margaret. *SCM Study Guide: Pastoral Theology*. London: Hymns Ancient & Modern Ltd, 2013.
13. Willard, Dallas. *Renewing the Christian Mind: Essays, Interviews, and Talks*. ed Gary Black. New York, NY: HarperOne, 2016.
14. 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.
15. 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>				
P7105				
<b>Unit Name</b>				
Introduction to Ethical Ministry Practice				
<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 examine the critical ethical, legal and professional issues faced by various ministry professionals such as chaplains, pastors, priests, missionaries and counsellors in a wide variety of ministry contexts.				
<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>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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a coherent body of knowledge related to the ethical dimensions of ministry practices</li> <li>• developing an understanding of the concepts and principles underlying the ethical responsibilities of ministry practice</li> <li>• providing opportunities for the practical application of ethical standards to ministry situations.</li> </ul>
<b>Learning Outcomes</b>
<p>By the successful completion of this unit the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a knowledge of the principles involved in ethical ministry practice</li> <li>2. Display an understanding of ethical dilemmas present in a variety of ministry and community settings including the local church, diocese, mission field, aged care centres, schools, defence force, police force, counselling practice, welfare ministry, and/or emergency services</li> <li>3. Show a critical appreciation of the importance of how an ethical and legal understanding (particularly as it relates to privacy, confidentiality, reporting, boundaries, and advocacy) enhances effective professional and pastoral practice</li> <li>4. Articulate a personal approach to professional boundaries that: (1) meets community expectations; (2) complies with all national and state legislation; and (3) reflects ministry best practice</li> <li>5. Utilise the 10 Child Safe Standards (or equivalent) to respond appropriately to a given context, whether real or imagined</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Principles of ethics: the concepts of autonomy, beneficence and non-maleficence</li> <li>2. Confidentiality, trust and informed consent</li> <li>3. Managing the multiple relationships found in pastoral and professional settings</li> <li>4. Boundaries and boundary violations</li> <li>5. Duty of care and fiduciary responsibilities</li> <li>6. Power imbalance in relationships</li> <li>7. Mandatory reporting obligations</li> <li>8. Ethical decision making within a complex working environment</li> <li>9. An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Nil

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>1. Assess the principles of ethical ministry practice and demonstrate the application of those principles in a particular ministry context. [Outcomes 1, 2]</li> <li>2. Articulate an approach to ethical ministry practice that demonstrates a sound understanding of ethical and legal issues. [Outcomes 1, 3, 4]</li> <li>3. Evaluate the key implications of the 10 Child Safe Standards for their personal ministry practice. [Outcome 5]</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>1. Amis, Kirsten. <i>Boundaries, Power and Ethical Responsibility in Counselling and Psychotherapy</i>. Thousand Oaks: Sage Publications, 2017.</li> <li>2. Australian Psychological Society. <i>Code of Conduct</i>. Melbourne: Author, 2007.</li> <li>3. Bond, T. <i>Standards &amp; Ethics for Counselling in Action</i>, London: Sage, 2009.</li> <li>4. Christian Counsellors' Association. <i>Code of Ethics</i>, Australia.</li> <li>5. Cohen, E.D. &amp; Cohen, G.S. <i>The Virtuous Therapist: Ethical Practice of Counseling &amp; Psychotherapy</i>, Pacific Grove: Brooks/Cole, 1999.</li> <li>6. Corey, G., Corey, M., &amp; Callanan, P. <i>Issues and Ethics in the Helping Professions</i>, 10<sup>th</sup> Ed, Pacific Grove: Brooks/Cole, 2017.</li> <li>7. Doehring, C. <i>Taking Care: Monitoring Power Dynamics and Relational Boundaries in Pastoral Care and Counseling</i>. New York: Abingdon Press, 1995.</li> <li>8. Geisler, Norman L. <i>Christian Ethics: Contemporary Issues and Options</i>. Second Edition. Downers Grove: Baker Academic, 2012.</li> <li>9. Gula, Richard M. <i>Just Ministry: Professional Ethics for Pastoral Ministers</i>. Paulist Press, 2010.</li> <li>10. Hill, M. <i>The How and Why of Love: An Introduction to Evangelical Ethics</i>, Kingsford: Matthias Media, 2002.</li> <li>11. Koocher, G.P. &amp; Keith-Spiegel, P. <i>Ethics in Psychology and the Mental Health Professions: Standards and Cases</i>. 4<sup>th</sup> ed. Oxford: OUP, 2014.</li> <li>12. O'Neil, Kevin and Peter Black. <i>The Essential Moral Handbook: A Guide to Catholic Living</i>. Revised Ed. Liguori: Liguori Publications, 2006.</li> <li>13. Sanders, R.K., <i>Christian Counseling Ethics: A Handbook for Therapists, Pastors and Counselors</i>, Downers Grove: InterVarsity Press, 2013.</li> <li>14. Shupe, A. <i>Spoils of the Kingdom - Clergy Misconduct and Religious Community</i>. Chicago, University of Illinois Press, 2007.</li> <li>15. Syme, G. <i>Dual Relationships in Counselling and Psychotherapy</i>, London: Sage, 2003.</li> </ol>
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Course Unit Outline			
<b>Unit Code</b>			
P7110			
<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:			
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>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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a coherent body of knowledge related to contemporary forms of youth ministry</li> <li>• developing a critical awareness of contemporary methods and underlying principles of youth ministry</li> <li>• providing opportunities for the creative development of elements of youth 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) Determine the nature and strategic task of youth ministry within the church</li> <li>2) Explain the connection and relevance of youth ministry to the ministry of the local church</li> <li>3) Critique the effectiveness of various models of youth ministry for a given local setting</li> <li>4) Analyse the current context of a selected group of youth with a view to establishing the vision and goals of an effective youth ministry</li> <li>5) Creatively apply a selected youth ministry model to effectively reach and minister to the 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>
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>4. Analyse the nature and task of youth ministry and its relevance within the broader ministry of the local church. [Outcomes 1, 2]</li> <li>5. Identify and distinguish different models of youth ministry and discuss their effectiveness in establishing and achieving vision and goals and identifying and reaching cultural groups of young people. [Outcomes 3, 4]</li> <li>6. Apply a selected youth ministry model to a real or imagined context. [Outcome 4, 5]</li> </ol>

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1. Arzola, Fernando. *Toward a Prophetic Youth Ministry : Theory and Praxis in Urban Context*. Downers Grove, Ill.: IVP Academic, 2008.
2. Atkinson, H. T., W. L. Barnett, and M. Severe. *Ministry With Youth in Crisis*. Revised ed. Eugene, Oregon: Cascade Books, 2016.
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5. Heflin, H., *Youth Pastor: The Theology and Practice of Youth Ministry*. Nashville, TN: Abingdon Press, 2009.
6. Kipp, M. *Making Room: The Purpose and Practice of Youth Ministry*. Kansas City, MO: The Foundry Publishing, 2021.
7. Kinnaman, D, and A Hawkins. *You Lost Me: Why Young Christians Are Leaving Church and Rethinking Faith*. Grand Rapids, MI: Baker Books, 2011.
8. McGarry, Michael, and Walt Mueller. *A Biblical Theology of Youth Ministry : Teenagers in the Life of the Church*. Nashville TN: Randall House Publications, 2019.
9. McKnight, T. *Engaging Generation Z: Raising the Bar for Youth Ministry*. Grand Rapids, MI: Kregel Publications, 2021.
10. Mason M, Singleton A, Webber R, *The Spirit of Generation Y. Young People's Spirituality in a Changing Australia*. John Garret Publishing, Mulgrave, 2007.
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12. Root, Andrew. *The End of Youth Ministry? : Why Parents Don't Really Care About Youth Groups and What Youth Workers Should Do About it*. Grand Rapids, MI: Baker Academic, a division of Baker Publishing Group, 2020.
13. Veron, Z, ed. *Youth Ministry on the Front Foot*. Sydney, AU: YouthWorks Publishing, 2012.
14. 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			
<b>Unit Code</b>			
P7132			
<b>Unit Name</b>			
Foundations for Church Planting			
<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 undergraduate course unit recognises that church planting is a key facet of church life, evangelism, and expansion. It establishes the biblical and theological foundations of church planting and equips students in relevant areas of ministerial and personal formation geared to a role in a church plant.			
<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>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>
<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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a coherent body of knowledge related to contemporary forms of church planting</li> <li>• developing a critical awareness of contemporary methods and underlying principles of church planting</li> <li>• providing opportunities for the creative application of church planting principles and methods.</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 biblical and missiological foundations that inform an understanding of church planting</li> <li>2. Identify key themes within modern research and scholarship on church-planting</li> <li>3. Analyse the strengths and weaknesses of various church planting models with particular reference to church planting in an Australian context</li> <li>4. Assess their personal potential and role in a church planting context</li> <li>5. Present a proposal for a real or hypothetical church plant using the principles presented during this unit.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Why Church Planting?</li> <li>2. Culture, Change and Challenge: Evangelism in the Australian Context</li> <li>3. The Mission and Models of the Church</li> <li>4. Church Planting Models</li> <li>5. The Church Planter</li> <li>6. The Church Planting Team</li> <li>7. Vision and Values</li> <li>8. Planning and Strategy</li> <li>9. From Addition to Multiplication</li> <li>10. The Church of God at Work</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. A presentation of contemporary biblical, theological and practical perspectives on church planting. [Outcomes 1, 2]</li> <li>2. A critical examination of church planting models and strategies with particular reference to cross-cultural issues. [Outcomes 2, 3]</li> <li>3. The development of a program for the implementation of a church planting project. [Outcomes 1, 3, 4, 5]</li> </ol>

Representative References
<ol style="list-style-type: none"> <li>1. Addison, S. <i>Movements that change the world</i>. Smyrna DE: Missional Press, 2009.</li> <li>2. Branson, Mark Lau &amp; Clifford Warnes. <i>Starting Missional Churches: Life with God in the Neighbourhood</i>. Downers Grove: InterVarsity Press, 2014.</li> <li>3. Church of England (ed.). <i>Mission-shaped church: Church planting and fresh expressions of church in a changing context</i>. 2<sup>nd</sup> ed.; London UK: Church House Publishing, 2009.</li> <li>4. Clifton, C. <i>Church Planting Thresholds</i>. Chicago IL: New City Network, 2016.</li> <li>5. Faircloth, S. D. <i>Church planting for reproduction</i>. Maitland FL: Xulon Press, 2012.</li> <li>6. Frost, M. <i>The Road to Missional: Journey to the center of the church</i>, Ada MI: Baker Books, 2011.</li> <li>7. Frost, Michael &amp; Alan Hirsch. <i>The shaping of things to come: Innovation and mission for the 21st-century church</i>. Peabody MA: Hendrickson, 2006.</li> <li>8. James, Christopher. <i>Church Planting in Post-Christian Soil: Theology and Practice</i>. Oxford: Oxford University Press, 2018.</li> <li>9. Hibbert, R. Y. "The Place of Church Planting in Mission: Towards a Theological Framework" in <i>Evangelical Review of Theology</i>, 33(4), 2009: 316–331.</li> <li>10. Murray, S. <i>Planting Churches: A Framework for Practitioners</i>. Milton Keynes UK: Paternoster, 2008.</li> <li>11. Ott, C. &amp; G, Wilson. <i>Global church planting: Biblical principles and best practices for multiplication</i>. Ada MI: Baker Academic, 2011.</li> <li>12. Payne, J. D. <i>Apostolic Church Planting: Birthing New Churches from New Believers</i>. Downers Grove IL: IVP, 2015.</li> </ol>
<ol style="list-style-type: none"> <li>13. Schindler, D. <i>The Jesus model: Planting churches the Jesus way</i>. Carlisle UK: Piquant Editions, 2013.</li> <li>14. Sine, T. <i>The new conspirators: Creating the future one mustard seed at a time</i>. Downers Grove IL: IVP Books, 2008.</li> <li>15. Stetzer, E., &amp; D. Im. <i>Planting Missional Churches: Your Guide to Starting Churches that Multiply</i>. 2<sup>nd</sup> ed.; Ada MI: B&amp;H Academic, 2016.</li> <li>16. Towns, E. <i>Planting Reproducing Churches</i>. Shippensburg PA: Destiny Image Publishers, 2018.</li> </ol>
CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline			
<b>Unit Code</b>			
P7133			
<b>Unit Name</b>			
Kingdom of God and Pneumatology			
<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 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.			
<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>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>
<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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a coherent body of theological knowledge and concepts</li> <li>• developing critical analysis of a range of approaches to the application of theological principles</li> <li>• providing opportunities to develop practical applications of theological principles 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. Analyse the core elements of Kingdom of God theology as expressed in a range of different views on the role of the Holy Spirit in empowering Christians for ministry;</li> <li>2. Articulate ways of balancing the tensions within a “Now-But-Not-Yet” theology of the Kingdom of God;</li> <li>3. Review a range of primary and secondary literature relevant to Kingdom of God theology;</li> <li>4. Critically review the ways in which prophecy and the spiritual gifts are employed in the local church;</li> <li>5. Establish a set of principles for a theologically supported program of “3<sup>rd</sup> Wave” ministry practices in a local church context.</li> </ol>
<b>Content</b>
<p>12) The Kingdom of God in 20<sup>th</sup> Century Theology</p> <p>13) Contemporary Eschatologies</p> <p>14) The Here but Not-Yet of the Kingdom</p> <p>15) Inaugurated Eschatology</p> <p>16) Being a Kingdom Community</p> <p>17) Person and Work of the Holy Spirit</p> <p>18) Comparative Pneumatologies</p> <p>19) Empowered by the Spirit</p> <p>20) Spiritual Gifts – Traditional Views</p> <p>21) Spiritual Gifts – An Expanded (3<sup>rd</sup> Wave) View</p> <p>22) Prophecy</p> <p>23) The Holy Spirit and the Local Church</p>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>21. An analysis of current perspectives on Kingdom Theology. [Outcome 1]</li> <li>22. A critical review of major tenets and practices of Kingdom of God theology and pneumatology. [Outcomes 2, 3, 4]</li> <li>23. A program for the implementation of Third Wave ministry practices. [Outcomes 1, 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. Farnell, F David. "The Montanist Crisis: A Key to Refuting Third-Wave Concepts of NT Prophecy." <i>The Master's Seminary Journal</i> 14, no. 2 (September 2003): 235–262.</li> <li>3. Gaffin, Richard B., Jr [et al ]; Wayne A. Grudem, ed. <i>Are Miraculous Gifts for Today? : Four Views</i>. Zondervan Pub., 1996.</li> <li>4. Hill, Graham. "The Spirit-Empowered Church - Responding to the Spirit's Power and Presence." In <i>Salt, Light, and a City: Introducing Missional Ecclesiology</i>, pp 205-229. Eugene: Wipf &amp; Stock, 2012.</li> <li>5. Hopping, Joshua S. <i>The Here and Not Yet</i>. Lady Smith, South Africa: Vineyard International Publishing, 2017.</li> <li>6. Keener, Craig S. "A Closer Look at Some Spiritual Gifts." In <i>Gift and Giver—The Holy Spirit for Today</i>, pp 113-136. Grand Rapids, MI: Baker Academic, 2001.</li> <li>7. Ladd, George E. "The Kingdom of God." In <i>A Theology of the New Testament</i>, pp 54-67. Grand Rapids, MI: Eerdmans, 1974.</li> <li>8. Putman, Putty. <i>Kingdom Impact: Living like Jesus in a Broken World</i>. Minneapolis: Chosen, a division of Baker Publishing Group, 2019.</li> <li>9. Willard, Dallas. "Entering the Eternal Kind of Life Now." In <i>The Divine Conspiracy: Rediscovering Our Hidden Life in God</i>, pp 7-41. HarperSanFrancisco, 1998.</li> <li>10. Wimber, John, and Kevin Springer. <i>Power Evangelism</i>. San Francisco: Harper &amp; Row, 1986.</li> <li>11. Wright, N T. Bp. "The Clash of the Kingdoms." In <i>How God Became King: The Forgotten Story of the Gospels</i>, pp 127-154. New York; San Francisco: HarperOne, 2012.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
P7140				
<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>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>
<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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a coherent body of knowledge related to contemporary forms of Christian education</li> <li>• developing an understanding of biblical and theological principles underlying approaches to Christian education</li> <li>• providing opportunities for the creative development of elements of Christian education.</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 an understanding of the biblical, theological and historical foundations of Christian education</li> <li>2) demonstrate a knowledge of the purposes and objectives of Christian education</li> <li>3) evaluate how the diversity of contexts affects the delivery of Christian education</li> <li>4) critique various teaching and learning models appropriate for application in Christian education</li> <li>5) apply the results of their study to a Christian education context</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) Analyse the foundations of Christian education including its purposes and objectives. [Outcomes 1, 2]</li> <li>2) Determine relevant learning and teaching models and their use within various contexts. [Outcomes 3, 4]</li> <li>3) Apply the results of their study to selected Christian education contexts. [Outcomes 4, 5]</li> </ol>

### Representative References

- 1) Anthony, Michael J., ed. *Introducing Christian Education: Foundations for the 21<sup>st</sup> Century*. Grand Rapids: Baker, 2018.
- 2) Bass, Dorothy C. & Craig Dykstra (Eds). *For life abundant: practical theology, theological education, and Christian ministry*. Grand Rapids: Eerdmans, 2008
- 3) Blevins, Dean G. and Mark A. Maddix, *Discovering Discipleship: Dynamics of Christian Education*. Kansas City: Beacon Hill Press of Kansas City, 2010
- 4) Buckland, Ron. *Perspectives On Children and the Gospel: Excellence in Ministry With Children and Their Families*. West Gosford: Scripture Union, 2001.
- 5) Cardoza, Freddy ed. *Christian Education: A Guide to the Foundations of Ministry*. Grand Rapids: Baker Academic, 2019.
- 6) Dunlap, Judith. *Practical Catechesis: Visions and Tasks for Catechetical Leaders*. Sydney: HarperCollins, 2001.
- 7) Dunlop, Cheryl J. *Follow Me As I Follow Christ: A Guide For Teaching Children in a Church Setting*. Chicago: Moody, 2000.
- 8) Everist, Norma C. *The Church as Learning Community: A Comprehensive Guide to Christian Education*. Nashville: Abingdon, 2002.
- 9) Higgins Matthaei, Sondra *Making Disciples: Faith Formation in the Wesleyan Tradition*. Nashville: Abingdon Press, 2000.
- 10) Hillman Jr., George M. and Sue G. Edwards, Eds. *Invitation to Educational Ministry: Foundations of Transformative Christian Education*. Grand Rapids: Kregel Academic, 2018.
- 11) Horton, Ronald A. *Handbook of Christian Education*. Greenville: BJU Press, 2017.
- 12) Kang, Jaime M., and John Bondy. *Exploring Christian education*. Korea: Centralad Press, 2008.
- 13) LeFever, Marlene D. *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs: David C. Cook, 2001.
- 14) Maddix, Mark A. and James Riley Estep Jr. *Practicing Christian Education: An Introduction for Ministry*. Grand Rapids: Baker Academic, 2017.
- 15) 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>				
P7148				
<b>Unit Name</b>				
Principles and Practice 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 fundamental principles and practices that equip them for constructing and leading 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>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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a coherent body of knowledge related to contemporary forms of Christian worship practices</li> <li>• developing an understanding of theological and biblical bases of principles of Christian worship</li> <li>• providing opportunities to develop skills in planning and conducting elements of Christian worship.</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>6) Explain the pastoral and theological significance of the various elements of Christian worship</li> <li>7) Identify the pastoral needs of the congregation that influence the shape of Christian worship</li> <li>8) Analyse the key issues of current debates concerning Christian worship</li> <li>9) Assess the usefulness of a range of worship resources</li> <li>5) Construct a range of worship services suited to a variety of diverse Christian settings.</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>
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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Explain the relation of pastoral purpose to Christian worship practice. [Outcomes 1, 2]</li> <li>2) Evaluate current worship practice in light of current debates and theological and cultural principles. [Outcomes 1, 2, 3]</li> <li>3) Construct a number of well-resourced Christian worship services to suit contrasting congregational purposes. [Outcomes 2, 4, 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1) Block, Daniel I. <i>For the Glory of God: Recovering a Biblical Theology of Worship</i>. Grand Rapids: Baker Academic, 2016.</li> <li>2) Castleman Robbie. <i>Story-Shaped Worship: Following Patterns from the Bible and History</i>. Downers Grove: IVP, 2013.</li> <li>3) Chapell, Bryan. <i>Christ-Centered Worship: Letting the Gospel Shape our Practice</i>. Grand Rapids: Baker Academic, 2017.</li> <li>4) Cherry, Constance M. <i>The Worship Architect: A blueprint for designing culturally relevant and biblically faithful services</i>. Grand Rapids: Baker, 2010.</li> <li>5) Duck, Ruth C. <i>Worship for the Whole People of God: Vital worship for the 21<sup>st</sup> century</i>. Louisville: Westminster John Knox Press, 2013.</li> <li>6) Kim, Eunjoo Mary. <i>Christian Preaching and Worship in Multicultural Contexts: A Practical Theological Approach</i>. Collegeville: Liturgical Press, 2017.</li> <li>7) McGowan, Andrew B. <i>Ancient Christian Worship: Early Church Practices in Social, Historical, and Theological Perspective</i>. Grand Rapids: Baker Academic, 2016.</li> <li>8) O'Brien, Glen. <i>Christian Worship: a theological and historical introduction</i>. Eugene: Wipf &amp; Stock, 2015.</li> <li>9) Pierson, Mark. <i>The Art of Curating Worship: Reshaping the Role of Worship Leader</i>. Minneapolis, MN: Augsburg Fortress Publishing, 2010.</li> <li>10) Pinson, J. Matthew, ed. <i>Perspectives on Christian Worship: Five Views</i>. Nashville: Broadman &amp; Holman, 2009.</li> <li>11) Segler, Franklin M. &amp; Randall Bradley. <i>Christian Worship: Its Theology and Practice 3<sup>rd</sup> edition</i>. Nashville, TN: B&amp;H Publishing Group, 2006.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
P7150				
<b>Unit Name</b>				
Introduction to Pastoral Preaching				
<b>Unit Weighting</b>				
9cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit introduces students to the initial skills and fundamental principles involved in 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>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>			✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It forms part of a Major or Sub-major 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 coherent body of knowledge related to contemporary forms of pastoral preaching in ministry</li> <li>• developing an understanding of theological and biblical bases of principles of pastoral preaching</li> <li>• providing opportunities to develop 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) articulate and prioritize the elements of an effective sermon and its delivery</li> <li>2) explain the role of the sermon in worship and spiritual formation</li> <li>3) analyse a range of preaching styles</li> <li>4) identify a range of the pastoral contexts and determine how they influence that shapes the sermon and its delivery</li> <li>5) apply their knowledge and skills to the preparation and delivery of pastorally appropriate sermons.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>24) Definition and basic principles of preaching</li> <li>25) Brief history of preaching</li> <li>26) The language of preaching: written discourse vis-à-vis oral discourse</li> <li>27) Text selection and processing for preaching</li> <li>28) Sermon construction – introductions, outlines, dominant thought, conclusions</li> <li>29) Preaching style and delivery taking account of context, listeners, and mediums</li> <li>30) Self- evaluation of preaching</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Evaluate a range of sermons in various contexts [Outcomes 2, 3, 4]</li> <li>2. Compare and contrast the principles employed in a range of preaching examples [Outcomes 1, 3]</li> <li>3. Prepare and deliver sermons [Outcomes 4, 5]</li> </ol>

### Representative References

- Adam, Peter. *Speaking God's Words: a practical theology of preaching*. Vancouver BC: Regent College Publishing, 2004.
- Anderson, Kenton. *Choosing to Preach: a comprehensive introduction to sermon options and structures*. Grand Rapids MI: Zondervan, 2006.
- Boone, Dan. *Preaching the Story that Shapes Us*. Kansas City: Beacon Hill Press of Kansas City, 2008.
- Brueggemann, Walter. *The Word Militant: Preaching a Decentering Word*. Minneapolis: Fortress Press, 2010.
- Gibson, Scott M. *Preaching with a Plan: Sermon Strategies for Growing Mature Believers*. Grand Rapids MI: Baker, 2012.
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- Robinson, Haddon & Craig Brian Larson (eds). *The Art & Craft of Biblical Preaching*. Grand Rapids MI: Zondervan 2009.
- Standing, Roger. *Finding the Plot: Preaching in a Narrative Style*. Milton Keynes: Paternoster, 2004.
- Stanley, Andy. *Communicating for a Change*. Multnomah Books, Random House, 2006.
- Willhite, Keith & Scott M. Gibson (ed.). *The Big Idea of Biblical Preaching: Connecting the Bible to People*. Grand Rapids MI: Baker, 2003.
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Course Unit Outline			
<b>Unit Code</b>			
P7180			
<b>Unit Name</b>			
Contextualising Pastoral Theology and Ministry (CALD)			
<b>Unit Weighting</b>			
9 cp			
<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 is an introduction to practical theology for ministry within a specific cultural setting. It is also an opportunity to overview the biblical and theological foundations of ministry. Common aspects of ministry will be considered in terms of the local cultural setting.			
<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>
<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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It forms part of a Major or Sub-major 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 coherent body of knowledge related to contemporary forms of pastoral theology and ministry</li> <li>• developing an understanding of theological and biblical bases of principles of pastoral theology and ministry</li> <li>• providing opportunities to develop skills in pastoral performance within a local culture.</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) demonstrate a sound knowledge of key issues relating to the practice of pastoral care within their own culture</li> <li>2) display a sound understanding of 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 within their own culture</li> <li>4) demonstrate the process of reflection in the practice of ministry</li> <li>5) develop and apply effective skills for pastoral ministry within their own culture</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The theological, epistemological and biblical foundations of pastoral theology</li> <li>2) Aspects of church pastoral and caring ministry within a specific cultural setting</li> <li>3) Human science perspectives on contemporary pastoral issues, particularly as they occur in the local cultural setting</li> <li>4) Basic listening skills</li> <li>5) Developing reflective practice in pastoral ministry, with particular reference to the local cultural context</li> <li>6) Methods of ministry and the place of ordination/leadership within the local context.</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Access to online facilities
<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>4. Analyse the biblical and theological foundations of pastoral care and the role of human sciences within their context. [Outcomes 1, 2]</li> <li>5. Demonstrate familiarity with pastoral skills. [Outcomes 1, 3, 5]</li> <li>6. Demonstrate the ability to reflect in the context of pastoral ministry. [Outcomes 1, 3, 4]</li> </ol>

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Course Unit Outline				
<b>Unit Code</b>				
P7181				
<b>Unit Name</b>				
Introduction to Christian Education in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<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 aims to introduce students to the field of Christian education by providing opportunity to understand theory and design instruction within a Christian perspective appropriate for the cultural context of the student.				
<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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• initiating the study of a coherent body of knowledge related to contemporary forms of Christian education</li> <li>• developing an understanding of biblical and theological principles underlying approaches to Christian education</li> <li>• providing opportunities for the creative development of elements of Christian education in a local culture.</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 an understanding of the biblical, theological and historical foundations of Christian education</li> <li>2) demonstrate a knowledge of the purposes and objectives of Christian education appropriate for their cultural context</li> <li>3) evaluate how the diversity of contexts affects the delivery of Christian education, including their own</li> <li>4) critique various teaching and learning models appropriate for application in Christian education in their cultural context</li> <li>5) apply the results of their study to Christian education in their cultural context</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 with a cultural and contextual focus</li> <li>4) Factors affecting a model of Christian education for the student's cultural context</li> <li>5) The development of a model of Christian education in their local ministry context</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Analyse the foundations of Christian education including its purposes and objectives within a relevant cultural context. [Outcomes 1, 2]</li> <li>2) Determine relevant learning and teaching models to address the challenges that a particular cultural context provides. [Outcomes 3, 4]</li> <li>3) Apply the results of their study in Christian education to their cultural context. [Outcomes 4, 5]</li> </ol>

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Course Unit Outline				
<b>Unit Code</b>				
P7182				
<b>Unit Name</b>				
Principles and Practice of Christian Worship in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<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 to fundamental principles and practices that equip them for constructing and leading Christian worship services within the student's own cultural 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>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>
<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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It forms part of a Major or Sub-major 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 coherent body of knowledge related to contemporary forms of Christian worship practices</li> <li>• developing an understanding of theological and biblical bases of principles of Christian worship</li> <li>• providing opportunities to develop skills in planning and conducting elements of Christian worship in a local culture.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>10) Explain the pastoral and theological significance of the various elements of Christian worship within a particular religious and cultural tradition</p> <p>11) Identify the pastoral needs of the congregation that influence the shape of Christian worship in the specific cultural setting</p> <p>12) Analyse the key issues of current debates concerning Christian worship in a specific cultural context</p> <p>13) Assess the usefulness of a range of worship resources for a specific cultural group</p> <p>5) Construct a range of worship services suited to a variety of diverse Christian settings within the specific culture</p>
<b>Content</b>
<p>9) Historical development of Christian worship traditions generally and within the specific cultural setting</p> <p>10) Biblical and theological bases of Christian worship</p> <p>11) The role of culture in the development of Christian worship</p> <p>12) Diversity in Christian worship</p> <p>13) Current issues in Christian worship generally and within the specific cultural setting</p> <p>14) Pastoral purpose in Christian worship</p> <p>15) Resourcing Christian worship, with specific reference to the local culture</p> <p>16) Preparing Christian worship services relevant to the local culture</p>
<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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <p>4) Explain the relation of pastoral purpose to Christian worship practice. [Outcomes 1, 2]</p> <p>5) Evaluate current worship practice in light of current debates and theological and cultural principles. [Outcomes 1, 2, 3]</p> <p>6) Construct a number of well-resourced, culturally relevant Christian worship services to suit contrasting congregational purposes. [Outcomes 2, 4, 5]</p>

### Representative References

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Course Unit Outline				
<b>Unit Code</b>				
P7183				
<b>Unit Name</b>				
Introduction to Pastoral Preaching in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<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 to the initial skills and fundamental principles involved in the preparation and delivery of sermons within a specific cultural setting.				
<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>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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Pastoral Theology. It forms part of a Major or Sub-major 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 coherent body of knowledge related to contemporary forms of pastoral preaching in ministry</li> <li>• developing an understanding of theological and biblical bases of principles of pastoral preaching</li> <li>• providing opportunities to develop skills in pastoral preaching performance in a local culture.</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>6) Articulate and prioritize the elements of an effective sermon and its delivery within their own cultural context</li> <li>7) Explain the role of the sermon in worship and spiritual formation within the ethos of their local culture</li> <li>8) Analyse a range of preaching styles suited specifically to their own culture</li> <li>9) Identify a range of pastoral contexts and determine how they influence the sermon and its delivery</li> <li>10) Apply their knowledge and skills to the preparation and delivery of pastorally appropriate sermons within their own culture</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>6) Definition and Principles of preaching</li> <li>7) Brief history of preaching, with particular attention to the local culture</li> <li>8) The language of preaching: written discourse vis-a-vis oral discourse appropriate to a specific cultural setting</li> <li>9) Text selection and processing for preaching</li> <li>10) Sermon Construction – introductions, outlines, dominant thought, conclusions</li> <li>11) Preaching style and delivery taking account of cultural context, listeners, and medium</li> <li>12) Self-Evaluation of preaching</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Access to online facilities
<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>4) Evaluate a range of sermons in various contexts within their own culture. [Outcomes 2, 3, 4]</li> <li>5) Compare and contrast the principles employed in a range of preaching examples. [Outcomes 1, 3]</li> <li>6) Prepare and deliver sermons. [Outcomes 4, 5]</li> </ol>

### Representative References

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Course Unit Outline	
<b>Unit Code</b>	
P7205	
<b>Unit Name</b>	
Contextual Theology for Ministry	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
P7101	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit explores the dynamic relationship between the Christian tradition and contemporary social, cultural context. It presents models and case studies of the engagement between the two and inducts the student into the art of theological hermeneutics. The course unit illustrates how all theology can lead to pastoral action and transformation.	
<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>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>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 7.

The unit is an advanced 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 of practical theology in relation to society and culture
- developing a critical understanding of theological, sociological, and methodological principles and concepts of practising theology in a cultural context
- providing opportunities for initiating and planning an effective program of pastoral action.

#### **Learning Outcomes**

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

1. ascertain and articulate the contextual nature of theology
2. analyse the interplay of theory and practice in theological activity
3. engage in active dialogue by integrating human experience, cultural understandings and Christian tradition in a way that leads to personal, social and ecclesial transformation
4. differentiate different models of practical theology and know how to use them as a means of theological reflection
5. apply a practical model of theology that takes into consideration the influence of culture on religious formation and identity

#### **Content**

1. Models of practical theology
2. Local theologies as contextual
3. Experiential learning and hermeneutics
4. Social analysis
5. Popular religion & local theology
6. Method of theological reflection in practical theology

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

Nil

#### **Assessment Profile**

- 1) analyse the nature of theology from theoretical, practical and contextual perspectives. [Outcomes 1, 2]
- 2) differentiate models of practical theology and demonstrate how active engagement can lead to personal, social and ecclesial transformation. [Outcomes 3, 4]
- 3) utilise a practical model of theology to incorporate a response to cultural challenges. [Outcomes 3, 4, 5]

### Representative References

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Course Unit Outline			
<b>Unit Code</b>			
P7207			
<b>Unit Name</b>			
Pastoral Ministry in Context			
<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>			
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.			
<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>
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge of pastoral theology in relation to issues and challenges faced in ministry</li> <li>• developing a critical understanding of appropriate methods of pastoral intervention in life issues</li> <li>• providing opportunities for critical reflection on personal responses to challenging life events.</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) Analyse pastoral issues that arise throughout the life cycle</li> <li>2) Research and critique principles of ethical behaviour and self-care in pastoral ministry</li> <li>3) Demonstrate the ability to apply pastoral theology to pastoral issues</li> <li>4) Develop appropriate interventions for issues that arise in pastoral ministry.</li> <li>5) Critically 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>
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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Critically analyse life cycle issues from a pastoral perspective and appropriate ministry strategies given ethical and self-care considerations. [Outcomes 1, 2]</li> <li>2) Engage in a theological reflection on a pastoral issue. [Outcomes 1, 3, 4]</li> <li>3) Thoughtfully and creatively explore what they have learned about themselves and their reactions to the various issues studied. [Outcome 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1) Anderson, Ray S. <i>Theology, Death and Dying</i>. Eugene: Wipf &amp; Stock, 2012.</li> <li>2) Balswick, J. &amp; J. Balswick. <i>A Model for marriage: Covenant, grace, empowerment and intimacy</i>. Downer's Grove Illinois: IVP, 2006.</li> <li>3) Balswick, J. &amp; J. Balswick. <i>Authentic Human sexuality: An Integrated Christian Approach</i>. 3<sup>rd</sup> Edition. Illinois: IVP, 2019.</li> <li>4) Collins, G. <i>Christian Counselling</i>. 3<sup>rd</sup> Edition. Nashville: Thomas Nelson, 2007.</li> <li>5) Creech, Robert R. <i>Family Systems and Congregational Life: A Map for Ministry</i>. Grand Rapids: Baker Academic, 2019.</li> <li>6) Dawn, M. <i>Sexual Character</i>. Grand Rapids, Michigan: Eerdmans, 2001.</li> <li>7) Gringrich, Heather Davediuk. <i>Restoring the Shattered Self: A Christian Counselor's Guide to Complex Trauma</i>. Downers Grove: IVP Academic, 2020.</li> <li>8) Gula, R. <i>Just Ministry: Professional Ethics for Pastoral Ministers</i>. Mahwah, NJ: Paulist, 2010.</li> <li>9) Hightower, J. (ed). <i>Caring for people from birth to death</i>. London: Routledge, 1999.</li> <li>10) Instone-Brewer, D. <i>Divorce and remarriage: Biblical Solutions for Pastoral Realities</i>. Milton Keynes: Paternoster, 2003.</li> <li>11) Lee, Cameron and Kurt Fredrickson. <i>That Their Work Will Be A Joy: Understanding and Coping with the Challenges of Pastoral Ministry</i>. Eugene: Cascade Books, 2012.</li> <li>12) Parkinson P. <i>Child Sexual abuse and the churches</i>. Sydney: Aquila, 2003.</li> <li>13) Pembroke, Neil. <i>Foundations of Pastoral Counselling: Integrating Philosophy, Theology and Psychotherapy</i>. London: SCM Press, 2017.</li> <li>14) Thatcher, Adrian. <i>Theology and families</i>. Malden, MA: Blackwell, 2007.</li> <li>15) Thomas, John C. Ed. <i>Counseling Techniques: A Comprehensive Resource for Christian Counselors</i>. Grand Rapids: Zondervan, 2018.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
P7213				
<b>Unit Name</b>				
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 church and a variety of community settings.				
<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>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>			✓	✓

<b>Contribution to Award</b>
<p><b>Contribution to Award</b></p> <p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to contemporary forms of children's ministry</li> <li>• developing a critical understanding of theological, psychological, and methodological principles and concepts in children's ministry</li> <li>• providing opportunities for the creative planning and implementation of projects for use in children's 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>11) Explain the basic concepts of Children's ministry as a missional activity of the local Church</li> <li>12) Explain the basic features of the learning characteristics, overall development and appropriate stages of faith of children.</li> <li>13) Utilise contemporary resources and techniques to nurture, manage, and ensure safety in children's ministry in congregational and community settings</li> <li>14) Evaluate the effectiveness of a variety of Children's ministry approaches in congregational and community settings</li> <li>15) Design a children's ministry program for use within a faith and/or community context and defend the program's ability to nurture the children's spiritual and religious formation</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>



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>1) Explain the Biblical, historical and pedagogical perspectives relating to Children's ministry. [Outcomes 1, 2]</li> <li>2) Select and evaluate a range of resources for their effectiveness in Children's ministry with specific reference to the goal of nurturing the formation of children in a safe and manageable way. [Outcomes 3, 4]</li> <li>3) Design a ministry program to children in a selected context and defend how such a program will effectively nurture the faith and religious formation of the participants. [Outcomes 5]</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>1) Adams, Steven J. <i>Children's Ministry on Purpose: A Purpose Driven Approach to Lead Kids Toward Spiritual Health</i>. Grand Rapids: Zondervan, 2017.</li> <li>2) Anthony, M &amp; M Marshman. <i>7 Family Ministry Essentials: A Strategy for Culture Change in Children's and Student Ministries</i>, Colorado Springs: David C Cook, 2015.</li> <li>3) Beckwith, Ivy. <i>Formational Children's Ministry</i>. Grand Rapids: Baker Books, 2010.</li> <li>4) Barna, George. <i>Transforming Children into Spiritual Champions: Why Children Should be Your Church's #1 Priority</i>. Ada, MI: Baker Books, 2016.</li> <li>5) Csinos, David M. <i>Children's Ministry in the Way of Jesus</i>, IVP Books, 2013.</li> <li>6) Choun, R J &amp; M S Lawson. <i>The Christian Educator's Handbook on Children's Ministry</i>. 2<sup>nd</sup> Edition. Grand Rapids: Baker, 2012.</li> <li>7) DeVries, Mark and Annette Safstrom. <i>Sustainable Children's Ministry: From Last-Minute Scrambling to Long-Term Solutions</i>. Downers Grove: IVP, 2018.</li> <li>8) Ervin, Andrew. <i>Best Practices for Children's Ministry</i>. Kansas City: Beacon Press, 2010.</li> <li>9) Fisher, Becky. <i>Redefining Children's Ministry in the 21<sup>st</sup> Century</i>, Kids in Ministry International, 2011.</li> <li>10) Dehaene, Stanislas. <i>How We Learn: The New Science of Education and the Brain</i>. Penguin, 2020.</li> <li>11) Joiner, Reggie. <i>Think Orange: Imagine the Impact When Church and Family Collide</i>. Colorado Springs: David C. Cook, 2009.</li> <li>12) Jones, Timothy Paul and John David Trentham. <i>Practical Family Ministry: A Collection of Ideas for Your Church</i>. Nashville: Random House, 2015.</li> <li>13) Jutila, Craig; Jim Wideman and Pat Verbal. <i>Children's Ministry in the 21<sup>st</sup> Century</i>, Loveland CO: Group, 2007.</li> <li>14) Klumpenhower, Jack. <i>Show them Jesus: Teaching the Gospel to Kids</i>. Greensboro: New Growth Press, 2014.</li> <li>15) Lovaglia, Dan. <i>Relational Children's Ministry: Turning Kid-Influencers into Life Long Disciple Makers</i>, Grand Rapids: Zondervan, 2016.</li> <li>16) Silk, Danny. <i>Loving our Kids on Purpose</i>, Destiny Image, 2008.</li> <li>17) Towns, Elmer L. <i>What Every Sunday School Teacher Should Know</i>, Regal/Gospel Light 2001.</li> <li>18) Yust, Karen-Marie. <i>Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives</i>, San Francisco: Jossey-Bass, 2004.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
P7215				
<b>Unit Name</b>				
Youth Ministry Development				
<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>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>			✓	✓

<b>Contribution to Award</b>
<p><b>Contribution to Award</b></p> <p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to contemporary forms of youth ministry and development</li> <li>• developing a critical understanding of theological, sociological, and methodological principles and concepts in leading youth ministry</li> <li>• providing opportunities for the creative planning and implementation of projects for use in youth ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>16) Determine the key principles and strategies for making disciples in youth ministry</p> <p>17) Explain the key components for faith development and discipleship in youth ministry</p> <p>18) Analyse the importance of developing a relational approach to youth ministry</p> <p>19) Explain the context of programs in the discipleship and mentoring of young people and leaders</p> <p>20) Apply various models for equipping youth for leadership and ministry</p>
<b>Content</b>
<p>10) Foundations for Making Disciples</p> <p>11) Unleashing Potential in Youth</p> <p>12) Relational Youth Ministry</p> <p>13) Small Groups, Follow-up and Nurture</p> <p>14) Equipping Youth for Ministry</p> <p>15) Equipping Youth for Ministry – Techniques</p> <p>16) Equipping Youth for Mission</p> <p>17) Equipping Youth for Leadership</p> <p>18) Mentoring Youth to Spiritual Maturity</p> <p>19) Youth Ministry Development</p> <p>20) Camps, Retreats and Mission Trips well done</p> <p>21) Developing a Culture of Evangelism</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 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. Express the key principles, strategies and components of discipleship in youth ministry. [Outcomes 1, 2]</li> <li>2. Analyse the importance of developing a relational discipleship approach to youth ministry within the context of a discipleship and mentoring program. [Outcomes 3, 4]</li> <li>3. Research training resources for leaders who are ministering to young people and apply a selected resource to a real or imagined context assessing its effectiveness. [Outcomes 4, 5]</li> </ol>

### Representative References

1. Arthur S, *The God-Hungry Imagination. The Art of Storytelling for Postmodern Youth Ministry*, Upper Room Books, Nashville, 2007.
2. Arzola, Fernando. *Toward a Prophetic Youth Ministry : Theory and Praxis in Urban Context*. Downers Grove, Ill.: IVP Academic, 2008.
3. Clark, C & Powell, K, *Deep Ministry in a Shallow World. Not-So-Secret Findings About Youth Ministry*, Zondervan, Grand Rapids, 2006.
4. Dean, Kenda Creasy, and Roland D. Martinson. *Omg: A Youth Ministry Handbook*. Nashville, Tenn.: Abingdon Press, 2010.
5. Hawkins, T. *Disciples Who Will Last*. Sydney, AU: Hawkins Ministry Resources, 2007.
6. Hughes, Philip, *Putting Life Together. Findings from Australian Youth Spirituality Research*, Christian Research Association, Fairfield Press, Fairfield, 2007.
7. Kent, Julian. *The Inside Out Youth Worker: Discovering the ArtWork of Making Disciples*. Life-On-Life Publishers, Lawrenceville, GA, 2006.
8. Kipp, M. *Making Room: The Purpose and Practice of Youth Ministry*. Kansas City, MO: The Foundry Publishing, 2021.
9. Kinnaman, D, *You Lost Me. Why Young Christians are Leaving the Church*. Baker Books, Grand Rapids, Michigan 2011.
10. McKnight, T. *Engaging Generation Z: Raising the Bar for Youth Ministry*. Grand Rapids, MI: Kregel Publications, 2021.
11. McKoy, Brandon. *Youth Ministry From the Outside in: How Relationships and Stories Shape Identity*. Downers Grove, Illinois: IVP Books, 2013.
12. 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.
13. Stanton, Graham D. *Wide-Awake in God's World: Bible Engagement for Teenage Spiritual Formation in a Culture of Expressive Individualism*. Eugene, OR: Wipf and Stock Publishers, 2020.
14. Stevens, M. *The Glue: Relationship as the Connection for Effective Youth Ministry*. Gulfview Heights, AU: Michael Stevens, 2017.
15. 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>				
P7216				
<b>Unit Name</b>				
Personal Growth and 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 enables the student to appreciate balanced ministry, by establishing healthy ministry patterns to combat unrealistic expectations and burnout in youth ministry. The unit guides students to develop the necessary professional and personal tools for sustaining ministry to youth.				
<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>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>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>		✓	✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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 issues and challenges faced in youth ministry leadership
- developing a critical understanding of methods and practices that contribute to personal health and growth in ministry
- providing opportunities for developing a system of appropriate life balance in 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) Determine healthy ministry patterns that underpin sustainable youth ministry within a Christian context</li> <li>2) Analyse factors contributing to leadership burnout in youth ministry and suggest practical methods of mitigation and/or prevention</li> <li>3) Evaluate recent literature on youth ministry in relation to personal leadership development and practice</li> <li>4) Critically assess the leadership issues around caring for, resourcing and developing volunteers.</li> <li>5) Apply balanced life principles to assist youth ministry and personal leadership growth.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Longevity in Youth Ministry</li> <li>2) Managing Self</li> <li>3) Managing Time</li> <li>4) Managing Change</li> <li>5) Managing Diversity</li> <li>6) Dealing with Conflict and criticism</li> <li>7) Team Ministry – Building a Leadership Team</li> <li>8) Youth Ministry and Christian Spirituality</li> <li>9) Effective Team Leadership</li> <li>10) Preventing Stress &amp; Burnout</li> <li>11) Budgeting, Fundraising &amp; Financial Management</li> <li>12) Responsible Practices for Youth Leadership</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. Analyse the factors contributing to burnout in youth ministry and address healthy ministry patterns that will mitigate and/or prevent burnout occurring. [Outcomes 1, 2]</li> <li>2. Evaluate recent literature pertaining to youth ministry and its effective leadership. [Outcomes 3, 4]</li> <li>3. Collect and critique time management and life balance data from ministry practitioners and evaluate their apparent success in life and ministry in light of the data. [Outcomes 3, 4, 5]</li> </ol>
<b>Representative References</b>
<ol style="list-style-type: none"> <li>1. Atkinson, H. T., W. L. Barnett, and M. Severe. <i>Ministry With Youth in Crisis</i>. Revised ed. Eugene, Oregon: Cascade Books, 2016.</li> <li>2. Barton, R H. <i>Strengthening the Soul of Your Leadership</i>. InterVarsity Press, 2008</li> <li>3. Clark, Chap, <i>Hurt 2.0: Inside the World of Today's Teenagers</i>, Baker Academic, Grand Rapids MI, 2011.</li> <li>4. Clark, Chap. <i>Youth Ministry in the 21st Century: Five Views</i>. Grand Rapids, Michigan: Baker Academic, 2015.</li> <li>5. Dean, Kenda Creasy, and Roland D. Martinson. <i>Omg: A Youth Ministry Handbook</i>. Nashville, Tenn.: Abingdon Press, 2010.</li> <li>6. Dean, K. &amp; Clark, C. <i>Starting Right</i>. Michigan: Zondervan, 2001</li> <li>7. Erwin, P. <i>A Critical Approach to Youth Culture - It's Influence and Impact on Youth Ministry</i>. Michigan: Zondervan. 2010</li> <li>8. Fields, D. <i>Your First Two Years in Youth Ministry</i>. Michigan: Zondervan, 2002</li> </ol>

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11. Martin, L. *The Invisible Table*. Palmerston North: Thomson Dunmore Press, 2003
12. Olson, Richard P, Ruth Lofgren Rosell, Nathan S Marsh, and Angela Barker Jackson. *A Guide to Ministry Self-Care: Negotiating Today's Challenges With Resilience and Grace*. Lanham, MD: Rowman & Littlefield, 2018.
13. Oestreicher, Mark. *Youth Ministry 3.0: A Manifesto of Where We've Been, Where We Are and Where We Need to Go*. Grand Rapids, MI: Zondervan, 2008.
14. Robbins, Duffy. *Youth Ministry Nuts & Bolts: Organizing, Leading, and Managing Your Youth Ministry*. Rev. & updated. ed. Grand Rapids, Mich.: Zondervan, 2010.
15. Venable, Eric. *A Tale of Two Youth Workers : A Youth Ministry Fable*. Grand Rapids, MI: Zondervan; Youth Specialties, 2009.
16. 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>				
P7218				
<b>Unit Name</b>				
Youth Ministry: Culture and Context				
<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 young people and their culture, while equipping them to provide care to youth and their families. It provides an in-depth review of the research on the current generation of youth in their cultural context and on the deep issues that affect young people.				
<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>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>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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge of pastoral theology in relation to cultural issues and challenges faced in contemporary youth ministry</li> <li>• developing appropriate strategies for managing youth issues</li> <li>• providing opportunities for implementing a youth program in a specific context.</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>6) Understand cultural formation and how culture shapes identity, values and behaviours</li> <li>7) Analyse the different facets of contemporary youth culture and determine how the presentation of a gospel culture can positively influence young people</li> <li>8) Critically evaluate recent scholarship on ministering to youth in their cultural context</li> <li>9) Assess priorities and strategies for caring for young people and their families</li> <li>10) Apply lessons learned to youth ministry in a selected context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Youth in Context</li> <li>2) The Gospel &amp; Youth</li> <li>3) Strategies &amp; Models for Counselling</li> <li>4) Basic Skills for Counselling Youth</li> <li>5) Caring for Young People</li> <li>6) Intervention for Youth In Crisis &amp; Hazards &amp; Limitations in Counselling</li> <li>7) Youth Development</li> <li>8) Culture &amp; Youth</li> <li>9) Cultural Formation</li> <li>10) Cultural Needs</li> <li>11) Youth Issues – External</li> <li>12) Youth Issues – Internal</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>4. Analyse the impact that culture has on youth identity, values and behaviours and determine ways in which a gospel culture can intersect and transform youth identity, values and behaviours. [Outcomes 1, 2, 5]</li> <li>5. Evaluate recent scholarship on ministering to youth with a view to their cultural context. [Outcome 3]</li> <li>6. Identify the services that support youth in need in a given location/region. Develop priorities and strategies for how the church can reach out to these youth cultures. [Outcomes 4, 5]</li> </ol>

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Course Unit Outline				
<b>Unit Code</b>				
P7220				
<b>Unit Name</b>				
The Psychology of Religious Vocation				
<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 enable the student to understand the psychological underpinnings of an ecclesial vocation by constructing a framework for understanding the processes relating to vocational commitment and effective pastoral ministry.				
<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>
<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>		✓		
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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 of vocational psychology and theories of motivation
- developing critical skills in analysing human growth and challenges to development
- providing opportunities to develop a personal framework of religious vocation.

### **Learning Outcomes**

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

- 1) formulate a coherent understanding of the theology of vocation
- 2) critique different theories of motivation
- 3) determine the basic human and spiritual processes in vocational life
- 4) diagnose the obstacles to human and spiritual growth
- 5) develop a framework for vocational discernment

### **Content**

- 1) Church documents on the priesthood and the consecrated life.
- 2) Theories of vocation.
- 3) The development of a religious and priestly identity.
- 4) Motivation, perseverance and commitment.
- 5) Sexuality, celibacy and pastoral ministry.

### **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, assessment of student achievement with respect to the Unit Outcomes will be based on:

1. An analysis of a theology of vocation which includes a critique of various theories of motivation for religious vocation. [Outcomes 1, 2, 5]
2. Applying basic theological and psychological principles to the living of the vocational life. [Outcomes 2, 3, 4]
3. The creation of a framework for vocational discernment that identifies some of the difficulties commonly encountered in reaching vocational maturity. [Outcomes 4, 5]

### **Representative References**

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Bohr, David. <i>The diocesan priest: consecrated and sent</i>. Collegeville, Minnesota: Liturgical Press, 2009.</li> <li>2. Collins, Rachel Marie. <i>Called by God: Discernment and Preparation for Religious Life</i>. Steubenville: Emmaus Road Pub., 2017.</li> <li>3. Fleming, David and McDonough, Elizabeth (ed.). <i>The Church and the Consecrated Life</i>. St Louis, Missouri: Review for Religious, 1996.</li> <li>4. Gallagher, Timothy M. <i>Discerning the Will of God: An Ignatian Guide to Christian Decision Making</i>. Chestnut Ridge: The Crossroad Publishing Co., 2009.</li> <li>5. Gerrig, Richard and Zimbardo, Philip. <i>Psychology and Life</i> (19th ed), Boston: Allyn &amp; Bacon, 2010.</li> <li>6. John Paul II, Apostolic Exhortation <i>Pastores dabo vobis</i> On the formation of priests in the circumstances of the present day (25 March 1992).</li> <li>7. John Paul II, Apostolic Exhortation <i>Vita consecrata</i> On the consecrated life and its mission in the Church and in the world (25 March 1996).</li> <li>8. Lespinay, Guy. <i>Introduction to the Religious Life: A Journey of Faith and Service</i>. St Pauls, 2015.</li> <li>9. McGovern, Thomas. <i>Priestly Identity. A Study in the Theology of Priesthood</i>. Dublin: Four Courts Press, 2002.</li> <li>10. Nemeck, Francis and Coombs, Marie Theresa. <i>Called by God. A Theology of Vocation and Lifelong Commitment</i>. Eugene: Wipf &amp; Stock, 2001.</li> <li>11. O'Collins, Gerald and Keenan Jones, Michael. <i>Jesus our Priest. A Christian approach to the priesthood of Christ</i>. Oxford: Oxford University Press, 2010.</li> </ol> |
| <ol style="list-style-type: none"> <li>12. Placher, William. <i>Callings. Twenty Centuries of Christian Wisdom on Vocation</i>. Cambridge: Eerdmans, 2005.</li> <li>13. Sperry, Len. <i>Sex, Priestly Ministry and the Church</i>. Minnesota: Liturgical Press, 2003.</li> <li>14. Terry, Karen et alia. <i>The Causes and Context of the Problem of Sexual Abuse of Minors by Catholic Priests and Deacons in the United States, 1950-2010. A Report presented to the United States Conference of Catholic Bishops by the John Jay College Research Team</i>. Washington D.C.: USCCB, 2011.</li> </ol>   |
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Course Unit Outline				
<b>Unit Code</b>				
P7221				
<b>Unit Name</b>				
Transforming Conflict				
<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 provide students with a biblical, theological and theoretical framework for addressing conflict in personal, organisational and ministry contexts. It seeks to develop student's competence in resolving and transforming conflict through interpersonal and communication skills as an expression of the gospel.				
<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 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>communicate a clear, coherent and independent exposition of knowledge and ideas</i>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge of causes of and responses to situational conflict</li> <li>• developing a critical understanding of appropriate methods of intervention in and resolution of situations of conflict</li> <li>• providing opportunities for formulating a suitable process of conflict resolution.</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>6) summarise the key principles involved in situations of conflict</li> <li>7) critically appraise the contribution of various biblical, theological and theoretical perspectives for responding to and transforming conflict</li> <li>8) describe and analyse appropriate interventions to types of conflict</li> <li>9) engage critically with one's personal responses and reactions to crisis and conflict</li> <li>10) design an informed and effective process of conflict resolution</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Biblical, theological and pastoral perspectives on conflict</li> <li>2. The dynamics of personal, relational and institutional conflict</li> <li>3. Individual responses to conflict</li> <li>4. Conflict escalation and de-escalation</li> <li>5. Conflict resolution versus transformation</li> <li>6. Assessing conflicted situations</li> <li>7. Interventions in conflict</li> <li>8. The role of the leader in conflicted settings</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) Critically reflect on a conflict in which they have been personally involved identifying the crucial issues, relational dynamics and how they might have responded differently. [Outcomes 1, 3, 4]</li> <li>2) Integrate a biblical framework for evaluating crisis and conflict with contemporary insights drawn from systems theory and sociology. [Outcomes 1, 2, 3]</li> <li>3) Design and present a policy and set of procedures for an organisational setting. [Outcomes 1, 3, 5]</li> </ol>



### Representative References

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- 7) Liddle, David. *Managing Conflict : A Practical Guide to Resolution in the Workplace*. 1st Edition. ed. London : New York: KoganPage Ltd, 2017.
- 8) Osterhaus, James P., Jurkowski, Joseph M. and Hahn, Todd. *Thriving Through Ministry Conflict*. Grand Raids: Zondervan, 2009.
- 9) Phillips, Bob. *Overcoming Conflict: How to Deal With Difficult People and Situations*. Eugene, Oregon: Harvest House Publishers, 2017.
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Course Unit Outline			
<b>Unit Code</b>			
P7222			
<b>Unit Name</b>			
Leading Change in 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 acknowledges that students live their lives in times of change and perform their work and ministry as agents of change for the sake of the gospel. It seeks to equip students to understand the dynamics of change in history, in institutions, and in their private lives. This unit seeks to equip students to approach change positively, and to grow their competence facilitating change in themselves, groups and organisational settings.			
<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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to personal and organisational change</li> <li>• developing a critical understanding of theological, sociological, and methodological principles and concepts in change dynamics</li> <li>• providing opportunities for initiating and planning effective organisational change in a ministry 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>11) Explain a model of how change is given effect using biblical, theological and social scientific resources</li> <li>12) Critique theories of how change initiatives are conceived, implemented and managed</li> <li>13) Lead change as a positive feature in their personal, work and/or ministry setting</li> <li>14) Facilitate change within themselves and assist others in their circle of influence to embrace and grow through change</li> <li>15) Explain their own critical appreciation of personal and organisational change as an opportunity for growth and service</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Introduction to change: metaphors and morphologies</li> <li>2) Understanding change: Examining case studies</li> <li>3) Spiritual and emotional challenges of change</li> <li>4) Leading change in personal, group and organisational contexts</li> <li>5) Responding to Resistance to Change</li> <li>6) Evaluating change initiatives</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) Using one's own experience, examine the personal dimensions of change, especially the factors contributing to resistance to change. [Outcomes 1, 3, 4]</li> <li>2) Evaluate change initiatives using a variety of change management theories. [Outcomes 2, 5]</li> <li>3) Develop a practice framework that sets out how to plan, implement and evaluate a change initiative. [Outcomes 1, 3, 4, 5]</li> </ol>

### Representative References

- 1) Bridges, William, and Susan Mitchell Bridges. *Managing Transitions : Making the Most of Change*. 4th edition. ed. Boston, MA: Da Capo Lifelong Books, A Member of the Perseus Books Group, 2016.
- 2) Capodagli, Bill, and Lynn Jackson. *Leading At the Speed of Change : Using New Economy Rules to Transform Old Economy Companies*. New York: McGraw-Hill, 2001. (Seminal Work)
- 3) Fowler, James W. *Faithful Change: The Personal and Public Challenges of Postmodern Life*. Nashville, TN: Abingdon Press, 1996. (Seminal Work)
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- 5) Hayes, John. *The Theory and Practice of Change Management*. 4th edition. ed. Houndmills, Basingstoke, Hampshire; New York, NY: Palgrave Macmillan, 2014.
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- 8) Kegan, Robert., and Lisa Laskow Lahey. *Immunity to Change : How to Overcome it and Unlock Potential in Yourself and Your Organization*. Boston, Mass.: Harvard Business Press, 2009.
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- 12) Powell, Brad. *Change Your Church for Good* (Rev. ed). Nashville: Thomas Nelson, 2010.
- 13) Rainer, Thom S. *Who Moved My Pulpit : Leading Change in the Church*. Nashville, Tennessee: B&H Publishing Group, 2016.
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Course Unit Outline				
<b>Unit Code</b>				
P7223				
<b>Unit Name</b>				
Healing Perspectives				
<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 aims to provide students with a biblical and theological understanding of Christian healing and its practice in historical and contemporary contexts. Students will be able to analyse and critique the grounds and practice of healing prayer as it relates to personal and ministry situations.				
<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>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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</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 and creative operations within Christian 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. Analyse the biblical teaching on sickness and healing</li> <li>2. Explain key theological positions on the Kingdom of God and how they impact healing ministry</li> <li>3. Articulate how the Gospels' account of the healing ministry of Jesus may serve as a model for healing prayer today.</li> <li>4. Review a diversity of healing approaches used in the church today.</li> <li>5. Present a proposal for the implementation and operational ethos and practices of a healing ministry.</li> </ol>
<b>Content</b>
<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>
<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>24. An analysis of biblical and recent theological sources relating to Christian healing theory and practice. [Outcomes 1, 2, 3]</li> <li>25. A critical examination of various Christian healing models and their suitability for church life and personal ministry. [Outcomes 2, 4, 5]</li> <li>26. The presentation of a program for the implementation of the practice and principles of Christian healing. [Outcomes 3, 4, 5]</li> </ol>

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1. Beach, J. Mark. "The Kingdom of God: A Brief Exposition of Its Meaning and Implications." *Mid-America Journal of Theology* 23 (2012): 53–76.
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9. Thomas, John Christopher. "Healing in the Atonement: A Johannine Perspective." *Journal of Pentecostal Theology* 14, no. 1 (October 2005): 23–39.
10. Venter, Alexander. *Doing Healing*. Cape Town: VIP, 2009.
11. Williams, Don. "Getting to the Root of Our Addictions." In *Jesus and Addiction*, pp 31-37. San Diego: Recovery Publications, 1993.
12. Wimber, John, and Kevin Springer. "Healing the Body." In *Power Healing*, pp 126-146. New York: Harper & Row, 1987.
13. 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.

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

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Course Unit Outline	
<b>Unit Code</b>	
P7224	
<b>Unit Name</b>	
Pastoral and Spiritual Care Responses to Mental Health Issues	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
9 cp in Pastoral Theology OR Pastoral Counselling	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
The unit Pastoral and Spiritual Care Responses to Mental Health Issues aims to advance students' knowledge of the nature and spiritual dimension of mental illness and to offer pastoral approaches to care from a spiritual perspective. Analysis of contemporary issues in Mental Health will provide context for students to address the ethical, social, religious and spiritual factors involved. This unit is an elective in the sub-discipline of Pastoral Theology and may form part of a major or sub-major in Pastoral Theology.	
<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>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 7.

The unit serves as an advanced elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing knowledge and skills relating to the pastoral care of mental health issues
- developing the capacity to communicate knowledge clearly and coherently
- providing opportunities for implementing pastoral care skills

#### **Learning Outcomes**

At the end of this unit students will be able to:	
<ol style="list-style-type: none"> <li>1) Identify the potential relationship between spirituality and mental health and explore the spiritual needs of people living with mental illness</li> <li>2) Evaluate the impact of mental illness on all aspects of the person's life within a family and societal context, such as the impact of stigma, guilt, shame, abuse, loss of identity and disenfranchised grief</li> <li>3) Reflect on the practice of pastoral care for people with mental health challenges</li> <li>4) Analyse the ethical issues, responsibilities and boundary-setting criteria necessary for those working in the mental health field</li> <li>5) Integrate pastoral care practices in the planning of care for those suffering with mental health illness</li> </ol>	
<b>Content</b>	
<ol style="list-style-type: none"> <li>1) The evidence base of mental health/illness</li> <li>2) Theological understanding of spiritual care.</li> <li>3) The inherent dignity of the individual living with a mental illness and how they find meaning and purpose within this context.</li> <li>4) Current issues and integrated approaches to mental health and spirituality within practice.</li> <li>5) Knowledge and skills to assess the spiritual needs of the person to facilitate an appropriate pastoral response.</li> <li>6) Referral skills, multidisciplinary and interfaith sensitivity.</li> <li>7)</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>13) Analysing the potential relationship between spirituality and mental health and the impact that mental health illness can have on family and societal contexts [Outcomes 1, 2]</li> <li>14) Reflecting upon the pastoral care needs of sufferers of mental health issues in the light of ethical responsibilities [Outcomes 3, 4]</li> <li>15) Application of a pastoral care approach that supports mental health needs [Outcomes 1, 3, 4, 5]</li> </ol>	
<b>Representative References</b>	

- 1) Ashfield, John. *Taking Care of Yourself and Your Family: A Resource Book for Good Mental Health*. 11<sup>th</sup> Edition. You Can Help Publishing, 2009.
- 2) Clarke, I. *Psychosis and Spirituality: Exploring the New Frontier*. London: Whurr Publishers, 2001.
- 3) Clinton, Tim, Arch Heart and George Ohlschlager. *Caring for People's God's Way: Personal and Emotional Issues, Addictions, Grief, and Trauma*. Nashville: Thomas Nelson, 2009.
- 4) Cobb, M, C. Puchalski, & B. Rumbold (eds), *Oxford Textbook of Spirituality in Healthcare*. Oxford: Oxford University Press, 2012.
- 5) Coleman, Monica. *Bipolar Faith: A Black Woman's Journey with Depression and Faith*. Minneapolis: Broadleaf Books, 2022.
- 6) Gardner, F. *Critical Spirituality: A Holistic Approach to Contemporary Practice*. Farnham: Ashgate, 2011.
- 7) Gordon, T., E., Kelly, D. Mitchell, *Spiritual Care for Healthcare Professionals: Reflecting on Clinical Practice*. London: Radcliffe, 2011.
- 8) Kelleher, R. *A Voice at the Table: An Integrated Model for Pastoral Care in Aged Mental Health*. Mulgrave: John Garrett Publishing, 2011.
- 9) Koenig, H. *Faith and Mental Health: Religious Resources for Healing*. Philadelphia, PA: Templeton, 2005.
- 10) Louw, D., T. Ito, & U. Elsdorfer, *Encounter in Pastoral Care and Spiritual Healing: Towards and Integrative and Intercultural Approach*. Berlin: LIT Verlag, 2012.
- 11) McSherry, W., & L. Ross (eds). *Spiritual assessment in healthcare practice*. Keswick, M&K Publishing, 2010.
- 12) Roberts, S. (ed.) *Professional, Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Woodstock, Vermont: Skylight Paths Publishing, 2012.
- 13) Swinton, John. *Spirituality and Mental Health Care: Rediscovering a 'Forgotten' Dimension*. Jessica Kingsley Publishers, 2001.
- 14) Vanier, J. *Seeing Beyond Depression*, London: Harper Collins, 2001.

**Date CUO approved by Academic Board (Standing Committee): 24 May 2023**

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Course Unit Outline				
<b>Unit Code</b>				
P7232				
<b>Unit Name</b>				
Cultural Analysis				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
36 credit points in any discipline, including 9 credit points in Pastoral Theology.				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This advanced course unit equips students with the skills and knowledge required to understand the culture of a given ministry environment in Theological Perspective. It is intended to stimulate inter-personal understanding, transformative communication and the prophetic confrontation of culture, while helping students not to conform to the “patterns of this world.”				
<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>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>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>			✓	
<b>Contribution to Award</b>				

<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge of the principles of cultural analysis</li> <li>• developing critical skills of evaluating cultural artefacts and their theological significance</li> <li>• providing opportunities for framing a Christian response to a specific cultural situation.</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. Understand the general principles of cultural analysis</li> <li>2. Identify examples and the characteristics of redemptive analogies</li> <li>3. Critically review the theological assumptions and messages of various cultural artefacts including the spiritual, secular and multicultural</li> <li>4. Demonstrate skills of cultural analysis in the student's particular context</li> <li>5. Use communication skills to present a clear and coherent exposition of possible Christian response(s) to a cultural situation</li> </ol>
<p><b>Content</b></p>
<ol style="list-style-type: none"> <li>1. Theological Reflection on Culture</li> <li>2. Principles of Cultural Analysis</li> <li>3. Demographic Analysis</li> <li>4. Discerning Good and Evil in Culture</li> <li>5. The Identification of Redemptive Analogies</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1. Analyse one particular artefact of popular culture with particular reference to its causes and theological implications. [Outcomes 1, 3, 4]</li> <li>2. Analyse the local culture of a particular ministry environment using demographic, historical and/or other sources for their ministry implications. [Outcomes 1, 4]</li> <li>3. Present a coherent Christian response to a particular artefact of culture using appropriate principles of cultural exegesis. [Outcomes 1, 2, 3, 5]</li> </ol>
<p><b>Representative References</b></p>

1. Bock, Darrell L. *Cultural Intelligence: Living for God in a Diverse, Pluralistic World*. Nashville, TN: B&H Academic, 2020.
2. Carson, D.A. *Christ and Culture Revisited*. Grand Rapids, MI: Eerdmans, 2012.
3. Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downers Grove, IL: IVP, 2013.
4. Detweiler, Craig and Barry Taylor. *A Matrix of Meanings: Finding God in Pop Culture*. Engaging Culture Series. Grand Rapids, MI: Baker Academic, 2003.
5. Foster, T. *The Suburban Captivity of the Church: Contextualising the gospel for Post Christian Australia*. Melbourne: Acorn Press, 2014.
6. Frost, Michael. *Incarnate: The Body of Christ in an Age of Disengagement*. Downers Grove, IL: IVP, 2014.
7. Fuder, John E. *Neighborhood Mapping: How to Make Your Church Invaluable to the Community*. Chicago, IL: Moody, 2014.
8. Holt, Simon. *Heaven All Around Us: Discovering God in Everyday Life*. Eugene, OR: Cascade, 2018.
9. Richardson, Don. *Eternity in Their Hearts*. Ventura, CA: Regal, 1984.
10. Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Grand Rapids, MI: Brazos, 2016.
11. Stetzer, Ed and David Putman. *Breaking the Missional Code: Your Church Can Become a Missionary in Your Community*. Nashville, TN: B&H, 2006.
12. Vanhoozer, Kevin J, Charles A. Anderson and Michael J. Sleasman (eds.) *Everyday Theology: How to Read Cultural Texts and Interpret Trends*. Cultural Exegesis Series. Grand Rapids, MI: Baker, 2007.

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Course Unit Outline			
<b>Unit Code</b>			
P7233			
<b>Unit Name</b>			
Church Planting Through Neighbourhood Engagement			
<b>Unit Weighting</b>			
9 Credit Points			
<b>Prerequisites</b>			
P7101 and an additional 9cp in Pastoral Theology OR Mission			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This unit examines the foundations and innovative strategies necessary for effective locally based church planting. It provides students with skills to organize, implement, measure, and evaluate church planting efforts.			
<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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to church planting</li> <li>• developing a critical understanding of theological, sociological, and methodological principles and concepts in church planting</li> <li>• providing opportunities for initiating and planning an effective church planting program.</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 cultural bases for church planting.</li> <li>2. Recognize the principles of Community Development and the necessary elements of a needs-based, community-focused church plant.</li> <li>3. Compare different theories, models, and strategies of church planting and their applicability to one's local context.</li> <li>4. Distinguish various measures of cultural "exegesis" and for determining the success of a church plant.</li> <li>5. Formulate a plan for developing, implementing, and evaluating a church plant that will meet the needs of a particular context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>11. Church planting in biblical and historical practice.</li> <li>12. Contemporary church planting models (e.g. the Embedded Church)</li> <li>13. Theological analysis of church planting strategies and practices.</li> <li>14. Leadership dynamics, ethical principles, and skills for church planting</li> <li>15. The receptor culture—contextual analysis (including, for example, community and place mapping and asset based enquiry)</li> <li>16. Community Development principles (including, for example, place making, third space, and holistic responsibility).</li> <li>17. Stages of church planting and the development of key elements (worship, discipleship, facilities, funding, administration, etc.)</li> <li>18. Measures of successful church planting</li> <li>19. Organizing, empowering, implementing, evaluating, and revitalising local church plants</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
A general or specific ministry context based on the nature of the project
<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. Present a reflection journal on church planting readings. [Outcomes 1, 2]</li> <li>2. Analyse and evaluate a successful contemporary church plant or a case study of a successful church plant. [Outcomes 3, 4]</li> <li>3. Develop a strategy for planting a church for a particular context. [Outcome 5]</li> </ol>



### Representative References

1. Addison, Steve. *Movements That Change the World: Five Keys to Spreading the Gospel*. Downers Grove, Ill: IVP Books, 2011.
2. Allen, Roland, and Michael Turnbull. *The Spontaneous Expansion of the Church and the Causes Which Hinder It*. Cambridge, U.K: Lutterworth Press, 2006.
3. *Book of Acts*, New Revised Standard Version.
4. Branson, Mark L. *Starting Missional Churches: Life with God in the Neighborhood*. Downers Grove: IVP, 2014.
5. Brooks, Jonathan. *Church Forsaken: Practicing Presence in Neglected Neighborhoods*. Downers Grove: IVP, 2018.
6. Frost, Michael. *Incarnate: The Body of Christ in an Age of Disengagement*. Downers Grove: IVP, 2014.
7. Frost, Michael and Alan Hirsh. *The Shaping of Things to Come: Innovation and Mission for the 21<sup>st</sup> Century*. Grand Rapids: Baker Books, 2013.
8. Heath, Elaine A. and Larry Duggins. *Missional. Monastic. Mainline. A Guide to Starting Missional Micro-Communities in Historically Mainline Traditions*. Eugene, OR: Cascade Books, 2014.
9. Hunter, George G. *The Apostolic Congregation: Church Growth Reconceived for a New Generation*. Nashville, TN: Abingdon Press, 2009.
10. Kim, Grace Ji-Sun Kim and Graham Hill. *Healing our Broken Humanity: Practices for Revitalizing the Church and Renewing the World*. Downers Grove: IVP, 2018.
11. Kreminski, Karina. *Urban Spirituality: Embodying God's Mission in the Neighborhood*. Skyforest, CA: Urban Loft Publishers, 2018.
12. Paas, Stefan. *Church Planting in the Secular West: Learning from the European Experience*. Grand Rapids: Eerdmans, 2016.
13. Payne, J. D. *Apostolic Church Planting: Birthing New Churches from New Believers*. Downers Grove: IVP, 2015.
14. Payne, William P. *American Methodism: Past and Future Growth*. Emeth Press, 2013.
15. Powell, Neil and John James. *Together for the City: How Collaborative Church Planting Leads to Citywide Movements*. Downers Grove: IVP, 2019.
16. Sparks, Paul, Tim Soerens, and Dwight Friesen. *The New Parish: How Neighborhood Churches are Transforming Mission, Discipleship and Community*. Downers Grove: IVP, 2014.
17. Tang, Len and Charles E. Cotheman, eds. *Sent to Flourish: A Guide to Planting and Multiplying Churches*. Downers Grove: IVP, 2019.

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

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Course Unit Outline			
<b>Unit Code</b>			
P7235			
<b>Unit Name</b>			
Media, Culture and Ethical Value Systems			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
P7101			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
In an information technology driven society, this course unit aims at enabling the student to situate values from the Christian tradition and to dialogue with the social, economic, political and religious implications of post-modern culture.			
<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>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>
<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>	✓		✓
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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 of practical theology in relation to the role of media as a social influencer
- developing a critical understanding of theological and political dimensions of the relation of contemporary media with religion
- providing opportunities for formulating a theologically informed critical response to the portrayal of issues in the media.

### Learning Outcomes

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

- 16) critique systems, processes and motivation used to create media products such as television, film, audio & print
- 17) describe the key areas of conflict between religious manipulation of the media and the media's portrayal of religion
- 18) identify and analyse the cultural practices, values and ideas which are to be found within products produced by the media
- 19) critique the function of the media and religion in post-modern culture
- 20) appreciate the economic, political, technical, organisational and social restraints within the media and evaluate the values implicit in the media's interpretation of the world

### Content

- 1) Epistemological critique of truth and propaganda
- 2) Political theology - mass-media: radio, television, film and print
- 3) Ethical value systems - advertising and popular culture
- 4) Tradition, culture and hermeneutics
- 5) Media, religion and theological perspectives in a secular age.

### 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, assessment of student achievement with respect to the Unit Outcomes will be based on the student's ability to:

- 1) critique the systems used to create media products and how those systems are used and/or abused by the media and religions. [Outcomes 1, 2]
- 2) analyse the values and ideas contained within the media. [Outcome 3]
- 3) critique the function and role of the media, its use of restraint (or otherwise) and how its values shape and influence religion in a post-modern culture. [Outcomes 4, 5]

### Representative References

- 1) Baggini, Julian. *Making Sense: Philosophy Behind the Headlines*. Oxford: Oxford, 2003.
- 2) Beal, Timothy K. (Editor), & Linafelt Tod (Editor), *Mel Gibson's Bible: Religion, Popular Culture, and —The Passion of Christ*. University of Chicago Press, 2005.
- 3) Carah, Nicholas. *Media and Society: Power, Platforms, and Participation*. Sage Publications, 2021.
- 4) Clarke, Anthony J. *Flickering Images: Theology and Film in Dialogue*. Smith & Helwys Pub, 2012.
- 5) Hips, Shane. *The Hidden Power of Electronic Culture: How Media Shapes Faith, the Gospel, and Church*. Zondervan Publishing House, 2006.
- 6) Hoose, Bernard. *Moral Theology for the 21<sup>st</sup> Century*. New York: T&T Clark, 2008.
- 7) Hunt, Arthur. *The Vanishing Word: The Veneration of Visual Imagery in the Postmodern World*. Wheaton, IL: Crossway Books, 2003.
- 8) Johnston, Robert K., Craig Detweiler and Cutter Callaway. *Deep Focus: Film and Theology in Dialogue*. Grand Rapids: Baker Academic, 2019.
- 9) Lughod, Lila-abu. *Local Contexts of Islamism in Popular Media*. Amsterdam University Press, Netherlands, 2006.
- 10) Stout, Daniel A. *Media and Religion: Foundations of an Emerging Field*. New York: Routledge, 2012.
- 11) Wilkins, Lee, Christians, C.G. *The Handbook of Mass Media Ethics*. London: Routledge, 2008.
- 12) Winston, Brian. *Lies, Damn Lies and Documentaries*. London: (British Film Institute) Publishing, 2000.

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Course Unit Outline			
<b>Unit Code</b>			
P7236			
<b>Unit Name</b>			
Foundations of Social Justice			
<b>Unit Weighting</b>			
9cp			
<b>Prerequisites</b>			
18cp in Pastoral Theology			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This unit develops the student's knowledge and understanding of social justice issues from a Christian perspective. It provides opportunities for personal development and critical insight into appropriate approaches to addressing issues of societal injustice. It is intended that this unit will expand the student's capacity to reflect theologically on their response to related issues.			
<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>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>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>	✓	✓	✓
<b>Contribution to Award</b>			
The unit forms part of the SCD awards at AQF Level 7.			
The unit is an advanced 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:			
<ul style="list-style-type: none"> <li>developing a coherent body of knowledge of Christian perspectives on issues of social justice</li> <li>developing skills of analysis and evaluation of Christian engagement in social justice issues</li> <li>providing opportunities for framing a theologically informed response to a prominent social justice issue.</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. explain the nature and content of a Christian understanding of social justice</li> <li>2. outline the biblical, historical and philosophical perspectives of a Christian response to social justice issues</li> <li>3. engage with literature on the theme of social justice</li> <li>4. evaluate a contemporary Christian response to a social justice issue</li> <li>5. apply perspectives from the unit to a contemporary social issue of relevance to the student</li> </ol>
Content
<ol style="list-style-type: none"> <li>1. What is social justice? Its nature, content, and biblical basis</li> <li>2. The Bible and social justice: method, content, and implications</li> <li>3. Social justice throughout church history: thought and practice across time and place, and political theology</li> <li>4. Philosophy and social justice: various traditions and their implications</li> <li>5. Examples of engaging social justice issues: <ol style="list-style-type: none"> <li>a. Ecological crises: creation, vocation, Christian witness</li> <li>b. Race and nationalism: historical context, global theological perspectives, Christian witness</li> <li>c. Economic justice: capitalism, biblical imperatives, and Christian witness.</li> </ol> </li> </ol>
Required Specialist Facilities or Equipment
Nil
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>1. Explain the nature of social justice from a Christian perspective drawing on biblical, historical and philosophical foundations [Outcomes 1, 2]</li> <li>2. Critique a contemporary Christian approach to a social justice issue through the lens of Christian literature whether ancient or modern [Outcomes 2, 3, 4]</li> <li>3. Apply lessons from the unit to a specific social justice issue [Outcome 5]</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>1. Broughton, Geoff. <i>Restorative Christ: Jesus, Justice and Discipleship</i>. Eugene, OR: Pickwick, 2014.</li> <li>2. Cloutier, David. <i>Walking God's Earth: The Environment and Catholic Faith</i>. Collegeville, MN: Liturgical, 2014.</li> <li>3. Cone, James H. <i>A Black Theology of Liberation</i>, 40<sup>th</sup> anniv. ed. Maryknoll, NY: Orbis, 2010. Delgado, Teresa, John Doody and Kim Paffenroth. eds. <i>Augustine and Social Justice</i>, Lanham, ML: Lexington, 2015.</li> <li>4. Grassi, Joseph A. <i>Informing the Future: Social Justice in the New Testament</i>. Mahwah, NJ: Paulist, 2003.</li> <li>5. Gutiérrez, Gustavo. <i>A Theology of Liberation</i>, rev. ed. Maryknoll, NY: Orbis, 1988.</li> <li>6. Hovey, Craig. <i>Exploring Christian Ethics: An Introduction to Key Methods and Debates</i>. London: SPCK, 2018.</li> <li>7. Keller, Timothy. <i>Generous Justice: How God's Grace Makes Us Just</i>. London: Hodder &amp; Stoughton, 2010.</li> <li>8. MacIntyre, Alasdair. <i>After Virtue</i>. 3<sup>rd</sup> ed. London: Bloomsbury, 2007.</li> <li>9. McCracken, Vic. ed. <i>Christian Faith and Social Justice: Five Views</i>. New York, NY: Bloomsbury Academic, 2014.</li> <li>10. Snyder Belousek, Darrin W. <i>Atonement, Justice, and Peace: The Message of the Cross and the Mission of the Church</i> Grand Rapids, MI: Eerdmans, 2012.</li> <li>11. Volf, Miroslav. <i>A Public Faith: How Followers of Christ Should Serve the Common Good</i>. Grand Rapids, MI: Brazos, 2011.</li> </ol>

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| 12. Westfall, Cynthia Long and Brian R. Dyer. eds. <i>The Bible and Social Justice: Old Testament and New Testament Foundations for the Church's Urgent Call</i> . McMaster New Testament Studies. Eugene, OR: Pickwick, 2015. |
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CUO approved by Academic Board: 5 July 2021 (by report)
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Course Unit Outline			
<b>Unit Code</b>			
P7245			
<b>Unit Name</b>			
Church and Ministry			
<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 provides students a biblical, cultural and practical understanding of the life and mission of the local church. It will enable the student to critically reflect on the local church ministries as a gateway to 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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to church ministry</li> <li>• developing a critical understanding of theological, sociological, and cultural principles and concepts in church ministry</li> <li>• providing opportunities for initiating and planning an effective church ministry program.</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. Determine the nature and purpose of the local church from biblical, cultural and practical perspectives</li> <li>2. Analyse the nature of cultural change over recent decades and its various impacts on church life</li> <li>3. Critically review the role of mission in today's church with particular reference to its implementation in a changing cultural context</li> <li>4. Assess selected key areas of local church ministry and evaluate their significance to the church's mission</li> <li>5. Design a program for a local church or ministry (e.g., church planting, raising and releasing leaders, making disciples) that explains and implements 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>
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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) An analysis of biblical and cultural sources relating to the nature of the church and its mission. [Outcomes 1, 2, 3]</li> <li>2) A critical examination of recent and contemporary ecclesiological thought and practice regarding mission in response to cultural change [Outcomes 1, 2, 4]</li> <li>3) The presentation of a program for the implementation of the practice and principles of Church Planting or another “multiplication” focussed ministry (e.g., raising leaders, discipleship). [Outcomes 4, 5]</li> </ol>
Representative References
<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Davis-Olds, Courtney. “The Growing Church: A Case Study in Leadership for Change” Presented at the Academy of Religious Leadership, 2017. <a href="https://arl-jrl.org/wp-content/uploads/2017/04/CBDavisOlds-Growing-A-Case-Study-of-One-Churchs-Change-2017-ARL.pdf">https://arl-jrl.org/wp-content/uploads/2017/04/CBDavisOlds-Growing-A-Case-Study-of-One-Churchs-Change-2017-ARL.pdf</a>.</li> <li>3. 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.</li> <li>4. Downes, Peter. “The Purpose and Significance of the ‘Sunday’ Corporate Worship Gathering in Australian Vineyard Churches.” D.Min thesis, Australian College of Theology, 2012.</li> <li>5. Erickson, Douglas. <i>Living the Future: The Kingdom of God &amp; the Holy Spirit in the Vineyard Movement</i>, 2016.</li> <li>6. 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.</li> <li>7. 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.</li> <li>8. Hill, Graham. <i>A Synopsis of “GlobalChurch: Reshaping Our Conversations, Renewing Our Mission, Revitalising Our Churches.”</i> IVP Academic, 2015.</li> <li>9. Kariatlis, Philip. “Affirming Koinonia Ecclesiology: An Orthodox Perspective.” <i>Phronema</i> 27, no. 1 (2012): 51–65.</li> <li>10. Marshall, Glen. “A Missional Ecclesiology for the 21st Century.” <i>Journal of European Baptist Studies</i> 13, no. 2 (January 1, 2013): 5–21.</li> <li>11. 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.</li> <li>12. Snook, Susan Brown. “Reaching New People through Church Planting.” <i>Anglican Theological Review</i> 92, no. 1 (December 1, 2010): 111–116.</li> <li>13. Stetzer, Ed, and Thom S. Rainer. “Vibrant Leadership.” In <i>Transformational Church: Creating a New Scorecard for Congregations</i>, pp 71-98. Nashville: B&amp;H Publishing Group, 2010.</li> <li>14. Williams, Joseph L. “The New Ecclesiology and the Post-Modern Age.” <i>Review &amp; Expositor</i> 107, no. 1 (December 1, 2010): 33–40.</li> <li>15. Williams, Rick. <i>Uncomfortable Growth</i>. London: Rick Williams, 2015.</li> <li>16. Wright, Christopher J. H. “The Whole Church--A Brief Biblical Survey.” <i>Evangelical Review of Theology</i> 34, no. 1 (January 2010): 14–28.</li> <li>17. Yarnell, Dan. “The Spirit Says ‘Yes’: Exploring the Essence of Being Church in the 21st Century.” <i>Evangel</i> 26, no. 1 (2008): 9–14.</li> </ol>

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

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Course Unit Outline				
<b>Unit Code</b>				
P7247				
<b>Unit Name</b>				
Maori Pastoral Care				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
P7101				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit develops the student's knowledge of Māori language, Māori religions and the evangelization of the Māori people. It provides students with an understanding of and an empathy for their culture, thought patterns and religious motivations, so that they can be effective spiritual ministers and provide pastoral ministry to Māori people.				
<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 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>				✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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 of Māori history, culture, and language
- developing skills of respectfully analysing concepts of pastoral care in a Māori context
- providing opportunities for leading Māori prayer and ritual programs.

<b>Learning Outcomes</b>
<p>At the end of this unit students will:</p> <ul style="list-style-type: none"> <li>21) know basic Māori vocab, concepts and language</li> <li>22) identify key concepts related to Māori pastoral care and the Ratana, Pai Marire and Ringatu religions</li> <li>23) be able to lead Māori prayer and liturgy as well as be sensitive in Māori pastoral care situations such as a tangi</li> <li>24) respect Māori customs and protocol</li> <li>25) minister appropriately within the context of Māori religious beliefs and culture.</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>1) History of Māori religions</li> <li>2) Key Māori religious concepts</li> <li>3) Māori language and Pronunciation</li> <li>4) Protocol of a Marae visit</li> <li>5) Māori customs concerning situations such as a tangi, or unveiling.</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, <u>assessment of student achievement with respect to the Unit Outcomes will be based on:</u></p> <ul style="list-style-type: none"> <li>1) A discussion of key concepts in Māori language, religion and/or pastoral care. [Outcomes 1, 2]</li> <li>2) An application of their knowledge of Māori concepts and customs in relation to liturgy and pastoral care showing respect and sensitivity. [Outcomes 3, 4]</li> <li>3) A speech and prayer in Māori, and a defence of their interpretation of key concepts in the unit and the manner in which these concepts should be applied in pastoral care. [Outcomes 1, 3, 5]</li> </ul>

### Representative References

- 1) Barlow, Cleve, *Tikanga Wakaaro Key Concepts in Māori Culture*. Victoria: Oxford University Press, 2002.
- 2) Bergin, Helen and Susan Smith, eds. *Spirituality in Aotearoa New Zealand, He Kupu Whakawairua*. Auckland: Accent Publications, 2002.
- 3) Binney, Judith, *Encircled lands: Te Urewera, 1820-1921*. Auckland: Bridget Williams Books, 2009.
- 4) Binney, Judith, *Stories without End*. Bridget Williams Books, 2010.
- 5) Cody SM, Philip, *Seeds of the Word*. Wellington: Steele Roberts Ltd., 2004.
- 6) Elsmore, Bronwyn, *Mana from Heaven; A Century of Māori Prophets in New Zealand*. Auckland: Moana Press, 1989.
- 7) Fitzgerald, Caroline, *Te Wiremu Henry Williams - a collection of his letters*. Auckland: Huia Press, 2011.
- 8) Kawharu, Merata *Tahuhu Koero-sayings from the Tai Tokerau*. Auckland: Auckland University Press, 2009.
- 9) Metge, Joan, *New Growth from the Old; The Whanau in the Modern World*. Wellington: Victoria University Press, 1995.
- 10) Newman, Keith, *Bible and Treaty - Missionaries among the Maori - a new perspective*. Auckland: Penguin Books, 2010.
- 11) Newman, Keith, *Ratana Revisited*. Auckland: Reed Publications, 2006.
- 12) Ritchie, James, *Becoming Bicultural*. Auckland: Huia Publishers, 1992.
- 13) Ryan, Mikaere, *The Reed Dictionary of Modern Māori*, (45,000 entries). Auckland: Reed Books, 1997.
- 14) Ryan, Mikaere, *Reo Māori O Naianei, Book 2/Pukapuka 2*. Auckland: Reed Books 2006.

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Course Unit Outline				
<b>Unit Code</b>				
P7248				
<b>Unit Name</b>				
Marriage, Family and Relationships				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
P7101 Introduction to Pastoral Theology and Ministry				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit explores the human and theological understandings of human sexuality, and their implications for personal relationships and Christian marriage.				
<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>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>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>		✓	✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Christian Life and Ministry (Pastoral Theology). It may serve as part of a Major or Sub-major in Discipline of Christian Life and Ministry or the sub-discipline of Pastoral Theology, 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>• developing knowledge and understanding of sexuality and relationships</li> <li>• developing a critical understanding of the relation of Christian ethics to issues of sexuality, family, and marriage</li> <li>• applying an understanding of Christian ethical perspectives to a specific pastoral situation.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>27. Articulate a biblical understanding of marriage, family and human relationships</p> <p>28. Identify ethical issues raised by the experience of human sexuality and interpersonal relationships</p> <p>29. Analyse Christian teaching on marriage and divorce in the light of contemporary social questions</p> <p>30. Develop strategies for addressing contemporary social concerns from a Christian perspective</p> <p>31. Apply Christian teaching on divorce and re-marriage, family, and relationships to pastoral situations</p>
<b>Content</b>
<p>31) Biblical and theological foundations of the family</p> <p>32) Developing healthy relationships; interpersonal communication; boundaries in relationships</p> <p>33) Human sexuality and God's plan</p> <p>34) Friendship, singleness and the vocation to holiness</p> <p>35) Christian marriage</p> <p>36) Families and parenting</p> <p>37) Divorce and re-marriage</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 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 the place of sexuality in Christian ethics [Outcomes 1, 2, 3 and 4]</li> <li>2. Critically discuss a Christian theological approach to current issues in relationships and marriage [Outcomes 2, 3, 4 and 5]</li> <li>3. Outline a suitably complex pastoral situation concerning marriage breakdown and analyse the steps a pastor should take [Outcomes 3 and 5]</li> </ol>
<b>Representative References</b>

32. Balswick, J.O. & J. K. Balswick. *The Family: A Christian Perspective on the Family Home*. Grand rapids: Baker academic, 2007.
33. Bradbury, John P. & Susannah Cornwall, eds. *Thinking Again About Marriage: Key Theological Questions*. London: SCM Press, 2016.
34. Chambers, D. *A Sociology of Family Life*. Cambridge: Polity Press, 2012.
35. Crooks, R. & K. Baur. *Our Sexuality*. Belmont: Wadsworth/Cengage Brain, 2011.
36. Grant, I. *Growing Great Boys*. North Sydney: Random House, 2008.
37. Grant, I. & M. Grant. *Growing Great Girls*. North Sydney: Random House, 2008.
38. Halford, W.K. *Marriage and Relationship Education: What Works and How to Provide it*. London: The Guildford Press, 2011.
39. Hollinger, D.P. *the Meaning of Sex: Christian Ethics and the Moral Life*. Grand Rapids: Baker Academic, 2009.
40. Kuehne, D.S. *Sex and the iWorld: Rethinking Relationships Beyond an Age of Individualism*. Grand Rapids: Baker Academic, 2009.
41. Maxson, J.R. *Singleness, Marriage and the Will of God*. Eugene: Harvest House Publishers, 2012.
42. Miner, M., M. Dowson, S. Devenish, eds. *Beyond Well-Being: Spirituality and Human Flourishing*. Charlotte: Information Age Publishing, 2012.
43. Spencer, A.B., W.D. Spencer, S.R. Tracy & C. Tracy. *Marriage at the Crossroads: Couples in Conversation about Discipleship, Gender Roles, Decision Making and Intimacy*. Downers Grove: IVP, 2009.
44. Walters, B. *The Family in Christian Social and Political Thought*. Oxford: Oxford University Press, 2007.
45. Walsh, F., ed. *Spiritual Resources in Family Therapy*. London: The Guildford Press, 2009.
46. Wright, H.N. *Communication: Key to Your Marriage*. Rev. ed. Ventura: Regal Books, 2012.

**Approved by Academic Board: 5 December 2022; Change to P: 8/3/23**

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Course Unit Outline			
<b>Unit Code</b>			
P7251			
<b>Unit Name</b>			
Cultural Preaching			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
P7150 Introduction to Pastoral Preaching			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit enables students to develop a culturally effective biblical and theological framework for effective preaching in their current cultural 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>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>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>			✓
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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:

- extending the study of a coherent body of knowledge related to contemporary cultural forms of preaching
- developing skills of analysing and evaluating sermon delivery from a specific cultural perspective
- providing opportunities to deliver culturally appropriate sermons in a specific cultural setting.

### **Learning Outcomes**

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

- 1) Analyse the significance of the social and cultural dynamics of ministry settings for the preparation and delivery of culturally appropriate sermons
- 2) Establish a biblically and theologically grounded hermeneutic for application to a specific cultural context
- 3) Evaluate the effectiveness of sermons delivered in different social contexts
- 4) Design a range of sermons incorporating the specific hermeneutical and cultural insights acquired
- 5) Apply the acquired insights and skills to the delivery of sermons that contribute to worship in culturally appropriate ways.

### **Content**

- 1) Hermeneutical approaches to sermon development
- 2) Theological engagement in sermon construction
- 3) Social and cultural issues in preaching
- 4) Cultural distinctives of communication techniques and context
- 5) Culturally appropriate styles of preaching
- 6) Effective sermon design
- 7) Sermon delivery

### **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) Analyse relevant literature on specific social and cultural contexts and trends to determine the most significant cultural issues for their preaching. [Outcome 1]
- 2) Present and justify a coherent and informed hermeneutical approach to effective preaching for different social contexts. [Outcomes 2, 4]
- 3) Deliver a sermon in their ministry context that incorporates elements of culturally appropriate content, structure and style, with a justification of the choice of such elements. [Outcomes 3, 4, 5]

Representative References
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| <ol style="list-style-type: none"> <li>1) Bartholomew, Craig G. <i>Excellent Preaching: proclaiming the Gospel in its context and ours</i>. Washington: Lexham Press, 2015.</li> <li>2) Carrell, Lori J. <i>Preaching that Matters: Reflective Practices for Transforming Sermons</i>. Lanham: Rowman &amp; Littlefield, 2013.</li> <li>3) Grime, Paul &amp; Dean W. Nadasdy (eds). <i>Preaching is Worship: the sermon in context</i>. St Louis: Concordia Publishing House, 2011.</li> <li>4) Johnson, Darrell W. <i>The Glory of Preaching: participating in God's transformation of the world</i>. Downers Grove: IVP 2009.</li> <li>5) Kent, Grenville J. R., Paul J. Kissling, Laurence A. Turner. <i>'He Began with Moses...': preaching the Old Testament today</i>. Nottingham, England: IVP, 2010.</li> <li>6) Kim, Matthew D. <i>Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons</i>. Grand Rapids: Baker, 2017.</li> <li>7) Lowry, Eugene L. <i>The Homiletical Beat: why all sermons are narrative</i>. Nashville: Abingdon Press, 2012.</li> <li>8) New, Geoff. <i>Imaginative Preaching: praying the Scriptures so that God can speak through you</i>. Langham Global Library, 2015.</li> <li>9) MacBride, Tim. <i>Catching the Wave: preaching the New Testament as rhetoric</i>. England: IVP, 2016.</li> <li>10) Muehlhoff, Tim &amp; Todd V. Lewis. <i>Authentic Communication: Christian Speech Engaging Culture</i>. Downers Grove: IVP, 2010.</li> <li>11) Sweet, Leonard. <i>Giving Blood: a fresh paradigm for preaching</i>. Grand Rapids: Zondervan, 2014.</li> <li>12) Toy, Christina. "Technology-Based Oral Ministry Strategies: the bridge between Western literate and majority world." <i>Great Commission Research Journal</i> 8:1, 2016.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
P7254				
<b>Unit Name</b>				
Canon Law and the Sacraments				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
P7101				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
The course unit complements the accompanying unit in Canon Law. It demonstrates how general canonical principles and concepts apply in the area of the sacraments as these are studied in units in Systematic Theology, Liturgy, and Pastoral Theology.				
<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>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>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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 the study of a coherent body of knowledge related to the Catholic tradition of sacraments and sacramentals
- developing skills of analysing the relation of sacramental law, theology, and liturgy and their complementary role in pastoral practice
- providing opportunities to apply canon law to specific case studies.

### **Learning Outcomes**

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

- 21) demonstrate an understanding of the development and application of the Catholic Church's canonical tradition in relation to the celebration of the sacraments and sacramentals
- 22) analyse the relationships between sacramental law, theology and liturgy
- 23) appreciate the role of the Church's sacramental law in pastoral practice
- 24) Understand the main elements in the processes of marriage nullity cases, dissolution of the marriage bond cases and other cases handled by Tribunals, and be able to offer basic advice to and refer people to the Tribunal if appropriate
- 25) apply canonical principles in solving particular pastoral case studies

### **Content**

- 1) Book IV of Code of Canon Law (the sanctifying office of Church)
- 2) Proper ordering of sacramental life of Church
- 3) Sacraments of Initiation, Penance, Anointing of Sick, Orders
- 4) Sacrament of Marriage: theology, documentation and associated procedures for preparation and celebration
- 5) Sacramentals (including blessings, exorcisms), the liturgy of hours, funeral rites, veneration of saints, sacred images & relics, sacred times and places

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

Nil

### **Assessment Profile**

In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 1) An analysis of recent changes in the Church's laws on the sacraments. [Outcomes 1, 2]
- 2) A research project to find the historical antecedents of a particular canon of the Code of Canon Law and its application. [Outcomes 3, 4, 5]
- 3) An examination to elicit the student's mastery of the Church's legislation on key matters pertaining to the sacraments. [Outcomes 1, 4, 5]

### Representative References

- 1) *The Code of Canon Law*, translated under the auspices of The Canon Law Society of Great Britain and Ireland in association with the Canon Law Society of Australia and New Zealand and the Canadian Canon Law Society. Roma: Libreria Editrice Vaticana, 1983; English language edition. London: Harper Collins Liturgical, 1997.
- 2) Sheehy, Gerard et al., eds. *The Canon Law, Letter and Spirit: A Practical Guide to the Code of Canon Law*. Collegeville, Minnesota: Liturgical Press, 1995.
- 3) Beal, John P., James A. Coriden and Thomas J. Green. *New Commentary on the Code of Canon Law*. New York: Paulist Press, 2000.
- 4) *Exegetical Commentary on the Code of Canon Law*, Montréal, Wilson & Lafleur, 2004 (8 volumes).
- 5) Pospishil, Victor J., *Eastern Catholic Church Law*, 2d ed. New York: Saint Maroun Publications, 1996.
- 6) Huels, John M., *The Pastoral Companion: a canon law handbook for Catholic ministry*. 2d ed. Quincy, Illinois: Franciscan Press, 1995.
- 7) J. Huels, *More Disputed Questions in the Liturgy*, Chicago, Liturgy Training Publications, 1996.
- 8) Huels, J., *One Table, Many Laws*, Collegeville, The Liturgical Press, 1986.
- 9) Woestman, William. *Sacraments: Initiation, Penance, Anointing of the Sick – Commentary on Canons 840-1007*, 3rd edition, revised and updated, Ottawa, Faculty of Canon Law, Saint Paul University, 2004.
- 10) Woestman, William. *The Sacrament of Orders and the Clerical State: A Commentary on the Code of Canon Law*, 3rd edition, revised and updated, Ottawa, Faculty of Canon Law, Saint Paul University, 2006.
- 11) Woestman, William. *Canon Law of the Sacraments for Parish Ministry*, Ottawa, Faculty of Canon Law, Saint Paul University, 2011.
- 12) Kowal, Wojciech and Woestman, William. *Special Marriage Cases and Procedures, Ratified and Non-Consummated Marriage, Pauline Privilege Favour of the Faith, Separation of Spouses, Validation, Presumed Death*, fourth revised updated edition, with appendices, Faculty of Canon Law, Saint Paul University, Ottawa, 2008.

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Course Unit Outline				
<b>Unit Code</b>				
P7255				
<b>Unit Name</b>				
Principles of Pastoral Leadership				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
P7101 Introduction to Pastoral Theology and Ministry				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit assists those preparing for or engaged in leadership roles in ministry. It involves practical application of what is learnt in other course units and directs learning to the service of others in their faith journey.				
<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 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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to pastoral leadership</li> <li>• developing the capacity for critical analysis and evaluation of models of leadership</li> <li>• providing opportunities for analysing and developing a personal approach to pastoral leadership.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>26) demonstrate an understanding of the biblical, theological and personal foundations of Christian leadership</p> <p>27) analyse various models of pastoral leadership with particular reference to team leadership</p> <p>28) evaluate the relationship between the spiritual leader and those served by leadership, within cultural and institutional contexts</p> <p>29) determine personal strengths and areas requiring growth and development in pastoral leadership</p> <p>30) develop a working model for self-leadership development within their own faith community</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Christian leadership in its biblical and theological expressions</li> <li>2) Qualities, knowledge and skills necessary for pastoral leadership</li> <li>3) Needs and expectations of those seeking pastoral leadership</li> <li>4) Leaders and leadership teams within the context of contemporary Christian community</li> <li>5) The influence of culture and society on leadership</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) Engage critically with Biblical texts and contemporary models of pastoral leadership to identify the principal capacities of pastoral leaders and leadership teams. [Outcome 1, 2]</li> <li>2) Analyse their own pastoral leadership style drawing on Biblical, theological and professional models. [Outcomes 1, 2, 3, 4]</li> <li>3) Apply theories of pastoral leadership to their own organisational setting to produce a medium-term pastoral leadership self-development plan. [Outcomes 3, 4, 5]</li> </ol>

### Representative References

- 1) Allender, Dan B. *Leading With a Limp: Turning Your Struggles Into Strengths*. 1st ed. Colorado Springs, Colo.: Waterbrook Press, 2006.
- 2) Arbinger Institute. *Leadership and Self-Deception : Getting Out of the Box*. Third Edition. ed. Oakland, CA: Berrett-Koehler Publishers, 2018.
- 3) Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove: IVP, 2018.
- 4) Blanchard, Kenneth H., Phil Hodges, and Phyllis Hennecy Hendry. *Lead Like Jesus Revisited: Lessons From the Greatest Leadership Role Model of All Time* (Rev. ed). Nashville, Tennessee: Thomas Nelson, 2016.
- 5) Epperly, Bruce G. *Starting with Spirit: Nurturing Your Call to Pastoral Leadership*. Herndon VA: Alban Institute, 2011.
- 6) Forrest, B., C. Roden, and R. Hawkins, eds. *Biblical Leadership: Theology for the Everyday Leader*. Grand Rapids, MI: Kregel Academic, 2017.
- 7) Hammett, Edward H. *Spiritual Leadership In A Secular Age: Building Bridges Instead Of Barriers*. Danvers MA: TCP Leadership Series, 2005.
- 8) Ledbetter, Bernice M., and Robert Banks. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Second Edition. ed. Grand Rapids, Michigan: Baker Academic, a division of Baker Publishing Group, 2016.
- 9) McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass, 2011.
- 10) Nouwen, Henri J. M. *In the Name of Jesus : Reflections on Christian Leadership With Study Guide for Groups and Individuals*. New York: Crossroad Pub. Co., 2002.
- 11) Peterson, Eugene H. *The Pastor: A Memoir*. 1st ed. ed. New York: HarperOne, 2011.
- 12) Pier, Mac. *Consequential Leadership: 15 Leaders Fighting for Our Cities, Our Poor, Our Youth, and Our Culture*. Downers Grove, IL: IVP Books, 2012.
- 13) Sanders, J. Oswald. *Spiritual Leadership : Principles of Excellence for Every Believer*. [Updated ed.]. Chicago, IL: Moody Publishers, 2007 (1967).
- 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.
- 15) Scharen, Christian. *Faith as a Way of Life: A Vision for Pastoral Leadership*. Grand Rapids: Eerdmans, 2008.

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Course Unit Outline					
<b>Unit Code</b>					
P7257					
<b>Unit Name</b>					
Selected Themes in Canon Law					
<b>Unit Weighting</b>					
9 cp					
<b>Prerequisites</b>					
P7101					
<b>Corequisites</b>					
Nil					
<b>Exclusions</b>					
Nil					
<b>Curriculum Objective</b>					
This course unit serves as the primary way of acquainting students with the canonical tradition of the Church in the non-sacramental areas of Church life. As such, it is a particular expression of the theology of Church studied in Systematic and Pastoral Theology.					
<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>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>				✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing the study of a coherent body of knowledge related to the universals of Catholic ;law</li> <li>• developing skills of analysing the theological base of Catholic law</li> <li>• providing opportunities to apply aspects of Catholic law to pastoral practice.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of the unit students should be able to:</p> <p>26) demonstrate a knowledge of the universal law of the Catholic Church</p> <p>27) critique the place of law in pastoral practice</p> <p>28) articulate a critical understanding of the theological basis for that law</p> <p>29) apply this law in practical way in pastoral life and ministry</p> <p>30) validate aspects of the law to pastoral practice</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Book I of Code of Canon Law (General Norms and Rationale for Canon Law); Pope Paul VI's Principles for Revision of Code; post-Vatican II process of revision)</li> <li>2) Book II (the People of God; ecclesiology; office in the Church and power of governance; church structures and ministries)</li> <li>3) Book III (teaching office of Church; magisterium; preaching; catechetics; missionary activity; the profession of faith etc.)</li> <li>4) Book V (temporal goods of the Church)</li> <li>5) Book VI (penal law; sanctions, particularly laws pertaining to sexual abuse)</li> <li>6) Book VII (Church procedures: juridical and administrative, particularly laws pertaining to sexual abuse)</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Nil
<b>Assessment Profile</b>
<p>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 analysis of recent changes in the Church's penal laws. [Outcomes 1, 2]</li> <li>2) A research project to find the theological and historical basis of a particular canon of the Code of Canon Law and its application in pastoral practice. [Outcomes 3, 4, 5]</li> <li>3) An examination to elicit the student's mastery of the Church's legislation on key canonical institutes. [Outcomes 1, 4, 5]</li> </ol>

### Representative References

- 1) *The Code of Canon Law*, translated under the auspices of The Canon Law Society of Great Britain and Ireland in association with the Canon Law Society of Australia and New Zealand and the Canadian Canon Law Society. Roma: Libreria Editrice Vaticana, 1983; English language edition. London: Harper Collins Liturgical, 1997.
- 2) *Code of Canon Law, Latin-English Edition: New English Translation*, prepared under the auspices of the Canon Law Society of America, Washington, DC, 1999.
- 3) Sheehy, Gerard et al., eds. *The Canon Law, Letter and Spirit: A Practical Guide to the Code of Canon Law*. Collegeville, Minnesota: Liturgical Press, 1995.
- 4) Beal, John P., James A. Coriden and Thomas J. Green. *New Commentary on the Code of Canon Law*. New York: Paulist Press, 2000.
- 5) *Exegetical Commentary on the Code of Canon Law*, Montréal, Wilson & Lafleur, 2004 (8 volumes).
- 6) Pospishil, Victor J. *Eastern Catholic Church Law*, 2<sup>nd</sup> ed., New York, Saint Maroun Publications, 1996.
- 7) Ludicke, Klaus and Ronny E. Jenkins, *Dignitas Connubii: Norms And Commentary*, 2006, second printing, 2009.
- 8) Woestman, William. H., *Ecclesiastical Sanctions and the Penal Process: A Commentary on the Code of Canon Law*. Ottawa: Saint Paul University, 2000.
- 9) Woestman William, *Canonization: Theology, History, Process*, Ottawa, Faculty of Canon Law, Saint Paul University, 2002.
- 10) Renken, John A., *Particular Churches and the Authority Established in Them*, Commentary on Canons 368-430, Ottawa, Faculty of Canon Law, Saint Paul University, 2011.
- 11) Renken, John A., *Particular Churches: Their Internal Ordering*, Commentary on Canons 460-572, Ottawa, Faculty of Canon Law, Saint Paul University, 2011.
- 12) Dugan, Patricia M., *The Penal Process and the Protection of Rights in Canon Law*, Wilson & Lafleur, Montréal, 2005.

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Course Unit Outline	
<b>Unit Code</b>	
P7258	
<b>Unit Name</b>	
Team Ministry Skills	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
P7101 Introduction to Pastoral Theology and Ministry	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit builds upon previous theoretical and applied reflections in previous units to assist in the development of leadership skills and will provide practical methods for increasing organisational effectiveness.	
<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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to the dynamics of team ministry</li> <li>• developing the capacity for critical analysis and evaluation of models of team leadership</li> <li>• providing opportunities for applying principles of team ministry in a specific 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>11) articulate an understanding of the nature and purpose of team leadership skills</li> <li>12) analyse personality and cultural differences and identify ways in which these affect team relationships</li> <li>13) assess team dynamics and identify strengths and weaknesses to review</li> <li>14) develop a potential program for enlarging the capacity and character of team members</li> <li>15) apply lessons learned to improve the effectiveness of the team's mission within a selected context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>13) The nature and importance of team building</li> <li>14) The Myers-Briggs and other models which explain personality differences</li> <li>15) Methods of teambuilding</li> <li>16) Developing effective team communication skills</li> <li>17) Priority setting and delegation</li> <li>18) Supervising and appraising performance</li> <li>19) Conflict management</li> <li>20) Leading organisations through change</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) Analyse the nature and purpose of team leadership skills in the context of leading teams of differing personalities and or cultures. [Outcomes 1, 2].</li> <li>2) Evaluate the impact of an aspect of team dynamics and explore relevant developmental strategies. [Outcomes 1, 2, 4].</li> <li>3) Using appropriate tools, implement a process of team evaluation and suggest a program of development for a team in a ministry setting. [Outcomes 3, 4, 5].</li> </ol>

### Representative References

1. Anderson, Leith, and Jill Fox. *The Volunteer Church: Mobilizing Your Congregation for Growth and Effectiveness*. Grand Rapids, Michigan: Zondervan, 2015.
2. Belbin, R. Meredith. *Team Roles at Work (2<sup>nd</sup> ed.)*. Oxford: Butterworth-Heinemann, 2010.
3. Blackaby, Henry T. and Richard Blackaby. *Spiritual Leadership: Moving God's People to Agenda*. Nashville TN: Broadman & Holmann. 2011.
4. Bushe, GR. *Clear Leadership*. Nicholas Brealey Publishing, 2010.
5. Hackman, J. Richard. *Leading Teams*. Boston MA: Harvard Press. 2002.
6. Hartwig, Ryan T, and Warren Bird. *Teams That Thrive: Five Disciplines of Collaborative Church Leadership*. InterVarsity Press, 2015.
7. Jagelman, Ian. *The L Factor: Identifying and Developing Christian Leaders*. Port Orchard, WA: Ark House Press, 2016.
8. Katzenbach, Jon and Douglas K. Smith, *The Wisdom of Teams: Creating the High Performance Organization*. Boston MA: Harvard Press. 2015.
9. Lencioni, Patrick. *Overcoming the Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators*. San Francisco: Jossey-Bass, 2005.
10. Macchia, Stephen A. *Becoming a Healthy Team: Five Traits of Vital Leadership*. Lexington, MA: Leadership Transformations, 2014.
11. Maxwell, John C. *The 17 Indisputable Laws of Teamwork [Embrace Them and Empower Your Team]*. Harper Collins, 2016.
12. Ott, E. Stanley. *Transform Your Church with Ministry Teams*. Grand Rapids: Eerdmans, 2004.
13. Putman, Jim. *Church is a Team Sport: A Championship Strategy for Doing Ministry Together*. Grand Rapids: Baker, 2009.
14. Wallace, Curtis. *The Leadership Gap: How to Build, Motivate and Organise a Great Ministry Team*. Shippensburg: Destiny, 2011.
15. Witt, Lance. *High-Impact Teams: Where Healthy Meets High Performance*. Baker Books, 2018.

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Course Unit Outline				
<b>Unit Code</b>				
P7259				
<b>Unit Name</b>				
Distinctives of Church Movements				
<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 an opportunity to focus at an advanced level on the movement/denominational distinctives selected by the Teaching Body. It enables students to critically examine theological, historical and sociological perspectives within the ministry practice of a specific tradition and to examine how to apply those perspectives to contemporary ministry.				
<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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to a specific church movement</li> <li>• developing a critical understanding of theological, historical, and cultural factors in the development of the movement</li> <li>• applying the dynamics of the movement to a contemporary expression of ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>31) Explain the sociological, historical and theological perspectives that shaped the formation of the selected church movement/denomination</p> <p>32) Determine core distinguishing beliefs and practices that inform the theology and ministry practice of the movement/denomination</p> <p>33) Analyse the impact and/or contribution of the church movement/denomination to the broader Christian community</p> <p>34) Analyse contemporary issues that impact the church movement/denomination</p> <p>35) Outline an intentional strategy for applying the movement/denominational distinctives to the student's ministry context</p>
<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 Teaching Body within the scope of SCD policy. 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 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) Analyse the core elements of the church movement selected by the Teaching Body. [Outcomes 1, 2, 3]</li> <li>2) Assess the relevance of this church movement's values to contemporary society. [Outcomes 3, 4]</li> <li>3) Formulate a strategy for implementing the movement's distinctives in their own personal vocation and ministry practice. [Outcomes 2, 4, 5]</li> </ol>
<b>Representative References</b>
<p>The topic and the reading lists related to it are chosen by the lecturer and approved by the appropriate academic authority in the Teaching Body within the scope of SCD policy.</p> <p>CUO approved by Academic Board: 5 July 2021 (by report)</p>

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Course Unit Outline				
<b>Unit Code</b>				
P7260				
<b>Unit Name</b>				
Personal Growth for 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 the student with an awareness of their own spiritual and emotional health, assisting them to develop skills and techniques for achieving their own maturity, and working with others to enhance this most primary of resources for Christian ministry.				
<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>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>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>		✓	✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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 issues and challenges faced in ministry leadership
- developing a critical understanding of methods and practices that contribute to personal health and growth in ministry
- providing opportunities for developing a system of appropriate life balance in ministry.

### Learning Outcomes

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

- 31) determine the types of stress and their potential impact on ministers' psychological health and wellbeing
- 32) analyse their own emotional health and spiritual well-being to develop growing self-awareness
- 33) appraise their own evolving spirituality and leadership development and the impact that each has in their ministry
- 34) evaluate practices and disciplines that build a sustainable and resilient ministry
- 35) establish a "rule of life" which integrates practices of spirituality and leadership in both life and ministry

### Content

- 1) An examination of the emotional health of those in ministry
- 2) An examination of the spiritual health of those in ministry
- 3) Aspects of personal and family life related to ministry
- 4) Roles and role conflicts in ministry
- 5) Personal growth and leadership: skills and disciplines
- 6) Problems of anger, depression, assertiveness and their implications for relationships and ministry.

### 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) Present an argument concerning the connections between a leader's personal and spiritual well-being and their vocational effectiveness. [Outcomes 1, 4].
- 2) Apply theories of personal growth and leadership to their own history to demonstrate a high level of insight into the developmental issues they currently face. [Outcomes 1, 2, 3].
- 3) Design, implement and report on a personal "rule of life" that synthesizes insights about one's own developmental issues with strategic initiatives for further progress. [Outcomes 2, 3, 4, 5]

### Representative References

- 1) Barton, R H. *Strengthening the Soul of Your Leadership*. InterVarsity Press, 2008.
- 2) Benner, David. *Soulful Spirituality: Becoming Fully Alive and Deeply Human*. Grand Rapids: Brazos, 2011.
- 3) Bickers, Dennis. *The Healthy Pastor: Easing the Pressures of Ministry*. Kansas City: Beacon Hill, 2010.
- 4) Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, Ill.: InterVarsity Press, 2018.
- 5) Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. [Rev. ed.]. ed. Colorado Springs, CO: NavPress, 2012.
- 6) Hoffman, Louis. "Religious Experience, Development, and Diversity." *Pastoral Psychology*, vol. 61, pp. 1025-1035. Dec. 2012.
- 7) Holder, Arthur (ed.) *The Blackwell Companion to Christian Spirituality*. West Sussex, UK: Blackwell Publishing, 2011.
- 8) Leclerc, Diane and Maddix, Mark A. *Spiritual Formation: a Wesleyan paradigm*. Kansas City: Beacon Hill Press, 2011.
- 9) Lewis, Rick. *Mentoring Matters: Building Strong Christian Leaders, Avoiding Burnout, Reaching the Finishing Line*. Oxford: Monarch, 2009.
- 10) McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass, 2011.
- 11) Macchia, Stephen A. *Crafting a Rule of Life: An Invitation to the Well-Ordered Way*. Downers Grove, Ill.: IVP Books, 2012.
- 12) Olson, Richard P, Ruth Lofgren Rosell, Nathan S Marsh, and Angela Barker Jackson. *A Guide to Ministry Self-Care: Negotiating Today's Challenges With Resilience and Grace*. Lanham, MD: Rowman & Littlefield, 2018.
- 13) Rohr, Richard. *Falling Upward: A Spirituality for the Two Halves of Life*. San Francisco: Jossey-Bass, 2011.
- 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.
- 15) Villodas, Rich. *The Deeply Formed Life: Five Transformative Values to Root Us in the Way of Jesus*. First edition. Colorado Springs, Colorado: WaterBrook, 2020.

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Course Unit Outline	
<b>Unit Code</b>	
P7261	
<b>Unit Name</b>	
The Transformational Leader	
<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>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>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>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 7.

The unit is an advanced 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 transformational leadership
- developing critical analysis of the link between personal growth and organizational transformation as espoused by various models of leadership
- providing opportunities for formulating a plan for personal growth and organizational renewal.

#### **Learning Outcomes**

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

- 36) Categorise personal leadership styles in the light of biblical, historical and business models
- 37) Differentiate models of transformational leadership
- 38) Explain the link between personal renewal and corporate revitalisation
- 39) Prescribe the appropriate transformational intervention for an organisation according to its organisational lifecycle stage
- 40) Outline an intentional strategy, grounded in careful research, for personal spiritual growth and corporate renewal

#### **Content**

- 1) The traits, functions and styles of a leader
- 2) Character and ministry formation of a leader
- 3) Transformational and transactional leadership
- 4) Biblical models of transformational leadership
- 5) Transformational leadership and the lifecycles of movements
- 6) The gospel as a life-giving reality and ministry as a life-giving activity

#### **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) Identify a range of historical leaders who brought about corporate transformation and identify their connection with particular recognised models of leadership. [Outcomes 1, 2]
- 2) Analyse the link between personal renewal and corporate revitalisation in the context of selected models of transformational leadership. [Outcomes 2, 3]
- 3) Construct, implement and report on a plan that integrates personal leadership development and organisational transformation at a selected point within an organisation's lifecycle. [Outcomes 3, 4, 5]

### 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.
- 5) Dethmer, Jim, Diana Chapman, and Kaley Klemp. *The 15 Commitments of Conscious Leadership : A New Paradigm for Sustainable Success*. [United States]: Conscious Leadership Group, 2015.
- 6) Evans, Jeff. *Inspirational Presence: The Art of Transformational Leadership*. Garden City, NY: Morgan James, 2009.
- 7) Heifetz RA and Linsky M, *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.
- 9) Loder, James E. *The Transforming Moment*. 2nd ed. ed. Colorado Springs: Helmers & Howard, 1989.
- 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) 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>	
P7265	
<b>Unit Name</b>	
Basic Unit of Clinical Pastoral Education 1	
<b>Unit Weighting</b>	
18 cp	
<b>Prerequisites</b>	
Written application, interview, Criminal Record Clearance and acceptance into the course	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit seeks to develop the students' awareness of self and others through individual and group supervision of clinical pastoral practice.	
<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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to clinical pastoral practice</li> <li>• developing a critical understanding of theological, ethical, and cultural factors in clinical pastoral practice</li> <li>• developing basic technical skills for the performance of clinical pastoral care.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>16) identify the different ways in which patients are affected by and respond to their experience of illness or crisis</p> <p>17) identify their thoughts and feelings within a ministry event</p> <p>18) articulate the role of the Pastoral Care Practitioner within a ministry context</p> <p>19) use group and individual supervision to evaluate the effectiveness of their ministry</p> <p>20) demonstrate an integration of their ministry theory and practice</p>
<b>Content</b>
<p>21) Reflective Practice</p> <p>22) Understanding the Ministry Context</p> <p>23) Role of the Pastor and its boundaries</p> <p>24) Pastoral Interventions including empathy</p> <p>25) Theological reflection</p> <p>26) An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</p>
<b>Required Specialist Facilities or Equipment</b>
<p>Pastoral placement – ministry context</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 Pastoral Role within their ministry context, with particular note to boundaries. [Outcome 3]</li> <li>2. Articulate a ministry event in which they identify their thoughts and feelings. [Outcome 2]</li> <li>3. Illustrate the different ways in which people respond to illness and or crisis [Outcome 1]</li> <li>4. Use insights and feedback from individual and group supervision and professional reading in their practice of ministry. [Outcome 4, 5]</li> </ol>

### Representative References

1. Baab, Lynne M. *Nurturing Hope: Christian Pastoral Care in the Twenty-first Century*. Minneapolis: Fortress Press, 2018.
2. Carroll, Michael and Maria C. Gilbert. *On Being a Supervisee: Creating Learning Partnerships*, Psychoz Publications, Kew, 2011.
3. Doehring, Carrie, *The Practice of Pastoral Care: A Postmodern approach*, Louisville, Westminster/John Knox, 2015.
4. Fitchett, George. *Assessing Spiritual Needs: A Guide for Care Givers*, Academic Renewal Press, 2002.
5. Fitchett, George and Steve Nolan, *Spiritual Care in Practice: Case Studies in Healthcare Chaplaincy*, London, Jessica Kingsley Press, 2015.
6. Hodge, David R., *Spiritual Assessment: Handbook for Helping Professionals*. NACSW, Botsford, 2005.
7. Justes, Emma. *Hearing beyond the Words: How to become a listening Pastor*, Abingdon, Nashville, 2006
8. Koenig, Harold G., *Spirituality in Patient Care: Why, How, When, and What*, Templeton Foundation Press, 2007.
9. Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, London, Jessica Kingsley, 2003.
10. Nash, Sally and Paul Nash. *Tools for Reflective Ministry*, SPCK, London, 2009.
11. Patton, John. *From Ministry to Theology*. Nashville: Abingdon Press, 1990.
12. Patton, J. *Pastoral Care in Context: An Introduction to Pastoral Care*. Westminster/ John Knox Press, Kentucky, 2005.
13. Pembroke, Neil. *The Art of Listening: Dialogue, Shame and Pastoral Care*, Eerdmans, London, 2002
14. Stairs, Jean. *Listening for the Soul: Pastoral Care and Spiritual Direction*. Minneapolis: Fortress Press, 2000.
15. Topper, Charles Eds., *Spirituality in Pastoral Counseling and the Community Helping Professions*, Howarth Press, New York, 2003.
16. VandeCreek, Larry and Arthur M. Lucas eds., *The Discipline of Pastoral Care Giving: Foundations for Outcome Orientated Chaplaincy*, Howarth Press, New York, 2001.

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Course Unit Outline	
<b>Unit Code</b>	
P7266	
<b>Unit Name</b>	
Basic Unit of Clinical Pastoral Education 2	
<b>Unit Weighting</b>	
18 cp	
<b>Prerequisites</b>	
P7265	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit seeks to build on the first foundational unit of Clinical Pastoral Education. Students will develop a deeper awareness of what is occurring in pastoral ministry and a greater appreciation of their role as a reflective practitioner. Students will be able to articulate their theology of ministry and make a spiritual assessment.	
<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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>					✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• extending a coherent body of knowledge related to clinical pastoral practice</li> <li>• furthering a critical understanding of theological, ethical, and cultural factors in clinical pastoral practice</li> <li>• developing the skills of critical reflection as a key element in clinical pastoral practice.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>41) Interpret what is occurring in pastoral conversations</p> <p>42) Exhibit an ability to use a variety of pastoral responses including empathy</p> <p>43) Select an appropriate Spiritual Assessment tool for use in their ministry context</p> <p>44) Articulate the theological principles of their pastoral practice.</p> <p>45) Show an integration of the insights and feedback gained from the reflective process in their ministry</p>
<b>Content</b>
<p>7) Spiritual assessment</p> <p>8) Cultural diversity</p> <p>9) Theological Reflection</p> <p>10) Pastoral Interventions including empathy</p> <p>11) Theological issues: forgiveness, suffering</p> <p>12) Grief &amp; Loss</p> <p>13) An understanding of the 10 Child Safe Standards and knowledge of appropriate responses</p>
<b>Required Specialist Facilities or Equipment</b>
Pastoral placement – ministry context
<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) compare and contrast at least two spiritual assessments tools in the context of their ministry. [Outcome 3]</li> <li>2) describe the theological principles of their Pastoral Role. [Outcome 4]</li> <li>3) demonstrate their capacity to interpret what is occurring in a pastoral conversation and their use of a variety of pastoral responses including empathy. [Outcomes 1, 2]</li> <li>4) integrate insights and feedback from individual and group supervision and professional reading in their practice of ministry. [Outcome 5]</li> </ol>

### Representative References

- 1) Baab, Lynne M. *Nurturing Hope: Christian Pastoral Care in the Twenty-First Century*. Minneapolis: Fortress Press, 2018.
- 2) Bellous, J. and Dan Sheffield, *Conversations that change us: Learning the Arts of Theological Reflection*, Clements, 2007.
- 3) Carr W., *The Pastor as Theologian*, SPCK, 2008.
- 4) Cobb, Mark. *The Hospital Chaplain's Handbook: A Guide for Good Practice*, Canterbury Press, Norwich, 2005.
- 5) Cole, Alan H., *Be not Anxious: Pastoral Care of disquieted Souls*, Eerdmans, Michigan, 2008.
- 6) Evans, Keith. *Essential Chaplain Skill Sets: Discovering Effective Ways to Provide Excellent Spiritual Care*. Bloomington: WestBow Press, 2017.
- 7) Holloway M., *Negotiating Death in Contemporary Health and Social Care*, Policy Press, 2007.
- 8) Hunter, R. J. & Nancy J. Ramsay. *Dictionary of Pastoral Care & Counselling* Abingdon, Nashville, 2005.
- 9) Kinast, Robert. *Let Ministry Teach: A Guide to Theological Reflection*, Liturgical Press, US 2005.
- 10) Lester, Andrew D. *Anger: Discovering Your Spiritual Ally*, SPCK, London, 2007.
- 11) McAlpin K., *Ministry that Transforms, A contemplative process of theological reflection* Liturgical Press, 2009.
- 12) Paver J., *Theological Reflection and Education for Ministry*, Ashgate, UK, 2006.
- 13) Petersen, B. *Foundations of Pastoral Care*, Beacon Hill, 2007.
- 14) Sims, Sally. *Together through the Storm: A Practical Guide to Christian Care*. Matthias Media, 2017.
- 15) Stone, Howard W & James O. Duke. *How to think Theologically, 3<sup>rd</sup> Edition*, Augsburg, Minneapolis, 2013.
- 16) Quinlan, John. *Pastoral Relatedness : The Essence of Pastoral Care*. University Press of America, 2002.
- 17) Toole, Mary *Handbook for Chaplains*, Paulist Press, 2006.

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Course Unit Outline			
<b>Unit Code</b>			
P7271			
<b>Unit Name</b>			
Supervised Ministry 1			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
P7101			
<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 with both an appointed supervisor and mentor as well as the formal classroom situation. 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:			
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>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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to a range of practical ministry performance</li> <li>• developing a critical understanding of the systems and structures of a range of practical ministry roles</li> <li>• developing the skills of critical reflection and journaling as means of personal ministry development.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of the unit students should be able to:</p> <p>21) explain aspects of the support systems necessary to maintain ministry involvement</p> <p>22) utilise recent literature to inform their practice of ministry</p> <p>23) incorporate the supervisory process and personal journaling as a means of self-evaluation</p> <p>24) demonstrate initiative in supervised practical ministry within a local church context</p> <p>25) apply the mentoring process to personal growth and ministry practice</p>
<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) The theory and the practice of pastoral ministry</li> <li>4) Mentoring and Journaling</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>
<b>Required Specialist Facilities or Equipment</b>
<p>A pastoral ministry (part-time) placement</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) 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>

### Representative References

- 1) Bass, Dorothy & Dykstra, Craig. (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) Kujawa-Holbrook, Sheryl A. Holbrook & Montagno, Karen B. (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) Seamands S. *Ministry in the Image of God: the Trinitarian shape of Christian service*, Illinois, USA: IVP. 2005.
- 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>			
P7272			
<b>Unit Name</b>			
Supervised Ministry 2			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
P7101, P7271			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
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.			
<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 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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to a range of practical ministry performance</li> <li>• developing a critical understanding of the systems and structures of a range of practical ministry roles</li> <li>• developing the skills of critical reflection, journaling and mentoring as means of personal ministry development.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of the unit students should be able to:</p> <p>46) demonstrate an ability to exercise public ministry with evidence of leadership within a supervised context</p> <p>47) reflectively integrate theological understanding and practice</p> <p>48) analyse examples of the ministry practice of others and draw lessons for their own ministry</p> <p>49) evaluate the effectiveness of a ministry practice</p> <p>50) apply critical personal and peer reflection to their ministry experience</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Substantial ministry placement</li> <li>2) Critical 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) Identify an initial personal ministry profile</li> <li>6) Legalities of pastoral ministry (e.g. Regulation check lists for children's workers)</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
A pastoral ministry 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. Integrate theological understanding and practice. [Outcomes 2, 4]</li> <li>2. Appreciate personal and peer reflection. [Outcomes 3, 5]</li> <li>3. Provide evidence of leadership, teamwork, and practical work within a ministry context. [Outcomes 1, 3, 4]</li> </ol>



### Representative References

- 1) Bass & Dykstra. (Eds), *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*, Eerdmans Press, 2008.
- 2) Confoy, Maryanne. *Religious Life & Priesthood*, Paulist Press, 2008.
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- 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*, 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>			
P7273			
<b>Unit Name</b>			
Supervised Ministry – Hospital Chaplaincy Fundamentals			
<b>Unit Weighting</b>			
18 cp			
<b>Prerequisites</b>			
P7101, Introduction to Pastoral Theology and Ministry; B7110 Introduction to Biblical Studies; T7101 Introduction to Theology; P7271 Supervised Ministry I, Interview, Criminal Record Clearance, Working with Children Clearance, Immunisation Up-Date and acceptance into the course			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit seeks to develop the students' awareness of the challenges and opportunities involved in ministry in a variety of contexts and to utilise pastoral supervision and theological reflection in the practice of a ministry placement.			
<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>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate 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>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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to hospital chaplaincy</li> <li>• developing a critical understanding of theological, ethical, and psychological factors in hospital chaplaincy</li> <li>• developing professional skills of critical reflection and integration of theology and practice in the ministry of hospital chaplaincy.</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. Distinguish the different ways in which people respond to their experience of illness or personal crisis</li> <li>2. Identify their personal strengths and challenges within the context of a ministry placement</li> <li>3. Articulate the role and utilise the experience of pastoral supervision</li> <li>4. Use peer group and individual supervision to evaluate the effectiveness of their ministry</li> <li>5. Demonstrate an integration of theology and practice in a ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Skills of observation, discernment, verbatim writing and the Examen</li> <li>2. The context of the ministry placement – contextual theology</li> <li>3. Ethical boundaries and integrity in ministry</li> <li>4. Theological reflection in ministry practice</li> <li>5. Sacramental Theology in ministry</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Pastoral placement – ministry context
<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 their Pastoral Role within their ministry context, with particular note to ethical boundaries. [Outcomes 1, 2 and 5]</li> <li>2. Present a theological reflection in relation to their ministry placement and develop evidence to highlight the theological nexus between theory and practice. [Outcomes 1, 2, 4 and 5]</li> <li>3. Present a learning portfolio, illustrating a learning agreement (contract) and a theological reflection. [Outcomes 2 and 3]</li> <li>4. Demonstrate through a final self-evaluation how they have used feedback from individual and peer group supervision, together with the relevant literature in the discipline, to inform their practice of ministry. [Outcomes 3, 4 and 5]</li> </ol>

### Representative References

17. Baker, Alan T. *Foundations of Chaplaincy: A Practical Guide*. Grand Rapids: Eerdmans, 2021.
18. Ball, Les, *Transforming Theology*, Mosaic Press, Melbourne, 2012.
19. Bevans, Stephen, *Contextual Theology*, Orbis Books, 2005.
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21. Caperon, John., Andrew Todd and James Walters. eds. *A Christian Theology of Chaplaincy*. London: Jessica Kingsley Publishers, 2017.
22. Carr W., *The Pastor as Theologian*. London: SPCK, 2008.
23. Cobb, Mark. *The Hospital Chaplain's Handbook: A Guide for Good Practice*, Canterbury Press, Norwich, 2005.
24. Cole, Alan H., *Be not Anxious: Pastoral Care of disquieted Souls*, Eerdmans, Michigan, 2008.
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26. Hunter, R. J. & Nancy J. Ramsay *Dictionary of Pastoral Care & Counselling*. Abingdon, Nashville, 2005.
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29. Paver J., *Theological Reflection and Education for Ministry*, Ashgate, UK, 2006.
30. Petersen, B. *Foundations of Pastoral Care*, Beacon Hill, 2007.
31. Quinlan, John. *Pastoral Relatedness: The Essence of Pastoral Care*. University Press of America, 2002.
32. Toole, Mary. *Handbook for Chaplains*, Paulist Press, 2006.

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Course Unit Outline	
<b>Unit Code</b>	
P7281	
<b>Unit Name</b>	
Denominational Church Movements in Context (CALD)	
<b>Unit Weighting</b>	
9 cp	
<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 Objectives</b>	
This course unit provides students with an opportunity to focus at an advanced level on [the movement/denominational distinctives selected by the Teaching Body]. It enables students to critically examine theological, historical, and sociological perspectives within the ministry practice of [the specific tradition]—both globally and locally—and to examine how to apply those perspectives to contemporary ministry.	
<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 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>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 7.

The unit is an advanced 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 specific church movement
- developing a critical understanding of theological, historical, and cultural factors in the development of the movement
- applying the dynamics of the movement to a contemporary expression of ministry.

<b>Learning Outcomes</b>	
At the end of this unit students will be able to:	
<ol style="list-style-type: none"> <li>11. Explain the sociological, historical and theological perspectives that shaped the formation of the selected church movement/denomination globally and within the student's cultural context;</li> <li>12. Determine core distinguishing beliefs and practices that inform the theology and ministry practice of the movement/denomination;</li> <li>13. Analyse the impact and/or contribution of the church movement/denomination to the broader Christian community within the student's cultural context;</li> <li>14. Analyse contemporary issues—both globally and within the student's local context—that impact the church movement/denomination;</li> <li>15. Outline an intentional strategy for applying the movement/denominational distinctives to the student's ministry context.</li> </ol>	
<b>Content</b>	
<p>Service within a defined church movement requires an appreciation of the historical, theological and cultural distinctives of that movement. The topic and the content related to it are chosen by the lecturer and approved by the appropriate academic authority in the Teaching Body within the scope of SCD policy. Students will explore their selected movement with a view to understanding the requirements and challenges involved in a vocation within that movement. Learning Activities might include Group or Individual Projects, Seminars, Online Learning Resources, Group Discussions, etc</p>	
<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) Analyse the core elements of the church movement selected by the Teaching Body (e.g. essay, critical review, presentation, examination: Learning Outcomes 1, 2, 3)</li> <li>2) Assess the relevance of this church movement's values to contemporary society. (e.g. research essay, presentation, debate etc: Learning Outcomes 3, 4)</li> <li>3) Formulate a strategy for implementing the movement's distinctives in their own personal vocation and ministry practice (e.g. essay, seminar, class presentation, project: Learning Outcomes 2, 4, 5)</li> </ol>	
<b>Representative References</b>	
<p>The topic and the reading lists related to it are chosen by the lecturer and approved by the appropriate academic authority in the Teaching Body within the scope of SCD policy.</p>	
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Course Unit Outline			
<b>Unit Code</b>			
P7283			
<b>Unit Name</b>			
Church Planting in Context (CALD)			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Contextualising Pastoral Theology and Ministry (P7180) and an additional unit in Pastoral Theology (P) or Mission (M)			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
This unit is available only to candidates enrolled in the BTh/BMin CALD Stream			
<b>Curriculum Objectives</b>			
This unit examines the foundations and innovative strategies necessary for effective locally based church planting within a specific cultural setting. It provides students with skills to organize, implement, measure, and evaluate church planting efforts using methods appropriate to the local cultural setting.			
<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>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>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>			✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing the study of a coherent body of knowledge related to contemporary forms of church planting</li> <li>• developing a critical awareness of contemporary methods and underlying principles of church planting</li> <li>• providing opportunities for the creative application of church planting principles and methods in a local cultural context.</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 cultural bases for church planting.</li> <li>2. Recognize the principles of Community Development and the necessary elements of a needs-based, community-focused church plant within their own culture.</li> <li>3. Compare different theories, models, and strategies of church planting and their applicability to one's local context.</li> <li>4. Distinguish various measures of cultural "exegesis" and for determining the success of a church plant.</li> <li>5. Formulate a plan for developing, implementing, and evaluating a church plant that will meet the needs of a particular context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Church planting in biblical and historical practice.</li> <li>2. Contemporary church planting models (e.g. the Embedded Church)</li> <li>3. Theological analysis of church planting strategies and practices.</li> <li>4. Leadership dynamics, ethical principles, and skills for church planting</li> <li>5. The receptor culture—contextual analysis (including, for example, community and place mapping and asset based enquiry)</li> <li>6. Community Development principles (including, for example, place making, third space, holistic responsibility, and other principles acceptable to the specific cultural context).</li> <li>7. Stages of church planting and the development of key elements (worship, discipleship, facilities, funding, administration, etc.)</li> <li>8. Measures of successful church planting within a specific cultural context</li> <li>9. Organizing, empowering, implementing, evaluating, and revitalising local church plants</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
<p>A general or specific ministry context based on the nature of the project</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. These may include:</p> <ul style="list-style-type: none"> <li>7) A reflection journal on church planting readings [Outcomes 1,2]</li> <li>8) Analysis and evaluation of a successful contemporary church plant or a case study of a successful church plant within the student's cultural context [Outcomes 3,4]</li> <li>9) Development of a strategy for planting a church for a particular context [Outcome 5]</li> </ul>
<b>Representative References</b>
<p>Addison, Steve. <i>Movements That Change the World: Five Keys to Spreading the Gospel</i>. Downers Grove, Ill: IVP Books, 2011.</p> <p>Branson, Mark L. <i>Starting Missional Churches: Life with God in the Neighborhood</i>. Downers Grove: IVP, 2014.</p> <p>Brooks, Jonathan. <i>Church Forsaken: Practicing Presence in Neglected Neighborhoods</i>. Downers Grove: IVP, 2018.</p> <p>Frost, Michael and Alan Hirsh. <i>The Shaping of Things to Come: Innovation and Mission for the 21st Century</i>. Grand Rapids: Baker Books, 2013.</p> <p>Green, Beatrice and Keiti Ann Kanongata'a. <i>Weaving Theology in Oceania</i>. Cambridge: Cambridge Scholars Publishing, 2020.</p> <p>Kim, Grace Ji-Sun Kim and Graham Hill. <i>Healing our Broken Humanity: Practices for Revitalizing the Church and Renewing the World</i>. Downers Grove: IVP, 2018.</p> <p>Kreminski, Karina. <i>Urban Spirituality: Embodying God's Mission in the Neighborhood</i>. Skyforest, CA: Urban Loft Publishers, 2018.</p> <p>Moreau, A. Scott. <i>Contextualizing the Faith</i>. Grand Rapids: Baker Academic, 2018.</p> <p>Payne, J. D. <i>Apostolic Church Planting: Birthing New Churches from New Believers</i>. Downers Grove: IVP, 2015.</p> <p>Payne, William P. <i>American Methodism: Past and Future Growth</i>. Emeth Press, 2013.</p> <p>Powell, Neil and John James. <i>Together for the City: How Collaborative Church Planting Leads to Citywide Movements</i>. Downers Grove: IVP, 2019.</p> <p>Sparks, Paul, Tim Soerens, and Dwight Friesen. <i>The New Parish: How Neighborhood Churches are Transforming Mission, Discipleship and Community</i>. Downers Grove: IVP, 2014.</p> <p>Tang, Len and Charles E. Cotherman, eds. <i>Sent to Flourish: A Guide to Planting and Multiplying Churches</i>. Downers Grove: IVP, 2019.</p> <p>Tominson, Matt. <i>God is Samoan: Dialogues between Culture and Theology in the Pacific</i>. Pacific Islands Monograph Series Book 29. University of Hawaii Press, 2020.</p>
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Course Unit Outline				
<b>Unit Code</b>				
P7284				
<b>Unit Name</b>				
Personal Growth for Ministry in Context (CALD)				
<b>Unit Weighting</b>				
9 cp				
<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 provides the student with an awareness of their own spiritual and emotional health, assisting them to develop skills and techniques for achieving their own maturity, and working with others to enhance this most primary of resources for Christian ministry in their 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>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>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>		✓	✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit is an advanced 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 issues and challenges faced in ministry leadership
- developing a critical understanding of methods and practices that contribute to personal health and growth in ministry
- providing opportunities for developing a system of appropriate life balance in ministry.

<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>51) use culturally-appropriate communication skills to explain the types of stress and their potential impact on ministers' psychological health and wellbeing</li> <li>52) analyse their own emotional health and spiritual well-being to develop growing self-awareness</li> <li>53) appraise their own evolving spirituality and leadership development and the impact that each has in their context of ministry</li> <li>54) evaluate practices and disciplines that build a sustainable and resilient ministry within their cultural context</li> <li>55) establish a "rule of life" suitable for their cultural context which integrates practices of spirituality and leadership in both life and ministry</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>6. An examination of the emotional health of those in ministry</li> <li>7. An examination of the spiritual health of those in ministry, particularly within the cultural context of the student</li> <li>8. Aspects of personal and family life in their context related to ministry</li> <li>9. Roles and role conflicts in ministry within the cultural context of the student</li> <li>10. Personal growth and leadership in their context: skills and disciplines</li> <li>11. Problems of anger, depression, assertiveness and their implications for relationships and ministry in their context.</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ul style="list-style-type: none"> <li>5. Present an argument concerning the connections between a leader's personal and spiritual well-being and their vocational effectiveness in their context. [Outcomes 1, 4]</li> <li>6. Apply theories of personal growth and leadership to their own history to demonstrate a high level of insight into the developmental issues they currently face in their context. [Outcomes 1, 2 and 3]</li> <li>7. In the light of their context design, implement and report on a personal "rule of life" that synthesizes insights about one's own developmental issues with strategic initiatives for further progress. [Outcomes 2, 3, 4 and 5]</li> </ul>

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- 16) Barton, R H. *Strengthening the Soul of Your Leadership*. InterVarsity Press, 2008.
- 17) Barton, R H. *Sacred Rhythms*. InterVarsity Press, 2006.
- 18) Benner, David. *Soulful Spirituality: Becoming Fully Alive and Deeply Human*. Grand Rapids: Brazos, 2011.
- 19) Bickers, Dennis. *The Healthy Pastor: Easing the Pressures of Ministry*. Kansas City: Beacon Hill, 2010.
- 20) Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, Ill.: InterVarsity Press, 2018.
- 21) Brown, Terry. "Personhood as a Tool to Reflect upon Koinonia." *Anglican Theological Review* 2006, vol.88 Issue 2 p163-179.
- 22) Drew, Charles. *A Journey Worth Taking*. New York: P&R Press, 2007.
- 23) Hagberg, J. O., and R. A. Guelich, *The Critical Journey: Stages in the Life of Faith (2<sup>nd</sup> ed.)*. Salem: Sheffield Publishing Company, 2005.
- 24) Hoffman, Louis. "Religious Experience, Development, and Diversity." *Pastoral Psychology*, Dec. 2012 vol. 61 p1025-1035.
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- 26) Leclerc, Diane and Maddix, Mark A. *Spiritual Formation: a Wesleyan paradigm*. Kansas City: Beacon Hill Press, 2011.
- 27) Lewis, Rick. *Mentoring Matters: Building Strong Christian Leaders, Avoiding Burnout, Reaching the Finishing Line*. Oxford: Monarch, 2009.
- 28) McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass, 2011.
- 29) Olson, Richard P, Ruth Lofgren Rosell, Nathan S Marsh, and Angela Barker Jackson. *A Guide to Ministry Self-Care: Negotiating Today's Challenges With Resilience and Grace*. Lanham, MD: Rowman & Littlefield, 2018.
- 30) Rohr, Richard. *Falling Upward: A Spirituality for the Two Halves of Life*. San Francisco: Jossey-Bass, 2011.
- 31) Scazzero, P. *Emotionally Healthy Spirituality*. Thomas Nelson, 2010.
- 32) Villodas, Rich. *The Deeply Formed Life: Five Transformative Values to Root Us in the Way of Jesus*. First edition. Colorado Springs, Colorado: WaterBrook, 2020.

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Course Unit Outline	
<b>Unit Code</b>	
P7285	
<b>Unit Name</b>	
The Transformational Leader in Context (CALD)	
<b>Unit Weighting</b>	
9 cp	
<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 examines the nature and practice of leadership within the student's own place of ministry and service, 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>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>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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an advanced 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing a coherent body of knowledge related to transformational leadership</li> <li>• developing critical analysis of the link between personal growth and organizational transformation as espoused by various models of leadership</li> <li>• providing opportunities for formulating a plan for personal growth and organizational renewal.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>56) Categorise personal leadership styles within the student's own cultural setting in the light of biblical, historical and business models.</p> <p>57) Differentiate models of transformational leadership found in their context</p> <p>58) Explain the link between personal renewal and corporate revitalisation within their own context</p> <p>59) Prescribe the culturally-appropriate transformational intervention for an organisation according to its organisational lifecycle stage</p> <p>60) Outline an intentional strategy, grounded in careful research, for personal spiritual growth and corporate renewal within the student's own cultural and ministry context</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The traits, functions and styles of a leader in their context</li> <li>2) Character and ministry formation of a leader</li> <li>3) Transformational and transactional leadership suitable for their context</li> <li>4) Biblical models of transformational leadership</li> <li>5) Transformational leadership and the lifecycles of movements</li> <li>6) The gospel as a life-giving reality and ministry as a life-giving activity</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>4) Identify a range of historical leaders who brought about corporate transformation and justify their connection with particular recognised models of leadership, with particular focus on at least one from the student's own cultural context. [Outcomes 1 and 2]</li> <li>5) Analyse the link between personal renewal and corporate revitalisation in relation to selected models of transformational leadership relevant for their context. [Outcomes 2, 3]</li> <li>6) As a small group from your study cohort, construct, implement and report on a seminar that integrates personal leadership development and organisational transformation (at a selected point within that organisations lifecycle) within your context. [Outcomes 3, 4 and 5]</li> </ol>

### Representative References

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- 15) Blackaby, H and R. *Spiritual Leadership*. Revised and Expanded Edition. BH Publishers, 2011
- 16) Branson, Mark and Martinez, Juan. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove: IVP, 2011
- 17) Bushe G R. *Clear Leadership*. Nicholas Brearley Publishing 2010
- 18) Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. [Rev. ed.] Colorado Springs, CO: NavPress, 2012.
- 19) Evans, Jeff. *Inspirational Presence: The Art of Transformational Leadership*. Garden City, NY: Morgan James, 2009
- 20) Gibbs, Eddie. *Leadership Next: Changing Leaders in Changing Culture*. Downers Grove: IVP, 2005
- 21) Hammond, Kim and Cronshaw, Darren. *Sentness: six postures of missional Christians*. Downers Grove: Intervaristy, 2014.
- 22) Johnstone, Ian and Powles, Michael. (eds.) *New Flags Flying: Pacific leadership*. Wellington: Huia Publishers, 2012.
- 23) Kegan, Robert, and Lisa Laskow Lahey. *An Everyone Culture: Becoming a Deliberately Developmental Organization*. Boston, Massachusetts: Harvard Business Review Press, 2016.
- 24) Kropf, Richard W. *Faith: Security and Risk. The dynamics of spiritual growth*. Oregon: Wipf & Stock, 2012.
- 25) Lange, Raeburn. *Island Ministers: indigenous leadership in Nineteenth Century Pacific Islands Christianity*. Christchurch: Pandanus Books, 2005.
- 26) Lee, Boyung. *Transforming Congregations through Community: faith formation from the Seminary to the Church*. Louisville, KY: Westminster John Knox Press, 2013.
- 27) Northouse, Peter G. *Leadership: Theory and Practice, 7<sup>th</sup> Edition*. Thousand Oaks, CA: SAGE, 2016.
- 28) 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.
- 29) Young, Hwa. *Some Challengers for Leadership Development for Mission in East Asia*. Transformation Oct 2004, Vol. 21 Issue 4, p234-237.

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Course Unit Outline				
<b>Unit Code</b>				
S7101				
<b>Unit Name</b>				
Formation in Spiritual Living				
<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 personal and spiritual awareness and growth, establishing the affective and vocational dimensions of self-knowledge.				
<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>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>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory Core unit where the specific award requires a Core unit in Christian Spirituality. It forms part of a Major or Sub-major 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 a coherent body of knowledge of spiritual formation
- developing an understanding of theoretical concepts of spiritual formation
- providing opportunities to initiate and implement activities within a range of ministry settings.

<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. analyse emotional intelligence as it applies to spiritual maturity</li> <li>2. interpret their spiritual and developmental journey as a demonstration of God's presence in their life</li> <li>3. explore and evaluate the fruit of key spiritual disciplines</li> <li>4. demonstrate accountability in practicing principles of spiritual self-care</li> <li>5. adapt and apply knowledge of spiritual growth in the accompaniment of others</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Compilation of personal narrative</li> <li>2. Biblical foundations of spiritual maturity</li> <li>3. Relevant psychological themes to Christian spirituality</li> <li>4. Character and virtue</li> <li>5. Relationships and spirituality</li> <li>6. Vocational discernment</li> <li>7. Basic spiritual disciplines and practices</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, assessment of student achievements with respect to the unit outcomes will be based on how successfully the student can:</p> <ol style="list-style-type: none"> <li>1. reflect on the process and skills needed for effective sharing and receiving of the life stories of self and others. [Outcome 2]</li> <li>2. analyse emotional intelligence and evaluate spiritual disciplines for how they apply to spiritual maturity. [Outcomes 1, 3]</li> <li>3. apply knowledge of spiritual growth and accountability in its practice within the context of community. [Outcomes 4, 5]</li> </ol>
<b>Representative References</b>
<ol style="list-style-type: none"> <li>1. Benner, David G., <i>The Gift of Being Yourself: The Sacred Call to Self Discovery</i>. Downers Grove: IVP, 2004.</li> <li>2. Buechner, Frederic, <i>Secrets in the Dark</i>. San Francisco: HarperCollins, 2006.</li> <li>3. Dodds, Adam. <i>Resilient: Spiritual Formation for Mind and Heart</i>. Melbourne: Morning Star, 2020.</li> <li>4. Howard, Evan B. <i>A Guide to Christian Spiritual Formation: How Scripture, Spirit, Community, and Mission Shape our Souls</i>. Grand Rapids: Baker, 2018.</li> <li>5. Johnson, Eric, <i>Foundations for Soul Care</i>. Downers Grove: IVP, 2007.</li> <li>6. McKnight, Scot. <i>Open to the Spirit: God in Us, God with Us, God Transforming Us</i>. Colorado Springs: Waterbrook, 2018.</li> <li>7. McLaren, Brian, <i>Finding our Way Again</i>. Nashville: Thomas Nelson, 2008.</li> <li>8. Mulholland, M. Robert, <i>The Deeper Journey</i>. Revised and Expanded. Downers Grove: IVP, 2016.</li> <li>9. Seamands, Stephen, <i>Ministry in the Image of God</i>. Downers Grove: IVP, 2005.</li> <li>10. Swensen, Richard, <i>Margin</i>. Colorado Springs: Nav Press 2002.</li> <li>11. Thomas, Gary, <i>Sacred Pathways: Discovering Your Soul's Path to God</i>. Grand Rapids: Zondervan, 2000.</li> <li>12. Whitehead, J &amp; E., <i>Shadows of the Heart</i>. New York: Crossroad Books, 1996.</li> <li>13. Willard, Dallas &amp; Don Simpson, <i>Revolution of Character</i>. England: IVP, 2000.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
S7102				
<b>Unit Name</b>				
Introduction to Christian Spirituality				
<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 develops a comprehensive introduction to the practice of Christian Spirituality and focusses on its biblical, theological and historical foundations from a particular 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>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>			✓	✓
<b>Contribution to Award</b>				

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory Core unit where the specific award requires a Core unit in Christian Spirituality. It forms part of a Major or Sub-major 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 a coherent body of knowledge of Christian spirituality
- developing an understanding of biblical, theological, and historical bases of Christian spirituality
- providing opportunities to plan and implement practical strategies in personal life and/or applied ministry.

### **Learning Outcomes**

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

1. elucidate a clear understanding of what is meant by the term 'spirituality'
2. identify the historical and cultural influences upon the development of Christian spirituality
3. distinguish the nature of Christian Spirituality and sketch its primary characteristics
4. evaluate various kinds of spiritual disciplines or practices within the Christian tradition against their biblical and theological foundations
5. apply insights from a variety of expressions in Christian spirituality to their own spiritual formation and practice

### **Content**

1. Influences on the Origins of Christian Spirituality
2. Christian Spirituality as Discipleship of Christ
3. Trinitarian Trajectory of Christian Spirituality
4. The Paschal Reality of Christian Spirituality: Cross and Resurrection
5. Practices of Conversion and Transformation
6. The Role of the Christian Community in Christian Spiritual Life and Practice
7. Missionary Aspects of Christian Spirituality

### **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. Engage various historical and contemporary reflections and perspectives on the dimensions of Christian Spirituality in light of the student's own experience and practice. [Outcomes 1, 2, 5]
2. Research and explore a significant theme in the practice of Christian Spirituality from a biblical, historical and contemporary perspective. [Outcomes 3, 4]
3. Reflect on cultural and contemporary perspectives on spirituality and how they might inform the student's own spiritual formation and practice. [Outcomes 1, 5]

### Representative References

- 1) Dreyer, Elizabeth and Mark J. Burrows. *Minding the Spirit: The study of Christian spirituality*. Washington, D.C.: John Hopkins University, 2003.
- 2) Feldmeier, Peter. *Christian Spirituality: Lived Expressions in the Life of the Church*. Anselm Academic, 2015.
- 3) Foster, Richard. *Streams of Living Water: Celebrating the Great Traditions of Christian Faith*. London: Hodder & Stoughton, 2019.
- 4) Greenman, Jeffrey P. and George Kalantzis, *Life in the Spirit: Spiritual Formation in Theological Perspective*. IVP Academic, 2009.
- 5) Holder, Arthur. *The Blackwell Companion to Christian Spirituality*. Wiley-Blackwell, 2011.
- 6) Holder, Arthur. Ed. *Christian Spirituality: The Classics*. New York: Routledge, 2010.
- 7) Howells, Edward and Peter Tyler (eds). *Sources of Transformation: Revitalizing Christian Spirituality*, New York: Continuum, 2010.
- 8) McGinn, Bernard. *The Essential Writings of Christian Mysticism*. Modern Library, 2006.
- 9) Liebert, Elizabeth and Bruce Lescher, *Exploring Christian Spirituality: Essays in Honor of Sandra M. Schneiders*. Paulist Press, 2006.
- 10) Perrin, David, B. *Studying Christian Spirituality*. New York and London: Routledge, 2007.
- 11) Philibert, Paul J. *The Priesthood of the Faithful: key to a living church*. Collegeville, MN: Liturgical Press, 2005.
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Course Unit Outline			
<b>Unit Code</b>			
S7103			
<b>Unit Name</b>			
Introduction to Personal Transformation			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This undergraduate unit allows students to explore the foundational role Christian transformation has in reframing how we see God, ourselves and others.			
<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>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>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>			✓
<b>Contribution to Award</b>			
The unit forms part of the SCD awards at AQF Level 7.			
The unit is an introductory Elective in Christian Spirituality. 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:			
<ul style="list-style-type: none"> <li>developing the study of a coherent body of knowledge of personal spiritual formation</li> <li>developing an understanding of theoretical concepts of spiritual formation</li> <li>providing opportunities to plan and implement practices of personal spiritual formation.</li> </ul>			

<b>Learning Outcomes</b>
At the end of this unit students will be able to:
<ol style="list-style-type: none"> <li>1) Articulate a sustainable model of personal transformation that is based on the life of Jesus</li> <li>2) Explain the role of grace in the process of being and becoming a child of God.</li> <li>3) Analyse the role of narratives in establishing identity and shaping relations to God and others.</li> <li>4) Analyse the ways in which personal transformation impacts serving and leading.</li> <li>5) Develop a Christian framework for the distinctive role of the Holy Spirit in the transformation process.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Christian models of personal transformation</li> <li>2) The role of grace</li> <li>3) The significance of authentic and false narratives</li> <li>4) The particular role of the Holy Spirit in the transformation process</li> <li>5) Serving and leading from the perspective of transformed selves</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
Nil
<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, the required assessment tasks will enable students to demonstrate how successfully they can:
<ol style="list-style-type: none"> <li>1) Analyse a model of personal transformation that is based on the life of Jesus. [Outcomes 1 and 2]</li> <li>2) Explain the means of active participation in the transformation process. [Outcomes 1, 3 and 4]</li> <li>3) Analyse the particular role of the Holy Spirit in personal transformation [Learning Outcomes 1 and 5]</li> </ol>
<b>Representative References</b>
<ol style="list-style-type: none"> <li>1) Ammerman, Nancy T. <i>Sacred Stories, Spiritual Tribes: Finding Religion in Everyday Life</i>. Oxford: Oxford University Press, 2013.</li> <li>2) Barton, R.H. <i>Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry</i>. Downers Grove: IVP, 2008.</li> <li>3) Calhoun, Adele Ahlberg, <i>Spiritual Disciplines Handbook: Practices that Transform Us</i>. Revised Edition. Downers Grove: IVP Books, 2015.</li> <li>4) Foster, R. <i>Streams of Living Water: Essential Practices from the Six Great Traditions of Christian Faith</i>. Revised Edition. New York: HarperCollins, 2001.</li> <li>5) Foster, R. and Griffin, E. (eds) <i>Spiritual Classics: Selected Readings on the Twelve Spiritual Disciplines</i>. New York: HarperOne, 2000.</li> <li>6) Foster, R. and Smith J.B. (eds) <i>Devotional Classics: Selected Readings for Individuals and Groups</i>. New York: HarperSanFrancisco, 2005.</li> <li>7) Hudson, T. <i>The Cycle of Grace: Living in Sacred Balance</i>. Upper Room: Nashville, 2012.</li> <li>8) Johnson, J. <i>Invitation to the Jesus Life: Experiments in Christlikeness</i>. Colorado Springs; NAVPRESS, 2008.</li> <li>9) Mulholland, M. Robert. <i>Invitation to a Journey</i>. Downers Grove: IVP, 2016.</li> <li>10) Nouwen, H. <i>Life of the Beloved</i>. New York: Crossroad 1992.</li> <li>11) Smith, J.B. <i>The Good and Beautiful God</i>. Downers Grove: IVP Books, 2009.</li> <li>12) Weil, Simone and Emma Craufurd (trans.) <i>Waiting on God</i>. London: Routledge, 1951.</li> <li>13) Willard, D. <i>The Divine Conspiracy: Rediscovering our Hidden Life in God</i>. San Francisco: HarperCollins, 1998.</li> <li>14) Willard, D. <i>Renovation of the Heart: Putting on the Character of Christ</i>. Colorado Springs; NAVPRESS, 2002.</li> </ol>
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Course Unit Outline			
<b>Unit Code</b>			
S7106			
<b>Unit Name</b>			
The Art and Science of Formation			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit provides students with an opportunity to focus at an introductory level on the role of spiritual disciplines in Christian spiritual formation. Students will develop theological and practical insights into developing an integrated rule of life and an appreciation of its effects for apprenticeship into Kingdom living.			
<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>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>
<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>			✓
<b>Contribution to Award</b>			
The unit forms part of the SCD awards at AQF Level 7.			
The unit is an introductory Elective in Christian Spirituality. 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:			
<ul style="list-style-type: none"> <li>developing the study of a coherent body of knowledge of spiritual disciplines</li> <li>developing the skills to practise spiritual disciplines</li> <li>providing opportunities to plan and implement practices of spiritual disciplines.</li> </ul>			

<b>Learning Outcomes</b>
At the end of this unit students will be able to:
<ol style="list-style-type: none"> <li>1) Identify the elements and principles of the classical spiritual disciplines.</li> <li>2) Explain the biblical foundations of spiritual disciplines.</li> <li>3) Analyse the role of spiritual disciplines in the process of Christian spiritual formation.</li> <li>4) Apply theological and practical insights to the development of an integrated rule of life.</li> <li>5) Articulate ways in which an integrated rule of life may transform personal development and service by using appropriate methodologies in the discipline of spiritual formation.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The role of spiritual disciplines in the process of transformation.</li> <li>2) The spiritual disciplines in the life and ministry of Jesus</li> <li>3) The disciplines of abstinence and engagement</li> <li>4) Integrating spiritual disciplines into a rule of life.</li> <li>5) The implications of a rule of life for personal development and service.</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) explain the biblical foundations and principles of spiritual disciplines within the context of contemporary discipleship. [Outcomes 1 and 2]</li> <li>2) analyse the spiritual disciplines for contemporary Christian spiritual formation. [Outcome 3]</li> <li>3) create a program for integrating spiritual disciplines into the student's life. [Outcomes 4 and 5]</li> </ol>
<b>Representative References</b>
<ol style="list-style-type: none"> <li>1) Augustine. <i>Confessions</i>. Trans. Henry Chadwick; Oxford: Oxford University Press, 1992.</li> <li>2) Barton, R.H. <i>Sacred Rhythms: Arranging our Lives for Spiritual Transformation</i>. Downers Grove: IVP, 2006.</li> <li>3) Bass, D. <i>Practicing our Faith: A Way of Life for a Searching People</i>. San Francisco: Jossey-Bass, 2010.</li> <li>4) Boa, K. <i>Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation</i>. Grand Rapids: Zondervan, 2001.</li> <li>5) Calhoun, Adele Ahlberg, <i>Spiritual Disciplines Handbook: Practices that Transform Us</i>. Revised Edition. Downers Grove: IVP Books, 2015.</li> <li>6) Eckhart, Meister. <i>The Complete Mystical Works of Meister Eckhart</i>. Trans. Maurice O'C Walshe; New York: Crossroad, 2008.</li> <li>7) Foster, R. <i>Celebration of Discipline: The Path to Spiritual Growth</i>. New York: HarperCollins, 1998.</li> <li>8) Hudson, T. <i>Discovering Our Spiritual Identity: Practices for God's Beloved</i>. Downers Grove: IVP, 2010.</li> <li>9) Issler, K. <i>Living into the Life of Jesus: The Formation of Christian Character</i>. Downers Grove: IVP, 2012.</li> <li>10) Johnson, J. <i>Invitation to the Jesus Life: Experiments in Christlikeness</i>. Colorado Springs; NavPress, 2008.</li> <li>11) Mulholland, M. R. <i>Invitation to a Journey: A Road Map for Spiritual Formation</i>. Downers Grove: IVP, 2016.</li> <li>12) Peterson, E. <i>The Jesus Way: A Conversation in Following Jesus</i>. London: Hodder and Stoughton, 2007.</li> <li>13) Whitney, Donald S. <i>Spiritual Disciplines for the Christian Life</i>. Revised Edition. NavPress, 2014.</li> <li>14) Willard, D. <i>The Great Omission: Reclaiming Jesus' Essential Teachings on Discipleship</i>. New York: HarperCollins, 2006.</li> <li>15) Willard, D. <i>The Spirit of the Disciplines: Understanding How God Changes Lives</i>. New York: HarperCollins, 1991.</li> </ol>
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Course Unit Outline			
<b>Unit Code</b>			
S7107			
<b>Unit Name</b>			
Creativity and Spirituality			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This unit explores the interplay of creativity and spirituality, with specific focus on how engagement with a creative process may also enhance the student's spiritual practice and self-growth. Students will be introduced to creative and spiritual practices that are informed by contemporary creative frameworks as well as theologically reflect upon these practices.			
<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>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>
<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>			✓
<b>Contribution to Award</b>			
The unit forms part of the SCD awards at AQF Level 7.			
The unit is an introductory Elective in Christian Spirituality. 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:			
<ul style="list-style-type: none"> <li>developing the study of a coherent body of knowledge related to creative spiritual practices</li> <li>developing the skills to analyse models of creativity in spiritual practices</li> <li>providing opportunities for creatively implementing spiritual practices in personal life.</li> </ul>			

<b>Learning Outcomes</b>
At the end of the unit students should be able to: 1) describe different theories, models and methods of creativity 2) analyse various approaches to integrating creativity and spiritual expression 3) discuss works of creativity in the light of Christian spirituality and theology 4) express their own inner/spiritual life through the use of creative expression 5) develop and adapt creative practices to cultivate their own creative and spiritual life
<b>Content</b>
7) What is creativity and its relationship to spirituality 8) Theories, Models and Methods of Creativity 9) Imagination and the creative process 10) Symbolism, imagery metaphor and narrative in creative works 11) Nurturing personal and corporate spirituality through creativity 12) Creativity and the Kingdom of God - prophetic social engagement
<b>Required Specialist Facilities or Equipment</b>
This unit assumes that enrolled students engage in some form of personal creative expression and therefore has access to sufficient resources to produce their own creative works.
<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, the required assessment tasks will enable students to demonstrate how successfully they can: 4) Critically reflect through engagement with their own and other's creative works drawing on relevant theological and theoretical frameworks. [Outcomes 1, 3] 5) Analyse various approaches to integrating creativity and spiritual expression and engage in their own practice of a selected integration approach. [Outcomes 2, 4] 6) Develop their own portfolio of creative works that is responsive to their spirituality. [Outcomes 4, 5]
<b>Representative References</b>
1) Begbie, Jeremy. <i>Resounding Truth: Christian Wisdom in the World of Music</i> . Grand Rapids: Baker Academic, 2007. 2) Cameron, Julia. <i>The Artist's Way: A Spiritual Path to Higher Creativity</i> . [10th anniversary ed.] New York: J.P. Tarcher/Putnam, 2002. 3) Crouch, Andy. <i>Culture Making: Recovering Our Creative Calling</i> . Downers Grove: IVP Books, 2013. 4) Gilbert, Elizabeth. <i>Big Magic</i> . Great Britain: Bloomsbury, 2015. 5) Kelley, Tom and David Kelley. <i>Creative Confidence</i> . London: HarperCollins, 2015. 6) Lamott, Anne. <i>Bird By Bird</i> . Bantam Doubleday Dell Publishing Group, 2016. 7) L'Engle, Madeleine. <i>Walking on Water: Reflections on Faith and Art</i> . Convergent, 2016. 8) Makota, F. <i>Refractions: A Journey of Faith, Art and Culture</i> . Nashville: NavPress, 2009. 9) McNiff, Shaun. <i>Imagination in Action</i> . Shambala Publications, 2015. 10) Pressfield, Stephen. <i>The War of Art</i> . Black Irish Entertainment, 2012. 11) Pressfield, Stephen. <i>The Artists Journey</i> . Black Irish Entertainment, 2018. 12) Tharpe, Twyla. <i>The Creative Habit</i> . Simon and Schuster, 2008. 13) Tommey, M. <i>Unlocking the Heart of the Artist: A Practical Guide to Fulfilling Your Creative Call as an Artist in the Kingdom</i> . CreateSpace Independent, 2011. 14) Valters Paintner, Christine. <i>The Artists Rule: Nurturing Your Creative Soul with Monastic Wisdom</i> . Sorin Books, 2011.
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Course Unit Outline				
<b>Unit Code</b>				
S7201				
<b>Unit Name</b>				
Relational Dynamics in Spiritual Formation				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
S7101				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit explores the dynamics of influential relationships and their impact on one's faith and spiritual formation. It assists the student in taking initiative in the development of collaborative relationships as well as expressing healthy communication skills in the development of their relationships with others as well as with God.				
<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>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>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>			✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing the study of a coherent body of knowledge related to formative relational influences on the development of personal spirituality</li> <li>• developing skills of emotional regulation in relationships</li> <li>• providing opportunities to practise a range of self-management skills and spiritual virtues.</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 degree to which significant relationships in their early developmental years have contributed towards their spiritual formation</li> <li>2. articulate and apply a body of knowledge, which assesses the self-concept as formed by influential relationships and their developing notion of God as 'other', and the link between the two</li> <li>3. identify key elements in healthy emotional expressions within their relationships</li> <li>4. scrutinize personal communication skills in offering spiritual hospitality to others</li> <li>5. practice a range of self-management skills and spiritual virtues in their communication and relationships with others</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Formative relationships in early life</li> <li>2. The power of words &amp; life commandments shaping our formation</li> <li>3. Emotional regulation in relationships</li> <li>4. Sexuality and the virtue of chastity as respect of others</li> <li>5. Building a mature and prayerful relationship with God</li> <li>6. Spiritual formation through others: Spiritual Direction and mentoring</li> <li>7. Spiritual virtues empowering relationship</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, assessment of student achievements with respect to the unit outcomes will be based on how successfully the student can:</p> <ol style="list-style-type: none"> <li>1. explore the repercussions of key relationships in their spiritual formation and their knowledge of self and God as 'other'. [Outcomes 1, 2]</li> <li>2. analyse the elements of healthy emotional expression and how hospitality is impact by personal communication skills. [Outcomes 3, 4]</li> <li>3. apply communication and personal management skills and spiritual virtues in hospitality to others and assess how the development of these will contribute towards a healthy relational outlook. [Outcomes 3, 4, 5]</li> </ol>



Representative References
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| <ol style="list-style-type: none"> <li>1. Allender, Dan, <i>To Be Told</i>. Colorado Springs: WaterBrook Press, 2005.</li> <li>2. Bowlby, R &amp; King, P., <i>Fifty years of Attachment Theory</i>. Karnac Books, 2004.</li> <li>3. Haley-Barton, Ruth, <i>Sacred Rhythms</i>. Downers Grove: IVP, 2005.</li> <li>4. Laubach, F., <i>Frank Laubach's Prayer Diary</i>. New Jersey: Fleming H. Revell Company, 1964.</li> <li>5. McGinn, Bernard. <i>The Essential Writings of Christian Mysticism</i>. Melbourne: Random House, 2007.</li> <li>6. Palmer, Parker, <i>A Hidden Wholeness</i>. San Francisco: Jossey Bass, 2004.</li> <li>7. Pue, Carson <i>Mentoring Leaders</i>. Grand Rapids: Baker Books 2005.</li> <li>8. Rolheiser, Ron, <i>The Holy Longing: The Search for a Christian Spirituality</i>. New York: Double Day, 2014.</li> <li>9. Ross, D., <i>God in Our relationships: Spirituality between People from the teachings of Martin Buber</i>. Jewish Lights Publishing, 2004.</li> <li>10. Savage John, <i>Listening &amp; Caring Skills: A Guide for Groups and Leaders</i>. Nashville: Abingdon, 2010.</li> <li>11. Wimberly, Edward P. <i>Recalling our own Stories: Spiritual Renewal for Religious Caregivers</i>. Philadelphia: Fortress Press, 2019.</li> <li>12. Zweig, Connie. <i>The Holy Longing: The Hidden Power of Spiritual Yearning</i>. Revised Edition. Shanghai: iUniverse, Inc., 2008.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
S7202				
<b>Unit Name</b>				
Spiritual Formation For Ministry				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
S7101, S7201				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit develops the context of personal spiritual formation as intentional preparation for Christian ministry. It further extends the students capacity to contemplate formational challenge and manage unique issues related to life of a minister.				
<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>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>
Course Outcomes				
<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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing the study of a coherent body of knowledge related to the impact of personal spirituality on ministry health</li> <li>• developing skills of analysis of formative opportunities and challenges to spirituality encountered in ministry</li> <li>• providing opportunities to formulate a discernment process to promote healthy self-management in ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit a student will be able to:</p> <ol style="list-style-type: none"> <li>1. critique the role of a contemporary Christian minister and categorize vital formational aspects related to the enhancement of this vocation</li> <li>2. forecast key transformational and transitional phases of a life of ministry</li> <li>3. process ministry failure and the formational invitations it presents</li> <li>4. generate significant self-awareness using reflective practices to establish vocational clarity</li> <li>5. formulate and organize a discernment process that manages and interprets ministry challenges</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The vocational call to ministry</li> <li>2. Transition in life and ministry</li> <li>3. Challenges in ministry failure</li> <li>4. Emotional &amp; mental health in the minister</li> <li>5. Personal &amp; professional reflection practices: retreating, communal discernment</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, assessment of student achievements with respect to the unit outcomes will be based on how successfully the student can:</p> <ol style="list-style-type: none"> <li>1. reflect on the process of sharing and listening to vocational stories including an evaluation of personal skills in listening for and interpreting spiritual, emotional and vocational themes. [Outcomes 1, 2]</li> <li>2. analyse ministry longevity and its relation to formation, including the processing of failures and vocational self-awareness. [Outcomes 3, 4]</li> <li>3. formulate a discernment process that enables the student to manage and interpret ministry challenges. [Outcome 5]</li> </ol>

Representative References
<ol style="list-style-type: none"> <li>1. Allender, Dan. <i>Leading with a Limp</i>. Colorado Springs: WaterBrook Press, 2006.</li> <li>2. Elliot, Matthew. <i>Faithful Feelings: Emotions in the New Testament</i>. England: IVP, 2006.</li> <li>3. Farnham, S., Gill, F., McLean, R, Ward, S., (ed.) <i>Listening hearts: Discerning Call in Community</i>. 20<sup>th</sup> Anniversary Edition. New York: Morehouse Publishing, 2011.</li> <li>4. Hart, Arch. <i>Thrilled to Death</i>. Nashville: Thomas Nelson, 2007.</li> <li>5. Hernandez, W., <i>Henri Nouwen: The Spirituality of Imperfection</i>. New York: Paulist Press, 2009.</li> <li>6. Herrington, J, Creech, R., and T. Taylor. <i>The Leaders Journey: Accepting the Call to Personal &amp; Congregational Transformation</i>. USA: JossyBass, A Wiley Imprint. 2003</li> <li>7. Hester, R. &amp; Walker-Jones K., <i>Know your Story and Lead with it</i>. Herbdon, VA: The Alban Institute, 2009.</li> <li>8. Scazzero, Peter. <i>Emotionally Healthy Spirituality</i>. Updated Edition. Grand Rapids: Zondervan, 2017.</li> <li>9. Sheldrake, P., <i>Befriending our Desires</i>. Canada: Darton, Longman and Todd, 2001.</li> <li>10. Roberts, Robert C., <i>Spiritual Emotions</i>. Grand Rapids: Eerdmans Publishing Company, 2007.</li> <li>11. Wimberly, Edward P. <i>Recalling our Stories: Spiritual Renewal for Religious Caregivers</i>. Minneapolis: Fortress Press, 2019.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
S7203				
<b>Unit Name</b>				
Kingdom Life				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit introduces students to the importance of Jesus' Kingdom vision and ministry for understanding Christian spiritual formation. It explores ways of integrating a practical theology of Kingdom living.				
<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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing the study of a coherent body of knowledge of the doctrine of the Kingdom of God and its implications for practical spirituality</li> <li>• developing skills of analysis of approaches to spirituality in engagement with the doctrine of the Kingdom of God</li> <li>• providing opportunities to implement principles of formative spirituality in a specific ministry context.</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. appraise the Biblical and theological foundations for the reality of the Kingdom of God</li> <li>2. determine the key elements in Jesus' gospel of the availability of life in the Kingdom</li> <li>3. demonstrate an understanding of the relationship between the Kingdom of God and Christian spiritual formation</li> <li>4. investigate approaches to spiritual formation that are consistent with Jesus' Kingdom vision</li> <li>5. apply Jesus' teaching on life in the Kingdom to a ministry practice in a particular setting and evaluate its transformative potential</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The Kingdom of God in Jesus' teaching and ministry</li> <li>2. The Kingdom as the environment for spiritual formation and discipleship</li> <li>3. Authentic participation in Kingdom life</li> <li>4. Integrating a practical theology of formation</li> <li>5. Kingdom living and our ministry practice</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. Determine the Biblical foundations for the Kingdom of God and the contours of Jesus' Gospel about life in this Kingdom. [Outcomes 1, 2]</li> <li>2. Investigate how Jesus' Kingdom vision can inform a practical theology of Christian spiritual formation. [Outcomes 3, 4, 5]</li> <li>3. Appraise how Jesus' teaching on life in the Kingdom transforms our ministry in a specific context. [Outcomes 2, 5]</li> </ol>

### Representative References

- 1) Andrews, Alan (ed.), *The Kingdom Life: A Practical Theology of Discipleship and Spiritual Formation*. Colorado Springs: NavPress, 2010.
- 2) Ashbrook, Thomas. *Mansions of the Heart*. San Francisco: Jossey-Bass, 2009.
- 3) Barton, Ruth Haley. *Life Together in Christ: Experiencing Transformation in Community*. Downers Grove: IVP, 2014.
- 4) Bonhoeffer, Dietrich. *The Cost of Discipleship*. London: SCM Press, 1995.
- 5) Dych, William, *Thy Kingdom Come. Jesus and the Reign of God*. Crossroad, 1999.
- 6) Harper, Lisa Sharon. *The Very Good Gospel: How Everything Wrong Can Be Made Right*. New York: Waterbrook, 2016.
- 7) Issler, Klaus, *Living into the Life of Jesus*. Downers Grove: IVP, 2012.
- 8) Lennan, Richard. *The Ecclesiology of Karl Rahner*. Clarendon, 1995.
- 9) McKnight, Scot. *One Life: Jesus Calls, We Follow*. Grand Rapids: Zondervan, 2010.
- 10) Mulholland, Robert. *Invitation to a Journey: A Road Map for Spiritual Formation*. Downers Grove: IVP, 2016.
- 11) Ortberg, John. *Eternity is Now in Session: A Radical Rediscovery of What Jesus Really Taught About Salvation, Eternity and Getting to the Good Place*. Carol Stream, Illinois: Tyndale House, 2018.
- 12) Perrin, Nicholas. *The Kingdom of God*. Grand Rapids: Zondervan, 2019.
- 13) Peterson, Eugene. *The Jesus Way: A Conversation in Following Jesus*. London: Hodder and Stoughton, 2007.
- 14) Sofield, Loughlan, et al. *Building Community. Christian, Caring, Vital*. Ave Maria, 1998.
- 15) Sperry, Len, *Transforming Self and Community*. Liturgical Press, 2002.
- 16) Willard, Dallas. *Life Without Lack*. Nashville: Nelson Books, 2018.
- 17) Willard, Dallas. *Living in Christ's Presence*. Downers Grove: IVP, 2014.
- 18) Willard, Dallas. *The Great Omission: Reclaiming Jesus' Essential Teaching on Discipleship*. San Francisco: Harper Collins, 2006.
- 19) Wright, N.T. *Simply Good News: Why the Gospel is News and What Makes it Good*. San Francisco: Harper Collins, 2015.

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Course Unit Outline				
<b>Unit Code</b>				
S7205				
<b>Unit Name</b>				
Community Transformation				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
S7103 Personal Transformation				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit explores how spiritual formation takes place over time, with others, in the context of disciplines and practices that open the individual to God. The student will gain an appreciation for engaging in community as an instrument of God's grace and a necessary element of transformation.				
<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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing the study of a coherent body of knowledge related to the practice of spiritual formation within a communal context</li> <li>• developing skills of analysis of ways in which community interacts with spiritual formation</li> <li>• providing opportunities to plan and implement practices of personal spiritual formation in a communal setting.</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. understand that an essential aspect of spiritual formation is participation with others</li> <li>2. analyse how community shapes engagement with spiritual practices</li> <li>3. determine kingdom postures that contribute to community transformation</li> <li>4. investigate how the integration of community postures and practices enriches service and leadership</li> <li>5. apply an action-based community practice to a particular ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. An Invitation to Formation with Others</li> <li>2. Presence: Who We Are on the Journey</li> <li>3. Presence: Becoming Active Alongsiders</li> <li>4. Presence: Living in Cultures of Grace</li> <li>5. Praxis: Living New Narratives</li> <li>6. Praxis: Good and Beautiful Kingdom</li> <li>7. Praxis: Good and Beautiful Community</li> <li>8. Posture: Courage and Consciousness</li> <li>9. Posture: Curiosity and Collaboration</li> <li>10. Posture: Kingdom Confidence</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. Analyse how participation in community shapes spiritual practices and formation. [Outcomes 1, 2]</li> <li>2. Investigate how the integration of community postures and practices work to enrich service and leadership engagement in Christian contexts. [Outcome 4]</li> <li>3. Determine how kingdom postures can contribute to community transformation and apply this knowledge to an action-based practice within a ministry context. [Outcomes 3, 5]</li> </ol>

### Representative References

1. Barton, R.H. *Life Together in Christ: Experiencing Transformation in Community*. Downers Grove: IVP, 2014.
2. Boa, Kenneth. *Life Conformed to His Image, Revised Edition: Biblical, Practical Approaches to Spiritual Formation*. Grand Rapids: Zondervan, 2020.
3. Bonhoeffer, Dietrich. *Life Together*. London: SCM, 2015.
4. Dych, William, *Thy Kingdom Come. Jesus and the Reign of God*. Crossroad, 1999.
5. Foster, R. and Griffin, E. (eds.) *Spiritual Classics: Selected Readings on the Twelve Spiritual Disciplines* New York: HarperOne, 2000.
6. Foster, R. and Smith J.B. (eds.) *Devotional Classics: Selected Readings for Individuals and Groups*. New York: HarperSanFrancisco, 2005.
7. Kelly, Thomas. *A Testament of Devotion*. New York, HarperCollins, 1996.
8. Lennan, Richard. *The Ecclesiology of Karl Rahner*. Clarendon, 1995.
9. Mulholland, M. Robert. *Invitation to a Journey*. Downers Grove: IVP, 2016.
10. Scandrette, Mark. *Practicing the Way of Jesus: Life Together in the Kingdom of Love*. Downers Grove: IVP, 2011.
11. Smith, J.B. *The Good and Beautiful Community*. Downers Grove: IVP Books, 2010.
12. Sofield, Loughlan, et al. *Building Community. Christian, Caring, Vital*. Ave Maria, 1998.
13. Sperry, Len, *Transforming Self and Community*. Liturgical Press, 2002.
14. Willard, D. *The Divine Conspiracy: Rediscovering our Hidden Life in God*. San Francisco: HarperCollins, 1998.

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Course Unit Outline			
<b>Unit Code</b>			
S7245			
<b>Unit Name</b>			
Studies in Historical Spirituality			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
S7102 Introduction to Christian Spirituality			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit offers a student, either under supervision or in a class setting, the possibility to focus on a single, specific historical expression in the Christian Tradition, and to explore its contemporary currency. The selection may be of an historical writer or a particular school of Christian Spirituality or a particular historical period within the Christian Tradition.			
<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>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 strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes			
<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>	✓		✓
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing specialised knowledge of a specific classical or contemporary spiritual tradition</li> <li>• developing the skills to review and analyse information and reflect on complex problems</li> <li>• developing skills in communicating spiritual knowledge to a variety of audiences.</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 and engage the various methodologies appropriate to the study of spirituality</li> <li>2. appraise and analyse the texts and/or practices of the selected author, school or historical period</li> <li>3. explore the theological foundations of the selected historical expression, and examine the relationship between the expression and its historical and cultural context</li> <li>4. translate the perspectives of the historical expression into a modern idiom</li> <li>5. apply the wisdom of the selected historical expression for the benefit of spiritual formation and personal practice</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Research methodology pertinent to historical spiritual texts</li> <li>2) Precursors to the Selected Study</li> <li>3) Context of the Selected Study</li> <li>4) Primary and Secondary Literature related to the Selected Study</li> <li>5) Key Perspectives and Themes within the Selected Study</li> <li>6) Influences of the Selected Study on Later Developments in the Tradition</li> <li>7) Contemporary Engagement of the Selected Study</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. Identify and explain the research methodology appropriate to their selected study. [Outcome 1]</li> <li>2. Research the manner in which a particular theme is developed through the selected study. [Outcomes 2, 3]</li> <li>3. Apply an historical expression of wisdom into a contemporary context. [Outcomes 4, 5]</li> </ol>

### Representative References

In addition to primary and secondary texts of selected study:

12. Conn, Walter E. *Christian Conversion: A developmental interpretation of autonomy and surrender*. Eugene, OR: Wipf and Stock, 2006.
13. Dreyer, Elizabeth and Mark J. Burrows. *Minding the Spirit: The study of Christian spirituality*. Washington, D.C: John Hopkins University Press, 2003.
14. Holmes III, Urban T. *A History of Christian Spirituality: An Analytical Introduction*. Harrisburg: Morehouse Publishing, 2002.
15. Holt, Bradley P. *Thirsty for God: A Brief History of Christian Spirituality*. Minneapolis: Fortress Press, 2017.
16. McGinn, Bernard. *Early Christian Mystics: The Divine Vision of Spiritual Masters*. Crossroad, 2003.
17. Penrose, M. *Refreshing Water from Ancient Wells*. New York: Paulist Press, 2005.
18. Perrin, David, B. *Studying Christian Spirituality*. New York and London: Routledge, 2007.
19. Romano, Antonio. *Charisms of the Founders: The Persons and the Charisms of Founders in Contemporary Theological Reflection*. St Pauls, 2004.
20. Sheldrake, Philip. *Spirituality: A Brief History*. 2<sup>nd</sup> Edition. Oxford: Wiley-Blackwell, 2013.
21. Waaijman, Kees. *Spirituality: Forms, foundations, methods*. Leuven, Paris, Dudley, MA: Peeters, 2002.

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Course Unit Outline			
<b>Unit Code</b>			
S7250			
<b>Unit Name</b>			
Christian Spiritual Wisdom			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
9cp in Spirituality			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit presents a developed and critical survey of the major historical schools of spirituality and prayer within the Western Christian Spiritual Tradition with particular reference to their writers and texts and explores their contribution to their contemporary expression of Christian Spirituality.			
<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>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>engage contemporary literature in the critical analysis 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>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>	✓		✓
<b>Contribution to Award</b>			
The unit forms part of the SCD awards at AQF Level 7.			
The unit is an Advanced Elective in Christian Spirituality. 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:			
<ul style="list-style-type: none"> <li>developing specialised knowledge of history of the Western Christian spiritual tradition</li> <li>developing the skills of literary and theological analysis of classical scholarship</li> <li>developing skills in communicating spiritual knowledge to a variety of audiences.</li> </ul>			

<b>Learning Outcomes</b>
At the end of this unit students will be able to:
<ol style="list-style-type: none"> <li>1) Identify various genres of spiritual writing</li> <li>2) Compare a number of primary texts of selected authors whose spiritual works have become 'classics' in the Christian Spiritual tradition</li> <li>3) Distinguish key themes and imagery in the selected texts and determine their sources</li> <li>4) Explore the theological foundations of the selected authors' spiritual doctrine, and explore the relationship between the selected texts and their historical and cultural context</li> <li>5) Restate the wisdom of the selected historical texts into a contemporary context for the benefit of spiritual formation and personal practice</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) The notion of classic in Christian Spirituality</li> <li>2) Research methodology pertinent to ancient spiritual texts</li> <li>3) Precursors to the Western Spiritual Tradition</li> <li>4) Texts within the Tradition including, but not limited to: <ul style="list-style-type: none"> <li>• The Writings of the Medieval English School: Julian of Norwich and the Cloud of Unknowing</li> <li>• The Carmelite School: Theresa of Avila and John of the Cross</li> <li>• Post Reformation Perspectives</li> <li>• Early Twentieth Century Contributions</li> </ul> </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) Identify and explain the various genres of spiritual writing. [Outcomes 1, 2]</li> <li>2) Research the manner in which a particular theme is developed through a particular school of spiritual writing or by an author within the one school of spirituality. [Outcomes 2, 3, 4]</li> <li>3) Explore how a theme within an historical perspective in Christian Spirituality might be conveyed to a modern audience for the benefit for their spiritual formation. [Outcome 5]</li> </ol>
<b>Representative References</b>
<p>In addition to primary and secondary texts of selected schools and writers:</p> <ol style="list-style-type: none"> <li>1) Casey, Michael. <i>Towards God: The Western Tradition of Contemplation</i>. Melbourne: Collins Dove, 1989</li> <li>2) Coon, Lynda L. <i>Sacred Fictions: Holy women and hagiography in late antiquity</i>. Philadelphia: University of Pennsylvania, 1997.</li> <li>3) Costello, S. <i>The Search for Spirituality: Seven Paths within the Catholic Tradition</i>. Dublin: Liffey, 2003.</li> <li>4) Davis, Carmel. <i>Mysticism and Space</i>. Washington: Catholic University of America Press, 2008.</li> <li>5) Dreyer, Elizabeth and Mark J. Burrows. <i>Minding the Spirit: The study of Christian spirituality</i>. Washington, D.C: John Hopkins University Press, 2003.</li> <li>6) Ellsberg, Robert. <i>Modern Spiritual Masters: Writings on contemplation and compassion</i>. Maryknoll, Orbis Books, 2008.</li> <li>7) Hall, C. A. <i>Learning Theology with the Church Fathers</i>. Downers Grove: Intervarsity, 2002.</li> <li>8) Hamilton, B. <i>Religion in the Medieval West</i>. Second Edition. London: Hodder, 2003.</li> <li>9) McGinn, Bernard. <i>The Flowering of Mysticism: Men and women in the new mysticism</i>. Volume 3 of the <i>The Presence of God: A history of Western Christian Mysticism</i>. New York: Crossroad, 1998.</li> <li>10) Penrose, M. <i>Refreshing Water from Ancient Wells</i>. New York: Paulist Press, 2005.</li> <li>11) Sheldrake, Philip. <i>The Spiritual Way: Classical Traditions and Contemporary Practice</i>. Collegeville: Liturgical Press Academic, 2019.</li> </ol>
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Course Unit Outline				
<b>Unit Code</b>				
S7260				
<b>Unit Name</b>				
Formation in Prayer and Prayerfulness				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
S7102 Introduction to Christian Spirituality				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit focuses on the understanding and experience of prayer as a core element within the study of Christian Spirituality in a systematic and comprehensive way from a denominational perspective. The student will be introduced to the classic methods of Christian prayer.				
<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>
<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>		✓		✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing specialised knowledge of anthropological, biblical, and theological perspectives on prayer</li> <li>• developing critical analysis of historical and contemporary approaches to the practice of prayer</li> <li>• providing opportunities to develop and extend personal prayer practices.</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) determine key foundations of the Christian practice of prayer from anthropological, biblical and theological perspectives</li> <li>2) evaluate historical and contemporary methods of the practice of prayer, and interpret the theological and historical contexts of their engagement</li> <li>3) express the inter-relationship between personal prayer and prayer in common</li> <li>4) analyse the factors that both encourage and impede growth in prayer</li> <li>5) apply the themes of the course unit to evaluate and extend their own practice of prayer</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>8) Theological and Scriptural Foundations of Prayer</li> <li>9) Types and Schools of Prayer</li> <li>10) Prayer and the Community</li> <li>11) Praying Personally</li> <li>12) Meditation</li> <li>13) Iconography</li> <li>14) Praying Scripture</li> <li>15) Prayer and Justice]</li> <li>16) Discernment in Prayer</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. Use primary and secondary sources to trace the historical practice of prayer and its contemporary expression utilising anthropological, biblical and theological perspectives. [Outcomes 1, 2]</li> <li>2. Analyse the factors that both encourage and impede personal prayer and demonstrate an understanding of the inter-relationship between personal prayer and community prayer. [Outcomes 3, 4]</li> <li>3. Reflect in a personal way on the learning gained from undertaking the course unit. [Outcome 5]</li> </ol>

### Representative References

- 1) Asti, Francesco, *Teologia della Vita Mistica: Fondamenti, Dinamiche, Mezzi*. Città del Vaticano: Libreria Editrice Vaticana, 2009.
- 2) Del Nevo, Matthew. *The Valley Way of the Soul: Melancholy, Poetry and Soul Making*. Strathfield, NSW: St. Pauls Publications, 2008.
- 3) Funk, Mary Margaret. *Tools Matter for Practicing the Spiritual Life*. New York/London: Continuum, 2004.
- 4) Funk, Margaret Mary. *Lectio Matters: Before the burning bush: Through the revelatory texts of scripture, nature and experience*. New York: Continuum, 2010.
- 5) Hammerling, Roy (ed). *A History of Prayer: The first to the fifteenth century*. Brill's Companions to the Christian Tradition 13. Leiden: Brill, 2008.
- 6) Heiler, Friedrich. *Prayer: A Study in the History and Psychology of Religion*. Oxford: Oxford University Press, 1932.
- 7) Keller, Timothy. *Prayer: Experiencing Awe and Intimacy with God*. London: Hodder & Stoughton, 2014.
- 8) Laird, Martin, *Into the Silent Land: a guide to the Christian practice of contemplation*. Oxford, New York: Oxford University Press, 2006.
- 9) Matthew the Poor. *Orthodox Prayer Life: The interior way*. New York: St. Vladimir's Seminary Press, 2003.
- 10) Merton, Thomas. *The Inner Experience: Notes on Contemplation*. San Francisco: HarperCollins, 2003.
- 11) Perrin, David. *Studying Christian Spirituality*. New York and London: Routledge, 2007.
- 12) Rossini, Claudio e Patrizio Sciadini (eds), in collaborazione con Luigi Borriello, Edmondo Caruana, Maria Rosario Del Genio. *Enciclopedia della preghiera*. Città del Vaticano : Libreria Editrice Vaticana, 2007.
- 13) Schmidt, Joseph F. *Praying our Experiences*. 20<sup>th</sup> Anniversary Edition. Winona, Minnesota: Saint Mary's Press, 2001.
- 14) Sheldrake, Philip, (ed). *The New Westminster Dictionary of Christian spirituality*. Louisville, Kentucky: Westminster John Knox Press, 2005.

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Course Unit Outline				
<b>Unit Code</b>				
S7261				
<b>Unit Name</b>				
The Art of Spiritual Direction				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
18cp in Spirituality				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit builds on previous studies in spirituality and provides the student with further knowledge, skills and practice to engage in spiritual direction.				
<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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing specialised and experiential knowledge of the dynamics of spiritual formation</li> <li>• providing opportunities to develop critical listening and discerning skills</li> <li>• identifying personal aptitudes for providing spiritual direction 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. examine the foundations of spiritual direction and demonstrate its contemporary relevance</li> <li>2. implement spiritual formation principles to direct others in their spiritual journey</li> <li>3. demonstrate an engaging and skilful listening posture that empowers spiritual conversations</li> <li>4. identify healthy and unhealthy responses when listening to the action of God in another's spiritual life</li> <li>5. self-assess their suitability to engage in an ongoing ministry of spiritual direction</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Basics of spiritual direction</li> <li>2. Historical overview of spiritual direction</li> <li>3. Healthy and unhealthy spirituality</li> <li>4. Effective listening and communication skills</li> <li>5. Discernment</li> <li>6. Stages and seasons of spiritual development</li> <li>7. Ethics and supervision in spiritual direction</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. Analyse historical and contemporary literature on spiritual direction and demonstrate its practical relevance to spiritual formation. [Outcome 1]</li> <li>2. Use spiritual formation principles and effective listening skills to direct the spiritual formation of others. [Outcomes 2, 3, 4]</li> <li>3. Evaluate their experience of spiritual direction and their aptitude for continuing in this ministry. [Outcomes 2, 5]</li> </ol>

Representative References
<p>22. Acklin, Thomas and Boniface Hicks. <i>Spiritual Direction: A Guide for Sharing the Father's Love</i>. Steubenville: Emmaus Road Publishing, 2017.</p> <p>23. Barry, William A. and William J. Connolly. <i>The Practice of Spiritual Direction</i>. New York: HarperOne, 2009.</p> <p>24. Benner, David. <i>Sacred Companions</i>. Downers Grove: Intervarsity Press, 2002.</p> <p>25. Chester, Michael. <i>An introduction to Spiritual Direction</i>. New Jersey: Paulist Press, 2004.</p> <p>26. Demarest, Bruce. <i>Soul-guide: Following Jesus as Spiritual Director</i>. Colorado Springs: Nav Press, 2003.</p> <p>27. Gallagher, Timothy. <i>The Discernment of Spirits</i>. New York: Crossroads Publishing Company, 2005.</p> <p>28. Collier, Winn. <i>Let God: The Transforming Wisdom of Francois Fenelon</i>. Massachusetts: Paraclete Press, 2007.</p> <p>29. Nouwen, Henri, Michael J. Christensen and Rebecca J. Laird. <i>Spiritual Direction: Wisdom for the Long Walk of Faith</i>. New York: HarperOne, 2006.</p> <p>30. Pickering, Sue. <i>Spiritual Direction: A Practical Introduction</i>. London: Canterbury Press, 2013.</p> <p>31. Ruffing Janet. <i>Spiritual Direction: Beyond the Beginnings</i>. London: St Paul's Publishing, 2000.</p> <p>32. Smith, Gordon T. <i>Spiritual Direction: A Guide to Giving and Receiving Direction</i>. Downers Grove: IVP, 2014.</p>
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Course Unit Outline				
<b>Unit Code</b>				
S7262				
<b>Unit Name</b>				
The Art of Spiritual Mentoring				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
18cp in Spirituality				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit provides the student with a theoretical and historical overview of the role of spiritual mentoring. It extends their practical skills in undertaking the role of a spiritual guide or mentor to another.				
<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>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 strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing specialised and experiential knowledge of the dynamics of spiritual mentoring</li> <li>• developing the critical skills of discerning healthy and unhealthy approaches to mentoring</li> <li>• providing opportunities to develop and implement a process of spiritual mentoring in a ministry context.</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. understand the biblical and theological foundations of spiritual mentoring</li> <li>2. analyse the connection between spiritual mentoring and spiritual formation</li> <li>3. determine the skills needed to mentor another's spiritual formation effectively</li> <li>4. identify healthy and unhealthy responses to spiritual mentoring in order to better guide the other</li> <li>5. apply principles of spiritual mentoring in a relevant ministry context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Basics of spiritual mentoring models and methods</li> <li>2. Historical overview of spiritual accompaniment</li> <li>3. Healthy and unhealthy spirituality</li> <li>4. Advanced listening, presence and communication skills</li> <li>5. The art, gift and skills of spiritual discernment</li> <li>6. Spiritual formation through the life span</li> <li>7. Ethics and supervision in spiritual mentoring as a professional practice</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. Analyse the biblical and theological foundations for spiritual mentoring and explain its potential for spiritual formation. [Outcomes 1, 2]</li> <li>2. Determine the skills needed for effective spiritual mentoring and discuss the various responses that can be given to spiritual nurturing. [Outcomes 3, 4]</li> <li>3. Reflect upon their experience of spiritual mentoring. [Outcomes 3, 5]</li> </ol>

### Representative References

1. Anderson, Keith R. *Reading Your Life's Story: An Invitation to Spiritual Mentoring*. Downers Grove: IVP, 2016.
2. Benner, D. *Sacred Companions*. Downers Grove: IVP, 2002.
3. Christensen, M. & R. Laird. *Henri Nouwen: Spiritual Formation*. New York: Harper Collins Publishing, 2010.
4. Christensen, M. & R. Laird. *Spiritual Direction: Wisdom for the Long Walk of Faith*. New York: HarperSanFrancisco, 2006.
5. Edwards, T. *Embracing the Call to Spiritual Depth*. New Jersey: Paulist Press, 2010.
6. Hughes R. *Beloved Dust: Tides of the Spirit in the Christian Life*. New York: Continuum International Publishing Group, 2008.
7. Kreider, Larry. *Authentic Spiritual Mentoring: Nurturing Believers Toward Spiritual Maturity*. Regal, 2008.
8. Parrott, Ele. *Transforming Together: Authentic Spiritual Mentoring*. Chicago: Moody Publishers, 2009.
9. Pue, C. *Mentoring Leaders: Wisdom for Developing Character, Calling & Competency*. Grand Rapids: Baker Books, 2006.
10. Reese, Randy D., and Robert Loane. *Deep Mentoring: Guiding Others on Their Leadership Journey*. Downers Grove: IVP, 2012.
11. Stairs, J. *Listening for the Soul*. Minneapolis: Fortress Press, 2000.
12. Casey, Michael, *The Art of Winning Souls. Pastoral Care of Novices*. Cistercian Publications, 2012.

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Course Unit Outline				
<b>Unit Code</b>				
S7263				
<b>Unit Name</b>				
Collective Spiritual Discernment				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9cp in Spirituality				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This unit aims to equip the student to understand how leadership teams collectively discern the will of God.				
<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>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 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>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective in Christian Spirituality. 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.</p> <p>The unit contributes to these awards by:</p> <ul style="list-style-type: none"> <li>• developing specialised knowledge of the role of team dynamics in spiritual formation</li> <li>• developing the critical skills of discerning healthy and unhealthy approaches to team functioning and their impact on spiritual development</li> <li>• providing opportunities to formulate a system of collective spiritual discernment in a personal or ministry context.</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 role of discipline(s) in developing spiritual discernment</li> <li>2) Analyze the significance of team dynamics for spiritual decision-making</li> <li>3) Articulate strategies for developing spiritual maturity within a group context</li> <li>4) Develop a system of spiritual discernment that incorporates the interplay of spiritual gifts and experience</li> <li>5) Apply the principles and processes of collective spiritual discernment to a personal or ministry context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Spiritual Discernment and Disciplines</li> <li>2) Team Dynamics and Decision Making</li> <li>3) Self and Soul Keeping</li> <li>4) Leadership Context and Spiritual Maturity</li> <li>5) Hearing from God</li> <li>6) God's Kingdom and Discernment</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) Explain principles of spiritual discernment in a group setting. [Outcomes 1, 2]</li> <li>2) Analyse strategies for spiritual discernment which develop group spiritual maturity whilst incorporating spiritual gifts and experience. [Outcomes 3, 4]</li> <li>3) Design a program of collective spiritual discernment in a specific ministry situation. [Outcomes 3, 5]</li> </ol>
<b>Representative References</b>
<ol style="list-style-type: none"> <li>1) Bieber, N. <i>Decision Making &amp; Spiritual Discernment: The Sacred Art of Finding your Way</i>. USA: Skylight Paths, 2010.</li> <li>2) Barton, R. <i>Pursuing God's Will Together</i>. Downers Grove: InterVarsity, 2012.</li> <li>3) Foster, R. <i>Life with God. Reading the Bible for Spiritual Transformation</i>. Australia: Harper Collins, 2007.</li> <li>4) Jones, T. <i>The Sacred Way: Spiritual Practices for Everyday Life</i>. Youth Specialties, 2005.</li> <li>5) Haley Barton, Ruth. <i>Pursuing God's Will Together: A Discernment Practice for Leadership Groups</i>. Downers Grove: IVP, 2012.</li> <li>6) Hudson T. <i>Invitations of Jesus</i>. Nashville: The Upper Room, 2014.</li> <li>7) Liebert, Elizabeth. <i>The Way of Discernment: Spiritual Practices for Decision Making</i>. Westminster John Knox Press, 2008.</li> </ol>

- 8) Morris, D & C Olsen *Discerning God's Will Together*. Rev ed; Herndon: The Alban Institute, 2012.
- 9) Nouwen, Henri J. M. with Michael J. Christensen and Rebecca J. Laird. *Discernment: Reading the Signs of Daily Life*. New York: HarperOne, 2013.
- 10) Ortberg, J. *Soul Keeping*. Grand Rapids: Zondervan, 2014.
- 11) Thilbodeaux, Mark E. SJ. *God's Voice Within: The Ignatian Way to Discover God's Will*. Loyola Press, 2010.
- 12) Thompson, M. *Soul Feast: An Invitation to the Christian Spiritual Life*. Louisville KY: Westminster John Knox, 2005.
- 13) Weil, Simone. *Waiting on God*. Trans. Emma Craufurd; London: Routledge, 1951.
- 14) Willard, D. *The Spirit of the Disciplines*. HarperCollins, 2009.
- 15) Willard, D. *Hearing God*. Downers Grove: InterVarsity, 2012.

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Course Unit Outline			
<b>Unit Code</b>			
T7101			
<b>Unit Name</b>			
Introduction to Theology			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
[level 5?]			
<b>Curriculum Objective</b>			
This course unit introduces students into the nature and tasks of theology and to theological methodology. 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>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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Theology. It forms part of a Major or Sub-major in the Discipline of Theology 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 underlying principles and concepts 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>4. Demonstrate a broad understanding of the nature and purpose of theology</li> <li>5. Identify and explain the doctrinal presuppositions that are the foundation of theology</li> <li>6. Analyse the writing of several theological thinkers and texts, both ancient and modern</li> <li>7. Apply appropriate methodology for different types of theological enquiry</li> <li>8. Apply the skills of theological reflection to Christian life and ministry</li> </ol>
<b>Content</b>
<p>38) The nature and purpose of theology</p> <p>39) Overview of history of theology</p> <p>40) Theological method</p> <p>41) Presuppositions for doing theology</p> <p>42) Context for theology</p> <p>43) The vocation of the theologian</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. Identify theological resources for a particular theological task [Outcomes 1, 4]</li> <li>2. Critically review a theological text [Outcomes 3, 5]</li> <li>3. Reflect on and explain a major doctrinal presupposition that is a foundation for theology [Outcomes 1, 2, 4]</li> </ol>

Representative References
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| <p>47. Alfeyev, Hilarion. <i>The Mystery of Faith</i>. London: Darton, Longman and Todd Ltd, 2002.</p> <p>48. Calivas, Alkiviades. <i>Theology: The Conscience of the Church</i>. Brookline, MA: Holy Cross Orthodox Press, 2002.</p> <p>49. Clement, Olivier. <i>On Human Being: A Spiritual Anthropology</i>. New York: New City Press, 2000.</p> <p>50. Ford, David F., ed. <i>The Modern Theologians</i>. Oxford: Blackwell, 2008.</p> <p>51. Lacoste, Jean-Yves, ed. <i>Encyclopedia of Christian Theology</i>. New York/London: Routledge, 2005.</p> <p>52. McGrath, Alister E. <i>Christian Theology: An Introduction</i>. 6th ed. Chichester: Wiley-Blackwell, 2016.</p> <p>53. Moran, Gabriel. <i>Believing in a Revealing God: The Basics of the Christian Life</i>. Collegeville: Liturgical Press, 2009.</p> <p>54. O'Collins, Gerald. <i>Revelation: Towards a Christian Interpretation of God's Self-Revelation in Jesus Christ</i>. Oxford: Oxford University Press, 2016.</p> <p>55. Ratzinger, Joseph. <i>Introduction to Christianity</i>. San Francisco: Ignatius Press, 1990, 2004.</p> <p>56. Rush, Ormond. <i>The Eyes of Faith: The Sense of the Faithful and the Church's reception of Revelation</i>. Washington DC: Catholic University of America Press, 2009.</p> <p>57. Wicks, Jared. <i>Doing Theology</i>. New York: Paulist, 2009.</p> |
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Course Unit Outline			
<b>Unit Code</b>			
T7105			
<b>Unit Name</b>			
Introduction to Christian Doctrines			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
T5105			
<b>Curriculum Objective</b>			
This course unit introduces students to the beliefs of the 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>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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Theology. It forms part of a Major or Sub-major in the Discipline of Theology 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 underlying principles and concepts 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> <p>58. Identify the major doctrines within a particular Christian tradition</p> <p>59. Distinguish the core doctrines from alternatives held in other Christian traditions</p> <p>60. Analyse the writing of relevant theological thinkers and texts</p> <p>61. Articulate a clear statement of critical reflection to communicate key doctrines</p> <p>62. Apply insights from their study to Christian life and ministry within their particular context.</p>
<b>Content</b>
<p>19) Thinking Theologically: Theological Method</p> <p>20) The Christian Tradition: A Brief Overview</p> <ul style="list-style-type: none"> <li>a) Jesus of Nazareth: the Founder and the Sources</li> <li>b) The Christian Theological Streams</li> </ul> <p>21) The Christian Tradition: Essential Doctrines</p> <ul 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> </ul> <p>4) A Theology of Discipleship: The Spiritual Journey, Christian Spiritual Formation</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 to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <p>13. Analyse one of the Christian doctrines examined in this unit [Outcomes 1, 3, 4]</p> <p>14. Articulate an understanding of the theological task within a Christian tradition [Outcomes 2, 3, 4]</p> <p>15. Apply insights from their study to life and ministry in the contemporary context [Outcomes 1, 4, 5]</p>



### Representative References

63. Avis, Paul D. L. *The Christian Church: An Introduction to the Major Traditions*. London: SPCK, 2002.
64. Callen, Barry L. *Caught between Truths: The Central Paradoxes of Christian Faith*. Lexington: Emeth Press, 2007.
65. Duce, Philip and Daniel Strange, eds. *Keeping Your Balance: Approaching Theological and Religious Studies*. Leicester: InterVarsity Press, 2001.
66. McGrath, Alister E. *Christian Theology: An Introduction*. Oxford: Blackwell Publishers, 2007.
67. Marks, Darren C. *Bringing Theology to Life: Key Doctrines for Christian Faith and Mission*. Downers Grove: InterVarsity Press, 2009.
68. Milne, Bruce. *Know the Truth: A Handbook of Christian Belief*. Nottingham: InterVarsity Press, 2009.
69. Noll, Mark A. & Ronald F. Thiemann. *Where Shall My Wandering Soul Begin?: the Landscape of Evangelical Piety and Thought*. Grand Rapids: Eerdmans, 2000.
70. Olson, Roger E. *God in Dispute: 'Conversations' between great Christian Thinkers*. Grand Rapids: Baker Academic, 2009.
71. Powell, Samuel M. *Discovering our Christian Faith: An Introduction to Theology*. Kansas City: Beacon Hill Press of KC., 2008.
72. Smith, Gordon T. *Beginning Well: Christian Conversion and Authentic Transformation*. Downers Grove: InterVarsity Press, 2001.
73. 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.
74. Thorsen, Donald A.D. *An Exploration of Christian Theology*. Peabody: Hendrickson Publishers, 2008.

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Course Unit Outline			
<b>Unit Code</b>			
T7140			
<b>Unit Name</b>			
Theology of Mission			
<b>Unit Weighting</b>			
9cps			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit provides an overview of the biblical teaching concerning God's mission towards humankind.			
<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>		✓	
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Elective unit within a Major or a Sub-major in the Discipline of Theology or stands as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating study of a coherent body of theological knowledge
- developing skills to review and analyse theological information in the exercise of critical thinking and judgement
- developing the capacity for clear and coherent communication of theological knowledge and ideas.

#### **Learning Outcomes**

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

9. explain the basis of mission as an expression of the self-revelation of God
10. relate Old and New Testament texts to the flow of salvation history
11. analyse how the church functions effectively as a missionary community
12. articulate a biblical theology of God's mission
13. apply a biblical theology of mission to the task of missions today

#### **Content**

- 44) The nature of a missionary God
- 45) General motifs of mission in the Old Testament
- 46) Israel's election and world salvation
- 47) The mission of God through Jesus the Christ
- 48) The practice of Mission in the Early Church
- 49) The nature and purpose of Mission in the New Testament writings
- 50) Contemporary developments in understanding the mission of God
- 51) A synthesis of biblical foundations for mission

#### **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. Engage critically with biblical texts that inform a theology of mission (e.g. short essay, seminar presentation: Outcomes 1, 2)
2. Critically analyse recent writings on the *missio dei* and assess how they impact contemporary mission practice (e.g. critical review, essay: Outcome 3, 4, 5)
3. Present a coherent biblical theology of mission that incorporates the role of the church in participating in God's mission (e.g. major essay, critical review, field project, report: Outcomes 2, 3, 4, 5)

### Representative References

75. Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids: Baker Academic, 2004.
76. Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. New York: Orbis Books, 1991.
77. DeYoung, Kevin & Greg Gilbert. *What is the Mission of the Church? Making Sense of Social Justice, Shalom, and the Great Commission*. Wheaton: Crossway, 2011.
78. Fleming, Dean. *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing and Telling*. Downers Grove: IVP Academic, 2013.
79. Gallagher, Robert L., and Paul Hertig, (eds). *Mission in Acts: Ancient Narratives in Contemporary Context*. New York: Orbis Books, 2004.
80. Glasser, Arthur F., with Charles E. Van Engen, Dean S. Gilliland, and Shawn B. Redford. *Announcing the Kingdom: The Story of God's Mission in the Bible*. Grand Rapids: Baker Academic, 2003.
81. Goheen, Michael W. *A Light to the Nations: The missional Church and the biblical story*. Grand Rapids: Baker Academic, 2011.
82. Kaiser, Walter C. Jr. *Mission in the Old Testament: Israel as a Light to the Nations*. 2<sup>nd</sup> Edition. Grand Rapids: Baker Academic, 2012.
83. Köstenberger, Andreas J., and Peter T. O'Brien, *Salvation to the ends of the earth: A biblical theology of mission*. Downers Grove: InterVarsity Press, 2001.
84. Senior, Donald, and Carroll Stuhlmueller. *The Biblical Foundations for Mission*. New York: Orbis Books, 1983.
85. Stott, John & Christopher J.H. Wright. *Christian Mission in the Modern World*. Updated and Revised Edition; Downers Grove, IL: InterVarsity Press, 2015.
86. Walls, Andrew and Cathy Ross, eds. *Mission in the 21<sup>st</sup> Century: Exploring the Five Marks of Global Mission*. Maryknoll: Orbis Books, 2008.
87. Wright, Christopher J.H. *The mission of God's people: A biblical theology of the Church's mission*. Grand Rapids: Zondervan, 2010.

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Course Unit Outline	
<b>Unit Code</b>	
T7171	
<b>Unit Name</b>	
Early Church Fathers	
<b>Unit Weighting</b>	
9 cpts	
<b>Prerequisites</b>	
Nil	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit engages the thought and methods of the early Church Fathers, investigating the major trends in Christian tradition up to the early fifth century. It assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology.	
<b>Contribution to Award</b>	
The unit forms part of the SCD awards at AQF Level 7.	
The unit serves as an Elective unit within a Major or a Sub-major in the Discipline of Theology or stands as an Elective unit within the overall structure of the award.	
The unit contributes to these awards by:	
<ul style="list-style-type: none"> <li>• initiating study of a coherent body of theological knowledge</li> <li>• developing skills to review and analyse theological information in the exercise of critical thinking and judgement</li> <li>• developing the capacity for clear and coherent communication of theological knowledge and ideas.</li> </ul>	
<b>Learning Outcomes</b>	
At the end of this unit students will be able to:	
14. Understand the historical and ecclesial contexts of various trends in early patristic tradition	
15. Demonstrate a broad understanding of the main themes pertaining to early patristic tradition	
16. Critically review the primary and secondary sources in the analysis of patristic themes	
17. Critically analyse themes pertaining to the early patristic tradition within its immediate and distant literary and historical contexts	
18. Apply the patristic tradition to contemporary scholarship and the Christian experience	

Content
52) Apostolic fathers and martyrdom literature 53) Greek and Latin apologists 54) Defenders of the apostolic tradition 55) The Alexandrians 56) The Cappadocians 57) Early Syrian fathers 58) Fathers from Jerusalem and Antioch 59) The Latin fathers of the fourth and early fifth century
Required Specialist Facilities or Equipment
For the distance education 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: <ol style="list-style-type: none"> <li>1) Critically analyse the writings of, and on, the Fathers in the early Church (Outcome 3)</li> <li>2) Demonstrate a broad understanding of the main trends and themes in the early Church (Outcomes 2 and 4)</li> <li>3) Exercise critical thinking in assessing relevant themes in the early Church from the viewpoints of the Christian experience (Outcomes 1, 5)</li> </ol>
Representative References
88. Behr, J. <i>Formation of Christian Theology</i> , volumes 1-2. Crestwood: St Vladimir's Seminary Press, 2001-2004. 89. Behr, J., A. Louth, & D. Conomos, eds. <i>Abba: The Tradition of Orthodoxy in the West</i> . Crestwood, NY: St Vladimir's Seminary Press, 2003. 90. Chrysavgis, J. <i>The Way of the Fathers: Exploring the Patristic Mind</i> . Thessalonika: Patriarchal Institute of Patristic Studies, 1998. 91. Cunningham, M.B. & E. Theokritoff, eds. <i>The Cambridge Companion to Orthodox Christian Theology</i> . Cambridge: Cambridge University Press, 2008. 92. Evans, G.R., ed. <i>The First Christian Theologians: An Introduction to Theology in the Early Church</i> . Carlton: Blackwell Publishers, 2004. 93. Ignatius of Antioch. <i>The Letters</i> . Translated by Alistair Stewart. Crestwood, NY: St Vladimir's Seminary Press, 2013. 94. <i>Justin, Philosopher and Martyr: Apologies</i> . Edited and translated by Denis Minns and Paul Parvis. Oxford: Oxford University Press, 2009. 95. Russell, N. <i>The Doctrine of Deification in the Greek Patristic Tradition</i> . Oxford: Oxford University Press, 2004. 96. St Athanasius the Great. <i>On the Incarnation</i> . Translated by John Behr. Yonkers, NY: St Vladimir's Seminary Press, 2011. 97. Stewart(-Sykes), Alistair, trans. <i>On the Two Ways: Life or Death, Light or Darkness: Foundational Texts in the Tradition</i> . Crestwood, NY: St Vladimir's Seminary Press, 2011.
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Course Unit Outline			
<b>Unit Code</b>			
T7185			
<b>Unit Name</b>			
Christian Doctrines in Context (CALD)			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
T5185 Introduction to Christian Doctrines in Context (CALD) This unit is available only to candidates enrolled in the CALD Stream.			
<b>Curriculum Objective</b>			
This course unit introduces students to the core beliefs of the Christian tradition, enabling them to explore their faith as expressed in their local culture 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>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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Core unit where the specific award requires a Core unit in Theology. It forms part of a Major or Sub-major in the Discipline of Theology 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 underlying principles and concepts of theology</li> <li>• developing the capacity to communicate theological knowledge clearly and coherently</li> <li>• providing opportunities for communicating theological knowledge clearly and coherently within a local culture.</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>19. Identify the major doctrines within a particular Christian tradition</li> <li>20. Explore the historical, theological and biblical backgrounds that gave rise to doctrines within a particular Christian tradition</li> <li>21. Discuss the writing of relevant theological thinkers and texts</li> <li>22. Use appropriate methods of theological reflection to examine key doctrines in detail</li> <li>23. Apply insights from their study to Christian life and ministry within their particular context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>22) Thinking Theologically: Theological Method</li> <li>23) The Christian Tradition: A Brief Overview <ol style="list-style-type: none"> <li>a) Jesus of Nazareth: The Founder and the Sources</li> <li>b) The Christian Theological Streams</li> </ol> </li> <li>24) 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> <li>4) A Theology of Discipleship: The Spiritual Journey, Christian Spiritual Formation</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>16. Analyse one of the Christian doctrines examined in this unit [Outcomes 1, 3, 4]</li> <li>17. Articulate an understanding of the theological task within a Christian tradition [Outcomes 2, 3, 4]</li> <li>18. Apply insights from their study to life and ministry in the contemporary context [Outcomes 1, 4, 5]</li> </ol>



### Representative References

98. Allen, Paul L. *Theological Method: A Guide for the Perplexed*. London: T&T Clark, 2012.
99. Duce, Philip and Daniel Strange, eds. *Keeping Your Balance: Approaching Theological and Religious Studies*. Leicester: InterVarsity Press, 2001.
100. Green, Beatrice and Keiti Ann Kanongata'a. *Weaving Theology in Oceania*. Cambridge: Cambridge Scholars Publishing, 2020.
101. Havea, Jione and Clive Pearson, eds. *Out of Place: Doing Theology on the Crosscultural Brink*. London: Routledge, 2014.
102. Kapic, Kelly M. & Bruce L. McCormack, eds. *Mapping Modern Theology: A Thematic and Historical Introduction*. Grand Rapids: Baker Academic, 2012.
103. McGrath, Alister E. *Christian Theology: An Introduction*. 3<sup>rd</sup> edn. Oxford: Blackwell Publishers, 2015.
104. McGrath, Alister E. *Theology: The Basics*. New York: Wiley-Blackwell, 2017.
105. Marks, Darren C. *Bringing Theology to Life: Key Doctrines for Christian Faith and Mission*. Downers Grove: InterVarsity Press, 2009.
106. Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*, 3<sup>rd</sup> edn. Grand Rapids: IVP, 2014.
107. Milne, Bruce. *Know the Truth: A Handbook of Christian Belief*. Nottingham: InterVarsity Press, 2009.
108. Olson, Roger E. *The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*. London: IVP, 2016.
109. Powell, Samuel M. *Discovering our Christian Faith: An Introduction to Theology*. Kansas City: Beacon Hill Press of KC., 2008.
110. 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.
111. Thorsen, Donald A.D. *Calvin vs Wesley: Bringing Belief in Line with Practice*. Nashville: Abingdon Press, 2013.

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Course Unit Outline				
<b>Unit Code</b>				
T7204				
<b>Unit Name</b>				
Christian Apologetics				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
18 credit points in Systematic Theology				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit examines the history and shape of Christian apologetics. It considers models of apologetics found in Scripture and throughout church history in order to make application of them to contemporary challenges to the Christian faith.				
<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>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>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>112.demonstrate a well-developed understanding of the nature of Christian apologetics and the various approaches available</p> <p>113.analyse the various cultural and theological forces that have changed the current environment for Christian apologetics</p> <p>114.analyse classic and contemporary literature on apologetics</p> <p>115.develop arguments and defences for Christian life and faith</p> <p>116.apply the results of their study to contemporary questions raised by the society</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Apologetics in review</li> <li>2. Features of the current cultural and theological context</li> <li>3. Modern and postmodern models of apologetics</li> <li>4. Existence and character of God</li> <li>5. Identity and relevance of Jesus</li> <li>6. Reliability of scripture</li> <li>7. Problem of evil and suffering</li> <li>8. The Christian apologist in contemporary contexts</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) Critically review recent writings in Christian apologetics [Outcomes 1, 2, 3]</li> <li>2) Articulate a contemporary defence of the Christian faith [Outcomes 4, 5]</li> <li>3) Critically evaluate possible responses to recent questions raised by the non-Christian community [Outcomes 2, 4, 5]</li> </ol>

### Representative References

1. Carson, D. A., ed. *Telling the Truth*. Grand Rapids: Eerdmans, 2000.
2. Chang, Curtis. *Engaging Unbelief: A Captivating Strategy from Augustine & Aquinas*. Downers Grove: InterVarsity Press, 2000.
3. Collins, Francis S. *The Language of God: A Scientist Presents Evidence for Belief*. New York: Free Press, 2006.
4. Cowan, Steven B. & William L. Craig. *Five Views on Apologetics*. Grand Rapids: Zondervan, 2000.
5. Dembski, William A. & Jay W. Richards. *Unapologetic Apologetics: Meeting the Challenges of Theological Studies*. Downers Grove: InterVarsity Press, 2000.
6. Dockery, David S. *The Challenge of Postmodernism: An Evangelical Engagement*. 2<sup>nd</sup> edn. Grand Rapids: Baker, 2001.
7. Erickson, Millard J. *The Postmodern World: Discerning the Times and the Spirit of Our Age*. Wheaton: Crossway Books, 2002.
8. Evans, C. Stephen. *Pocket Dictionary of Apologetics and Philosophy of Religion*. Downers Grove: InterVarsity Press, 2002.
9. Forrest, Benjamin K., Joshua D. Chatraw & Alister E. McGrath, eds. *The History of Apologetics: A Biographical and Methodological Introduction*. Grand Rapids: Zondervan Academic, 2020.
10. Gould, Paul M. *Cultural Apologetics: Renewing the Christian Voice, Conscience, and Imagination in a Disenchanted World*. Grand Rapids: Zondervan Academic, 2019.
11. Groothuis, Douglas R. *Truth Decay: Defending Christianity against the Challenges of Postmodernism*. Downers Grove: InterVarsity Press, 2000.
12. Siniscalchi, Glenn B. *Retrieving Apologetics*. Eugene OR: Pickwick, 2016.
13. Sweis, Khaldoun A. & Chad V. Meister, eds. *Christian Apologetics: An Anthology of Primary Sources*. Grand Rapids: Zondervan, 2012.

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Course Unit Outline			
<b>Unit Code</b>			
T7210			
<b>Unit Name</b>			
The Person and Work of Christ			
<b>Unit Weighting</b>			
9credit points			
<b>Prerequisites</b>			
T7101 Introduction to Theology <i>or</i> T7105 Introduction to Christian Doctrines			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
T5110			
<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 thought and life.			
<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</i>	<i>articulate and defend clear statements of</i>	<i>engage with appropriate levels of scholarship in</i>
<b>Course Outcomes</b>	<i>development of Christian theological and ethical thought and liturgical practice</i>	<i>theological and ethical belief and practice</i>	<i>the critical reading of primary and secondary texts</i>
<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>		✓	
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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.

<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>24. Identify the key biblical material that provides the foundation for a theological understanding of the person and saving work of Christ</p> <p>25. Articulate a theological account of the development of Christological and soteriological doctrines</p> <p>26. Analyse the writing of relevant theological thinkers and their texts</p> <p>27. Use appropriate methods of theological reflection to examine key doctrines in Christology and Soteriology</p> <p>28. Apply Christological and Soteriological insights to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>60) Methodological issues and/or foundational concepts in Christology and Soteriology</p> <p>61) Christological and Soteriological themes in the New Testament</p> <p>62) The evolution of Christological and Soteriological doctrine</p> <p>63) The development of the theological understanding of the person and saving work of Jesus Christ</p> <p>64) Contemporary issues in Christology and Soteriology</p> <p>65) Implications for Ecclesiology and the Christian Life</p>
<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> <p>1) Demonstrate a familiarity with current issues in the Christology and Soteriology. (Outcomes 1, 2, 3)</p> <p>2) Identify foundational concepts/methodological issues that underpin the study of Jesus Christ and Salvation. (Outcomes 2, 3, 4)</p> <p>3) Integrate their understanding of the Person and Saving Work of Jesus Christ into a coherent theological perspective. (Outcomes 1, 3, 4, 5)</p>
<b>Representative References</b>
<p>117. Bird, Michael F. <i>Evangelical Theology: A Biblical and Systematic Introduction</i>. Grand Rapids: Zondervan, 2013.</p> <p>118. Collins, Kenneth J. <i>The Theology of John Wesley: Holy Love and the Shape of Grace</i>. Nashville: Abingdon Press, 2007.</p> <p>119. Collins, Paul M. <i>Partaking in Divine Nature: Deification and Communion</i>. London: T&amp;T Clark, 2010.</p> <p>120. Baker, Mark David &amp; Joel B. Green. <i>Recovering the Scandal of the Cross: The Atonement in New Testament and Contemporary Contexts</i>. 2nd. ed. Downers Grove: InterVarsity Press, 2011.</p> <p>121. Crisp, Oliver D. and Fred Sanders, eds. <i>Locating Atonement: Explorations in Constructive Dogmatics</i>. Grand Rapids: Zondervan, 2015.</p> <p>122. Gorman, Michael J. <i>Inhabiting the Cruciform God: Kenosis, Justification, and Theosis in Paul's Narrative Soteriology</i>. Grand Rapids: Eerdmans, 2009.</p> <p>123. McNall, Joshua M. <i>The Mosaic of Atonement: An Integrated Approach to Christ's Work</i>. Grand Rapids: Zondervan, 2019.</p>

124. 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.
125. O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. 2nd edn. New York: Oxford University Press, 2009.
126. Torrance, Thomas F. *Atonement: the person and work of Christ*. Downers Grove: Inter-Varsity Press, 2009.
127. Wellum, Stephen. *Christ Alone – The Uniqueness of Jesus as Savior: What the Reformers Taught and Why it Still Matters*. Grand Rapids: Zondervan, 2017.
128. Wright, N.T. *The Day the Revolution Began: Reconsidering the Meaning of Jesus's Crucifixion*. New York: Harper, 2016.

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Course Unit Outline			
<b>Unit Code</b>			
T7213			
<b>Unit Name</b>			
The Self-revealing God			
<b>Unit Weighting</b>			
9cp			
<b>Prerequisites</b>			
T7101 Introduction to Theology or T7105 Introduction to Christian Doctrines			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
T5113			
<b>Curriculum Objective</b>			
This course unit is designed to provide students with an understanding of the nature, attributes, and creative work of the Triune God as this is made known to us through God's 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>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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>29. Explore the major theological doctrines relevant to this unit</p> <p>30. Explain the ways the Church has understood the interaction between the self-revealing God and creation</p> <p>31. Analyse the writing of relevant theological thinkers and their texts</p> <p>32. Use appropriate methods of theological reflection to examine key doctrines of the Triune God and God's self-revelation</p> <p>33. Apply insights from their study to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>66) The nature, scope and approaches to theology</p> <p>67) The Self-Revealing God: General and Special Revelation</p> <p>68) Theological Method</p> <p>69) The holy Trinity</p> <p>70) The nature and attributes of God</p> <p>71) God the Creator</p> <p>72) God the Governor: providence and the problem of evil</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 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 analyse recent writings in Trinitarian studies [Outcomes 1, 3]</li> <li>2. Articulate a broad understanding of the nature and implications of God's self-revelation for the church in its cultural setting [Outcomes 2, 3, 4]</li> <li>3. Demonstrate how these doctrines can be applied to a contemporary issue in their ministry context [Outcomes 1, 3, 4, 5]</li> </ol>

### Representative References

- 129.Allen, Paul L. *Theological Method: A Guide for the Perplexed*. London: T&T Clark, 2012.
- 130.Ayres, Lewis. *Nicaea and its Legacy: An Approach to Fourth Century Trinitarian Theology*. Oxford: Oxford University Press, 2006.
- 131.Berry, R.J. & T.A. Noble, eds. *Darwin, Creation and the Fall: Theological Challenges*. Nottingham: Apollos, 2009.
- 132.Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.
- 133.Bray, Gerald L. *God is love: A Biblical and Systematic Theology*. Wheaton: Crossway, 2012
- 134.Evans, Jeremy A. *The Problem of Evil: The Challenge to Essential Christian Beliefs*. Nashville: Broadman & Holman, 2013.
- 135.Edwards, Denis. *How God Acts: Creation, Redemption and Special Divine Action*. Hindmarsh: ATF Press, 2010.
- 136.Johnston, Robert K. *God's Wider Presence: Reconsidering General Revelation*. Grand Rapids: Baker, 2014.
- 137.MacGregor, Kirk. *Contemporary Theology: An Introduction: Classical, Evangelical, Philosophical, and Global Perspectives*. Grand Rapids: Zondervan, 2019.
- 138.Petersen, Paul and Robert K. McIver (eds). *Biblical and Theological Studies on the Trinity*. Hindmarsh: ATF Theology, 2014.
- 139.Plantinga, Alvin. *Where the Conflict Really Lies: Science, Religion and Naturalism*. New York: OUP, 2011.
- 140.Sanders, Fred. *The Deep Things of God: How the Trinity Changes Everything*. Wheaton: Crossway, 2010.

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Course Unit Outline			
<b>Unit Code</b>			
T7214			
<b>Unit Name</b>			
The Trinity			
<b>Unit Weighting</b>			
9 cps			
<b>Prerequisites</b>			
18 credit points in Systematic Theology			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit examines systematically the Church's teaching on the mystery of the Holy Trinity. It aims to demonstrate soteriological and existential consequences of this doctrine for the way Christians live their lives.			
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>34. Identify the major theological themes in the doctrine of the Trinity</p> <p>35. Outline the development of the teaching from Biblical sources through Patristic understandings and into modern times</p> <p>36. Critically review writings of current theological thinkers on this topic</p> <p>37. Articulate some Trinitarian doctrines for a contemporary reader</p> <p>38. Apply insights from their study to Christian life within their particular context</p>
<b>Content</b>
<p>73) Biblical foundations of the doctrine of the holy Trinity; Old and New testaments</p> <p>74) The historical developments of the Trinitarian doctrine</p> <p>75) Modern understandings of the Trinity</p> <p>76) Systematic considerations: for example, persons, essence/substance, koinonia</p> <p>77) Salvific and existential implications</p> <p>78) Contemporary Trinitarian theology: problems and perspectives</p>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<p>1) Demonstrate a familiarity with current issues in Trinitarian theology (Outcomes 1, 3, 4)</p> <p>2) Present a coherent theological understanding of an issue in Trinitarian theology showing its historical development and present relevance. (Outcomes 1, 2, 3)</p> <p>3) Show how Trinitarian theology informs a Christian way of living. (Outcomes 1, 4, 5)</p>

### Representative References

- 1) Beeley, Christopher A. 2018. *The Bible and Early Trinitarian Theology*. CUA Studies in Early Christianity. Washington, D.C.: Catholic University of America Press, 2018.
- 2) Bobrinskoy, Boris. *The Mystery of the Trinity: Trinitarian Experience and Vision in the Biblical Patristic Tradition*. Crestwood, NY: SVS Press, 1999.
- 3) Emery, Giles. *An Introduction to Catholic Doctrine on the Triune God*. Translated by Matthew Levering. Washington DC: Catholic University of America Press, 2011.
- 4) Fairbairn, Donald. *Life in the Trinity: An Introduction to Theology with the Help of the Church Fathers*. Downers Grove, IL: InterVarsity Press, 2009.
- 5) Fox, Patricia. *God as Communion: John Zizioulas, Elizabeth Johnson, and the Retrieval of the Symbol of the Triune God*, Collegeville, Minnesota: Liturgical Press, 2001.
- 6) Gallaher, Brandon. *Freedom and Necessity in Modern Trinitarian Theology*. Oxford Theology and Religion Monographs. Oxford: OUP Oxford, 2016.
- 7) Hibbs, Pierce Taylor. *The Speaking Trinity & His Worded World : Why Language Is at the Center of Everything*. Eugene, Oregon: Wipf and Stock, 2018.
- 8) Hunt, Anne. *Trinity*. Maryknoll, NY: Orbis Books, 2005.
- 9) Kärkkäinen, V.M. *Trinity and Religious Pluralism: The Doctrine of the Trinity in Christian Theology of Religions*. Aldershot: Ashgate, 2004.
- 10) Letham, Robert. *The Holy Trinity: In Scripture, History, Theology and Worship*. Phillipsburg, New Jersey: P&R Publishing, 2001.
- 11) Marmion, Declan & Rik Van Nieuwenhove. *An Introduction to the Trinity*. Cambridge: Cambridge University Press, 2011.
- 12) O'Collins, Gerald. *The Tripersonal God: Understanding and Interpreting the Trinity*. New York, Mahwah: Paulist Press, 1999.
- 13) Ormerod, Neil. *The Trinity: Retrieving the Western Tradition*. Milwaukee, Wis.: Marquette University Press, 2005.
- 14) Sokolowski, Robert.. *Christian Faith and Human Understanding : Studies in the Eucharist, Trinity, and the Human Person*. Washington: Catholic University of America Press, 2006.
- 15) Volf, Miroslav. *God's Life in Trinity*. Minneapolis : Fortress Press, 2006.

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Course Unit Outline			
<b>Unit Code</b>			
T7215			
<b>Unit Name</b>			
Spirit and Church			
<b>Unit Weighting</b>			
9cp			
<b>Prerequisites</b>			
T7101 Introduction to Theology or T7105 Introduction to Christian Doctrines			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
T5115			
<b>Curriculum Objective</b>			
This course unit is designed to provide students with an understanding of the person and work of the Holy Spirit, the doctrine of the Church, the Means of Grace and our Christian Hope.			
<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>		✓	
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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:

39. Explore the major historical and contemporary developments in pneumatology, ecclesiology, and eschatology
40. Explain how these theological doctrines are integrated into the life of the church
41. Analyse the writing of relevant theological thinkers and their texts
42. Appraise and evaluate the influences currently shaping the church's understanding of these doctrines
43. Apply insights from their study to Christian life and ministry within their particular context

### **Content**

- 79) The Person and Work of the Holy Spirit
- 80) The nature of the Church
- 81) The nature and forms of ministry
- 82) The Means of Grace
- 83) The Christian Hope

### **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 recent writings in pneumatology, ecclesiology, or eschatology [Outcomes 1, 3]
2. Demonstrate a broad understanding of the nature and mission of the church [Outcomes 1, 3, 4]
3. Evaluate the key implications of the Christian hope to current ministry situations [Outcomes 2, 4, 5]

### **Representative References**



141. Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.
142. Burke, Trevor J. and Keith Warrington, eds. *A Biblical Theology of the Holy Spirit*. London: SPCK, 2014.
143. Castelo, Daniel. *Pneumatology: A Guide for the Perplexed*. London: Bloomsbury, 2015.
144. Holmes, Christopher R. J. *The Holy Spirit*. Grand Rapids: Zondervan, 2015.
145. Horton, Michael. *Rediscovering the Holy Spirit: God's Perfecting Presence in Creation, Redemption, and Everyday Life*. Grand Rapids: Zondervan, 2017.
146. Jensen, Robin M. *Baptismal Imagery in Early Christianity: Ritual, Visual, and Theological Dimensions*. Grand Rapids: Baker Academic, 2012.
147. Johnson, Maxwell E, ed. *Sacraments and Worship: The Sources of Christian Theology*. Louisville: Westminster John Knox, 2012.
148. Kariatlis, Philip. *Church as Communion: The Gift and Goal of Koinonia*. Hindmarsh: ATF, 2011.
149. Karkkainen, Veli-Matti, *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Second Edition. Grand Rapids: Baker Academic, 2018.
150. Thiselton, Anthony C. *The Holy Spirit – In Biblical Teaching, through the Centuries, and Today*. Grand Rapids: Eerdmans, 2013.
151. Wall, Robert W. *Why the Church?* Nashville: Abingdon, 2015.
152. Wright, N. T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*. New York: Harper, 2008.

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Course Unit Outline			
<b>Unit Code</b>			
T7216			
<b>Unit Name</b>			
The Person and Work of the Holy Spirit			
<b>Unit Weighting</b>			
9 Credit Points			
<b>Prerequisites</b>			
T7101 Introduction to Theology or T7105 Introduction to Christian Doctrines			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
T5116			
<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.			
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</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. 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. Critically assess 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>
<b>Content</b>
<p>84) The Person and Work of the Spirit: Biblical Foundations</p> <p>85) The Holy Spirit and the Trinity</p> <p>86) The Spirit in Early Christian Understanding</p> <p>87) The Spirit in the Life of Christ</p> <p>88) The Work of the Spirit in Conversion and Sanctification</p> <p>89) The Baptism of the Spirit: Historical &amp; Contemporary Perspectives</p> <p>90) Spiritual Gifts: Nature and Purpose</p> <p>91) Pastoral Implications: Keeping in Step with the Spirit</p>
<b>Required Specialist Facilities or Equipment</b>
<p>Nil</p>
<b>Assessment Profile</b>
<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>7) Articulate the biblical and theological foundations relating to the nature and work of the Holy Spirit (Outcomes 1, 2)</li> <li>8) Engage critically with significant literature pertaining to the work of the Spirit in the life of the believer (Outcomes 1, 3, 4)</li> <li>9) Apply an understanding of the work of the Spirit to the life of the Church today (Outcomes 2, 3, 4, 5)</li> </ol>

Representative References
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|---|
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| 154.Dunn, James D. G. <i>The Christ and The Spirit. Vol 2: Pneumatology</i> . Grand Rapids: Eerdmans, 1998.   |
| 155.Fee, Gordon D. <i>Paul, the Spirit, and the People of God</i> . Grand Rapids: Baker Academic, 1994.   |
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| 157.Horton, Michael. <i>Rediscovering the Holy Spirit: God’s Perfecting Presence in Creation, Redemption, and Everyday Life</i> . Grand Rapids: Zondervan, 2017.                |
| 158.Karkkainen, Veli-Matti, <i>Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective</i> . Second Edition. Grand Rapids: Baker Academic, 2018. |
| 159.Keener, Craig. <i>Gift and Giver: The Holy Spirit for today</i> . Grand Rapids: Baker Academic, 2001.   |
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| 162.Thiselton, Anthony C. <i>The Holy Spirit – In Biblical Teaching, through the Centuries, and Today</i> . Grand Rapids: Eerdmans, 2013.                                       |
| 163.Wright, Christopher J. H. <i>Knowing the Holy Spirit Through the Old Testament</i> . Downers Grove: IVP Academic, 2006.   |

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Course Unit Outline				
<b>Unit Code</b>				
T7217				
<b>Unit Name</b>				
Christian Anthropology and Grace				
<b>Unit Weighting</b>				
9 Credit Points				
<b>Prerequisites</b>				
T7210 The Person and Work of Christ				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit seeks to provide students with a theological understanding of the human person and the ability to relate Christian anthropology to the theology of grace. It enables students to begin to integrate their prior theological learning into a coherent framework based on a Christian vision of human persons and their orientation to the divine life.				
<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>	<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>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>44. Articulate the key features of the debates on grace and anthropology that have occurred in Christian history;</p> <p>45. Identify the interdependence of Christian anthropology and the theology of divine grace;</p> <p>46. Integrate the key elements of Christian anthropology and the theology of grace with each other and with broader philosophical and scientific views of the human person;</p> <p>47. Analyse and critique recent ecumenical dialogue on Christian anthropology and grace; and,</p> <p>48. Apply the theology of the human person and grace to the dynamics of personal, cultural and social transformation.</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Scriptural foundations of Christian anthropology and the theology of grace;</li> <li>2. Augustine's anthropology and theology of grace and the Pelagian controversy;</li> <li>3. The Eastern tradition on grace and the notion of deification;</li> <li>4. Medieval, reformation, counter-reformation developments in the theology of anthropology and grace;</li> <li>5. Contemporary debates on anthropology and grace, including their connection with philosophy, evolution, sociology, ecumenism; and,</li> <li>6. Personal, social, and cultural implications of the life of grace.</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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>1) Engage critically with the methodological issues/foundational concepts that underpin the study of Christian anthropology and grace (e.g., short essay) [Outcomes 1, 2]</li> <li>2) Identify and critique current topics in Christian anthropology and the theology of grace (e.g., book review or presentation) [Outcomes 3, 4]</li> <li>3) Creatively apply their theological understanding of the human person and the life of grace to their understanding of Christian praxis (e.g., long essay) [Outcomes: 3, 5]</li> </ol>

### Representative References

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165. Fairbairn, Donald. *Grace and Christology in the Early Church*. Oxford: OUP, 2003.
166. Fergusson, David. *Creation*. Guides to Theology. Grand rapids: Eerdmans, 2014.
167. Green, Joel B. *Body, Soul and Human Life: The Nature of Humanity in the Bible*. Milton Keynes: Paternoster, 2008.
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171. McGrath, Alister. *Iustitia Dei: A History of the Christian Doctrine of Justification*. Cambridge: CUP, 1998.
172. Miller, Mark. *The Quest for God and the Good Life: Lonergan's Theological Anthropology*. Washington, DC: CUA Press, 2013.
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Course Unit Outline				
<b>Unit Code</b>				
T7218				
<b>Unit Name</b>				
Doctrine of Christian Holiness				
<b>Unit Weighting</b>				
9cp				
<b>Prerequisites</b>				
T7210 The Person and Work of Christ <i>and</i> (T7215 Spirit and Church <i>or</i> T7216 The Person and Work of the Holy Spirit)				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit is designed to enable students to interpret and integrate the biblical material on sanctification into a coherent doctrinal framework. It lays the doctrinal framework for use in pastoral ministry settings.				
<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 belief and practice</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>		✓		✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in the Discipline of Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently based on independent research and study.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>49. Analyse the chief forms in which holiness is expressed in the Old and New Testaments</p> <p>50. Explain how the doctrine of Christian holiness developed within the Church</p> <p>51. Analyse the writings of the relevant theological thinkers and their texts</p> <p>52. Use appropriate methods of theological reflection to articulate their denomination's understanding of the doctrine of Christian holiness</p> <p>53. Apply insights from their study to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>92) Current issues in the doctrine of Christian holiness</p> <p>93) Holiness in the Old and New Testaments</p> <p>94) Forming a theology of Christian holiness</p> <p>95) Contextualising the doctrine of Christian holiness</p> <p>96) Applying the doctrine to pastoral ministry settings</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 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. Analyse recent writings in the doctrine of Christian holiness [Outcomes 2, 3]</li> <li>2. Present a coherent theological understanding of the doctrine of Christian holiness [Outcomes 1, 2, 3, 4]</li> <li>3. Apply your understanding of the doctrine of Christian holiness to a relevant pastoral issue [Outcomes 4, 5]</li> </ol>

<b>Representative References</b>
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| <p>178. Bray, Gerald. <i>God is Love: A Biblical and Systematic Theology</i>. Wheaton: Crossway, 2012.</p> <p>179. Brower, Kent E. <i>Living as God's Holy People: Holiness and Community in Paul</i>. Milton Keynes: Paternoster, 2009.</p> <p>180. Callen, Barry L. &amp; Don Thorsen, eds. <i>Heart &amp; Life: Rediscovering Holy Living</i>. Lexington: Aldersgate Press &amp; Emeth Press, 2012.</p> <p>181. Dunning, H. Ray. <i>Sanctification and Purity</i>. San Diego: Wesleyan Theological Society, 2013.</p> <p>182. Knight, Henry III. <i>From Aldersgate to Azusa Street: Wesleyan, Holiness, and Pentecostal Visions of the New Creation</i>. Eugene: Pickwick Publications, 2010.</p> <p>183. Lancaster, Sarah H. <i>The Pursuit of Happiness: Blessing and Fulfillment in Christian Faith</i>. Eugene: Wipf &amp; Stock, 2011.</p> <p>184. LeClerc, Diane. <i>Discovering Christian Holiness: The Heart of Wesleyan-Holiness Theology</i>. Kansas City: Beacon Hill Press, 2010.</p> <p>185. Lodahl, Michael. <i>Renewal in Love: Living Holy Lives in God's Good Creation</i>. Kansas City: Beacon Hill Press, 2014.</p> <p>186. Noble, Thomas A. <i>Holy Trinity, Holy People: The Theology of Christian Perfecting</i>. Eugene: Cascade Books, 2013.</p> <p>187. Quient, Nicholas R. <i>The Perfection of our Faithful Wills: Paul's Apocalyptic Vision of Entire Sanctification</i>. Eugene: Wipf and Stock, 2019.</p> <p>188. Van De Walle, Bernie A. <i>Rethinking Holiness: A Theological Introduction</i>. Grand Rapids: Baker, 2017.</p> <p>189. Yong, Amos. <i>Sanctification, Science, and the Spirit: Salvaging Holiness in the Late Modern World</i>. San Diego: Wesleyan Theological Society, 2012.</p> |
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CUO approved by Academic Board: 5 July 2021 (by report); 24 April 2023 (name change)
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Course Unit Outline			
<b>Unit Code</b>			
T7219			
<b>Unit Name</b>			
Creation and Fulfilment			
<b>Unit Weighting</b>			
9 Credit Points			
<b>Prerequisites</b>			
18 credit points in Systematic Theology			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit seeks to provide students with an understanding of contemporary creation theology and eschatology. It also equips students to grasp the interrelations between creation theology and eschatology.			
<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>		✓	
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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 integrating 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:

54. Present a statement of the source-texts that ground creation theology and eschatology
55. Articulate a contemporary creation theology and eschatology
56. Analyse the relevance of scientific insights for the theology of creation and eschatology
57. Critically relate their understanding of creation theology to the Christian vision of human fulfilment
58. Apply creation theology and eschatology to theologies of Christian praxis

### Content

- 97) The biblical foundations of creation theology and eschatology
- 98) The development of the doctrine of *creatio ex nihilo*
- 99) The relationship of science and theology
- 100) Theodicy and the problem of evil
- 101) The redemption of creation
- 102) Eschatology as 'realised' and 'future'
- 103) Death, the afterlife, the end of all things

### 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) Develop a coherent stance on the relationship between theology and science particularly as that relationship informs creation theology [Outcomes 1, 3]
- 2) Demonstrate familiarity with current trends and issues in creation theology or eschatology [Outcomes: 2, 4]
- 3) Integrate creation theology and eschatology into their understanding of Christian praxis [Outcomes: 1, 2, 5]

### Representative References

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192. Edwards, Denis. *The Natural World and God*. Adelaide: ATF Press, 2017.
193. Kärkkäinen, Veli-Matti. *Creation and Humanity*. Grand rapids: Eerdmans, 2015.
194. Kelly, A. *Eschatology and Hope*. Maryknoll, NY: Orbis, 2006.
195. McDonough, Sean. *Creation and New Creation: Understanding God's Creation Project*. Peabody, MA: Hendrickson, 2017.
196. McFague, Sallie. *A New Climate for Theology: God, the World, and Global Warming*. Minneapolis, MN: Fortress Press, 2008.
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Course Unit Outline				
<b>Unit Code</b>				
T7228				
<b>Unit Name</b>				
The Church				
<b>Unit Weighting</b>				
9cps				
<b>Prerequisites</b>				
T7101 Introduction to Theology				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit introduces students to a critical analysis of the Church in its historical realization and examines its past and present reality through the horizon of the kingdom of God.				
<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>	<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>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>59. Identify the Church's theological self-understanding at different moments in history</p> <p>60. Present a coherent biblical and theological understanding of the nature and mission of the Church</p> <p>61. Analyse recent writing in ecclesiology</p> <p>62. Develop a coherent response to challenges confronting the church in their context</p> <p>63. Apply fundamental principles of ecclesiology to contemporary pastoral situations</p>
<b>Content</b>
<p>104) Challenges for the Church</p> <p>105) The Church as the subject and object of theological reflection</p> <p>106) The kingdom of God and the Church</p> <p>107) Critical analysis of ecclesiology through history</p> <p>108) Biblical and theological analysis of the nature and mission of the Church</p> <p>109) The forms and exercises of ministry in the Church</p> <p>110) The unity of the church as an ecumenical imperative</p>
<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 coherent and well developed theology of the church [Outcomes 1, 2, 3]</li> <li>2. Review recent writing in ecclesiology [Outcomes 3,4]</li> <li>3. Apply ecclesiological principles to actual challenges in the Church [Outcomes 1, 2, 5]</li> </ol>

### Representative References

1. Afanasiev, Nicholas. *The Church of the Holy Spirit*. Translated by Vitaly Permiakov. Notre Dame, Indiana: University of Notre Dame Press, 2007.
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3. Dulles, Avery. *Models of the Church: A Critical Assessment of the Church in all its Aspects*, 2nd ed., Dublin: Gill and MacMillan, 1988.
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5. Harrington Daniel, *The Church according to the New Testament*, New York: Rowman and Littlefield Publishers 2001.
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8. Kasper, Walter, *The Catholic church. Nature, Reality and Mission*. London: Bloomsbury T&T Clark, 2015.
9. Lakeland, Paul. *Church: Living Communion*. Collegeville: Liturgical Press, 2009
10. O'Collins, Gerald, *Salvation for all: God's other peoples*, Oxford: Oxford University Press, 2007.
11. Ormerod, Neil, 'The Structure of a Systematic Ecclesiology', *Theological Studies* 63 (2002), 3–30.
12. Pickard, Stephen, *Seeking the Church: An Introduction to Ecclesiology*. London: SCM Press, 2012.
13. Sivalon J., *God's Mission and Postmodern Culture*. New York: Maryknoll, 2012.
14. Spadaro A. & Galli Carlos Maria, eds, *For a Missionary Reform of the Church. The Civiltà Cattolica Seminar*, New York: Paulist Press, 2017.
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Course Unit Outline				
<b>Unit Code</b>				
T7229				
<b>Unit Name</b>				
Ecumenical Identity				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
18 credit points from any sub-discipline				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit examines the ecumenical engagement of various Christian Churches in Australia and/or New Zealand with the hope that new insights about Christian faith and witness may be received. In this way, it provides not only the theological purview of any one ecclesial tradition, but also an openness to learning and receiving in a spirit of shared exploration.				
<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>	<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>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>64. Demonstrate a broad and coherent understanding of the basic ideas and practises of various Christian Churches in Australia and/or New Zealand especially as they relate to current issues;</p> <p>65. Identify specific areas of ecumenical advancement and cooperation of some of the major Christian denominations in Australia and/or New Zealand;</p> <p>66. Critically analyse and appraise the history of the Ecumenical Movement in its various forms together with some of the theological principles informing the participation in this by different Christian Churches;</p> <p>67. Discern doctrines and practices of different Christian churches to evaluate if these can be received in your own church;</p> <p>68. Creatively apply insights of other Christian Churches to contemporary faith and practice in your own church</p>
<b>Content</b>
<p>111) Theological Principles for Ecumenism</p> <p>112) History of modern-day Ecumenism</p> <p>113) Beliefs, rites and practises of some of the major Christian denominations in Australia</p> <p>114) International and national multi-lateral and bi-lateral dialogues: results and progress</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 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 examination of the main doctrines and practice in one Christian denomination, other than your own [Outcomes 1, 2 and 4]</li> <li>2. Outline the history of your church's involvement in the Ecumenical Movement and evaluate the theological principles guiding its involvement. [Outcomes 1, 2, 3]</li> </ol> <p>Develop a proposal for your church community to adopt a practice of another Christian church [Outcomes 4, 5]</p>

### Representative References

203. Balabanski, Vicky, Geraldine Hawks, eds. *Receptive Ecumenism: Listening, Learning and Loving in the Way of Christ*. Adelaide: ATF Theology, 2018.
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Course Unit Outline				
<b>Unit Code</b>				
T7230				
<b>Unit Name</b>				
Ministry in the Church				
<b>Unit Weighting</b>				
9cps				
<b>Prerequisites</b>				
9cps in Theology				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit enables students to explore what it means to minister in the Church in the modern world. It will assist them to reflect on the foundations for their own practice of ministry.				
<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>	<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>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to apply theologically related knowledge and ideas to the practice of ministry.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>69. demonstrate an understanding of the relationship between ministry and the mission of the Church</p> <p>70. analyse the history and present shape of ministry in the Church</p> <p>71. articulate a theology of church and ministry from within a particular ecclesial context</p> <p>72. develop a theological response to contemporary challenges facing ministry in the church</p> <p>73. apply a theology of ministry to a selected ministry practice within an ecclesial context</p>
<b>Content</b>
<p>115) Ministry in Scripture and in the first Christian communities</p> <p>116) The ministry of the church as the whole people of God</p> <p>117) Theologies of ordination</p> <p>118) The relationship between lay and ordained ministry</p> <p>119) Ministry and leadership in ecclesial communities</p> <p>120) An ecumenical perspective on ministry in the Church</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 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>4. Critically review one example of recent theological literature on ministry [Outcomes 1, 2, 4]</li> <li>5. Present a coherent theology of ministry in the context of one Christian denomination [Outcomes 1, 2, 3]</li> <li>6. Evaluate current ministry practices for their underlying theology of ministry [Outcomes 3, 4, 5]</li> </ol>

### Representative References

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- 217.Carder, Kenneth and Lacey C. Warner. *Grace to Lead: Practicing Leadership in the Wesleyan Tradition*. Nashville: United Methodist General Board of Higher Education, 2016.
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- 226.Pickard, Stephen. *Theological Foundations for Collaborative Ministry*. Farnham: Ashgate, 2009.
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Course Unit Outline			
<b>Unit Code</b>			
T7231			
<b>Unit Name</b>			
The Sacraments			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
T7210 The Person and Work of Christ <i>and</i> (T7215 Spirit and Church <i>or</i> T7228 The Church)			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit builds on earlier units in Christology, soteriology and ecclesiology. It aims to develop a basic pattern for sacramental life and show its application in the individual sacraments.			
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>74. Present a clear statement of the biblical and liturgical foundations of the sacraments</p> <p>75. Articulate a theology of sacrament that takes account of their theological tradition</p> <p>76. Analyse the theological development of one or more sacraments in the light of their liturgical development</p> <p>77. Develop a coherent and critically informed response to contemporary issues in sacramental theology</p> <p>78. Apply the principles of sacramental theology to specific pastoral situations</p>
<b>Content</b>
<p>121) The theological paradigm of all sacraments</p> <p>122) The historical, liturgical and theological background to selected sacraments</p> <p>123) The place of sacraments in the church</p> <p>124) Pastoral issues relating to sacramental practice in the church</p> <p>125) Ecumenical advances in understanding the sacraments</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 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. Analyse the theological principles underpinning recent writing on the sacraments [Outcomes 2, 4]</li> <li>2. Present a coherent theology of one sacrament [Outcomes 1, 2, 3]</li> <li>3. Offer a critique of current pastoral practice in the light of the theology of sacraments [Outcomes 3, 5]</li> </ol>



Representative References
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| <p>232. Best, Thomas F., ed. <i>Baptism Today: Understanding, Practice, Ecumenical Implications</i>. Geneva/Collegeville: WCC Publications/Liturgical Press, 2008.</p> <p>233. Boersma, Hans and Matthew Levering, eds. <i>The Oxford Handbook of Sacramental Theology</i>. Oxford: Oxford University Press, 2015.</p> <p>234. Bradshaw, Paul F. <i>Eucharistic Origins</i>. London: SPCK, 2004.</p> <p>235. Ferguson, Everett. <i>Baptism in the Early Church: History, Theology, and Liturgy in the First Five Centuries</i>. Grand Rapids: Eerdmans, 2009.</p> <p>236. Heath, Gordon L. &amp; James D. Dvorak, eds. <i>Baptism: Historical, Theological and Pastoral Perspectives</i>. Eugene OR: Pickwick Publications, 2011.</p> <p>237. Kennedy, David J. <i>Eucharistic Sacramentality in an Ecumenical Context</i>. Aldershot: Ashgate, 2008.</p> <p>238. Martinez, German. <i>Signs of Freedom: Theology of the Christian Sacraments</i>. New York: Paulist, 2003.</p> <p>239. Osborne, Kenan B. <i>Christian Sacraments in a Postmodern World: A Theology for the Third Millennium</i>. New York: Paulist, 1999.</p> <p>240. Radcliffe, Timothy. <i>Taking the Plunge: Living Baptism and Confirmation</i>. London: Bloomsbury, 2012.</p> <p>241. Walsh, Liam. <i>Sacraments of Initiation: A Theology of Rite, Word, and Life</i>. 2<sup>nd</sup> ed. Chicago: Hillenbrand Books, 2011.</p> <p>242. Witczak, Michael G. <i>The Sacrament of Baptism</i>. Collegeville: Liturgical Press, 2011.</p> |
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Course Unit Outline			
<b>Unit Code</b>			
T7233			
<b>Unit Name</b>			
Baptism and Confirmation			
<b>Unit Weighting</b>			
9 cps			
<b>Prerequisites</b>			
T7228 The Church			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit examines how Baptism is the first Christian sacrament and how it mediates Christian faith and Christian identity, in Christ and in the Church. It presents and introduction to sacramental theology, taking baptism as a paradigm, and considers the development of Confirmation as a separate sacrament.			
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>79. Explain what a sacrament is and how Baptism exemplifies this.</p> <p>80. Outline the development of the rituals of Baptism and Confirmation identifying differences in how they were understood in different periods.</p> <p>81. Analyse some writings of a relevant sacramental theologians or an ecumenical text on baptism</p> <p>82. Articulate a theology of Confirmation relating it to Baptism.</p> <p>83. Apply insights from their study to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>126) Symbol and Ritual</p> <p>127) Sacrament and the basic pattern of Christian identity</p> <p>128) Biblical foundations of Christian Baptism</p> <p>129) Baptism and Salvation</p> <p>130) The role of the Holy Spirit in Baptism and Confirmation</p> <p>131) The place of Confirmation in the West</p> <p>132) Ecclesial dimensions of Baptism and Confirmation</p> <p>133) Baptism and the Common Christian Faith</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 to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <p>4) Demonstrate a familiarity with recent writing [Outcomes 1, 3]</p> <p>5) Present a theological understanding of the Sacrament of Confirmation connecting it to Baptism. [Outcomes 1, 2, 4]</p> <p>6) Apply baptismal theology principles to ecumenical issues. [Outcomes 3, 5]</p>

### Representative References

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2. Duffy, Mervyn, *How Language, Ritual and Sacraments Work*, Rome: Editrice Pontificia Univeristà Gregoriana, 2005.
3. Ferguson, Everett. *Baptism in the Early Church: History, Theology, and Liturgy in the First Five Centuries*, Grand Rapids: William B. Eerdmans, 2009.
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Course Unit Outline			
<b>Unit Code</b>			
T7234			
<b>Unit Name</b>			
The Eucharist			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
T7210 The Person and Work of Christ AND T7215 Spirit and Church OR T7228 The Church			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit will help students deepen their appreciation of the connection between the doctrine of the Eucharist, worship and witness in the Christian life. In this sense it will help them integrate various aspects of the undergraduate programme, and develop appropriate attitudes and skills for ministry.			
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>84. Develop a critically informed understanding of the mutual influence of worship and doctrine in shaping Eucharistic belief and practice</p> <p>85. Demonstrate a comprehensive understanding of the central Eucharistic doctrines</p> <p>86. Access and use the primary sources of Eucharistic theology</p> <p>87. Analyse the core issues in the Eucharistic controversies</p> <p>88. Apply the doctrine of the Eucharist to various pastoral situations</p>
<b>Content</b>
<p>134) The biblical origins of the Eucharist in the ministry of Jesus</p> <p>135) The development of the doctrine of the Eucharist in the patristic era</p> <p>136) The Eucharistic controversies at the time of the Reformation</p> <p>137) Contemporary theologies of the Eucharist</p> <p>138) The present celebration of the Eucharist</p> <p>139) The implications of the doctrine of the Eucharist for Church life and ministry</p>
<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. Critically review recent writing on the Eucharist [Outcomes 2, 5]</li> <li>2. Explain the impact of critical moments in the development of Eucharistic theology on the present understanding of Eucharistic doctrine [Outcomes 2, 3, 4]</li> <li>3. Show how the development of Eucharistic doctrine shaped liturgical practice, Eucharistic piety, or pastoral strategy [Outcomes 1, 2, 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1) Bradshaw, Paul F. &amp; Maxwell E. Johnson. <i>The Eucharistic Liturgies: Their evolution and interpretation</i>. Collegeville: Liturgical Press, 2012.</li> <li>2) Daly, Robert J. <i>Sacrifice Unveiled: The True Meaning of Christian Sacrifice</i>. London/New York: Continuum, 2009.</li> <li>3) Khoo, Lorna L. <i>Wesleyan Eucharistic Spirituality: its nature, sources and future</i>. Adelaide: ATF Press, 2005.</li> <li>4) Kilmartin, Edward. <i>The Eucharist in the West: History and Theology</i>. Edited by Robert J. Daly. Collegeville: Liturgical Press, 1998.</li> <li>5) Laurance, John D. <i>The Sacrament of the Eucharist</i>. Collegeville: Liturgical Press, 2012.</li> <li>6) Mazza, Enrico. <i>The Celebration of the Eucharist: The Origin of the Rite and the Development of Its Interpretation</i>. Translated by Matthew J. O'Connell. Collegeville: Liturgical Press, 1999.</li> <li>7) McKenna, John H. <i>Become What You Receive: A Systematic Study of the Eucharist</i>. Chicago: Hillenbrand, 2011.</li> <li>8) O'Loughlin, Thomas. <i>The Eucharist: Origins and Contemporary Understandings</i>. London: Bloomsbury T &amp; T Clark, 2015.</li> <li>9) Pitre, Brant. <i>Jesus and the Jewish Roots of the Eucharist: Unlocking the Secrets of the Last Supper</i>. New York: Doubleday, 2011.</li> <li>10) Power, David N. <i>The Eucharistic Mystery: Revitalizing the Tradition</i>. New York: Crossroad, 1992.</li> <li>11) Zizioulas, John D. <i>The Eucharistic Communion and the World</i>. Edited by Luke Ben Tallon. London: T &amp; T Clark, 2011.</li> </ol> |
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Course Unit Outline			
<b>Unit Code</b>			
T7235			
<b>Unit Name</b>			
Anointing and Reconciliation			
<b>Unit Weighting</b>			
9cps			
<b>Prerequisites</b>			
T7228 The Church			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit applies the themes of sacramentality, a principal aspect of theology in the Catholic tradition, to two fundamental areas of human life: sinfulness and sickness			
<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>		✓	
<b>Contribution to Award</b>			



The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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:

1. Present a clear statement of the key theological developments in the evolution of these two sacraments.
2. Articulate a theology of each sacrament based on the liturgical rites.
3. Analyse contemporary challenges in the theology of the two sacraments
4. Develop the necessary human skills for the practice of these two sacraments
5. Apply the theology of these sacraments in ministry settings.

### **Content**

- 1) The need for reconciliation: the state of human sinfulness
- 2) The reconciling and forgiving God
- 3) The Sacrament of Penance: historical development
- 4) Various Rites of the restored Ordo of Penance
- 5) Using the structure of the sacrament to heal
- 6) Interpersonal and communal reconciliation
- 7) How the good confessor relates to various penitents
- 8) Ministry to the sick and aged

### **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 theological and liturgical developments in the sacraments of Reconciliation and Anointing of the Sick [Outcomes 1, 2]
2. Analyse recent theological and liturgical literature concerning these two sacraments. [Outcomes 1, 2, 3]
3. Develop a pastoral response to a variety of ministerial settings for the celebration of these sacraments. [Outcomes 3, 4, 5]

### **Representative References**

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| <ol style="list-style-type: none"> <li>1) Coffey, David. <i>The Sacrament of Reconciliation</i>. Collegeville, Minn.: Liturgical Press, 2001.</li> <li>2) Cuschieri, Andrew. <i>Anointing of the Sick. A Theological and Canonical Study</i>. Lanham, MD: University Press of America, 1993.</li> <li>3) Hahn, Scott. <i>Lord, Have Mercy. The Healing Power of Confession</i>. Double Day, 2003.</li> <li>4) Häring, Hermann, "From the Fall to Original sin: Observation on the Catechism of the Catholic Church", <i>Concilium</i>, n. 1 (2004), 30-33.</li> <li>5) Hellwig, Monika, <i>Sign of Reconciliation and Conversion. The Sacrament of Penance for our times</i>, Delaware: Michael Glazier, 1982.</li> <li>6) Jordan, Elizabeth. <i>Reconciling Women: A Feminist Perspective on the Confession of Sin in Roman Catholic Tradition</i>. Homebush, N.S.W.: St. Paul Pub., 2001.</li> <li>7) Kasza, John C. <i>Understanding Sacramental Healing, Anointing and Viaticum</i>. Chicago, Ill.: Hillenbrand Books, 2007.</li> <li>8) Kalathikattil, Alex, "The Sacrament of Reconciliation in need of Metamorphosis", <i>QL</i>, 88 (2007) 203-226.</li> <li>9) Keller, Paul Jerome. <i>101 questions and answers on the sacraments of healing, penance and anointing of the sick</i>. New York: Paulist Press, 2010.</li> <li>10) Martos, Joseph, <i>The Sacraments: an interdisciplinary and interactive study</i>. Collegeville, Minn.: Liturgical Press, 2009.</li> </ol> |
| <ol style="list-style-type: none"> <li>11) Moore Gerard, Ed. <i>A Hunger for Reconciliation</i>, Australia: St. Pauls, 2004.</li> <li>12) National Association of Catholic Chaplains. <i>Recovering the riches of Anointing: a study of the sacrament of the sick</i>. Collegeville, Minn.: Liturgical Press, 2002.</li> <li>13) Neary, Donal. <i>Reconciliation services</i>. Black Rock, Co. Dublin: Columba Press, 2004.</li> <li>14) Vaghi, Peter J. <i>The sacraments we celebrate: A Catholic guide to the seven mysteries of faith</i>. Notre Dame, Ind.: Ave Maria Press, 2010.</li> </ol>  |
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Course Unit Outline			
<b>Unit Code</b>			
T7236			
<b>Unit Name</b>			
Marriage			
<b>Unit Weighting</b>			
9cps			
<b>Prerequisites</b>			
T7210 The Person and Work of Christ or T7228 The Church			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This course unit explores marriage principally from the perspective of sacramental theology. It focuses on the interaction between theology, society and the human person, and develops appropriate attitudes and skills for ministry.			
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</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. Present a clear statement of the biblical foundations of marriage and its historical development as a sacrament.</li> <li>2. Describe the evolution and changes in the relationship between men and women: from gender roles to a reciprocal and covenant paradigm.</li> <li>3. Develop a critically informed pastoral response to the different dimensions of the sacrament of marriage.</li> <li>4. Research and analyse concrete practices for a spirituality of marriage and family.</li> <li>5. Identify different social and cultural challenges regarding marriage and the pastoral care of families.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1) Marriage and family in the Christian tradition</li> <li>2) Christian Marriage as a covenant of love and sacrament</li> <li>3) The relationship between baptism and marriage in the Catholic Church</li> <li>4) The indissolubility of marriage</li> <li>5) The liturgy of marriage</li> <li>6) Pastoral issues</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>2. Analyse one of the historical, cultural or social changes that have influenced marriage [Outcomes 1, 2]</li> <li>3. Analyse contemporary literature on the theology of the sacrament of marriage [Outcomes 1, 2, 3]</li> <li>4. Develop a pastoral response for accompanying families in the contemporary context [Outcomes 3, 4, 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1) Bourg, F., <i>Where Two or Three are Gathered: Christian Families as Domestic Churches</i>, Notre Dame Indiana: University of Notre Dame, 2004.</li> <li>2) Delaney, N., "Romantic Love and loving commitment: articulating a modern ideal", <i>American Philosophical Quarterly</i>, Vol. 33, n. 4, (1996), 33-356.</li> <li>3) Exum, C., <i>Song of Songs</i>, Kentucky: John Knox Press, 2005.</li> <li>4) Kasper, W., <i>Theology of Christian Marriage</i>, London: Burns and Oates, 1980.</li> <li>5) Lawler, M., <i>Marriage and the Catholic Church: Disputed Questions</i>, Minnessota: Order of St. Benedict, 2002.</li> <li>6) Lawler M. (Ed) <i>Christian marriage and family: contemporary theological and pastoral perspectives</i>, Minnessota, Order of St. Benedict, 1996.</li> <li>7) McCarthy, D., <i>Sex and Love in the Home: A Theology of the Household</i>, London: SCM Press, 2004.</li> <li>8) Mullins, P., <i>Becoming Married: Towards a theology of Marriage from a Woman's Perspective</i>, Homebush, N.S.W.: St Pauls, 2000.</li> <li>9) Olsen, G.W. (ed) <i>Christian Marriage: A Historical Study</i>, New York: Crossroad, 2001.</li> <li>10) Pope Francis, <i>Apostolic Exhortation Amoris Laetitia</i>, Vatican: Vatican Press, 2016.</li> <li>11) Robinson, J., <i>Marriage as Gift: A Catholic Approach</i>, Boston: Pauline Books, 2004.</li> <li>12) Schillebeeckx, E., <i>Marriage: secular reality and saving mystery</i>, trans. N.D. Smith, London, Sheed and ward, 1965.</li> <li>13) Von Hildebrand, D., <i>Marriage, The Mystery of Faithful Love</i>, Manchester, Sophia Institute Press, 1991.</li> </ol> |
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Course Unit Outline			
<b>Unit Code</b>			
T7237			
<b>Unit Name</b>			
Theology of Holy Orders			
<b>Unit Weighting</b>			
9 credit points			
<b>Prerequisites</b>			
18 credit points in Systematic Theology			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objective</b>			
This unit explores the history, theology and practice of the sacrament of Holy Orders. It will give students a solid theological foundation for an understanding of ordained ministry and its practice in the pastoral life of the 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>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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>89. demonstrate a familiarity with the history of the sacrament of Holy Orders</p> <p>90. demonstrate an understanding of the ecclesiological foundations of ordained ministry</p> <p>91. analyse the rites of ordination and their theology of episcopate, presbyterate and diaconate</p> <p>92. evaluate recent literature on the office and ministry of bishop, priest and deacon</p> <p>93. apply the theology of Holy Orders to current questions about the life and ministry of priests and deacons</p>
<b>Content</b>
<p>140) History of the sacrament of Holy Orders</p> <p>141) Ecclesiological foundations of ordained ministry</p> <p>142) The Rites of Ordination</p> <p>143) The sacramentality of episcopal consecration</p> <p>144) The theology of the priesthood and its place in the three degrees of orders</p> <p>145) The theology of the diaconate and its renewal after Vatican II</p> <p>146) The distinctive ministry of bishops, priests and deacons</p> <p>147) The place of celibacy and marriage in the life of the ordained</p>
<b>Assessment Profile</b>
<p>Assessment tasks are designed to help students attain the unit outcomes as well as to enable teachers to assess student achievement. In this unit, assessments of student achievements with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. Explain the relationship between the theological history of the sacrament and the evolution of the liturgy of ordination [Learning Outcomes 1, 3]</li> <li>2. Critically review recent writing on the sacrament of Holy Orders [Learning Outcome 4]</li> <li>3. Analyse a current issue in the practice of ordained ministry in the light of ecclesiological foundations for ministry [Learning Outcomes 2, 5]</li> </ol>

Representative References
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| <ol style="list-style-type: none"> <li>1) Augustin, George. <i>Called to Joy: Celebrating Priesthood</i>. New York: Paulist Press, 2015.</li> <li>2) Bradshaw, Paul F. <i>Rites of Ordination: Their History and Theology</i>. London: SPCK, 2014.</li> <li>3) Bohr, David. <i>The Diocesan Priest: Consecrated and Sent</i>. Collegeville MN: Liturgical Press, 2009.</li> <li>4) Collins, John N. <i>Diakonia: Re-interpreting the Ancient Sources</i>. New York: Oxford University Press, 1990.</li> <li>5) Dulles, Avery. <i>The Priestly Office: A Theological Reflection</i>. New York: Paulist Press, 1997.</li> <li>6) Gaillardetz, Richard R. <i>Theology of the Diaconate: The State of the Question</i>. New York: Paulist Press, 2005.</li> <li>7) Kasper, Walter. <i>Leadership in the Church</i>. New York: Crossroad, 2003.</li> <li>8) Power, David. <i>Mission, Ministry, Order: Reading the tradition in the Present Context</i>. New York: Continuum, 2008.</li> <li>9) Sullivan, Francis A. <i>From Apostles to Bishops: The Development of the Episcopacy in the Early Church</i>. New York: Newman Press, 2001.</li> <li>10) Torrell, Jean-Pierre. <i>A Priestly People: Baptismal Priesthood and Priestly Ministry</i>. New York: Paulist Press, 2013.</li> <li>11) Wood, Susan K. <i>Sacramental Orders</i>. Collegeville MN: Liturgical Press, 2000.</li> </ol> |
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Course Unit Outline				
<b>Unit Code</b>				
T7249				
<b>Unit Name</b>				
Lived Theology				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9cp in Theology				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This unit aims to equip students to understand why and how they may incorporate biblically grounded ethical behaviours and impulses within their lives, in order to adopt a theologically holistic approach to their personal, ethical and social engagements.				
<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>	<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>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</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>2. Explain the biblical and theological foundations of Christian ethics</li> <li>3. Identify a range of Christian and non-Christian approaches to ethical behaviour</li> <li>4. Articulate a rationale for maintaining Christian ethics in a culture of diverse moral approaches</li> <li>5. Establish the importance of theologically integrated behaviour as the link-point between faith and practice</li> <li>6. Apply a theological ethic to a contemporary issue of personal relevance.</li> </ol>
<b>Content</b>
<p>148) Introduction: Christian Foundations</p> <p>149) Greek Philosophy and Classical Approaches to Ethics</p> <p>150) Old Testament Ethical Foundations</p> <p>151) New Testament Foundations: Jesus and the Gospels</p> <p>152) New Testament Foundations: Paul and the Early Church</p> <p>153) Ethical Models: Their Roots and Shoots</p> <p>154) Approaches to Ethical Decision-Making as a Christian Leader</p> <p>155) Life Issues eg Just War, Abortion, Euthanasia</p> <p>156) Responding to the Oppressed World</p> <p>157) Sexuality in a Pornographic World</p>
<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) Articulate principles of biblical and theological ethics in a group setting (e.g., class-based activity; individual or group student presentation; weekly forum; etc.) [Outcomes 1, 2, 3, 4]</li> <li>2) Engage critically with significant literature pertaining to ethical issues from a holistic theological perspective (e.g., major critical essay; literature review; etc.) [Outcomes 1, 2, 3, 4]</li> <li>3) Apply principles of theologically integrated decision-making to a specific issue of contemporary ministry significance (e.g., personal situation; a contentious social issue; a case study; etc.) [Outcomes 2, 3, 4, 5]</li> </ol>

### Representative References

- 1) Atkinson, David J., David F Field and Arthur F Holmes. Eds. *New Dictionary of Christian Ethics and Pastoral Theology*. Downers Grove: IVP, 2020.
- 2) Austin, Victor Lee. *Christian Ethics: A Guide for the Perplexed*. London: T&T Clark, 2012.
- 3) Black, R. *Christian Moral Realism: Natural Law, Narrative, Virtue, and the Gospel*. Oxford: Oxford University Press, 2000.
- 4) Boyd, Craig A. and Don Thorsen. *Christian Ethics and Moral Philosophy: An Introduction to Issues and Approaches*. Grand Rapids: Baker Academic, 2018.
- 5) Cessario, R OP. *Introduction to Moral Theology*. Catholic University of America Press, 2001.
- 6) Geisler, Norman L. *Christian Ethics: Contemporary Issues & Options*. Grand Rapids: Baker Academic, 2012.
- 7) Graboski, John S. *Sex and Virtue: An Introduction to Sexual Ethics*. Washington: Catholic University of America Press, 2012.
- 8) Grudem, Wayne. *Christian Ethics: An Introduction to Biblical Moral Reasoning*. Wheaton: Crossway Books, 2018.
- 9) Hauerwas, Stanley and Wells, Sam (eds). *The Blackwell Companion to Christian Ethics*, 2<sup>nd</sup> ed; Oxford: Wiley-Blackwell, 2011.
- 10) Hays, R.B. *The Moral Vision of the New Testament—Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. Harper: San Francisco, 1996.
- 11) Kim, Andrew. *An Introduction to Catholic Ethics since Vatican II*. Cambridge: Cambridge University Press, 2015.
- 12) Mattison III, William C. *The Sermon on the Mount and Moral Theology: A Virtue Perspective*. Cambridge: Cambridge University Press, 2019.
- 13) Messer, Neil. *SCM Study Guide to Christian Ethics*. London: SCM, 2006.
- 14) Mitchell, C. Ben, and D. Joy Riley. *Christian Bioethics: A Guide for Pastors, Health Care Professionals, and Families*. Nashville: B&H Academic, 2014.
- 15) Rae, SB. *Moral Choices: An Introduction to Ethics*. 4<sup>th</sup> Edition. Grand Rapids: Zondervan, 2018.

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Course Unit Outline				
<b>Unit Code</b>				
T7266				
<b>Unit Name</b>				
Reformation Theology				
<b>Unit Weighting</b>				
9 credit points				
<b>Prerequisites</b>				
One 7200 level unit in Systematic Theology				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit will examine the major theological developments during, and emerging from, the Protestant Reformation. These will be set within their broad historical and confessional 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>	<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>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic and historical theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>243. present a clear statement of the contribution made by the intellectual developments of the renaissance and reformation periods to the origins of modern thought</p> <p>244. articulate a nuanced understanding of the similarities and differences in the ideas of the various Reformers</p> <p>245. analyse and apply source materials of the Reformation</p> <p>246. evaluate the major doctrinal themes of the Protestant Reformers such as Justification, Grace and Election, the Church</p> <p>247. apply insights from the Reformation to contemporary faith and practice</p>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Luther: Ninety-Five Theses, 1521 Treatises, selections from <i>Bondage of the Will</i> and <i>Galatians</i> commentary</li> <li>2. Calvin: the knowledge of God, justification by faith, eternal election and the true church from <i>Institutes of the Christian Religion</i></li> <li>3. Zwingli: first Zurich disputation, sixty-seven articles of baptism, and on the Lord's supper</li> <li>4. Tyndale's <i>Preface</i> to the New Testament; Cranmer's thirteen articles, the forty-two articles, thirty-eight articles and thirty-nine articles of the Church of England</li> <li>5. Arminius' Declaration of Sentiments</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. Engage critically with selected primary source materials in the unit [Outcome 3]</li> <li>2. Analyse a major theological theme of the Reformation [Outcomes 1, 2, 3, 4]</li> <li>3. Apply a major Reformation theme to one or more pastoral or missional contexts [Outcomes 1, 3, 4, 5]</li> </ol>

### Representative References

1. Bagchi, David & David B. Steinmetz, eds., *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.
2. Bray, Gerald, ed. *Documents of the English Reformation*. Minneapolis: Fortress Press, 1994.
3. Dixon, C. Scott, ed., *The German Reformation*. Oxford: Blackwell, 1999.
4. Elwood, Christopher. *A Brief Introduction to John Calvin*. Louisville KY: Westminster John Knox Press, 2017.
5. Haigh, Christopher. *The English Reformation Revised*. Cambridge: University Press, 1996.
6. Irwin, Dale T. *The Protestant Reformation and World, Christianity: Global Perspectives*. Grand Rapids: Eerdmans, 2017.
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8. Marshall, Peter, ed. *The Oxford Illustrated History of the Reformation*. Oxford: Oxford University Press, 2015.
9. McCullough, Diarmaid. *The Reformation: A History*. New York: Viking, 2004.
10. McGrath, Alister E. *The Intellectual Origins of the European Reformation*. 2nd ed. Oxford: Blackwell, 2004.
11. Oberman, Heiko, *The Impact of the Reformation*. Edinburgh: T & T Clark, 1995.
12. Stanglin, Keith D. *The Reformation to the Modern Church: A Reader in Christian Theology*. Minneapolis: St Paul, 2014.

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Course Unit Outline				
<b>Unit Code</b>				
T7267				
<b>Unit Name</b>				
Wesleyan Theology				
<b>Unit Weighting</b>				
9cp				
<b>Prerequisites</b>				
T7101 Introduction to Theology or T7105 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 an introduction to the Wesleyan theological tradition. Wesleyan emphases are explored and set within their broad social and historical 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>	<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>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic and historical theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>94. Identify the major theological influences on John Wesley and the developing Wesleyan tradition</p> <p>95. Explain the key theological emphases of Wesleyan theology</p> <p>96. Analyse the writings of John Wesley and key Wesleyan theologians</p> <p>97. Use appropriate methods of theological reflection to examine the impact of Wesleyan thought on significant issues facing the church today</p> <p>98. Apply insights from their study to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>158) The major influences that shaped John Wesley and his theology</p> <p>159) Wesley's so-called 'Quadrilateral' and theological methodology (scripture, tradition, reason, experience)</p> <p>160) The emphases of Wesleyan theology</p> <p>161) The impact and subsequent development of Wesley's thought</p> <p>162) The application of Wesleyan thought to social justice and social reform</p> <p>163) Wesleyan theology and pastoral practice</p>
<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. Reflect on selected primary source materials in Wesleyan thought [Outcome 1, 3]</li> <li>2. Formulate an in-depth account of the key elements of Wesleyan thought [Outcomes 2, 3]</li> <li>3. Apply a major Wesleyan theme to one or more pastoral or missional contexts [Outcomes 4, 5]</li> </ol>



Representative References
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| <p>248. Abraham, William J. <i>Aldersgate and Athens: John Wesley and the Foundations of Christian Belief</i>. Waco, TX: Baylor University Press, 2010.</p> <p>249. Collins, Kenneth. <i>The Theology of John Wesley: Holy Love and the Shape of Grace</i>, Nashville: Abingdon, 2007</p> <p>250. Crawford, Nathan, ed. <i>The Continuing Relevance of Wesleyan Theology</i>. Eugene: Wipf &amp; Stock, 2011.</p> <p>251. Crofford, J. Gregory. <i>Streams of Mercy: Prevenient Grace in the Theology of John and Charles Wesley</i>. Lexington: Emeth Press, 2010.</p> <p>252. Oden, Thomas C. <i>John Wesley's Teachings</i>. 3 vols. Grand Rapids: Zondervan, 2012.</p> <p>253. Schwartz, Andrew and John M. Bechtold, eds. <i>Embracing the Past-forging the Future: A New Generation of Wesleyan Theology</i>. Eugene: Pickwick, 2015.</p> <p>254. Snyder, Howard A. <i>Yes in Christ: Wesleyan Reflections on Gospel, Mission, and Culture</i>. Toronto: Clements Academic, 2011</p> <p>255. Wesley, John. <i>The Works of John Wesley</i>. Nashville: Abingdon Press, 1984-; 21 of 35 volumes published to date.</p> <p>256. Wilson, Kenneth. <i>Methodist Theology</i>. London: T &amp; T Clark, 2011.</p> <p>257. Wright, Ronald W. and M. Kathryn Armistead, eds. <i>Wesleyan Theology and Social Science: The Dance of Practical Divinity and Discovery</i>. Newcastle: Cambridge Scholars Publishing, 2010.</p> <p>258. Wynkoop, Mildred Bangs. <i>A Theology of Love: The Dynamic of Wesleyanism</i>. Kansas City: Beacon Hill Press, 2015.</p> |
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Course Unit Outline				
<b>Unit Code</b>				
T7272				
<b>Unit Name</b>				
Early Byzantine Patristic Theology				
<b>Unit Weighting</b>				
9 cpts				
<b>Prerequisites</b>				
T7171 Early Church Fathers				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit engages the thought and methods of the early Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the fourth to the ninth century, especially relating to Christology and the Fathers' contribution to the ecumenical councils. Building on Early Church Fathers, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology in the early Byzantine period.				
<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>	<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>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic and historical theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>99. Understand the historical and ecclesial contexts of various trends in early Byzantine tradition</p> <p>100. Demonstrate a broad understanding of the main theological and spiritual themes developed by the early Byzantine Fathers</p> <p>101. Critically review the primary and secondary sources in the analysis of early Byzantine themes such as Christology and mystical theology</p> <p>102. Critically analyse themes developed by the early Byzantine Fathers within their immediate and distant literary and historical contexts</p> <p>103. Apply the patristic Byzantine tradition within contemporary scholarship and the Christian experience</p>
<b>Content</b>
<p>164) Main Features of the Byzantine Patristic Tradition</p> <p>165) Foundations of Byzantine Christology</p> <p>166) St Cyril of Alexandria: His Life, Times and Theology</p> <p>167) St Cyril's Legacy and the Third and Fourth Ecumenical Councils</p> <p>168) The Dionysian Corpus</p> <p>169) Neo-Chalcedonianism and the Fifth Ecumenical Council</p> <p>170) St Maximus the Confessor: His Life, Times and Theology</p> <p>171) St Maximus' Legacy and the Sixth Ecumenical Council</p> <p>172) St John of Damascus: His Life, Times and Theology</p> <p>173) The Legacy of the Iconophiles and the Seventh Ecumenical Council</p> <p>174) St Photius the Great: His Life, Times and Theology</p>
<b>Required Specialist Facilities or Equipment</b>
<p>For the online mode of delivery, computer and internet access are required.</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. Critically analyse the writings of, and on, the Fathers in the early Byzantine period (Outcome 3)</li> <li>2. Demonstrate a broad understanding of the main trends and themes in the early Byzantine patristic tradition (Outcomes 2, 4)</li> <li>3. Exercise critical thinking in assessing relevant themes in the early Byzantine patristic tradition from the viewpoints of the Christian experience (Outcomes 1, 5)</li> </ol>
<b>Representative References</b>

- 259.Christensen, M.J. & J.A. Wittung, eds. *Partakers of the Divine Nature: The History and Development of Deification in the Christian Traditions*. Cranbury: Rosemont Publishing, 2007.
- 260.Costache, Doru, Kariatlis, Philip and Baghos, Mario. *Alexandrian Legacy: A Critical Appraisal*. Newcastle upon Tyne: Cambridge Scholars Publishing, 2015.
- 261.Cunningham, M.B. & E. Theokritoff, eds. *The Cambridge Companion to Orthodox Christian Theology*. Cambridge: Cambridge University Press, 2008.
- 262.Di Berardino, A. & B. Studer, eds. *History of Theology*, vol. 1: *The Patristic Period*. Collegeville: A Michael Glazier Book & The Liturgical Press, 1997.
- 263.Di Berardino, A., ed. *Patrology: The Eastern Fathers from the Council of Chalcedon (451) to John of Damascus (†750)*, trans. by A. Walford. Cambridge: James Clarke & Co, 2006.
- 264.Drobner, H.R. *The Fathers of the Church: A Comprehensive Introduction*, English translation by S.S. Schatzmann, with bibliographies updated and expanded by W. Harmless, SJ, and H.R. Drobner. Peabody: Hendrickson Publishers, 2007.
- 265.Loon, Hans Van. *The Dyophysite Christology of Cyril of Alexandria*. Leiden and Boston: Brill, 2009.
- 266.Louth, Andrew. *The Origins of the Christian Mystical Tradition: From Plato to Denys*. Oxford University Press, 2007.
- 267.Parry, Ken, ed. *The Wiley Blackwell Companion to Patristics*. West Sussex: Wiley Blackwell, 2015.
- 268.Tollefsen, Torstein Theodor. *St Theodore the Studite's Defence of the Icons*. Oxford University Press, 2018.

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Course Unit Outline	
<b>Unit Code</b>	
T7273	
<b>Unit Name</b>	
Post-Chalcedonian Patristic Theology	
<b>Unit Weighting</b>	
9 cpts	
<b>Prerequisites</b>	
T7171 Early Church Fathers	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objective</b>	
This course unit engages the thought and methods of Chacedonian and non-Chalcedonian figures from the fifth to the seventh century. Building on Early Church Fathers, it assists students in understanding the connection between historical circumstances, the spiritual life and the formulation of Christian theology until the rise of Islam. In particular, this unit will examine the interplay between Chalcedonian and non-Chalcedonian thinkers.	
<b>Learning Outcomes</b>	
At the end of this unit students will be able to:	
104. Understand the historical and ecclesial contexts of various trends of the period.	
105. Demonstrate a broad understanding of the main theological and spiritual themes developed during the period	
106. Utilise primary and secondary sources to critically analyse themes such as Christology, liturgy, ecclesiology and mystical theology.	
107. Critically analyse in depth themes developed by these fathers within their immediate and distant literary and historical contexts	
108. Critically reflect upon the place of non-Chalcedonian patristic tradition within contemporary scholarship and its relevance to Christian experience	
<b>Content</b>	
175) Early fifth century context.	
176) Cyril of Alexandria: His Life, Times and Theology	
177) Dioscorus of Alexandria, Leo of Rome and the Council of Chalcedon	
178) Timothy Aelurus and Chalcedonian aftermath	
179) Peter the Fuller: Theopaschite Theology	
180) Philoxenus of Mabbug	
181) Severus of Antioch: His Life and context.	
182) Severus of Antioch: Theologian and Pastor	
183) Neo-Chalcedonianism: Justinian and Leontius of Byzantium	
184) The Dionysian Corpus	
185) Maximus and John of Damascus	
186) Monastic literature: Shenoute of Atripe	
<b>Required Specialist Facilities or Equipment</b>	
For the distance education mode of delivery, computer and internet access are required.	

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 will enable students to demonstrate how successfully they can:</p> <ol style="list-style-type: none"> <li>4. Critically analyse the relevant Patristic literature. (Outcome 3)</li> <li>5. Demonstrate a broad understanding of the main trends and themes in the patristic tradition by e.g. writing an essay on a particular aspect. (Outcomes 2, 4)</li> <li>6. Critically engage with various trends and themes in the patristic tradition from the viewpoints of contemporary scholarship and the Christian experience, by e.g. answering the questions of forum discussions and write-ups. (Outcomes 1, 5)</li> </ol>
Representative References
<p>269.Allen, Pauline, and C. T. R. Hayward. <i>Severus of Antioch</i>. Abgindon, UK: Routledge, 2004.</p> <p>270.Chaillot, Christine., ed. <i>The Dialogue between the Eastern Orthodox and Oriental Orthodox Churches</i>. Volo: Volos Academy Publications, 2016.</p> <p>271.Costache, Doru, Kariatlis, Philip and Baghos, Mario. <i>Alexandrian Legacy: A Critical Appraisal</i>. Newcastle upon Tyne: Cambridge Scholars Publishing, 2015.</p> <p>272.Cunningham, M.B. &amp; E. Theokritoff, eds. <i>The Cambridge Companion to Orthodox Christian Theology</i>. Cambridge: Cambridge University Press, 2008.</p> <p>273.Drobner, H.R. <i>The Fathers of the Church: A Comprehensive Introduction</i>, English translation by S.S. Schatzmann, with bibliographies updated and expanded by W. Harmless, SJ, and H.R. Drobner. Peabody: Hendrickson Publishers, 2007.</p> <p>274.McGuckin, John A. <i>Saint Cyril of Alexandria and the Christological Controversy</i>. Crestwood, NY: St Vladimir's Seminary Press, 2004.</p> <p>275.Michelsonm, David A. <i>The Practical Christology of Philoxenos of Mabbug</i>. Oxford: Oxford University Press, 2014.</p> <p>276.Murphy, Francesca, and Andrew Louth. <i>Christology in the East from the Council of Chalcedon to John Damascene</i>. 1st ed. Oxford University Press, 2015.</p> <p>277.Parry, Ken, ed. <i>The Wiley Blackwell Companion to Patristics</i>. West Sussex: Wiley Blackwell, 2015.</p> <p>278.Samuel, V C. <i>The Council of Chalcedon Re-Examined</i>. British Orthodox Press, 2001.</p> <p>279.Youssef, Youhanna, and John D'Alton. <i>Severus of Antioch : His Life and Times</i>. Leiden: Leiden: Brill, 2016.</p>
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Course Unit Outline				
<b>Unit Code</b>				
T7274				
<b>Unit Name</b>				
Later Byzantine Patristic Theology				
<b>Unit Weighting</b>				
9 cpts				
<b>Prerequisites</b>				
T7272 Early Byzantine Patristic Theology				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objective</b>				
This course unit engages the thought and methods of the middle and later Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the ninth to the fifteenth century, with a special emphasis on Orthodox spirituality. Building on Early Byzantine Fathers, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Orthodox Christian theology and spirituality in the middle and later Byzantine period.				
<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>	<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>		✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic and historical theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</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) Understand the historical and ecclesial contexts of various trends in middle and later Byzantine tradition</li> <li>2) Demonstrate a broad understanding of the main theological and spiritual themes developed by the middle and later Byzantine Fathers</li> <li>3) Critically review the primary and secondary sources on middle and later patristic Byzantine themes such as iconology, hesychasm and mystical theology</li> <li>4) Critically analyse themes developed by the middle and later Byzantine Fathers within their immediate and distant literary and historical contexts</li> <li>5) Apply the patristic Byzantine tradition within contemporary scholarship and Orthodox Christian experience</li> </ol>
<b>Content</b>
<p>187) Main Features of the Byzantine Patristic Spirituality</p> <p>188) Foundations of Byzantine Spirituality</p> <p>189) St Symeon the New Theologian: His Life, Times and Theology</p> <p>190) The Legacy of St Symeon in Orthodox Christian Mysticism</p> <p>191) St Gregory Palamas: His Life, Times and Theology</p> <p>192) The Legacy of St Gregory and the Hesychastic Movement</p> <p>193) St Nicholas Cabasilas: His Life, Times and Theology</p> <p>194) The Legacy of St Nicholas and Liturgical Mysticism</p> <p>195) Byzantine Humanism and the Ecclesial Response</p>
<b>Required Specialist Facilities or Equipment</b>
<p>For the distance education mode of delivery, computer and internet access are required.</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>7. Critically analyse the writings of, and on, the Fathers in the later Byzantine period (Outcome 3)</li> <li>8. Demonstrate a broad understanding of the main trends and themes in the later Byzantine patristic tradition (Outcomes 2, 4)</li> <li>9. Exercise critical thinking in assessing relevant themes in the early Byzantine patristic tradition from the viewpoints of the Christian experience (Outcomes 1, 5)</li> </ol>



Representative References
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| <ol style="list-style-type: none"> <li>1) Gregory Palamas. <i>The Triads</i>. Translated by Nicholas Gendle. New York: Paulist Press, 1983.</li> <li>2) Haldon, John, ed. <i>The Social History of Byzantium</i>. Chichester: Wiley-Blackwell, 2009.</li> <li>3) Ierodiakonou, Katerina. <i>Byzantine Philosophy and its Ancient Sources</i>. Oxford: Clarendon Press, 2002.</li> <li>4) Livanos, Christopher. <i>Greek Tradition and Latin Influence in the Works of George Scholarios</i>. Picataway, NJ: Gorgias Press, 2006.</li> <li>5) Meyendorff, John. <i>A Study of Gregory Palamas</i>. Translated by George Lawrence. Crestwood, NY: St Vladimir's Seminary Press, 1998.</li> <li>6) Nicholas Cabasilas, <i>A Commentary on the Divine Liturgy</i>. Translated by J. M. Hussey and P. A. McNulty. Crestwood, NY: St Vladimir's Seminary Press, 1977.</li> <li>7) Papademetriou, George C. <i>Introduction to St. Gregory Palamas</i>. Brookline, MA: Holy Cross Orthodox Press, 2004.</li> <li>8) Russell, Norman. <i>The Doctrine of Deification in the Greek Patristic Tradition</i>. Oxford: Oxford University Press, 2004.</li> <li>9) Symeon the New Theologian. <i>The Discourses</i>. Translated by C. J. deCatanzaro. New York: Paulist Press, 1980.</li> <li>10) Tatakis, B. N. <i>Christian Philosophy in the Patristic and Byzantine Tradition</i>. Rollinsford, NH: Orthodox Research Institute, 2007.</li> </ol> |
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Course Unit Outline			
<b>Unit Code</b>			
T7280			
<b>Unit Name</b>			
The Person and Work of Christ in Context (CALD)			
<b>Unit Weighting</b>			
9cp			
<b>Prerequisites</b>			
T7185 Christian Doctrines in Context (CALD)			
<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 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 their cultural and religious 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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>109. Identify the key biblical material that provides the foundation for a theological understanding of the person and saving work of Christ</p> <p>110. Articulate a theological account of the development of Christological and soteriological doctrines</p> <p>111. Analyse the writing of relevant theological thinkers and their texts</p> <p>112. Use appropriate methods of theological reflection to examine key doctrines in Christology and Soteriology</p> <p>113. Apply Christological and Soteriological insights to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>196) Methodological issues and/or foundational concepts in Christology and Soteriology</p> <p>197) Christological and Soteriological themes in the New Testament</p> <p>198) The evolution of Christological and Soteriological doctrine</p> <p>199) The development of the theological understanding of the person and saving work of Jesus Christ</p> <p>200) Contemporary issues in Christology and Soteriology</p> <p>201) Implications for Ecclesiology and the Christian Life</p>
<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. Demonstrate a familiarity with current issues in the Christology and Soteriology. (Outcomes 1, 2, 3)</li> <li>2. Identify the foundational concepts/methodological issues that underpin the study of Jesus Christ and Salvation. (Outcomes 2, 3, 4)</li> <li>3. Integrate their understanding of the Person and Saving Work of Jesus Christ into a coherent theological perspective. (Outcomes 1, 3, 4, 5)</li> </ol>

### Representative References

280. Baker, Mark David & Joel B. Green. *Recovering the Scandal of the Cross: The Atonement in New Testament and Contemporary Contexts*. 2nd. ed. Downers Grove: InterVarsity Press, 2011.
281. Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.
282. Carroll, Seforosa. "Weaving New Spaces: Christological Perspectives from Oceania (Pacific) and the Oceanic Diaspora." *Studies in World Christianity* 10:1 (2004): 72-92.
283. Collins, Kenneth J. *The Theology of John Wesley: Holy Love and the Shape of Grace*. Nashville: Abingdon Press, 2007.
284. Crisp, Oliver D. and Fred Sanders, eds. *Locating Atonement: Explorations in Constructive Dogmatics*. Grand Rapids: Zondervan, 2015.
285. Gorman, Michael J. *Inhabiting the Cruciform God: Kenosis, Justification, and Theosis in Paul's Narrative Soteriology*. Grand Rapids: Eerdmans, 2009.
286. Havea, Jione and Clive Pearson, eds. *Out of Place: Doing Theology on the Cross-cultural Brink*. London: Routledge, 2014.
287. McNall, Joshua M. *The Mosaic of Atonement: An Integrated Approach to Christ's Work*. Grand Rapids: Zondervan, 2019.
288. O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. 2nd edn. New York: Oxford University Press, 2009.
289. 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.
290. Torrance, Thomas F. *Atonement: The Person and Work of Christ*. Downers Grove: Inter-Varsity Press, 2009.
291. Wellum, Stephen. *Christ alone – The Uniqueness of Jesus as Savior: What the Reformers Taught and Why it Still Matters*. Grand Rapids: Zondervan, 2017.
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Course Unit Outline			
<b>Unit Code</b>			
T7283			
<b>Unit Name</b>			
The Self-revealing God in Context (CALD)			
<b>Unit Weighting</b>			
9cp			
<b>Prerequisites</b>			
T7185 Christian Doctrines in Context (CALD)			
<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 is designed to provide students with an understanding of the nature, attributes, and creative work of the Triune God as this is made known to us through God's self-revelation. It seeks to explore this understanding in the light of their cultural and religious 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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>114. Explore the major theological doctrines relevant to this unit</p> <p>115. Explain the ways the Church has understood the interaction between the self-revealing God and creation</p> <p>116. Analyse the writing of relevant theological thinkers and their texts</p> <p>117. Use appropriate methods of theological reflection to examine key doctrines of the Triune God and God's self-revelation</p> <p>118. Apply insights from their study to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>202) The nature, scope and approaches to theology</p> <p>203) The Self-Revealing God: General and Special Revelation</p> <p>204) Theological Method</p> <p>205) The holy Trinity</p> <p>206) The nature and attributes of God</p> <p>207) God the Creator</p> <p>208) God the Governor: providence and the problem of evil</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 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 analyse recent writings in Trinitarian studies [Outcomes 1, 3]</li> <li>2. Articulate a broad understanding of the nature and implications of God's self-revelation for the church in its cultural setting [Outcomes 2, 3, 4]</li> <li>3. Demonstrate how these doctrines can be applied to a contemporary issue in their ministry context [Outcomes 1, 3, 4, 5]</li> </ol>

### Representative References

- 293.Allen, Paul L. *Theological method: A Guide For the Perplexed*. London: T&T Clark, 2012.
- 294.Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.
- 295.Bray, Gerald L. *God is love: A Biblical and Systematic Theology*. Wheaton: Crossway, 2012
- 296.Carlson, Richard F. *Science, Creation and the Bible: Reconciling Rival Theories of Origins*. Downers Grove: InterVarsity Press, 2010.
- 297.Evans, Jeremy A. *The Problem of Evil: The Challenge to Essential Christian Beliefs*. Nashville: Broadman & Holman, 2013.
- 298.Edwards, Denis. *How God Acts: Creation, Redemption and Special Divine Action*. Hindmarsh: ATF Press, 2010.
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- 305.Sanders, Fred. *The Deep Things of God: How the Trinity Changes Everything*. Wheaton: Crossway, 2010.
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CUO approved by Academic Board: 5 July 2021 (by report)

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Course Unit Outline			
<b>Unit Code</b>			
T7285			
<b>Unit Name</b>			
Spirit and Church in Context (CALD)			
<b>Unit Weighting</b>			
9cp			
<b>Prerequisites</b>			
T7185 Christian Doctrines in Context (CALD)			
<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 is designed to provide students with an understanding of the person and work of the Holy Spirit, the doctrine of the Church, the Means of Grace and our Christian Hope. It seeks to explore this understanding in the light of their cultural and religious 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>		✓	



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>119. Explore the major historical, cultural, and contemporary developments in pneumatology, ecclesiology and eschatology</p> <p>120. Explain how these theological doctrines are integrated into the life of the church</p> <p>121. Analyse the writing of relevant theological thinkers and their texts</p> <p>122. Appraise and evaluate the influences currently shaping the church's understanding of these doctrines</p> <p>123. Apply insights from their study to Christian life and ministry within their particular context</p>
<b>Content</b>
<p>209) The Person and Work of the Holy Spirit</p> <p>210) The nature of the Church</p> <p>211) The nature and forms of ministry</p> <p>212) The Means of Grace</p> <p>213) The Christian Hope</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 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>4. Analyse recent writings in pneumatology, ecclesiology, or eschatology [Outcomes 1, 3]</li> <li>5. Demonstrate a broad understanding of the nature and mission of the church [Outcomes 1, 3, 4]</li> <li>6. Evaluate the key implications of the Christian hope to current ministry situations [Outcomes 2, 4, 5]</li> </ol>

### Representative References

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Course Unit Outline			
<b>Unit Code</b>			
T7288			
<b>Unit Name</b>			
Doctrine of Christian Holiness in Context (CALD)			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
One 7200 series unit in Theology (CALD)			
<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 seeks to enable students to interpret and integrate the biblical material on holiness into a coherent doctrinal framework within the student's cultural and religious context. It lays the doctrinal framework for use in pastoral ministry settings.			
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced unit within a Major or a Sub-major in Theology 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>• expanding and deepening the critical study of a broad and coherent body of systematic theology</li> <li>• developing critical thinking in evaluating complex ideas and understanding theological concepts</li> <li>• extending the capacity to communicate theologically related knowledge and ideas clearly and coherently.</li> </ul>
<b>Learning Outcomes</b>
<p>At the end of this unit students will be able to:</p> <p>124. Analyse the chief forms in which holiness is expressed in the Old and New Testaments</p> <p>125. Explain how the doctrine of Christian holiness developed within the Church</p> <p>126. Critically evaluate, from a biblical perspective, representative constructive theologies of Christian holiness</p> <p>127. Integrate the material studied into their own articulation of the doctrine of Christian holiness within their cultural context.</p> <p>128. Apply the results of their study to contemporary issues raised by their ministry situation in their ministry setting</p>
<b>Content</b>
<p>25) Current issues in the doctrine of Christian holiness</p> <p>26) Holiness in the Old and New Testaments</p> <p>27) Forming a theology of Christian holiness</p> <p>28) Contextualising the doctrine of Christian holiness</p> <p>29) Applying the doctrine to pastoral ministry settings</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 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. Analyse recent writings in the doctrine of Christian holiness [Outcomes 2, 3]</li> <li>2. Present a coherent theological understanding of the doctrine of Christian holiness [Outcomes 1, 2, 3, 4]</li> <li>3. Apply your understanding of the doctrine of Christian holiness to a relevant pastoral issue [Outcomes 4, 5]</li> </ol>

### Representative References

1. Ackerman, David A., ed. *The Challenge of Culture: Articulating and Proclaiming the Wesleyan-Holiness Message in the Asia-Pacific Region*. Rizal: APNTS, 2002.
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4. Brower-Latz, Andrew and Arseny Ermakov (eds). *Purity: Essays in Bible and Theology*. Eugene: Pickwick, 2014.
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Course Unit Outline			
<b>Unit Code</b>			
W7110			
<b>Unit Name</b>			
Ancient and Early Medieval Philosophy			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit provides an introduction to philosophy by considering its origins in Greek philosophy and its encounter with Christian thought during the early Middle Ages. Students will be introduced to the nature of philosophical inquiry, examine several key texts and gain an appreciation for the history of ideas, thereby attaining a foundation for further philosophical 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 and assess the significance of major leaders, forces and writings in the historical evolution and expression of Christian thought and practice</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>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>			✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 the underlying principles and nature of philosophical inquiry</li> <li>• developing an understanding of philosophical concepts and analysis</li> <li>• providing opportunities for identifying and explaining philosophical 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 main philosophical ideas of the ancient and early medieval periods</li> <li>2. Trace the transformation in philosophical thought during the early centuries of the Christian period</li> <li>3. Analyse a philosophical text of reasonable difficulty</li> <li>4. Write a philosophical essay using acceptable methodological conventions</li> <li>5. Apply philosophical ideas gained from reading in speech and writing.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Introduction and overview of the period</li> <li>2. Close reading of a significant philosophical work of the period such as Boethius' <i>Consolation of Philosophy</i></li> <li>3. Reading of shorter excerpts of authors such as Plato, Aristotle, Epicurus, Epictetus, Augustine, Anselm and Averroes</li> <li>4. Structured conversations around these readings</li> <li>5. Tracing the development of ideas such as God, being, nature, virtue and fortune during the period</li> <li>6. Basic principles of rhetoric and philosophical discourse</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>214) Detailed knowledge of the content of the primary readings [Outcomes 1, 3]</li> <li>215) Interpretation of philosophical texts [Outcomes 1, 3]</li> <li>216) Exposition of a significant text either read or not read in class, taking into account its broader context [Outcomes 2, 4, 5]</li> </ol>

### Representative References

- Adamson, Peter. *Classical Philosophy: A History of Philosophy without Gaps*. Oxford: Oxford University Press, 2014.
- Aristotle. *Ethics*. Trans. J. A. K. Thomson; London: Penguin, 2004.
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Course Unit Outline			
<b>Unit Code</b>			
W7112			
<b>Unit Name</b>			
Medieval and Early Modern Philosophy			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit covers the history of philosophy in the West during the Middle Ages and up to the late 17th and early 18th centuries. Students will examine several key texts, gain an appreciation for the history of ideas and learn how and why philosophical inquiry develops and changes during the period.			
<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>
<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>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 the underlying principles and nature of philosophical inquiry</li> <li>• developing an understanding of philosophical concepts and analysis</li> <li>• providing opportunities for identifying and explaining philosophical 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>6. Identify the main philosophical ideas of the medieval and early modern periods</li> <li>7. Trace the transformation in philosophical thinking as medieval Christian thought was secularised during the early modern period</li> <li>8. Analyse a philosophical text of reasonable difficulty and engage in philosophical conversation</li> <li>9. Write a philosophical essay using acceptable methodological conventions to explain shifts in philosophical thought</li> <li>10. Apply philosophical ideas gained from reading in speech and writing.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>7. Introduction and overview of the period</li> <li>8. Close reading of a significant philosophical work of the period such as Descartes' <i>Discourse on Method</i></li> <li>9. Reading of shorter excerpts of authors such as Aquinas, Scotus, Ockham, Machiavelli, Locke and Hobbes</li> <li>10. Structured conversations around these readings</li> <li>11. Tracing the development of ideas such as God, being, nature, soul, society, power and science during the period</li> <li>12. Use of library and internet resources and academic practice</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>217) Detailed knowledge of the content of the primary readings [Outcomes 1, 3]</li> <li>218) Interpretation of philosophical texts [Outcomes 1, 3]</li> <li>219) Analysis of the change in the meaning of significant ideas during the medieval and early modern periods [Outcomes 2, 4, 5]</li> </ol>

### Representative References

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- Cross, Richard. *The Medieval Christian Philosophers: An Introduction*. London: I. B. Taurus, 2014.
- Davies, Brian and Eleonore Stump (eds). *The Oxford Handbook to Aquinas*. Oxford: Oxford University Press, 2011.
- Descartes, Rene. *Discourse on Method and Related Writings*. London: Penguin, 1999.
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- Pyle, A. J. *Locke*. Cambridge: Polity Press, 2013.
- Wilson, Gordon A. (ed). *A Companion to Henry of Ghent*. Leiden: Brill, 2011.
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Course Unit Outline			
<b>Unit Code</b>			
W7116			
<b>Unit Name</b>			
Logic and Critical Thinking			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This introductory unit provides structured, practical instruction in the nature and skills of critical thinking which helps with skills in theological reading and writing. It incorporates the concept that logic is constitutive of 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>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>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>			✓
<b>Contribution to Award</b>			

The unit forms part of the SCD awards at AQF Level 7.

The unit is an introductory Elective unit in the Discipline of Humanities in the Christian Tradition. It, is one of four basic introductory units which may contribute to a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of the underlying principles and nature of philosophical inquiry
- developing skills in critical reading and analysis of philosophical texts
- providing opportunities for incorporating the principles of logic into theological study.

<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 of critical thinking, memory, and the relationship between thought and knowledge</li> <li>2. Draw deductively valid conclusions, and critically analyse arguments</li> <li>3. Develop enhanced skills in decision making, problem solving and mind-mapping</li> <li>4. Apply critical thinking skills to research essay writing</li> <li>5. Apply critical thinking skills to theological and faith considerations</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Thinking: an introduction</li> <li>2. The relationship between thought and knowledge</li> <li>3. Reasoning; drawing deductively valid conclusions</li> <li>4. Argument mapping</li> <li>5. Analysing arguments</li> <li>6. Critical vocabulary</li> <li>7. Thinking as hypothesis testing</li> <li>8. Decision making</li> <li>9. Development of problem-solving skills</li> <li>10. Creative thinking</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>1. Tests of logic [Outcomes 2, 3]</li> <li>2. Critical thinking practice performance [Outcomes 1, 3, 5]</li> <li>3. Comprehensive knowledge of principles of logic and critical thinking [Outcomes 1, 4, 5]</li> </ol>

Representative References
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Course Unit Outline			
<b>Unit Code</b>			
W7166			
<b>Unit Name</b>			
Wisdom of the Desert			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
Nil			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit introduces students to the lives and literature of the Desert Fathers and Mothers, teaching them to read desert texts closely and critically with a view to better understanding their philosophical worldview in its ancient context and in relation to contemporary issues. It provides an introduction to philosophy in the Coptic tradition and establishes a base for further philosophical studies within that tradition.			
<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>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>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>			✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an introductory Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 the underlying principles and nature of the tradition of Coptic philosophy</li> <li>• developing an understanding of Coptic philosophical concepts and analysis</li> <li>• providing opportunities for communicating a philosophical worldview related to various contexts.</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>11. Identify the main philosophical schools of thought, leading figures, and salient ideas of Desert Christianity</li> <li>12. Trace the development of ideas throughout the period of the Desert Fathers and Mothers</li> <li>13. Analyse ancient ascetic texts to address hermeneutical and philosophical issues</li> <li>14. Write a philosophical essay using acceptable methodological conventions to incorporate primary and secondary literature</li> <li>15. Apply philosophical ideas gained from reading to issues of contemporary significance</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>13. Overview of Desert Christianity</li> <li>14. Ascetic Struggle</li> <li>15. Ascetic Virtues</li> <li>16. Ascetic Vices</li> <li>17. Ascetic Concepts</li> <li>18. Reading the Desert Literature</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>220) Analysis of philosophical concepts of the Desert writings [Outcomes 1, 3]</li> <li>221) Interpretation of philosophical texts [Outcomes 1, 2, 3]</li> <li>222) Written account of Desert concepts in terms of their legacy and impact on contemporary identity and practice [Outcomes 3, 4, 5]</li> </ol>

### Representative References

#### *Primary Texts (examples)*

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- Chrysavgis, John. *In the Heart of the Desert: The Spirituality of the Desert Fathers and Mothers*. Rev ed.; World Wisdom, 2008.
- The Sayings of the Desert Fathers*. Trans Benedicta Ward SLG; Kalamazoo, MI: Cistercian Publications, 1975.
- Pseudo-Macarius. *The Fifty Spiritual Homilies and the Great Letter*. Translated by George A. Maloney, S. J. New York: Paulist Press, 1992.

#### *Secondary References*

- Alfeyev, Hilarion. *The Spiritual World of Isaac the Syrian*. Trappist, KY: Cistercian Publications, 2000.
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- Burton-Christie, Douglas. *The Word in the Desert: Scripture and the Quest for Holiness in Early Christian Monasticism*. Oxford: Oxford University Press, 1993.
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- Hadot, Pierre. *Philosophy as a Way of Life: Spiritual Exercises from Socrates to Foucault*. Ed Arnold I. Davidson; Trans Michael Chase. Blackwell, 1995.
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- Harmless, William. *Desert Christians: An Introduction to the Literature of Early Monasticism*. New York, NY: Oxford University Press, 2004.
- Louth, Andrew. *The Origins of the Christian Mystical Tradition: From Plato to Denys*. Oxford University Press, 2007.
- Nussbaum, Martha C. *The Therapy of Desire: Theory and Practice in Hellenistic Ethics*. Princeton, NJ: Princeton University Press, 1994.
- Opperwall, Daniel G. *A Layman in the Desert: Monastic Wisdom for a Life in the World*. Yonkers, NY: SVS Press, 2015.
- Sorabji, Richard. *Emotion and Peace of Mind: From Stoic Agitation to Christian Temptation*. Oxford University Press, 2002.

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Course Unit Outline				
<b>Unit Code</b>				
W7212				
<b>Unit Name</b>				
Medieval Philosophy				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>or</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit allows students to engage and examine more deeply the thought of great medieval philosophers and theologians such as Augustine, Averroes, Avicenna, Anselm, Thomas Aquinas, Bonaventure, Scotus and Ockham.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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>• expanding and deepening the critical study of the principles and nature of philosophical inquiry</li> <li>• developing critical thinking in evaluating complex ideas and philosophical concepts</li> <li>• providing opportunities for applying philosophical knowledge and understanding to contemporary issues and contexts.</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>6. Articulate the thought of at least one major figure of the period</li> <li>7. Analyse that thought in its historical context</li> <li>8. Analyse and interpret primary sources of the period</li> <li>9. Assess the impact of Christian belief on earlier philosophical ideas</li> <li>10. Relate the ideas of the period to developments or issues in a modern context.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>11. Close reading of a significant philosophical work from the period</li> <li>12. The early medieval period</li> <li>13. The influence of Jewish and Islamic philosophy</li> <li>14. Philosophy in the 13th century</li> <li>15. Philosophy in the later medieval period</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>4. Critical exposition of a short text [Outcomes 3, 4]</li> <li>5. Critical analysis of a central philosophical idea or ideas of the period [Outcomes 2, 3, 4]</li> <li>6. Close study of a major philosopher from the period [Outcomes 1, 2, 3, 5]</li> </ol>

### Representative References

- Anselm. *Basic Writings*. Ed. and trans. Thomas Williams; Indianapolis: Hackett Publishing Company, 2007.
- Aquinas, Thomas. *God and Creation*. Trans. William P. Baumgarth and Richard J. Regan; Scranton, PA: Scranton University Press, 1994.
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- Davies, Julian. *A Compendium of Ockhams's Teachings: A Translation of the Tractatus de principiis theologiae*. St Bonaventure, NY: Franciscan Institute, 1998.
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- Goodman, Len Evan. *Avicenna*. London: Routledge, 1992.
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Course Unit Outline				
<b>Unit Code</b>				
W7213				
<b>Unit Name</b>				
From Descartes to Kant				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>and</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit examines the history of philosophy in the West from the early 17th to the late 18th centuries, focusing on the development of philosophical inquiry from Descartes to Kant.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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>• expanding and deepening the critical study of the principles and nature of philosophical inquiry</li> <li>• developing critical thinking in evaluating complex ideas and philosophical concepts in their historical settings</li> <li>• providing opportunities for applying philosophical knowledge and understanding to theological development.</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>11. Articulate the thought of at least one major figure of the period</li> <li>12. Analyse that thought in its historical context</li> <li>13. Analyse and interpret primary sources of the period</li> <li>14. Review the interaction of science, religion and philosophy in the period</li> <li>15. Relate the philosophical ideas of the period to developments in Christian theology.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>16. Close reading of two or three primary philosophical sources from the period</li> <li>17. Advance of knowledge (science)</li> <li>18. An age of reason (e.g. Descartes, Spinoza, Leibniz)</li> <li>19. Development of cultural philosophy (e.g. Pascal, Rousseau)</li> <li>20. From Scepticism to Enlightenment in philosophy (e.g. Hume, Kant)</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>7. Critical engagement with the work of a rational philosopher [Outcomes 1, 2, 3]</li> <li>8. Analysis of the effect of the advance of science on religion and philosophy of the time [Outcomes 2, 3, 4, 5]</li> <li>9. Analysis of precursory philosophy of the Enlightenment [Outcomes 1, 3, 5]</li> </ol>

### Representative References

- Barker, Peter and Roger Ariew (eds). *Revolution and Continuity: Essays in the History and Philosophy of Early Modern Science*. Washington DC: CUA, 1991.
- Byrne, Peter. *Kant on God*. Aldershot Burlington, VT: Ashgate, 2007.
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- Losonsky, Michael. *Enlightenment and Action from Descartes to Kant*. Cambridge: Cambridge University Press, 2001.
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Course Unit Outline				
<b>Unit Code</b>				
W7214				
<b>Unit Name</b>				
From Kant to Postmodernism				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>and</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit examines the critical tradition of philosophy in the modern period that has largely defined itself over and against religion and authority. This unit provides an important background for the study of modern theology.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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>• expanding and deepening the critical study of the principles and nature of philosophical inquiry</li> <li>• developing critical thinking in evaluating complex ideas and philosophical concepts in their historical settings</li> <li>• providing opportunities for applying philosophical knowledge and understanding to theological development.</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>16. Articulate the thought of major figures of the period</li> <li>17. Analyse that thought in its recent historical context</li> <li>18. Analyse and interpret primary sources of the period</li> <li>19. Identify different types of phenomenology and existentialism and post-modernism</li> <li>20. Relate the ideas of the period to developments in Christian theology</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Close reading of primary texts</li> <li>2. Phenomenology in Kant, Hegel, and Husserl</li> <li>3. Existentialism (e.g. Kierkegaard, Nietzsche, Heidegger, Sartre)</li> <li>4. Philosophers associated with the 'linguistic turn' and their precursors (e.g. Wittgenstein and Heidegger)</li> <li>5. Postmodernism or the French philosophical revival (e.g. Lacan, Deleuze, Derrida, Kristeva)</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>10. Critical engagement with the works of phenomenological schools [Outcomes 2, 3]</li> <li>11. Analysis of different kinds of existentialism [Outcomes 3, 4]</li> <li>12. Focused study in a specific area of interest from the period [Outcomes 1, 5]</li> </ol>

### Representative References

- Adorno, Theodor and Max Horkheimer. *Dialectic of Enlightenment*. Trans. J. Cumming; London: Verso, 1989.
- Deleuze, Gilles and Felix Guattari. *A Thousand Plateaus*. London: Continuum, 2012.
- Deleuze, Gilles and Felix Guattari. *What is Philosophy?* New York: Columbia, 1994.
- Stanley J. Grenz. *A Primer on Postmodernism*. Grand Rapids, Michigan: William B. Eerdmans 1996.
- Heidegger, Martin. *Basic Writings*. Ed. D. Krell; New York: Harper and Row, 1976.
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- O'Donnell, Kevin. *Postmodernism*. Oxford : Lion 2003
- Sartre, Jean-Paul. *Modern Times: Selected Non-Fiction*. Tr. R. Buss; London: Penguin Modern Classics. 2000.
- Sim, Stuart (Editor). *The Routledge Companion to Postmodernism*. London: New York: Routledge, 2001.
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Course Unit Outline				
<b>Unit Code</b>				
W7218				
<b>Unit Name</b>				
Rhetoric Truth and Knowledge				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy or W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit aims to develop students' appreciation of the character of human knowledge in its various forms, including scientific understanding. It will enable students to appreciate the differing kinds of human communication in language and to acquire skills in using it. Course graduates will be called upon to speak publicly with sensitivity and with understanding of what they are doing.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>	✓		✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of classical rhetoric and genres of communication</li> <li>• developing critical thinking in the analysis of speeches and written texts</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>21. Distinguish different kinds of knowledge and opinion</li> <li>22. Articulate the principles of rhetoric</li> <li>23. Analyse a speech or similar communication</li> <li>24. Assess truth claims in different contexts</li> <li>25. Exercise effective communication skills</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>21. Greek distinction of opinion, knowledge, error and ignorance</li> <li>22. The principles of classical rhetoric</li> <li>23. A close reading of Aristotle's <i>Rhetoric</i></li> <li>24. Analysis of speeches and written texts</li> <li>25. Aristotle and Aquinas on the intellectual virtues</li> <li>26. Entry of science into public discussion</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>13. Analysis of a speech or piece of written composition [Outcomes 2, 3, 4]</li> <li>14. Skills in communication [Outcomes 2, 3, 5]</li> <li>15. Comprehensive knowledge of the theoretical principles of rhetoric, truth, and knowledge [Outcomes 1, 2, 4, 5]</li> </ol>

### Representative References

- Aristotle. *The Art of Rhetoric*. Transl. H. C. Lawson-Tancred; London: Penguin, 2004.
- Audi, Robert. *Epistemology: A Contemporary Introduction to the Theory of Knowledge* (Routledge Contemporary Introductions to Philosophy). 3<sup>rd</sup> ed.; New York: Routledge, 2011.
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Course Unit Outline				
<b>Unit Code</b>				
W7222				
<b>Unit Name</b>				
Moral Philosophy				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>or</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit will introduce students to fundamental questions and debates in moral philosophy, including some reference to ethical issues and approaches that are relevant to Christian Ethics or Moral Theology.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of ethical theories and principles</li> <li>• developing critical thinking in the philosophical evaluation of ethical issues and texts</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>26. Compare and contrast at least two major ethical theories</li> <li>27. Critically analyse relevant philosophical texts</li> <li>28. Identify the role of intention in the ethical evaluation of human acts</li> <li>29. Explain the connections between philosophical accounts of human action, moral virtue and natural law</li> <li>30. Engage with contemporary moral issues in a philosophically informed way.</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>27. Contrasts between law, the social sciences and ethics</li> <li>28. Varieties of utilitarianism</li> <li>29. Kantian ethics</li> <li>30. Intention and human action</li> <li>31. Virtue ethics, the moral virtues and natural law</li> <li>32. Prudence, conscience and moral decision making</li> </ul>
<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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ul style="list-style-type: none"> <li>16. Critical engagement with selected philosophical texts and arguments [Outcomes 1, 2]</li> <li>17. Moral evaluation of a contested moral issue in the light of a specified ethical theory [Outcomes 3, 4, 5]</li> <li>18. Critical evaluation of different approaches to the moral life [Outcomes 1, 2, 5]</li> </ul>



### Representative References

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Course Unit Outline				
<b>Unit Code</b>				
W7226				
<b>Unit Name</b>				
The Human Person				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit examines the philosophical anthropology of major thinkers from the history of philosophy.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of philosophical anthropology</li> <li>• developing critical thinking in the philosophical evaluation of anthropological theories</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>31. Explain the views of major philosophers on human nature and human personhood</li> <li>32. Account for the historical shifts in understanding that have taken place</li> <li>33. Critically evaluate at least one contemporary account of human being</li> <li>34. Make an informed response to some of the key challenges for a religiously informed understanding of human beings e.g. evolutionary theory, neuroscience, cognitive science, and social constructivism</li> <li>35. Defend their own reasoned account of what it is to be human</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>33. Plato</li> <li>34. Aristotle</li> <li>35. Church Fathers (Christian Platonism)</li> <li>36. Augustine</li> <li>37. Thomas Aquinas (Christian Aristotelianism)</li> <li>38. Descartes (Christian Augustinianism)</li> <li>39. Hume</li> <li>40. Kant</li> <li>41. The feminine side of the equation, the Other (19<sup>th</sup> century)</li> <li>42. The discovery of the unconscious (Depth Psychology and the human)</li> <li>43. Transpersonalism and AI</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>19. Comparative analysis of classical views of the human person [Outcomes 1, 2]</li> <li>20. Analysis of a modern account of the human person [Outcomes 1, 3]</li> <li>21. Critical response to one or more of the key challenges to a religiously informed person of accounts of the human person [Outcomes 1, 4, 5]</li> </ol>

### Representative References

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Course Unit Outline				
<b>Unit Code</b>				
W7231				
<b>Unit Name</b>				
Metaphysics				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>and</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit addresses fundamental questions concerning our understanding of the nature of reality, including perennial issues about God, being, existence, personhood and the human soul. This unit complements those approaches to theology which are shaped by philosophical concepts and modes of reasoning.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of philosophical metaphysics and human understanding of reality</li> <li>• developing critical thinking in the philosophical evaluation of metaphysical issues and theories</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>36. Articulate major philosophical approaches to God, being and existence in Western thought</li> <li>37. Explain key principles in Thomistic philosophy such as matter and form, potentiality and actuality, essence and existence, nature and person</li> <li>38. Analyse the relationship between human reasoning and religious belief</li> <li>39. Evaluate arguments for and against philosophical accounts of God's attributes</li> <li>40. Apply unit learnings to an examination of the metaphysical presuppositions of modern or contemporary debates about God, reality and human nature.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Historical overview, Platonism and Aristotelianism</li> <li>2. Thomas Aquinas on being and essence</li> <li>3. Matter and form, nature and the human person</li> <li>4. Human reasoning and the existence of God</li> <li>5. The divine attributes</li> <li>6. Modern and contemporary approaches to metaphysics</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>22. Critical engagement with a selected philosophical text [Outcomes 1, 2]</li> <li>23. Critical analysis of an implication of metaphysical reasoning for a disputed question in philosophical theology [Outcomes 2, 3, 4]</li> <li>24. Critical evaluation of different approaches to metaphysics [Outcomes 1, 2, 3, 5]</li> </ol>

### Representative References

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- Clarke, W. Norris, *The Creative Retrieval of St. Thomas Aquinas*. New York: Fordham 2009.
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Course Unit Outline				
<b>Unit Code</b>				
W7238				
<b>Unit Name</b>				
Faith, Reason and God				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7116 Logic and Critical Thinking				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit takes a logical analytical approach to issues within the philosophy of religion, for example, the question of suffering, the question of God's existence.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of philosophical presuppositions of Christian faith</li> <li>• developing critical thinking in the philosophical analysis of arguments concerning faith issues</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>41. Identify the philosophical presuppositions of Christian faith and practice</li> <li>42. Analyse the challenges to religious faith and practice that arise in contemporary culture</li> <li>43. Engage critically with arguments in significant philosophical texts</li> <li>44. Compare and contrast different accounts of the relationship between religious faith and human reasoning</li> <li>45. Apply philosophical reasoning to questions of religious faith</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Kant's Copernican revolution of philosophy</li> <li>2. Critique of religion and metaphysics</li> <li>3. Rationality and Justified religious belief</li> <li>4. Theistic responses to scepticism and atheism</li> <li>5. The problem of evil</li> <li>6. Belief and Faith</li> <li>7. Miracles</li> <li>8. Life After Death</li> <li>9. Religion and ethics</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>25. Critical engagement with significant philosophical texts and arguments [Outcomes 1, 2, 3]</li> <li>26. Analysis of contemporary issues in the philosophy of religion in their historical context [Outcomes 1, 2, 4]</li> <li>27. Philosophical reasoning to engage with major issues in religious life and practice [Outcomes 1, 2, 5]</li> </ol>

Representative References
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| <p>Buckley, Michael J. <i>At the Origins of Modern Atheism</i>. New Haven: Yale University Press, 1987.</p> <p>Clayton, Brian and Douglas Kries. <i>Two Wings: Integrating Faith and Reason</i>. San Francisco: Ignatius Press 2018</p> <p>Cottingham, John. <i>Why Believe?</i> London: Continuum, 2009.</p> <p>Davies, Brian. (ed). <i>Philosophy of Religion: A Guide to the Subject</i>. London: Cassell, 1998.</p> <p>Edwards, Denis. <i>How God Acts. Creation, Redemption and Special Divine Action</i>. Hindmarsh: ATF Press, 2010.</p> <p>Gallagher, Michael Paul. <i>Clashing Symbols</i>. New York: Paulist, 1998.</p> <p>Griffiths, Paul J. &amp; Reinhard Hutter (eds). <i>Reason and the Reasons of Faith</i>. New York: T &amp; T Clark, 2005.</p> <p>McCabe, H. <i>God Matters</i>. New York: Continuum, 2005.</p> <p>Murray, Michael J. &amp; Michael Rea. <i>An Introduction to the Philosophy of Religion</i>. Cambridge: CUP, 2008.</p> <p>Plantinga, A. <i>Where the Conflict Really Lies: Science, Religion, and Naturalism</i>. New York: Oxford University Press, 2011.</p> <p>Rolheiser, Ronald. <i>The Shattered Lantern</i>. London: Hodder &amp; Stoughton, 1994.</p> <p>Shook. John R. <i>The God debates: A 21st century Guide for Atheists and Believers (and everyone in between)</i>. Malden, MA: Wiley-Blackwell, 2010.</p> <p>Sokolowski, Robert. <i>The God of Faith and Reason: Foundations of Christian Theology</i>. Notre Dame: University of Notre Dame Press, 1982.</p> <p>Taliaferro, C. and C. Meister. <i>The Cambridge Companion to Christian Philosophical Theology</i>. Cambridge: Cambridge University Press, 2010.</p> <p>Ward, Keith. <i>God, Faith and the New Millennium</i>. Oxford: Oneworld, 1998.</p> |
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Course Unit Outline				
<b>Unit Code</b>				
W7241				
<b>Unit Name</b>				
Philosophy of Culture				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>and</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit examines philosophical questions of culture as it has a particular bearing upon life in the 21 <sup>st</sup> century.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of the philosophical basis of cultural theories</li> <li>• developing critical thinking in the philosophical analysis of culture in association with science, technology, and art</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>46. Explain the philosophical basis of cultural theory</li> <li>47. Analyse philosophical arguments about value and culture</li> <li>48. Articulate theories about the role of technology in secular culture</li> <li>49. Establish a base for the role of experience in art and religion in cultural terms</li> <li>50. Appreciate the link between metaphysics and culture</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>44. Culture theory as critique of metaphysics</li> <li>45. Concepts of nature and concepts of culture</li> <li>46. The question of technology</li> <li>47. Science and reflection</li> <li>48. Poetic thinking and contemporary theological thinking</li> </ul>
<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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ul style="list-style-type: none"> <li>28. Critical analysis of how metaphysics grounds the spirit of the age [Outcomes 1, 2]</li> <li>29. Analysis of philosophical texts related to culture and value [Outcomes 2, 3]</li> <li>30. Exploration of the relation of art to culture and religion [Outcomes 4]</li> </ul>

### Representative References

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- Gadamer, H-G. *The Relevance of the Beautiful and Other Essays*. Ed. Robert Bernasconi; Transl. N. Walker; Cambridge: Cambridge University, 1996.
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Course Unit Outline				
<b>Unit Code</b>				
W7246				
<b>Unit Name</b>				
Political Philosophy				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>or</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit addresses fundamental questions and debates in philosophy about society and its political constitution, thereby enabling students to reflect on such matters as justice, law, authority and common goods.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of the nexus between philosophy, society, and politics</li> <li>• developing critical thinking in the philosophical analysis of theories of political constitution and processes</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>51. Articulate the significance of the character, culture and history of human associations or communities</li> <li>52. Explain key principles of classical and modern theories of political constitution</li> <li>53. Analyse the principles and practices of the political process</li> <li>54. Evaluate different concepts of the human good</li> <li>55. Analyse the political arrangements of society based on a political theory.</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. The social and intellectual context of political thought</li> <li>2. A close reading of a significant philosophical work such as Aristotle's <i>Politics</i></li> <li>3. The rise and nature of the modern Western state</li> <li>4. The relation between politics, justice and economics</li> <li>5. Significant political ideas</li> <li>6. Structured discussion around these ideas</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>31. Critical engagement with a significant work in political philosophy [Outcomes 1, 2]</li> <li>32. Analytical research of a specific political theory or practice [Outcomes 1, 3, 4]</li> <li>33. Critical evaluation of different approaches to political life [Outcomes 1, 3, 5]</li> </ol>

### Representative References

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- Arendt, Hannah. *The Human Condition*. 2nd ed.; Chicago: University of Chicago Press, 1998.
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Course Unit Outline				
<b>Unit Code</b>				
W7251				
<b>Unit Name</b>				
Epistemology				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>or</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit examines fundamental questions and problems concerning the nature and scope of human knowledge, including from an Aristotelian-Thomistic perspective and selected modern approaches.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of epistemology</li> <li>• developing critical thinking in distinguishing modes of knowing and evaluating knowledge claims in various contexts</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>56. Articulate a coherent account of human knowing</li> <li>57. Analyse the notion of science in its various modes</li> <li>58. Distinguish different kinds of knowledge</li> <li>59. Assess knowledge claims in different contexts</li> <li>60. Apply classical accounts of human knowing to modern or more contemporary debates.</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>10. The Thomistic account of the psychology of knowledge</li> <li>11. The metaphysics of knowledge</li> <li>12. Different approaches to knowledge through the centuries</li> <li>13. Theories of truth such as correspondence, coherence and pragmatism</li> <li>14. Hermeneutics and interpretation</li> <li>15. The achievements and limits of modern science</li> </ul>
<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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ul style="list-style-type: none"> <li>34. Critical engagement with a significant philosophical source [Outcomes 1, 3]</li> <li>35. Reasoned reflection on a particular epistemological problem [Outcomes 2, 4, 5]</li> <li>36. Synthesis of knowledge learnt through reading and discussion [Outcomes 1, 2, 5]</li> </ul>

### Representative References

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Course Unit Outline				
<b>Unit Code</b>				
W7258				
<b>Unit Name</b>				
Philosophical Psychology				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
W7110 Ancient and Early Medieval Philosophy <i>or</i> W7112 Medieval and Early Modern Philosophy				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This advanced unit introduces the student to the ancient idea of philosophy as the care of the soul and examines discourses that iterate this idea.				
<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>	<i>apply lessons from readings in humanities to a range of contemporary settings and issues</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>			✓	✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit is an Advanced Elective unit in the Discipline of Humanities in the Christian Tradition. It may form part of a Major or Sub-major in Philosophy within the Discipline of Humanities in the Christian Tradition 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 broad and coherent body of technical knowledge of philosophy as the care of souls</li> <li>• developing critical thinking in analysing and evaluating theories of psychology and their relation to spiritual psychology and practical theology</li> <li>• providing opportunities for effective communication of complex thoughts and concepts.</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>61. Identify the classic sources of philosophy as care of the soul</li> <li>62. Articulate the importance of psychology to spirituality and practical theology</li> <li>63. Analyse chosen topics to do with care of the soul (e.g. love, affects, suffering) within a contemporary psychological discourse</li> <li>64. Analyse care of the soul through the spiritual theology of acquired and infused virtues</li> <li>65. Apply the concept of philosophy as care of the soul to a personal or community context</li> </ol>
<b>Content</b>
<ol style="list-style-type: none"> <li>1. Traditional ideas of the soul (Plato, Stoicism, Plotinus)</li> <li>2. The discovery of the unconscious</li> <li>3. The discursive fields of depth psychology (Freudian, Lacanian, Jungian, Bion)</li> <li>4. Christian spiritual psychology and practical theology</li> <li>5. Topics of psycho-spirituality</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, assessment of student achievement with respect to the Unit Outcomes will be based on:</p> <ol style="list-style-type: none"> <li>37. Comparative analysis of texts [Outcomes 1, 2]</li> <li>38. Critical assessment of topics [Outcome 3]</li> <li>39. Analysis of discursive fields of philosophical psychology [Outcomes 4]</li> </ol>

### Representative References

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Course Unit Outline				
<b>Unit Code</b>				
X7191				
<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>				
This course unit provides students with an opportunity to focus at an introductory level on an area of study (the topic) within a discipline or subdiscipline that is not available elsewhere in the curriculum. It is designed to present a general overview of a contemporary or emergent issue or theme of current concern to Christian life, ministry or theology.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 related to a contemporary or emergent issue or theme of current concern to Christian life, ministry or theology.</li> <li>• developing the technical skills of critical analysis pertinent to the issue or theme</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> <ul style="list-style-type: none"> <li>(xi) Identify the major elements involved in the topic;</li> <li>(xii) Account for the factors that have given rise to the topic;</li> <li>(xiii) Incorporate a range of relevant primary and secondary scholarship into a study of the topic;</li> <li>(xiv) Analyse the salient features of the topic in its current context;</li> <li>(xv) Produce a coherent statement of the significance of the topic in the context of current Christian thought or practice.</li> </ul>
<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>
<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> <p>223) Review/s of literature relevant to the topic [Outcomes 1, 3, 4]</p> <p>224) Analysis of the course and direction of the development of the topic [Outcomes 1, 2, 4]</p> <p>225) Analysis of the implications of the topic for Christian life or ministry practice or theological understanding [Outcomes 3, 4, 5]</p>
<b>Representative References</b>
<p>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.</p>
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Course Unit Outline				
<b>Unit Code</b>				
X7192				
<b>Unit Name</b>				
Studies in [Topic]				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides students with an opportunity to develop introductory level skills and knowledge in an area of study (the topic) within a discipline or subdiscipline that is not available elsewhere in the curriculum. It is designed to enable the student to engage in such studies as: an examination of contemporary themes or current issues in the discipline; exploration of developments in research and theory; a consideration of the implications of developments in research and theory to a broad range of issues of current concern to Christian life, ministry or theology; or an opportunity to learn new theories and skills and to apply them in practical or simulated circumstances.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 issue or theme</li> <li>• developing the technical skills of academic analysis pertinent to the issue or theme</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> <ul style="list-style-type: none"> <li>(xvi) Demonstrate relevant knowledge of the topic selected for consideration;</li> <li>(xvii) Analyse specific elements of the topic by utilising methodologies appropriate to the discipline;</li> <li>(xviii) Incorporate relevant primary and secondary scholarship into a study of the topic;</li> <li>(xix) Utilise practical, critical and/or analytic skills to apply knowledge gained to a specific context;</li> <li>(xx) Apply the results of their study to enrich Christian life, ministry or theology</li> </ul>
<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>
<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) Analysis of literature relevant to the topic [Outcomes 1, 2, 3]</li> <li>2) Demonstration of practical, critical and/or analytic skills to apply knowledge of the topic within a specific context [Outcomes 1, 2, 4]</li> <li>3) Application of the topic for Christian life or ministry practice or theological understanding [Outcomes 4, 5]</li> </ol>
<b>Representative References</b>
<p>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.</p>
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Course Unit Outline				
<b>Unit Code</b>				
X7193				
<b>Unit Name</b>				
Studies in [Topic]				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Nil				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides students with an opportunity to develop introductory level skills and knowledge in an area of study (the topic) within a discipline or subdiscipline that is not available elsewhere in the curriculum. It is designed to enable the student to engage in such studies as: an examination of contemporary themes or current issues in the discipline; exploration of developments in research and theory; a consideration of the implications of developments in research and theory to a broad range of issues of current concern to Christian life, ministry or theology; or an opportunity to learn new theories and skills and to apply them in practical or simulated circumstances.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an introductory Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 issue or theme</li> <li>• developing the technical skills of academic analysis pertinent to the issue or theme</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> <ul style="list-style-type: none"> <li>(xxi) Demonstrate relevant knowledge of the topic selected for consideration;</li> <li>(xxii) Analyse specific elements of the topic by utilising methodologies appropriate to the discipline;</li> <li>(xxiii) Incorporate relevant primary and secondary scholarship into a study of the topic;</li> <li>(xxiv) Utilise practical, critical and/or analytic skills to apply knowledge gained to a specific context;</li> <li>(xxv) Apply the results of their study to enrich Christian life, ministry or theology</li> </ul>
<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>
<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. Analysis of literature relevant to the topic [Outcomes 1, 2, 3]</li> <li>2. Demonstration of practical, critical and/or analytic skills to apply knowledge of the topic within a specific context [Outcomes 1, 2, 4]</li> <li>3. Application of the topic for Christian life or ministry practice or theological understanding [Outcomes 4, 5]</li> </ol>
<b>Representative References</b>
<p>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.</p>
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Course Unit Outline				
<b>Unit Code</b>				
X7286				
<b>Unit Name</b>				
Issues in [Topic] [CALD]				
<b>Unit Weighting</b>				
9 cps				
<b>Type of Unit</b>				
Generic (Teaching)				
<b>Prerequisites</b>				
9 cp in Discipline				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
This unit is available only to candidates enrolled in the CALD Stream				
<b>Curriculum Objectives</b>				
This course unit provides students with an opportunity to focus at some depth on an area (the [Topic] of the unit) within a discipline or subdiscipline that is not available elsewhere in the curriculum. The particular topic might include: an examination of contemporary themes or current issues in the discipline; exploration of developments in research and theory; a consideration of the implications of developments in research and theory to a broad range of issues of current concern to Christian life, ministry or theology; an opportunity to learn new theories and skills and to apply them in practical or simulated circumstances within the students' cultural 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>identify significant historical, cultural and religious contexts for theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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>• extending a focused body of knowledge of the designated issue or theme</li> <li>• developing critical thinking and the technical skills of academic analysis pertinent to the issue or theme</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. Identify for themselves a question to be posed or a topic to be investigated in the particular subject area</li> <li>2. Demonstrate a good knowledge of the area chosen for consideration</li> <li>3. Analyse in some depth a range of primary and secondary literature dealing with the issue, including any academic literature on the topic from the students' specific cultural context.</li> <li>4. Evaluate the issue using the methodologies appropriate to the subject area</li> <li>5. Apply the results of their study to enrich Christian life and ministry, particularly with respect to the students' own cultural context.</li> </ol>
<b>Content</b>
The topic of interest is arranged in consultation with the lecturer and approved by the appropriate academic authority in the MI responsible for overseeing CALD units
<b>Teaching Methods</b>
Teaching methods might include Group Projects, Seminars, Tutorials, Lectures, Student Presentations, Online Tutorials, Other
<b>Required Specialist Facilities or Equipment</b>
This section is completed when specialist facilities or equipment are essential to the delivery of the unit, irrespective of site or Member Institution.
<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 and critique recent writings in the area studied in this unit (e.g. critical review, annotated bibliography) [Outcome 1, 3]</li> <li>2. Demonstrate a good understanding of the issue studied in this unit (e.g. essay) [Outcome 1, 2, 4]</li> <li>3. Evaluate in some depth the key implications of their study for Christian life and ministry (e.g. seminar, class presentation) [Outcome 2, 4, 5]</li> </ol>
<b>Representative References</b>
Determined by the lecturer in light of the issue under consideration and reviewed by the academic authority in the MI responsible for overseeing CALD units
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Course Unit Outline	
<b>Unit Code</b>	
X7289	
<b>Unit Name</b>	
Issues in [Topic]	
<b>Unit Weighting</b>	
9 cps	
<b>Type of Unit</b>	
Generic (Teaching)	
<b>Prerequisites</b>	
9 cp in Discipline	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
This unit is available only to candidates enrolled in the CALD Stream	
<b>Curriculum Objectives</b>	
This course unit provides students with an opportunity to focus at some depth on an area (the [Topic] of the unit) within a discipline or subdiscipline that is not available elsewhere in the curriculum. The particular topic might include: an examination of contemporary themes or current issues in the discipline; exploration of developments in research and theory; a consideration of the implications of developments in research and theory to a broad range of issues of current concern to Christian life, ministry or theology; an opportunity to learn new theories and skills and to apply them in practical or simulated circumstances within the students' cultural 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>identify significant historical, cultural and religious contexts for theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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>• extending a focused body of knowledge of the designated issue or theme</li> <li>• developing critical thinking and the technical skills of academic analysis pertinent to the issue or theme</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. Demonstrate a broad knowledge of the topic selected for consideration</li> <li>2. Describe in some depth a range of primary and secondary literature dealing with the topic, including any academic literature on the topic from the students' specific cultural context.</li> <li>3. Evaluate the topic using the methodologies appropriate to the discipline</li> <li>4. show an informed competence in practical skills and/or descriptive, critical and analytic skills with respect to the topic,</li> <li>5. Apply the results of their study to enrich Christian life, ministry, or theology, particularly with respect to the students' own cultural context.</li> </ol>
<b>Content</b>
The topic and the content related to it is chosen by the lecturer and approved by the appropriate academic authority in the MI responsible for overseeing CALD units
<b>Teaching Methods</b>
Teaching methods might include Group Projects, Seminars, Tutorials, Lectures, Student Presentations, Online Tutorials, Other
<b>Required Specialist Facilities or Equipment</b>
The Course Unit Booklet for the unit will clearly specify specialist facilities or equipment that are essential to the delivery of the unit
<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 and critique writings in the topic studied in this unit (e.g. critical review, annotated bibliography) [Outcome 1, 2, 3]</li> <li>2. Demonstrate a sound understanding of the topic or informed competence in practical skills related to the topic (e.g. essay, practical demonstration) [Outcome 1, 2, 4, 5]</li> <li>3. Evaluate in some depth the key implications of their study for Christian life, ministry, or theology (e.g. seminar, class presentation) [Outcome 5]</li> </ol>
<b>Representative References</b>
Determined by the lecturer in light of the issue under consideration and reviewed by the academic authority in the MI responsible for overseeing CALD units
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Course Unit Outline	
<b>Unit Code</b>	
X7290	
<b>Unit Name</b>	
Capstone Unit in (Discipline)	
<b>Unit Weighting</b>	
9 cp	
<b>Prerequisites</b>	
144 cp	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objectives</b>	
<p>This Advanced course unit provides an opportunity for students to integrate what they have previously learned in the major area of study, in other course units that formed part of the degree, and in their life experiences beyond the formal course of study. Its integrative nature incorporates reflection (on what they have learned), introspection (on where their understanding is currently) and projection (where the study may lead). It thus enables students to demonstrate a broad mastery of learning across the curriculum, to consider its application in future life situations, and to plan further learning experiences designed to complement and extend their current levels of understanding. It normally introduces little new content although it may introduce new methodologies and techniques.</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 significant historical, cultural and religious contexts for theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓
<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 7.

The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major in the designated Discipline or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing an integrative study that encapsulates a significant range of learning
- developing critical thinking and the skills of academic analysis and synthesis pertinent to the theme of the study
- providing opportunities for communicating and applying specialised knowledge creatively in Christian living and ministry.

#### **Learning Outcomes**

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

- (xxvi) Identify major concepts and/or principles emerging from the range of units in their course Major;
- (xxvii) Analyse the points of connectedness and/or tension in relation to course units beyond their course Major;
- (xxviii) Formulate a statement of wholistic integration of such emergent concepts and/or principles;
- (xxix) Identify potential opportunities and challenges for applying these concepts and/or principles in a specific ministry context;
- (xxx) Construct a coherent design for the implementation of emergent principles in personal or professional life beyond the study course.

#### **Content**

The unit is essentially an individual project. The scope of the study is shaped by the student's interest and situation and its method and structure are developed in consultation with a supervisory lecturer. It may be an independent study or it may incorporate group sessions for general guidance and discussion as determined at the outset.

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.

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

As determined by the Teaching Body.

#### **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. Identification and analysis of key principles across the curriculum [Outcomes 1, 2]
2. Integration of learnings [Outcomes 1, 2, 3]
3. Proposals for ongoing wholistic implementation [Outcomes 3, 4, 5]

#### **Representative References**

The reading list related to the topic will be compiled progressively by the student under the guidance of the supervisory lecturer.

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Course Unit Outline				
<b>Unit Code</b>				
X7291				
<b>Unit Name</b>				
Issues in (Topic)				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9 cp in the Discipline in focus				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides students with an opportunity to focus at an advanced level 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 or emergent issue that presents contemporary challenges to some area of Christian life or ministry. It differs in nature from X7191 (Introduction to Topic) in its more focused treatment of a designated challenging topic as distinct from a more general overview.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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>• extending a focused body of knowledge of the designated issue or theme</li> <li>• developing critical thinking and the technical skills of academic analysis pertinent to the issue or theme</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> <p>(xxxi) Identify the major elements of challenge involved in the topic;</p> <p>(xxxii) Account for the intellectual and/or cultural factors that have given rise to the issue;</p> <p>(xxxiii) Incorporate a range of relevant primary and secondary scholarship into a study of the issue;</p> <p>(xxxiv) Analyse the likely impact of the issue in its immediate context;</p> <p>(xxxv) Produce a recommendation for a theologically appropriate response to the challenges presented within the issue.</p>
<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> <p>226) Review/s of literature relevant to the issue [Outcomes 1, 3, 4]</p> <p>227) Analysis of the course and likely future direction of the issue [Outcomes 1, 2, 4]</p> <p>228) A cogent response to the challenges presented within the issue [Outcomes 3, 4, 5]</p>
<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>
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Course Unit Outline				
<b>Unit Code</b>				
X7292				
<b>Unit Name</b>				
Issues in (Topic)				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
9 cp in the Discipline in focus				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides students with an opportunity to focus at an advanced level 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 or emergent issue that presents contemporary challenges to some area of Christian life or ministry. It differs in nature from X7191 (Introduction to Topic) in its more focused treatment of a designated challenging topic as distinct from a more general overview.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>				✓



<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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>• extending a focused body of knowledge of the designated issue or theme</li> <li>• developing critical thinking and the technical skills of academic analysis pertinent to the issue or theme</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> <p>(xxxvi) Identify the major elements of challenge involved in the topic;</p> <p>(xxxvii) Account for the intellectual and/or cultural factors that have given rise to the issue;</p> <p>(xxxviii) Incorporate a range of relevant primary and secondary scholarship into a study of the issue;</p> <p>(xxxix) Analyse the likely impact of the issue in its immediate context;</p> <p>(xl) Produce a recommendation for a theologically appropriate response to the challenges presented within the issue.</p>
<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. Review/s of literature relevant to the issue [Outcomes 1, 3, 4]</li> <li>2. Analysis of the course and likely future direction of the issue [Outcomes 1, 2, 4]</li> <li>3. A cogent response to the challenges presented within the issue [Outcomes 3, 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>
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Course Unit Outline			
<b>Unit Code</b>			
X7293			
<b>Unit Name</b>			
Seminar in (Topic)			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
36 cp including 9 cp at Advanced level in the Discipline in focus			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This advanced course unit is a seminar unit. A seminar is a class of students and an academic staff member that meets regularly. A seminar has no lectures. Students discuss assigned readings and students' presentations related to their particular area of interest or research. The unit is designed to promote peer participatory learning as a means of honing critical research skills.			
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>engage with appropriate levels of scholarship in the critical reading of scholarly texts</i>
Course Outcomes			
<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>		✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>		✓	

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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>• extending a focused body of knowledge of the designated research topic/s</li> <li>• developing critical thinking and the technical skills of self-managed academic research and analysis pertinent to the topic/s</li> <li>• providing opportunities for peer engagement and articulate reporting of study findings.</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>(xli) Define a focused area of scholarly investigation;</li> <li>(xlvi) Review critically an extensive range of relevant scholarly literature;</li> <li>(xliii) Present reviews of their work in progress to a group of peers;</li> <li>(xliv) Engage in critique of student presentations within a group setting;</li> <li>(xlv) Produce a polished piece of academic writing encapsulating the findings of their reading.</li> </ul>
<b>Content</b>
<p>Under guidance from or in consultation with the lecturer, this course unit permits students to choose a research topic and to develop their skills of investigation under supervision. The topic chosen may be a single topic for the whole group, a selection of topics for the whole group, or individual topics as determined at the outset of the seminar period.</p> <p>The topic/s are to be approved 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>
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. Critical review of an extensive volume of pertinent scholarly literature [Outcomes 2, 3]</li> <li>2. Active critique of student presentations in a group setting [Outcome 4]</li> <li>3. Production of a scholarly paper reporting the findings of personal research within the seminar [Outcomes 1, 2, 3, 5]</li> </ol>
<b>Representative References</b>
<p>The readings will be selected according to the topic/s chosen, either by the teaching member or the student or a combination of both; however, it is expected that the student will independently augment any recommended reading list. Readings should incorporate a range of classical and contemporary literature that is accessible to the students.</p>
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Course Unit Outline		
<b>Unit Code</b>		
X7294		
<b>Unit Name</b>		
Fieldwork in (Discipline)		
<b>Unit Weighting</b>		
9 cp		
<b>Prerequisites</b>		
Nil		
<b>Corequisites</b>		
Nil		
<b>Exclusions</b>		
Nil		
<b>Curriculum Objectives</b>		
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 appreciate more fully the impact of such locations on the interpretation of those narratives.		
<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>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>		✓
<b>Contribution to Award</b>		
The unit forms part of the SCD awards at AQF Level 7.		
The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major in the designated Discipline or stand as an Elective unit within the overall structure of the award.		
The unit contributes to these awards by:		
<ul style="list-style-type: none"> <li>developing the independent study of issues involved in a specific area of theological thought or ministry practice</li> <li>providing opportunities for direct experiential involvement in an extended area of thought or practice</li> <li>developing skills of critical analysis and reporting based on observation of and engagement in a field 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. Identify key contextual features which have contributed to the field under study;</li> <li>2. Explain the significance of local historical, geographical or cultural features in promoting or limiting the particular narrative within the field under study;</li> <li>3. Analyse a specific topic within the field under study in terms of its local origin and development;</li> <li>4. Reflect on the impact of the travel experience on their personal development within the field under study;</li> <li>5. Produce a presentation depicting the connection between the location visited and the narrative within the field under study.</li> </ol>
<b>Content</b>
<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. The SCD Guidelines for Fieldwork units are to be followed.</p> <p>The Field Component will include:</p> <ol style="list-style-type: none"> <li>1) A minimum of 60 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 item detailing the key elements and significance of the field experience for the study within the discipline involved.</li> </ol>
<b>Required Specialist Facilities or Equipment</b>
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.
<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 <u>will enable students to demonstrate how successfully they can:</u></p> <ol style="list-style-type: none"> <li>1. Identify and analyse local elements which have shaped the narrative within the field under study [Outcomes 1, 2, 3, 5]</li> <li>2. Reflect biblically/theologically/historically and personally on the implications of the travel experience for their own development [Outcome 4]</li> <li>3. Produce a presentation that communicates the connection between location and narrative [Outcomes 1, 2, 3, 4, 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>
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Course Unit Outline				
<b>Unit Code</b>				
X7295				
<b>Unit Name</b>				
Minor 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>				
This course unit provides students with demonstrated initiative and creativity an opportunity to focus at an advanced level 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. It is designed to develop independent research and study skills.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>engage with appropriate levels of scholarship in the critical reading of scholarly texts</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 specific topic of theological thought or ministry practice</li> <li>• developing skills of critical thinking and independent research in the analysis of texts and/or practices</li> <li>• providing opportunities for articulate reporting of research findings.</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>(xlvii) Define a specific topic for independent investigation;</li> <li>(xlviii) Conduct independent research, under supervision, in terms of locating, utilizing and referencing appropriate primary and secondary sources;</li> <li>(xlix) Identify and analyse the various positions taken by key scholars working in the area;</li> <li>(l) Develop an independent perspective on the topic of the investigation;</li> <li>(l) Produce a polished piece of academic writing encapsulating the findings of the investigation.</li> </ul>
<b>Content</b>
<p>The topic is chosen 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 work with secondary sources, leading to some consideration of appropriate primary texts. In consultation with their supervisor, the student will develop a coherent proposal 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.</p> <p>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.</p>
<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> <ul style="list-style-type: none"> <li>229) Development of a coherent and detailed proposal for investigation [Outcome 1]</li> <li>230) Critical review/s of literature relevant to the topic [Outcomes 2, 3]</li> <li>231) Production of a polished paper presenting an independent perspective on the topic under investigation [Outcomes 3, 4, 5]</li> </ul>
<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 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>
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Course Unit Outline				
<b>Unit Code</b>				
X7296				
<b>Unit Name</b>				
Major Independent Guided Study				
<b>Unit Weighting</b>				
18 cp				
<b>Prerequisites</b>				
27 cp including 18 cp in the Discipline in focus				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit provides students with demonstrated initiative and creativity an opportunity to produce an extended piece of individual research at an advanced level 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. It is designed to develop independent research and study skills.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>engage with appropriate levels of scholarship in the critical reading of scholarly texts</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 in-depth study of a specific topic of theological thought or ministry practice</li> <li>• developing skills of critical thinking and independent research in the analysis of texts and/or practices</li> <li>• providing opportunities for presenting an extended report of research findings.</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>(li) Define a specific topic for independent investigation;</li> <li>(lii) Conduct independent research, under supervision, in terms of locating, utilizing and referencing appropriate primary and secondary sources;</li> <li>(liii) Analyse the various positions taken by key scholars working in the area;</li> <li>(liv) Develop an independent perspective on the topic of the investigation;</li> <li>(lv) Produce a polished piece of academic writing encapsulating the findings of the investigation.</li> </ul>
<b>Content</b>
<p>The topic is chosen 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 work with secondary sources, leading to some consideration of appropriate primary texts. In consultation with their supervisor, the student will develop a coherent proposal 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.</p> <p>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.</p>
<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> <p>232) Development of a coherent and detailed proposal for investigation [Outcome 1]</p> <p>233) Critical review/s of literature relevant to the topic [Outcomes 2, 3]</p> <p>234) Production of an extended research paper presenting an independent perspective on the topic under investigation [Outcomes 3, 4, 5]</p>
<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 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>
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Course Unit Outline			
<b>Unit Code</b>			
X7297			
<b>Unit Name</b>			
Action Research Project			
<b>Unit Weighting</b>			
9 cp			
<b>Prerequisites</b>			
144 cp			
<b>Corequisites</b>			
Nil			
<b>Exclusions</b>			
Nil			
<b>Curriculum Objectives</b>			
This course unit enables the student to develop competency in a research approach that enhances their ability to reflect, act and learn in their ministry/work context. It is designed to develop independent action research skills.			
<b>Contribution to Graduate Attributes</b>			
<b>Bachelor Generic</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>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>engage with appropriate levels of scholarship in the critical reading of scholarly texts</i>	<i>apply lessons to ministry and/or other contemporary settings and issues</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>	✓		
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>	✓		✓

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 independently planned study of a specific topic/s of ministry practice</li> <li>• developing skills of critical thinking and analytical observation of active ministry practice/s</li> <li>• providing opportunities for presenting an articulate report of research findings and recommendations.</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>(Ivi) Plan an action research project that integrates established theory, professional practice, and personal development;</li> <li>(Ivii) Review current literature within the fields of the research project;</li> <li>(Iviii) Actively observe a work/ministry-based situation and apply established theories to the action being observed;</li> <li>(Iix) Plan effectively for continuous improvement within the framework of best practice action research;</li> <li>(Ixx) Establish the research findings as reliable and trustworthy in accordance with best practice action research.</li> </ul>
<b>Content</b>
<ul style="list-style-type: none"> <li>1) Approaches to Action Research</li> <li>2) Engaging stakeholders as co-researchers</li> <li>3) Researching action</li> <li>4) Integration of theory and practice</li> <li>5) Managing three unique contributions: development of self, development of organisation; contribution to the body of knowledge</li> </ul>
<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, the required assessment tasks will enable students to demonstrate how successfully they can:</p> <ul style="list-style-type: none"> <li>1. Review and critique relevant literature in the area being studied [Outcomes 1, 2]</li> <li>2. Incorporate best practice of action research into planning and evaluation [Outcomes 1, 3, 4]</li> <li>3. Validate the research findings of the project [Outcomes 3, 4, 5]</li> </ul>

<b>Representative References</b>
<p>Burns, D. <i>Systemic Action Research</i> (Bristol: Policy Press, 2010).</p> <p>Coghlan, D. and T. Brannick. <i>Doing Action Research in Your Own Organisation</i> (London: Sage, 2007).</p> <p>McNiff, J. and J. Whitehead. <i>Action Research in Organisations</i> (London: Routledge, 2000).</p> <p>Ovens, P., F. Wells, P. Wallis, C. Hawkins. <i>Developing Inquiry for Learning</i> (Oxon.: Routledge, 2011).</p> <p>Wadsworth, Y. <i>Building in Research and Evaluation</i> (Crows Nest: Allen and Unwin, 2011).</p>
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Course Unit Outline				
<b>Unit Code</b>				
X7298				
<b>Unit Name</b>				
Minor Research Project				
<b>Unit Weighting</b>				
9 cp				
<b>Prerequisites</b>				
Completion of 72 credit points in the award, including at least 36 credit points in the Discipline in which the Research Project will be done.				
<b>Corequisites</b>				
Nil				
<b>Exclusions</b>				
Nil				
<b>Curriculum Objectives</b>				
This course unit builds on the theological background, capacity and interests of a student and enables an individual student to pursue broad research, often of a survey nature, into an area or topic within a discipline. This research cannot usually be done within the strictures of individual coursework units or the focused study of a particular topic.				
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>engage with appropriate levels of scholarship in the critical reading of scholarly 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>		✓		

<b>Contribution to Award</b>	
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 research of a specific topic of theological thought or ministry practice</li> <li>• developing skills of critical thinking in planning and analysis of topics, texts and/or practices</li> <li>• providing opportunities for articulate reporting of research findings.</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>(Ixi) Design, under supervision, a viable minor research project for investigation;</li> <li>(Ixii) Analyse and consolidate significant knowledge across a range of relevant primary and secondary resources;</li> <li>(Ixiii) Conduct effective guided research within an accepted methodology that is appropriate to the discipline;</li> <li>(Ixiv) Exercise critical thinking and judgement in identifying and solving problems with intellectual independence;</li> <li>(Ixv) Produce a coherent report on the findings of the research.</li> </ul>	
<b>Content</b>	
<p>The topic is chosen by the student in consultation with the supervisor. In consultation with their supervisor, the student will develop a coherent proposal as the first stage of the project, which will incorporate the elements of authentic research, including as appropriate a concise working title, a preliminary resource list, a statement of method, proposed schedule of research, and any ethics requirements. The supervisor must ensure that the topic chosen is suited to the time and resources available. The project will include regular student-supervisor contact. A final report in a suitable form will be produced at the end of the research.</p> <p>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.</p>	
<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> <ul style="list-style-type: none"> <li>235) Development of a coherent and detailed proposal for investigation [Outcomes 1, 2]</li> <li>236) Production of a comprehensive report on the findings of the research [Outcomes 2, 3, 4, 5]</li> </ul>	
<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 initial project design.</p>	
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Course Unit Outline	
<b>Unit Code</b>	
X7299	
<b>Unit Name</b>	
Major Research Project	
<b>Unit Weighting</b>	
18 cp	
<b>Prerequisites</b>	
Completion of 72 credit points in the award, including at least 36 credit points in the Discipline in which the Research Project will be done.	
<b>Corequisites</b>	
Nil	
<b>Exclusions</b>	
Nil	
<b>Curriculum Objectives</b>	
This course unit builds on the theological background, capacity and interests of a student and enables an individual student to pursue extended research within a discipline, beyond what is available within the framework of individual coursework units or the focused study of a particular topic.	
<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 theological and ministry concepts</i>	<i>discern and analyze major themes and issues that arise in relevant scholarly writings</i>	<i>interpret texts using appropriate methodologies</i>	<i>engage with appropriate levels of scholarship in the critical reading of scholarly 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>		✓		
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>		✓		

<b>Contribution to Award</b>
<p>The unit forms part of the SCD awards at AQF Level 7.</p> <p>The unit serves as an Advanced Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major 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 in-depth research of a specific topic of theological thought or ministry practice</li> <li>• developing skills of critical thinking in planning and analysis of topics, texts and/or practices</li> <li>• providing opportunities for presenting an extended report of research findings and/or recommendations.</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>(lxvi) Design, under supervision, a coherent project for intensive investigation;</li> <li>(lxvii) Analyse and consolidate significant knowledge across an extensive range of relevant primary and secondary resources;</li> <li>(lxviii) Conduct effective self-directed individual research within a discipline;</li> <li>(lxix) Employ an accepted method in determining an independent solution of a specific problem under investigation;</li> <li>(lxx) Produce a recommendation for the practical application of the findings of the research.</li> </ul>
<b>Content</b>
<p>The topic is chosen by the student in consultation with the supervisor. In consultation with their supervisor, the student will develop a coherent proposal as the first stage of the project, which will incorporate the elements of authentic research, including as appropriate a concise working title, a preliminary resource list, a statement of method, proposed schedule of research, and any ethics requirements. The supervisor must ensure that the topic chosen is suited to the time and resources available. The project will include regular student-supervisor contact. A final report in a suitable form will be produced at the end of the research.</p> <p>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.</p>
<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> <ul style="list-style-type: none"> <li>237) Development of a coherent and detailed proposal for investigation [Outcomes 1, 2]</li> <li>238) Production of a comprehensive report on the findings and recommendation for application of the findings of the research [Outcomes 2, 3, 4, 5]</li> </ul>

**Representative References**

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 initial project design.

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