



MEMBERSHIP GUIDELINES & APPLICATION PROCEDURES

FOR MEMBERSHIP OF THE SYDNEY COLLEGE OF DIVINITY

Charter

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CHARTER OF THE SYDNEY COLLEGE OF DIVINITY

ESTABLISHMENT

The Sydney College of Divinity was formed in 1983 when six theological colleges in Sydney constituted themselves as a federation with a view to promoting an accredited tertiary education in theology. The SCD Bachelor of Theology was accredited by the NSW South Wales Higher Education Board in February 1984. At its last review in 2007 the SCD had no less than 16 separate awards accredited ranging from Diplomas in Ministry and Theology through to Doctorates in Theology, Philosophy and Ministry

From its outset the SCD has been more than an arrangement for the purposes of accreditation. The founding member institutions were committed to a genuinely ecumenical endeavour in which, while retaining their autonomy and ecclesial traditions, they would collaborate with, and support each other, as a College. The member institutions have found that our mutual encouragement and accountability to one another as members of the College both enhances the academic standing of our teaching and learning and strengthens our Christian ministry and witness in Sydney and beyond.

The responsibilities of the College's central administration have increased since 1983. However, in its life and work, the College continues to depend on the generous contribution of the staff of the member institutions to service on our boards and committees.

The BTh and the MDiv remain the central awards which embody the College's mission to provide both theological and ministerial preparation. Full membership of the SCD is open only to institutions accredited to deliver SCD awards at degree level or above.

In the years since 1983, some member institutions have withdrawn from the SCD while others have been admitted. The SCD welcomes the admission of new member institutions who embrace our aims, ethos and educational philosophy.

INTRODUCTION

The following material is designed to assist applicant institutions to prepare the submission required by the Institutional Membership Committee (IMC) of the Sydney College of Divinity (SCD). It should be read in conjunction with the current SCD Handbook, available on the SCD website [www.scd.edu.au].

Your Application and Submission

There are two parts to the application process

- Part I - Institutional Review
- Part II - Course Review

Part 1 Submissions must be lodged by 30 March in the year prior to proposed membership of the SCD. Ten (10) copies of each are to be submitted.

Following successful completion of Part I, applicant institutions are invited in writing by the Council of the SCD to proceed to Part II. As preparation for Part II submission, applicant institutions will be required to participate in a workshop organised by the SCD.

Application Fees

The current schedule of fees is:

- \$500 at time of submission of Part 1
- \$500 for Workshop
- \$500 at time of acceptance of any form of membership or provisional membership
- \$100 resubmission fee

Applicant Institutions are responsible for any travel and accommodation cost associated with processing of an application from an institution outside the Sydney metropolitan area.

Categories of Membership

Applicant Institutions may be admitted to the SCD in one of four categories with representation as indicated below:

- | | |
|--|--|
| • Member Institution | 2 Council members / 2 Academic Board members |
| • Associate Member Institution | 1 Council member / 1 Academic Board member |
| • Provisional Member Institution | 1 Council observer / 1 Academic Board member |
| • Provisional Associate Member Institution | 1 Council observer/ 1 Academic Board member |

Member: an institution which teaches SCD awards at degree level and above may enjoy all the rights and responsibilities of membership of the Sydney College of Divinity. Applicants may be required to serve a period of provisional membership before being admitted as full members.

Provisional Member: an institution teaching SCD awards at degree level and above which is serving a period of time up to three years during which it is working towards meeting the conditions for membership set by the Council of the SCD.

Associate Member: an institution which does not teach SCD awards at degree level and above.

Provisional Associate: an institution which does not aspire to teach SCD awards at degree level and above and which is serving a period of time up to three years during which it is working towards meeting the conditions for membership set by the Council of the SCD.

Part 1 Procedures for Institutional Review

The Institutional Membership Committee (IMC) is the body charged by Council with managing the application. The committee makes a recommendation to Council about the capacity of the applicant institution to function as a member of the SCD by subscribing to its aims and ethos, by developing and delivering quality theological education and by participating actively in the life of the SCD.

The Application Process

Step 1

The Applicant Institution makes enquiries of the SCD through the Dean of the SCD who informs the Applicant Institution of the procedures and documentation required in a formal application. In general, the Dean is the person with whom the Applicant Institution communicates at all stages of the process although questions relating to procedural matters may be handled by the Convenor of the Institutional Membership in the Dean's absence

Step 2

When formal application is made and the documentation lodged, Council is notified by the Dean who then passes all the documentation to the Convenor of the Institutional Membership Committee.

Step 3

The Convenor of the IMC then

- convenes the committee;
- arranges for a representative of the Libraries Committee to visit the library of the applicant institution.

Step 4

The IMC meets to consider the application, review the documentation and plan a visit to the Applicant Institution, which includes an inspection of the plant, a meeting with the principal and management, a meeting with key or all academic staff. The Convenor liaises with the Applicant Institution about the date of the visit and requests that any additional documentation be available on the day if required. The IMC reconvenes to discuss the outcomes of the visit and to formulate its report.

The Library Committee member reports to the Institutional Membership Committee on the collection, budget, management of the library and of collections, scope of student services provided and the professional development needs of library staff.

Step 5

The IMC makes a recommendation to Council. The decision is communicated to the applicant by the Dean of the SCD. The recommendation may contain some advice about possible re-submission but, in general, a re-submission will not be accepted before one year from the date of the first submission has elapsed.

Small Institutions

Please note that small institutions are encouraged to collaborate with other member institutions in the provision of units and interchange of staff to ensure breadth of curriculum for students.

Guidelines for Preparation of Your Institutional Submission

Preamble: you are invited to tell us why it is appropriate for you to seek membership of the SCD at this time.

In Section A, **Institutional Identity**, you are invited to tell us who you are and what you believe theological education is about.

In Section B, **Institutional Practices**, you are invited to tell us how you go about achieving the positions and policies you have described in Section A.

In Section C, **Institutional Integrity**, you are invited to tell us about specific procedures you have in place to ensure that your practices are fair and your procedures transparent.

In Section D, **SCD Membership**, you are invited to describe the ways in which you will be able to meet the obligations and responsibilities of SCD membership.

Each section has a set of accompanying statements which set out the SCD's position on the matter in question and you are invited to respond with reference to the statements which for your convenience are in italics.

Preamble

Please state why your institution seeks membership of the Sydney College of Divinity at this time.

Section A: Institutional Identity

1 Please provide a statement of:

- Ownership of the Institution
- Identification of Sponsoring Church or other body and ways in which the relationship is formalised

2 SCD Aims

In keeping with our origins, the aims of the SCD are:

- ◇ *to provide high quality, accredited theological education from undergraduate to graduate levels*
- ◇ *to prepare leaders and ministers, both ordained and non-ordained, who are well qualified to build the church of the future*
- ◇ *to encourage theological scholarship which is ecumenically sensitive and relevant to issues of culture and society in Australia and Oceania*
- ◇ *to contribute to public discussion of issues of faith and culture in Sydney and beyond*
- ◇ *to promote the growth of individual member institutions*

- ◇ *to provide our teachers with the opportunity to develop their professional skills. Supported by a community of Christian scholars*
- ◇ *to prepare the next generation of Christian teachers and scholars.*

Please state the aims of your institution followed by a comment on their consistency with the aims of the SCD given above.

3 SCD Ethos

Any form of membership of the SCD requires the new institution to subscribe and to strive to develop the features of the SCD ethos described below.

Because of our origins and our collegial aims, the SCD has developed a distinctive ethos, whose features include

- ◇ *a commitment to the Gospel of Jesus Christ as it is preached and lived out within our Christian denominations*
- ◇ *a respect for the different theological standpoints of our member institutions*
- ◇ *a properly critical approach to theological reflection on our faith traditions and on the relationship between faith and culture*
- ◇ *a willingness to work together and to celebrate our shared enterprise in prayer and liturgy*
- ◇ *a readiness to contribute to College administration and its committee structures*
- ◇ *a commitment to maintaining the viability of our member institutions*
- ◇ *a balance between central administration and the autonomy of member institutions*

Please comment on the extent to which your institution currently manifests features of the SCD ethos

4 History and Philosophy of Education

- Please provide a brief history of your institution
- Comment on your educational profile within the Australian context (current/previous accreditation status)

In order to achieve our aims, and in keeping with our ethos, the educational philosophy of the SCD is characterised by our desire to:

- ◇ *articulate the Christian Gospel in the contemporary context*
- ◇ *bring our different theological traditions into dialogue with the wider world of Christian scholarship*
- ◇ *respect the educational approaches of our member institutions while preserving a collegial approach to doing theology*
- ◇ *maintain common academic standards across the College*
- ◇ *respect the multicultural diversity of our students and teachers*
- ◇ *provide both vocational and academic education for our students*
- ◇ *foster adult teaching and learning strategies*
- ◇ *provide flexible modes of teaching and learning, including distance education*
- ◇ *encourage interaction and sharing between staff and students of our different member institutions*

- ◇ *enable graduates to engage in further study and research, both within the SCD and in other institutions of higher learning.*
- ◇ *provide professional development for our teachers and administrators*

Please provide a statement of the educational philosophy of your institution and comment on the points of convergence with the SCD philosophy above.

5 Governance and Responsibility for Academic Oversight

Responsible governance helps to create a sound teaching and learning environment and promotes the integrity of the institution. Relationships between the various branches of governance should be clearly articulated. External representation on committees is not only a valuable source of expert advice but is also a means of ensuring transparency of processes.

- Please describe the structures of governance in your institution
- Relationship between different committees may be shown by a flow-chart.
- The terms of reference of all committees should be provided along with a list of members.

6 Resources: Finance

A sound financial position is essential for the operation of a theological institution in order that a suitable teaching and learning environment may be provided and that faculty, students and the community may have confidence that all financial responsibilities will be met with justice and fairness.

- Identify avenue of financial support for the institution eg proportion of money raised from student fees, subsidies from sponsoring institutions, private donations, fund-raising.
- Provide in an Appendix, a balance sheet for the last three years and a projected budget for the next three years.

7 Resources: The Plant

Physical resources contribute to an institutional environment which is conducive to learning/teaching and research. The natural and built environment should provide all faculty members, administrative staff and students with adequate space, fittings and facilities to carry out their tasks in safety and a modicum of comfort.

Please provide:

- a brief description of the plant
- number of general classrooms
- special rooms excluding the library
- staff facilities (offices, photocopying, word-processing, common room)
- non-residential student facilities (photocopying, word-processing, common room)
- environmental health and safety features

8 Resources: Staff

The SCD is committed to approving highly qualified staff and to that end looks for a doctorate or master's degree by research in the discipline in which the appointee will teach in the BTh. For lesser awards the N+1 rule stands though at

least a Master's coursework degree is desirable. Exceptions are sometimes made in the disciplines of Liturgical Studies and Pastoral Theology and Practice where outstanding professional experience may be considered.

Please provide a curriculum vitae for each academic staff member and indicate what units are to be taught by that person. (Please do not include biographical material such as all ministry appointments held or personal interests or hobbies.) The CV should follow the example in Appendix 1 and include:

- name
- present academic position
- qualifications: (award and conferring body)
- professional activities (six maximum)
- publications (eight maximum)
- current research.

9 Resources: Library

The library is integral to the teaching/ learning and research processes. Through the many services it provides such as reader advice, document retrieval and information technology, it is at the heart of the academic programs of the SCD and the librarian in an SCD library is a curriculum partner. Notwithstanding the collaboration between SCD libraries, it is expected that each SCD library will be able to demonstrate its ability to support its undergraduate programs. There is an SCD library collection development policy.

With reference to the collection, please describe

- approximate size of collection
- number of journal subscriptions
- particular strengths of collection
- acquisition policy and budget
- key bibliographical tools (print and electronic)

With reference to management of library, please describe:

- staffing including librarians' professional qualifications
- student access to collection and to catalogues
- catalogue system including computerisation
- professional development for library staff
- librarian's membership of committees in the institution

10 Student Body

Please provide:

- total enrolment figures of current and previous three years
- current enrolment figures per award (if applicable)
- number of international students
- number of full-time, part-time students
- enrolment policy

Section B: Institutional Practices

A reminder that here you are invited to tell us how you go about achieving the positions and policies you have described in Section A.

Curriculum: Courses, Development, Review and Support Structures

The curriculum is the principal instrument by which the educational philosophy of the institution is put into practice. It aims to provide theological education and reflection and the same time promote theological scholarship which respects open intellectual inquiry and discourse. Below are listed the general outcomes of the BTh award. Outcomes of subject areas within the BTh are listed in Appendix III

BTh graduates will:

- *demonstrate an understanding and knowledge of the core disciplines of Scripture and theology and a selection of related disciplines and their respective methodologies.*
- *critically evaluate primary and secondary material in the various disciplines.*
- *communicate their understanding of the faith to a variety of audiences and engage in dialogue with the contemporary world.*
- *engage in pastoral ministry or associated activities.*
- *appreciate the benefits of a theological education and its potential for making a useful contribution to society.*
- *value various theological traditions.*
- *build tolerance in a multi-cultural society through respecting the views of others.*

1 Award Structures and Units

- List awards currently taught including those which may not be part of SCD application
- Outline the structure of the awards which are part of SCD application clearly indicating core and elective units if applicable, introductory and advanced units and pre-requisites.
- Provide examples of two individual course outlines, one foundational and one advanced, for each subject area in the proposed SCD award(s) (SCD examples are provided in an Appendix)

(Remember a fuller submission relating to award structures and units will be required should the institution be invited to proceed to the second stage of application.)

2 Curriculum Development

- Outline the processes by which whole award courses and/or individual units within award courses are developed and approved.
- Describe the external participation in these processes.

3 Curriculum Review

- Outline the processes by which whole award courses and/or individual units within award courses are reviewed
- Describe the moderation of student results in your institution

4 Professional Development

The professional development of its staff is another measure of an institution's commitment to promote teaching/learning and research. This commitment may be expressed in various ways: subsidising attendance at professional activities conducted by other agencies; engaging in mentoring relationships; study leave; conference papers, research opportunities etc.

- Outline the institution's professional development program
- Describe induction programs for new staff

5 Students

Describe:

- the institution's requirements for graduation
- student welfare - counselling opportunities and academic advice

Section C: Institutional Integrity

A reminder that here you are invited to tell us about specific procedures you have in place to ensure that your practices are fair and your procedures transparent

1 Recruitment

Please supply copies of:

- advertising/promotional matter
- current handbook or calendar
- application/enrolment forms

2 Procedural Fairness

Describe the institution's:

- appeals procedures (academic matters)
- grievance/ harassment/ discrimination procedures

3 Finance

Describe:

- the institution's financial accountability procedures
- student fees refunds

4 External Participation

Refer specifically to:

- external representation on institution's committees
- external advisory committees
- external consultancies

Section D: SCD Membership

- Explain how you will be able to give practical expression to the collegiality and collaboration outlined in the SCD's statement of aims and ethos.
- Explain how you will be able to discharge your obligations to SCD committee work

You will be expected to provide representation for:

Council of the SCD
Academic Board
Academic Standards Committee
Library Committee

Student Administration
Research Committee, if appropriate

Part II Detailed Course Descriptions

Should your institution be invited to proceed to the second stage of application, the SCD will assist you in the preparation of your submission. A workshop will cover:

- writing unit outlines in SCD format
- writing outcome statements
- compiling a range of appropriate assessment packages
- coding of units
- moderation practices within the SCD

Appendix I

Sample CV

GERARD KELLY

Present Position

Senior Lecturer, Department of Systematic Theology and Church History, CIS

Qualifications

MTh(CIS), PhD(Th), STD (Ottowa)

Professional Activities

- Member Australian Catholic Theological Association
- Member Sydney Theological Society
- Member Editorial Board, Australasian Catholic Record
- Member of Lutheran-Roman catholic Dialogue in Australia
- Member of the Faith and Order Working Group, NSW Council of Churches

Publications

(list up to six publications)

Current Research

(provide one or two topics)

Appendix II

(Sample Unit)

WH222 MORAL PHILOSOPHY

Organisation 9 credit points; 162 demand hours

Lecturer Gerald Gleeson

Curriculum objectives

This unit provides the foundation for the student's engagement with moral philosophy, introducing its significant literature and thinkers, providing an historical perspective on ethical themes and theories, and exhibiting the way Christian ethics has been shaped by philosophical inquiries.

Outcomes

Students should be able to:

- Reflect on their own moral reasoning in the light of the major theories of ethics.
- Recognise the assumptions and theories being employed in current moral debates.
- Appreciate the historical and cultural influences upon current moral debates.
- Apply the insights of virtue ethics to the processes of moral development and maturity.
- Respect differences of moral conviction without recourse to moral relativism.

Content

1. Moral authenticity and the judgment of conscience
2. The major ethical theories:
3. Human action, freedom, and character.
4. Virtue and moral development.
5. Justice, natural rights and natural law.

Teaching & Learning strategies

Lectures and small group work.

Assessment Tasks

Student presentation (10%) and accompanying short written paper (20%)

Major Essay (40%)

One hour examination (30%)

Representative References

Cessano, Romanus, OP. *The Moral Virtues and Theological Ethics*. Notre Dame, University of Notre Dame Press, 1991.

Kekes, John. *Moral Tradition and Individuality*. Princeton, NJ: Princeton University Press, 1989.

Kekes, John. *Moral Wisdom and Good Lives*. Ithica NY: Cornell University Press, 1995.

Kotva, Joseph J. Jr. *The Christian Case for Virtue Ethics*. Washington, DC: Georgetown University Press, 1996.

MacIntyre, Alistair. *After Virtue*. Notre Dame, IN.: University of Notre Dame Press, 1984.

Nelson, Daniel Mark. *The Priority of Prudence*. University Park PE, Pennsylvania State University Press, 1992.

Appendix III

Coding Information for last two digits of unit codes

A 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

80-89 **Literature**

90-99 **Reserved for Special Needs**

Seminars, Research Projects etc.

B 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

50-94 New Testament

- 50 General
- 53 Gospels
- 61 Luke/Acts
- 64 Pauline
- 68 Johannine
- 70 Individual Books
- 92 Independent Study

95-99 Special Topics

E 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

70-89 Contemporary Issues

90-99 Reserved for Special Needs

Seminars, Research Papers etc.

H 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

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

80-89 Other Non-European Histories

- 80 Asia
- 81 Oceania
- 82 North America
- 83 South America
- 84 Africa

90-97 Denominational Histories

- 98 Project**
- 99 Individual Study**

L 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

90-99 Reserved for Special Needs
Seminars, Research Projects etc.

M 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

60-89 Contemporary Issues

- 60 Australia
- 65 Pluralist Society
- 67 Multiculturalism
- 70 Peace
- 72 Social Justice
- 75 Aid and Development
- 80 Ecology
- 85 Cross-cultural communication

90-99 Reserved for Special Needs
Seminars, Research Projects,

P 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
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, eg 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
- 89-95 Pastoral Practice in Special Contexts**
 Australian Context, Society,
 Other Ministries
- 96-99 Reserved for Special Needs**
 Seminars, Research Projects etc.

S 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 Special Needs

Seminars, Research projects etc.

T 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, eg Liberation
- 66 Theologians, eg Lonergan

71-80 Biblical Theology

- 71 Old Testament Theology
- 73 New Testament Theology
- 75 Biblical Ethics
- 77 Special Topics, eg Women

81-90 Historical Theology

- 81 Patristic
- 86 Reformation

91-99 Reserved for Special Needs

Seminars, Research Projects etc.

W 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
	Ecology, Feminism
61-70	Persons/Movements
	61 Philosophers eg Aquinas
	66 Movements eg Existentialism
90-99	Reserved for Special Needs
	Seminars, Research Projects

Appendix IV

THE BACHELOR OF THEOLOGY

THE AWARD

Within the College the Bachelor of Theology is a three-year full-time (or part-time equivalent) undergraduate program for students undertaking theological studies.

PROFILE AND RATIONALE

The Bachelor of Theology award is one of the two primary and comprehensive awards in theology and the basis for graduate study to the highest level. Since 1985 it has been the award taken by most candidates for the ordained ministry in the Member Institutes of the College. All undergraduate awards articulate to it and it, in turn, provides entrance to the Master of Theology.

The Bachelor of Theology award provides a systematic and comprehensive study of theology and related disciplines through a structure of majors and sub-majors.

Bachelor of Theology graduates should be able to:

- demonstrate an understanding and knowledge of the core disciplines of Scripture and theology and a selection of related disciplines and their respective methodologies
- critically evaluate primary and secondary material in the various disciplines
- communicate their understanding of the faith to a variety of audiences and engage in dialogue with the contemporary world
- engage in pastoral ministry or associated activities
- appreciate the benefits of a theological education and its potential for making a useful contribution to society
- value various theological traditions
- build tolerance in a multi-cultural society through respecting the views of others

OUTCOMES

The following statements are written for majors in their respective subject areas. Students should acquire the nominated knowledge, skills and values.

BIBLICAL LANGUAGES

Knowledge

- demonstrate familiarity with the accidentence of the biblical languages
- demonstrate an awareness of the rules of word formation in the biblical languages
- demonstrate an understanding of the syntax of the biblical languages
- display a working knowledge of standard vocabulary

Skills

- read and translate the biblical texts
- utilise the knowledge of biblical languages in exegesis
- describe syntactical features of the biblical text
- use lexicons and concordances effectively

Values

- appreciate the value of biblical languages for the study of the Bible
- appreciate the ability to engage confidently with the literary features of the biblical text

BIBLICAL STUDIES

Knowledge

- explain the historical, geographical and social background of the Bible
- demonstrate familiarity with the overall structure and contents of the books of the Bible
- describe the principal literary features of the Bible
- identify key theological themes in the Bible

Skills

- use various lexical and grammatical aids in a biblical language
- interpret critically passages from both Old and New Testaments
- access and utilise significant secondary literature
- convey the relevance of the Bible to the contemporary world

Values

- appreciate the Bible as the word of God
- value the literary and theological nature of the Bible
- appreciate the abiding worth of the Bible for Christian living

OLD TESTAMENT

Knowledge

- relate Old Testament texts to the historical, geographical and social contexts of their times
- demonstrate familiarity with the overall structure and contents of the books of the Old Testament
- describe the principal literary features of the Old Testament
- identify key theological themes in the Old Testament
- demonstrate a broad understanding of the history of Old Testament interpretation

Skills

- apply a working knowledge of biblical Hebrew or Septuagint Greek to the Old Testament
- exegete critically passages from the Old Testament
- access and utilise significant secondary literature
- convey the relevance of the Old Testament to the contemporary world

Values

- value the Old Testament as the word of God
- value the literary and theological nature of the Old Testament
- appreciate the benefit of exegesis from the original text
- appreciate the abiding worth of the Old Testament for Christian living and other monotheistic faiths

NEW TESTAMENT

Knowledge

- relate New Testament texts to the historical, geographical and social contexts of their times
- demonstrate familiarity with the overall structure and contents of the books of the New Testament
- describe the principal literary features of the New Testament
- identify key theological themes in the New Testament
- demonstrate a broad understanding of the history of New Testament interpretation

Skills

- apply a working knowledge of biblical Greek to the New Testament
- exegete critically passages from the New Testament
- access and utilise significant secondary literature
- convey the relevance of the New Testament to the contemporary world

Values

- value the New Testament as the word of God
- value the literary and theological nature of the New Testament
- appreciate the benefit of exegesis from the original text
- appreciate the abiding value of the New Testament for Christian living

CHRISTIAN ETHICS

Knowledge

- describe the development of the Christian ethical tradition
- demonstrate how the tradition informs an approach to contemporary issues
- describe the sources that contribute to Christian ethical reflection

Skills

- identify and employ sources of ethical understanding

- identify the ethical elements present in practical situations
- make a reasoned and informed response to ethical issues
- analyse and critique ethical discourse

Values

- appreciate the complexities of moral issues in a pluralist society
- appreciate the need to engage responsibly in the ethical concerns they encounter
- appreciate the contribution of ethics to personal and communal formation

CHRISTIAN SPIRITUALITY

Knowledge

- develop an integral framework for Christian spiritual growth
- identify the theological foundations of Christian spirituality
- recognise the key scriptural themes and their relevance for human and Christian formation
- recognise the recurring themes of the classics in Christian spiritual literature
- recognise the insights into spirituality offered by contemporary writers

Skills

- articulate the place of the spiritual in everyday life
- discern the contextual and timeless elements in Christian spiritual classics
- integrate insights into their own personal and communal living

Values

- appreciate the place of spirituality as the basis for living
- appreciate the inter-relationship between spirituality and theology
- appreciate the various traditions of spirituality within the Christian tradition

CHURCH HISTORY

Knowledge

- discuss critically the significance of events and periods of change
- explain how church history must be understood within the context of the history of the wider community
- recognise the complexity of any given historical situation and the validity of different interpretations

Skills

- bring critical faculties to bear on the gathering, analysis and synthesis of historical information

- present a coherent historical argument
- engage in scholarly discussion and communication
- engage with a range of key historiographical issues and texts

Values

- appreciate the influence of history on contemporary society
- appreciate that historical knowledge provides a necessary context for theological studies

LITURGICAL STUDIES

- **Knowledge**
 - describe the history of liturgical practice from its earliest Judaeo-Christian foundations and at its major turning points
 - explain the relationship between liturgical practice and doctrinal expressions
 - demonstrate a knowledge of the relationship between worship and culture

Skills

- access and utilize the range of rituals and resources available in the church's liturgical life
- engage with other disciplines of theology and human sciences
- design and implement effective liturgies

Values

- value the particular contribution made by the student's own worshipping tradition
- appreciate the various contributions to Christian worship brought by the major liturgical traditions
- value the potential for Christian unity through the common origins and endeavours inherent in Christian worship
- appreciate the common human values on which worship simultaneously draws and brings to expression

MISSIOLOGY

Knowledge

- describe the history of Christian mission
- explain the theological basis of Christian mission
- recognise the development of the theories of mission
- acquire a knowledge of other religions
- understand the cultural dynamics of societies and religion

Skills

- analyse the social and cultural contexts of mission
- develop a facility for cross-cultural and inter-faith communication

Values

- appreciate how religion creates meaning and value for societies and people
- appreciate the contribution of indigenous people to ongoing ministry of the church
- appreciate the need to recognise the history and role of the local church in mission

PASTORAL THEOLOGY AND PRACTICE

Knowledge

- describe the role played by context in the formation of theology
- examine critically the interplay of theory and practice in doing theology
- discuss the nature and scope of different kinds of ministries

Skills

- attend to the human experience of individuals and groups
- engage in active dialogue between human experience and Christian tradition
- practice appropriate ministry as it emerges from this dialogue
- bring theological reflection to bear on contemporary issues, questions and concerns of society and culture
- recognise and enable others to use their gifts for ministry
- offer a ministry of leadership within church and wider society
- display skills relating to the role and use of the imagination in pastoral ministry

Values

- value the gifts for ministry inherent in their own personhood
- value and appreciate the gifts of others for ministry
- appreciate the different voices in the culture

PHILOSOPHY

Knowledge

- identify the major philosophical issues in Western philosophy, relating to the human person, the universe and God, and understand their historical development and significance
- examine contemporary philosophical ideas in the context of modern society and culture

- recognise the interactions between Christian theology and Western philosophical inquiry

Skills

- access and utilise the significant literature in this discipline
- recognise and analyse philosophical assumptions and arguments in various contexts and make informed critical judgements about them
- argue cogently on the basis of their own philosophical positions

Values

- have a desire to pursue philosophical inquiry and to engage in rational dialogue with others while respecting their positions
- value the importance of critical thought prior to the acceptance or rejection of new ideas

THEOLOGY

Knowledge

- demonstrate familiarity with the sources and methods of theology
- demonstrate basic understanding of the major Christian doctrines and their development in the Christian tradition
- demonstrate familiarity with contemporary theological writing
- demonstrate an awareness of the inter-relationship between theology and contemporary issues

Skills

- analyse and critique theological discourse
- demonstrate an ability to sustain a theological argument
- apply theological understanding to contemporary issues

Values

- appreciate the ecumenical dimension of theology
- appreciate the integration of theology and praxis
- appreciate the interaction between theology and culture