

## Accreditation of Course Units

1. The Member Institute 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 Institute 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 Institute 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 Institute 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 Institute 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 Institute 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 200 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

##### Students should be able to:

- 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

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: Intersity 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: Intersity 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:

**1<sup>st</sup> two letters** indicating subject area as follows:

| <b>Discipline / Subject Area</b> | <b>Code</b> | <b>Diploma Code</b> |
|----------------------------------|-------------|---------------------|
| 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 (2<sup>nd</sup>) 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 Institute 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  |
| <b>10-49</b> |    | <b>Old Testament</b>   |
|              | 10 | General  |
|              | 14 | Pentateuch   |
|              | 20 | Historical Writings  |
|              | 26 | Psalms   |
|              | 29 | Wisdom Literature  |
|              | 31 | Prophets   |
|              | 42 | Intertestamental   |
|              | 46 | Independent Study  |
|              | 48 | Old Testament Theology   |
| <b>50-90</b> |    | <b>New Testament</b>   |
|              | 50 | General  |
|              | 53 | Gospels  |
|              | 61 | Luke/Acts  |
|              | 64 | Pauline  |
|              | 68 | Johannine  |
|              | 70 | Individual Books   |
|              | 92 | Independent Study  |
| <b>91-99</b> |    | <b>Reserved for generic papers</b><br>e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc. |
| <b>ET/ED</b> |    | <b>Theological Ethics</b>  |
| <b>00-09</b> |    | <b>Foundational</b>  |
|              | 00 | Foundations  |
|              | 01 | Conscience/Moral Decision Making   |
| <b>10-19</b> |    | <b>Biblical</b>  |
|              | 10 | Biblical Ethical Teaching  |
|              | 11 | Old Testament  |
|              | 12 | New Testament  |
| <b>20-39</b> |    | <b>History</b>   |
|              | 20 | Overview   |
|              | 22 | Patristic  |
|              | 24 | Medieval   |
|              | 26 | Reformation  |
|              | 28 | Modern   |
|              | 30 | Contemporary   |
|              | 35 | Ecumenical   |
| <b>40-49</b> |    | <b>Christian Virtue</b>  |

|              |    |  |                             |
|--------------|----|--|-----------------------------|
|              | 40 | Christian Moral Living   |                             |
|              | 45 | Justice/Social Ethics  |                             |
|              | 46 | Marriage/Sexuality   |                             |
| <b>50-59</b> |    | <b>Medico- Moral</b>   |                             |
|              | 50 | Bioethics  |                             |
| <b>60-69</b> |    | <b>Reconciliation</b>  |                             |
| <b>70-90</b> |    | <b>Contemporary Issues</b>   |                             |
| <b>91-99</b> |    | <b>Reserved for generic papers</b>   |                             |
|              |    | e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc. |                             |
| <b>HS/HD</b> |    | <b>Church History</b>  |                             |
| <b>00-09</b> |    | <b>Introductions to the Study of History Overviews</b>   |                             |
|              | 00 | Historical Method  |                             |
| <b>10-19</b> |    | <b>Early Church History</b>  |                             |
|              | 10 | The Apostolic Communities  |                             |
| <b>20-29</b> |    | <b>Patristic</b>   |                             |
| <b>30-39</b> |    | <b>Eastern</b>   |                             |
| <b>40-49</b> |    | <b>Western - Medieval</b>  |                             |
|              | 40 | Medieval Church  |                             |
| <b>50-59</b> |    | <b>Western - Reformation</b>   |                             |
|              | 50 | Reformation - Overview   |                             |
| <b>60-69</b> |    | <b>Western Modern</b>  |                             |
|              | 60 | Modern Church  |                             |
|              | 68 | History of Christianity in Australia   |                             |
|              | 69 | Mission History  |                             |
| <b>70-79</b> |    | <b>Western Contemporary</b>  |                             |
|              | 70 | Contemporary Church History  |                             |
|              | 71 | Vatican II   |                             |
|              | 72 | Contemporary Issues  |                             |
|              | 73 | Women's History  |                             |
|              | 74 | Post-modernism   |                             |
| <b>80-90</b> |    | <b>Other Non-European Denominational Histories</b>   | <b>Histories, including</b> |
|              | 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

|   |  |
|---|--|
| <b>40-59</b>                                | <b>World Religions</b>   |
| <b>60-90</b>                                | <b>Contemporary Issues</b>   |
| 60  | Australia  |
| 65  | Pluralist Society  |
| 67  | Multiculturalism   |
| 70  | Peace  |
| 72  | Social Justice   |
| 75  | Aid and Development  |
| 80  | Ecology  |
| 85  | Cross-cultural communication   |
| <b>91-99</b>                                | <b>Reserved for generic papers</b>   |
|   | e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc. |
| <b>PT/PD Pastoral Theology and Practice</b> |  |
| <b>01-09</b>                                | <b>Pastoral Theology</b>   |
| 01  | Foundation   |
| 05  | Pastoral Theology  |
| 07  | Theological Reflection and Practice  |
| <b>10-27</b>                                | <b>Youth Ministry</b>  |
| 10  | General Introduction   |
| 13  | Education, groups, learning and teaching   |
| 17  | Youth, Society and Evangelism  |
| 20  | Developmental/Psychological issues, Counselling  |
| 25  | Prayer, Liturgy and Worship  |
| <b>28-39</b>                                | <b>Mission and Church Growth</b>   |
| 28  | Evangelism and Church Growth   |
| 34  | Apologetics, Mission, Cross Cultural issues, Justice   |
| <b>40-45</b>                                | <b>Christian Education</b>   |
| <b>46-60</b>                                | <b>Pastoral Care, Counselling, Psychological Development</b>   |
| 46  | General  |
| 51  | Sexuality of the Family  |
| 56  | Specialised Settings, e.g. schools, addiction, grief etc.  |
| <b>61-70</b>                                | <b>Skills and Leadership Development</b>   |
| 61  | Parish Leadership, Canon Law   |
| 66  | Liturgical and Worship Leadership  |
| <b>72-76</b>                                | <b>Spirituality</b>  |
| 72  | Formation for Ministry   |
| 74  | Direction  |
| <b>77-88</b>                                | <b>Field Education</b>   |

- 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  |
| <b>91-99</b> |    | <b>Reserved for generic papers</b><br>e.g. Advanced Seminars, Research Projects, Independent Guided Studies, Issues in ..., Research Essays and Qualifying Essays etc. |
| <b>TH/TD</b> |    | <b>Theology</b>  |
| <b>01-15</b> |    | <b>Issues in Fundamental Theology</b>  |
|              | 01 | Faith, Revelation, Fundamental/Foundational Theology   |
|              | 05 | Introductions to Theology, Surveys of Doctrine, Apologetics  |
|              | 09 | Hermeneutical, Philosophical, Methodological   |
|              | 12 | Other  |
| <b>16-30</b> |    | <b>Church, Ministry and Sacraments</b>   |
|              | 16 | Combined Church Ministry and Sacraments  |
|              | 17 | Ecclesiology   |
|              | 20 | Ministry   |
|              | 23 | Sacraments   |
| <b>31-45</b> |    | <b>Basic Christian Doctrines</b>   |
|              | 31 | Christology/Person & Work of Christ  |
|              | 33 | Trinity/God  |
|              | 35 | Pneumatology/Holy Spirit   |
|              | 37 | Grace/Justification/Christian Anthropology   |
|              | 39 | Creation/Eschatology   |
|              | 41 | Other Doctrines  |
| <b>46-60</b> |    | <b>Mission and Culture</b>   |
|              | 46 | Missiology   |
|              | 49 | Evangelism   |
|              | 53 | Inculturation  |
|              | 55 | Particular Cultural Issues   |
| <b>61-70</b> |    | <b>19-20th Century Theology</b>  |
|              | 61 | 19-20th Century Theology, Contemporary Theology  |
|              | 63 | Movements, e.g. Liberation   |
|              | 66 | Theologians, e.g. Lonergan   |
| <b>71-80</b> |    | <b>Biblical Theology</b>   |
|              | 71 | Old Testament Theology   |
|              | 73 | New Testament Theology   |
|              | 75 | Biblical Ethics  |
|              | 77 | Special Topics, e.g. Women   |
| <b>81-90</b> |    | <b>Historical Theology</b>   |

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 Institute 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 Institute 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.