
St Andrew's Greek Orthodox Theological College



HANDBOOK
2014

**St Andrew's Greek Orthodox
Theological College**

**HANDBOOK
2014**

242 CLEVELAND STREET • REDFERN • NEW SOUTH WALES • 2016
TEL: (02) 9549 3100 • FAX: (02) 9549 3151 • www.sagotc.edu.au

This Handbook is correct at the time of printing [6 November 2013].

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SECTION 1: INSTITUTIONAL PROFILE

1.1 BRIEF HISTORY

St Andrew's Theological College, founded in Sydney in 1986, is the only civilly accredited Orthodox tertiary institution of its kind in the Southern Hemisphere.

During the Fourth Clergy-Laity Congress (1981), the first during the term of Archbishop Stylianos, the delegates adopted, among other resolutions, his urgent proposal for the establishment of a Theological College as soon as possible. To this end, the Legal Adviser of the Archdiocesan Council, Sir Arthur George, pledged a contribution

In May 1984, Archbishop Stylianos appointed an Interim Committee (consisting of the Very Rev. Fr Miltiades Chryssavgis who was Vicar General at that time, Rev. Dr John Chryssavgis as Secretary, Mr Michael Diamond, Assoc. Prof. Emmanuel Aroney, and Dr Harry Simmons) in order to consider and suggest ways of facilitating the operation of the Theological College and to prepare a suggested curriculum of studies. After a comparative study and research, the Interim Committee presented its report, which was received and approved by the Archbishop.

Consequently, at the meeting of the Archdiocesan Property Trust held in Sydney, 13th December 1984, three committees were appointed:

- a. A Building Committee, consisting of Sir Arthur George, Mr Niketas Katris and Mr Peter Confos.
- b. An Administrative Council, consisting of His Eminence Archbishop Stylianos, Sir Arthur George, Mr Michael Barbouttis, Mr Michael Diamond, and Mr George Pappas.
- c. An Academic Committee, consisting of His Eminence Archbishop Stylianos, Very Rev. Miltiades Chryssavgis, Rev. Dr John Chryssavgis, Prof. Alexander Cambitoglou, Assoc. Prof. Emmanuel Aroney and Dr Harry Simmons.

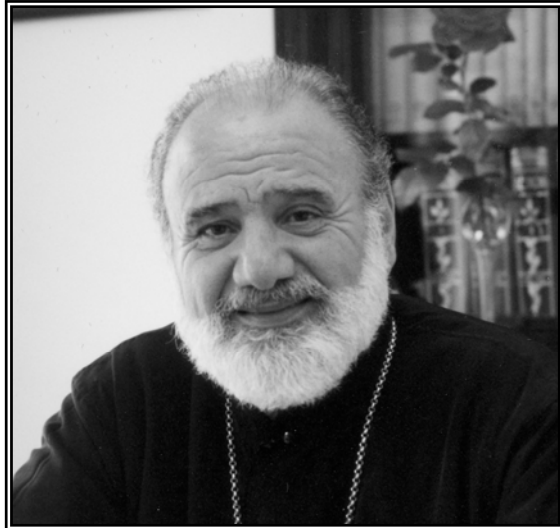
The opening of the Theological College became mandatory by virtue of the very nature of the mission of the Church in Australia. There was need for a Theological School that would be primarily dedicated to theological study in co-operation with other Theological Colleges. Heads of Theological Colleges of other Churches looked forward to what would be offered them: the great scriptural commentaries, the writings of the Greek Fathers, the Orthodox liturgy, iconography and spirituality. It was hoped that a centre of theological reflection and ecumenical dialogue would be created, offering the Orthodox world-view and perspective.

As a result of these coordinated efforts, the College was finally opened on the 23rd February, 1986. The Dean of the Patriarchal Theological School of Halki, Metropolitan Maximos of Stavroupolis, was present, having been invited especially for the occasion. He brought with him a congratulatory message from Ecumenical Patriarch Demetrios I. The Premier of New South Wales, Hon. Neville Wran, was also present.

The aims of the College were briefly yet succinctly outlined by the Dean, His Eminence Archbishop Stylianos, during his address at the Official Opening:

The establishment of the first Orthodox Theological College in the Southern Hemisphere is not and could not be simply an achievement of an ethnic group or of a denomination. Orthodoxy does not represent a certain number of Christians, a mere part of historical Christendom or an ideology dictated by geographical, racial or

political conditions. Orthodoxy is the faithful continuation of the undivided Christian Church of the first millennium, as decisively expressed in the Ecumenical Councils. Orthodoxy is a precious legacy for all of us. As such it belongs to all Christians and, through them, to the whole of mankind. This is why the importance of the College is expressed not so much through the term "**Theological**" as through the qualification "**Orthodox**". The Greek Orthodox Archdiocese of Australia had many years ago felt that its faithful would not be properly served and would not be creatively integrated in this multicultural and polyethnic society unless a Theological College were to be established. Yet the realisation of such a sacred ambition was far beyond our actual resources.... Theology in Christianity cannot be a subject of individual thought and activities. Theology is the deeper breathing of the whole Church body as enlightened by the Holy Spirit who is promised only in the plurality of Church communion, and not in the isolation of the individual scholar. Our theology is accordingly **traditional, biblical, liturgical**, and in one word, **ecclesiastical**, otherwise it cannot be regarded as the fruit of the Holy Spirit ... We hope to be enabled to serve in a creative way not only our Church but also Australia and the universal society of peace, reconciliation, justice and sanctification which is God's ultimate will for His entire world (**Voice of Orthodoxy**, March 1986, pp. 22-23).



St. Andrew's Greek Orthodox Theological College is already enabling the Church to meet its pastoral needs, in our own times and in our own environment, while at the same time preserving a balanced view of Orthodox tradition and life.

1.2 EDUCATIONAL STANDARDS

The task of ensuring appropriate academic standards and requirements, applicable both to faculty and students, has been meticulously pursued. In particular, accreditation with the Sydney College of Divinity, of which St Andrew's Greek Orthodox Theological College is a full member institution, guarantees for St Andrew's a high standard of scholastic excellence and approval by the Department of Education of the Australian Government.

St Andrew's is committed to the principle that students at the tertiary level should be taught by scholars who are themselves engaged in advancing knowledge in their particular field or fields. Consequently, St Andrew's takes seriously its obligations to encourage and assist the scholarly activity of members of its staff and to inculcate research skills in students with the ability and inclination to undertake research for a higher degree upon completion of their undergraduate studies. Towards these ends, St Andrew's has, for instance, sought to promote a scholarly collegial atmosphere and has published, from the very first year of its operation, an academic theological journal, *Phronema*.

During its first two decades St Andrew's had necessarily concentrated its efforts at the undergraduate level. Now it is also in a position to offer course units towards an honours program as well as postgraduate education to a broader student base. Furthermore, it is looking to gradually build up a small community of students reading for Master of Theology and Doctoral degrees.

In June 2001 the St Andrew's Orthodox Press was established with the immediate aim of publishing the official newspaper of the Greek Orthodox Archdiocese of Australia: *The Greek-Australian VEMA*. As of May 2005 the Dean appointed a Publishing Director who could work to ensure that the Press publishes academic and theological works of the Faculty and graduates, as well as publications pertaining to historical, cultural and educational topics related to Orthodoxy for the benefit of the general public.

1.3 FACULTY

Full Time and Part Time

His Eminence Archbishop STYLIANOS of Australia BD (Halki 1958) DD (Athens 1965) <i>HonD</i> (Lublin 1985) <i>HonThD</i> (SCD 2001)	Dean <i>Systematic Theology</i>
--	------------------------------------

His Grace Bishop Seraphim of Apollonias BD Hons (Thessalonica 1971)	Sub-Dean <i>Liturgical Studies</i>
--	---------------------------------------

Very Rev. Dr Doru Costache BTh (Bucharest 1993) PhD (Bucharest 2000)	<i>Patristic Studies</i>
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Dr Philip Kariatlis BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001) ThD (SCD 2010)	Academic Director <i>Systematic Theology</i>
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Very Rev. Archimandrite Sophronios Konidaris BTh (SCD 2002)	Chaplain
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Mr Anastasios Kalogerakis BBus (Monash 1996) BTh (SCD 2000) MTh (SCD 2010)	Registrar <i>Biblical Studies</i>
---	--------------------------------------

Mr Chris Harvey BEng (Sydney 1981) AssocDipLibPrac (Sydney Institute TAFE Ultimo 1992) BTh (Charles Sturt 2008)	Librarian
--	-----------

Mr Mario Baghos BTh (SCD 2009) BTh Hons (SCD 2010)	<i>Church History</i> <i>Patristic Studies</i>
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Dr Margaret Beirne, RSC BA (UNE 1973) MA (Weston 1978) BD (MCD 1984) MEd (UNSW 1986) DTheol (MCD 2000)	<i>Biblical Studies</i>
--	-------------------------

Rev. Alan Galt OAM (2006) BA (Sydney 1964) MA (Macquarie 1980) Acting Level 3 Supervisor of CPE (2003)	<i>Pastoral Theology</i>
--	--------------------------

Ms Zorka Simich DipLibInfoServ (Sydney Institute TAFE Ultimo 2005)	Assistant Librarian
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Sessional and Honorary

Dr Gregory Fox BA Hons (Sydney 1963) DipEd (Sydney 1964) <i>HonDD</i> (Fiji 2005)	<i>New Testament Greek</i>
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Dr Guy Freeland BA Hons (Bristol 1960) PhD (Bristol 1965) CertHist&PhilSci (Cambridge 1963)	<i>Liturgical Studies</i>
Rev. Athanasios Giatsios BA (Sydney 2001) MA (Sydney 2002) BTh (SCD 2006) MA (SCD 2007)	<i>Modern Greek</i>
Assoc. Prof. Angelo Karantonis BEc (UNE 1980) MCom (UNSW 1982) BTh (SCD 2000)	Editor, <i>Phronema</i>
Mr Dimitri Kepreotes BA (UNSW 1986) BTh (SCD 1991) MTh (SCD 2001)	<i>Pastoral Theology</i> <i>Modern Greek</i>
Rev. Gerasimos Koutsouras BA (Sydney 1998) MA (Sydney 2000) DipByzMusic (Thessalonica 2002) MTh Hons (Thessalonica 2005)	<i>Church History</i> <i>Liturgical Music</i>
Dr John Lee FAHA (2005) BA (Sydney 1966) PhD (Cambridge 1970)	<i>Advanced New Testament</i> <i>Greek</i>
Prof. Garry W. Trompf FAHA (2002) BA (Melb 1962) DipEd Hons (Melb 1963) MA (Monash 1967) MA (Oxford 1974) PhD (ANU 1975)	<i>Church History</i>
Very Rev. Steven Scoutas BD Hons (Thessalonica 1974)	<i>Pastoral Theology</i>
Rev. Constantine Varipatis BComm (Qld 1981) BTh (SCD 1990) MTh Hons (Sydney 1993)	<i>Pastoral Theology</i>

SECTION 2:
**COURSES OF STUDY ACCREDITED THROUGH
THE SCD (SCD)**

St Andrew's is accredited through the SCD (SCD), a tertiary education institution providing high quality, accredited awards in theology and related areas through the teaching colleges that are its member institutions.

The SCD is recognised by the Commonwealth Government as a Higher Education Provider and has programs accredited and authorised across Australia, with access to Fee-Help loans for eligible students. It is also listed on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

St Andrew's delivers the following SCD accredited courses of study:

Undergraduate

- Bachelor of Theology
- Bachelor of Theology (Honours)
- Diploma of Christian Studies

Postgraduate Coursework

- Graduate Certificate in Arts
- Graduate Diploma of Arts
- Master of Arts
- Master of Theology

Application and enrolment into the aforementioned coursework programs is made through the Registrar of St Andrew's.

St Andrew's also offers supervision for SCD higher research awards in selected disciplines. Application and enrolment for higher research awards is made directly through the Office of the Dean of the SCD. Please consult the Registrar for more information.

St Andrew's offers units via three modes of delivery* :

- **Weekly daytime lectures during the course of each semester.** This mode of delivery is the most common and principally, although not exclusively, for undergraduate BTh students.
- **Weekly evening lectures during the course of each semester.** The units offered are typically of a foundational character and in most cases available to both undergraduate and postgraduate students alike.
- **Distance Education (Online).** A number of units are offered as online distance education units. Some of these units, notably those designated as foundational, require compulsory attendance at an on-campus residential school.

* Students studying at university or any recognised tertiary institution may be able to undertake units as cross-institutional study towards their own undergraduate or postgraduate awards subject to the approval of their own Faculty Department.

2.1 BACHELOR OF THEOLOGY

2.1.1 OVERVIEW

The Bachelor of Theology degree is a primary qualification in theology and is the basis for further study at postgraduate level. It is a broad course combining both theological and practical studies. All relevant components and course units of the Bachelor of Theology are normally completed over three years.

At present, the Bachelor of Theology serves as the principal means of training men for ordination or active ministry within the Church and, as such, admission to this program is limited to male applicants aspiring to this end. After satisfying the requirements of the Bachelor of Theology, students may be eligible to complete the Bachelor of Theology (Honours) program or to complete a postgraduate course of study determined by Faculty.

At all times, applicants are advised that completion of their studies does not constitute a guarantee of ordination in the Orthodox Church. Among other things, applicants considering ordination should keep in mind that the years of education and training at St Andrew's serve as a period of discernment, and that ordination itself is regulated by the canon law of the Eastern Orthodox Church. Application of the relevant canons as well as the establishment and application of any other requirements relating to ordination lies exclusively with the competent ecclesiastical authority. Applicants who have questions concerning their eligibility for ordination should consult with their appropriate ecclesiastical authority. They may also seek further information from the Registrar.

Although part-time study is available, priority is given to prospective full-time students during the admissions process.

2.1.2 ADMISSION

2.1.2.1 **Normal Entry Students:** Applicants with Yr 12 High School Certificate and an Australian Tertiary Admission Rank (ATAR) of 72.5 or its equivalent may be admitted subject to the approval of the Student Administration Committee of the SCD.

2.1.2.2 **Mature-age Students (21 years and over):** Applicants may be admitted subject to the approval of the Student Administration Committee of the SCD. Their status is provisional during their first year of studies and their progress during this time will determine whether they continue the Bachelor of Theology program.

2.1.2.3 **Special Entry Students:** Applicants who can show that they are capable of pursuing the program of studies at St Andrew's may be admitted subject to the approval of the Student Administration Committee of the SCD. Their status is provisional during their first year of studies and their progress during this time will determine whether they continue the Bachelor of Theology program.

2.1.2.4 **Non-Award Students:** Discrete units within the Bachelor of Theology may be available to external students seeking credit. Please consult the Registrar.

2.1.2.5 **Auditors:** Discrete units within the Bachelor of Theology may be available to external students not seeking credit. Please consult the Registrar.

2.1.2.6 No candidate may be concurrently enrolled in any other undergraduate or postgraduate course within the SCD or any other tertiary institution unless the

candidate is enrolled in an approved joint degree program, or unless approval has been granted by the Academic Board of the SCD.

2.1.2.7 Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally will be required to demonstrate competency in English by an International English Language Testing System (IELTS, or equivalent) result of 6.5 with no score of less than 6.0 in all bands of the 'academic format' of the test. A student can be admitted provisionally when they have an IELTS result of 6.0 with no score less than 6.0 in all bands of the 'academic format' of the test. They must pass all units in the first two semesters in order to be permitted to continue.

2.1.3 RATIONALE OF THE BACHELOR OF THEOLOGY PROGRAM

The three year program at St Andrew's, designed for male students with an intention of ordination or active service within the Church, has simultaneously an academic, spiritual and practical nature in order to impart to students a thorough knowledge, skills and *phronema* (mentality or attitude) in Orthodox theology and spirituality for multifarious *diakonia* (ministry) in an Australian context.

Given the distinctive theological ethos and character of Eastern Christianity, the aim of the College's educational program is to integrate spirituality, faith and academic excellence. Consequently, St Andrew's is not a secular institution. The mind, the heart and the soul are to be nurtured: "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself" (Luke 10:27). At St Andrew's, the lecture room, the library and the study (the places of learning), and the chapel (the place of worship), are all of equal significance. All scholarly endeavours are ultimately a reflection upon the glory and truth of the Holy Trinity and divine revelation. This sacred meditation upon God's Word is to be pursued by both faculty and students within the various theological disciplines within the lecture room with the certainty of academic freedom and dignity.

In the spirit of Orthodox Christianity, educational growth is inseparably bound to the values, spirit and experience of the faith. As such, St Andrew's is concerned with the spiritual and moral development of the students. The theologian is the one who struggles not only to gain a deep understanding of the faith but also lives this faith with all its powers and practical applications.

St Andrew's aspires to promote a student's potential towards excellence. The College is concerned with the advancement of Orthodox thought and life. Through research, publications and ecumenical encounters, it seeks to provide sound theological reflection on vital issues facing the Church. It has always envisioned itself to be a place and source of renewal and continuing education for those already engaged in ministry. It is dedicated to the task of helping those aspiring to fulfil their calling in various ministries in the midst of the complexities and responsibilities of this post modern era. Furthermore, given our own sceptical and secular age, which has attempted to demythologise and trivialise the most fundamental elements of the faith, one aspect of the College's academic thrust is to demonstrate the historical certainty upon which the Church's faith is grounded. In this particular endeavour, St Andrew's does not hesitate to employ contemporary historical and analytical forms of inquiry.

2.1.4 NATURE OF THE BACHELOR OF THEOLOGY PROGRAM

The primary aim of St Andrew's is to train **bilingual** priests and theologians for Greek Orthodox Parishes and Communities throughout Australia. In order to foster the linguistic skills necessary for effective parish work the **Modern Greek** language is currently taught as a separate component and, although not credited for the undergraduate program, is regarded as an internal requirement.

It should be noted that an emphasis on the discipline of 'Theology' is due to the significance which Orthodoxy places upon the Church Fathers and their understanding of Holy Scripture. As an essential and universal dimension of Orthodox theological endeavour, Patristic Theology constitutes an additional field in the discipline of 'Theology', owing to its interrelationship and interaction with Systematic Theology. In this offering, St Andrew's becomes distinctive among member institutions of the SCD.

The three year program at St Andrew's includes both academic and practical components in order to give students a thorough training in Eastern Orthodox theology and the skills needed for a contemporary pastoral ministry in Australia. In addition, St Andrew's is intended to be a centre of ecumenical scholarship and interaction.

2.1.5 STRUCTURE OF THE BACHELOR OF THEOLOGY

- 2.1.5.1 At least 24 units - 216 credit points - normally scheduled over not less than three years (full-time) and not more than nine years (part-time).
- 2.1.5.2 Completion of at least a major in Theology and sub-majors in Biblical Studies and Church History.
- 2.1.5.3 Each unit has a 9 credit point value unless otherwise stated.
- 2.1.5.4 Not more than 90 credit points taken at 7100 level.
- 2.1.5.5 At least 36 credit points in total from the sub-disciplines of Pastoral Counselling, Pastoral Theology, and Worship and Liturgy.
- 2.1.5.6 At least 54 credit points at 7300 level or above.
- 2.1.5.7 A maximum of 36 credit points is permitted in research units with no more than 18 credit points in Independent Guided Study units and 18 credit points in Research Project units.
- 2.1.5.8 Not more than 108 credit points in Pastoral Theology.
- 2.1.5.9 Students who have completed 108 credit points towards the Bachelor of Theology may select up to four units (36 credit points) at 8500 and 9600 level. Within these four units, a student can only select up to two units (18 credit points) at 9600 level and this is provided that they have already completed at least a sub-major in that sub-discipline with a grade point average of at least 2.0.
- 2.1.5.10 A major is made up of 54 credit points with not more than 18 credit points at 7100 level or with the approval of the Academic Board, up to 54 credit points at 7200, 7300 and 8500 level, and under certain provisions up to 18 credit points at 9600 level.
- 2.1.5.11 A sub-major shall require 36 credit points from units assigned to the major including no more than 18 credit points at foundational level or, with the approval of the Academic Board, up to 36 credit points at advanced level.
- 2.1.5.12 A normal full-time student load is 36 credit points (four units) per semester. A normal part-time student load is 18 credit points (two units) per semester. Any modifications to a student's load must be discussed with the Registrar.

- 2.1.5.13 The website of the SCD may contain further details about this award. Please consult the Registrar for more information.
- 2.1.5.14 There are other additional compulsory course requirements specific to St Andrew's without which a student may not be eligible for graduation. These include the satisfactory completion of compulsory units (see Section 4 of this Handbook) and internal requirements such as Modern Greek, Byzantine chant, chapel/liturgical participation, seminars/workshops, bible study, student retreat, excursions, and field education as assigned (see 2.1.6 below).
- 2.1.6 **INTERNAL REQUIREMENTS FOR BACHELOR OF THEOLOGY STUDENTS**
- 2.1.6.1 Six semesters of Modern Greek language studies unless evidence of strong competency or prior tertiary study in this field warrant exemption. Any request for exemption is subject to the approval of Faculty.
- 2.1.6.2 Six semesters of Byzantine chant unless evidence of strong competency or prior tertiary study in this field warrant exemption. Any request for exemption is subject to the approval of Faculty.
- 2.1.6.3 Field education as prescribed.
- 2.1.6.4 Participation in daily chapel services, other liturgical services and any occasional events as instructed.
- 2.1.6.5 Assignment to a parish for Sunday morning services as instructed.
- 2.1.6.6 Participation in the annual student retreat and other group excursions and pilgrimages as instructed.
- 2.1.6.7 Participation in seminars, workshops, conferences, public lectures, bible study, and designated 'College Events' as instructed.
- 2.1.7 **CREDIT FOR PREVIOUS OR CONCURRENT STUDY**
- 2.1.7.1 Credit may be granted in units for comparable work completed or concurrently being undertaken at an approved level at any recognised tertiary institution, to a maximum of 144 credit points. Applications for credit must include an authorised transcript of the studies undertaken and the official description of units completed at the other institutions.
- 2.1.7.2 Credit is determined by the Student Administration Committee of the SCD and is subject to its final approval.
- 2.1.7.3 Receipt of credit for previous or concurrent study does not normally exempt a student from completing the compulsory requirements of St Andrew's as stated above unless such exemption is approved by Faculty.
- 2.1.8 **EXTERNAL STUDIES**
- The requirements of specific units in majors and sub-majors can also be fulfilled if a student undertakes an equivalent unit at another member institution of the SCD or at a university or recognised tertiary institution after consultation with the Registrar and subject to Faculty approval.

2.1.9 SAMPLE PROGRAM (FULL TIME STUDENT)

Year 1 (Bachelor of Theology)

Semester 1

Introduction to New Testament Greek
Introduction to the Old Testament
Introduction to Christian Worship
Introduction to Theology
Byzantine Music / Modern Greek
Field Education / Seminars

Semester 2

New Testament Greek
Introduction to the New Testament
Introduction to Pastoral Theology & Ministry
Early Church Fathers
Byzantine Music / Modern Greek
Field Education / Seminars

Year 2 (Bachelor of Theology)

Semester 1

The Four Gospels or Pauline Literature
Introduction to Pastoral Counselling
History of the Early Church
Early Byzantine Patristic Theology
Byzantine Music / Modern Greek
Field Education / Seminars

Semester 2

Early Byzantine History
The Church or The Self-Revealing God
Later Byzantine Patristic Theology
ELECTIVE UNIT
Byzantine Music / Modern Greek
Field Education / Seminars

Year 3 (Bachelor of Theology)

Semester 1

Pauline Literature or The Four Gospels
Later Byzantine History
ELECTIVE UNIT
ELECTIVE UNIT
Byzantine Music / Modern Greek
Field Education / Seminars

Semester 2

History of the Orth. Churches since 1453
The Self-Revealing God or The Church
ELECTIVE UNIT
ELECTIVE UNIT
Byzantine Music / Modern Greek
Field Education / Seminars

Elective units are listed in the timetable and may vary from year to year. These may include Clinical Pastoral Education, supervised ministry, eligible postgraduate unit(s), generic unit(s) in an available discipline, and/or cross-institutional study (with permission).

2.2 BACHELOR OF THEOLOGY (HONOURS) – BTh (Hons)

2.2.1 AWARD SUMMARY

Entry Requirements:	A SCD Bachelor of Theology or joint Bachelor of Theology degree within the last five years and with a grade point average of 2.7 in the coursework and 3.0 in the area of specialisation, or equivalent qualifications from a university or other tertiary institution.
Duration:	1 year full-time or 3 years part-time.
Mode:	Full-time or part-time.
Structure:	72 credit points, comprising 27 credit points in coursework and a thesis for 45 credit points.
English Proficiency:	Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally require a minimum International English Language Testing System (IELTS, or equivalent) score of 7.0 in all bands of the ‘academic format’ of the test.
Fees:	\$1200 per 9 credit points, taken at 9600 level. Please read ‘Financial Information’ in Section 6 of this Handbook for further details and scholarship opportunities. FEE-HELP is available (conditions apply).

2.2.2 OVERVIEW

The Honours award is the equivalent of one year full-time study consisting of course work and a significant supervised research component (thesis). The maximum period of part-time candidature is normally three years. In certain circumstances the Research Degree Committee of the SCD may grant extensions.

2.2.3 RATIONALE

The Honours award provides the opportunity for preparatory research as a stepping stone to research in theology at the highest academic level.

2.2.4 OUTCOMES

Students should be able to:

Knowledge

- have a deeper understanding of their area of specialisation, and
- demonstrate familiarity with the methodologies of their area of specialisation.

Skills

- build and sustain an argument with reference to appropriate primary and secondary sources;
- acquire and apply appropriate technical competencies e.g. ancient languages, exegesis; and
- develop capacity for critical analysis and research skills necessary for higher degree research.

Values

- appreciate the contribution of research to constructive dialogue with the church and wider communities, and
- appreciate the value of research as a component of lifelong learning.

2.2.5 ADMISSION

2.2.5.1 A student who has completed a Bachelor of Theology with the SCD within the last five years and with a grade point average of 2.7 in the coursework component and 3.0 in the area of specialisation, or who holds an equivalent qualification from a university or other recognised tertiary institution, may seek admission.

2.2.5.2 The grade point average is calculated as follows:

$$\text{GPA} = (4H + 3D + 2C + 1P + 0N) \div E, \text{ where}$$

H is the number of course units for which a High Distinction grade was awarded;

D is the number of course units for which a Distinction grade was awarded;

C is the number of course units for which a Credit grade was awarded;

P is the number of course units for which a Pass grade was awarded;

N is the number of course units for which a Fail grade was awarded;

E is the total number of course units for which a student was effectively enrolled (excluding units with W).

2.2.5.3 Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction will be required to demonstrate competency in English by an International English Language Testing System (IELTS, or equivalent) result of 7.0 in all bands of the 'academic format' of the test and may be required to attend such English language courses as prescribed by the SCD.

2.2.5.4 Applicants will be required to show evidence of competence in ancient and/or modern languages in order to access primary sources and significant secondary works relevant to their thesis topic. Language requirements will be determined at the time of application in consultation with the proposed supervisor.

2.2.5.5 No candidate for the Bachelor of Theology (Honours) may be concurrently enrolled in any other undergraduate or postgraduate course within the SCD or any other tertiary institution unless the candidate is enrolled in an approved joint degree program, unless approval has been granted by the SCD Academic Board.

2.2.6 STRUCTURE AND REGULATIONS

2.2.6.1 No less than 72 credit points in one area of specialisation comprised of the following:

- a. A thesis of 15,000-20,000 words (45 credit points) in the area of specialisation.
 - b. A methodology unit or one designed under an independent guided study unit for 9 credit points at 9600 level
 - c. A further two units (18 credit points in total) in the area of specialisation from offerings at 9600 level.
 - d. A seminar on work in progress instituted at an appropriate point in the course.
- 2.2.6.2 A student may not submit as the main content of their thesis any work or material which has previously been submitted for a degree.
- 2.2.6.3 The thesis must be conducted under the guidance of a supervisor appointed by St Andrew's.
- 2.2.6.4 Within two weeks of enrolling in the year in which the thesis is to be written the student's supervisor shall receive a thesis topic which is to be reviewed by a sub-committee of Faculty for recommendation to the SCD.
- 2.2.6.5 Within four weeks of enrolling in the year in which the thesis is to be written the student's approved thesis topic shall be submitted by Faculty for final approval to the Research Degree Committee of the SCD.
- 2.2.6.6 All thesis proposals involving the gathering of personal information from people by surveys, interviews or case studies, etc, must first be referred to the Research Degree Committee for approval using the appropriate forms and will be dealt with according to the procedures and policies of the Ethics Review Committee.
- 2.2.6.7 The website of the SCD may contain further details about this award. Please consult the Registrar for more information.
- 2.2.7 **MONITORING OF CANDIDATURE**
- Once a semester, and at any other time considered appropriate, the supervisor of the thesis shall report to Faculty on the progress of each student using the appropriate form.
- 2.2.8 **TERMINATION OF CANDIDATURE**
- 2.2.8.1 If for any reason the student's progress is unsatisfactory, Faculty shall ask the student to show cause why candidature should not be terminated.
- 2.2.8.2 Any show of cause submission shall be forwarded to the Research Degree Committee of the SCD and this Committee's recommendation shall be forwarded to the Academic Board of the SCD. The Committee may recommend the termination of candidature, continuation of enrolment and imposition of conditions on continuation of candidature.
- 2.2.8.3 If the student does not show cause, the Research Degree Committee shall recommend termination of candidature to the Academic Board.
- 2.2.8.4 Persons whose candidature has been terminated may have recourse to the appeals procedures of the SCD. The decision of the appeals committee is final.
- 2.2.9 **EXAMINATION OF THESIS**
- 2.2.9.1 The student shall submit to the Registrar three copies of a thesis embodying the results of their research. All copies of the thesis shall be bound in temporary form. The length of the thesis shall conform to the prescribed requirements. The thesis must be written and presented in accordance with the current guidelines for the preparation of a thesis within the SCD.

- 2.2.9.2 The thesis must be the student's own work, must be written in English, and must reach a satisfactory standard of literary presentation.
- 2.2.9.3 Before a student may submit a thesis, the supervisor must certify in writing that the thesis conforms to the requirements of the regulations. A certificate to this effect shall be supplied by the supervisor when the thesis is submitted. If the supervisor does not so certify, Faculty shall determine whether the thesis shall be submitted after having considered written submissions from the supervisor and the student.
- 2.2.9.4 The Research Degree Committee of the SCD shall appoint two examiners, at least one of whom shall be external to St Andrew's. Examiners shall report in writing three months from the receipt of the thesis. Examiners will be replaced if the report is not received within four months unless the examiner is given leave to report late.
- 2.2.9.5 The thesis shall be graded by the examiners according to the standard grading practice within the SCD and a final grade achieved by averaging the grades awarded by the examiners; provided that where the examiners' marks differ by more than ten (10) marks a third examiner will be asked to grade the thesis and the final result will be based on consideration of the three grades.
- 2.2.9.6 The three course work units shall be graded according to standard grading practice within the SCD.
- 2.2.9.7 The final grade of honours is calculated by taking into account the results of the Honours thesis (equivalent to 5 course work units) and the three course work units. The final grade is the average of the eight course units' equivalent. The Faculty of St Andrew's shall then propose a final grade of 1st Class Hons, 2nd Class Hons (Div.1), 2nd Class Hons (Div.2) or 3rd Class Hons, as deemed appropriate.
- 2.2.9.8 The cut off grades for classes of honours shall be H = First Class; D = Second Class, Division One; C = Second Class, Division Two; P = Third Class.
- 2.2.9.9 If a student completes all the components of the honours course but fails to qualify for the award of any class of honours, his or her academic record will be endorsed with an academic comment "Failed to qualify for a class of honours in the Bachelor of Theology" and the honours course description against which the class of honours is normally recorded will be deleted.
- 2.2.10 **EXAMINERS' REPORTS**
- Students will be given a copy of the examiners' reports at the completion of the examination process. Examiners' names will be included unless a written request to the contrary has been received by the Office of the Dean of the SCD.
- 2.2.11 **GUIDELINES FOR THE PREPARATION OF THE THESIS**
- 2.2.11.1 All copies of the thesis shall be in good quality typescript on one side of the paper only. In the main body of the thesis double-spacing of typescript is preferred, but one-and-a-half-spacing is acceptable. Single-spacing may be used only for appendices and footnotes. The paper shall be good quality, medium weight white stock, sufficiently opaque for normal reading.
- 2.2.11.2 Gender inclusive language is to be used.
- 2.2.11.3 The size of the paper shall be A4 (297mm x 210mm) except for illustrative material such as drawings, maps and printouts, on which no restriction is placed.
- 2.2.11.4 The margins on each sheet shall be not less than 40mm on the left-hand side, 20mm on the right-hand side, 30mm at the top and 20mm at the bottom.
- 2.2.11.5 The recommended structural sequence of a thesis is as follows:

Title Page
 Declaration of Originality
 Acknowledgements (if any)
 Preface (if any)
 Table of Contents
 List of illustrations and tables (if any)
 Abstract
 Introduction (if separate from Chapter 1)
 Chapters in sequence
 Appendix or appendices (if any)
 Bibliography

2.2.11.6 The title page shall contain the thesis title, author’s name, degree and year of submission.

2.2.11.7 The Declaration of Originality shall take the following form:

This thesis is based upon original work by the author and a study of the relevant published works as indicated and acknowledged in the text.

*Signed:.....
 (Author’s signature)*

Date.....

2.2.11.8 The table of contents should be fairly comprehensive in a thesis, since an index is not usually included.

2.2.11.9 Beginning with the first page of Chapter 1, pages should be numbered consecutively using Arabic numerals. Preceding pages, except the title page, should normally be given lower case Roman numerals.

2.2.11.10 Each copy of the thesis shall have an abstract of not more than 500 to 700 words bound in. The abstract should indicate the problem investigated, the procedure followed, the general results obtained, and the major conclusions reached. It should not contain any illustrative material or tables.

2.2.11.11 Appendices contain supplementary material that the author considers necessary to the interpretation of the text itself. Long tables, raw or relatively unprocessed data, detailed reports or computer printouts are generally more appropriately included in an appendix.

2.2.11.12 Materials such as illustrations, charts and tables must not be submitted on the back of typed sheets. Except with the approval of the supervisor, these should be bound facing the text to which they refer, or if necessary, as right-hand pages, immediately after the first reference to them. The caption should be placed at the bottom of the page.

2.2.11.13 Materials such as diagrams, maps, and tables which exceed A4 size should be either: (a) folded so as to read as a right-hand page when opened; or (b) clearly referred to in the text, numbered and folded for insertion in a pocket in the back inside cover of the thesis binding.

2.2.11.14 Footnotes at the bottom of each page are preferred, but endnotes will be permitted.

2.2.12 **BIBLIOGRAPHY AND REFERENCING**

No single method of referring is prescribed by the SCD, but it is essential that candidates use one or other of the generally recognised systems of referencing such as the *Chicago Manual of Style* (16th Edition) and *A Manual*

for Writers of Term Papers, Theses, and Dissertations (7th Edition) by Kate L. Turabian. These are available from the library. See Section 7 for assistance. The Chicago-Style Citation Quick Guide is available online at http://www.chicagomanualofstyle.org/tools_citationguide.html.

2.2.13 PRESENTATION AND BINDING OF THESIS FOLLOWING EXAMINATION

2.2.13.1 When any corrections as determined by the Research Committee in light of the examiners' reports have been completed two bound copies of the thesis and one electronic copy are to be submitted to the Office of the Dean of the SCD. The bound copies are to conform to the guidelines for the presentation and binding of theses following examination.

2.2.13.2 A copy of the bound thesis is to be deposited in the designated home library of the student, while the other bound copy and electronic copy remain with the Office of the Dean of the SCD. The copies will be available for consultation, loan, electronic distribution and photocopying forthwith. In exceptional cases the Research Committee, on application of the student, may determine that the thesis shall not be available until after the expiry of a period, normally no longer than a year.

2.2.13.3 Each copy of the final version of the thesis shall be bound in boards, covered with buckram or similar, and embossed on the spine as follows:

- a. At the bottom and across, the words "SCD";
- b. 90mm from the bottom and across, the degree and year of submission, for example: BTh (Hons) 2009;
- c. Evenly spaced between the statement in (b) and the top of the spine, the initials and surname of the author. No other lettering or decoration shall appear on the spine;
- d. Where the spine of the thesis is too thin to support lettering across, the wording shall be printed along the spine reading from top to bottom in all cases.

2.2.14 EXTERNAL STUDIES

The completion of discrete course units in the Honours program (not including the thesis) may be undertaken at another member institution of the SCD or at a recognised tertiary institution after consultation with the Registrar and subject to the approval of Faculty.

2.2.15 ARTICULATION INTO HIGHER RESEARCH AWARDS

Students may articulate into the Doctor of Theology, provided they meet the entry requirements stipulated by the SCD.

2.3 DIPLOMA OF CHRISTIAN STUDIES – DipChSt

2.3.1 AWARD SUMMARY

Entry Requirements:	An Australian Tertiary Admission Rank (ATAR) of 72.5, or its equivalent; or Mature Age and Special Entry Admissions for those who have reached the age of 21; or articulation from other SCD programs.
Admission:	Annual only. Applications should be received before the end of January. Please check the website for 'Important Dates'.
Duration:	12 months full-time or up to 3 years part-time.
Mode:	Full-time or part-time.
Structure:	72 credit points (i.e. 8 bachelor level units).
Enrolment Options:	<i>On-Campus Weekly Lectures</i> : full time and part time study available <i>Distance Education (Online)</i> : full time and part time study available
English Proficiency:	Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally require a minimum International English Language Testing System (IELTS, or equivalent) score of 6.5 with no score less than 6.0 in all bands of the 'academic format' of the test.
Fees:	\$900 per 9 credit points, taken normally at 7100 level or 7200 level. Please read 'Financial Information' in Section 6 of this Handbook for further details and scholarship opportunities. FEE-HELP is available (conditions apply).
Available Units (2014)	<i>Semester 1</i> A7120A Introduction to New Testament Greek ^ B7120A Introduction to the Old Testament B7273A The Four Gospels C7146A Introduction to Pastoral Counselling H7110A History of the Early Church * P7277A Basic Unit of Clinical Pastoral Education 1 (18) P7282A Supervised Ministry 1 T7101A Introduction to Theology * <i>Semester 2</i> A7170A New Testament Greek B7130A Introduction to the New Testament ^ H7230A Early Byzantine History L7232A Orthodox Christian Hymnology P7101A Introduction to Pastoral Theology & Ministry P7277A Basic Unit of Clinical Pastoral Education 1 (18) <i>cont.</i> T7217A The Church T7281A Early Church Fathers *

2.3.2 GRADUATE PROFILE AND RATIONALE

The Diploma of Christian Studies is an undergraduate award based wholly on Bachelor of Theology units. It is designed to introduce students to Christian studies within higher education. Graduates will have acquired basic knowledge, skills, and values of Christian relevance to their professional, family, church, social, or personal lives and have deepened their awareness of the nature and scope of theology and their affinity with it as a field of study within higher education. Some graduates may have taken the opportunity to focus their elective studies in such a way as to complete a major. In this case, they will have acquired the skills, knowledge, and values outlined for the respective majors as set out for the Bachelor of Theology (see SCD Handbook).

All assignable course units are taught in the English language.

2.3.3 ENROLMENT

Enrolment into a unit or units is preceded by an application for admission into the actual award. This application for admission should be made by contacting the Registrar directly via telephone or email by the end of January (for entry in Semester 1) or the end of June (for entry in Semester 2). Late applications received after these respective deadlines may still be considered but only after consultation with the Registrar and at the discretion of St Andrew's.

If the application for admission is approved then enrolment takes place in conversation with the Registrar who is responsible for guiding the student's study pathway.

2.3.4 ARTICULATION TO OTHER AWARDS

The Diploma of Christian Studies is both a stand-alone award and a nested award in the Associate Degree of Christian Thought and Practice and the Bachelor of Theology. As a result it articulates directly into either of these awards. On completion of either of these further awards the student would surrender their Diploma of Christian Studies. The exception would be if there was no credit granted into the further awards for the units in the Diploma.

St Andrew's does not presently offer admission into the Associate Degree of Christian Thought and Practice.

As noted in 2.1.1 above, the Bachelor of Theology presently serves as the principal means of training men for ordination or active ministry within the Church and as such admission to this program is limited to male applicants aspiring to this end.

2.3.5 ADMISSION TO CANDIDATURE

2.3.5.1 An applicant for admission to candidature for a Diploma of Christian Studies shall: (a) have an Australian Tertiary Admission Rank (ATAR) of 72.5, or its equivalent; or (b) have reached the age of 21 and so satisfy the requirements for Mature Age Entry; or (c) have adequate grounds for Special Entry.

2.3.5.2 A candidate for a Diploma of Christian Studies shall be designated as full-time or part-time. A student is designated as a full-time if enrolled in three

- units (27 credit points) or more in a semester or else part-time if enrolled in less than three units (27 credit points) per semester.
- 2.3.5.3 No candidate for the Diploma of Christian Studies may be concurrently enrolled in any other undergraduate or postgraduate course within the SCD or any other tertiary institution, unless approval has been granted by the Academic Board.
- 2.3.5.4 Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally will be required to demonstrate competency in English by an IELTS (or equivalent) result of 6.5 with no score of less than 6.0 in all bands of the 'academic format' of the test.
- 2.3.5.5 Application for enrolment in the Diploma of Christian Studies program is made through the Registrar of St Andrew's.
- 2.3.5.6 Units at 7100 level and 7200 level may be available to cross-institutional students, non-award students, and auditors after consultation with the Registrar.
- 2.3.6 COURSE STRUCTURE
- 2.3.6.1 The Diploma of Christian Studies requires the completion of 72 credit points (eight bachelor level units).
- 2.3.6.2 Every program for the award shall include: (a) at least 9 credit points within Biblical Studies [marked ^ above]; (b) at least 9 credit points within Church History, namely History of the Early Church [marked * above]; (c) at least 18 credit points within the discipline of Theology, namely Introduction to Theology and Early Church Fathers [marked * above]; and (c) 36 credit points of electives.
- 2.3.6.3 Units are described in Section 4 of this Handbook.
- 2.3.6.4 Each unit has a 9 credit point value unless otherwise stated.
- 2.3.6.5 The website of the SCD may contain further details about this award. Please consult the Registrar for more information.
- 2.3.7 PERIOD OF CANDIDATURE
- 2.3.7.1 The period of candidature for the degree shall normally be one year full-time and three years part-time.
- 2.3.7.2 In certain circumstances the Student Administration Committee of the SCD may grant extensions.
- 2.3.8 LEAVE OF ABSENCE
- 2.3.8.1 The Student Administration Committee of the SCD, at the recommendation of St Andrew's, may grant leave of absence from the Diploma of Christian Studies. The period of leave shall not be counted as part of the period of candidature for the degree.
- 2.3.8.2 The period of leave shall normally be one semester after which a candidate may apply for a further period of one semester or else be required to complete their candidature.
- 2.3.9 ASSESSMENT
- 2.3.9.1 The assessment of units shall be in the manner approved by the Academic Board of the SCD in line with its established guidelines for assessment packages at graduate diploma level.
- 2.3.9.2 Students may be required by the Academic Board of the SCD to present themselves for oral examination.

- 2.3.9.3 Academic and non-academic misconduct will be penalised severely in accordance with the regulations of the SCD.
- 2.3.10 CREDIT FOR PREVIOUS STUDY
- 2.3.10.1 A candidate may seek credit up to a maximum of 45 credit points in the Diploma of Christian Studies.
- 2.3.10.2 Credit will be granted for units that are from an equivalent award or institution and have outcomes, content, demand hours, and assessment equivalent to that of units in the Diploma of Christian Studies.
- 2.3.11 DELIVERY OF UNITS
- 2.3.11.1 Units are offered primarily by weekly evening lectures on campus during each semester. Please consult the timetable.
- 2.3.11.2 Units are also offered via distance education (online) mode within the parameters of the two regular semesters. Units designated as foundational include a compulsory on-campus residential component. Please see Section 3 and consult the Registrar for more information.
- 2.3.11.3 The proposed schedule of distance education units for 2014 is listed in Section 3 of this Handbook and on the website.

2.4 GRADUATE CERTIFICATE IN ARTS – GradCertA

2.4.1 AWARD SUMMARY

Entry Requirements:	A three-year bachelor award or equivalent in any discipline.
Admission:	Annual only. Applications should be received before the end of January. Please check the website for ‘Important Dates’.
Duration:	6 months full-time or up to 18 months part-time.
Structure:	36 credit points (i.e. 4 units).
Enrolment Options:	<i>On-Campus Weekly Lectures:</i> full time and part time study available <i>Distance Education (Online):</i> full time and part time study available
English Proficiency:	Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally require a minimum International English Language Testing System (IELTS, or equivalent) score of 7.0 in all bands of the ‘academic format’ of the test.
Fees:	\$1200 per 9 credit points, taken at 8500 level. Please read ‘Financial Information’ in Section 6 of this Handbook for further details and scholarship opportunities. FEE-HELP is available (conditions apply).
Available Units (2014)	<i>Semester 1</i> A8520A Introduction to New Testament Greek B8520A Introduction to the Old Testament ^ C8546A Pastoral Counselling in Ministry H8510A The Early Church T8501A Introducing Theology * T8581A Church Fathers: An Introduction <i>Semester 2</i> A8570A New Testament Greek B8530A Introduction to the New Testament ^ P8501A Introduction to Pastoral and Practical Theology T8517A Ecclesiology

2.4.2 OVERVIEW

The Graduate Certificate in Arts course is designed for those who hold a tertiary qualification in a non-theological discipline who wish to pursue a graduate qualification in theology, and who are seeking skills in theological studies to enhance their professional work. It is also appropriate for those seeking personal enrichment.

All assignable units are taught in the English language.

2.4.3 OUTCOMES

On completion a student should be able to:

- display a foundational understanding of central issues in the sub-disciplines of Biblical Studies and Theology;
- be familiar with the basic primary and secondary literature of the specified theological discipline;
- display an initial appreciation of the contribution of theological disciplines to understanding life experience and Church issues; and
- be able to respond in a theological manner to life experiences and Church issues.

2.4.4 ASSESSMENT

Graduate students are expected to give evidence of a breadth of understanding beyond that of an undergraduate student. In particular, their work should manifest the higher order skills of:

- *Analysis* - the ability to break down what is presented into its component parts and indicate the relationship between those parts;
- *Synthesis* - the ability to re-assemble those component parts into a new whole; and
- *Evaluation* - the ability to think critically and originally, making judgments based on relevant principles.

2.4.5 ARTICULATION INTO OTHER AWARDS

Students are eligible to articulate to the Graduate Diploma of Arts or the Master of Arts, on completion of which students are required to surrender their Graduate Certificate in Arts.

2.4.6 ADMISSION

2.4.6.1 An applicant for admission to candidature for the degree of Graduate Certificate in Arts shall: (a) have qualified for admission to a three-year degree from an accredited Australian tertiary institution; or (b) hold, from a university or other tertiary institution, qualifications approved by the Student Administration Committee of the SCD as equivalent to a three-year degree.

2.4.6.2 Notwithstanding the provisions of this regulation the Student Administration Committee may require an applicant to demonstrate fitness for admission as a candidate for this degree by carrying out such work and/or sitting for such examinations as the Student Administration Committee may determine.

2.4.6.3 In exceptional cases an applicant may be admitted as a candidate for a Graduate Certificate in Arts if the applicant submits evidence of other academic and professional attainments to the Student Administration Committee.

2.4.6.4 A student in the Graduate Certificate in Arts shall be designated as full-time or part-time. A student is designated as full-time if enrolled in 27 credit points (three units) or more in a semester, or part-time if enrolled in less than 27 credit points (three units) per semester.

2.4.6.5 No student in the Graduate Certificate in Arts may be concurrently enrolled in any other undergraduate or postgraduate course within the SCD or any other tertiary institution, unless approval has been granted by the Academic Board of the SCD.

2.4.6.6 Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction will be required to demonstrate

competency in English by an International English Language Testing System (IELTS, or equivalent) result of 7.0 in all bands of the 'academic format' of the test and may be required to attend such English language courses as prescribed by the SCD.

2.4.6.7 Application for admission into the Graduate Certificate in Arts program is made through the Registrar of St Andrew's.

2.4.6.8 Units at 8500 level may be available to cross-institutional students, non-award students, and auditors after consultation with the Registrar.

2.4.7 STRUCTURE

2.4.7.1 The Graduate Certificate in Arts requires no less than 36 credit points (four units).

2.4.7.2 One foundational course unit in Theology is assigned by St Andrew's, namely Introduction to Theology, along with one foundational unit in Biblical Studies.

2.4.7.3 Units shall be taken from the list given in Section 5 of this Handbook.

2.4.7.4 Each unit has a 9 credit point value unless otherwise stated.

2.4.7.5 The website of the SCD may contain further details about this award. Please consult the Registrar for more information.

2.4.8 PERIOD OF CANDIDATURE

2.4.8.1 The period of candidature for the degree shall normally be six months full-time and eighteen months part-time.

2.4.8.2 In certain circumstances the Student Administration Committee of the SCD may grant extensions.

2.4.9 LEAVE OF ABSENCE

2.4.9.1 The Student Administration Committee of the SCD, at the recommendation of St Andrew's, may grant leave of absence from the Graduate Certificate in Arts. The period of leave shall not be counted as part of the period of candidature for the degree.

2.4.9.2 The period of leave shall normally be one semester after which a student may apply for a further period of one semester or else be required to complete their candidature.

2.4.10 ASSESSMENT

2.4.10.1 The assessment of units shall be in the manner approved by the Academic Board of the SCD in line with its established guidelines for assessment packages at 8500 level.

2.4.10.2 Students may be required by the Academic Board of the SCD to present themselves for oral examination.

2.4.10.3 Academic and non-academic misconduct will be penalised severely in accordance with the regulations of the SCD.

2.4.11 CREDIT FOR PREVIOUS STUDY

A student may seek credit up to a maximum of 18 credit points in the Graduate Certificate in Arts. Credit can be granted only from units at graduate level where the outcomes, content, demand hours and assessment are equivalent to that of units in the SCD award.

2.4.12 DELIVERY OF UNITS

2.4.12.1 Units are offered primarily by weekly evening lectures on campus during each semester. Please consult the timetable.

2.4.12.2 Units are also offered via distance education (online) mode within the parameters of the two regular semesters. Units designated as foundational include a compulsory on-campus residential component. Please see Section 3 and consult the Registrar for more information.

2.4.12.3 The proposed schedule of distance education units for 2014 is listed in Section 3 of this Handbook and on the website.

2.5 GRADUATE DIPLOMA OF ARTS – GradDipA

2.5.1 AWARD SUMMARY

Entry Requirements:	A three-year bachelor award or equivalent in any discipline. Students holding a SCD Graduate Certificate in Arts may enter the program. To receive the award they are required to complete a further 36 credit points (i.e. 4 units), and hand back the Graduate Certificate in Arts upon graduation.
Admission:	Annual only. Applications should be received before the end of January. Please check the website for ‘Important Dates’.
Duration:	12 months full-time or up to 3 years part-time.
Mode:	Full-time or part-time.
Structure:	72 credit points (i.e. 8 units). The Graduate Diploma of Arts has nested within it the Graduate Certificate in Arts: <ul style="list-style-type: none">• Graduate Certificate in Arts requires 36 credit points• Graduate Diploma of Arts requires an additional 36 credit points giving a total of 72 credit points
Enrolment Options:	<i>On-Campus Weekly Lectures</i> : full time and part time study available <i>Distance Education (Online)</i> : full time and part time study available
Exit Point:	Graduate Certificate in Arts (36 credit points).
English Proficiency:	Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally require a minimum International English Language Testing System (IELTS, or equivalent) score of 7.0 in all bands of the ‘academic format’ of the test.
Fees:	\$1200 per 9 credit points, taken at 8500 level and 9600 level. Please read ‘Financial Information’ in Section 6 of this Handbook for further details and scholarship opportunities. FEE-HELP is available (conditions apply).
Available Units (2014)	<i>Semester 1</i> A8520A Introduction to New Testament Greek B8520A Introduction to the Old Testament ^ C8546A Pastoral Counselling in Ministry H8510A The Early Church * P8577A Clinical Pastoral Education 1 (18) T8501A Introducing Theology * T8581A Church Fathers: An Introduction * T9683A Exploring the Philokalia X----- Generic Unit (with permission) <i>Semester 2</i> A8570A New Testament Greek B8530A Introduction to the New Testament ^ B9657A Lukan Literature P8501A Introduction to Pastoral and Practical Theology

P8577A Clinical Pastoral Education 1 (18) *cont.*
T8517A Ecclesiology
X----- Generic Unit (with permission)

2.5.2 OVERVIEW

The Graduate Diploma of Arts course is designed for those who hold a tertiary qualification in a non-theological discipline who wish to pursue a graduate qualification in theology, and who are seeking skills in theological studies to enhance their professional work. It is also appropriate for those seeking personal enrichment.

All assignable course units are taught in the English language.

2.5.3 OUTCOMES

On completion a student should be able to:

- display a basic understanding of central issues in the specified theological discipline;
- develop critical skills in dealing with the primary and secondary literature of the specified theological discipline;
- display a developed appreciation of the contribution of the specified theological discipline to an understanding of life experience and Church issues; and
- to respond critically in light of the specified theological discipline to life experiences and Church issues.

2.5.4 ASSESSMENT

Graduate students are expected to give evidence of a breadth of understanding beyond that of an undergraduate student. In particular, their work should manifest the higher order skills of:

- *Analysis* - the ability to break down what is presented into its component parts and indicate the relationship between those parts;
- *Synthesis* - the ability to re-assemble those component parts into a new whole; and
- *Evaluation* - the ability to think critically and originally, making judgments based on relevant principles.

2.5.5 EXIT POINTS

Students enrolled in the Graduate Diploma of Arts may exit with the Graduate Certificate in Arts provided they have met the requirements of the award.

2.5.6 ARTICULATION INTO OTHER AWARDS

Students are eligible to articulate to the Master of Arts offered by the SCD, on completion of which students are required to surrender their Graduate Diploma of Arts testamur and transcript prior to graduation.

2.5.7 ADMISSION

- 2.5.7.1 An applicant for admission to candidature for a degree of Graduate Diploma of Arts shall: (a) have qualified for admission to a three-year degree from an accredited Australian tertiary institution; or (b) hold, from a university or other tertiary institution, qualifications approved by the Student Administration Committee of the SCD as equivalent to an accredited three-year degree; or (c) hold a SCD Graduate Certificate in Arts: to receive the award a student is required to complete a further 36 credit points (i.e. 4 units), and hand back the Graduate Certificate in Arts prior to graduation.
- 2.5.7.2 Notwithstanding the provisions of this regulation the Student Administration Committee of the SCD may require an applicant to demonstrate fitness for admission as a candidate for this degree by carrying out such work and/or sitting for such examinations as the Student Administration Committee may determine.
- 2.5.7.3 In exceptional cases an applicant may be admitted as a candidate for a Graduate Diploma of Arts if the applicant submits evidence of other academic and professional attainments to the Student Administration Committee.
- 2.5.7.4 A student in the Graduate Diploma of Arts shall be designated as full-time or part-time. A student is designated as full-time if enrolled in 27 credit points (three units) or more in a semester, or part-time if enrolled in less than 27 credit points (three units) per semester.
- 2.5.7.5 No student in the Graduate Diploma of Arts may be concurrently enrolled in any other undergraduate or postgraduate course within the SCD or any other tertiary institution, unless approval has been granted by the Academic Board of the SCD.
- 2.5.7.6 Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction will be required to demonstrate competency in English by an International English Language Testing System (IELTS, or equivalent) result of 7.0 in all bands of the 'academic format' of the test and may be required to attend such English language courses as prescribed by the SCD.
- 2.5.7.7 Application for admission into the Graduate Diploma of Arts program is made through the Registrar of St Andrew's.
- 2.5.7.8 Units at 8500 level and 9600 level may be available to cross-institutional students, non-award students, and auditors after consultation with the Registrar.
- 2.5.8 STRUCTURE
- 2.5.8.1 The Graduate Diploma of Arts requires the completion of 72 credit points (eight units).
- 2.5.8.2 This course may be taken with or without a specialisation. A specialisation in the Graduate Diploma of Arts comprises 36 credit points in a sub-discipline with at least one unit at 9600 level.
- 2.5.8.3 Students who enter this program from a Bachelor of Theology or equivalent cannot enrol in units whose content is similar to those covered in their undergraduate studies.
- 2.5.8.4 All units shall be taken from the list given in Section 5 of this Handbook.
- 2.5.8.5 Each unit has a 9 credit point value unless otherwise stated.
- 2.5.8.6 The website of the SCD may contain further details about this award. Please consult the Registrar for more information.
- 2.5.9 PERIOD OF CANDIDATURE

- 2.5.9.1 The period of candidature for the degree shall normally be one year full-time and three years part-time.
- 2.5.9.2 In certain circumstances the Student Administration Committee of the SCD may grant extensions.
- 2.5.10 LEAVE OF ABSENCE
- 2.5.10.1 The Student Administration Committee of the SCD, at the recommendation of St Andrew's, may grant leave of absence from the Graduate Diploma of Arts. The period of leave shall not be counted as part of the period of candidature for the degree.
- 2.5.10.2 The period of leave shall normally be one semester after which a candidate may apply for a further period of one semester or else be required to complete their candidature.
- 2.5.11 ASSESSMENT
- 2.5.11.1 The assessment of units shall be in the manner approved by the Academic Board of the SCD in line with its established guidelines for assessment packages at graduate diploma level.
- 2.5.11.2 Students may be required by the Academic Board of the SCD to present themselves for oral examination.
- 2.5.11.3 Academic and non-academic misconduct will be penalised severely in accordance with the regulations of the SCD.
- 2.5.12 CREDIT FOR PREVIOUS STUDY
- A candidate may seek credit up to a maximum of 36 credit points in the Graduate Diploma of Arts. Credit can be granted only from units at graduate level where the outcomes, content, demand hours and assessment are equivalent to that of units in the SCD award.
- 2.5.13 DELIVERY OF UNITS
- 2.5.13.1 Units are offered primarily by weekly evening lectures on campus during each semester. Please consult the timetable.
- 2.5.13.2 Units are also offered via distance education (online) mode within the parameters of the two regular semesters. Units designated as foundational include a compulsory on-campus residential component. Please see Section 3 and consult the Registrar for more information.
- 2.5.13.3 The proposed schedule of distance education units for 2014 is listed in Section 3 of this Handbook and on the website.

2.6 MASTER OF ARTS – MA

2.6.1 AWARD SUMMARY

Entry Requirements:	A three-year bachelor award or equivalent in any discipline.
Admission:	Annual only. Applications should be received before the end of January. Please check the website for 'Important Dates'.
Duration:	18 months full-time or up to 4 ½ years part-time.
Mode:	Full-time or part-time.
Structure:	<p>108 credit points (i.e. 12 units). The Master of Arts has nested within it the Graduate Certificate in Arts and the Graduate Diploma of Arts:</p> <ul style="list-style-type: none">• Graduate Certificate in Arts requires 36 credit points• Graduate Diploma of Arts requires an additional 36 credit points• Master of Arts requires an additional 36 credit points giving a total of 108 credit points <p>The course may be taken with or without a specialisation. A specialisation in the Master of Arts comprises 54 credit points in a discipline with at least two units at 9600 level.</p>
Enrolment Options:	<i>On-Campus Weekly Lectures</i> : full time and part time study available <i>Distance Education (Online)</i> : part time study available
Exit Point:	Graduate Certificate in Arts (36 credit points) or Graduate Diploma of Arts (72 credit points).
English Proficiency:	Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally require a minimum International English Language Testing System (IELTS, or equivalent) score of 7.0 in all bands of the 'academic format' of the test.
Fees	\$1200 per 9 credit points, taken at 8500 level and 9600 level. Please read 'Financial Information' in Section 6 of this Handbook for further details and scholarship opportunities. FEE-HELP is available (conditions apply).
Available Units (2014)	<p><i>Semester 1</i></p> <p>A8520A Introduction to New Testament Greek B8520A Introduction to the Old Testament ^ C8546A Pastoral Counselling in Ministry H8510A The Early Church * P8577A Clinical Pastoral Education 1 (18) T8501A Introducing Theology * T8581A Church Fathers: An Introduction * T9683A Exploring the Philokalia X----- Generic Unit (with permission)</p> <p><i>Semester 2</i></p> <p>A8570A New Testament Greek</p>

B8530A Introduction to the New Testament ^
B9657A Lukan Literature
P8501A Introduction to Pastoral and Practical Theology
P8577A Clinical Pastoral Education 1 (18) *cont.*
T8517A Ecclesiology
X----- Generic Unit (with permission)

2.6.2 OVERVIEW

The Master of Arts course is designed for those who hold a tertiary qualification in a non-theological discipline who wish to pursue a graduate qualification in theology, and who are seeking skills in theological studies to enhance their professional work. It is also appropriate for those seeking personal enrichment.

All assignable course units are taught in the English language.

2.6.3 OUTCOMES

On completion a student should be able to:

- display a solid understanding over a number of issues in the specified theological discipline;
- be able to evaluate critically the contributions of primary and secondary literature in the specified theological discipline;
- display a deep appreciation of the contribution of the specified theological discipline to understanding life experience and Church issues; and
- be able to respond critically in light of the specified theological discipline to life experiences and Church issues.

2.6.4 ASSESSMENT

Masters students are expected to give evidence of a breadth of research and a depth of understanding beyond that of an undergraduate student. In particular, their work should manifest the higher order skills of:

- *Analysis* - the ability to break down what is presented into its component parts and indicate the relationship between those parts;
- *Synthesis* - the ability to re-assemble those component parts into a new whole; and
- *Evaluation* - the ability to think critically and originally, making judgments based on relevant principles.

2.6.5 EXIT POINTS

Students enrolled in the Master of Arts may exit with the Graduate Certificate in Arts (36 credit points) or the Graduate Diploma of Arts (72 credit points), provided they have met the requirements of those awards.

2.6.6 ARTICULATION INTO OTHER AWARDS

Students are eligible to articulate to an appropriate higher research degree of the SCD provided they have achieved the Master of Arts with a grade point

average of 2.8 or better and including the Research Essay at distinction level.

An Master of Arts from the SCD with a particular specialisation can be considered an entry point into the Master of Theology on the following conditions: (a) The specialisation in the Master of Theology must be the same as the specialisation undertaken in the Master of Arts; (b) In order to undertake coursework units listed on the schedule of course units for the Master of Theology (see Section 5 of this Handbook) the student must have met the pre-requisites for those coursework units.

2.6.7 ADMISSION

- 2.6.7.1 An applicant for admission to candidature for a degree of Master of Arts must:
- a. have qualified for admission to a three-year degree from an accredited Australian tertiary institution; or
 - b. hold, from a university or other tertiary institution, qualifications approved by the Student Administration Committee as equivalent to an accredited three-year degree; or
 - c. hold a SCD Graduate Certificate in Arts: to receive the award the student is required to complete a further 72 credit points (eight units), and hand back the Graduate Certificate in Arts upon graduation; or
 - d. hold a SCD Graduate Diploma of Arts: to receive the award the student is required to complete a further 36 credit points (four units), and hand back the Graduate Diploma of Arts upon graduation; or
 - e. hold a Vocational Graduate Diploma (VET accredited); or
 - f. hold a Vocational Graduate Certificate (VET accredited) and be granted provisional admission.
- 2.6.7.2 Notwithstanding the provisions of this regulation the Student Administration Committee may require an applicant to demonstrate fitness for admission as a candidate for this degree by carrying out such work and/or sitting for such examinations as the Student Administration Committee may determine.
- 2.6.7.3 In exceptional cases an applicant may be admitted as a candidate for the Master of Arts if the applicant submits evidence of other academic and professional attainments to the Student Administration Committee.
- 2.6.7.4 A student in the Master of Arts shall be designated as full-time or part-time. A student is designated as full-time if enrolled in 27 credit points (three units) or more in a semester, or part-time if enrolled in less than 27 credit points (three units) per semester.
- 2.6.7.5 No student in the Master of Arts may be concurrently enrolled in any other undergraduate or postgraduate course within the SCD or any other tertiary institution, unless approval has been granted by the Academic Board of the SCD.
- 2.6.7.6 Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction will be required to demonstrate competency in English by an International English Language Testing System (or equivalent) result of 7.0 in all bands of the 'academic format' of the test and may be required to attend such English language courses as prescribed by the SCD.
- 2.6.7.7 Application for admission into the Master of Arts program is made through the Registrar of St Andrew's.
- 2.6.7.8 Units at 8500 level and 9600 level may be available to cross-institutional students, non-award students, and auditors after consultation with the Registrar.

2.6.8 STRUCTURE

- 2.6.8.1 The candidate pursuing the Master of Arts is in fact undertaking the culmination of three nested awards in which; (a) the Graduate Certificate in Arts requires the completion of 36 credit points (four units); (b) the Graduate Diploma of Arts requires the completion of 72 credit points (eight units); and (c) the Master of Arts requires the completion of 108 credit points (twelve units).
- 2.6.8.2 A maximum of 36 credit points in research units, with no more than 18 credit points in Independent Guided Study units, 18 credit points in Research Project units and 18 credit points as a Research Essay. Students who progress from the Master of Arts to the Master of Theology cannot exceed this limit in total across both programs.
- 2.6.8.3 18 credit points may be taken in the Research Essay of 10,000 words in length and written in the area of specialisation under supervision of a staff member of St Andrew's. Each student enrolled in the Research Essay must complete a 9600 level Research Methodology Unit (9 credit points) that is completed before or concurrently with the Research Essay.
- 2.6.8.4 If admission, or provisional admission, has been granted on the basis of a Vocational Graduate Diploma or Graduate Certificate, the unit 'Critical Thinking and Writing' is required (core) in the student's program.
- 2.6.8.5 Units at 8500 level and 9600 level shall normally be taken from the list given in Section 5 of this Handbook.
- 2.6.8.6 Units at 9600 level may be undertaken provided that at least four foundational units in the discipline have been completed and 54 credit points in the award been completed.
- 2.6.8.7 The course may be taken with or without a specialisation. A specialisation in the Master of Arts comprises 54 credit points in a sub-discipline with at least two units at 9600 level or above.
- 2.6.8.8 Students who enter the program from a Bachelor of Theology or equivalent cannot undertake units with content similar to those covered in their undergraduate studies.
- 2.6.8.9 Students wishing to proceed to an SCD higher research degree must include the Research Essay as part of the program, and are required to achieve a Distinction grade.
- 2.6.8.10 Each unit has a 9 credit point value unless otherwise stated.
- 2.6.8.11 The website of the SCD may contain further details about this award. Please consult the Registrar for more information.

2.6.9 PERIOD OF CANDIDATURE

- 2.6.9.1 The period of candidature for the degree shall normally be one and a half years full-time and four and a half years part-time.
- 2.6.9.2 In certain circumstances the Student Administration Committee of the SCD may grant extensions.

2.6.10 LEAVE OF ABSENCE

- 2.6.10.1 The Student Administration Committee of the SCD, at the recommendation of St Andrew's, may grant leave of absence from the Master of Arts. The period of leave shall not be counted as part of the period of candidature for the degree.
- 2.6.10.2 The period of leave shall normally be one semester after which a candidate may apply for a further period of one semester or else be required to complete their candidature.

2.6.11 ASSESSMENT

2.6.11.1 The assessment of course units shall be in the manner approved by the Academic Board of the SCD in line with its established guidelines for assessment packages at Masters level.

2.6.11.2 Students may be required by the Academic Board of the SCD to present themselves for oral examination.

2.6.11.3 Academic and non-academic misconduct will be penalised severely in accordance with the regulations of the SCD.

2.6.12 CREDIT FOR PREVIOUS STUDY

A candidate may seek credit up to a maximum of 54 credit points in the Master of Arts. Credit can be granted only from units at graduate level where the outcomes, content, demand hours and assessment are equivalent to that of units in the SCD award.

2.6.13 DELIVERY OF COURSE UNITS

2.6.13.1 Students are advised that whilst units are available via weekly evening lectures and/or units delivered through distance education, completion of the entire Master of Arts program will require enrolment in (a) up to four units offered through a variety of generic modes (see Section 5 of this Handbook), or (b) up to four units undertaken at another member institution within the SCD, or (c) up to four units undertaken at the appropriate level at a recognised tertiary institution, or (d) a combination of these options.

2.6.13.2 Units are offered primarily by weekly evening lectures on campus during each semester. Please consult the timetable.

2.6.13.3 Units are also offered via distance education (online) mode within the parameters of the two regular semesters. Units designated as foundational include a compulsory on-campus residential component. Please see Section 3 and consult the Registrar for more information.

2.6.13.4 The proposed schedule of distance education units for 2014 is listed in Section 3 of this Handbook and on the website.

2.7 MASTER OF THEOLOGY – MTh

2.7.1 AWARD SUMMARY

Entry Requirements:	A Bachelor of Theology or equivalent.
Duration:	1½ years full-time or up to 4½ years part-time.
Mode:	Part-time.
Structure:	108 credit points (i.e. 12 units). A specialisation consists of 54 credit points; the program may be completed with or without a specialisation.
Enrolment Options:	<i>On-Campus Weekly Lectures</i> and <i>Distance Education (Online)</i>
English Proficiency:	Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction normally require a minimum International English Language Testing System (IELTS, or equivalent) score of 7.0 in all bands of the ‘academic format’ of the test.
Fees	\$1200 per 9 credit points, taken at 9600 level. Please read ‘Financial Information’ in Section 6 of this Handbook for further details and scholarship opportunities. FEE-HELP is available (conditions apply).

2.7.2 OVERVIEW

The Master of Theology is a graduate program designed for those who hold a Bachelor of Theology and wish to pursue theological studies in greater depth and at greater rigour, with up to 54 credit points able to be taken in the one discipline. At present, St Andrew's only offers units within the discipline of Theology.

All assignable course units are taught in the English language.

2.7.3 OUTCOMES

Candidates should be able to:

Knowledge

- deepen their understanding of theological problems/issues which have emerged in their ministerial/professional experience;
- develop theological underpinnings for pastoral strategies/renewal;
- incorporate learning from emerging and developing areas of theology such as bio-ethics, ecumenical dialogues, interdisciplinary approaches; and
- acquire deeper knowledge of some of the key debates in their discipline.

Skills

- refine their capacity to think through issues/problems from a variety of perspectives;

- develop a capacity to negotiate pluralism; graduates will acquire skills of interaction with contexts, cultures and individuals from whom they differ; and
- access the major bibliographical references in their discipline.

Values

- through interaction with peers and faculty members from a variety of traditions, value the variety of expressions of different Christian traditions and develop a mature understanding of genuine difference;
- demonstrate an open, critical stance towards theological disciplines and traditions
- appreciate the value of a commitment to life-long learning; and
- appreciate the social/historical/ literary context/background of their discipline.

2.7.4 ASSESSMENT

Postgraduate students are expected to give evidence of a breadth of research and a depth of understanding beyond that of an undergraduate student. In particular, their work should manifest the higher order skills of:

- *Analysis* - the ability to break down what is presented into its component parts and indicate the relationship between those parts;
- *Synthesis* - the ability to re-assemble those component parts into a new whole; and
- *Evaluation* - the ability to think critically and originally, making judgments based on relevant principles.

2.7.5 ARTICULATION INTO OTHER AWARDS

Students may articulate to a higher research degree program of the SCD provided they meet the entry requirements.

2.7.6 ADMISSION

2.7.6.1 An applicant for admission to candidature for a degree of Master of Theology shall: (a) have qualified for admission to a degree of Bachelor of Theology of the SCD; or (b) have qualified for admission to the Master of Arts of the SCD and taken up the same specialisation in the Master of Theology which was undertaken in the Master of Arts program and meet the prerequisites for any coursework units in the Master of Theology, or (c) shall hold, from a university or other tertiary institution, qualifications approved by the Student Administration Committee of the SCD as equivalent to an accredited Bachelor of Theology degree.

2.7.6.2 Notwithstanding the provisions of this regulation the Student Administration Committee may require an applicant to demonstrate fitness for admission as a candidate for a degree of Master of Theology by carrying out such work and/or sitting for such examinations as the Student Administration Committee of the SCD may determine.

2.7.6.3 In exceptional cases an applicant may be admitted as a candidate for a degree of Master of Theology if the applicant submits evidence of other academic and professional attainments to the Student Administration Committee of the SCD.

- 2.7.6.4 A student in the award shall be designated as full-time or part-time. A student is normally designated as a full-time if enrolled in three units (27 credit points) or more in a semester or part-time if enrolled in less than three units (27 credit points) per semester.
- 2.7.6.5 No student in the award may be concurrently enrolled in any other undergraduate or postgraduate course within the SCD or any other tertiary institution, unless approval has been granted by the SCD Academic Board.
- 2.7.6.6 Applicants whose entry qualifications were obtained in an institution where English is not the language of instruction will be required to demonstrate competency in English by an International English Language Testing System (IELTS, or equivalent) result of 7.0 in all bands of the 'academic format' of the test and may be required to attend such English language courses as prescribed by the SCD.
- 2.7.6.7 Application for admission into the Master of Theology program is made through the Registrar of St Andrew's.
- 2.7.6.8 Units within the Master of Theology may be available to cross-institutional students, non-award students, and auditors after consultation with the Registrar.
- 2.7.7 STRUCTURE
- 2.7.7.1 The Master of Theology requires the completion of 108 credit points (twelve units).
- 2.7.7.2 The course may be taken with or without a specialisation. A specialisation in the Master of Theology comprises 54 credit points within a discipline.
- 2.7.7.3 No more than 18 credit points may be undertaken in independent guided studies without approval of the Academic Board of the SCD.
- 2.7.7.4 No more than 72 credit points may be undertaken in one sub-discipline, including a Research Essay.
- 2.7.7.5 Of the twelve units, no more than four units may be taken at 8500 level, the remaining units must be at 9600 level.
- 2.7.7.6 Up to four language units at 8500 level may, however, be undertaken among the four course units not undertaken at 9600.
- 2.7.7.7 A maximum of 36 credit points in research units, with no more than 18 credit points in Independent Guided Study units, 18 credit points in Research Project units and 18 credit points as a Research Essay. Students who progress from the Master of Arts to the Master of Theology cannot exceed this limit in total across both programs.
- 2.7.7.8 18 credit points may be taken in the Research Essay of 10,000 words in length and written in the area of specialisation under supervision of a staff member of St Andrew's. Each student enrolled in the Research Essay must complete a 9600 level Research Methodology Unit (9 credit points) that is completed before or concurrently with the Research Essay.
- 2.7.7.9 Candidates wishing to proceed to the Master of Theology (Honours) must include the Research Essay as part of the program and are required to achieve a Distinction grade.
- 2.7.7.10 The website of the SCD may contain further details about this award. Please consult the Registrar for more information.
- 2.7.8 PERIOD OF CANDIDATURE
- 2.7.8.1 The period of candidature for the degree shall normally be one and a half years full-time and four and a half years part-time.
- 2.7.8.2 In certain circumstances the Student Administration Committee of the SCD may grant extensions.

2.7.9 LEAVE OF ABSENCE

2.7.9.1 The Student Administration Committee of the SCD, at the recommendation of St Andrew's, may grant leave of absence from the Master of Theology. The period of leave shall not be counted as part of the period of candidature for the degree.

2.7.9.2 The period of leave shall normally be one semester after which a candidate may apply for a further period of one semester or else be required to complete their candidature.

2.7.10 ASSESSMENT

2.7.10.1 The assessment of units shall be in the manner approved by the Academic Board of the SCD in line with the College's established guidelines for assessment packages at 9600 level, and at the 8500 level where applicable.

2.7.10.2 Students may be required by the SCD Academic Board to present themselves for oral examination.

2.7.10.3 Academic and non-academic misconduct will be penalised severely in accordance with the regulations of the SCD.

2.7.11 CREDIT FOR PREVIOUS STUDY

Credit may be given for previous studies up to 54 credit points. Credit can be granted only from units at graduate level where the outcomes, content, demand hours and assessment are equivalent to that of units in the SCD award.

2.7.12 EXTERNAL STUDIES

The completion of a limited number of discrete units in the Master of Theology program may be undertaken at another member institution of the SCD or at a recognised tertiary institution after consultation with the Registrar and subject to the approval of Faculty.

2.8 CLINICAL PASTORAL EDUCATION

2.8.1 OVERVIEW

These programs offer male and female trainees the opportunity to learn from their own pastoral interactions with residents in an aged care setting using the action-reflection method of supervised pastoral training under the guidance and instruction of Clinical Pastoral Education (CPE) accredited mentors.

In 2014, the CPE programs will incorporate supervised training at two health care sites:

4 March – 1 April:

Introductory CPE
Macquarie Hospital, North Ryde NSW
(5 weeks, 40 hours)

6 May – 3 June:

Introductory CPE in Aged Care Ministry
St Basil's Homes, Lakemba NSW
(5 weeks, 40 hours)

10 June – 11 November (excluding school holidays):

Basic Unit of CPE in Aged Care Ministry
St Basil's Homes, Lakemba NSW
(20 weeks, 320 hours)

Progression from the shorter introductory CPE courses into the full program is determined by the mentor/supervisor after the first 10-week period.

The CPE programs can be undertaken as a discrete qualification on their own, issued by the *NSW College of Clinical Pastoral Education Incorporated*, or as accredited units within the Bachelor of Theology, Diploma of Christian Studies, Graduate Diploma of Arts or Master of Arts programs of the SCD.

2.8.2 ADMISSION

2.8.2.1 The size of the trainee group is limited to a maximum of eight persons.

2.8.2.2 Applications for interested persons external to St Andrew's should be received by the end of January. Contact the Registrar for more details.

2.8.3 FEES

In 2014, the fee for Clinical Pastoral Education is \$900 per semester for undergraduate students, and \$1200 per semester for postgraduate students. FEE-HELP is available (conditions apply).

SECTION 3:
DISTANCE EDUCATION
(ONLINE)

3.1 INTRODUCTION

St Andrew's delivers a number of existing course units in distance education (online) mode.

Distance education is an educational process and system in which:

- a course unit or program of study is being undertaken involving both teaching and learning;
- all or a significant proportion of the teaching is carried out by someone removed in space and/or time from the learner;
- communication and interaction between teachers and learners, between learners and other learners, and between learners and learning resources takes place through the use of one or more media or technology (e.g. communications technology such as television, computers, internet, email, mail, or interactive videoconferencing.);
- communication and interaction can be synchronous or asynchronous.

Distance learning is the desired outcome of distance education. The two terms are often used interchangeably. Within the Sydney College of Divinity a variety of terms are currently in use by the various member institutions which overlap in meaning, such as, "flexible", "mixed mode", "eLearning", "online" and "distance". Units offered by St Andrew's in distance education mode will be referred to in this Handbook as "distance education (online)" units.

Some units that are primarily offered in "on-campus" or "face to face" mode at St Andrew's also contain an online component.

The pedagogical aims of distance education are not different from face to face education and include the efforts to:

- motivate learners
- facilitate deep processing whereby the student pays attention to the meaning and implication of the material being studied
- build the whole person
- promote meaningful learning
- encourage interaction
- provide feedback
- facilitate contextual learning, and
- provide support during the learning process

3.2 COURSES AVAILABLE BY DISTANCE EDUCATION (ONLINE)

Study by distance education (online) mode alone will enable a student to complete the following accredited Sydney College of Divinity awards: a

Diploma of Christian Studies (undergraduate – see 2.3 above), a Graduate Certificate in Arts (postgraduate – see 2.4 above), or a Graduate Diploma of Arts (postgraduate – see 2.5 above). The Master of Arts may be achieved with the inclusion of generic units and/or external study (see 2.6 above).

3.3 ENROLMENT OPTIONS

Part time study, normally defined as enrolment in two course units per semester, is presently available for students undertaking distance education. A full time study option may be available. Please consult the Registrar.

3.4 UNITS OFFERED

<i>Undergraduate</i>	<i>Postgraduate</i>
<p style="text-align: center;"><i>Semester 1</i></p> <ul style="list-style-type: none"> • A7120A Introduction to New Testament Greek • B7120A Introduction to the Old Testament # • B7273A The Four Gospels • C7146A Introduction to Pastoral Counselling # • H7110A History of the Early Church • T7101A Introduction to Theology # • T7382A Early Byzantine Patristic Theology <p># Includes compulsory on-campus attendance for the duration of the common residential school period: 7-9 April 2014</p>	<p style="text-align: center;"><i>Semester 1</i></p> <ul style="list-style-type: none"> • A8520A Introduction to New Testament Greek • B8520A Introduction to the Old Testament # • C8546A Pastoral Counselling in Ministry # • H8510A The Early Church • T8501A Introducing Theology # • T8581A Church Fathers: An Introduction • T9683A Exploring the Philokalia <p># Includes compulsory on-campus attendance for the duration of the common residential school period: 7-9 April 2014</p>
<p style="text-align: center;"><i>Semester 2</i></p> <ul style="list-style-type: none"> • A7170A New Testament Greek • B7130A Introduction to the New Testament • B7326A Psalms • H7230A Early Byzantine History • L7232A Orthodox Christian Hymnology • P7101A Introduction to Pastoral Theology and Ministry • T7217A The Church • T7281A Early Church Fathers • T7383A Later Byzantine Patristic Theology 	<p style="text-align: center;"><i>Semester 2</i></p> <ul style="list-style-type: none"> • A8570A New Testament Greek • B8530A Introduction to the New Testament • B9657A Lukan Literature • P8501A Introduction to Pastoral and Practical Theology (Galt) • T8517A Ecclesiology (Kariatlis)

3.5 TEACHING METHODS AND STRATEGIES

The online component of the course units offered by distance education will include:

- Pre-recorded audio lectures
- PowerPoint slides
- Relevant readings in pdf/web formats
- Bibliographical list of recommended further readings
- YouTube videos containing relevant materials
- Links to available online primary and secondary resources
- Questions referring to the content of the lecture and the adjacent readings, to be answered online by the students

Chat room options will facilitate the exchange of information between students, and between them and the teaching staff. The conversation is enhanced by the possibility of live video and/or audio interaction via Skype™.

3.6 REGULAR PARTICIPATION

3.6.1 Regular internet access is a compulsory requirement of distance education. All study resources are delivered electronically for students to download, usually as word and pdf documents, slide presentations, and/or audio files. In addition, regular participation in any prescribed online discussions forums is compulsory.

3.6.2 The definition of ‘regular’ participation is defined by each Lecturer within their respective course unit outline but normally refers to either weekly or fortnightly participation.

3.6.3 Some distance education (online) units may also have access to web-conferencing and live interactive class chat sessions. It is recommended that students have access to a web cam and microphone for optimum participation in these sessions.

3.7 RESIDENTIAL SCHOOLS

3.7.1 The rationale of each residential school is to build rapport between lecturers and students, and amongst students, from the earliest stage of the educational journey. Residential schools will take place *during* the unit (normally coinciding with public school holiday periods in NSW) for the purposes of acquaintance with the campus, communal worship, communal eating, library sessions, field excursions (where applicable), lecturer and peer interaction, consolidation of learning, face-to-face discussion sessions, and short assessment tasks as may be prescribed (e.g. quiz, tutorial presentations).

3.7.2 A small selection of units deemed introductory and foundational that are delivered in distance education (online) mode contain an on-campus residential school. These residential schools are clearly noted in the timetable and academic calendar, within this Handbook, and on the College’s website.

3.7.3 Attendance at the residential schools is **COMPULSORY** for all students enrolled in any unit designated with a # symbol in 3.4 above and is required to pass the unit. Failure to attend the residential school will result in a **FAIL** grade for the unit.

- 3.7.4 Exemption to the aforementioned rule will only be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds (this does not include inadequate management of student workload or responsibilities). The Registrar must be notified in writing *before* the conclusion of the relevant residential school for such exemption to even be considered by the Faculty. In the event that exemption is granted a supplementary assessment task will be assigned by the Lecturer.
- 3.7.5 Residential schools are conducted on campus at Redfern NSW, normally between 9:00am and 5:00pm on the prescribed days. A timetable of daily activities is provided in the course unit outline.
- 3.7.6 The cost of travelling to attend a residential school is not included in the course unit's tuition fee. Students are required to make their own travel arrangements.
- 3.7.7 Light meals and refreshments are provided on campus at no additional cost and in keeping with the feasting and fasting periods of the Church. Students with special dietary needs based on medical advice should consult the Registrar before enrolling in the unit.
- 3.7.8 St Andrew's is not able to provide accommodation during the residential school period. Students are advised of nearby accommodation options which include:
- Central Railway Motel, 240 Chalmers Street, Sydney, tel. (02) 9319 7800; <http://centralrailwaymotelsydney.street-directory.com.au>.
 - Noah Lodge Sydney, 179 Cleveland Street, Chippendale, tel. (02) 8303 1303; <http://www.hotel.com.au/Sydney/Noah-Lodge-Sydney-1-hotel.asp>.
 - St Barnabas' Terraces, 76 Glebe Point Road, Glebe, tel. (02) 9660 6762; <http://www.terraces.com.au>.
 - Waldorf Apartment Hotel, 47-49 Chippen Street, Chippendale, tel. (02) 9690 9690; <http://www.sydney-south-apartment.com.au>.

3.8 TECHNOLOGY AND COMPUTER REQUIREMENTS

- 3.8.1 Moodle™ is the learning management system used by St Andrew's for its eLearning units.
- 3.8.2 Students can use a PC, MAC or Linux based computer. There are no minimum hardware requirements, as long as the computer is capable of running Microsoft Office 2003 (or newer) or Open Office (open-source; available for free download at <http://www.openoffice.org/>). Internet Explorer 6 or newer, Safari (version 3 and later) and Firefox (version 2 and later) are recommended. Also Adobe Acrobat Viewer 7 or newer (or a similar program) is required to view PDF files for online units (available for free download at <http://www.adobe.com/products/reader.html>). Adobe Acrobat Standard (or equivalent) is recommended to convert word documents to pdf for greater content security before emailing or posting although MS Word (or equivalent) is acceptable.
- 3.8.3 Students are reminded that computer hardware and software are often available for purchase from various vendors at academic or student prices that are well below the standard retail price.
- 3.8.4 Broadband internet (e.g. ADSL, cable, wireless) is strongly recommended; not dial-up.
- 3.8.5 Students must have an active email address which is checked regularly.

3.9 TECHNICAL SUPPORT

3.9.1 Some basic technical support can be provided by staff members although it is not envisaged that students will experience complex problems in this regard. Nevertheless, students should not hesitate or delay in discussing technical problems related to their study as St Andrew's has access to expert technical support whenever necessary.

3.9.2 Support is generally available through the Lecturer and/or Registrar during weekdays (excluding holidays as noted in the academic calendar) and within normal office hours (local Sydney time) via telephone, Skype or email.

3.10 STUDY SKILLS

Students are expected to indicate that they have basic familiarity with computers, internet and email usage, word processing and PowerPoint software *before* applying for admission. Moodle is relatively intuitive and basic instructions will be provided to students to navigate through their course unit material.

3.11 LEARNING RESOURCES

3.11.1 The library catalogue is available at www.sagotc.edu.au/library.

3.11.2 There is a basic bibliography in each course unit outline and students will be expected to visit the College's library (at least during residential schools) and other appropriate libraries if accessible and find and read additional material. A listing of theological libraries across Australia is available for students upon request.

3.11.3 Staff and students have access to: **ATLA Religion Database Library** which provides information on topics such as biblical studies, world religions, church history, and religion in social issues; and **ATLA Religion Database with ATLASerials** which combines the premier index to journal articles, book reviews, and collections of essays in all fields of religion with ATLA's online collection of major religion and theology journals and where full text is provided for more than 266,000 electronic articles and book reviews, from more than 130 journals selected by leading religion scholars in the United States. To access these tools students will be provided with the link, user id and password upon enrolment. Support will be provided by the Librarian.

3.12 STUDENT RESPONSIBILITIES

Students are expected to:

- read instructions carefully
- undertake all set tasks (e.g. reading material, listening to audio files, participating in forums and residential schools, writing assessment tasks)
- manage their time effectively
- proactively plan and implement a realistic study regime that equates to approximately 10-12 hours per week per unit (not including mid-semester recess)
- attend residential schools as prescribed
- avoid academic misconduct (see Section 6).

3.13 SECURITY

Moodle provides login security for all users who are issued with a username and *initial random* password (the user will be prompted to change the latter immediately upon login). The site administrator alone has complete access to student information, *excluding* passwords. Lecturers have access to necessary student information (e.g. basic contact details). Students are unable to view the details of other students, including marks.

3.14 APPROACHING YOUR STUDY

Students come to distance education with many different backgrounds. It may be that you are returning to academic work after many years away from it. It may be that you are already in study mode, having just completed another degree, or you are already in the practice of regular reading and study as part of your professional life.

Several questions need to be considered when contemplating distance education, even prior to admission and enrolment:

- How much time can I realistically put aside to undertake a course of study and each unit that it entails, despite my enthusiasm and interest?
- When and where will I study?
- What is an appropriate length of time for me to set aside at any one time in order for this time to be used effectively for study?

Whatever your background, the following information is intended to provide some assistance in helping you to make an informed decision such that the experience of theological study in distance mode may be an enriching endeavour.

There are generally two keys to successful study. You must:

- “deep process” knowledge, and
- work strategically.

3.14.1 “Deep processing” knowledge means engaging with the material, rather than merely memorising it. It means:

- a. understanding it
- b. critiquing it
- c. identifying and grasping the key concepts
- d. and doing all this in such a way that you could explain it to someone else.

How this “deep processing” is achieved will depend on individual learning preferences and backgrounds. You will need to devise your own “best study” methods to ensure that you thoroughly engage with the materials of the course unit.

Place the new knowledge in perspective. Do not allow the new material to remain separate from you. Make it a part of you. Link it to knowledge you already possess, make connections, and build on these as a method of integrating the new material. This is especially important in theological study since ideally the material you are engaging should not merely inform you, but gradually form you within the context of your life within the Church.

Never settle for anything less than a deep and thorough understanding of the key concepts. Simply memorising will not do. Make careful notes in your

own words as you work through the material presented to you by your Lecturer or in the recommended reading.

At the end of each segment of work, revise it. Go back over your notes and identify the key issues, the main arguments, the issues over which authors differ, those on which you wish to do more research more deeply.

Discuss the materials with other students in your course unit by means of the online discussion forum and during the residential school. Don't be afraid to ask the Lecturer about something you do not understand.

3.14.2

Working strategically. Studying in distance mode is very different from the face-to-face classroom. There are many benefits to this method of study, as well as some difficulties. The following suggestions may be helpful for you.

Develop a personal timetable

Being able to study in distance mode means that you can take advantage of study opportunities late at night, in the early morning, at weekends, and at other times which would normally be outside classroom hours. This flexibility, however, needs to be creatively managed. There will sometimes be a temptation to succumb to the busy demands of other aspects of your life so that several days, or even a week, go by without time being spent on your study. That would be disastrous, especially since eLearning units at St Andrew's will tend to have some sort of weekly or fortnightly requirements. One way to avoid this is to develop a study timetable which will allow you to:

- a. engage with the materials presented
- b. participate in the online forum discussion
- c. revise and understand the material at a deep level

This will mean setting aside regular times each week for study purposes. It also means making use of valuable reading time when you are not at your computer. Always carry with you some materials to read or review, so that waiting time at a doctor's surgery, a bus stop, an airline lounge, or travel time on a plane or public transport, can be used effectively.

A carefully drawn up timetable will assist you to use your time effectively and to gain the cooperation and support of your family and friends as part of the wider context in which you are undertaking your study.

The best way to draw up a timetable is to use a weekly planner. Write in all of your regular commitments, then see what time you have left for study and to what extent you will have to re-organise your life in order to accommodate sufficient study time.

Generally speaking, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. You are therefore encouraged to:

- a. set aside study periods of 2-3 hours
- b. select study times when you are not likely to be tired or interrupted
- c. space your study out over the week
- d. aim for 10-12 hours of study per week per unit (not including mid-semester recess)
- e. maintain your church, social, recreational and facility activities at a reasonable level since you are more likely to study effectively if you

maintain other interests and commitments, even if you may have to reduce them.

Organise yourself

Make sure you understand fully how to use your computer, the Internet, e-mail, and the online discussions. Be sure you have an internet service provider (ISP) who can deliver service and sort out any problems for you. If prescribed, be sure you have purchased the necessary textbook(s) as early as possible. If you have a theological library nearby (and don't overlook the possibility of using the books of your local parish priests), organise access to it as soon as possible.

Manage the process of learning

Few things are as debilitating as the feeling of powerlessness, especially in relation to academic deadlines. At the start of your course unit, identify the due dates for all assessment tasks and mark them in your planner or diary. Then work carefully over the whole semester to complete these. Do not procrastinate over assessment tasks. Break down the tasks required (e.g., research, reading, outlining the arguments of an essay, writing, revising, editing and academic formatting), and check each one off as you complete it. In this way you will monitor your own progress through the essential steps to successful completion of the assessment tasks.

The final piece of advice is to **START PROMPTLY**.

Guidelines for the preparation of assessment tasks are found in Section 7 of this Handbook.

SECTION 4:
COURSE UNIT DESCRIPTIONS BY SUB-DISCIPLINE
UNDERGRADUATE UNITS
7100-7300 LEVEL

The credit point system used by St Andrew's is in accordance with Sydney College of Divinity academic regulations. Each unit offered at St Andrew's is a multiple of 9 credit points and is assigned a six-character course unit code. E.g. B7120A or T9683A.

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

A = Humanities	L = Worship and Liturgy
B = Biblical Studies	P = Pastoral Theology
C = Pastoral Counselling	T = Theology
H = Church History	

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

- | | |
|---|--|
| 7 | Bachelor of Theology
Diploma of Christian Studies |
| 8 | Bachelor of Theology (Honours)
Graduate Certificate in Arts
Graduate Diploma of Arts |
| 9 | Master of Arts
Master of Theology |

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

Undergraduate Courses	1 Foundation units 2 Intermediate units 3 Specialised units
Postgraduate Courses	5 Foundation 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. The letter designating St Andrew's is 'A'.

List of Undergraduate Units

Humanities

A7120A Introduction to New Testament Greek
A7170A New Testament Greek

Biblical Studies

B7120A Introduction to the Old Testament
B7130A Introduction to the New Testament
B7231A Prophetic Literature
B7273A The Four Gospels
B7326A Psalms
B7364A Pauline Literature

Pastoral Counselling

C7146A Introduction to Pastoral Counselling

Church History

H7110A History of the Early Church
H7230A Early Byzantine History
H7231A Later Byzantine History
H7361A History of the Orthodox Churches Since 1453

Worship and Liturgy

L7100A Introduction to Christian Worship
L7230A Music in Worship
L7232A Orthodox Christian Hymnology

Pastoral Theology

P7101A Introduction to Pastoral Theology & Ministry
P7282A Supervised Ministry 1
P7277A Basic Unit of Clinical Pastoral Education 1

Theology

T7101A Introduction to Theology
T7217A The Church
T7234A The Self-Revealing God
T7281A Early Church Fathers
T7382A Early Byzantine Patristic Theology
T7383A Later Byzantine Patristic Theology

Generic

X7391A Research Project (9)
X7392A Research Project (18)
X7393A Independent Guided Study (9)
X7394A Independent Guided Study (18)
X7395A Issues in [Topic]
X7396A Issues in [Topic]
X7397A Seminar [Topic]

Unit Code	A7120A
Unit Name	Introduction to New Testament Greek
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Dr Gregory Fox, BA Hons (Sydney 1963) DipEd (Sydney 1964) <i>HonDD</i> (Fiji 2005), Associate Teacher

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 familiarity with basic Grammar and Syntax of New Testament Greek
2. memorize basic Greek vocabulary
3. translate selected texts into English
4. use dictionaries and concordances
5. apply the knowledge of New Testament Greek to translating the New Testament

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. Regular quizzes on vocabulary, grammar and translation
2. Regular home assignments on grammar and translation
3. Exam

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.

Schedule

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

Unit Code	A7170A
Unit Name	New Testament Greek
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	A7120A
Academic Staff	Dr Gregory Fox, BA Hons (Sydney 1963) DipEd (Sydney 1964) <i>HonDD</i> (Fiji 2005), Associate Teacher

Curriculum Objectives

This course unit builds on A7120A Introduction to New Testament Greek. It consolidates and develops students' knowledge of New Testament Greek and their ability to translate and exegete Greek texts.

Learning Outcomes

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

1. demonstrate familiarity with more advanced morphological and syntactic forms
2. know and utilise a more extensive Greek vocabulary
3. translate more complex New Testament Greek texts into English and make appropriate use of dictionaries, reference grammars, etc.
4. demonstrate an 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. Regular quizzes on vocabulary and grammar
2. Regular home assignments on translation of selected texts
3. Exam

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.

Schedule

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

Unit Code	B7120A
Unit Name	Introduction to the Old Testament
Unit Weighting	9 cps
Type of Unit	Foundational
Exclusions	B7110
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), Senior Lecturer

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. Exegetical essay of a selected passage from the Old Testament
3. Thematic essay on either a key theological theme or critical issue of the Old Testament

Prescribed Text

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

Schedule

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

Unit Code	B7130A
Unit Name	Introduction to the New Testament
Unit Weighting	9 cps
Type of Unit	Foundational
Exclusions	B7110
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), 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. demonstrate a sound knowledge of the contents of the New Testament
2. display a sound understanding of the historical, social and cultural context of the New Testament
3. demonstrate basic exegetical skills in critical interpretation of New Testament texts
4. access and use significant secondary literature
5. apply the fruits of New Testament studies to a range of life and ministry situations

Content

1. Outline of the books of the New Testament
2. Historical, cultural, political and religious contexts of the New Testament materials
3. Approaching the books of the New Testament as literary works
4. Key methodologies of Biblical interpretation
5. Developing skills in exegesis and writing an exegetical essay
6. Key New Testament themes

Assessment Profile

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

Schedule

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

Unit Code	B7231A
Unit Name	Prophetic Literature
Unit Weighting	9 cps
Type of Unit	Intermediate
Prerequisites	B7120A
Academic Staff	TBC

Curriculum Objectives

This course unit builds on the knowledge and skills developed in the prerequisite Biblical Studies units. It examines the literary forms and theological content of Israel's prophetic books, with due consideration of their historical, cultural and religious settings/contexts.

Learning Outcomes

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

1. demonstrate knowledge of the critical issues associated with the study of prophetic literature
2. show how various prophetic literary forms communicate their theological content
3. exegete selected passages from prophetic books
4. utilise the relevant secondary literature in a critical manner
5. apply insights of prophetic literature to various aspects of teaching, ministry, and spirituality

Content

1. Developing an appropriate context for the study of prophetic literature
2. Study of prophetic literary forms and their content/themes
3. Exegesis of selected texts from prophetic books
4. Aspects of the theology of prophetic books

Assessment Profile

1. Summary of a scholarly work on prophetic literature
2. An essay showing the development of a particular theological theme in one of the prophetic books
3. Exegesis of a prophetic passage using an accepted methodology

Schedule

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

Unit Code	B7273A
Unit Name	The Four Gospels
Unit Weighting	9 cps
Type of Unit	Intermediate
Prerequisites	B7130A
Exclusions	B7254
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), Senior Lecturer

Curriculum Objectives

This Course Unit builds on the Biblical Studies introductory units by investigating the principal literary, historical and theological features of the four Gospels through exegetical methodologies.

Learning Outcomes

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

1. demonstrate knowledge of the historical, socio-cultural and religious background of the four Gospels
2. identify the main literary forms and theological themes of the four Gospels
3. employ exegetical methodologies in formal essay style on selected passages from the Gospels
4. access and use sound secondary scholarship on the Gospels
5. integrate their acquired knowledge into preaching, liturgy and spiritual leadership

Content

1. Historical, geographical, cultural and religious background of the peoples of 1st century Christianity
2. The Gospel genre, its narrative shape and principal literary features.
3. Contemporary historical-critical methodologies for studying the Gospels.
4. Practical exercises in exegesis of the Gospels and development into formal essays
5. Distinctive Christology and related theological themes of each Gospel
6. Application of critically researched knowledge of the Gospels to various church activities.

Assessment Profile

1. Critical book review that might be linked to class or online discussion
2. Exegetical written essay of a selected passage from the Gospels using accepted critical methodology
3. Formal essay in written form and/or oral presentation on a key theological theme or critical issue related to the Gospels

Schedule

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

Unit Code	B7326A
Unit Name	Psalms
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	18 cps in Biblical Studies
Academic Staff	Anastasios Kalogerakis, BBus (Monash 1996) BTh (SCD 2000) MTh (SCD 2010), Teacher

Curriculum Objectives

This course unit studies Israel's poetic literature and practice of prayer and worship as represented in the Psalter. It provides an opportunity to develop exegetical skills in the analysis of Hebrew poetry

Learning Outcomes

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

1. demonstrate an understanding of the techniques of biblical poetry and the different types of Psalms found in the Psalter
2. discuss the relevant historical, sociological and religious contexts of the Psalms
3. exegete selected Psalms from the Psalter
4. access and use the relevant secondary literature in a critical manner
5. make effective use of the Psalms in theology and worship

Content

1. The characteristic features of Hebrew Poetry
2. The historical, sociological and religious background to the Psalter
3. Examination of representative psalms
4. Aspects of the theology of the Psalms

Assessment Profile

1. A reflective essay on a key theme that is addressed in several different Psalms
2. An essay that analyses a (short) Psalm with attention to its poetic techniques and rhetorical structure.
3. An exegesis of a selected Psalm and application of its message for a collective worship setting or for the life of an individual believer.

Schedule

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

Unit Code	B7364A
Unit Name	Pauline Literature
Unit Weighting	9 cpts
Type of Unit	Specialised
Prerequisites	18 cps in Biblical Studies
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), Senior Lecturer

Curriculum Objectives

This course unit builds on the knowledge and skills developed in the prerequisite Biblical Studies units. It examines the historical context, literary forms and theological content of the New Testament literature associated with Paul.

Learning Outcomes

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

1. describe the various social, cultural and pastoral contexts of each of Paul's letters
2. identify the key Pauline theological themes
3. demonstrate well-developed hermeneutical and exegetical skills in critical essays on
4. selected passages from the Pauline letters
5. integrate significant secondary literature into the critical study of Pauline literature
6. incorporate insights from Pauline literature to a range of life and ministry situations

Content

1. Paul's background and conversion
2. Introduction to the Pauline literature: historical, geographical, social and religious factors
3. Literary structure, style and purpose of the Pauline letters
4. Key Pauline theological themes
5. Exegesis of selected passages from the Pauline literature
6. The 'new perspective' debate in current scholarship

Assessment Profile

1. Critical book review that might be linked to class or online discussion
2. Formal exegetical essay on a selected passage from the Pauline letters using accepted methodology
3. Thematic essay and/or seminar presentation on either a key theological theme or critical issue related to the Pauline literature

Schedule

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

Unit Code	C7146A
Unit Name	Introduction to Pastoral Counselling
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Rev. Alan Galt OAM (2006), BA (Sydney 1964) MA (Macquarie 1980), Acting Level 3 Supervisor of CPE (2003), Lecturer

Curriculum Objectives

This course introduces students to various models of pastoral counselling that are integral to the process of pastoral ministry. Emphasis will be on learning the function of basic pastoral counselling skills within ministry.

Learning Outcomes

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

1. demonstrate a sound knowledge of pastoral counselling 'schools of thought'
2. display a sound knowledge of the historical development of the discipline
3. identify various components of the pastoral counselling relationship
4. differentiate basic listening skills
5. apply an understanding of the ethics of pastoral counselling

Content

1. Introduction. What is pastoral counselling?
2. The skills of listening and emotional involvement
3. The components of the pastoral counselling relationship
4. Cognitive behavioural therapy/Dialectical behaviour therapy
5. Psychodynamic pastoral counselling
6. Person centred pastoral counselling
7. Narrative therapy. Pastoral counselling as a conversation and personal story
8. Transactional analysis and Schema therapy
9. Family systems and crisis counselling
10. Pastoral counselling and spiritual direction
11. Ethics in counselling practice in the pastoral context

Assessment Profile

1. Critical reflection on, and appraisal of, various pastoral counselling models (e.g. essay)
2. Knowledge of key counselling concepts (e.g. exam)
3. A record of critical reflection upon learning from practical exercises and role plays (e.g. weekly portfolio)

Schedule

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

Unit Code	H7110A
Unit Name	History of the Early Church
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Prof. Garry W. Trompf FAHA (2002), BA (Melbourne 1962) DipEd Hons (Melbourne 1963) MA (Monash 1967) MA (Oxford 1974) PhD (ANU 1975) Mario Baghos, BTh (SCD 2009) BTh Hons (SCD 2010), Associate Lecturer

Curriculum Objectives

This course unit is designed to provide students with an overview and general understanding of the early centuries of Christian history.

Learning Outcomes

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

1. demonstrate knowledge of significant events in the early Church in light of their social, cultural and religious context
2. account for contributions of leading figures in the early Church.
3. illustrate the capacity to interpret primary sources from this historical period.
4. exhibit the capacity to utilise the secondary sources relating to this period.
5. demonstrate the importance to the Church's present mission of key events and personalities in the early Church from the available literary sources

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. Demonstrate an ability to engage with primary and secondary sources e.g. reviews or summaries
2. Explore key social, cultural, religious aspects relevant to the history of the early Church, e.g. essay
3. Interpret key events and personalities in the early Church from the available literary sources, e.g. take-home exam

Schedule

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

Unit Code	H7230A
Unit Name	Early Byzantine History
Unit Weighting	9 cpts
Type of Unit	Intermediate
Prerequisite	H7110A
Academic Staff	Prof. Garry W. Trompf FAHA (2002), BA (Melbourne 1962) DipEd Hons (Melbourne 1963) MA (Monash 1967) MA (Oxford 1974) PhD (ANU 1975) Mario Baghos, BTh (SCD 2009) BTh Hons (SCD 2010), Associate Lecturer

Curriculum Objectives

This course unit examines the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the age of Constantine the Great until the period of the 'Triumph of Orthodoxy' (or, from the 4th to 9th centuries), as well as the empire's relations with its neighbours.

Learning Outcomes

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

1. distinguish the various social, cultural and religious factors both within the Byzantine empire and its immediate cultural context from the 4th to 9th centuries.
2. demonstrate an understanding of historical and historiographical trends relating to this period.
3. illustrate the capacity to critically interpret primary sources from this period.
4. exhibit the capacity to critically interpret the secondary sources relating to this period.
5. apply the key contributions of leading figures and significant events in this period to the Church's present mission.

Content

1. Studying the Byzantine empire in context; methodology and historiography.
2. Constantinople, the imperial cult, and the ecumenical councils.
3. Byzantine historians and historiography.
4. Religious, cultural and social aspects of the Byzantine state.
5. Byzantium and its neighbours.
6. Aspects of an emerging Byzantine worldview; landmarks and threats.
7. The 'triumph of Orthodoxy' and its implications.

Assessment Profile

1. Demonstrate an ability to critically engage with primary and secondary sources e.g. reviews or summaries
2. Assess the key social, cultural, historiographical, and/or religious aspects relevant to the early Byzantine period, e.g. essay
3. Interpret and appraise the key events and personalities in the early Byzantine period from the available literary sources, e.g. take-home exam

Schedule

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

Unit Code	H7231A
Unit Name	Later Byzantine History
Unit Weighting	9 cps
Type of Unit	Intermediate
Prerequisite	H7230A
Academic Staff	Rev. Gerasimos Koutsouras, BA (Sydney 1998) MA (Sydney 2000) DipByzMusic (Thessalonica 2002) MTh (Thessalonica 2005), Lecturer

Curriculum Objectives

Building upon Early Byzantine History, this course unit examines the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the 9th to 15th centuries, as well as the empire's relations with its neighbours.

Learning Outcomes

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

1. distinguish the various social, cultural and religious factors both within the Byzantine empire and its immediate cultural context from the 9th to 15th centuries.
2. demonstrate an understanding of historical and historiographical trends relating to this period.
3. illustrate the capacity to critically interpret primary sources from this period.
4. exhibit the capacity to critically interpret the secondary sources relating to this period.
5. apply the key contributions of leading figures and significant events in this period to the Church's present mission.

Content

1. Historical method, themes, concepts and sources of the period
2. The Schism between East and West, the Crusades and attempts at re-union
3. Christianity as inspiration for the blossoming of culture: art, architecture, music, and literature
4. Natural phenomena and the decline of Byzantium, including their effect on the Byzantine mentality
5. Relations of Byzantium with its neighbours: cultural exchange and antagonism
6. Biographical studies of major personalities: emperors, intellectuals, saints, women
7. The fall of Constantinople and the legacy of Byzantium

Assessment Profile

1. Demonstrate an ability to critically engage with primary and secondary sources e.g. reviews, summaries, or a multimedia presentation.
2. Assess the key social, cultural, historiographical, and/or religious aspects relevant to the early Byzantine period, e.g. essay.
3. Interpret and appraise the key events and personalities in the early Byzantine period from the available literary sources, e.g. take-home exam.

Schedule

3hr lecture per week on campus

Unit Code	H7361
Unit Name	The History of the Orthodox Churches Since 1453
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisite	H7231A
Academic Staff	Rev. Gerasimos Koutsouras, BA (Sydney 1998) MA (Sydney 2000) DipByzMusic (Thessalonica 2002) MTh (Thessalonica 2005), Lecturer

Curriculum Objectives

Building upon Later Byzantine History, this course unit examines the place of the Orthodox Church(es) in the historical context of the pre-modern and modern eras (1453-today).

Learning Outcomes

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

1. demonstrate a broad knowledge and understanding of important historical events and concepts of the period
2. appraise the role that major personalities have played in the flow of history
3. exhibit the capacity to critically interpret primary and secondary sources relating to this period
4. construct an argument that is supported with historical evidence
5. apply what is learned from a study of this period to the present experience of the Orthodox Churches.

Content

1. Historical method, themes, concepts and sources of the period
2. The aftermath of 1453 and the new world order
3. Life for Orthodox Christians under Turkish rule
4. Reformation in the West and its repercussions in the East
5. The phenomenon of competing missionaries (Catholic and Protestant) in the East
6. The age of reason and its effect on the Orthodox Church
7. Nationalism and its consequences
8. Orthodoxy under threat at home (Communism and Kemalism) and its blossoming abroad
9. Ecumenism, Union, Uniatism
10. Biographical studies of major personalities: leaders, intellectuals, saints, women

Assessment Profile

1. Review, summary or multimedia media presentation, with reference to the present experience of the Orthodox Churches, demonstrating an ability to critically engage with primary and secondary sources.
2. An essay assessing the key social, cultural, historiographical, and/or religious aspects relevant to the late Byzantine period.
3. An exam that interprets and appraises the key events and personalities in the early Byzantine period from the available literary sources.

Schedule

3hr lecture per week on campus

Unit Code	L7100A
Unit Name	Introduction to Christian Worship
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	His Grace Bishop Seraphim of Apollonias, BD Hons (Thessalonica 1981), Lecturer

Curriculum Objectives

This 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 knowledge of the biblical, theological, cultural and historical foundations for the practice of Christian worship within a particular tradition
2. Demonstrate a knowledge of the current issues within Christian worship
3. Use a wide range of liturgical resources
4. Prepare and conduct a range of 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 discussion of the historical sources of Christian worship and their relevance to contemporary liturgical practices. e.g. essay
3. An engagement with the wide range of liturgical sources. e.g. exam

Schedule

3hr lecture per week on campus

Unit Code	L7232A
Unit Name	Orthodox Christian Hymnology
Unit Weighting	9 cps
Type of Unit	Intermediate
Exclusions	LS7230
Academic Staff	Rev. Gerasimos Koutsouras, BA (Sydney 1998) MA (Sydney 2000) DipByzMusic (Thessalonica 2002) MTh (Thessalonica 2005), Lecturer

Curriculum Objectives

This course unit develops the theology and liturgical practices of hymnody in Orthodox worship and theology.

Learning Outcomes

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

1. demonstrate sound knowledge of the historical development of hymnology
2. demonstrate a clear understanding of various hymnological concepts
3. analyze hymns in terms of theological content, poetical form and musical structure
4. produce a short movie (5minutes) for posting on the Internet
5. display an appreciation of the beauty and aesthetics of hymnology in the way it brings together the two art forms of poetry and music

Content

1. The historical development of hymnology: early Christian origins, Byzantine creativity, post-Byzantine consolidation
2. The diachronic importance of the Psalter
3. Patristic commentary on the ethos and theology of hymnology
4. Logos and melos: the interplay of words and music
5. Poetical forms: antiphons, kontakia, canons and other troparia
6. The invention of the Byzantine musical system and the stages in its development
7. Personalities: St Romanos the Melodist, St John of Damascus, and the Studites

Assessment Profile

1. Demonstrate an ability to critically engage with primary and secondary sources e.g. by way of reviews, summaries, or multimedia presentations.
2. Identify and analyze the hymnological, poetic, and/or musical aspects of a body of hymnal text, e.g. essay.
3. Interpret and communicate the key concepts and ideas conveyed by selections of Orthodox Christian hymnology e.g. exam.

Schedule

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

Unit Code	P7101A
Unit Name	Introduction to Pastoral Theology and Ministry
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Rev. Alan Galt OAM (2006), BA (Sydney 1964) MA (Macquarie 1980), Acting Level 3 Supervisor of CPE (2003), Lecturer

Curriculum Objectives

This course unit is an introduction to 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 a sound knowledge of key issues relating to the practice of pastoral care
2. display a sound understanding of the role of the human sciences in pastoral theology and ministry
3. apply the critical insights of biblical and theological foundations to the practice of ministry
4. demonstrate the process of reflection in the practice of ministry
5. develop and apply effective skills for pastoral ministry

Content

1. The theological, epistemological and biblical foundations of pastoral theology
2. Aspects of church pastoral and caring ministry
3. Human science perspectives on contemporary pastoral issues
4. Basic listening skills
5. Developing reflective practice in pastoral ministry
6. Methods of ministry and the place of ordination / leadership

Assessment Profile

1. Critically analyse biblical and theological foundations for pastoral care e.g. essay, presentation, book review
2. Demonstrate familiarity with pastoral skills e.g. verbatim, recording
3. Demonstrate the ability to reflect in the context of pastoral ministry

Schedule

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

Unit Code	P7277A
Unit Name	Basic Unit of Clinical Pastoral Education 1
Unit Weighting	18 cps
Type of Unit	Workplace
Prerequisites	9 cps in Pastoral Theology Interview and criminal record clearance
Academic Staff	Rev. Alan Galt OAM (2006), BA (Sydney 1964) MA (Macquarie 1980), Acting Level 3 Supervisor of CPE (2003), Lecturer

Curriculum Objectives

This course unit seeks to develop the students' awareness of self and other through individual and group supervision of clinical pastoral practice.

Learning Outcomes

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

1. Identify the different ways in which patients are affected by and respond to their experience of illness or crisis
2. Identify their thoughts and feelings within a ministry event.
3. Articulate the role of the Pastoral Care Practitioner within a ministry context
4. Use group and individual supervision to evaluate the effectiveness of their ministry
5. Demonstrate an integration of their ministry theory and practice.

Content

1. Reflective Practice
2. Understanding the Ministry Context
3. Role of the Pastor and its boundaries
4. Pastoral Interventions including empathy
5. Theological reflection

Assessment Profile

1. Present an essay describing the Pastoral Role within your ministry context, with particular note to boundaries.
2. Students will present a written account of a ministry event in which they identify their thoughts and feelings.
3. At mid-unit students will present a learning portfolio, illustrating the different ways in which people respond to illness and or crisis
4. At the end of the Unit students will demonstrate how they have used insights and feedback from individual and group supervision and professional reading in their practice of ministry

Schedule

30 Tuesdays, 8:30am to 3:30pm, March to November

Supervised placements in health care facilities, North Ryde and Lakemba (NSW)

Unit Code	P7282A
Unit Name	Supervised Ministry 1
Unit Weighting	9 cps
Type of Unit	Workplace
Prerequisites	P7101A
Academic Staff	Rev. Alan Galt OAM (2006), BA (Sydney 1964) MA (Macquarie 1980), Acting Level 3 Supervisor of CPE (2003), Lecturer

Curriculum Objectives

This course unit incorporates learning experiences at a practical level as well as giving opportunity to reflect on both the practice and theory of ministry. This reflection occurs with both an appointed supervisor and mentor as well as the formal classroom situation.

Learning Outcomes

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

1. identify features of the support systems necessary to maintain ministry settings
2. demonstrate an understanding of the issues involved in interacting within the mentoring and classroom situation
3. incorporate the supervisory process and personal journaling as a means of self-evaluation
4. demonstrate practical involvement and initiative in the process of practical church ministry
5. appreciate the process of being mentored as means of personal growth

Content

1. Ministry placement
2. Involvement in the process of mentoring and theological reflection with an appointed supervisor
3. The theory and the practice of pastoral ministry
4. Mentoring and Journaling
5. Develop an initial personal ministry profile
6. Legalities of pastoral ministry

Assessment Profile

1. Reflect on practical involvement in a ministry setting in a ministry placement portfolio
2. Engage in self-evaluation through a personal learning journal
3. Discuss the contribution of mentoring to personal growth (e.g. essay)

Schedule

10 Tuesdays, 8:30am to 3:30pm, March to June

Supervised placements in health care facilities, North Ryde and Lakemba (NSW)

Unit Code	T7101A
Unit Name	Introduction to Theology
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Dr Philip Kariatlis, BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001), ThD (SCD 2010), Senior Lecturer

Curriculum Objectives

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

Learning Outcomes

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

1. Demonstrate an understanding of the nature and purpose of theology
2. Identify and explain the doctrinal presuppositions that are the foundation for theology
3. Analyse the writing of several theological thinkers and key theological texts, ancient and modern
4. Make use of 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. Display an ability either to 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. Reflect on and explain a major doctrinal presupposition that is a foundation for theology (e.g. essay, class presentation)

Schedule

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

Unit Code	T7217A
Unit Name	The Church
Unit Weighting	9 cps
Type of Unit	Intermediate
Prerequisites	T7101A
Academic Staff	Dr Philip Kariatlis, BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001), ThD (SCD 2010), Senior Lecturer

Curriculum Objectives

This unit introduces students to a central theme of theology, *viz.* that faith is lived within a community of believers. It prepares students for later units in the church's sacraments and ministry.

Learning Outcomes

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

1. Demonstrate a familiarity with the sources of ecclesiology
2. Demonstrate a coherent understanding of the nature and mission of the church
3. Analyse recent writing in ecclesiology
4. Critically evaluate influences currently shaping the 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. Review recent writing in ecclesiology (e.g. critical review, short essay)
2. Demonstrate a coherent understanding of the nature and mission of the church (e.g. essay)
3. Apply the theology of the church to current pastoral situations (e.g. class presentation, seminar)

Schedule

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

Unit Code	T7234A
Unit Name	The Self-Revealing God
Unit Weighting	9 cps
Type of Unit	Intermediate
Prerequisites	T7101A
Academic Staff	Dr Philip Kariatlis, BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001), ThD (SCD 2010), Senior Lecturer

Curriculum Objectives

This unit builds on the knowledge and skills learned in the introductory unit in theology. It prepares the student for more specialised study at higher levels through a study of the nature, attributes and creative work of the Triune God as this is made known to us through his self-revelation.

Learning Outcomes

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

1. Demonstrate a broad and coherent understanding of the literature and the major theological doctrines (Revelation, Trinity, God the Father, Creation, Providence) relevant to this unit
2. Demonstrate a critical awareness of the ways that the Church has understood the interaction between the self-revealing God and creation
3. Analyse a range of primary and secondary literature dealing with God's self-revelation and his interaction with creation
4. Critically evaluate key issues arising from their study of God's self-revelation in the light of our contemporary cultural and religious setting
5. Transfer this knowledge to pastoral situations arising within their ministry setting

Content

1. Prolegomena: theological methodology
2. The Self-Revealing God
3. The holy Trinity
4. The nature and attributes of God
5. God the Creator
6. God the Governor: providence and the problem of evil

Assessment Profile

1. Critically review recent writings in the areas of doctrine studied in this unit (e.g. critical review, annotated bibliography)
2. Demonstrate a broad understanding of the nature of God's self-revelation (e.g. essay)
3. Critically evaluate the key implications of the Church's understanding of the way God interacts with his creation (e.g. seminar, class presentation)

Schedule

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

Unit Code	T7281A
Unit Name	Early Church Fathers
Unit Weighting	9 cpts
Type of Unit	Intermediate
Prerequisites	T7101A Introduction to Theology
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer

Curriculum Objectives

This course unit engages the thought and methods of the early Church Fathers, investigating the major trends in Christian tradition to early fifth century. It assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology.

Learning Outcomes

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

1. Appreciate the historical and ecclesial contexts of various trends in early patristic tradition
2. Display an awareness of the main themes pertaining to early patristic tradition
3. Utilise primary and secondary sources in the analysis of patristic themes
4. Analyse themes pertaining to the early 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. Apostolic fathers and martyrdom literature
2. Greek and Latin apologists
3. Defenders of the apostolic tradition
4. The Alexandrians
5. The Cappadocians
6. Early Syrian fathers
7. Fathers from Jerusalem and Antioch
8. The Latin fathers of fourth and fifth centuries

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)

Schedule

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

Unit Code	T7382A
Unit Name	Early Byzantine Patristic Theology
Unit Weighting	9 cpts
Type of Unit	Specialised
Prerequisites	T7281A
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer

Curriculum Objectives

This course unit engages the thought and methods of the early Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the fourth to the seventh century. Building on Early Church Fathers, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology in the early Byzantine period.

Learning Outcomes

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

1. Appraise the historical and ecclesial contexts of various trends in early Byzantine tradition
2. Display a broad understanding of the main theological and spiritual themes developed by the early Byzantine Fathers
3. Utilise primary and secondary sources in the analysis of early Byzantine themes such as Christology and mystical theology
4. Analyse in depth themes developed by the early Byzantine Fathers within their immediate and distant literary and historical contexts
5. Assess the place of patristic Byzantine tradition within contemporary scholarship and its relevance to Christian experience

Content

1. Spiritual literature 1 (fourth and fifth centuries)
2. Spiritual literature 2 (sixth and seventh centuries)
3. St Cyril of Alexandria
4. Corpus Areopagiticum
5. St Maximus the Confessor

Assessment Profile

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

Schedule

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

Unit Code	T7383A
Unit Name	Later Byzantine Patristic Theology
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	T7382A
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer

Curriculum Objectives

This course unit engages the thought and methods of the middle and later Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the eighth to the fourteenth century. Building on Early Byzantine Fathers, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology in the middle and later Byzantine period.

Learning Outcomes

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

1. Appraise the historical and ecclesial contexts of various trends in middle and later Byzantine tradition
2. Display a broad understanding of the main theological and spiritual themes developed by the middle and later Byzantine Fathers
3. Utilise primary and secondary sources in the analysis of middle and later patristic Byzantine themes such as iconology, hesychasm and mystical theology
4. Analyse in depth the themes developed by the middle and later Byzantine Fathers within their immediate and distant literary and historical contexts
5. Assess the place of patristic Byzantine tradition within contemporary scholarship and its relevance to Christian experience

Content

1. Byzantine theology, homiletics and hymnology
2. Byzantine iconology
3. Representatives of Byzantine humanism
4. The Hesychasts
5. Liturgical mysticism

Assessment Profile

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

Schedule

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

Unit Code	X7391A / X7392A
Unit Name	Research Project
Unit Weighting	9 cps / 18 cps
Type of Unit	Generic (Research)
Prerequisites	36 cps in the chosen discipline
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This 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 broad knowledge of the area chosen within the disciplines being studied
2. demonstrate undergraduate level skills of researching within a discipline and across disciplines where applicable
3. critically evaluate the topic under consideration using the methodologies of the subject area/s
4. integrate the topic being studied into a wider theological framework
5. evaluate the pertinent theological, ministerial and social implications of the topic

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 Code	X7393A / X7394A
Unit Name	Independent Guided Study
Unit Weighting	9 cps / 18 cps
Type of Unit	Generic (Research)
Prerequisites	36 cps in the chosen discipline
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This 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 a question to be posed or a topic to be investigated in the particular subject area,
2. describe a suitable method for resolving the question or for researching the topic,
3. outline a working bibliography for the area of their research,
4. show an informed 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 and well argued.

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 Code	X7395A / X7396A
Unit Name	Issues in [Topic]
Unit Weighting	9 cps
Type of Unit	Generic (Teaching)
Prerequisites	None
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This course unit provides students with an opportunity to focus at some depth on an area (the [Topic] of the unit) within a discipline or 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. Identify for themselves a question to be posed or a topic to be investigated in the particular subject area
2. Demonstrate a good knowledge of the area chosen for consideration
3. Analyse in some depth a range of primary and secondary literature dealing with the issue
4. Evaluate the issue using the methodologies appropriate to the subject area
5. Apply the results of their study to enrich Christian life and ministry

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. Review and critique recent writings in the area studied in this unit (e.g. critical review, annotated bibliography)
2. Demonstrate a good understanding of the issue studied in this unit (e.g. essay)
3. Evaluate in some depth the key implications of the study for Christian life and ministry (e.g. seminar, class presentation)

Unit Code	X7397A
Unit Name	Seminar [Topic]
Unit Weighting	9 cps
Type of Unit	Generic (Teaching)
Prerequisites	36 cps in the chosen discipline
Academic Staff	Accredited Member of Faculty

Curriculum Objectives

This course unit enables students to read or research in greater depth a particular topic, to present the results of this reading or research to their peers and to engage in analytical discussion on the topic. A seminar is a class of students and an academic staff member that meets regularly. A seminar has no lectures. Students discuss assigned readings or their research and take an active role in their learning.

Learning Outcomes

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

1. demonstrate thorough knowledge of the area chosen for consideration
2. display well-developed skills of researching in a particular area
3. evaluate the topic under consideration using the methodologies of the subject area
4. present the results of the research to others and sustain extended argumentation on the topic
5. evaluate the pertinent theological, ministerial and social implications of the topic.

Content

In consultation with the lecturer, this course unit permits students to choose a research topic and develop their skills of investigation under supervision.

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.

SECTION 5:
COURSE UNIT DESCRIPTIONS BY SUB-DISCIPLINE
POSTGRADUATE UNITS
8500 & 9600 LEVEL

The credit point system used by St Andrew's is in accordance with Sydney College of Divinity academic regulations. Each unit offered at St Andrew's is a multiple of 9 credit points and is assigned a six-character course unit code. E.g. B7120A or T9683A.

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

A = Humanities	L = Worship and Liturgy
B = Biblical Studies	P = Pastoral Theology
C = Pastoral Counselling	T = Theology
H = Church History	

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

- | | |
|---|--|
| 7 | Bachelor of Theology
Diploma of Christian Studies |
| 8 | Bachelor of Theology (Honours)
Graduate Certificate in Arts
Graduate Diploma of Arts |
| 9 | Master of Arts
Master of Theology |

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

Undergraduate Courses	1 Foundation units 2 Intermediate units 3 Specialised units
Postgraduate Courses	5 Foundation 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. The letter designating St Andrew's is 'A'.

List of Postgraduate Units

Humanities

A8520A Introduction to New Testament
Greek

A8570 New Testament Greek

Biblical Studies

B8520A Introduction to the Old Testament
B8530A Introduction to the New Testament

B9657A Lukan Literature
B9668A Gospel According to John

Pastoral Counselling

C8546A Pastoral Counselling in Ministry

Church History

H8510A The Early Church

Pastoral Theology

P8501 Introduction to Pastoral and Practical
Theology

P8577 Clinical Pastoral Education 1 (18)

Theology

T8501A Introducing Theology
T8517A Ecclesiology
T8581A Church Fathers: An Introduction
T9618A Collegiality and Primacy
T9639A Theological Perspectives on the
Environment

T9681A The Nicene-Constantinopolitan
Creed
T9683A Exploring the Philokalia
T9684A Patristic Profile
T9685A Patristic Perspectives on Science
and Theology

Generic

X8500A Research Methodology
X8595A Issues in [Topic]
X8597A Seminar [Topic]
X8598A Honours Thesis
X9691A Research Project (9)
X9692A Research Project (18)

X9693A Independent Guided Study (9)
X9694A Independent Guided Study (18)
X9695A Issues in [Topic]
X9696A Research Essay (18)
X9697A Seminar [Topic]

Unit Code	A8520A
Unit Name	Introduction to New Testament Greek
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Dr Gregory Fox, BA Hons (Sydney 1963) DipEd (Sydney 1964) <i>HonDD</i> (Fiji 2005), Associate Teacher

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.

Schedule

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

Unit Code	A8570A
Unit Name	New Testament Greek
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	A8520A
Academic Staff	Dr Gregory Fox, BA Hons (Sydney 1963) DipEd (Sydney 1964) <i>HonDD</i> (Fiji 2005), Associate Teacher

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.

Schedule

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

Unit Code	B8520A
Unit Name	Introduction to the Old Testament
Unit Weighting	9 cps
Type of Unit	Foundational
Exclusions	B8510
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), Senior Lecturer

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 Text

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

Schedule

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

Unit Code	B8530A
Unit Name	Introduction to the New Testament
Unit Weighting	9 cps
Type of Unit	Foundational
Exclusions	B8510
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), 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

Schedule

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

Unit Code	B9657A
Unit Name	Lukan Literature
Unit Weighting	9 cps
Type of Unit	Specialized
Prerequisites	B8570A
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), 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.

Unit Code	B9668A
Unit Name	Gospel according to John
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	B8570A
Academic Staff	Dr Margaret Beirne, RSC, BA (UNE 1973) MA (Weston 1978) BD (MCD 1984), MEd (UNSW 1986) DTheol (MCD 2000), 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.

Unit Code	C8546A
Unit Name	Pastoral Counselling in Ministry
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Rev. Alan Galt OAM (2006), BA (Sydney 1964) MA (Macquarie 1980), Acting Level 3 Supervisor of CPE (2003), 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)

Schedule

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

Unit Code	H8510A
Unit Name	The Early Church
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Prof. Garry W. Trompf FAHA (2002), BA (Melbourne 1962) DipEd Hons (Melbourne 1963) MA (Monash 1967) MA (Oxford 1974) PhD (ANU 1975)

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)

Schedule

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

Unit Code	P8501A
Unit Name	Introduction to Pastoral and Practical Theology
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Rev. Alan Galt OAM (2006), BA (Sydney 1964) MA (Macquarie 1980), Acting Level 3 Supervisor of CPE (2003), 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

Schedule

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

Unit Code	P8577A
Unit Name	Clinical Pastoral Education 1
Unit Weighting	18 cps
Type of Unit	Workplace
Prerequisites	9 cps in Pastoral Theology Interview and criminal record clearance
Academic Staff	Rev. Alan Galt OAM (2006), BA (Sydney 1964) MA (Macquarie 1980), Acting Level 3 Supervisor of CPE (2003), 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.

Schedule

30 Tuesdays, 8:30am to 3:30pm, March to November

Supervised placements in health care facilities, North Ryde and Lakemba (NSW)

Unit Code	T8501A
Unit Name	Introducing Theology
Unit Weighting	9 cps
Type of Unit	Foundational
Prerequisites	None
Academic Staff	Dr Philip Kariatlis, BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001), ThD (SCD 2010), 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)

Schedule

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

Unit Code	T8517A
Unit Name	Ecclesiology
Unit Weighting	9 cps
Type of Unit	Intermediate
Prerequisites	T8501A
Academic Staff	Dr Philip Kariatlis, BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001), ThD (SCD 2010), 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)

Schedule

Distance education only

Unit Code	T8581A
Unit Name	Church Fathers: An Introduction
Unit Weighting	9 cps
Type of Unit	Foundational
Pre /Co-requisites	T8501A
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer

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)

Schedule

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

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

Unit Code	T9639A
Unit Name	Theological Perspectives on the Environment
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	9 cps in Theology at 8500 level
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer Dr Philip Kariatlis, BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001), ThD (SCD 2010), Senior Lecturer

Curriculum Objectives

This graduate course unit aims to introduce the students into the main characteristics of, and causes leading to, the environmental crisis. It will also look for possible solutions in light of the theory and practice of an ecclesial tradition together with contemporary witnesses and attitudes.

Learning Outcomes

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

1. Demonstrate an in-depth understanding of the environmental crisis
2. Discern the main historical, cultural and civilizational causes that led to the environmental crisis
3. Analyse the writings of several theological thinkers and key theological texts, ancient and modern
4. Critically evaluate traditional theory and practice to a consistent Christian approach to the environment
5. Apply fundamental principles in theology to contemporary issues relating to the environment

Content

1. Definition of the environmental crisis.
2. Scriptural, patristic, liturgical, ascetic and modern Christian attitudes to the environment
3. Theology and the environment; insights into a Christian ecological worldview
4. The world as sacrament; the sacredness of creation
5. Prayer and Vigilance; Transfiguration and Sacrifice regarding the environment
6. Education and Economy: Conservation, Education and Responsibility

Assessment Profile

1. Critically analyse recent writing in theology on the Christian ecological worldview (e.g. critical review, short essay)
2. Evaluate theological statements about the environment and the Christian ecological worldview (e.g. class presentation, class seminar)
3. Derive informed responses to current environmental issues from the different sources of tradition (e.g. essay)

Unit Code	T9681A
Unit Name	The Nicene-Constantinopolitan Creed
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	9 cps in Theology ay 8500 level
Academic Staff	Dr Philip Kariatlis, BTh (SCD 1995) BA (Sydney 2000) MTh (SCD 2001), ThD (SCD 2010), 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)

Unit Code	T9683A
Unit Name	Exploring the Philokalia
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	T8581A
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer

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)

Schedule

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

Unit Code	T9684A
Unit Name	Patristic Profile
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	18 cps in Theology (including T8581A)
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer

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)

Unit Code	T9685A
Unit Name	Patristic Perspectives on Science and Theology
Unit Weighting	9 cps
Type of Unit	Specialised
Prerequisites	T8581A
Academic Staff	Very Rev. Dr Doru Costache, BTh (Bucharest 1993) PhD (Bucharest 2000), Senior Lecturer

Curriculum Objectives

Rather than building on a foundation of science, this unit will build on T8581A. This graduate course unit addresses the interface between science and theology from the viewpoint of patristic tradition. It assists students to appreciate the significance of patristic studies for the current debates in the field of science and theology.

Learning Outcomes

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

1. Show a detailed knowledge of the contexts in which patristic attitudes toward science emerged
2. Display an awareness of the main writings and themes pertaining to the patristic approaches to science, and of their assessment in contemporary scholarship
3. Critically analyse the main patristic themes and writings relevant to the science-theology interface
4. Evaluate the position of patristic attitudes toward science within the broader tradition of the Church Fathers
5. Assess the relevance of patristic contributions to the contemporary field of science and theology

Content

1. Introducing science and theology
2. The historical and cultural context of early Church Fathers
3. The historical and cultural context of later Church Fathers
4. Patristic views on science: Main representatives and themes
5. The place of science-theology interface within broader patristic tradition
6. The relevance of patristic contributions to the contemporary field of science and theology

Assessment Profile

1. Show the capacity to critically assess the relevant literature (e.g. summaries or reviews)
2. Demonstrate an awareness of the relevant trends and themes in patristic tradition (e.g. essay)
3. Assess the relevance of patristic contributions to the contemporary field of science and theology (e.g. take home exam)

4. Unit Code	X8500A
Unit Name	Research Methodology
Unit Weighting	9 cps
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 Code	X8595A
Unit Name	Issues in [Topic]
Unit Weighting	9 cps
Type of Unit	Generic (Teaching)
Prerequisites	None
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 Code	X8597A / X9697A
Unit Name	Seminar [Topic]
Unit Weighting	9 cps
Type of Unit	Generic (Teaching)
Prerequisites	None
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 Code	X8598A
Unit Name	Honours Thesis
Unit Weighting	36 cps
Type of Unit	Generic (Research)
Prerequisites	Completion of the SCD 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 Code	X9691A / X9692A
Unit Name	Research Project
Unit Weighting	9 cps / 18 cps
Type of Unit	Generic (Research)
Prerequisites	None / X8500A
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 Code	X9693A / X9694A
Unit Name	Independent Guided Study
Unit Weighting	9 cps / 18 cps
Type of Unit	Generic (Research)
Prerequisites	None
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 Code	X9695A
Unit Name	Issues in [Topic]
Unit Weighting	9 cps
Type of Unit	Generic (Teaching)
Prerequisites	None
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 Code	X9696A
Unit Name	Research Essay
Unit Weighting	18 cps
Type of Unit	Generic (Research)
Prerequisites	X8500A; 54 cps in a postgraduate award, including at least 36 cps 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.

SECTION 6:
GENERAL ACADEMIC REGULATIONS
(in alphabetical order)

6.1 ACADEMIC MISCONDUCT

- 6.1.1 St Andrew's expects honest work from students at all levels. Cheating, plagiarism and fabrication or falsification of material is not acceptable. It regards academic dishonesty as a very serious matter and will impose penalties on students found guilty of such an offence.
- 6.1.2 Academic misconduct includes, but is not limited to, the following:
- 6.1.2.1 **PLAGIARISM:** Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas.
- 6.1.2.2 **CHEATING:** Cheating is the providing or receiving of information during tests and examinations. Cheating would not usually include consultation with others or discussion amongst students about the preparation of assessment tasks unless that was specifically forbidden.
- 6.1.2.3 **COLLUSION:** A student colludes when he or she works without the permission of the lecturer with another person or persons to produce work which is then presented as work completed independently by the student. Collusion includes, but is not limited to:
- a. writing the whole or part of an assessment task with another person
 - b. using the notes or research of another person to prepare an assessment task
 - c. using for an assessment task the resource materials of another person that have been annotated or parts of the text highlighted or underlined by that person
 - d. allowing another student who has to submit an assessment task on the same topic, access to one's own assessment task under conditions which would give that other student an advantage in submitting his or her assessment task.
- 6.1.2.4 **FRAUD:** Academic fraud is the falsification and fabrication of, or dishonesty in reporting research results.
- 6.1.2.5 **IMPROPER BEHAVIOUR:** Improper behaviour is behaviour that interferes with students or staff in the pursuit of their academic endeavours. It includes disruptive behaviour in class or institutional facilities such as libraries.
- 6.1.2.6 **MISREPRESENTATION:** Misrepresentation is the giving of false or misleading information in academic matters. It includes falsely claiming credit for past study; falsely stating that thesis material has not been used in another thesis.
- 6.1.2.7 **UNETHICAL BEHAVIOUR:** Unethical behaviour is behaviour that breaches accepted ethical standards. It includes failing to observe the terms of an ethical approval to conduct research; misuse of confidential information obtained in field education.
- 6.1.3 Any person who has direct knowledge of academic misconduct may make a complaint.

- 6.1.4 A complaint of academic misconduct may be made under these procedures against any person enrolled in a course work award at St Andrew's whether proceeding to an award or not.
- 6.1.5 Complaints against persons formerly enrolled as undergraduate or postgraduate students or now enrolled as postgraduate students of St Andrew's or who have received an award from the SCD through St Andrew's will be made under the provisions of the SCD and St Andrew's Misconduct Procedures.
- 6.1.6 A person who wishes to make a complaint of academic misconduct shall make it in writing to the Sub-Dean.
- 6.1.7 A complaint must identify the person against whom it is made. It must identify the nature of the misconduct complained of. It must provide appropriate evidence of the alleged misconduct, including the names of witnesses where appropriate.
- 6.1.8 On receiving a complaint, the Sub-Dean shall:
- a. acknowledge its receipt within seven days;
 - b. examine the complaint to establish whether a *prima facie* case is established;
 - c. consider whether the behaviour complained about would, if established, constitute academic misconduct under this policy;
 - d. consider whether the evidence provided is sufficient to support the allegation.
- 6.1.9 If the Sub-Dean decides that a *prima facie* case has not been established, the Sub-Dean shall inform the complainant that no further action is proposed. In minor matters the Sub-Dean may choose to deal with the complainant themselves or refer the matter to the Faculty.
- 6.1.10 If the Sub-Dean is the complainant, or otherwise involved with the complaint, the procedures will be carried out by the Dean.
- 6.1.11 The Faculty of St Andrew's may obtain information about the alleged misconduct in any way deemed fit. It must give the person against whom the misconduct is alleged sufficient notice of its deliberations and allow the person to present a defence in writing and in person. The person may be accompanied to any hearing by a friend.
- 6.1.12 Having considered the evidence before it, the Faculty shall make its findings on the balance of probabilities. Where the complaint is a serious one, the board should be more clearly convinced of the misconduct than would be required in a less serious case.
- 6.1.13 The Faculty may:
- a. dismiss a complaint;
 - b. find a complaint established and impose no penalty;
 - c. find a complaint established and admonish the person;
 - d. find a complaint established and order that the person forfeit marks in an assessment task, fail a course unit or all the units in which the person is enrolled in a semester;
 - e. find a complaint established and suspend the person from enrolling for a course unit/s, or an award at St Andrew's for a period not exceeding four semesters;
 - f. find a complaint established and exclude the person from enrolment at St Andrew's for a period not less than two years;
 - g. find a complaint established and recommend to the SCD that a degree or other award conferred on the person be revoked and annulled; or

- h. find a complaint established and impose a combination of the above penalties

- 6.1.14 A person who is suspended may not enrol in any unit(s) while the suspension is in force. At the expiration of the suspension the person may re-enrol.
- 6.1.15 A person who is suspended from St Andrew's may not enrol in another Member Institution of the SCD while the suspension is in force without the express permission of the Academic Board of the SCD.
- 6.1.16 A person who is excluded may not enrol at St Andrew's while the exclusion is in force. At the expiration of the period of exclusion the person may not re-enrol without the express permission of the Faculty.
- 6.1.17 A person who is excluded from St Andrew's may not enrol in another Member Institution of the SCD while the exclusion is in force without the express permission of the Academic Board of the SCD.
- 6.1.18 The Faculty of St Andrew's shall report its findings to the person complained of and to the complainant. The outcome of any academic misconduct complaint will be reported to the Academic Board of the SCD.
- 6.1.19 If a student is not satisfied with the decision made by the Faculty of St Andrew's, an appeal may be made in writing to the SCD.
- 6.1.20 A person against whom a complaint of misconduct has been established under these procedures may appeal to the Academic Board of the SCD within 30 days of receiving the decision of the Faculty of St Andrew's. If a person lodges an appeal, the implementation of any penalty will be stopped until the appeal is resolved. The appeal will be heard under the provisions of the SCD academic misconduct procedures.
- 6.1.21 Records of the making and resolution of a complaint about academic misconduct will be kept in a separate file for each complaint. When a complaint is established, a note recording the nature of the complaint and any penalty imposed will be placed on the person's file. A person's academic transcript will not contain any reference to academic misconduct as the reason for the course unit result or other record.
- 6.1.22 In general, information about established complaints will be kept confidential. The Registrar, on behalf of the Dean, is authorised to inform another educational institution of an established complaint of academic misconduct, if the Dean considers it appropriate to do so.
- 6.1.23 The complete academic misconduct policy of the SCD is available at www.scd.edu.au.

6.2 ACCEPTABLE ACADEMIC COOPERATION

- 6.2.1 There are various ways in which students can work together, and this can be an effective and enjoyable part of the learning process. St Andrew's encourages the following types of cooperation:
 - a. group discussion of essay topics before students sit down to write the assignment.
 - b. group revision of exam topics.
 - c. asking somebody to read an essay or paper, to point out problems of language or presentation.
- 6.2.2 Help or cooperation is not acceptable when it:
 - a. gains a student a mark which his or her actual achievement does not justify.

- b. deceives other students, staff and the wider community (which has the right to expect that people with qualifications in a subject really do have the implied level of skill and knowledge). This deceit is exactly like cheating in exams.

6.2.3 It is unacceptable for a student to get someone else to write an assessment task, or to copy out, wholly or in part, somebody else's work. Where something of the sort has happened, a mark of zero is given to all pieces of work concerned — even if one of the students has done the work but allowed another to copy it. The matter will also be reported to the Sub-Dean.

6.2.4 Other forms of cheating are just as unacceptable, namely when:

- a. a student has work finished or corrected by somebody else, in such a way that it is no longer essentially his or her own work.
- b. several students work together and produce very similar pieces of work, which they submit as individual essays
- c. one student has worked from another's essay notes.
- d. one student has merely translated the work of another.

6.2.5 Students are advised to ask the Lecturer taking the course unit in question in regards to acceptable forms of cooperation.

6.2.6 In order to ensure fair treatment for everyone, it may be necessary for a Lecturer to ask about help received by a student on a given assessment task. It may also be essential for a Lecturer to discover, by consulting with other members of Faculty or questioning the student, whether they really have reached the level of achievement shown in the assessment task.

6.3 ADMISSION (DOMESTIC STUDENTS)

6.3.1 St Andrew's will consider applications for admission to its courses from qualified students who wish to prepare themselves for the priesthood in the Orthodox Church, for teaching, or for other forms of active ministry within the Orthodox Church in Australia such as welfare positions and chaplaincy roles within universities, correctional service facilities, hospitals, and police services.

6.3.2 Persons wishing to pursue theological education for the sake of personal enrichment, or in order to discern a vocation, are also welcome to consider applying for admission into an appropriate course of study.

6.3.3 The following documentation is needed as part of the admissions process:

- a. Application for Admission Form [*all applicants, except auditors*]
- b. Auditor's Application Form [*auditors only*]
- c. Proof of Citizenship (e.g. copy of birth certificate or current passport) or Certificate of Permanent Residency [*all applicants*]
- d. Supplementary Application Form [*undergraduate seminarian applicants only*]
- e. Certificate of Baptism [*undergraduate seminarian applicants only*]
- f. Certificate of Marriage, if applicable [*undergraduate seminarian applicants only*]
- g. Academic Records [*all applicants, except auditors*] (please include evidence of any formal language studies other than English)
- h. Two (2) photographs of passport size and quality, taken not more than 3 months prior
- i. At least one letter of recommendation from the applicant's local bishop or father confessor/parish priest [Note: Any applicant from an Orthodox

Christian jurisdiction other than the Greek Orthodox Archdiocese of Australia normally requires a letter of recommendation from their local bishop *and* their father confessor or parish priest].

- j. IELTS documents or evidence of equivalent English Language test (if previous academic training was undertaken in a language other than English).
- k. FEE-HELP form, for students interested to access the federal government loan scheme as a means of paying for their tuition.
- l. An interview process with the Dean or Sub-Dean may be required. Interstate students may be referred to a person designated by St Andrew's.

6.3.4 Applications for admission into the undergraduate (four-year seminarian) program should be received by early December. Prospective students who are completing Yr 12 should communicate their interest to the Registrar even whilst waiting for the final results of their Higher School Certificate. Late applications will still be considered but only after consultation with the Registrar and at the discretion of St Andrew's.

6.3.5 Applications for admission into all other courses of study should normally be received by the end of January. Late applications may still be considered but only after consultation with the Registrar and at the discretion of St Andrew's.

6.3.6 Applications for admission into the research degree programs of the SCD are handled by the Director of Research in the Office of the Dean, and are processed by the Research Committee under guidelines set down by the Academic Board of the SCD.

6.3.7 Students within the SCD are welcome to indicate their interest in enrolment to the Registrar but require written cross-institutional clearance from their home Member Institution.

6.3.8 Students external to the SCD are welcome to indicate their interest in enrolment but require permission in writing from their home university or tertiary institution.

6.3.9 In terms of dormitory residency, St Andrew's provides accommodation to single male BTh applicants pursuing the additional ecclesial program. All single interstate BTh students are required to take up residency within the college dormitory.

6.3.10 Successful applicants will receive a letter of offer and other relevant material. Those accepting their offer of placement should continue to nurture – or beginning nurturing – a good reading knowledge of the entire Bible through conscientious daily scripture reading. Furthermore, the following book is recommended as preparatory reading for the commencement of one's studies:

McGuckin, J.A. *The Orthodox Church: An Introduction to its History, Doctrine, and Spiritual Culture*. Wiley-Blackwell, 2010.

These books can be purchased from the Greek Orthodox Archdiocese of Australia Book Centre, 242 Cleveland St, Redfern NSW 2016. (Telephone) 02 9690 6100 (Fax) 02 96985368 (Email) bookcentre@greekorthodox.org.au (Web) www.greekorthodoxbookshop.com.au

6.3.11 Admission into a course of study is followed by enrolment into course units within a given semester. See 'Enrolment' below.

6.4 ADMISSION (INTERNATIONAL STUDENTS)

6.4.1 The SCD is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The management of overseas students is regulated by the Education Services for Overseas Students

- Legislative Framework which includes, amongst other things, the Education Services for Overseas Students (ESOS) Act 2000 (as amended in 2007).
- 6.4.2 At present there are no places available to overseas students seeking on-shore studies at St Andrew's that would require compliance with Australian government student visa requirements. Notification of any changes to this situation will be posted on this website.
- 6.4.3 Off-shore study through St Andrew's is open to overseas students by distance education (online) mode. The following courses are available:
- a. Diploma of Christian Studies (undergraduate - 8 units)
 - b. Graduate Certificate in Arts (postgraduate - 4 units)
 - c. Graduate Diploma of Arts (postgraduate - 8 units)
- 6.4.4 Compulsory attendance at prescribed residential schools is waived and replaced by alternative assessment tasks by the Lecturer. Nonetheless, off-shore students are encouraged and welcome to attend the residential schools. In this regard, only a Tourist Visa (Subclass 676) would normally be required for entry into Australia.
- 6.4.5 The cost of travelling to attend a residential school is not included in the course unit's tuition fee. Students are required to make their own travel arrangements.
- 6.4.6 Meals and refreshments are provided on campus at no additional cost and in keeping with the feasting and fasting periods of the Church. Students with special dietary needs based on medical advice should consult the Registrar before enrolling in the unit.
- 6.4.7 St Andrew's is not able to provide accommodation during the residential school period. Students are advised of nearby accommodation options which include:
- a. Central Railway Motel, 240 Chalmers Street, Sydney, tel. +61 29319 7800; <http://centralrailwaymotelsydney.street-directory.com.au>.
 - b. Noah Lodge Sydney, 179 Cleveland Street, Chippendale, tel. +61 28303 1303; <http://www.hotel.com.au/Sydney/Noah-Lodge-Sydney-1-hotel.asp>.
 - c. St Barnabas' Terraces, 76 Glebe Point Road, Glebe, tel. +61 29660 6762; <http://www.terraces.com.au>.
 - d. Waldorf Apartment Hotel, 47-49 Chippen Street, Chippendale, tel. +61 29690 9690; <http://www.sydney-south-apartment.com.au>.
- 6.4.8 The following documentation is needed as part of the admissions process (original materials not in English must be formally translated into English by an accredited translator):
- a. Application for Admission Form
 - b. Proof of Citizenship (e.g. copy of birth certificate or current passport)
 - c. Academic Records — please include evidence of any formal language studies other than English
 - d. Two (2) photographs of passport size and quality, taken not more than 3 months prior
 - e. At least one letter of recommendation from the applicant's local bishop or father confessor/parish priest [Note: Any applicant from an Orthodox Christian jurisdiction other than the Greek Orthodox Archdiocese of Australia normally requires a letter of recommendation from their local bishop as well as their father confessor or parish priest].

- f. International English Language Testing System (IELTS) documents or evidence of equivalent English Language test (if previous academic training was undertaken in a language other than English).
- g. An interview process with the Registrar via telephone or Skype will be required.

6.4.9 Successful applicants will receive a letter of offer and other relevant information. Those accepting their offer of placement should begin to nurture – or continue nurturing – a good reading knowledge of the entire Bible through conscientious daily scripture reading. Furthermore, the following books are recommended as preparatory reading for the commencement of one’s studies:

McGuckin, J.A. *The Orthodox Church: An Introduction to its History, Doctrine, and Spiritual Culture*. Wiley-Blackwell, 2010.

These books can be purchased from a number of vendors including the Greek Orthodox Archdiocese of Australia Book Centre, 242 Cleveland St, Redfern NSW 2016. (Tel) +61 2 96906100 (Fax) +61 2 96985368 (Email) bookcentre@greekorthodox.org.au.

Shop online at www.greekorthodoxbookshop.com.au.

6.4.10 Admission into a course of study is followed by enrolment into course units within a given semester. See ‘Enrolment’ (below).

6.5 ANNUAL THEOLOGICAL REVIEW

Phronema is the theological journal published twice-yearly by the Faculty of St Andrew's. The journal presents articles and book reviews from Orthodox and non-Orthodox academics on a wide variety of topics related to theological studies.

Phronema is indexed in the Australasian Religion Index. Articles are peer-reviewed. The journal is included in EBSCOhost®, a premium research database service. It is currently indexed in the ATLA Religion Database® and included in the full-text ATLASerials® (ATLAS®) collection, both products of the American Theological Library Association.

Editor: Assoc. Prof. Angelo Karantonis (phronema-editor@sagotc.edu.au)

Annual subscription:

Australia	\$AUD 50.00 (GST and postage included)
Foreign	\$AUD 70.00 (postage included)

Individual back issues:

Australia	\$AUD 10.00 (GST and postage included)
Foreign	\$AUD 15.00 (postage included)

Current students are entitled to a complimentary subscription. Contributions from alumni are welcomed.

6.6 ASSESSMENT

- 6.6.1 Assessment of student performance in any unit is continuous or progressive and is determined at the end of the semester in which the unit is completed. The grade for that unit is based on the total marks gained. A grade is final when it has been approved by the Academic Board of the SCD.
- 6.6.2 Within the SCD, the development of assessment packages is based on an understanding of demand hours derived from the following principles:
- 6.6.3 The educational model used is that of adult learning. Each class is a community of adult learners, lecturer and students together. The desired end is not simply to impart information to students but for them to develop into self-directed, self-motivated learners. Their own experience and learning is an essential ingredient in the learning process.
- 6.6.4 Students only have a limited amount of time that can be expended on a unit. No unit is entitled to more student time than any other unit for equivalent credit. (Clearly there is some latitude for units with a large practical component.) Overall student loads per semester can make demands on only a set amount of time in a student's week.
- 6.6.5 Each unit involves a range of educational tasks: e.g. lectures, reading, note taking, tutorials, presentations, essays, quizzes etc. Assessment tasks make up only a percentage of learning tasks, and can therefore demand only a corresponding percentage of the time allocated to that unit.

6.7 ATTENDANCE

To complete a unit a student must have been present for at least 80% of all prescribed contact hours, field work and other activities. In the case that a student cannot attend a lecture, he or she must inform the Lecturer and/or Registrar.

6.8 AUDITORS

- 6.8.1 Auditors are defined as students who wish to enrol in a unit without pursuing academic credit.
- 6.8.2 Auditors:
- a. may, with the permission of the relevant Lecturer, enrol in a unit designed for award students, on the understanding that such units are presented at award level;
 - b. are entitled to receive all handouts, readings and photocopies normally distributed to award students;
 - c. are not required to complete assessment tasks prescribed for award students, and do not have the privilege of assessment; and
 - d. may request a statement of enrolment in such units from the Registrar and are eligible to receive a *College Certificate of Participation* from St Andrew's after satisfactory attendance of four foundational units assigned by St Andrew's.
- 6.8.3 If English is a second language, a prospective audit student must have an International English Language Testing System (IELTS, or equivalent) score of 6.5 with no score less than 6.0 in all bands of the 'academic format' of the test.

6.9 BOOKCENTRE

The Greek Orthodox Archdiocese of Australia Book Centre is located on the same premises as St Andrew's and is situated below the library. It contains a broad selection of theological literature in English and Greek. Current students are entitled to a discount. Trading hours: 10:00am–4:00pm, Monday to Friday. (Telephone) 02 9690 6100 (Fax) 02 96985368 (Email) bookcentre@greekorthodox.org.au.

Shop online at www.greekorthodoxbookshop.com.au.

6.10 CANCELLATION OF UNITS

While the intention is that all course units will proceed as advertised, St Andrew's Greek Orthodox Theological College reserves the right to cancel courses units where there are insufficient enrolments as of the first day of the relevant semester, or for any other reason determined by Faculty.

6.11 CHAPEL PARTICIPATION

6.11.1 Corporate worship in the Chapel of St John the Evangelist and Theologian is the very heart of College life. Of course, by virtue of their respective programs of study, different categories of students will have different opportunities to participate in services.

6.11.2 During Semester: Participation in the daily, weekly and annual cycle of services is the first spiritual obligation of every student – particularly those who are studying full-time and have declared their intention to prepare for the priesthood. Students enrolled in the four year program are expected to take an active part in reading, chanting and serving, since this will make up part of their Liturgical Studies assessment. In view of the importance of all aspects of worship within the College itself and Orthodox life as a whole, each undergraduate student's participation will be regularly reviewed by the Chaplain. Postgraduate students are invited to attend and participate at Chapel whenever they are on campus and as their timetable schedule permits.

Chapel services:	Mornings (Mon-Thu)	9:00am–9:30am
	Afternoons (Mon-Thu)	4:45pm–5:20pm

6.11.3 During Residential Schools: Students are invited to attend chapel as often as possible. Services are held daily for students according to their timetable schedule.

6.11.4 All students are expected to share in the liturgical life of the community under the guidance of a spiritual father and to aspire to lead a sacramental life with regular reflection upon the Holy Scriptures.

6.12 COMPLAINTS AND APPEALS

6.12.1 A student making a complaint about, or appealing against, (a) any person at St Andrew's or (b) any decision or practice at St Andrew's, must first make it in writing to the Sub-Dean who will attempt to resolve the issue.

6.12.2 The Sub-Dean will notify the Dean of the complaint, and of how he proposes to resolve it.

6.12.3 The Sub-Dean will inform the individual(s) with whom the complaint or appeal is concerned.

- 6.12.4 If the matter is not resolved satisfactorily through the Sub-Dean within ten working days of the written complaint, the Dean will then convene a grievance panel of at least three staff members plus at least one external member who will adjudicate on the issue. A written statement of the appeal outcomes will be given to the complainant, including reasons for the decision.
- 6.12.5 Should this step be deemed unsatisfactory, the student may appeal to the Dean of the SCD for advice and further protocols. The appeal must be submitted in writing to the Dean of the SCD within ten working days of receipt of the determinative outcome of the grievance panel from St Andrew's.
- 6.12.6 The policies and procedures of the SCD will apply thereafter and as stated in the document entitled STUDENT GRIEVANCE POLICY AND PROCEDURES OF THE SCD¹.
- 6.12.7 The decision of the Academic Board of the SCD will be final.

6.13 CONCESSION TRAVEL PASS

Most full-time students are eligible for a New South Wales Student Travel Concession Pass. This provides concession fares for public transport. Please consult the Registrar for more information and an application form. Concession travel passes will only be issued upon full payment of relevant fees.

6.14 DEFERRAL

Deferral is an official delay to the commencement of a course after admission has been approved. A deferral is normally restricted to a maximum of one academic year or two consecutive semesters.

6.15 DEMAND HOURS

In accordance with SCD policy, the overall length of assessment tasks is as follows for a 9 credit point unit:

- 7100-7300 series course units: 4,000 words or equivalent
- 8500-9600 series course units: 5,000 words or equivalent

The study workload is 143 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week (or equivalent for distance education) and 9 hours of private study per week (including assessment preparation).

6.16 DISCIPLINARY PROCEDURES

- 6.16.1 In the College's understanding of Orthodox theology and its sacred task - the training and nurturing of well-disciplined, educated, responsible and dedicated priests, religious educators and lay workers - academic excellence cannot be separated from spiritual effort, a life of personal and corporate prayer and participation in the Holy Sacraments, and from active participation in the life of the college community in general. Therefore every student is encouraged to study the content of the Christian revelation and to appropriate that saving revelation in a personal way.

¹ <http://scd.edu.au/about/policy-procedures/>

- 6.16.2 By the very fact of their application and acceptance to St Andrew's, each student is bound to the ecclesiastical regulations, moral standards and behaviour traditionally expected by the Orthodox Church from those who desire to minister in the Church and in obedience to which they are expected to live throughout the time of their association with St Andrew's and beyond, seeking to further cultivate the Orthodox ethos and *phronema* (mentality and attitude) as a conscientious Christian.
- 6.16.3 Therefore any neglect in discipline, moral lapse, crime, truancy, flagrant breach of academic honesty (such as plagiarism), insubordination to authority or actions contrary to the best interest of St Andrew's will lead to disciplinary action by the Dean, and if serious enough, to suspension or immediate dismissal.
- 6.16.4 Should a student demonstrate any neglect in discipline, moral lapse, crime, truancy, flagrant breach of academic honesty (such as plagiarism), insubordination to authority or actions contrary to the best interest of St Andrew's that student will be summoned, in the first instance, by the Sub-Dean to informally discuss the matter(s) at hand. This initial investigative phase may require more than one meeting or discussion. The Sub-Dean may co-opt the assistance of other members of Faculty during this initial phase.
- 6.16.5 A continuation of poor discipline will warrant the convening of a disciplinary committee by the Dean or, in his absence, the Sub-Dean. This committee will be comprised of at least three staff members plus at least one external member. The student will be informed in writing of the committee's meeting at least two working days in advance and will be advised to attend and respond to the committee's concerns.
- 6.16.6 A written determination of the committee's decision will be given to the student within ten working days of the committee's meeting.
- 6.16.7 If the student is dissatisfied with the determination he/she may appeal to the Dean of the SCD for advice and further protocols. The appeal must be submitted in writing to the Dean of the SCD within ten working days of receipt of the determinative outcome of the grievance panel from St Andrew's.
- 6.16.8 The policies and procedures of the SCD will apply thereafter and as stated in the document entitled STUDENT GRIEVANCE POLICY AND PROCEDURES OF THE SCD².
- 6.16.9 The decision of the Academic Board of the SCD will be final.

6.17 DISCONTINUATION OF STUDIES

- 6.17.1 Situations arise when students find themselves in a position where they discontinue some or all the units they have begun.
- 6.17.2 A student is deemed not to have been effectively enrolled in a course unit if they discontinue before the Census Date of the semester within which the unit was commenced.
- 6.17.3 A student is deemed to have withdrawn from a course unit if they discontinue after the Census Date of the semester within which the unit was commenced. In such case, the student's record is endorsed with the letter "W", denoting "Withdrawn".
- 6.17.4 If neither case applies the student is deemed to have failed in the unit, and the student's record is endorsed with the letter "N" denoting "Failed". If a student can show that the discontinuance is due to unavoidable disruption they can report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Registrar, and the Faculty of St

² <http://www.sagotc.edu.au/studies/>

- Andrew's may determine that the student be recorded as having withdrawn from the unit, with a "W" denoting "Withdrawn" recorded on the record.
- 6.17.5 A student who has discontinued all the units in a course of study is not permitted to re-enrol except with the permission of the Faculty, and subject to such conditions as the Faculty may determine.
- 6.17.6 A student whose record in a unit has been endorsed with the letter "W" or the letter "N" may re-enrol in that unit in a later semester, however the student shall not receive credit for any work previously submitted in that unit.
- 6.17.7 Where a student discontinues a unit which was being undertaken at another tertiary institution as part of the course of study the student's record is endorsed as follows:
- a. letter "N" denoting "Failed" if the candidate is deemed to have failed the unit by that institution; or
 - b. letter "W" denoting "Withdrawn" if the candidate is deemed not to have failed the unit by that institution.
- 6.17.8 If the student is deemed not to have been effectively enrolled in the unit by that institution, the unit is deleted from their record.

6.18 DRESS

Students are encouraged in the matter of dress to show consideration for others in the college community. Students should dress appropriately in each situation and show particular respect when attending services in the Cathedral or the Chapel, and when visiting the Central Offices of the Archdiocese.

6.19 EMPLOYMENT

- 6.19.1 Full-time BTh students also undertaking the ecclesial program are discouraged from engaging in employment outside of the college curriculum – even part-time or casual employment – in order to dedicate their time and energy to study and training. The financial support offered by St Andrew's (e.g. sponsorship, free room and board, food allowance, minimal fees) is done with a view to nurturing the student's concentration on college matters.
- 6.19.2 Students who have been admitted on a part-time basis must always liaise closely with the Registrar to ensure that their balance of work and study remains both realistic and manageable.

6.20 ENROLMENT

- 6.20.1 Enrolment is the process by which a student nominates the unit(s) selected for study in a given semester
- 6.20.2 Enrolment into a unit or units is preceded by an application for admission into the actual award. This application for admission should be made by contacting the Registrar directly via telephone or email by the end of January. Late applications received after these respective deadlines may still be considered but only after consultation with the Registrar and at the discretion of St Andrew's.
- 6.20.3 If the application for admission is approved then enrolment takes place in conversation with the Registrar who is responsible for guiding the student's study pathway.
- 6.20.4 Fees are charged on a semester basis, as the majority of units run for a full semester.

6.20.5 Students wishing to vary an enrolment must consult the Registrar prior to the end of Week 2 of the semester in question.

6.21 EXCLUSION

6.21.1 A student may be excluded from any unit if he or she has failed that unit twice.

6.21.2 A student may be excluded from any course of study if in the view of Faculty he or she has failed to reach the required standard overall in a full year's work, or his or her participation in the course has been consistently unsatisfactory. The final decision regarding exclusion rests with the Dean following consultation with Faculty.

6.22 EXTENSION POLICY

6.22.1 In accordance with the policy of the SCD, it is a requirement of a student's course unit that all assessment tasks be completed by the due dates set by the lecturer and published in the unit outlines.

6.22.2 Late assessment tasks without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

6.22.3 Assessment tasks submitted without an approved extension beyond 10 days after the due date will receive a zero mark and will NOT be annotated by the lecturer.

6.22.4 *Example:* A student submits an assignment worth 50 marks four days late. Total mark available = 50. Penalty for being four days late = (5% of 50) x4 = 10 mark penalty. The student's original mark for the quality of their work is 40. The student's final mark will be reduced to 30 (40 – 10 = 30).

6.22.5 An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

6.22.6 In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

6.22.7 In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

6.22.8 If the unit's assessment includes an examination and an extension is granted then arrangements will be made for an alternative examination to be given to the student within the extension period.

6.22.9 At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed.

6.23

FACILITIES

The Chapel of St John the Evangelist and Theologian is specifically designed for morning and evening worship of the students as well as for personal prayer. The Chapel is situated beside the Cathedral of the Archdiocese which is used on special feast-days. The College buildings include:

- Faculty office rooms
- 19 study/bedrooms (with separate amenities block)
- 3 classrooms (to seat 12 students each) with Wi-Fi available
- 1 audio-visual room (to seat 12 students)
- Registry office
- St Andrew's Orthodox Press office
- Student computer room
- Kitchen and refectory (with separate amenities block)
- Library (with internet access and Wi-Fi)
- Main Hall (to seat 200 persons) with Wi-Fi available
- Rumpus/TV room

St Andrew's is also able to make use of the facilities that belong to the Archdiocesan Offices and the Cathedral of the Annunciation, such as the Church Hall (to seat 200 persons), Boardroom (to seat 16 people), and Book Centre.

6.24

FINANCIAL INFORMATION

- 6.24.1 Continuing a policy it has held since its inception, St Andrew's normally provides a scholarship which pays in substantial part for the theological education of undergraduate students preparing for ordination or active ministry within the Greek Orthodox Archdiocese of Australia. Such a scholarship is granted with the understanding that each new undergraduate seminarian student will commit to four years of full-time studies.
- 6.24.2 A limited number of more modest scholarships may be available in any given year and applicable to any course of study. Special consideration in this matter may be given to interstate students.
- 6.24.3 All prospective students are welcome to discuss scholarships with the Registrar.
- 6.24.4 A normal full-time student load is four course units per semester (36 credit points). A normal part-time student load is two course units per semester (18 credit points).
- 6.24.5 The following table indicates the full tuition fee per 9 credit point course unit for 2014. The applicable tuition is that which is according to the level of the course unit and not the level of the course as such. This full tuition fee is inclusive of the relevant SCD student administration fee.

LEVEL OF STUDY	TUITION per 9 cps
7100-7300 level course units Bachelor of Theology Diploma of Christian Studies	\$900
8500 & 9600 level course units Bachelor of Theology (Honours) Graduate Certificate in Arts Graduate Diploma of Arts Master of Arts Master of Theology	\$1200
Auditors	\$450

- 6.24.6 Students undertaking the BTh in addition to the ecclesial program (normally involving residency on-campus) are normally provided a scholarship by St Andrew's which pays for up to 70% of the tuition fee per 9 credit point unit.
- 6.24.7 Students undertaking any other course of study may be provided a scholarship by St Andrew's which pays for up to 30% of the tuition fee per 9 credit point unit *on the condition that they have enrolled in at least 18 credit points in a semester* unless their final semester of study normally involves only 9 credit points. Please enquire with the Registrar.
- 6.24.8 Current Volunteer Scripture Teachers and Sunday School Teachers working under the auspices of the Greek Orthodox Archdiocese of Australia and undertaking the Diploma of Christian Studies (DipChSt) may be provided a scholarship by St Andrew's which pays for up to 50% of the tuition fee per 9 credit point unit *on the condition that they have enrolled in at least 18 credit points in a semester* unless their final semester of study normally involves only 9 credit points. Such persons must submit a complete application for admission and provide *inter alia* a reference letter from their parish priest which clearly describes their teaching role and states the school(s) which they service in this capacity. All normal entry criteria for the Diploma of Christian Studies must be satisfied.
- 6.24.9 Modern Greek and Byzantine Chant are taught free of charge to BTh students enrolled in the ecclesial program.
- 6.24.10 Australian citizens and holders of a permanent humanitarian visa enrolled in an accredited undergraduate or postgraduate award program may pay their tuition fee in three different ways:
- a. Pay the tuition fee up front by cash, cheque, money order or credit card (VISA and MasterCard only).
 - b. Receive a FEE-HELP loan (see below) from the Federal Government for the full tuition fee
 - c. Pay a portion of the tuition fee up front and receive a FEE-HELP loan for the remainder of the full tuition fee.
- 6.24.11 FEE-HELP is a loan given to eligible fee-paying students to help pay part or all of their tuition fees. You can borrow up to the amount of the tuition fee

being charged by St Andrew's for your course unit(s) of study. However, over your lifetime you can borrow only up to the FEE-HELP limit irrespective of how many education providers you enrol with. From 1 January 2013, the FEE-HELP limit will be \$96,000. This amount is indexed on 1 January each year. A loan fee of 25% applies to FEE-HELP loans for undergraduate courses of study. The FEE-HELP limit does not include the loan fee. No loan fee applies to FEE-HELP loans for postgraduate courses.

6.24.12 The Commonwealth pays the amount of the loan directly to the student's education provider. Students repay their loan through the taxation system once their income is above the minimum threshold for compulsory repayment. For more information please consult the Australian Government's Study Assist website located at www.studyassist.gov.au.

6.24.13 Not all units are eligible for FEE-HELP at all times. Students are invited to discuss this payment option with the Registrar.

6.24.14 Fees are payable to the Registrar before the commencement of a semester. Students experiencing financial difficulties may discuss an appropriate payment plan with the Registrar.

6.24.15 In addition, certain discrete units are undertaken externally at other member institutions of the SCD as assigned by St Andrew's. Where this applies in a given semester, the relevant full tuition fees of that member institution must also be considered. St Andrew's does not provide a scholarship which pays part or all of the tuition fees relevant to another institution. Any student undertaking external study of any kind must first receive written clearance from the Registrar.

6.25 GENERAL RULES

6.25.1 No food or drink is to be consumed in the lecture rooms.

6.25.2 Smoking is not permitted within, or nearby, any building or on college grounds.

6.25.3 Alcohol is not to be consumed in the dormitories. A moderate amount is permitted only in the refectory next to the kitchen.

6.25.4 Doors to the College's Main Hall entrance, courtyard, and upstairs corridor are to be kept locked at all times for security purposes, especially after lecture/office hours.

6.25.5 The outside gates of the Archdiocese car park are to be kept locked after office hours when there are no evening classes scheduled.

6.25.6 Visitors are expected to leave college premises by 6:00pm.

6.26 GOVERNMENT FINANCIAL ASSISTANCE

The Bachelor of Theology, Diploma of Christian Studies, Bachelor of Theology (Honours), Graduate Certificate in Arts, and Graduate Diploma of Arts programs are approved for CentreLink benefits depending on the student's age and family circumstances. Visit your nearest CentreLink office for more information or go to www.centrelink.gov.au.

6.27 GRADE POINT AVERAGE

The grade point average is calculated as follows:

$$\text{GPA} = (4\text{H} + 3\text{D} + 2\text{C} + 1\text{P} + 0\text{N}) \div \text{E}$$

where:

H is the number of credit points gained at H grade

D is the number of credit points gained at D grade
C is the number of credit points gained at C grade
P is the number of credit points gained at P grade and S grade
N is the number of credit points attempted but which earned an N grade
E is the total number of credit points attempted (including units with N and excluding units with W and S).

6.28

GRADING

PASS (P) 50-64%

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated sound knowledge /understanding /competencies /skills required for meeting topic outcomes and satisfactorily completing essential assessment exercises.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials, and demonstrated a good general level of familiarity with major academic debates, approaches, methodologies and conceptual tools.

CREDIT (C) 65-74%

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge /understanding /competencies /skills required for meeting topic outcomes and completing assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter.

DISTINCTION (D) 75-84%

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge /understanding /competencies /skills required for meeting topic outcomes and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the

assessment exercise and is developing a capacity for original and creative thinking.

HIGH DISTINCTION (H) 85-100%

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, and has demonstrated the acquisition of an advanced level of knowledge, understanding, competencies, and skills required for meeting topic outcomes and passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking.

The grade is reserved for recognition of the highest level of academic achievement expected of a student at a given topic level.

SATISFACTORY (S)

The grade will be awarded in a topic that is assessed only on a pass or fail basis, where a satisfactory level of performance and participation has been achieved. The grade may be awarded to reflect that the student has achieved mastery of the topic content, and that the student has satisfactorily completed topic requirements or contractual requirements where these form a prerequisite or condition of passing, or continuing with a program of study. Satisfactory is awarded on a pass/fail basis and a score would not normally be assigned.

FAIL (N) 0-49%

The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives. This grade also applies where there is evidence of gross errors, plagiarism or negligence in regard to the course requirements.

EXTENSION (E)

This grade may be given under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of the semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work any grade can be given. The date of completion is determined by the relevant lecturer, in light of the relevant SCD policy, normally within a month of the commencement of the following semester.

INCOMPLETE (I)

This grade is used when normally one of the assessment tasks for a unit is incomplete. The student will have previously provided an explanation to the Faculty of St Andrew's in writing clearly stating the reasons that extra time is being sought. It will lead to no grade higher than a pass upon the completion of the work by the student. The date of completion will be determined by the relevant lecturer, in light of the relevant SCD policy, normally within a month of the commencement of the following semester.

UNAVAILABLE RESULTS (U)

This grade is given where grades are unavailable at the time of monitoring of results through no fault of the student.

WITHDRAWAL (W)

This grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

IN PROGRESS (IP)

This grade is used where a unit of study continues into the following semester. This will automatically flag that no final result is due until the end of the next semester. This grade is also used when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

6.29 GRADUATION

Students who successfully complete their respective course of study are eligible to graduate subject to the approval of Faculty and the determination of the Council of the SCD. Each graduate will receive their testamur and official transcript during the SCD Graduation Ceremony.

6.30 HARASSMENT

All students and staff of St Andrew's and the SCD are expected to respect the rights of all other people for freedom from any form of harassment. The SCD and its member institutions are committed under the principles and requirement of the New South Wales Discrimination Act 1977, and the Commonwealth Sex Discrimination Act 1984, to ensuring that any and all matters relating to harassment are dealt with speedily, sensitively, equitably, confidentially and according to proper process.

6.31 LEAVE OF ABSENCE

6.31.1 Leave of absence is when a student takes time off during a course with the intention of resuming study at a later date.

6.31.2 A student who for any reason finds it necessary to take a leave of absence from St Andrew's should provide written notification to the Dean and the Registrar before the commencement of the semester in question. A leave of absence will normally be granted for one semester, up to a total of two semesters. No student may have a leave of absence longer than two semesters during their time at St Andrew's unless the matter has been reviewed by Faculty.

6.31.3 A student who has taken leave for medical or psychological reasons must also offer satisfactory evidence that the condition which led to their request for leave no longer hinders normal progress towards completion of their studies.

- 6.31.4 After two semesters, re-admission is considered only after the submission of an updated admissions application and, in most cases, a personal interview with the Dean or his representative.

6.32 LIBRARY

The library was established with the opening of St Andrew's in February 1986. The first full-time librarian was appointed at the end of 1987. Until that time the library was largely an accumulation of books and periodicals bought by academic staff and donated by other libraries in the Greek Orthodox Archdiocese of Australia. In September 1995 the library moved to its new premises. Since the move, new chairs, study carrels, computer terminals, internet access, a serials display stand, reception table and loans desk have been added, custom-made to suit the refined and academic atmosphere of the library. In August 2006 the Library upgraded its catalogue software to a system called Liberty3. In November 2006 the library catalogue was placed onto the website of the Theological College and can now be searched via the internet (<http://www.sagotc.edu.au/library>).

The collection currently consists of over 17,000 monographs and 200 periodicals available in English and Greek with specialisation in (Greek) Patristic texts, Eastern Orthodox doctrine and spirituality, and Byzantine Music transcripts.

The Library has been greatly enriched by the benefaction of the Very Rev. Miltiades Chryssavgis and Presbytera Alkistis Chryssavgis, the late Archimandrite Chrysostomos Vogiatzoglou, and the late Mr Michalis and Mrs Chrystalla Lavithis.

Students are advised to note the following:

- a. The library is open 10:00am-6:00pm (Monday to Thursday) and 9:00am-5:00pm (Friday). Extended opening hours until 8:00pm are provided for evening classes during teaching weeks.
- b. There is a limit to the amount of items that a student may borrow at any one time. Students are advised to use the library's resources wisely and effectively.
- c. Fines may apply on overdue items. No results will be released at the end of a semester until all overdue items are returned and relevant fines are settled.
- d. Items lost or damaged will be replaced/restored at the student's expense.
- e. Please consult the library's policy brochure for more information.

6.33 MAINTENANCE

6.33.1 St Andrew's Greek Orthodox Theological College was built from funds and labour generously donated by good-willed members of the Greek Orthodox community wishing to realise the dream of establishing a tertiary institution for theological education. As a mark of honour and appreciation to these forbearers, and in consideration of the future generations who will become a part of the life of the College, St Andrew's requires all students and staff to be mindful of the care of all college and dormitory facilities.

6.33.2 Any persons found to have committed an act of violence or vandalism against college property will be required to explain their actions to the Dean and summarily pay for the damage caused.

6.34 ORDINATION

Prospective and current students are advised that completion of any particular course of study does not constitute a guarantee of ordination in the Orthodox Church. Among other things, applicants and students considering ordination should keep in mind that the years of education and training at St Andrew's serve as a period of discernment, and that ordination is regulated by the canon law of the Eastern Orthodox Church. Application of the relevant canons as well as the establishment and application of any other requirements relating to ordination lies exclusively with the competent ecclesiastical authority. Applicants and students who have questions concerning their eligibility for ordination should consult with their appropriate ecclesiastical authority. They may also seek further information from the Registrar.

6.35 PRIVACY

- 6.35.1 The SCD and St Andrew's Greek Orthodox Theological College require the information requested of students in order to provide the student with education services and to cater for particular student needs. If a student does not provide all the relevant information, the student may not be able to receive such services and to have their academic progress assessed.
- 6.35.2 The SCD and St Andrew's Greek Orthodox Theological College may provide a student's personal information and sensitive information to third parties (e.g. educational institutions such as universities, colleges and accreditation bodies and Australian government bodies such as the Department of Education, Centrelink, the Department of Immigration, Tuition Assurance Scheme, ESOS Assurance Fund Manager, Graduate Careers Australia) in order to provide the student with high quality education services and assess the student's academic progress or suitability.
- 6.35.3 A student may request access to their own health and personal information by contacting the Registrar.

6.36 PROVISIONAL ENTRY

- 6.36.1 Admission to any SCD undergraduate course on the basis of 'mature age' or 'special entry', or entry into the Master of Arts by way of a Vocational Graduate Certificate is considered a provisional admission, and requires special procedures.
- 6.36.2 Students with provisional status shall be required to complete a 'Qualifying Period', whilst being permitted to enrol provisionally for the award.
- 6.36.3 The 'Qualifying Period' may be undertaken full or part-time and the number of years spent in completing it shall be counted towards the maximum term for completion of the award.
- 6.36.4 The 'Qualifying Period' shall consist of the successful completion of a 1/3 of the units that make up the award.
- 6.36.5 The maximum time allowed for the completion of the 'Qualifying Period' shall be three years.
- 6.36.6 Upon the successful completion of 1/3 of the units that make up the award, the provisional status of enrolment will be lifted.

6.37 RECOGNISED PRIOR LEARNING (RPL)

- 6.37.1 Recognition of prior learning is a form of assessment which matches an applicant's skills and knowledge with the outcomes of courses or units of courses in an accredited program. This process is sometimes adopted when an

applicant does not otherwise satisfy the admissions criteria for a given award, or when the applicant wishes to obtain a certain amount of academic credit and advanced standing within an award.

6.37.2 Applicants are responsible for demonstrating that the skills and knowledge they have obtained through work or life experience, match the outcomes of the units in the accredited program. An RPL application is made by following the SCD Application for Recognised Prior Learning process, which includes the completion of an application form.

6.37.3 The SCD Student Administration Committee makes a judgment about the extent to which the applicant has demonstrated such a correlation.

6.38 REFUNDS

Students may withdraw from a unit without financial penalty only if notice of withdrawal is submitted in writing to the Registrar by the Census Date of the relevant semester (see Academic Calendar for specific dates). If withdrawal is within the specified deadlines a full refund of fees may be requested.

6.39 RESIDENCE

All students enrolled in the BTh in addition to the ecclesial program, whether they live within or outside the College building, are considered as being in residence regarding their academic work and class attendance, as well as their participation in College and Chapel life.

6.40 RESIDENTIAL LIFE

6.40.1 All students residing within the dormitory are clearly engaged in full-time theological study and reflection.

6.40.2 No residential student may undertake employment of any sort without the express knowledge and permission of the Sub-Dean.

6.40.3 The College feels responsible for the well-being, safety and good progress of each student. All resident students must observe a 9:30pm curfew during weeknights and 11:00pm during weekends. Exceptions to this, with valid reason, must be referred to the resident Chaplain.

6.40.4 A refundable bond of \$120 applies to all dormitory keys.

6.41 RESULTS AND APPEALS

6.41.1 Results are recorded in line with the policy of the SCD and only released after the approval of its Academic Board.

6.41.2 A student may appeal against the result given in any item of assessment when he/she believes that some error in grading has been made or when there are concerns about the grade awarded. In the first instance the student would raise this matter with the lecturer concerned.

6.41.3 After this informal dialogue, if the student still believes there are grounds to appeal, he/she may formally appeal in writing to the Sub-Dean of St Andrew's within seven working days of the result being announced and will state the specific reason(s) for contesting the result given. A second assessor will be nominated by the Sub-Dean to review the item of assessment that is in question and respond in writing to the student within seven working days.

6.41.4 Where a student believes that the review procedures at St Andrew's have not been followed with regard to an appeal against a failed final grade, the student may appeal to the Academic Board of the SCD. This is the only ground on which an appeal can be made to the Academic Board.

- 6.41.5 The appeal must be submitted in writing to the Dean of the SCD within ten working days of receipt of the determinative outcome of the appeal from St Andrew's.
- 6.41.6 The student must provide the Dean with documented evidence that the SCD regulations on Review and Appeals have not been complied with by St Andrew's.
- 6.41.7 The Academic Board of the SCD will deal with the appeal at its discretion.
- 6.41.8 The decision of the Academic Board of the SCD will be final.

6.42 SPECIAL ENTRY

- 6.42.1 A student may be admitted to a course on the basis of Special Entry. Such students might be:
 - 6.42.1.1 persons who have not yet reached mature age and who did not do the HSC or failed to meet the ATAR level. For example, a person under 21 years of age who did not do the HSC but has completed a trade certificate or equivalent;
 - 6.42.1.2 persons who have been educationally disadvantaged due to:
 - a. socio-economic reasons such as low-family income or poor living conditions;
 - b. language difficulties;
 - c. learning difficulties;
 - d. disrupted schooling;
 - e. physical disability;
 - f. serious family illness;
 - g. excessive family responsibility;
 - h. geographical isolation of home and/or school and lack of support, time or facilities for study at home or school.
 - 6.42.1.3 persons of Aboriginal or Torres Strait Islander descent who have not followed the normal HSC entry path;
 - 6.42.1.4 persons who were home schooled and show evidence of being able to manage tertiary study;
 - 6.42.1.5 students awaiting an IELTS result;
 - 6.42.1.6 persons who have completed a prescribed program of non-award study (4 units) and passed all units.
- 6.42.2 All Special Entry admissions are provisional.

6.43 STUDENT CARDS

- 6.43.1 Students are allocated an identification number upon enrolment. The number is to be used thereafter, together with the student's name, on all documents, including essays, assignments, correspondence, etc. A student card is issued upon payment of fees which also entitles the student to use the facilities of the College Library, including the right to borrow according to its policies.
- 6.43.2 Student cards are not issued to students who have deferred study or who have taken a leave of absence.

6.44 SUPPLEMENTARY EXAMINATION

- 6.44.1 Supplementary examinations may only be granted in the case of illness (subject to the submission of a satisfactory medical certificate) or on compassionate grounds (subject to the approval of the Sub-Dean).

6.44.2 A student must apply for a supplementary examination in writing to the Registrar within three working days of the last day of the relevant examination period.

6.44.3 The date of the supplementary examination will be determined by the Registrar after discussions with the student.

6.45 SYDNEY COLLEGE OF DIVINITY (SCD)

St Andrew's is accredited through the SCD, a tertiary education institution providing high quality, accredited awards in theology and related areas through the teaching colleges that are its member institutions.

The SCD is registered as a Higher Education Provider.

Location: Office of the Dean, Suite G5, Focus Building
64 Talavera Road, Macquarie Park NSW
Postal Address: PO Box 1882, Macquarie Centre, Nth Ryde NSW 2113
Contacts: (T) 02 9889 1969 (F) 02 9889 2281
(W) www.scd.edu.au (E) scd@scd.edu.au

The complete Handbook of the SCD is available online.

6.46 TEACHING AND LEARNING STRATEGIES

Teaching will be done by a variety of means as deemed appropriate by the lecturer. This may include a combination of lectures and tutorials, eLearning, audio-visual teaching aids, student presentations, group discussion, seminars, field education, and supervised library research.

6.47 TERMINATION OF ENROLMENT

6.47.1 If in the opinion of the Faculty a student's academic progress is not considered satisfactory, the student is required to show cause to the Faculty why they should not be excluded from St Andrew's.

6.47.2 A student who fails to maintain the required minimum rate of progress in a course of study is excluded from further enrolment in any units. The required minimum rate of progress for a student in a coursework program is as follows:

- a. during the first two years of candidature, 54 credit points for each year of full time candidature and 18 credit points for each year of part time candidature; and
- b. thereafter, 54 credit points for each year of full time candidature and 24 credit points for each year of part time candidature;

6.47.3 A student who has not completed their course of study within the designated time is excluded from further enrolment in any units.

6.48 TIMETABLE

Timetable information is normally released at least four months prior to the commencement of each semester.

6.49 TRANSCRIPTS

Copies of official academic transcripts are available from the Office of the Dean of the SCD.

6.50 UNAVOIDABLE DISRUPTION

6.50.1 The SCD has adopted the following definition of unavoidable disruption, to be applied to the requirements to complete a unit, the provision of special examinations, the discontinuance of a unit and exclusion from a unit.

6.50.2 *Unavoidable disruption* to studies is defined as resulting from an event or set of circumstances which:

- a. could not have reasonably been anticipated, avoided or guarded against by the student *and*
- b. were beyond the student's control *and*
- c. caused substantial disruption to the student's capacity for effective study and/or the completion of required work *and*
- d. interfered with the otherwise satisfactory fulfilment of unit or program requirements.

6.50.3 The following circumstances routinely encountered by students would *not normally* be acceptable grounds for claiming unavoidable disruption to studies, and include:

- a. routine demands of employment;
- b. routine family problems such as domestic tension with or between parents, spouses, and other people closely involved with the student;
- c. difficulties adjusting to College life, to the self-discipline needed to study effectively, and the demands of academic work;
- d. stress or anxiety associated with examinations, required assessment tasks or any aspect of academic work;
- e. routine need for financial support;
- f. demands of sport, clubs and social or extra-curricular activities.

6.50.4 Any claim based on these categories would need to show clearly, with appropriate documentation, that the student's particular circumstances were so extreme, individually or in combination, as to warrant consideration.

6.50.5 It must also be shown that the alleged disruption seriously interfered with the student's studies or exam performance to the extent that had it not occurred, they would in all likelihood have given a satisfactory performance.

6.50.6 The Faculty will treat as 'unavoidable disruption' cases where the student has been prevented from attending an examination for the following reasons:

- a. as a member of the armed forces involved in compulsory exercises;
- b. as a person in full time employment required to be overseas by his or her employment;
- c. as a person summoned for jury service;
- d. as a member of the emergency services including the medical profession;
- e. as a person representing Australia at an international sporting or cultural event.

6.51 WITHDRAWAL

6.51.1 Withdrawal is when a student exits from either a unit or an entire course.

- 6.51.2 A student may withdraw from a unit without academic or financial penalty only if notice of withdrawal is submitted in writing to the Registrar by the Census Date of the relevant semester (see Academic Calendar for specific dates).
- 6.51.3 Notwithstanding anything contained in this Handbook, a student may withdraw from St Andrew's at any time if the Dean is convinced that such a withdrawal is for good and sufficient reason.
- 6.51.4 After two semesters, re-admission is considered only after the submission of an updated admissions application and, in most cases, a personal interview with the Dean or his representative.

6.52 SAVING CLAUSE

Information contained in this Handbook is correct at the time of printing. Notwithstanding the above regulations and the regulations of the SCD, the Faculty of St Andrew's Greek Orthodox Theological College may in any given case, in the best interests of the student, St Andrew's, or the Church, vary, dispense with or suspend any requirement of, or prescription by, these regulations and report forthwith to the Council of St Andrew's Greek Orthodox Theological College and to the SCD.

SECTION 7:
GUIDELINES FOR THE PREPARATION OF ASSIGNMENTS

Please make sure you follow these guidelines whenever you write an essay or an assignment.

The guidelines are intended both to explain the Theological College's expectations and also to help students achieve a high standard of writing. However, not all conceivable difficulties can be covered in these guidelines. Students who feel — or are told — that they have problems in writing assignments are encouraged to seek advice from a member of Faculty or the Registrar.

1. The purpose of essays and other assignments

The main purpose of essays and other assignments is to develop your knowledge in theological studies by writing on a specialised topic in some detail. They also provide practice in various techniques which you will need in your ministry after the College:

- a. research — the collection of data;
- b. critical study and interpretation of the data; and
- c. effective presentation of your ideas in written and oral form.

2. Relation to lectures

Lectures give an introduction to various aspects of theological studies and to methods of study. They are not intended to give you all the information needed to do an essay or assignment.

Your essays and other assignments should make use of relevant material presented in class, but should also show independent research and critical thought.

In addition, you are reminded that in order to complete a course unit, you must participate in **ALL** contact hours, field work and other activities as prescribed and satisfy the assessment work required. In other words, no student can satisfactorily complete a course unit unless that student has been present for **at least two thirds of the prescribed activities** for that course unit. In the case that you cannot attend a class, you must inform both the Lecturer involved and the Registrar. **Any student who is tardy or absent from lectures or tutorials without valid reason will have marks deducted from their final result. If this behaviour becomes habitual, it may result in exclusion from classes and failure in the course unit.**

3. Doing research and working out your ideas

Careful research and reading is essential for assessment tasks. Consult the bibliographies provided for each course unit, and ask your Lecturer for further advice if you are not sure what to read. The Librarian can also help if you have difficulties finding books and articles.

Different writers will often give you quite different opinions or interpretations. Compare their views, note differences carefully, and see which you find most convincing and why. When evaluating a book, article or study, take into account such factors as its date, the identity and reputation of the writer, and his or her purpose. In this way you will develop your ability to think critically which is an important aim of tertiary study.

Do not assume that there is just one “right” answer to an essay question. Your Lecturers are not looking for opinions which are carbon copies of their own. They are concerned with the quality of your research, thought and exposition.

Above all, do not patch together an essay from pages copied out from books — or your Lecturer's handouts! **This is plagiarism and it is a serious offence. The essay must be the product of your personal study, expressed in your own words.** Quotations can of course be used to reinforce or illustrate a point, and they can help greatly to make an essay convincing and interesting. However, an essay which consists of little more than quotations strung together is not a good essay. Use quotations sparingly and strategically. Otherwise, report what an author has to say entirely in your own words. Quotations must always be properly marked and referenced, as explained below.

4. Outline and rough draft

It is essential to carry out these preliminary stages before writing out your essay.

The **outline** might contain about one line of notes for each paragraph of the essay. It should enable you to ensure that you have included all the main points in a logical order. When you have written your **rough draft**, read it carefully to make sure that the structure of each paragraph is lucid, and the expression is clear and correct. Look out for errors of grammar, spelling or punctuation. Finally, make sure that you have got the paragraphs in the best sequence.

5. Beginning and ending

At school many people are taught to begin essays with an introductory paragraph, explaining the topic and the aims of the essay, and to end with a conclusion, in which main points may be summarised. This is basically good advice, especially for longer essays. However, some students follow the rule too rigorously, and devote too much space to the introduction and conclusion. As a result, they are forced to leave out important matter in order to keep to the word-limit for the essay. In a short essay (less than, say, 1500 words) the introduction can be very brief, perhaps only a sentence or two. In a short essay the conclusion may not be necessary at all, and quite often in a longer essay as well, as readers can easily remember what they have just read.

6. Paragraphs

Any piece of connected writing should be organised, divided into paragraphs, in such a way that its logical structure becomes clear to the reader. In order to do this you will have to take care over the preliminary outline of your essay, as explained above. Sometimes students submit essays consisting of a string of very short paragraphs, often consisting of a single sentence. Inevitably such essays lose marks; they read like a list of ideas rather than structured logical thought.

There is no set length for a paragraph; it depends on what you want to say. Very short ones are unhelpful, for the reason mentioned above. But very long ones (a page or more) can be tiring and confusing. A good average to aim at is perhaps about one quarter to a third of a handwritten page (or 80-100 words).

Paragraphs can be structured in various ways. One simple method is to begin with a “theme” sentence, expressing the main point you want to make in the paragraph. In subsequent sentences you will develop the theme by adding details, explanations, or examples. If you are telling a story (narration), you may divide it into distinct episodes, each taking up a separate paragraph. In descriptive writing each paragraph may present a different aspect or part of the

subject. Whatever the genre, you will probably want to vary the structure of your paragraphs, to add interest to your writing.

7. The final version

Please make every effort to adhere to the following guidelines when presenting your assignments:

- Use A4 paper, and submit assignments with a College cover sheet attached to the front. Coloured cover sheets can be obtained from the library. Cover sheets in MS Word or PDF are available from the Registrar. **Do not** use folders or plastic covers. Simply staple the sheets together in the correct order, unless you are advised by your Lecturer to submit via email or upload onto a site.
- Assignments should preferably be **typed on one side of the paper only** with **one-and-a-half spacing**, using single spacing for indented quotations. If you do not have access to a computer and have to present your work hand-written, use lined paper and make sure that your writing is **neat and legible**. Clear and attractive presentation will be taken into account in marking.
- At least 4cm. of margin should be available on the left-hand side of each page to allow the marker to write comments.
- Pages should be numbered consecutively throughout your work.
- Spelling should be checked with the aid of a computer spell-check or a reputable dictionary. However, remember that computer spell-checks will not pick up all errors; for example, if you have written *practice* when you should have written *practise*, or *effect* when it should have been *affect*. Please proof-read your work carefully, and make sure **all** errors (not just spelling mistakes) are corrected. If your work has been typed by someone else, **you** are responsible for the version in which it is submitted to the College.
- Shorter quotations can be worked into your text. Where this is done, **you MUST enclose the quoted material, however brief, within quotation marks. To fail to do so is to be guilty of the crime of plagiarism.** With longer quotations (say, more than about three lines) the following procedure should be followed:
 - a. Drop two lines.
 - b. Insert the quotation, indenting it three or four spaces from the left-hand margin and using single spacing. If you follow this procedure, do **not** enclose the passage within quotation marks and do **not** type the quotation in *italics*. If the author has used italics anywhere in the passage then, of course, you should do so too. If you wish to highlight part of the quotation which is in plain text you may do so using italics. In this event, however, you must indicate what you have done. This you can achieve either by inserting, **in square brackets**, after the words you have changed to italics, [*my emphasis*], or add to the reference in the footnote, *Emphasis added*.
 - c. Put the footnote number in superscript **after the punctuation mark(s) at the end** of the quotation.
 - d. Drop two lines and continue with your text. Note that a new paragraph is **not** always required after an indented single-spaced quoted passage. Examine each such case, and treat it on its merits. (That is, decide whether a new paragraph is or is not required.)
- Quotations **must** be given in exactly the form they are found in the original (with the exception of added emphasis - see above), including spelling mistakes and other errors.

However, such mistakes can be noted by inserting *[sic]* after the error (but don't be over fussy, it is usually best to let the quotation alone except in the case of spelling mistakes and typographical errors). It is, nevertheless, permitted to edit quotations. If you need to insert a word or words of your own into a quotation (for example, to explain a reference in the passage which would otherwise be unclear) you can do so by placing your added words in **square brackets**, []. If you wish to change a letter from lower to upper case (i.e., capitals), you can also place square brackets around the changed letter. If you wish to leave out part of a quotation (a subordinate clause, for instance) you can indicate that words have been omitted by using three and only three (never more and never less!) dots with a single space either side, For example, the following sentence could be edited in several ways.

Original sentence (note that it is indented):

In writing your essay, it is desirable always to bear in mind that markers ask themselves certain questions in trying to arrive at a proper assessment of your work.

Edited versions:

In writing your essay [or other assignment], it is desirable always to bear in mind that markers ask themselves certain questions

... [I]t is desirable always to bear in mind that markers ask themselves certain questions in trying to arrive at a proper assessment of your work.

In editing a quotation, it is, of course, most important that you do not alter the sense of the original and that the passage as edited is grammatically correct.

Remember that maps, tables or other kinds of illustration may help to put across information and ideas more effectively.

8. Non-sexist language

We should all avoid language likely to cause offence to groups within the population. Any language which could be deemed insulting on grounds of race, ethnicity, age, religion, sexual orientation or gender should be avoided. Particular attention has been paid to the avoidance of sexist language. In this area the conventions of English usage have changed noticeably in recent years. Please note the following points when preparing your work:

- Do not use phrases like *a man* or the masculine pronouns *he*, *him*, *his*, in contexts where the person referred to could be of either gender. *Man* can be replaced by words such as *person*, *men* can be replaced by *people*, *mankind* by *humanity* or *humankind*, etc., and instead of *he* we can say *he or she* (but it is not good style to do this too often).
- Never ever use *s/he*, and never just replace (as many philosophers seem to do) the masculine by the feminine throughout! Some authors alternate masculine and feminine pronouns, but this is highly artificial and is not to be recommended.
- It is often perfectly correct English to use the third person plural, *they*, or the possessive, *their*, following a singular subject. It requires a bit of experience to know when and when not to do this, but it is a skill which can be picked up quite quickly and it can be a very handy solution to the gender problem. For example:

Has *the writer* read widely around the topic and, in particular, have *they* gone out of *their* way to discover, track down and read references on *their* own initiative? [Emphasis added.]

- In *generalisations* we can often use plural expressions which are gender-neutral, and can produce a neat phrasing. Instead of saying: “Each student must choose his or her essay topic before the end of May” we can say: “Students must choose their essay topics before the end of May.”
- Do not assume that members of a given profession always or preferably belong to a specific gender. Use gender-neutral terms. Say, for example, *layperson* or *laic* rather than *layman*, *chair* or *chairperson* rather than *chairman*. Obviously if you are sure that a given group of people all belong to the same gender, it is pointless using phrases like *he* or *she*. Some knowledge is needed here.
- When referring to God, modern scholarship tends to avoid the use of masculine pronouns and the capitalisation of pronouns. However, if you feel more comfortable using capitals do so. A particular issue applies to the word *God* as it seems natural to use the masculine *He/he* following it. This, however, is incorrect as God is neither male nor female. Use of the neuter, *It/it*, or alternating *He/he*, *She/she* seem to be equally unsatisfactory solutions. The problem can be overcome in many contexts by referring to the appropriate *hypostasis* of the Trinity (in fact, writers often use *God* where it would have been more precise to write *the Father*). Use of *He/he* is clearly appropriate in the case of *the Father* and of *the Son* (or Christ) as fathers and sons can only be males. In the case of the Holy Spirit the situation is not as straightforward. It is true that occasionally in Patristic writings the feminine *She/she* is used of the Holy Spirit. However, use of the feminine is probably not to be recommended here. The alternative is to use the neuter, *It/it*. This can also be done in the case of *the Trinity*, *the Deity* or *the Godhead* (and one can often substitute one or other of these words for *God*). One advantage of retaining capitalisation of pronouns in relation to God is that one can use the neuter without risk of seeming irreverent.
- The previous paragraph in fact itself contains one piece of sexist language, use of the term *Patristic*. However, the problem has yet to be properly confronted, so, for the moment, use of *Patristics/Patristic* and *the Fathers* remains unobjectionable. Nevertheless, there is one case where use of the term *Fathers* may be a little more objectionable but where a solution is at hand. The use of the expression, *the Cappadocian Fathers*, is not entirely satisfactory since a major, possibly *the* major, source of the theology of the persons so designated was the instruction St Basil and St Gregory of Nyssa received from their sister, St Macrina. In other words, one of the people who should be included as one of the Cappadocian Fathers is a Mother! A solution is to refer to the group as *the Cappadocians* or *the Cappadocian Divines*.

Obviously, we cannot change sexist language when it occurs in quotations. Never use (*sic*) following sexist language in a quotation – until recently we all used sexist language!

9. Common errors in English

9.1 Spelling

The apostrophe:

- a. In nouns: Possessive (genitive) forms in -s take an apostrophe before the 's in the singular and after it in the plural. E.g. *One student's marks* but *all the students' marks*. Nouns whose other plural form does not end in -s take the apostrophe in

the possessive form **before** the -: e.g. *men's* (from *men*), *women's* (from *women*).

- b. In pronouns: possessive forms do not take an apostrophe: *his*, *its*.
- c. Elsewhere, the apostrophe is used to indicate that one or more letters have been omitted in a colloquial form. Hence *it's* = *it is*, *I'll* = *I will*. However, in formal writing (e.g. in most tertiary level assignments) it is generally considered better to use the full forms, *it is*, *I will* etc.

Do not confuse *it's* (= *it is*) with *its* (= *of it*).

One word or two?

A lot should always be written as two words.

9.2 Written grammar

We write (and say) **would have** (e.g. *I would have gone, if I could*), not *would of*. The two words *would have* form together one of the compound tenses of the English verb; cf. *I have gone, I would go, I would have gone*. The error is due to the "slurred" pronunciation common in rapid speech.

9.3 Punctuation

The comma:

A common error in both English and Greek is to put a comma between the subject of a clause and the verb, as in *John was writing letters when Peter, opened the door and came in*. This is incorrect and can be confusing.

One correct use of commas is to mark off an explanatory phrase from the rest of the sentence, as in *Maria, a third-year student, enrolled in Modern Greek for the first time in 1996*. The explanatory phrase (*a third-year student*) is put between two commas, which thus function rather like brackets. It is an error to omit one of the commas. This rule overrides the previous one; we have to put a comma after *student*, even though the next word is the main verb.

Inverted commas (quotation marks):

People often use these in an incorrect and confusing way. They are mainly used:

- a. to indicate direct speech: "*Come here!*" *she said*.
- b. to indicate titles of literary works etc. In our recommended format, inverted commas are used with individual poems in a collection, articles in a journal or volume of essays, chapters in a book, etc. E.g. *St Francis of Assisi's poem "The Canticle of Creatures"*.
- c. in phrases like *the word "tree"*. (Italics can also be used for this purpose, as in this paragraph.)
- d. to imply that a term is not correct or a name is not genuine — it may be a pseudonym or alias.

Do not use inverted commas with proper names in other circumstances. If you write, for example, *The author of this book was "Fr Georges Florovsky"*, you are actually implying that this was not his real name. This could lead to embarrassing misunderstandings.

It is also important to note that much has been written on the use of **single** or **double** quotation marks. The following method is suggested:

Single marks for a quotation:

‘Time heals all wounds.’

Double marks for a quotation within a quotation:

‘He described the parliament’s decision as “too little, too late”.’

If you are quoting someone else’s quotation, your reference should begin with *Quoted in ...* and should indicate **your** source. Preferably, however, go to the original sources. **Do not simply use other people's references and pretend that you have looked up the original sources.**

9.4 Vocabulary

Some common errors:

Simplistic is often used wrongly where *simple* would be correct. *Simplistic* means “naive, excessively simple”.

Disinterested means “unbiased, not influenced by selfish considerations”. Its use as the opposite of interested is incorrect. The word for that is *uninterested*.

Hellenistic refers to a specific period of Greek history between about 330 and 100 B.C. *Hellenic* is a general term, more or less synonymous with *Greek*.

Byzantium is an alternative name for the city of Constantinople (Istanbul), and also for the Eastern Roman Empire as a whole. The corresponding adjective is *Byzantine*. Hence we can talk about the *city of Byzantium*, or the *civilisation of Byzantium*, or *Byzantine civilisation*. The inhabitants of Byzantium are the *Byzantines*.

A *novel* is by definition a book-length work of fiction. The word should not be used for a non-fiction work.

9.5 Abbreviations

One needs to be both careful and sparing in the use of abbreviations in essays. Except in the case of common standard abbreviations, it is often best not to abbreviate. Remember that while a particular abbreviation might be very familiar to *you* it may not be known to the reader.

A full stop is used to indicate that letters have been omitted. With many standard abbreviations it is important to put in the full stop. For example:

i.e. *not* ie e.g. *not* eg

However, there are many exceptions where today full stops are not commonly used; for example, OT, NT and such editions of the Bible as AV, NKJV or RSV. Also, it is conventional today not to use a full stop where the last letter of an abbreviation is also the last letter of the word abbreviated. So:

St *but* S. Mr, Mrs, Ms Dr *but* Prof. Fr and Frs *but* Rev.

10. Using Greek in an English context

Given the nature of studies at the College, you will often come across the problem of how to reference material written in Ancient and New Testament Greek. Ordinarily, Greek – whether a block of material is quoted or just a word or phrase – **should not be transliterated, but given in the proper characters**. Any characters which must be put in by hand should be written clearly and carefully in ink.

For many Greek names there is a conventional, historically established English version. These have to be learned or looked up. Whenever you use a Greek geographical name, or a name derived from Greek history or ancient Greek or Byzantine culture, you should always check to see if it has an established English equivalent, unless you are sure you know what is correct. The *Oxford Greek-English Learner's Dictionary*, by D.N. Stavropoulos, includes a good number of these names with their conventional English forms.

For geographical names, accepted forms include: *Athens, Corinth, Patras, Sparta* (rather than *Sparti*), *Euboa* (though *Evvia* is often found), *Olympus, Rhodes, Peloponnese, Attica* (more usual than *Attiki*), *Epirus* (rather than *Ipiros*), *Thessaly, Macedonia, Thrace, Nicosia, Famagusta, Limassol*. With the last three names, forms derived from Modern Greek (*Lefkosia, Ammochostos, Lemesos*) seem hardly to be used at all in English; with the others, the transliterated versions (*Korinthos, Sparti, Peloponnisos* etc.) are occasionally found, but are far less familiar than the conventional forms. *Thessaloniki* is often called *Salonica* in older books, though this seems less common now.

Ancient Greek writers and historical figures are known in English by Latin forms of their names, or by English forms based on the Latin: *Homer, Hesiod, Sappho, Pindar, Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Socrates, Pericles, Plato, Aristotle* and so on. The same occurs with Greek Patristic writers: *Gregory, Basil, Origen, Athanasius, John Chrysostom, Maximus, Cyril*.

Mythological names are known through their Latin form, or by transcriptions which represent the Ancient Greek spelling rather than the modern pronunciation: e.g. *Zeus, Hera, Athena, Poseidon, Hercules* (though the form *Heracles* is also used), *Ares, Hades, Apollo*. Versions based on the Modern Greek forms of these names may not be understood; for example, non-Greek speaking readers may not recognise *Dias* and *Ira* as the divinities they know as *Zeus* and *Hera*.

In journalism, literary translation and various other kinds of writing, it is not uncommon to transliterate foreign words into the English alphabet. In some assignments you may be specifically required to do this. E.g. φρόνημα = *phronema*.

These are all spelling conventions which could change over time. Nevertheless, inconsistencies or random departures from convention can cause great confusion.

In the case where you are working with Hebrew, Aramaic, or Coptic material it is recommended that you follow the systems prescribed in the *Journal of Biblical Literature* and available online at http://www.sbl-site.org/assets/pdfs/JBL_Instructions.pdf.

11. Documentation

Proper documentation is an essential part of scholarly work. It allows readers to see the sources of your information, to check them if they wish, to evaluate the quality of your research, and to use your sources for further research.

Whenever you cite the exact words of an author, you must indicate this by quotation marks (inverted commas) or by indenting the passage. In addition you must give a reference. You should also give a reference when quoting the views of another writer,

even when you do not use his or her exact words. If you fail to do this, you will be guilty of plagiarism — passing off someone else’s words as your own — and you could be given a mark of zero and, **in more serious cases, disciplinary action will be taken.**

A long research essay should always include a bibliography (usually given at the end), as well as footnotes and/or short references in the text wherever necessary. These aspects of documentation are dealt with in more detail below. For shorter assessment pieces it may be more convenient simply to give full references in footnotes.

12. Bibliography and footnotes

Your bibliography should list all the works you have actually used. For each work, this should include all the information necessary for a reader to identify the work and to find it in a library or obtain it in some other way. Never artificially inflate a bibliography!

The main thing is that the information given should be **complete**, and the format **logical** and **consistent** (to avoid confusion).

You will need to give (in this order):

- the author's surname and forename (if known) or initials;
- the full title of the work (this should be either underlined or, if you are using a word-processor, printed in italics);
- the number of the edition (if this is given on the title-page);
- the name of the publishing company (if given);
- the place (city or town, not country, province, state or county) and
- the year of publication.

There are some exceptions to the above in the case of place. Where places outside of Europe, such as in the USA, are named after a place in Europe the state or province is added to the non-European city or town. In the case of the American states, standard abbreviations are usually used: e.g., *Crestwood, NY*, *Cambridge, MA*, *Princeton, NJ*. (The same practice applies to Australia where a publication is likely to be read overseas: e.g., *Kensington, NSW*, *Perth, WA*.) Additional geographic information is sometimes added in the case of an obscure place of publication. For instance, occasionally the county is added to an English town: e.g., *Woodbridge, Suffolk*.

References in footnotes should give just enough information for a reader to identify the work you are referring to with its aid. Always include the page number(s) of any particular section of the work to which you are referring. Full details should be given the first time a work is mentioned in a footnote. The format can be basically the same as for bibliographical entries, with a few slight differences.

The following is a selection of examples based on the recommended forms of citation according to the “notes and bibliography system” of the *Chicago Manual of Style* (16th Edition) and *A Manual for Writers of Term Papers, Theses, and Dissertations* (7th Edition) by Kate L. Turabian. These works are available from the library. A Chicago-Style Citation Quick Guide is available online at http://www.chicagomanualofstyle.org/tools_citationguide.html and it is recommended that you download this guide and keep it handy.

1 = first footnote; 2 = subsequent footnote of work previously cited; 3 = bibliography entry

Book (one author)

1. John Meyendorff, *Living Tradition* (Crestwood, NY: SVS Press, 1978), 45-62.
2. Meyendorff, *Living Tradition*, 69.

3. Meyendorff, John. *Living Tradition*. Crestwood, NY: SVS Press, 1978.

Book (corporate author)

1. Greek Orthodox Archdiocese of Australia, *Book of Prayers: A Selection for Orthodox Christians* (Sydney, 1993), 23.
2. Greek Orthodox Archdiocese, *Book of Prayers*, 35.
3. Greek Orthodox Archdiocese of Australia. *Book of Prayers: A Selection for Orthodox Christians*. Sydney, 1993.

Book (editor entry)

1. Ian Gillman, ed., *Many Faiths, One Nation: A Guide to the Major Faiths and Denominations in Australia* (Sydney: Collins, 1988), 248.
2. Gillman, *Many Faiths, One Nation*, 256.
3. Gillman, Ian, ed. *Many Faiths, One Nation: A Guide to the Major Faiths and Denominations in Australia*. Sydney: Collins, 1988.

Book (no author given)

1. *Temple Beth Israel: Sixty Years of Progressive Judaism, 1930-1990* (St Kilda, VIC, 1990), 53.
2. *Temple Beth Israel*, 65.
3. *Temple Beth Israel: Sixty Years of Progressive Judaism, 1930-1990*. St Kilda, VIC, 1990.

Book (multi-volume work)

1. Catherine Aslanoff, *The Incarnate God* (Crestwood, NY: SVS Press, 1995) 2: 43-60.
2. Aslanoff, *The Incarnate God*, 2:79.
3. Aslanoff, Catherine. *The Incarnate God*. 2 vols. Crestwood, NY: SVS Press, 1995.

Book (translator instead of author)

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.
3. Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Book (translated title)

1. Stylianos Harkianakis, *The Infallibility of the Church in Orthodox Theology*, trans. Philip Kariatlis (Adelaide: ATF Press; Sydney: St Andrew's Orthodox Press, 2008), 17.
2. Harkianakis, *Infallibility*, 34.
3. Harkianakis, Stylianos. *The Infallibility of the Church in Orthodox Theology*. Translated by Philip Kariatlis. Adelaide: ATF Press; Sydney: St Andrew's Orthodox Press, 2008.

Book (foreign language with translation supplied)

1. Martin Buber, *Das Problem des Menschen* (The Problem of Man) (Heidelberg: Lambert Scheider Verlag, 1948), 35.
2. Buber, *Das Problem*, 41.
3. Buber, Martin. *Das Problem des Menschen* (The Problem of Man). Heidelberg: Lambert Scheider Verlag, 1948.

Chapter or other part of a book

1. Elisabeth Behr-Sigel, 'Women in Jesus' Earthly Life,' in *Orthodox Women Speak: Discerning the "Signs of the Times"*, ed. Kyriaki Karidoyanes FitzGerald (Geneva: WCC Publications, 1999), 51.
2. Behr-Sigel, 'Women in Jesus' Earthly Life,' 53.

- Behr-Sigel, Elisabeth. 'Women in Jesus' Earthly Life'. In *Orthodox Women Speak: Discerning the "Signs of the Times"*, edited by Kyriaki Karidoyanes FitzGerald, 51-55. Geneva: WCC Publications, 1999.

Ancient, patristic and medieval works (modern editions)

- St Basil the Great, *On the Holy Spirit*, trans. David Anderson (Crestwood, NY: SVS Press, 1980), 25.
- St Basil, *On the Holy Spirit*, 51.
- St Basil the Great. *On the Holy Spirit*. Translated by David Anderson. Crestwood, NY: SVS Press, 1980.

Article from a periodical

- Doru Costache, 'Christian Worldview: Understandings from St Basil the Great,' *Phronema* 25 (2010): 22.
- Costache, 'Christian Worldview,' 39.
- Costache, Doru. 'Christian Worldview: Understandings from St Basil the Great,' *Phronema* 25 (2010): 21-56.

Book review in a periodical

- Paul Barnet, review of *A History of New Testament Lexicography*, by John A. L. Lee, *Phronema* 19 (2004): 79.
- Barnet, *A History*, 80.
- Barnet, Paul. Review of *A History of New Testament Lexicography*, by John A. L. Lee. *Phronema* 19 (2004): 79-81.

Note carefully the punctuation in the examples. It is intended to combine absolute clarity with simplicity.

For bibliographies, **full stops** are placed at the end of the author's name as well as the book's or article's title, and at the end of the whole reference. A **colon** separates parts of a title. **Inverted commas** are only used for journal articles or chapters in books. (Single inverted commas are now generally preferred in English.) **Italics** (or **underlining**) are only used for the title of a book or periodical. If you are writing on a word-processor, use italics. Otherwise, underline the title. Italics and underlining are considered to be equivalent — but don't use both in the same bibliography.

For footnotes, the entry is written out as a **continuous clause**, with **commas** rather than full stops separating its parts. The author's initial or forename should be put in its 'natural' place, before the surname. Publication details are placed within round brackets.

No part of the citation is written wholly in capitals. This applies even though the author's name and title may be given in capitals in the actual book or journal. Hence if you see on a book the title A SHORT HISTORY OF BYZANTIUM, you will put it in your bibliography in the form *A Short History of Byzantium*.

Don't worry — you will not be penalised for the occasional misplaced comma! It is often hard to be completely consistent, or to find all the necessary information. However, please try to achieve as high a standard of consistency as you can.

Please list all books in the original language and alphabet. The rules given here will work equally well for works in Greek and in other languages.

If your bibliography contains books in both Greek and English (or other languages), you will have the problem of deciding which alphabetical order to use. You will find it simplest to list

first the names given in the Greek alphabet, placing them in Greek alphabetical order, and then to do the same for works whose authors' names are in the English alphabet.

The footnotes must be numbered consecutively throughout the essay - do not start the numbering all over again with each page. Today, endnotes (that is, where all of the notes are placed at the end of the essay, article or chapter) are frequently used instead of notes at the foot of each page. The rules for endnotes are exactly the same as for footnotes. **Wherever the word *footnote* occurs in this section the word *endnote* can be substituted for it.** In submitting essays at St Andrew's **you may use either footnotes or endnotes.**

13. Reference materials gained from the Internet

One of the questions that has been puzzling contemporary researchers is the validity of internet references. As many sites are placed there by individuals or groups merely expressing an opinion, the content is just that – opinion – and has little validity as such and so is not particularly useful as a citation. In contrast, most academic journals and periodicals are refereed – that is, articles and papers submitted to such publications are checked by at least one or two referees for their content, methodology and conclusions, and so have stood the test of close scrutiny. Similarly, in the case of books, reputable publishers normally obtain expert reports on a manuscript before deciding whether or not to publish the work.

In addition, the general purpose of citation, namely, enabling the reader to find and check the sources used in a piece of academic work, is sometimes frustrated by the impermanence and variability of material on the Internet. Thus a cited piece may have disappeared when the marker goes to look for it. There is only limited provision at present for archiving Internet materials.

In light of this, and as a general rule, the College advises students to be circumspect when consulting electronic material in their research. When used, these types of references are to be kept to a minimum and used only according to the advice of the Lecturer in question. In the event that such a resource is permitted in a given assignment, the student must accurately indicate the web address from which material was derived and the date this was accessed.

14. Scriptural references

The Orthodox Church has never committed itself to a single text and list of Old Testament books. It has traditionally used the Greek Old Testament of the Septuagint (LXX).

Suggested abbreviations:

Old Testament

Gn	Genesis	Pr	Proverbs
Ex	Exodus	Ecc	Ecclesiastes
Lv	Leviticus	SS	Song of Songs
Nm	Numbers	WSol	Wisdom of Solomon
Dt	Deuteronomy	WSir	Wisdom of Sirach
Jos	Joshua	Hos	Hosea
Jdg	Judges	Am	Amos
Ru	Ruth	Mic	Micah
1Kg	1 Kingdoms (1 Samuel)	Joel	Joel
2Kg	2 Kingdoms (2 Samuel)	Ob	Obadiah
3Kg	3 Kingdoms (1 Kings)	Jon	Jonah
4Kg	4 Kingdoms (2 Kings)	Nah	Nahum
1Ch	1 Chronicles (1 Paraleipomenon)	Hab	Habakkuk
2Ch	2 Chronicles (2 Paraleipomenon)	Zep	Zephaniah

1Ez	1 Ezra (2 Esdras)	Hag	Haggai
2Ez	2 Ezra (Ezra / 2 Esdras)	Zec	Zechariah
Neh	Nehemiah	Mal	Malachi
Tb	Tobit	Is	Isaiah
Jdt	Judith	Jer	Jeremiah
Est	Esther	Bar	Baruch
1Mc	1 Maccabees	Lam	Lamentations of Jeremiah
2Mc	2 Maccabees	EJer	Epistle of Jeremiah
3Mc	3 Maccabees	Ezk	Ezekiel
Ps	Psalms	Dan	Daniel
Job	Job		

When using an English translation of the Hebrew Old Testament (e.g. New Revised Standard Version or New King James Version) please use the abbreviations given within the edition you are using (normally found in the opening pages).

New Testament

Mt	Matthew	1 Ti	1 Timothy
Mk	Mark	2 Ti	2 Timothy
Lk	Luke	Tts	Titus
Jn	John	Phm	Philemon
Acts	Acts of the Apostles	Heb	Hebrews
Rom	Romans	Jas	James
1 Co	1 Corinthians	1 Pt	1 Peter
2 Co	2 Corinthians	2 Pt	2 Peter
Gal	Galatians	1 Jn	1 John
Eph	Ephesians	2 Jn	2 John
Php	Philippians	3 Jn	3 John
Col	Colossians	Jude	Jude
1 Th	1 Thessalonians	Rev	Revelation
2 Th	2 Thessalonians		

Attention should be given to the way in which biblical references appear in the text and in footnotes or endnotes. Please note the following points:

- titles of biblical books are **not italicised**
- abbreviations are **not punctuated**
- a **colon** separates chapter and verse, e.g. Ex 17:2
- a **semicolon** separates verses in different chapters, e.g. Am 5:18-20; 8:9-14
- **commas** separate a series of verses in the one chapter, e.g. John 1:6-8, 19-28
- an **en rule** separates verses in a passage, as above, e.g. 2 Co 5:1-10
- a **spaced en rule** separates
 - a series of verses which continue into the next chapter, e.g. Jam 4:1 – 5:6
 - a long section of a book, that is several chapters, e.g. Gn 1:1 – 11:9 (*rather than* Gn 1:1-11:9)
 - books comprising one passage, e.g. 1 Samuel 1 – 2 Kings 10
- chapters and verses are given in **Arabic numerals**

Do not use f. or ff., but include all verse numbers. Scripture references can usually be included in brackets within the text:

Naomi accepted her suffering and blessing as the will of God (Ruth 1:8-9, 13, 20-21; 2:20).

The names of whole books or whole chapters are spelled out:

Among the sources which contributed to the Deuteronomistic History was the prophetic record (1 Samuel 1 – 2 Kings 10).

When a passage is referred to within a discussion on a particular book, there is no need to repeat the name of the book:

The Book of Malachi closes the collection of prophetic books in the Hebrew Scriptures ... The name means ‘my messenger’ and is probably based on 3:1 (compare 2:7).

Some Translations

AV	Authorised Version	NJB	New Jerusalem Bible
JB	Jerusalem Bible	NKJV	New King James Version
KJV	King James Version	NRSV	New Revised Standard Version
NEB	New English Bible	REB	Revised English Bible
NIV	New International Version	RSV	Revised Standard Version
LXX	Septuagint	Vg	Vulgate

Usually the first biblical reference will indicate the version being cited. Any change in version should be referenced.

‘As he went ashore, he saw a great crowd; and he had compassion for them, because they were like sheep without a shepherd; and he began to teach them many things.’ (Mark 6:34 NRSV)

For the Septuagint version:

That God’s servant will ‘prosper’ implies an ‘understanding’ of the divine plan (Is 52:13 LXX).

Special care needs to be taken over the Psalms as the numbering in the Hebrew Masoretic Text (MT), and versions such as the Book of Common Prayer (BCP) which follow the Hebrew, differ from the numbering of the Septuagint (LXX) and Latin versions of the Psalms.

LXX	MT
1-8	1-8
9	9 & 10
10	11
etc, through to:	
113	114 & 115
114	116:1-9
115	116:10-19
116	117
etc, through to:	
146	147:1-11
147	147:12-20
148-150	148-150

There is also a psalm, which occurs only in the Septuagint, that is sometimes numbered Ps 151 and sometimes designated as being “outside the number” of the 150 psalms. Where it is

necessary to give both numbers for a psalm reference, the following method is recommended. If the verse or verses are not quoted, it is suggested that you give the Septuagint psalm number followed by the Masoretic text psalm number and verse or verses in brackets: e.g. Ps 114 (116:4 MT).

15. Citation of classical and patristic texts

The following conventions apply to referencing classical and patristic texts:

- titles of classical and patristic texts are *italicised*
- where an author wrote only one work, or where all works are gathered under one title, there is no need to record that title
- for abbreviations of titles, see: *A Patristic Greek Lexicon: with addenda et corrigenda*. Edited by G.W.H. Lampe. Oxford: Oxford University Press, 1961 (located in the College library).
- abbreviations are *italicised* and **punctuated by stops**
- use a **comma** to separate author and title (an option is to use no punctuation here) and then **stops** for punctuation between the interior divisions of the text – books, sections, chapters, paragraphs and lines
- a particular edition may be indicated by adding the editor's or translator's name with pagination
- the choice of Greek and Latin titles or of titles in English depends on whether you are using or citing the original languages or an English translation.

Here are some examples of referencing classical and patristic texts:

Herodotus, 8.144 = his only extant work (the so-called *Persian Wars*) book 8, section 144.
Plato, *Rep.* 7.514a-521b. = *Republic* book 7, page and column 514a-521b.
Cicero, *De Leg.* 1.13. = *De Legibus* book 1, section 13.
Origen, *C.Celsum* 8.21-22, trans. H. Chadwick, 467-468. = *Contra Celsum* book 8, sections 21-22, in Chadwick's translation, pages 467-468.
Augustine, *Conf.* 13.9.10 = *Confessiones* book 13, section 9, line 10.

As with biblical texts, these references may be incorporated in a sentence, placed in parentheses or included in notes as in the following three examples:

In *On the Virtues* 52, Philo mentions the two books he had written on the life of Moses.

Josephus criticises earlier historians for praising the might of Rome while completely disparaging the efforts of the comparatively small Jewish force (*War* 1.8).

[Note] 12. See Kelly, *Jerome*, 312 on Jerome's *Ep.* 130. I am indebted for this reference to Robert Markus, *The End of Ancient Christianity* (Cambridge University Press, 1990) 41, n. 45.

Where works of authors are included in well known series, it is customary to list these works with series abbreviations:

Athanasius	
<i>Vita Antonii</i> (PG 26)	<i>Patrologia Graeca</i>
Augustine	
<i>Confessiones</i> (CCL 27)	<i>Corpus Christianorum. Latin Series</i>

When in doubt as to how to include such references, compare reference styles in relevant secondary sources, particularly those issued by major publishing houses. You will not find uniformity but, possibly, a useful model. One suggestion is the referencing style found in Jaroslav Pelikan's five-volume work *The Christian Tradition: A History of the Development of Doctrine* published by the University of Chicago Press.

16. What markers look for in students' work

In writing your assignment, it is desirable always to bear in mind that markers ask themselves certain questions in trying to arrive at a proper assessment of your work. These are bound to include the following:

- Is the essay well written and well presented?
- Does the essay contain any genuinely original argument or analysis, as contrasted with simple description or reporting, or is it entirely derivative?
- Does the essay really address the problem/question/topic indicated in the title?
- Is the essay coherently structured, and does it reach a proper conclusion based on the information, argument and analysis presented?
- Has the student read widely around the topic and, in particular, have they gone out of their way to discover, track down and read references on their own initiative? (In other words, has the student done any real research, or simply relied on a few standard references provided by the lecturer or tutor, together with lecture or tutorial notes?)

Then there are several more technical questions the marker will be bound to consider:

- Has the essay been properly proof-read?
- Is non-discriminatory language used throughout?
- Are **all** uses of primary and secondary sources, and not just direct quotations, acknowledged and properly referenced in the footnotes, **with page numbers** where relevant? (This is **very** important.)
- Is there consistency in the form in which references are given? Are standard conventions followed in footnotes and in the editing of quotations?

And, finally, the most grave question of all:

- Is there the slightest suggestion any form of academic misconduct?

Section 6 of this Handbook contains information relating to academic misconduct and acceptable academic cooperation. All students are advised to consult this material.

The following table provides a general guide with respect to the Lecturers' expectations and how different grades may be allocated.

Table of Grade Descriptors

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-7100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge

	the topic				
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills <i>(Continued on next page)</i>
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction	Evidence of outstanding preparation, highly developed	Evidence of thorough preparation, well developed	Evidence of sound preparation, good skills in actively	Evidence of adequate preparation, adequate skills in	Insufficient evidence of preparation, participation, and

with others	skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	contribution to discussion and in responding positively to the views of others	participating and in listening to others while relying on others to do most of the work.	interaction with others
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The Satisfactory (S) grade

This grade is awarded on the basis of mastery of content and adequacy in performance. Students who do not achieve the outcomes of mastery and adequacy in a unit where Satisfactory grades are awarded, will receive a Fail (N) grade.

Quasi-Grade Outcomes

For every unit in which they are enrolled, students will be awarded a grade or Academic Board will record a quasi-grade (explained below).

Quasi-grade outcomes are as follows:

Extension (E)

This outcome will be recorded temporarily under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of a semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work the grade which most fairly describes the student's work will be given. The date for completion will be determined by the relevant lecturer, in light of the relevant SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to the SCD Academic Standards Committee with the results for the following semester. In such cases, for the purposes of monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

Incomplete (I)

This outcome will be recorded temporarily when one of the assessment tasks for a unit is incomplete and an extension for the assessment item does not pertain. The student will have previously provided an explanation to the Faculty Board of St Andrew's in writing clearly stating the reasons why extra time is being sought. Upon completion of the work a Pass grade will be awarded provided that the student's work merits it, but no higher grade will be allowed. The date for completion will be determined by the relevant lecturer, in light of the relevant SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to SCD Academic Standards Committee with the results for the following semester. In such cases, for the purposes of

monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

Unavailable result (U)

This outcome will be recorded temporarily where grades are unavailable at the time of monitoring of results through no fault of the student. A letter from St Andrew's over the signature of the Principal or the Academic Director explaining the reasons for U results must be submitted during the Semester Monitoring of Results, and grades will be submitted to SCD Academic Board at the next meeting after the one scheduled for issue of grades.

Withdrawal (W)

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

In Progress (IP)

This outcome will be recorded where a unit of study continues into the following semester. This will automatically flag that no final result is due until the end of the next semester. This outcome will also be recorded when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

ACADEMIC CALENDAR

SEMESTER 1

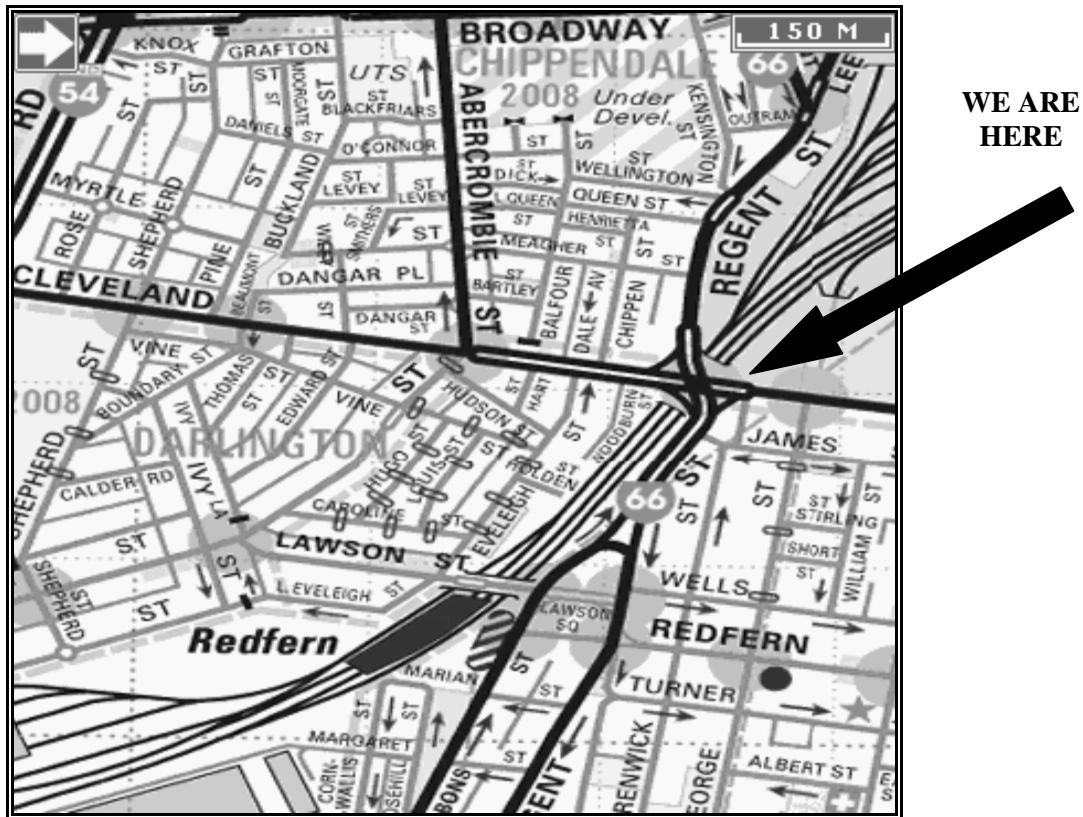
Orientation Activities Week	Mon	Feb 24
Opening of the Academic Year, Doxology, 12:00pm	Thu	Feb 27
Week 1 <i>Beginning of Great Lent</i>	Mon	Mar 3
Week 2	Mon	Mar 10
Faculty Meeting, 3:30pm	Thu	Mar 13
Last Day for New Enrolment or Change of Enrolment	Fri	Mar 14
Week 3	Mon	Mar 17
Week 4	Mon	Mar 24
<i>Annunciation of the Theotokos</i> (All College Observance / No Lectures)	Tue	Mar 25
CENSUS DATE (Semester 1) (Last Day to Withdraw without Penalty)	Fri	Mar 28
Week 5	Mon	Mar 31
Week 6	Mon	Apr 7
Autumn Residential School (Distance Education Students)	Mon to Wed	Apr 7-9
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Mid-Semester Recess Begins	Sat	Apr 12
<i>Palm Sunday</i>	Sun	Apr 13
<i>Holy Pascha</i>	Sun	Apr 20
Mid-Semester Recess Ends	Sun	Apr 27
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Week 7	Mon	Apr 28
Faculty Meeting, 3:30pm	Thu	May 1
Week 8	Mon	May 5
<i>Feast Day of the Holy Apostle and Theologian John the Evangelist</i> (Chapel Liturgy – Lectures Commence 10:30am)	Thu	May 8
Sydney College of Divinity Graduation Ceremony Great Hall, University of Sydney, 11:00am	Sat	May 10
Week 9	Mon	May 12
<i>Mid-Feast of Pascha</i> (Lectures Commence 10:30am)	Wed	May 14
Week 10	Mon	May 19
Week 11	Mon	May 26
<i>Apodosis (Leave-Taking) of Pascha</i> (Lectures Commence 10:30am)	Wed	May 28
<i>Ascension of our Lord</i> (Lectures Commence 10:30am)	Thu	May 29
Week 12	Mon	Jun 2
<i>Pentecost</i>	Sun	Jun 8
Queen's Birthday Public Holiday	Mon	Jun 9
Examination Period	Tue to Fri	Jun 10-13
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Faculty Meeting, 3:30pm	Thu	Jun 26
Administrative End Date (Semester 1)	Fri	Jul 4

ACADEMIC CALENDAR

SEMESTER 2

Week 1	Mon	Aug 4
<i>Transfiguration of our Lord</i> (Lectures Begin 10:30am)	Wed	Aug 6
Week 2	Mon	Aug 11
<i>Dormition of the Theotokos</i> (All College Observance / No Lectures)	Fri	Aug 15
Last Day for New Enrolment or Change of Enrolment	Fri	Aug 15
Week 3	Mon	Aug 18
Faculty Meeting, 3:30pm	Thu	Aug 21
Week 4	Mon	Aug 25
CENSUS DATE (Semester 2) (Last Day to Withdraw without Penalty)	Fri	Aug 29
Week 5	Mon	Sep 1
Week 6	Mon	Sep 8
<i>Exaltation of the Holy and Life-Giving Cross</i>	Sun	Sep 14
Week 7	Mon	Sep 15
Week 8	Mon	Sep 22
<i>Translation of the Holy Apostle and Theologian John the Evangelist</i> (Chapel Liturgy)	Fri	Sep 26
Annual Patristic Symposium	Fri to Sat	Sep 26-27
Mid-Semester Recess Begins	Sat	Sep 27
Mid-Semester Recess Ends	Sun	Oct 12
Week 9	Mon	Oct 13
Faculty Meeting, 3:30pm	Thu	Oct 16
Week 10	Mon	Oct 20
<i>Feast Day of St James the Brother of our Lord</i> (Divine Liturgy of St James / No Morning Classes)	Thu	Oct 23
Week 11	Mon	Oct 27
Week 12	Mon	Nov 3
Examination Period	Mon to Fri	Nov 10-14
<i>Entrance of the Theotokos into the Temple</i>	Fri	Nov 21
Faculty Meeting, 3:30pm	Thu	Nov 27
<i>Feast Day of the Holy and Glorious Apostle Andrew</i>	Sun	Nov 30
Administrative End Date (Semester 2)	Fri	Dec 5

CAMPUS LOCATION AND DIRECTIONS



St Andrew's Greek Orthodox Theological College is located at 242 Cleveland Street, Redfern (cnr Cleveland and Regent Streets), Sydney, New South Wales, on the same premises as the Central Offices of the Greek Orthodox Archdiocese of Australia and the Greek Orthodox Cathedral of the Annunciation of the Theotokos.

ARRIVING BY CAR:

Access to Archdiocese car park via two gates located on Cleveland Street side of the premises.

ARRIVING BY PLANE:

Taxi (approx. \$25.00) to the Archdiocese, or Train from airport terminal to Central Station (approx. \$15.00) and 20 min walk either through Prince Alfred Park or via Regent Street, or Shuttle Bus (approx. \$15.00-\$20.00) from airport terminal to Central Station and 20 min walk through Prince Alfred Park.

ARRIVING BY PUBLIC TRANSPORT:

Go to NSW Transport Info (<http://www.131500.com.au/>) for comprehensive information and trip planner.