

UNITS OF STUDY DESCRIPTIONS

POSTGRADUATE LEVEL 8500 & 9600 SERIES

The credit point system used by St Andrew's Greek Orthodox Theological College is in accordance with Sydney College of Divinity academic regulations. Each unit of study offered at St Andrew's is a multiple of 9 credit points and is assigned a six-character unit code. E.g. B7120A or T9684A.

The **first letter** of a code indicates a discipline or sub-discipline:

A = Humanities	L = Worship and Liturgy
B = Biblical Studies	P = Pastoral Theology
C = Pastoral Counselling	S = Christian Spirituality
E = Christian Ethics	T = Theology
H = Church History	

The **first digit** indicates the Australian Qualifications Framework (AQF) level at which the unit of study is taught:

7	Diploma of Christian Studies	Undergraduate
	Associate Degree of Christian Thought and Practice	Undergraduate
	Bachelor of Theology	Undergraduate
8	Bachelor of Theology (Honours)	Postgraduate
	Graduate Certificate	Postgraduate
	Graduate Diploma	Postgraduate
9	Masters	Postgraduate

The **second digit** indicates the level within the course:

Undergraduate Level	1 Foundational units
	2 Intermediate units
	3 Specialised units
Postgraduate Level	5 Foundational or Intermediate units
	6 Specialised units

The **third** and **fourth** digits indicate the content of the unit, according to the coding within sub-disciplines as set out in the Sydney College of Divinity Policies and Procedures Manual.

The **final letter** indicates the member institution within the Sydney College of Divinity where the unit is delivered. The letter designating St Andrew's Greek Orthodox Theological College is 'A'.

List of Postgraduate Units of Study

Biblical Studies (incl. Biblical Languages)

[A8520A](#) Introduction to New Testament Greek

[A8570A](#) New Testament Greek

[B8520A](#) Introduction to the Old Testament

[B9652A](#) Apocalyptic Literature

[B8530A](#) Introduction to the New Testament

[B9657A](#) Lukan Literature

[B9629A](#) Wisdom and Poetry in Israel

[B9668A](#) Gospel According to John

Pastoral Counselling

[C8546A](#) Pastoral Counselling in Ministry

Christian Ethics

[E8501A](#) Principles of Christian Ethics

Church History

[H8510A](#) The Early Church

[H9631A](#) Byzantine and Post-Byzantine Art and Architecture

[H8530A](#) Byzantine Studies

[H9632A](#) Byzantine Hagiography

Worship and Liturgy

[L8501A](#) Introducing Christian Worship

[L8596A](#) Studies in Liturgical Rites

Pastoral Theology

[P8501A](#) Introduction to Pastoral and Practical Theology

[P8577A](#) Clinical Pastoral Education 1 (18)

[P8596A](#) Studies in Pastoral Ministry

Christian Spirituality

[S8502A](#) Christian Spirituality

Theology

[T8501A](#) Introducing Theology

[T9682A](#) Alexandrian Legacy

[T8517A](#) Ecclesiology

[T9683A](#) Exploring the Philokalia

[T8581A](#) Church Fathers: An Introduction

[T9684A](#) Patristic Profile

[T9618A](#) Collegiality and Primacy

[T9686A](#) Cappadocian Legacy

[T9681A](#) The Nicene-Constantinopolitan Creed

Generic

[X8500A](#) Research Methodology

[X9693A](#) Independent Guided Study

[X8595A](#) Issues in [Topic]

[X9694A](#) Independent Guided Study (18 credit points)

[X8597A](#) Seminar [Topic]

[X9695A](#) Issues in [Topic]

[X8598A](#) Honours Thesis (36 credit points)

[X9696A](#) Research Essay (18 credit points)

[X9691A](#) Research Project

[X9697A](#) Seminar [Topic]

[X9692A](#) Research Project (18 credit points)

Unit of Study	A8520A Introduction to New Testament Greek
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Anastasios Kalogerakis, MTh (SCD 2010), BTh (SCD 2000), BBus (Monash 1996), Associate Lecturer

Curriculum Objectives

This course unit introduces the student to the elements of New Testament Greek and enables the student to begin to develop professional skills in New Testament exegesis and translation.

Learning Outcomes

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

1. demonstrate a thorough understanding of the basic Grammar and Syntax of New Testament Greek
2. demonstrate the knowledge of, and the ability to use, Greek vocabulary
3. display competency in translating selected texts into English
4. exhibit an ability to use dictionaries and concordances
5. employ their knowledge to read critical exegetical commentaries on biblical texts

Content

1. Greek alphabet, basics of Greek grammar and syntax
2. Textual, lexical, and grammatical study of selected New Testament texts
3. Translation of selected New Testament texts
4. Introduction to working with Greek/English dictionaries, and concordances

Assessment Profile

1. Demonstrate vocabulary, grammar and translation development through regular in-class quizzes and final exam
2. Demonstrate competence in vocabulary, grammar and translation and appropriate use of resources through regular home assignments

Prescribed Texts

Machen, John Gresham. *New Testament Greek for Beginners*. Upper Saddle River, New Jersey: Prentice-Hall, 1923.

Lee, John A.L. *Greek Accents in Eight Lessons*. Sydney: Ancient History Documentary Research Centre, Macquarie University, 2005.

Mode of Delivery

3hr lecture per week on campus

Unit of Study	A8570A New Testament Greek
Unit Weighting	9 credit points
Type of Unit	Foundational
Prerequisites	A8520A Introduction to New Testament Greek
Academic Staff	Very Rev. Kyrillos Zisis, MTh (SCD 2015), GradDipA (SCD 2005), BTh (SCD 2004), GradDipHum (LaTrobe 1999), BPharm (Monash 1996)

Curriculum Objectives

This course unit builds on A8520A Introduction to New Testament Greek. It consolidates and develops students' knowledge of New Testament Greek and their ability to translate.

Learning Outcomes

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

1. demonstrate thorough knowledge of advanced morphological and syntactic forms
2. display well-developed knowledge of a substantial Greek vocabulary
3. confidently translate complex New Testament Greek texts into English, making competent and appropriate use of dictionaries, reference grammars, etc.
4. exhibit a well-developed ability to carry out textual criticism
5. apply an understanding of New Testament Greek to interpretation of the New Testament

Content

1. Further study of Greek grammar and syntax
2. Textual, lexical, and grammatical study of selected New Testament texts
3. Translation of selected New Testament texts
4. Further practice in consulting Greek/English lexicons, and theological dictionaries

Assessment Profile

1. Demonstrate knowledge of New Testament Greek vocabulary and grammar (regular in-class quizzes and final exam)
2. Demonstrate competence in translation and analysis of selected texts (regular home assignments)

Prescribed Texts

Machen, John Gresham. *New Testament Greek for Beginners*. Upper Saddle River, New Jersey: Prentice-Hall, 1923.

Lee, John A.L. *Greek Accents in Eight Lessons*. Sydney: Ancient History Documentary Research Centre, Macquarie University, 2005.

Mode of Delivery

3hr lecture per week on campus

Unit of Study	B8520A Introduction to the Old Testament
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002)

Curriculum Objectives

This course unit aims to introduce students to the literary forms, historical and cultural contexts and theological themes of the Old Testament. It seeks to provide a foundation for further biblical and theological study.

Learning Outcomes

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

1. demonstrate a general understanding of the overall structure and contents of the Old Testament
2. identify the literary shape, themes, social and historical background of the individual books of the Old Testament
3. employ critical methodologies in the interpretation of Old Testament texts.
4. access secondary literature
5. convey the relevance of the Old Testament to Christian life and the contemporary world

Content

1. Introduction to the Canon
2. Introductory questions of each book of the Old Testament (authorship, date, historical, political and cultural contexts, etc.)
3. Structure and outline of the major books of the Old Testament
4. Literary genres of Old Testament literature
5. Key theological themes of the Old Testament collection
6. Critical approaches to Old Testament interpretation

Assessment Profile

1. Examination or series of quizzes covering the content and introductory questions of the major books of the Old Testament.
2. Interpretive and exegetical essay of a selected passage from the Old Testament
3. Analytical essay on either a key theological theme or critical issue of the Old Testament

Prescribed Texts

Boadt, L. *Reading the Old Testament: An Introduction* (Second Edition). Mahwah, NJ: Paulist Press, 2012.

Pentiuc, E.J. *The Old Testament in Eastern Orthodox Tradition*. Oxford University Press, 2014.

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	B8530A Introduction to the New Testament
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Dr Margaret Beirne, RSC, DTheol (MCD 2000), MEd (UNSW 1986), BD (MCD 1984), MA (Weston 1978), BA (UNE 1973), Senior Lecturer

Curriculum Objectives

This course unit introduces students to the critical study of the New Testament, its literary forms, historical and cultural contexts and theological themes. It provides a solid foundation for further biblical and theological study.

Learning Outcomes

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

1. articulate a thorough knowledge of the contents of the New Testament
2. assess the historical, social and cultural context of the New Testament
3. demonstrate well-developed exegetical skills in critical interpretation of New Testament texts
4. integrate significant secondary literature into formal critical essays on the books of the New Testament
5. relate the fruits of New Testament studies to a range of life and ministry situations

Content

1. Contents of the New Testament
2. Historical, cultural, political and religious contexts of the New Testament materials
3. The literary nature of the New Testament
4. Key methodologies and approaches to Biblical interpretation and critical issues
5. Developing skills in exegesis and writing an exegetical essay
6. Identification and analysis of key New Testament themes

Assessment Profile

1. Critical book review that might be linked to class or online discussion
2. Written exegetical essay on a selected passage from the Gospels using accepted methodology
3. Formal written essay on either a key New Testament theological theme or critical issue

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	B9629A Wisdom and Poetry in Israel
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	B8520A Introduction to the Old Testament
Academic Staff	Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002)

Curriculum Objectives

This course unit enables the student to study at depth particular books and passages from Old Testament Wisdom Literature.

Learning Outcomes

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

1. Explain the structures, literary forms and contents of the selected books and passages of the Old Testament
2. Critically evaluate the principal forms and patterns of biblical poetry
3. Specify and appraise significant themes in the selected works
4. Determine the appropriate methodology in analysing and exegeting selected texts
5. Apply the relevance of the Wisdom literature to the contemporary church and society

Content

1. Origins and characteristics of the Wisdom literature
2. Techniques and patterns of Hebrew poetry
3. Structure and contents of books selected from Job, Qoheleth, Proverbs, Sirach, Wisdom of Solomon, Song of Songs, Lamentations, the Psalms, and other poetry in the Old Testament
4. Pertinent historical, social, religious, and cultural background
5. Exegetical study of selected texts
6. Major theological themes emerging from these books

Assessment Profile

1. Analysis of the poetry from a passage of the Wisdom Literature.
2. An essay showing the development of a particular theological theme in one of the Wisdom Books.
3. Exegesis of a Wisdom passage using an accepted methodology.

Mode of Delivery

Via distance education

Unit of Study	B9652A Apocalyptic Literature
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	B8520A Introduction to the Old Testament, and B8530A Introduction to the New Testament
Academic Staff	Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002)

Curriculum Objectives

This course unit provides a foundation in apocalyptic studies and introduces the student to significant apocalyptic literature. It examines the theological issues of the Book of Revelation and other apocalyptic texts in the New Testament against the historical and literary background of the texts.

Learning Outcomes

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

1. Explain the historical and literary background to the literary genre known as *Apocalyptic*.
2. Critically evaluate the key apocalyptic ideas and themes in the Old Testament, the Intertestamental Literature, and the New Testament.
3. Critically evaluate significant secondary literature in examining apocalyptic texts.
4. Display a well-developed ability to interpret apocalyptic literature, particularly the Book of Revelation, for the contemporary world.
5. Apply an understanding of apocalyptic literature to preaching and worship.

Content

1. The literary genre known as Apocalyptic: origin and development.
2. Apocalyptic and the Old Testament.
3. Selected texts for exegesis from Daniel and the Intertestamental Literature.
4. Apocalyptic and the New Testament.
5. The Book of Revelation: background, structure, and theology.
6. Selected texts for exegesis from Revelation.

Assessment Profile

1. A critical review of a piece of scholarly literature concerning apocalyptic literature.
2. An essay on the relationship of the historical situation to the theology and apocalyptic genre of either Daniel or Revelation.
3. An exegesis of a passage from either Daniel or Revelation using an accepted methodology.

Mode of Delivery

Via distance education

Unit of Study	B9657A Lukan Literature
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	B8530A Introduction to the New Testament
Academic Staff	Dr Margaret Beirne, RSC, DTheol (MCD 2000), MEd (UNSW 1986), BD (MCD 1984), MA (Weston 1978), BA (UNE 1973), Senior Lecturer

Curriculum Objectives

The course unit enables students to study the two-volume work Luke-Acts which encompasses a gospel and an early Christian theological history. It can complete a Biblical major for students in AQF Level 7 Bachelor programs or advance Biblical Studies for students in AQF Level 9 programs.

Learning Outcomes

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

1. Account at an advanced level for the complex historical, religious and social background of Luke-Acts.
2. Explain the various literary forms used in the construction of Luke-Acts.
3. Interpret the theological themes of Luke-Acts.
4. Exegete select passages from the Gospel of Luke and the Acts of the Apostles using appropriate methodologies.
5. Construct liturgies, homilies or biblical discussion group materials on Luke-Acts.

Content

1. The historical, religious and social context of Christianity in the late first century CE Mediterranean.
2. Hellenistic history and biography of the last first century CE.
3. The literary structure and various literary sub-forms used in Luke-Acts.
4. The theological themes of Luke-Acts.

Assessment Profile

1. Produce an independently researched interpretation of the relevance of a theological theme in Luke-Acts to its original historical context.
2. Exegete a passage of Luke or Acts using appropriate methodologies.
3. Conduct a graduate seminar on an issue relevant to the pastoral application of Luke-Acts.

Mode of Delivery

Via distance education

Unit of Study	B9668A Gospel According to John
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	B8530A Introduction to the New Testament
Academic Staff	Dr Margaret Beirne, RSC, DTheol (MCD 2000), MEd (UNSW 1986), BD (MCD 1984), MA (Weston 1978), BA (UNE 1973), Senior Lecturer

Curriculum Objectives

This course unit builds upon the knowledge and skills learned in the pre-requisite units. It examines the historical context, literary forms and theological content of the Gospel according to John, their application to Christian worship, teaching and spirituality.

Learning Outcomes

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

1. describe the historical, cultural and religious background of the Johannine community
2. identify the principal literary forms in the Fourth Gospel and show how they communicate their theological content
3. exegete selected passages from the Fourth Gospel
4. access and use significant secondary literature for the critical study of the Fourth Gospel
5. apply insights gained from the Johannine Gospel to contemporary Christian worship, teaching and spirituality

Content

1. Introduction: issues of authorship, date, relationship of the Gospel with the Synoptics
2. History and religious perspective of the Johannine community
3. Distinctive literary style, imagery and narrative features of the Fourth Gospel
4. Key theological themes of the Fourth Gospel
5. Exegesis of selected passages from the Fourth Gospel
6. Brief introduction to the Book of Revelation

Assessment Profile

1. A critical book review that might be linked to class or online discussion
2. A formal exegetical essay on a selected passage from the Fourth Gospel
3. A thematic essay on either a key theological theme or critical issue related to the Fourth Gospel.

Mode of Delivery

Via distance education

Unit of Study	C8546A Pastoral Counselling in Ministry
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer

Curriculum Objectives

This graduate course introduces students to various models of pastoral counselling that are integral to the process of ministry and encourages critical reflection upon this. Emphasis will be both on learning the function of basic counselling skills within the pastoral context and on theological reflection upon this form of pastoral activity.

Learning Outcomes

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

1. Appraise, and critically reflect upon, the role of pastoral counselling skills in ministry
2. Distinguish between, and appraise, various pastoral counselling models.
3. Interpret how various components of the pastoral counselling relationship apply to ministry.
4. Exhibit basic listening and reflective skills.
5. Apply an understanding of the ethics of the practice of pastoral counselling in ministry.

Content

1. Introduction. What is pastoral counselling?
2. The skills of listening and emotional involvement.
3. Empathy and empathic containment
4. The components of the pastoral counselling relationship
5. Critical evaluation of counselling models.
6. Pastoral counselling and spiritual direction: similarities and differences.
7. Theological perspectives on pastoral counselling
8. Ethics in counselling practice in the pastoral context

Assessment Profile

1. Critical reflection on various pastoral counselling models (e.g. essay)
2. Knowledge of key pastoral counselling concepts (e.g. exam)
3. A record of critical reflection upon learning from practical exercises and role plays (e.g. weekly portfolio)
4. Appraisal of the contribution of the behavioural sciences to the work of pastoral counselling. (e.g. portfolio of critical summaries of articles, books)

Mode of Delivery

Via distance education

Unit of Study	E8501A Principles of Christian Ethics
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Deacon Perry Hamalis, PhD (Chicago 2004), MDiv (Holy Cross 1996), BA (Boston 1992)

Curriculum Objectives

This unit introduces students to theological reflection on the ethical aspects of Christian life and discipleship. It also provides the graduate student with a methodological basis for further studies in Christian ethics.

Learning Outcomes

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

1. Distinguish and clarify the sources of Christian ethics;
2. Explain the central concepts and principles in Christian ethics;
3. Describe the key developments in the history of Christian ethics;
4. Demonstrate a familiarity with the literature of Christian ethics;
5. Reflect on ethical issues in an integral way in the light of the various elements of Christian moral reasoning.

Content

1. Theological Presuppositions: Trinity, Creation, Incarnation and the Kingdom of God.
2. Contemporary culture, secularity and Christian Ethics.
3. Old and New Testament sources: Themes in Jewish Ethics, Jesus' preaching and Paul's letters.
4. The historical development of Christian Ethics.
5. The anthropological, ecclesial and theological bases of Christian ethics.
6. Human nature, freedom, sin, responsibility and moral reasoning.
7. Conscience, conversion and moral development.
8. *Asceticism*, the virtues, friendship and Christian discipleship.
9. Love, holiness and the Christian moral vocation.
10. The application of Christian ethics to human society.

Assessment Profile

1. Critical reflection
2. Essay
3. Take-home exam

Mode of Delivery

TBA

Unit of Study	H8510A The Early Church
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Rev. Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer

Curriculum Objectives

This course unit is designed to provide students with an overview of the early centuries of Christian history. It will furthermore equip them with the critical tools necessary in order to understand historical phenomena and circumstances related to the early Church.

Learning Outcomes

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

1. Distinguish and assess the various social, cultural and religious factors in the history of the early Church.
2. Critically expound the key contributions of leading figures and significant events in the early Church.
3. Give a thorough analysis of the literary representation of Christians, both by themselves and others, in the early Church.
4. Assess and construct the mentalities of the various religious and cultural groups in this historical period (Christian, Jewish, and pagan), especially in relation to their view of the early Church.
5. Apply the findings of a study of primary sources and secondary studies on the early Church to present historical discussion on the period.

Content

1. Studying the early Church in context; methodology and historiography.
2. Religious, cultural and social backgrounds of the early Church.
3. The relationship between the early Church and the Roman state; Jewish, pagan and Christian perceptions.
4. Persecution and the phenomenon of martyrdom.
5. Internal tensions within the early Church; orthodoxy and heresy.
6. Aspects of an emerging Christian worldview.
7. The 'triumph' of the Church: Constantine, Fathers, councils.
8. The Church in a declining Empire.

Assessment Profile

1. Critically engage with, interpret, and explain primary and secondary sources (e.g. reviews or summaries)
2. Contextualise and assess key social, cultural, religious aspects and/or mentalities relevant to the history of the early Church (e.g. essay)
3. Interpret and appraise key events and personalities in the early Church from the available literary sources (e.g. take-home exam)

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	H8530A Byzantine Studies
Unit Weighting	9 credit points
Type of Unit	Foundational
Prerequisite	H8510A The Early Church
Academic Staff	Rev. Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer

Curriculum Objectives

This course unit critically examines the imperial, ecclesial, and cultural factors of the Eastern Roman Empire, or Byzantium, generally from the age of Constantine the Great until the Fall of Constantinople in 1453, as well as the empire's relations with its neighbouring cultures. It is organised thematically, and addresses topics such as Byzantine Imperialism, Church, Literature, Hagiography, and Art and Architecture, to name a few.

Learning Outcomes

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

1. Distinguish and assess the various social, cultural, literary, and religious factors in the history of Byzantium.
2. Critically expound the key contributions of leading figures and significant events in Byzantium.
3. Give a thorough analysis of the literary representation of imperial and ecclesial figures and events within the history of Byzantium.
4. Reconstruct and assess the symbolic mentality of the Byzantines.
5. Apply the findings of a study of primary sources and secondary studies on Byzantium to the Orthodox Church's current experience and mission.

Content

1. The *status quaestionis* in Byzantine studies
2. The making of the Christian *oikoumene*
3. The self-representation of Byzantium: chronography, historiography and imperial ritual
4. Byzantium and its neighbours
5. Art, architecture and public symbols
6. Humanities and the 'hard' sciences
7. Official devotion, popular religion and the everyday life
8. Theological themes, hagiography and the spiritual life

Assessment Profile

1. Critically engage with, interpret, and explain primary and secondary sources (e.g. reviews or summaries)
2. Contextualise and assess key social, cultural, religious aspects and/or mentalities relevant to the history of Byzantium (e.g. essay)
3. Interpret and appraise key events and personalities in Byzantium from the available literary sources (e.g. take-home exam)

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	H9631A Byzantine and Post-Byzantine Art and Architecture
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisite	H8530A Byzantine Studies
Academic Staff	Dr Andrew Mellas, PhD (Sydney 2018), LLB (Sydney 2003), BA (Hons) (Sydney 2001)

Curriculum Objectives

This graduate course unit explores the historical and cultural development of Christian art and architecture both within the Byzantine context and beyond it, highlighting the relevance of iconography and church buildings for the Byzantines and for the contemporary ecclesial experience.

Learning Outcomes

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

1. appraise the socio-political and cultural contexts of Byzantine and post-Byzantine art and architecture in its various manifestations.
2. assess the emergence and development of a distinctly Christian form of art and architecture in the Byzantine and post-Byzantine contexts.
3. critically apply the findings of a study of primary sources to Byzantine and post-Byzantine art and Architecture.
4. critically apply the findings of secondary studies sources to Byzantine and post-Byzantine art and Architecture.
5. evaluate the key theological themes and symbolic motifs in Byzantine and post-Byzantine art and architecture.

Content

1. The historical and cultural contexts of Christian architecture and iconography
2. Ecclesial architecture in the Byzantine Empire
3. Byzantine iconography: a diachronic analysis
4. Post-Byzantine iconography: continuity and change
5. Post-Byzantine architecture in the Balkans and beyond
6. The significance of Byzantine iconography, symbols, and architecture for the contemporary ecclesial experience

Assessment Profile

1. Critically engage with, interpret, and explain primary and secondary sources (e.g. reviews or summaries).
2. Contextualise and assess key social, cultural, religious aspects and/or mentalities that impacted on or are reflected in Byzantine and post-Byzantine art and architecture (e.g. essay).
3. Contextualise and interpret key themes reflected in Byzantine and post-Byzantine art and architecture (e.g. exam).

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	H9632A Byzantine Hagiography
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	H8530A Byzantine Studies
Academic Staff	Dr Andrew Mellas, PhD (Sydney 2018), LLB (Sydney 2003), BA (Hons) (Sydney 2001)

Curriculum Objectives

This graduate course unit explores the historical and literary development of hagiography in the Byzantine context, highlighting its relevance both for the Byzantines and for the contemporary ecclesial experience.

Learning Outcomes

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

1. contextualise and account for the emergence and development of hagiographical literature within Byzantium.
2. distinguish and assess the various themes and sub-genres within hagiography, as well as hagiographical motifs in other literary genres (such as historiography, hymnography, etc.).
3. critically apply the findings of a study of primary sources to Byzantine hagiography.
4. critically apply the findings of secondary studies sources to Byzantine hagiography.
5. evaluate the relevance of the study of Byzantine hagiography for the contemporary ecclesial experience.

Content

1. The historical and cultural context of Byzantine hagiography
2. Hagiography and its monastic context
3. Hagiography and its civic context, especially in Constantinople
4. The spiritual and theological significance of Byzantine hagiography
5. The relevance of Byzantine hagiography for the contemporary ecclesial experience

Assessment Profile

1. Critically engage with, interpret, and explain primary and secondary sources (e.g. reviews or summaries).
2. Contextualise and assess key social, cultural, religious aspects and/or mentalities that impacted on or are reflected in Byzantine hagiography (e.g. essay).
3. Contextualise and interpret key themes reflected in Byzantine hagiography (e.g. exam).

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	L8501A Introducing Christian Worship
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Basilios Psilacos, MCh (Macquarie 2010), BChSc (Macquarie 2008), MTh (Hons) (Thessalonica 2000), DipByzMusic (Thessalonica 1998), BByzMusic (Thessalonica 1996), BTh (SCD 1994), Associate Lecturer

Curriculum Objectives

This graduate course unit introduces students to concepts that provide a foundation for the study of Christian worship.

Learning Outcomes

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

1. demonstrate a thorough knowledge of the biblical, theological, cultural and historical foundations for the practice of Christian worship within a particular tradition.
2. contrast recent developments within Christian worship.
3. critically analyse a range of liturgical resources, as a basis for further research.
4. compare the framework of various liturgical services.
5. differentiate the riches of the Christian liturgical traditions.

Content

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

Assessment Profile

1. Student preparation and presentation of liturgical services or tutorial on selected topics.
2. A critical analysis of the historical sources of Christian worship and their relevance to contemporary liturgical practices (e.g. essay).
3. A reflection on the range of liturgical sources of this unit (e.g. exam, quiz, journal).

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	L8596A Studies in Liturgical Rites
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Basilios Psilacos, MCh (Macquarie 2010), BChSc (Macquarie 2008), MTh (Hons) (Thessalonica 2000), DipByzMusic (Thessalonica 1998), BByzMusic (Thessalonica 1996), BTh (SCD 1994), Associate Lecturer

Curriculum Objectives

This course unit provides students with an opportunity to focus on the history, structure and symbolism of certain Liturgical Rites other than those of Christian Initiation. In so doing students will appreciate more insightfully their participation in the liturgical life of the Church.

Learning Outcomes

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

1. Demonstrate a thorough knowledge of particular liturgical rites.
2. Appraise a range of primary and secondary literature dealing with particular liturgical rites.
3. Identify the nexus between Orthodox theology and liturgical rites.
4. Give appropriate pastoral expression to liturgical rites.
5. Discerningly apply the results of their study of liturgical rites to enrich Christian life and ministry.

Content

1. The range of ecclesial rites within the Paschal (movable) calendar cycle, drawn from worship books and ecclesial traditions.
2. A selection of ecclesial rites from the Festal (fixed) calendar cycle, drawn from worship books and ecclesial traditions.
3. The ecclesial rites of daily worship/prayer.
4. The Cathedral (Asmatic) rite.
5. History, structure and symbolism of particular sacramental/ceremonial rites.
6. The nexus between pastoral context and ritual application.

Assessment Profile

1. Competently review and critique writings related to liturgical rites (e.g. critical review, annotated bibliography)
2. Demonstrate an in-depth understanding of the transformative power of liturgical rites in practical skills related to the topic (e.g. essay, practical demonstration)
3. Critically evaluate the key implications of their study of liturgical rites for Christian life and ministry (e.g. seminar, class presentation)

Mode of Delivery

Via distance education

Unit of Study	P8501A Introduction to Pastoral and Practical Theology
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer

Curriculum Objectives

This course unit is an introduction to pastoral and practical theology for ministry. It is also an opportunity to overview the biblical and theological foundations of ministry. Common aspects of ministry will be considered.

Learning Outcomes

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

1. demonstrate advanced knowledge of the contemporary complex issues relating to the practice of pastoral care
2. present a critical evaluation of the role of the human sciences in pastoral theology and ministry
3. apply advanced critical skills and insights of biblical and theological scholarship to the practice of ministry
4. demonstrate mastery of complex theological reflection in the practice of ministry
5. use technical and communication skills to independently analyse professional practice

Content

1. The theological, epistemological and biblical foundations of pastoral theology
2. Aspects of church ministry: Church structures and caring ministry
3. Key methodologies: Human sciences
4. Developing basic listening skills
5. Theological reflection on contemporary pastoral issues
6. Methods of ministry and the place of ordination / leadership

Assessment Profile

1. Critical book review
2. Verbatim – case study
3. Student presentation
4. Essay

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	P8577A Clinical Pastoral Education 1
Unit Weighting	18 credit points
Type of Unit	Workplace
Prerequisites	9 credit points in Pastoral Theology Interview and criminal record clearance
Academic Staff	Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer

Curriculum Objectives

This graduate course unit seeks to develop the students' awareness of the dynamics operating in pastoral ministry by encouraging them to become reflective practitioners.

Learning Outcomes

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

1. Reflect critically on the relational dynamics occurring in pastoral conversations
2. Demonstrate a capacity to use a variety of pastoral interventions including empathy
3. Articulate and work within the boundaries of their pastoral role
4. Evaluate the effectiveness of a variety of methods of theological reflection
5. Demonstrate an integration of their theology with their ministry practice

Content

1. Empathy
2. Exploring the role of the pastor in effective ministry
3. Principles that inform Pastoral Boundaries
4. Methods of Theological Reflection
5. Self-evaluation and critical reflection in ministry
6. Use of the Supervisory dyad as a learning tool

Assessment Profile

1. Essay in which students articulate the boundaries of the pastoral role
2. Essay in which students compare and contrast their use of at least two methods of Theological reflection
3. Mid Unit Evaluation in which students will present a learning portfolio demonstrating their capacity to work within the boundaries of their pastoral role and critically reflect on the relational dynamics occurring in three pastoral conversations
4. End of Unit Evaluation; students will present a learning portfolio demonstrating; an integration of their theology with their pastoral practice, their capacity to listen empathically, and to articulate and work effectively within the boundaries of their role.

Mode of Delivery

30 Tuesdays (400 hours), 8:30am to 3:30pm, March to November

Supervised placement in health care facilities, including St Basil's Homes, Lakemba (NSW)

Unit of Study	P8596A Studies in Pastoral Ministry
Unit Weighting	9 credit points
Type of Unit	Intermediate
Prerequisites	9 credit points in Pastoral Theology
Academic Staff	Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer

Curriculum Objectives

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

Learning Outcomes

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

1. Critically analyse and discuss pastoral issues that arise throughout the life cycle
2. Demonstrate the ability to apply pastoral theology to pastoral issues
3. Research and critique principles of ethical behaviour and self-care in pastoral ministry
4. Develop appropriate interventions for issues that arise in pastoral ministry.
5. Critically reflect on personal responses to issues that arise in pastoral ministry

Content

1. Theological reflection
2. Marriage and Family
3. Divorce, preparation for marriage, singleness
4. Loss and grief
5. Human sexuality
6. Abuse issues, domestic violence
7. Emotional problems
8. Suicide
9. Trauma
10. Self-care and ethical practice in pastoral ministry
11. Application of theological principles to pastoral practice and ministry

Assessment Profile

1. Critically analyse life cycle issues from a pastoral perspective (e.g. short essay or report)
2. Engage in a theological reflection on a pastoral issue (e.g. student presentation)
3. Thoughtfully and creatively explore what they have learned about themselves and their reactions to the various issues studied (e.g. written essay, portfolio, critical incident study)

Mode of Delivery

Via distance education

Unit of Study	S8502A Christian Spirituality
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	His Eminence Metropolitan Basilios (Kodseie) of the Antiochian Orthodox Archdiocese of Australia and New Zealand, DTheol (Thessalonica 2008), BD (Balamand 2003), BElecEng (Tishreen 1999)

Curriculum Objectives

This graduate course unit develops a comprehensive introduction to, and overview of, the topic of Christian Spirituality focusing on its biblical, theological and historical premises and practice from a denominational perspective.

Learning Outcomes

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

1. Construct a developed understanding of what is meant by the term 'spirituality' in light of contemporary pursuits in spirituality
2. Categorise and critique the historical and cultural influences upon the development of Christian Spirituality
3. Substantiate the specific nature of Christian Spirituality and personally formulate its primary characteristics at the service of leading others in spiritual formation
4. Interpret various historical and contemporary kinds of spiritual disciplines or practices within the Christian tradition within their biblical and theological frameworks
5. Apply insights from a variety of expressions in Christian spirituality to their own spiritual formation and practice

Content

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

Assessment Profile

1. Critiquing various historical and contemporary reflections and perspectives on the dimensions of Christian Spirituality in light of the students' own experience and practice (e.g. portfolio)
2. Researching a significant biblical source for Christian Spirituality, such as the Beatitudes, tracing its engagement in historical and contemporary spiritual writing (e.g. essay)
3. Reflecting in a personal way on cultural and contemporary sources for the definition of Christian spirituality (e.g. personal Evaluation)

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	T8501A Introducing Theology
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Senior Lecturer

Curriculum Objectives

This graduate course unit introduces students to the nature and tasks of theology and to theological method. It provides a foundation for all future theology course units.

Learning Outcomes

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

1. Demonstrate a developed understanding of the nature and purpose of theology
2. Identify and explain the doctrinal presuppositions that are the foundation for theology
3. Critically analyse the writing of several theological thinkers and key theological texts, ancient and modern
4. Determine an appropriate methodology for particular theological tasks
5. Apply the skills of theological reflection to life in the community of faith

Content

1. The nature and purpose of theology
2. Overview of history of theology
3. Theological method
4. Presuppositions for doing theology
5. Context for theology
6. The vocation of the theologian

Assessment Profile

1. Access and use some basic tools for theology or articulate the uniqueness of theology when compared other academic disciplines (e.g. literature review, annotated bibliography)
2. Engage with a theological text (e.g. critical review, class presentation)
3. Present a coherent understanding of the doctrinal presuppositions that are the foundation for theology (e.g. essay, class presentation)

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	T8517A Ecclesiology
Unit Weighting	9 credit points
Type of Unit	Intermediate
Prerequisites	T8501A Introducing Theology
Academic Staff	Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Senior Lecturer

Curriculum Objectives

This graduate unit introduces students to a central theme of theology, *viz.* that faith is lived within a community of believers.

Learning Outcomes

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

1. Determine the sources of ecclesiology
2. Interpret the nature and mission of the church
3. Critically analyse recent writing in ecclesiology
4. Critique influences shaping the contemporary church
5. Apply fundamental principles in ecclesiology to contemporary pastoral situations

Content

1. Sources for ecclesiology
2. The divine origin of the church
3. The nature and mission of the church
4. Images, models and marks of the church
5. The structure of the church: sacrament, communion and authority
6. The forms and exercise of ministry in the church
7. The unity of the church as an ecumenical imperative

Assessment Profile

1. Critically analyse recent writing in ecclesiology (e.g. critical review, short essay)
2. Evaluate theological statements about the nature and mission of the church (e.g. essay)
3. Derive responses to current pastoral situations from the theology of the church (e.g. class presentation, seminar)

Mode of Delivery

Via distance education

Unit of Study	T8581A Church Fathers: An Introduction
Unit Weighting	9 credit points
Type of Unit	Foundational
Academic Staff	Very Rev. Dr Silouan Fotineas, PhD (ACU 2017), BTh (Hons) (Flinders 2010), GradDipLang (Flinders 2010), BSocialWork (Queensland 2003), BTh (SCD 2001)

Curriculum Objectives

This graduate course unit engages the main themes and characteristics of Patristic tradition, which it examines within their historical context and from a comparative perspective. It assists students to appreciate the significance of various trends in traditional theology and spirituality for the general Christian experience.

Learning Outcomes

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

1. Appreciate the historical and ecclesial contexts of various trends in patristic tradition
2. Display an awareness of the main themes pertaining to the patristic tradition
3. Utilise primary and secondary sources in the analysis of patristic themes
4. Analyse themes pertaining to the patristic tradition within their immediate and distant literary and historical contexts
5. Assess the relevance of patristic tradition to contemporary scholarship and the Christian experience

Content

1. Various understandings of the patristic era.
2. What is a Church father?
3. Church fathers and mothers.
4. Main trends and themes in patristic theology.
5. The Church fathers as contributors to the formation of both scripture and tradition.
6. The influence of the fathers on the liturgical and spiritual tradition of the Church.
7. Christianity and culture: the Church fathers at the crossroads.

Assessment Profile

1. Show the capacity to critically assess the relevant literature (e.g. summaries or reviews)
2. Demonstrate an awareness of the main trends and themes in patristic tradition (e.g. essay)
3. Assess the significance of various trends and themes in patristic tradition from the viewpoints of contemporary scholarship and the Christian experience (e.g. take-home exam)

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	T9618A Collegiality and Primacy
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	36 credit points in Theology at undergraduate level, or equivalent
Academic Staff	Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Senior Lecturer

Curriculum Objectives

This graduate course unit builds on the theology of the Church studied in the undergraduate program. It is concerned with an issue that is presently at the forefront of ecumenical dialogue.

Learning Outcomes

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

1. Display a perceptive understanding of the development of hierarchical structures in the church
2. Demonstrate a thorough knowledge of church documents on collegiality and primacy
3. Evaluate recent scholarly literature on collegiality and primacy
4. Critically analyse the ecumenical dialogue on the primacy of the pope
5. Creatively apply the insights of ecumenical dialogues to the faith and order of at least one church

Content

1. Historical and theological evolution of the office of bishop in the first five centuries
2. Theological foundations of episcopacy
3. Church teaching on the collegiality of bishops and on the primacy
4. The tension between collegial and primatial authority
5. The ecumenical dialogue on collegiality and primacy

Assessment Profile

1. Demonstrate a graduate-level familiarity with a range of advanced literature relevant to major questions in Ecclesiology (e.g. literature review or annotated bibliography)
2. Analyse and evaluate either recent scholarship on the topic or the outcome of one of the ecumenical dialogues on the topic (e.g. essay)

Mode of Delivery

Via distance education

Unit of Study	T9681A The Nicene-Constantinopolitan Creed
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	9 credit points in Theology
Academic Staff	Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Senior Lecturer

Curriculum Objectives

The graduate course unit examines the major doctrines found in the fourth century Nicene-Constantinopolitan Creed with a view to demonstrating the slow emergence of what came to be defined as pro-Nicene orthodoxy. In so doing students will have been immersed deeply in those doctrines which lie at the very heart of the Christian faith and been exposed to the perennial power latent in that ancient text.

Learning Outcomes

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

1. Display a perceptive understanding of the development of the Nicene-Constantinopolitan Creed
2. Demonstrate a thorough knowledge of pro-Nicene theology
3. Evaluate recent scholarly literature on Nicene orthodoxy
4. Critically analyse the major doctrines formulated in the Creed within the broader historico-theological phenomenon of the time
5. Creatively assess the relevance of the creed to contemporary Christian experience

Content

1. The Nicene-Constantinopolitan Creed as a standard of faith
2. Fourth century theological trajectories
3. Historical context of the creed – Arianism
4. Aspects of Pro-Nicene theology (belief in one God the Father almighty; belief in one Lord Jesus Christ; belief in the Holy Spirit, the Church and the life of the world to come.
5. Ecumenical considerations – the Creed as the theological core *par excellence* of the modern ecumenical movement

Assessment Profile

1. Show capacity to critically assess the significance of relevant literature (e.g. annotated bibliography or reviews)
2. Analyse one of the doctrines formulated in the Creed and evaluate its existential and salvific significance for today (e.g. essay)

Mode of Delivery

Via distance education

Unit of Study	T9682A Alexandrian Legacy
Unit Weighting	9 credit points
Type of Unit	Specialised
Pre-requisites	T8581A Church Fathers: An Introduction
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This graduate course unit explores representatives of the Alexandrian patristic tradition from the second to the fifth century within their historical milieu, their connections with other strands of tradition, and their lasting significance for the history of theology and the Christian experience.

Learning Outcomes

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

1. appraise the historical, ecclesial and cultural contexts within which the representatives of the Alexandrian tradition flourished
2. evaluate the ways in which the Alexandrians assimilated and transformed the earlier Christian tradition
3. display a profound awareness of the theological, exegetical and spiritual legacy of the Alexandrians
4. critically analyse the selected writings of the Alexandrians from the viewpoint of their theological, exegetical and spiritual significance
5. critically assess the relevant scholarship

Content

1. The historical and cultural context of the Alexandrian tradition
2. The early Christian roots of the Alexandrian tradition
3. Main representatives of the Alexandrian tradition
4. The theological significance of the Alexandrian tradition
5. The exegetical significance of the Alexandrian tradition
6. The spiritual significance of the Alexandrian tradition

Assessment Profile

1. Show the capacity to critically assess the relevant literature (e.g. summaries, reviews or short essays).
2. Demonstrate an awareness of the main trends and themes in the Alexandrian tradition (e.g. essay on a particular aspect).
3. Assess the significance of the Alexandrian tradition in relation to earlier and later theological, exegetical and spiritual trends (e.g. essay on a given topic).

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	T9683A Exploring the Philokalia
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	T8581A Church Fathers: An Introduction
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

Building on T8581A, this graduate course unit engages the main themes pertaining to Philokalic tradition, which it examines within their historical context and from a comparative perspective. It assists students to appreciate the significance of Philokalic tradition for the general Christian experience.

Learning Outcomes

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

1. Appraise the historical, cultural and ecclesial contexts of various trends in Philokalic tradition
2. Display a broad awareness of the main texts and themes pertaining to Philokalic tradition
3. Critically utilise the primary sources and the relevant contemporary scholarship in the analysis of Philokalic themes
4. Interpret themes pertaining to the Philokalic tradition within their immediate and distant literary and historical contexts
5. Assess the relevance of Philokalic tradition to contemporary Christian experience

Content

1. Introducing the Philokalia: An overview of the collection.
2. The broader context of Philokalic tradition.
3. Main trends and themes in Philokalic tradition.
4. Reception of the Philokalia.
5. The significance of the Philokalia for the contemporary spiritual quest.

Assessment Profile

1. Show the capacity to critically assess the relevant literature (e.g. summaries or reviews)
2. Demonstrate an awareness of the main trends and themes in Philokalic tradition (e.g. essay)
3. Assess the significance of various trends and themes in Philokalic tradition from the viewpoints of contemporary scholarship and the Christian experience (e.g. take-home exam)

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	T9684A Patristic Profile
Unit Weighting	9 credit points
Type of Unit	Specialised
Prerequisites	T8581A Church Fathers: An Introduction
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

Building on T8581A, this graduate course unit advances the study of the patristic phenomenon within a complex framework, theological, spiritual, literary and historical. It enables students to appreciate, by way of a detailed study of the available resources, the personality and legacy of a given Church Father.

Learning Outcomes

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

1. Appreciate the personality and understand the historical context of this Church Father
2. Display a profound knowledge of the selected writings of this Church Father, together with the relevant developments in scholarship
3. Evaluate the place of this Church Father within the broader patristic phenomenon
4. Critically analyse the selected writings of this Church Father within the framework of relevant scholarship
5. Assess the relevance of this Church Father to contemporary Christian experience

Content

1. Biography
2. Bibliography
3. Historical, theological and cultural context
4. Main contributions
5. Traditional reception
6. *Status quaestionis* in contemporary scholarship

Assessment Profile

1. Show the capacity to critically assess the relevant literature (e.g. summaries or reviews)
2. Demonstrate an awareness of the main trends and themes in patristic tradition (e.g. essay)
3. Assess the significance of various trends and themes in patristic tradition from the viewpoints of contemporary scholarship and the Christian experience (e.g. take-home exam)

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	T9686A Cappadocian Legacy
Unit Weighting	9 credit points
Type of Unit	Specialised
Pre-requisites	T8581A Church Fathers: An Introduction
Academic Staff	Very Rev. Dr Silouan Fotineas, PhD (ACU 2017), BTh (Hons) (Flinders 2010), GradDipLang (Flinders 2010), BSocialWork (Queensland 2003), BTh (SCD 2001)

Curriculum Objectives

This graduate course unit explores the fourth century representatives of the Cappadocian patristic tradition within their historical milieu, their connections with other strands of tradition, and their lasting significance for the history of theology and the Christian experience.

Learning Outcomes

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

1. appraise the historical, ecclesial and cultural context within which the fourth century representatives of the Cappadocian tradition flourished
2. evaluate the ways in which the Cappadocians assimilated and transformed the earlier patristic tradition
3. display a profound awareness of the theological and spiritual legacy of the fourth century Cappadocians
4. critically analyse the selected writings of the Cappadocians from the viewpoint of their theological and spiritual significance
5. critically assess the relevant scholarship

Content

1. The historical and cultural context of fourth century Cappadocian tradition
2. The early Christian roots of fourth century Cappadocian tradition
3. Main representatives of fourth century Cappadocian tradition
4. The theological significance of fourth century Cappadocian tradition
5. The spiritual significance of fourth century Cappadocian tradition

Assessment Profile

1. Show the capacity to critically assess the relevant literature (e.g. summary, review or short essay).
2. Demonstrate an awareness of the main trends and themes in the fourth century Cappadocian tradition (e.g. essay on a particular aspect).
3. Assess the significance of the Cappadocian tradition in relation to earlier and later theological and spiritual trends (e.g. essay on a given topic).

Mode of Delivery

3hr lecture per week on campus, or via distance education

Unit of Study	X8500A Research Methodology
Unit Weighting	9 credit points
Type of Unit	Generic (Teaching)
Prerequisites	36 credit points in any discipline
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This graduate course unit introduces students to the procedures and skills required to research a topic, critically evaluate research materials, organise information, and prepare a research proposal. It is a prerequisite for X9692 Research Project, X9696 Research Essay, and X8598 Honours Thesis but may be taken by any qualified student. It focuses on the research, organisation, ethical issues, and writing skills that the student will need to prepare an acceptable research essay or thesis. Applicants for SCD research degree programs are required to have completed this unit at distinction level or demonstrate equivalence in achievement.

Content

1. Methods of academic research and writing: quantitative and qualitative analysis, exegetical methodologies, etc.
2. Methods of assembling a bibliography of current, relevant resources for the topic of the research essay.
3. Methods of data gathering and analysis.
4. Review of the key bibliographic (and other) resources within the discipline specialisation of the student researcher.
5. Selecting the topic, planning the research project, and writing a proper research and ethics proposal.
6. Academic standards for referencing, for essay formatting and for writing style.

Assessment Profile

1. Use the key resources within the discipline specialisation of the student researcher
2. Analytically review a recently completed thesis or dissertation within the discipline specialisation of the student researcher
3. Prepare an extended bibliography of a topic within the discipline specialisation of the student researcher
4. Prepare a proposal in proper format for a research topic within the discipline specialisation of the student researcher

Research proposals (including ethical considerations where relevant) and bibliographies related to enrolment in X9696 Research Essay and X8598 Honours Thesis must be assessed by a marker appointed by the SCD Research Committee that must be given two months' notice of the intended date of submission for assessment. The marker will also advise the student on any further action concerning ethical issues.

Unit of Study	X8595A Issues in [Topic]
Unit Weighting	9 credit points
Type of Unit	Generic (Teaching)
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This graduate course unit provides students with an opportunity to focus, at an advanced level, on an area (the [Topic] of the unit) within a discipline or sub discipline that is not available elsewhere in the curriculum. The particular topic might include: an examination of contemporary themes or current issues in the discipline; exploration of developments in research and theory; a consideration of the implications of developments in research and theory to a broad range of issues of current concern to Christian life, ministry or theology; an opportunity to learn new theories and skills and to apply them in practical or simulated circumstances.

Learning Outcomes

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

1. Demonstrate a thorough knowledge of the topic selected for consideration
2. Appraise a range of primary and secondary literature dealing with the topic
3. Critically evaluate the topic using the methodologies appropriate to the discipline
4. show skilful competence in practical skills and/or descriptive, critical and analytic skills with respect to the topic,
5. Discerningly apply the results of their study to enrich Christian life, ministry, or theology

Content

The topic of interest is arranged by a member of the teaching staff and approved by the Faculty Board.

Teaching Methods

Teaching methods might include group projects, seminars, tutorials, lectures, student presentations, online tutorials.

Assessment Profile

1. Competently review and critique writings in the topic studied in this unit (e.g. critical review, annotated bibliography)
2. Demonstrate an in-depth understanding of the topic or skilful competence in practical skills related to the topic (e.g. essay, practical demonstration)
3. Critically evaluate the key implications of their study for Christian life, ministry, or theology (e.g. seminar, class presentation)

Unit of Study	X8597A / X9697A Seminar [Topic]
Unit Weighting	9 credit points
Type of Unit	Generic (Teaching)
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This course unit provides an opportunity for honours students to deepen their understanding of, and to be inducted into, the culture of scholarship and research. This process includes opportunity for honours students to engage in scholarly activities and to present their research in progress.

Learning Outcomes

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

1. Defend their own model of scholarship and differentiate between the various forms of scholarly activity
2. Describe their personal scholarly development plan
3. Demonstrate basic skills relevant to the implementation of their model of scholarship
4. Present their honours research in progress to others and sustain extended argumentation on the topic
5. Apply their research within the scope of their model of scholarship

Learning Activities

Seminars, seminar presentation and participation, tutorials, student presentations.

Assessment Profile

1. Report on engagement with scholarly activities (e.g. essay or presentation)
2. Defend one's own model of scholarship and explain its relationship to one's scholarly development plan (e.g. student presentation or essay)
3. Report on research in progress, explain how the research might be applied, and sustain extended argumentation on the topic (e.g. presentation)

Unit of Study	X8598A Honours Thesis
Unit Weighting	36 credit points
Type of Unit	Generic (Research)
Prerequisites	Completion of a BTh or equivalent.
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This course unit enables students to develop already advanced knowledge and skills in a particular discipline by research that demonstrates their capacity to proceed to further professional or highly skilled learning.

Learning Outcomes

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

1. Demonstrate coherent and advanced knowledge of the underlying principles and concepts in one or more disciplines.
2. Demonstrate knowledge of research principles and methods appropriate to their discipline.
3. Analyse critically, evaluate and transform information to address the concerns proper to their discipline.
4. Communicate a clear and coherent exposition of knowledge and ideas in a mode appropriate to the discipline and to a variety of audiences.
5. Research with some independence, exhibiting well-developed judgement, adaptability and responsibility as a practitioner or learner.

Content

This course unit permits students to research a topic of their own choice in consultation with a supervisor appointed by the Faculty Board.

Learning Activities

In consultation with supervisor, research in order to clarify a topic and to build bibliography; preparation of essay topic submission; writing and editing.

Assessment Profile

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the unit outcomes above will be based on a Research Essay of 20,000 words.

Unit of Study	X9691A / X9692A Research Project
Unit Weighting	9 credit points / 18 credit points
Type of Unit	Generic (Research)
Prerequisites	None / X8500A Research Methodology
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This graduate course unit builds on the theological background, capacity and interests of a student and enables her or him to pursue broad research, often of a survey nature, into an area or topic within a discipline or across disciplines. This research cannot usually be done within the strictures of individual coursework units or the focused study of a particular topic.

Learning Outcomes

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

1. demonstrate advanced knowledge of the area chosen within the disciplines being studied
2. demonstrate advanced skills of researching within a discipline and across disciplines where applicable
3. investigate, analyse and synthesise complex information in the topic under consideration using the methodologies of the subject area/s
4. integrate the topic being studied into a wider framework with attention to theological, ministerial and social implications of the topic
5. use communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.

Advanced students must learn to study special-interest topics independently according to a valid method of research and analysis.

Content

This course unit permits students to research a topic of their own choosing in consultation with the lecturer.

Assessment Profile

The assessment can take a range of forms in keeping with the nature and scope of the research: annotated bibliographies, presentations, essays, reports, reflection papers, etc. Students should develop and describe the assessments (minimum of two) in collaboration with the lecturer at the outset of the project.

Unit of Study	X9693A / X9694A Independent Guided Study
Unit Weighting	9 credit points / 18 credit points
Type of Unit	Generic (Research)
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This graduate course unit enables students with initiative and creativity to pursue ideas and areas of interest in a subject area. It affords the student an opportunity to develop independent research and study skills.

Learning Outcomes

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

1. identify for themselves a question to be posed or a topic to be investigated in the particular subject area,
2. describe advanced methods for resolving the question or for researching the topic,
3. outline a working bibliography for the area of their research,
4. show advanced competence in descriptive, critical and analytic skills with respect to the topic of their research,
5. produce a report (or reports) that is clearly expressed, well argued, and has potential for publication.

Content

This course unit permits students to research a topic of their own choosing in consultation with the lecturer.

Learning Activities

Learning activities might include library seminars, problem-based learning, student presentations, online tutorials and webinars, critical analysis and comment on draft materials by the student and peers, brainstorming, webbing (mind maps)

Assessment Profile

1. Defend choice of topic, methodology, and working bibliography (e.g. student presentation or report)
2. Engage critically and clearly with texts and arguments (e.g. essay)
3. Defend one's own evaluation of a contested issue

Unit of Study	X9695A Issues in [Topic]
Unit Weighting	9 credit points
Type of Unit	Generic (Teaching)
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This graduate course unit provides students with an opportunity to focus, at an advanced level, on an area (the [Topic] of the unit) within a discipline or sub discipline that is not available elsewhere in the curriculum. The particular topic might include: an examination of contemporary themes or current issues in the discipline; exploration of developments in research and theory; a consideration of the implications of developments in research and theory to a broad range of issues of current concern to Christian life, ministry or theology; an opportunity to learn new theories and skills and to apply them in practical or simulated circumstances.

Learning Outcomes

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

1. Demonstrate a comprehensive knowledge of the topic selected for consideration
2. Critically analyse a range of primary and secondary literature dealing with the topic
3. Critically evaluate the topic using the methodologies appropriate to the discipline
4. Show advanced competence in practical skills and/or descriptive, critical and analytic skills with respect to the topic,
5. Perceptively apply the results of their study to enrich Christian life, ministry, or theology

Content

The topic of interest is arranged by a member of the teaching staff and approved by the Faculty Board.

Teaching Methods

Teaching methods might include group projects, seminars, tutorials, lectures, student presentations, online tutorials.

Assessment Profile

1. Critically review and evaluate writings in the topic studied in this unit (e.g. critical review, annotated bibliography)
2. Demonstrate an advanced understanding of the topic or advanced competence in practical skills related to the topic (e.g. essay, practical demonstration)
3. Critically evaluate the key implications of their study for Christian life, ministry, or theology (e.g. seminar, class presentation)

Unit of Study	X9696A Research Essay
Unit Weighting	18 credit points
Type of Unit	Generic (Research)
Prerequisites	X8500A; 54 credit points in a postgraduate award, including at least 36 credit points in the discipline in which the Research Essay will be undertaken.
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This graduate course unit enables students to develop specialized knowledge and skills in a particular discipline by research that demonstrates their capacity to proceed to further professional practice or highly skilled learning.

Learning Outcomes

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

1. Exhibit a body of knowledge that includes understanding for cent developments in one or more disciplines.
2. Employ advanced knowledge of research principles and methods applicable to their field of research.
3. Investigate, analyse and synthesize complex information, problems, concepts or theories.
4. Convey in coherent and sustained argument, in modes appropriate to the research discipline and to various specialist or non-specialist audience, the results of research.
5. Apply knowledge and skills creatively and with considerable independence to new situations and /or for further learning.

Content

This course unit permits students to research a topic of their own choosing in consultation with the supervisor.

Learning Activities

In consultation with supervisor, research in order to clarify a topic and to build bibliography; preparation of essay topic; writing and editing.

Assessment Profile

Complete a research essay of 10,000-12,000 words in length, graded by two examiners other than the supervisor, one of whom normally is external to the Member Institution at which the research essay is being supervised.