

ACCREDITATION OF COURSE UNITS

1. The Member Institution will prepare a draft outline of any proposed course units. Course unit outlines may be presented either individually or as a suite. A suite of course unit outlines is a number of course units demonstrating a reasonable coherence in subject matter and/or disciplinary approach pertinent to a particular award.
2. The Member Institution shall appoint a Consultant to review the draft course unit outline or proposed suite of course unit outlines.
 - a. The Consultant shall satisfy the N+1 faculty requirement in regard to the review of any proposed individual course unit or the highest level of a course unit within a proposed suite.
 - b. The Consultant shall also have recognized academic and/or professional expertise in the subject area or discipline of the proposed course unit or suite.
3. If a course unit is proposed as cross-assignable to other fields, an additional Consultant from each of these fields shall also be appointed.
4. Part 1: When course unit outlines are individually proposed for accreditation, the Member Institution shall provide the appointed Consultant(s) with
 - a. a list of course units taught by the institution in the subject area of the proposed course unit, together with course unit descriptions, identifying those required for a sub-major and a major in the subject area in which the proposed course unit is to be placed;
 - b. A rationale for the proposed course unit;
 - c. An SCD Statement of Assessment Practice;
 - d. An SCD Style Sheet for Course Unit Outlines;
 - e. An SCD Consultant's Individual Course Unit Report form.Part 2: When a suite of course units is proposed for accreditation, the Member Institution shall provide the appointed Consultant(s) with
 - a. a list of other course units in the subject area taught by the institution together with course unit descriptions;
 - b. A rationale for the proposed course units and a rationale for their grouping as a suite;
 - c. An SCD Statement of Assessment Practice;
 - d. An SCD Style Sheet for Course Unit Outlines;
 - e. An SCD Consultant's Suite of Course Units Report form.
5. Upon receipt of the completed Consultant(s) Report form, the Member Institution shall, through its Academic Standards Committee representative, forward to each member of the Accreditation Sub-Committee of the Academic Standards Committee
 - a. the original draft of the proposed course unit outline or the proposed suite together with the rationale sent to the Consultant(s)
 - b. a copy of the completed Consultant(s)' report
 - c. a response to the Consultant(s)' recommendations and the final course unit outline, or suite of course units, proposal

and to all members of the Academic Standards Committee a copy of the final proposed course unit outline or suite.

6. The documentation should reach the members of the Accreditation Sub-Committee of the Academic Standards Committee at least two (2) days prior to the next meeting of the Accreditation Sub-Committee
7. The Accreditation Sub-Committee shall circulate its report to all members of the Academic Standards Committee at least two (2) days prior to the next meeting of the Academic Standards Committee meeting or the Academic Standards Committee Management Group, whichever meets sooner.
8. The report of the Accreditation Sub-Committee shall consist of a series of recommendations graded in the following manner, together with notes:
 - A = Approved as is
 - B = Approved with minor alterations
 - C = Requires clarification and review at the ASC meeting
 - D = Returned to Member Institution with comments for further development
9. Upon receipt of the report the Member Institution may make alterations to the proposed course unit outline(s) or suite to expedite accreditation at the meeting.
10. The Academic Standards Committee, or the Academic Standards Committee Management Group, upon consideration of the report of the Accreditation Sub-Committee, shall make a recommendation to the Academic Board when it is satisfied that the proposed course unit or suite meets the standard for accreditation.

1.1 Formats

1.1.1 The Format for Presentation of Subject Units

(1) The unit outline shall consist of a number of key components which should be subject to the scrutiny of consultants and the Academic Standards Committee. These are:

- (a) subject unit code and title;
- (b) course workload
- (c) any prerequisites;
- (d) the name of the lecturer;
- (e) the curriculum objectives;
- (f) the desired outcomes;
- (g) the content to be taught;
- (h) the delivery methods;
- (i) any required specialist facilities and equipment;
- (j) the assessment methods for the unit;
- (j) representative references.

(2) The unit outline must be presented in column format.

(3) The construction of the unit outline demands that attention be paid to the place of the unit in the overall curriculum offerings (Curriculum Objectives) and to the Outcomes which the unit should achieve. These are determinative of the Content and Representative References. The detailed description of these components is as follows:

Title

SUBJECT UNIT CODE and SUBJECT UNIT TITLE (in CAPITALS)

For the 2008 Academic year and beyond,

A unit coded BB214S is

a **B**iblical Studies unit

offered at CIS (**S**trathfield – Member Institution's initial)

at **2**00 level

dealing with the Pentateuch (**14-20**)

Course Workload

In the following format:

**x Credit points; type of unit (e.g. Semester Course unit); y Demand hours; z
Contact hours**

Prerequisites

Any prerequisites, co-requisites or any other condition or requirements for the subject unit should be stated here.

Academic Staff

- (1) The following details should be listed: (a) The name of the lecturer - Title, Christian name, surname (b) Qualifications – Award, Institution, Date; (c) Classification – Lecturer, Senior Lecturer, etc.
- (2) If the name of the lecturer is not known at this time, the name of the person who designed the subject unit should be recorded.

Curriculum Objectives

- (1) This is a brief statement which identifies the contribution of the unit to the overall curriculum development of the subject area. It should be no more than one or two sentences.
 - (a) Typically it might say:
 - This unit is a basic introduction to . . .
 - This unit builds upon . . . (where this is said it will indicate the need for a prerequisite)
 - This unit complements . . .
 - This unit provides an advanced study of . . .
 - (b) It might also give a brief indication of the matter covered in the unit:
 - It is concerned with . . .
 - It raises issues of . . .
 - It meets the need of students to/for . . .

Outcomes

- (1) These are statements of minimum expected student achievement in undertaking the unit. It begins with an assertion such as:

Students should be able to:
- (2) There will follow a number of dot points (usually five) indicating the Outcomes for this unit.
- (3) The overall Outcomes for Majors in each subject area are specified in the College's Central Document. Outcomes for individual units should reflect these, but not mindlessly or mechanically.

- (4) Outcomes are of three types – Knowledge, Skills and Values.
- (5) For any particular units all types of outcomes should be present in the order of Knowledge (2 outcomes), Skills (2 outcomes) and Values (1 outcome).
- (a) Knowledge Outcomes (2 required):
- (i) are most closely linked to the content since students are expected to gain a body of knowledge in undertaking the unit;
 - (ii) should indicate the range and depth of that knowledge;
 - (iii) might be as follows:
 - demonstrate a basic/detailed/critical knowledge of . . .
 - identify key features of . . .
 - describe the key themes of . . .
 - explain the basic concepts of . . .
 - (iv) can ask students to identify, locate, describe, summarise, list, give overview of, explain, distinguish etc;
 - (v) a deepening and broadening of the knowledge base of the student. A 300 unit should display knowledge outcomes of greater depth and/or breadth, than 100 level units.
- (b) Skills Outcomes (2 required):
- (i) indicate that every subject area has a set of skills which are an inherent part of mastery of that subject;
 - (ii) may be:
 - (1) generic – skills in critical analysis, synthesis, evaluation, conceptualisation; or
 - (2) specific to the subject area – use of critical apparatus such as lexicons, concordances.
 - (iii) might be as follows:
 - analyse the contribution of . . .
 - critically evaluate the significance of . . .
 - interrelate the key concepts of . . .
 - utilise primary sources/lexicons/secondary literature . . .
 - (iv) are related to knowledge outcomes inasmuch as many skills relate to the way in which students handle and/or construct knowledge;
 - (v) a development in the skills inherent to the subject area. A 300 unit should display greater skills outcomes – more critical, precise, decisive, accurate – than 100 level units.
- (c) Values Outcomes (1 required):
- (i) are those things which one hopes students will learn to appreciate in their student of the subject unit;
 - (ii) will reflect and focus that appreciation according to the particular knowledge and skills gained in the unit;
 - (iii) are more likely to reflect on the content as a whole, not to particular aspects of it;
 - (iv) will generally have the form:
 - appreciate the significance of . . .
 - appreciate the contribution of . . .
 - value the place of . . .

- (v) a deepening appreciation of the key values of the subject area. A 300 unit should display deepening and more critical appreciation, than 100 level units where students' values in relation to the subject area are less formed.

Subject Content

- (1) Spells out the content of the unit by topics or topic headings in order of treatment (and if necessary subdivisions).
- (2) Is determined by the curriculum objectives and outcomes.
- (3) Should indicate the competence of the academic in terms of breadth/depth of knowledge of the subject matter, and awareness of critical issues.
- (4) Descriptions should be clear and unambiguous, not cryptic or idiosyncratic, succinct not fulsome.
- (5) May be presented in novel and creative ways.
- (6) May reflect personal and confessional perspectives, as long as they have academic standing.
- (7) As with curriculum objectives this section should **not** contain a rationale for offering the unit. The rationale is provided on the second page of the submission for accreditation of the unit.

Delivery Methods

Should indicate what methods are used in the delivery of the unit.

Required Specialist Facilities or Equipment

Should indicate what special facilities or equipment are necessary for the delivery of the Course.

Assessment Methods

Should indicate the length (in words or time) and weighting (in percentage) of each assessment task. Assessment packages are to be understood as being flexible within the context of College practice.

Set Text (if stipulated)

The text/s which students are required to have.

Representative References

- (1) The list of representative references should:
 - (a) be representative, not comprehensives – at least six and no more than fifteen;
 - (b) contain a mix of both student and lecturer references;
 - (c) be up-to-date though seminal works and primary source material may be included;
 - (d) include major new works which represent accepted breakthroughs;
 - (e) reflect the content and level of the unit.
 - (f) as a general rule of thumb, a 100-level course should have 5-9 references; a 700-level course should have about 15 references.
- (2) The list of books is to give the consultant some idea as to whether the academic is aware of current material.

1.1.2 Example:

BB214_	THE PENTATEUCH
Course Workload	9 credit points; Semester Course Unit; 162 demand hours; 42 contact hours
Prerequisites	9 BB cr pts at 100-level
Academic Staff	Anthony Corcoran, BA (Sydney 1977), STL (Gregorian, Rome 1985), Lecturer; Randall Edwards, BA (Northwest College 1971), MDiv (Emmanuel 1976), MAREl (Emmanuel 1977), Lecturer; Jacqueline Grey, BA (Sydney 1995), BTh (SCD 2001), BTh (CSU 2002), PhD (CSU 2006), Lecturer; Mark O'Brien, BSc (UNE 1966), STB (Angelicum Rome 1973), STL (PIB Rome 1976), DTheol (MCD 1987), Senior Lecturer
Curriculum Objective	This course unit examines the literary forms and theological content of the Pentateuch (Torah), with due consideration of its historical, cultural and religious setting
Outcomes	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify the main critical issues associated with the study of the Pentateuch • demonstrate how the principal literary forms in the Pentateuch communicate their theological content • exegete selected passages from the Pentateuch • access and use the relevant secondary literature in a critical manner • appreciate the place of the Pentateuch in the Hebrew and Christian Canons
Subject Content	<ol style="list-style-type: none"> 1. The historical, cultural, religious and political context of the Pentateuch 2. Characteristic literary forms of the Pentateuch and their content 3. Exegesis of selected passages in the books of the Pentateuch 4. Aspects of the theology of the Pentateuch
Delivery Methods	Classroom, multi-streaming, languages other than English and distance learning modes.
Required Specialist Facilities or Equipment	Nil

Assessment Methods Minor Essay, (1500 words, 30%); Exegesis, (1500 words, 30%),
Major Essay, (2000 words, 40%)

Representative References [for a 200-level paper, should about 8-12 references]

Alexander, T. Desmond, Baker, D. W. (eds.) *Dictionary of the Old Testament: Pentateuch*. Downers Grove: Intervarsity Press, 2003.

Alter, R. *The Five Books of Moses: A Translation with Commentary*. New York: W. W. Norton, 2004.

Blenkinsopp, J. *The Pentateuch*. New York: Doubleday, 1992.

Clines, D. J. *The Theme of the Pentateuch*. JSOT Supplement Series; Sheffield: JSOT Press, 1997.

Crüsemann, F. *The Torah. Theology and Social History of Old Testament Law*. Minneapolis: Fortress Press, 1996.

Wenham, G. *A Guide to the Pentateuch*. Exploring the Old Testament; Downers Grove: Intervarsity Press, 2003.

1.2 Presentation of a New Unit

Coding System

Program units are assigned a six (6)-character code according to the following system:

1st two letters indicating subject area as follows:

Discipline / Subject Area	Code	Diploma Code
Biblical Studies	BB	BD
Theological Ethics	ET	ED
Christian Spirituality	SP	SD
Church History	HS	HD
Humanities	AL	AD
Liturgical Studies	LS	LD
Missiology	MS	MD
Pastoral Theology and Practice	PT	PD
Philosophy	WH	WD
Theology	TH	TD
Counselling	CN	

Note that when a subject area is offered at Diploma level, the second (2nd) letter becomes D.

The **third digit** indicates the level at which the unit is taught:

- 100 introductory
- 200 & 300 advanced
- 400-500 graduate
- 600-700 masters
- 800-900 doctoral

The **fourth and fifth digits** indicate content of the unit within its subject area (See lists below).

The **6th character** indicates the Member Institution at which it is offered

- A = St. Andrew's Greek Orthodox Theological College
- B = Nazarene Theological College
- C = Australian College of Ministries
- E = Emmaus Bible College
- G = Garden City College
- H = NSW College of Clinical Pastoral Education
- L = Southern Cross College (Korean)
- M = Kingsley College
- R = Broken Bay Institute
- S = Catholic Institute of Sydney
- T = Salvation Army Booth College
- X = Southern Cross College
- Z = Sydney College of Divinity

1.3 Detailed Subject Area Codes (indicated by fourth and fifth digits of subject code)

AL/AD Humanities

00-09	Methodology
10-19	Biblical Hebrew
	10 Resources
	11 Hebrew 1 etc
20-29	Biblical Greek
	20 Resources
	21 Greek 1 etc
30-39	Other Languages
	30 ANE Languages
	31 Coptic
	32 Latin
	33 Language Resources
40-59	Human Sciences
	40 Psychology
	42 Anthropology
	45 Sociology
	50 Cultural Studies
	55 Counselling
60-69	Religion
	60 Study of Religion
	61 Psychology of Religion
	65 World Religions
70-79	Arts
	70 Arts and Culture
	71 Religion, Culture and Visual Arts
80-90	Literature
91-99	Reserved for generic papers
	e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.

BB /BD Biblical Studies

00-09	Foundational
	00 General
	02 Background
	04 Surveys
	06 Old Testament
	08 New Testament
10-49	Old Testament
	10 General

	14	Pentateuch
	20	Historical Writings
	26	Psalms
	29	Wisdom Literature
	31	Prophets
	42	Intertestamental
	46	Independent Study
	48	Old Testament Theology
50-90		New Testament
	50	General
	53	Gospels
	61	Luke/Acts
	64	Pauline
	68	Johannine
	70	Individual Books
	92	Independent Study
91-99		Reserved for generic papers e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.
ET/ED		Theological Ethics
00-09		Foundational
	00	Foundations
	01	Conscience/Moral Decision Making
10-19		Biblical
	10	Biblical Ethical Teaching
	11	Old Testament
	12	New Testament
20-39		History
	20	Overview
	22	Patristic
	24	Medieval
	26	Reformation
	28	Modern
	30	Contemporary
	35	Ecumenical
40-49		Christian Virtue
	40	Christian Moral Living
	45	Justice/Social Ethics
	46	Marriage/Sexuality
50-59		Medico- Moral
	50	Bioethics
60-69		Reconciliation
70-90		Contemporary Issues

91-99 **Reserved for generic papers**
e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.

HS/HD Church History

00-09 **Introductions to the Study of History Overviews**
00 Historical Method

10-19 **Early Church History**
10 The Apostolic Communities

20-29 **Patristic**

30-39 **Eastern**

40-49 **Western - Medieval**
40 Medieval Church

50-59 **Western - Reformation**
50 Reformation - Overview

60-69 **Western Modern**
60 Modern Church
68 History of Christianity in Australia
69 Mission History

70-79 **Western Contemporary**
70 Contemporary Church History
71 Vatican II
72 Contemporary Issues
73 Women's History
74 Post-modernism

80-90 **Other Non-European Histories, including Denominational Histories**
80 Asia
81 Oceania
82 North America
83 South America
84 Africa

91-99 **Reserved for generic papers**
e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.

LS/LD Liturgical Studies

00-19 **Introduction/History/Principles**
00 Introduction
05 History
10 Liturgical Principles/Liturgics/Liturgiology

20-29 **Preaching/Homiletics**

30-39	Music
30	Music in the Liturgy
40-49	Drama and The Arts
50-59	Liturgical Leadership/Ministries
60-69	Sacraments
60	Sacraments in General
61	Initiation
62	Baptism
64	Eucharist
66	Healing
68	Vocation
70-79	Denominational Topics, Traditions
80-89	Contemporary Issues
91-99	Reserved for generic papers
	e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.

MS/MD Missiology

00-19	Theology of Mission
00	Introduction
02	Theology
04	Principles of Missiology
06	History of Mission
08	Evangelism
10	Evangelisation
20-39	Mission and Culture
20	Cultural Anthropology
22	Sociology
25	Inculturation
40-59	World Religions
60-90	Contemporary Issues
60	Australia
65	Pluralist Society
67	Multiculturalism
70	Peace
72	Social Justice
75	Aid and Development
80	Ecology
85	Cross-cultural communication
91-99	Reserved for generic papers
	e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.

PT/PD Pastoral Theology and Practice

- 01-09 Pastoral Theology**
 01 Foundation
 05 Pastoral Theology
 07 Theological Reflection and Practice
- 10-27 Youth Ministry**
 10 General Introduction
 13 Education, groups, learning and teaching
 17 Youth, Society and Evangelism
 20 Developmental/Psychological issues, Counselling
 25 Prayer, Liturgy and Worship
- 28-39 Mission and Church Growth**
 28 Evangelism and Church Growth
 34 Apologetics, Mission, Cross Cultural issues, Justice
- 40-45 Christian Education**
- 46-60 Pastoral Care, Counselling, Psychological Development**
 46 General
 51 Sexuality of the Family
 56 Specialised Settings, e.g. schools, addiction, grief etc.
- 61-70 Skills and Leadership Development**
 61 Parish Leadership, Canon Law
 66 Liturgical and Worship Leadership
- 72-76 Spirituality**
 72 Formation for Ministry
 74 Direction
- 77-88 Field Education**
 77 Clinical Pastoral Education
 82 Supervised Ministry Settings
 87 Training in Supervision
- 89-90 Pastoral Practice in Special Contexts**
 Australian Context, Society, Other Ministries
- 91-99 Reserved for generic papers**
 e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.

SP/SD Christian Spirituality

- 00-09 Foundational**
 00 Foundational
 01 Formative
 02 Christian Life
- 10-49 History/Spiritual Traditions**
 10 General

	11	Biblical
	15	Early, Patristic
	20	Eastern
	25	Medieval
	30	Reformation/Counter-reformation
	35	Modern
	40	Contemporary
	45	Specific Traditions
50-59		Spiritual Literature
	50	General Survey
	51	Patristic
	52	Medieval
	53	Reformation/Counter-reformation
	54	Modern
	55	Contemporary
	59	Individual Authors
60-69		Prayer and Practice
	60	Prayer
	61	Spiritual Direction
	62	Spiritual Leadership/Ministry
	63	Groups/group processes
70-89		Contemporary Issues
	70	Issues in Spirituality
	71	Aboriginal Spirituality
	72	Australian Spirituality
	73	Women's Spirituality
	74	Spirituality and Literature
	75	Spirituality and Psychology
91-99		Reserved for generic papers
		e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.
TH/TD Theology		
01-15		Issues in Fundamental Theology
	01	Faith, Revelation, Fundamental/Foundational Theology
	05	Introductions to Theology, Surveys of Doctrine, Apologetics
	09	Hermeneutical, Philosophical, Methodological
	12	Other
16-30		Church, Ministry and Sacraments
	16	Combined Church Ministry and Sacraments
	17	Ecclesiology
	20	Ministry
	23	Sacraments
31-45		Basic Christian Doctrines

	31	Christology/Person & Work of Christ
	33	Trinity/God
	35	Pneumatology/Holy Spirit
	37	Grace/Justification/Christian Anthropology
	39	Creation/Eschatology
	41	Other Doctrines
46-60		Mission and Culture
	46	Missiology
	49	Evangelism
	53	Inculturation
	55	Particular Cultural Issues
61-70		19-20th Century Theology
	61	19-20th Century Theology, Contemporary Theology
	63	Movements, e.g. Liberation
	66	Theologians, e.g. Lonergan
71-80		Biblical Theology
	71	Old Testament Theology
	73	New Testament Theology
	75	Biblical Ethics
	77	Special Topics, e.g. Women
81-90		Historical Theology
	81	Patristic
	86	Reformation
91-99		Reserved for generic papers
		e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.
WH/WD Philosophy		
01-05		Introductory Units
06-15		History of Philosophy
	06	Ancient to Medieval
	09	Medieval to Modern/Contemporary
	12	History of ideas/Christianity
	14	Special Eras
16-20		Logic and Rhetoric
	16	Logic
	18	Rhetoric
	20	Logic and Rhetoric
21-25		Ethics
25-30		Philosophical Anthropology
31-35		Metaphysics
36-40		God and Religion

	36	Philosophy of God
	37	Philosophy of Religion
	38	God and Religion
	39	Psychology of Religion
	40	Philosophy and Theology
41-45		Aesthetics and Culture
46-50		Socio-Political Philosophy
51-55		Epistemology
56-60		Special Issues
	56	Ecology,
	57	Feminism
61-70		Persons/Movements
	61	Philosophers e.g. Aquinas
	66	Movements e.g. Existentialism
91-99		Reserved for generic papers
		e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc.

1.4 Protocols

- (1) The protocols for the cross listing of course units are as follows:
 - (a) normally they should not be cross listed due to the possibility of irregularities on academic transcripts;
 - (b) course units in one field appropriate to another field shall be listed as 'assignable course units' in the second field;
 - (c) a course unit proposed for accreditation in one field and as 'assignable' in another field requires a Consultant's Report from both fields;
 - (d) when a course unit is being double-coded with an existing course unit, the course unit outline of the existing course unit should accompany the proposed course unit outline for the purpose of accreditation so that the differentiation between 'course outcomes' can be apparent;
 - (e) course units may be coded at Diploma 100-200, Bachelor 100-300 and Graduate 400-500 level (triple-coded) and at Bachelor 100-300 and Graduate 400-500 level (double-coding);
 - (f) Masters 600-700 level course units may not be double-coded at Bachelor level;
- (2) The protocols for the coding of course units are as follows:
 - (a) Bachelor 100 and 200 level course units are coded as Graduate 400 level while Bachelor 300 level course units are coded as Graduate 500;
- (3) Where a Member Institution has a bulk number of course unit outlines to be accredited this should be done well in advance of the semester in which they are to be taught and in second semester prior to their listing as course unit offerings in the following academic year;
- (4) Where a Member Institution proposes a new postgraduate award the Academic Standards Committee shall attend to the accreditation of the course units and the Postgraduate Studies Coursework Committee shall attend to the structure of the award.