

2012 Handbook

Volume One



Adelaide College of Divinity

**Higher Education
Courses**

ADELAIDE COLLEGE OF DIVINITY INC

2012 Handbook

Volume 1: Higher Education Courses

Diploma of Ministry
Associate Degree of Ministry
Bachelor of Ministry
Graduate Diploma in Ministry
Graduate Diploma in Resource Ministry
Master of Ministry
Doctor of Ministry

This *Handbook* is published by the Adelaide College of Divinity Inc and contains information about ACD Higher Education courses and student related policies. Every effort has been made to ensure the accuracy of the *Handbook* at the time of printing. Please contact the ACD Office or check the ACD website for up to date information.

Information about ACD VET Diploma and Certificate courses may be found in the *2012 ACD Handbook – Volume 2*.

Enquiries may be directed to:

Adelaide College of Divinity Inc
34 Lipsett Terrace
BROOKLYN PARK SA 5032
Tel: (08) 8416 8400 Fax: (08) 8416 8410
Web: www.acd.edu.au
Email: college.divinity@flinders.edu.au

Information about Flinders University courses in Theology may be found in the *2012 Adelaide Theological Centre/Department of Theology Handbook*.

© ACD Inc 2012

Updated 12 January 2012

CONTENTS

ACD OBJECTIVES	ii
ADELAIDE COLLEGE OF DIVINITY	1
TIMETABLE	
Semester One	2
Semester Two	3
2012 ACD SCHEDULES	
Academic Calendar	4
Principal Meeting Dates	5
Units Offered in ACD Courses	6
Tuition and Other Fees	8
Census Dates	8
COURSE INFORMATION	
General Information	9
Distance Education	11
Undergraduate Courses	12
Bachelor of Ministry	12
Associate Degree of Ministry	16
Diploma of Ministry	18
Bachelor of Ministry and Associate Degree of Ministry pre 2011	18
Postgraduate Courses	20
Master of Ministry	20
Graduate Diploma in Ministry or Resource Ministry	20
Doctor of Ministry	22
Discontinued Courses	25
UNITS	
Undergraduate Units	26
Postgraduate Units	40
DIRECTORY	
Academic Staff	43
Officers of ACD	44
ACD Boards and Committees	44
Former Officers of the ACD	44
AWARDS AND PRIZES	
2011 Award of ACD Degrees, Diplomas and Certificates	45
Prizes	45
Annual Lecture	45
ACD CONSTITUTION AND REGULATIONS	
Constitution	47
Regulations	48
ACD STUDENT RELATED POLICIES	
Academic Review of Student Progress	52
Admission, Enrolment and Graduation	52
Appeals Against Academic Review Decisions	54
Appeals Against Final Grades	55
Assessment Exercises and their Presentation – Higher Education	56
Campus Induction Procedures	59
Campus Internal Communications	60
Confidentiality Guidelines	61
Course and Tuition Assurance	61
Equal Opportunity	62
Ethical Guidelines for Research Involving Human Subjects	63
Fee Policy	64
FEE-HELP Review Procedures	65
Grievance Procedures	66
Inclusive Language and Use of Language for God	67
Plagiarism	68
Privacy of Information Guidelines	69
Provisional Entry to the ACD Bachelor of Ministry	70
Recognition of Prior Learning	71
Research in Postgraduate Courses	72
Status/Credit Transfer	76
Students with Disabilities	76
GLOSSARY	78
APPENDIX	
Bachelor of Ministry course template	79
Bachelor of Ministry unit list	80
Associate Degree of Ministry course template	81
Diploma of Ministry course template	82

OBJECTIVES OF THE ADELAIDE COLLEGE OF DIVINITY

Preamble

The ACD is committed to an environment that fosters mutual learning, partnership and dialogue in tertiary theological education. The ACD strives for excellence in educational practice in teaching and learning.

Objectives

The objectives of the ACD are:

1. To provide students with the opportunity to:
 - 1.1 Prepare for lay and ordained ministries through the acquisition of the knowledge, skills and attitudes necessary for ministry and mission.
 - 1.2 Acquire the knowledge and skills which will enable them to take their place confidently in Church and society and to contribute to both.
 - 1.3 Undertake academic study from Certificate to Doctoral level, whether training for ministry or exploring Christian theology out of interest.
 - 1.4 Undertake in-service training.
 - 1.5 Develop the willingness and the ability to examine critically the Christian theological tradition and bring that tradition into dialogue with the issues of contemporary society including:
 - (a) the plurality of Australian life and culture, especially the diversity of its spiritual and religious expressions, and of the opportunities for conversation and dialogue that this offers to Christian theology, ministry and mission; and
 - (b) the ethical and social justice issues engaging Church and society.
 - 1.6 Embark on a journey of life long learning.
2. To provide staff and students with the opportunity to:
 - 2.1 Undertake individual and collaborative research and publication that will develop our theological heritage, enrich our teaching and provide resources and insights that will enable the churches and the community to face the scientific, ecological, economic and social challenges of the future.
 - 2.2 Continue their professional formation.
 - 2.3 Grow personally and spiritually.

ADELAIDE COLLEGE OF DIVINITY

The Adelaide College of Divinity Incorporated (ACD) provides ecumenical tertiary theological education, with the Uniting Church theological college member of the ACD, the Uniting College for Leadership and Theology. Our focus is on the professional and academic preparation for ministry, centred on student learning needs and with strong integration of practice and theory.

ACD today is built upon a rich tradition of tertiary theological education in South Australia. Following a long history of cooperation in theological education among many denominations dating back 120 years, the ACD was established in 1979 as an ecumenical consortium of theological institutions from Christian Churches. For thirty years the theological colleges of the Anglican, Catholic and Uniting Churches, were members of the ACD. The Anglican and Catholic theological colleges withdrew from the ACD consortium in 2010. For those thirty years the ACD consortium has worked closely with Flinders University in providing theological education

ACD is a government registered Higher Education Provider offering accredited bachelor, master and doctor of ministry courses, which are described in this Handbook. As a Registered Training Organisation, the ACD also offers VET accredited certificate and diploma courses in Christian life and ministry (see Handbook Volume 2 for details of these courses). VET and undergraduate courses are also available by distance education.

ACD courses enable students to examine the Christian theological tradition critically and bring that tradition into dialogue with the issues of contemporary society and the professional practice of ministry. The ecumenical approach of the ACD is enhanced by adjunct lecturers and visiting scholars, including faculty from the Catholic Theological College. ACD faculty also teach and supervise for Flinders University.

The Adelaide Theological Library (ATL) on the ACD campus at Brooklyn Park is a specialist ecumenical theological collection affiliated with the Flinders University Library. The ATL collection includes well over 66,000 volumes, 220 current periodicals and various online resources, including citation and full text databases.

The Brooklyn Park Campus is the location for teaching ACD and Flinders University Theology courses, and for the Adelaide Theological Library. Theological colleges located on the Campus include the Catholic Theological College and the Uniting College for Leadership and Theology.

ADELAIDE COLLEGE OF DIVINITY INC

President: Rev Professor Andrew Dutney

Council Chairperson: TBA

Executive Officer: Ms Janet Buchan

Librarian, Adelaide Theological Library: Ms Rosemary Hocking

Administration Officer (Finance): Mr Nick Carusi

Administration Officer (Students and Campus): Ms Lynda Leitner

Administration Assistant: Ms Sue Arthur

Distance Education (Higher Education): Ms Lynda Leitner, Ms Sue Arthur

34 Lipsett Terrace, Brooklyn Park SA 5032

Telephone: (08) 8416 8400 Fax: (08) 8416 8410

Email: college.divinity@flinders.edu.au

www.acd.edu.au

UNITING COLLEGE FOR LEADERSHIP & THEOLOGY

Principal: Rev Professor Andrew Dutney (to June 2012), Rev Dr Steve Taylor (from July 2012)

Principal's PA: Ms Annette Latham

Manager Educational Resources & Administration: Dr Peter Gunn

Administration Officer: Ms Nichola Shaw

Administration Officer: Ms Linda Driver

ACD TIMETABLE: SEMESTER 1 2012

	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM
Monday	MMin/DMin only: Ministry Program Seminars 27 Feb, 23 Apr, 4 Jun Taylor W1				MMin/DMin only: Missional Program Seminars 5 Mar, 30 Apr, 18 Jun Taylor W1							
Tuesday	MINS1305 Reading Cultures Taylor/Gilbert E3/E1								MINS1510 Introduction to Formation for Ministry Panne E3			
Wednesday									MINS1201 Interpreting the New Testament Trainor E3/E1			
Thursday	MINS2216 Pauline Letters Trainor/Turner E3				MINS2321 Reformation History Laffin W1/W2				MINS2110 Israel's Response to Exile Turner W1			
Friday	MINS2705 Biblical Hebrew 1 (Turner) Agnew E2				MINS1601 Spirituality for 21st Century Disciples Hein E3				MINS3111 Prophets (Turner) Agnew E2			
Friday	MINS3603 Discipling Adults Palmer E2											
Friday	PG MINS8555 & 8556 Missional Church Leadership A & B UG MINS3340 Miss Ch Lead B: 2 & 23 Mar, 20 Apr, 18 May, 15 Jun Taylor W1				PG MINS8555 & 8556 Missional Church Leadership A & B UG MINS3340 Miss Ch Lead B: 2 & 23 Mar, 20 Apr, 18 May, 15 Jun Taylor W1							

<p>Intensives</p> <p>February MINS1304 Intro Christian Thought Dutney 6-17 Feb 9.30am-12.30pm E3</p> <p>February MINS3336 Church Ministry & Sacraments Taylor/Cook 6-17 Feb 9.30am-12.30pm W1</p> <p>Postgraduate</p> <p>Intensive: The Nature of the Gospel 21-25 May at Tabor College, details tba</p>	<p>Class duration (except where specified):</p> <p>3 hours for level 1 and Biblical language topics, ie 9am-12pm, 2-5pm, 5.30-8.30pm</p> <p>2 hours for upper level and postgraduate topics, ie 10am-12pm, 1-3pm, 3.30-5.30pm, 6-8pm</p>
--	---

This Timetable is subject to change. Please check the ACD website www.acd.edu.au or with the ACD Office for final confirmation in the week before semester starts.

ACD TIMETABLE: SEMESTER 2 2012

	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	
Monday	MMin/DMin only: Ministry Program Seminars 13 Aug, 10 Sep, 29 Oct Taylor W1				MMin/DMin only: Missional Program Seminars 20 Aug, 17 Sep, 12 Nov Taylor W1								
Tuesday	MINS1101 Interpreting the Old Testament Boase E3/E1				MINS1509 Introduction to Christian Leadership Bailey E3				MINS1602 Media & Communication in Contemporary Culture Hein E3				
	MINS2801 Integrative Ministry Practice A Taylor W1				MINS3002 Biblical Hermeneutics Balabanski/Boase E2								
Wednesday	MINS3514 Formation for Christian Lead/Min Panne/Bailey E3				MINS2534 Liturgy & Worship Eldridge E3				MINS2001 Bible and Culture Boase/Balabanski E3				
									7.00-9.15pm MINS2316 Guided St Miss A (Mission shaped ministry) Taylor S1				
Thursday	MINS2314 Theology of Jesus Christ McEvoy W1				MINS1201 Interpreting the New Testament Balabanski E3/E1				MINS2219 Synoptic Studies Trainor W1				
					MINS2320 Evangelism Bailey/Tiller E2				MINS3344 Gift of Forgiveness Taylor/Coats W2				
Friday													
Undergraduate Intensives						Class duration (except where specified):							
July MINS3341 Guided St in Missiol B (Spirit-ed Missiology for Global Church) Taylor/Kim 23-27 July 9.30am-5.00pm S1						3 hours for level 1 and Biblical language topics, ie 9am-12pm, 2-5pm, 5.30-8.30pm							
November MINS3515 Leadership & Org Culture Bailey 12-23 Nov 9am-12pm S1 (NS1 2013 enrolment)						2 hours for upper level and postgraduate topics, ie 10am-12pm, 1-3pm, 3.30-5.30pm, 6-8pm							
Postgraduate													
MINS9030 Research Methods Seminar Gunn 6-7 Aug, 3-4 Sept, 5-6 Nov 9am-7.30pm with breaks S1													
Intensive as Guided Readings 6 cpts: Spirit-ed Missiology for Global Church Taylor/Kim 23-27 July 9.30am-5.00pm S1													
Intensive as Guided Reading 3 cpts: Leadership as Discernment Panne 27-29 November 9am-1pm E3													
Available but not timetabled (contact lecturer or college for details)													
MINS2317 Guided Study in Innovation A Taylor													

This Timetable is subject to change. Please check the ACD website www.acd.edu.au or with the ACD Office for final confirmation in the week before semester starts.

2012 ACD SCHEDULES

ACADEMIC CALENDAR 2012

February		
Wed	15	Last day for new admissions to ACD courses for Semester One
Thur	16	Last day for Enrolment in Semester One
Tues	21	ACD Campus Orientation 10.00 am – 12.30 pm (Chapel)
Mon	27	Semester One begins
Wed	29	Last day to apply to graduate at the May Conferral ceremony
March		
Fri	9	Last day to add Semester One units to enrolment
Mon	12	<i>Adelaide Cup - No classes</i>
Fri	30	Census Date – Last day to purge Semester One units – Last day to withdraw from Semester One units without incurring FEE-HELP debt or tuition fee
April		
Thur	5	<i>Maundy Thursday – No classes</i>
Fri	6	<i>Good Friday – No classes</i>
	9-20	<i>Mid-Semester Break</i>
Wed	25	<i>Anzac Day – No classes</i>
May		
Mon	7	ACD Conferral of Awards and Service 8.00 pm Chapel of Reconciliation
Fri	11	Last day to withdraw without failure from Semester One units (WN)
June		
Fri	8	Semester One classes end (In some cases teaching may extend until 15 June, the end of the 14 th week)
Mon	11	<i>Queen's Birthday and Volunteers Day – No classes</i>
Fri	15	Last day to withdraw from Semester One units (WF)
	18-29	Assessment
Fri	29	Semester One ends
July		
	2-20	<i>Mid-Year Break</i>
Wed	11	Last day for new admissions to ACD courses for Semester Two
Thur	12	Last day for Enrolment in Semester Two
Mon	23	Semester Two begins
August		
Fri	3	Last day to add Semester Two units to enrolment
Fri	31	Census Date – Last day to purge Semester Two units – Last day to withdraw from Semester Two units without incurring FEE-HELP debt or tuition fee
September		
	17-28	<i>Mid-Semester Break</i>
October		
Mon	1	<i>Labour Day - No classes</i>
Fri	5	Last day to withdraw without failure from Semester Two units (WN)
November		
Fri	2	Semester Two classes end (In some cases teaching may extend until 9 November, the end of the 14 th week)
Fri	9	Last day to withdraw from Semester Two units (WF)
	12-23	Assessment
Fri	23	Semester Two ends

PRINCIPAL MEETING DATES 2012

Meeting dates for Boards and Committees of the educational providers located on the Brooklyn Park Campus are listed below. Meeting dates for ACD Boards and Committees in bold. Most meetings are held in W3, Faculty meetings in S1 and Ecumenical Services in the Chapel of Reconciliation.

February		
Tues 21	2.00 pm 3.30 pm	Adelaide Theological Centre Committee ATCC Executive Committee
March		
Thurs 1	2.00 pm	ACD General Board (Council)
Tues 6	9.30 am	ATCC Executive Committee
Tues 20	3.00 pm	ATCC Board of Management AGM
Tues 27	1.00 pm	ATC/Theology Department Faculty Meeting (1.00 pm – 3.00 pm)
April		
Tues 3	2.00 pm	Certificates in Ministry Board
Thurs 5	2.00 pm	ACD General Board (Council)
Tues 24	2.00 pm	Adelaide Theological Centre Committee
May		
Tues 1	9.30 am	ATCC Executive Committee
Tues 15	3.00 pm	ATCC Board of Management
June		
Tues 26	1.00 pm	ATC/Theology Department Faculty Meeting (1.00 pm – 3.00 pm)
July		
Mon 9	2.00 pm	ACD Examinations Committee
Thurs 26	2.00 pm	ACD General Board (Council)
Tues 31	2.00 pm	Adelaide Theological Centre Committee
August		
Tues 7	9.30 am 2.00 pm	ATCC Executive Committee Certificates in Ministry Board
Tues 21	3.00 pm	ATCC Board of Management
Tues 28	1.00 pm	ATC/Theology Department Faculty Meeting (1.00 pm – 3.00 pm)
September		
Thurs 13	2.00 pm	ACD General Board (Council)
October		
Tues 2	9.30 am	ATCC Executive Committee
Tues 23	2.00 pm	Adelaide Theological Centre Committee
Tues 30	2.00 pm	Certificates in Ministry Board
November		
Thurs 1	2.00 pm	ACD General Board (Council)
Tues 20	9.30 am 1.00 pm	ATCC Executive Committee ATC/Theology Department Faculty Meeting (1.00 pm – 3.00 pm)
Tues 27	3.00 pm	ATCC Board of Management
December		
Mon 3	2.00 pm	ACD Examinations Committee

Ecumenical Services

Tues 20 Mar 12.15 pm	Ecumenical Service - Lenten
Mon 7 May 8.00 pm	Annual Service and ACD Conferral of Awards
Tues 22 May 12.15 pm	Ecumenical Service - Week of Prayer for Christian Unity
Tues 21 Aug 12.15 pm	Ecumenical Service - Migrant and Refugee
Tues 23 Oct 12.15 pm	Ecumenical Service - World Mission Day

UNITS OFFERED IN ACD COURSES IN 2012

Notes: (1) Units at 1000, 2000 and 3000 levels are for undergraduate courses DipMin, AssocMin and BMin.
 (2) Units at 8000 level or above are for postgraduate courses MMin or DMin.
 (3) All internal units are taught at the ACD except where specified.

Unit code	Unit title	Points	Day	Time	Lecturer
UNDERGRADUATE					
<i>Intensives</i>					
MINS1304	Introduction to Christian Thought	4.5	6-17 Feb	09.30-12.30	Dutney
MINS3336	Church Ministry and Sacraments	4.5	6-17 Feb	09.30-12.30	Taylor/Cook
MINS3341	Guided Study in Missiology B (Spirit-ed Missiology for Global Church)	4.5	23-27 July	09.30-17.00	Taylor/Kim
MINS3515	Leadership and Organisational Culture	4.5	12-23 Nov	09.00-12.00	Bailey
Semester 1					
MINS1201	Interpreting the New Testament	4.5	Wed	17.30-20.30	Trainor
MINS1305	Reading Cultures	4.5	Tues	09.00-12.00	Taylor/Gilbert
MINS1510	Introduction to Formation for Ministry	4.5	Tues	17.30-20.30	Panne
MINS1601	Spirituality for 21st Century Disciples	4.5	Thurs	14.00-17.00	Hein
MINS2110	Old Testament Exegesis: Israel's Response to Exile	4.5	Wed	15.30-17.30	Turner
MINS2216	Pauline Letters	4.5	Thurs	10.00-12.00	Trainor/Turner
MINS2321	Reformation History	4.5	Wed	13.00-15.00	Laffin
MINS2705	Biblical Hebrew I	4.5	Thurs	09.00-12.00	Agnew
MINS3111	Old Testament Exegesis: Prophets	4.5	Thurs	15.30-17.30	Agnew
MINS3335	God the Trinity	4.5	Tues	17.30-19.30	Edwards
MINS3603	Discipling Adults in Christian Community	4.5	Fri	10.00-12.00	Palmer
Semester 2					
MINS1101	Interpreting the Old Testament	4.5	Tues	09.00-12.00	Boase
MINS1201	Interpreting the New Testament	4.5	Thurs	14.00-17.00	Balabanski
MINS1509	Introduction to Christian Leadership	4.5	Tues	14.00-17.00	Bailey
MINS1602	Media & Communication in Contemporary Culture	4.5	Tues	17.30-20.30	Hein
MINS2001	Bible & Culture	4.5	Wed	18.00-20.00	Boase/Balabanski
MINS2219	Synoptic Studies: Engaging the Gospel of Matthew, Mark or Luke	4.5	Thurs	17.30-20.30	Trainor
MINS2314	The Theology of Jesus Christ, Word and Saviour	4.5	Thurs	10.00-12.00	McEvoy
MINS2316	Guided Study in Missiology A (mission shaped ministry)	4.5	Wed	19.00-21.15	Taylor
MINS2317	Guided Study in Innovation A	4.5	tba	tba	Taylor
MINS2320	Evangelism, Conversion and Mission of God	4.5	Thurs	15.30-17.30	Bailey/
MINS2534	Liturgy and Worship	4.5	Wed	13.00-15.00	Eldridge
MINS2801	Integrative Ministry Practice A	4.5	Tues	10.00-12.00	Taylor
MINS3002	Biblical Hermeneutics for Mission and Ministry	4.5	Tues	15.30-17.30	Balabanski/Boase
MINS3216	The Passion of Jesus, Passion of Christians	4.5	Tues	17.30-19.30	Trainor
MINS3344	The Gift of Forgiveness	4.5	Thurs	18.00-20.00	Taylor/Coats
MINS3514	Formation for Christian Leadership	4.5	Wed	10.00-12.00	Panne/Bailey
POSTGRADUATE					
MINS9030	Research Methods Seminar	3.0	6-7 Aug, 3-4 Sep, 5-6 Nov	9-7.30 with breaks	Gunn
<i>Programme Seminar Units</i>					
	Ministry Program Semester 1 (3 Seminar units)	1.0 x 3	27 Feb, 23 Apr, 4 Jun	09.30-12.00	Taylor
	Ministry Program Semester 2 (3 Seminar units)	1.0 x 3	13 Aug, 10 Sep, 29 Oct	09.30-12.00	Taylor
	Missional Program Semester 1 (3 Seminar units)	1.0 x 3	5 Mar, 30 Apr, 18 Jun	13.30-16.00	Taylor
	Missional Program Semester 2 (3 Seminar units)	1.0 x 3	20 Aug, 17 Sep, 12 Nov	13.30-16.00	Taylor
<i>Intensives as Guided Reading Units</i>					
	The Nature of the Gospel	tba	21-25 May	tba	Tabor College
	Spirit-ed Missiology for Global Church (2 Reading units)	3.0 x 2	23-27 July	09.30-17.00	Taylor/Kim
	Leadership as Discernment (1 Reading unit)	3.0	27-29 Nov	09.00-13.00	Panne

The following units will be available in both internal and distance modes, subject to individual student arrangements for each unit and permission of the relevant Coordinator.

Unit code	Unit title	Points
SFE units		
MINS2528	Supervised Field Education 1	4.5
MINS2529	Supervised Field Education 2	4.5
MINS2530	Supervised Field Education 3	4.5
MINS3516	Supervised Field Education 4	4.5
MINS3517	Supervised Field Education 5	4.5
Guided Study units		
MINS2002	Guided Study in Biblical Studies A	4.5
MINS2316	Guided Study in Missiology A	4.5
MINS2317	Guided Study in Innovation A	4.5
MINS2531	Guided Study in Leadership A	4.5
MINS2532	Guided Study in Pastoral Care A	4.5
MINS2601	Guided Study in Christian Education & Discipleship A	4.5
MINS3003	Guided Study in Biblical Studies B	4.5
MINS3341	Guided Study in Missiology B	4.5
MINS3342	Guided Study in Innovation B	4.5
MINS3518	Guided Study in Leadership B	4.5
MINS3519	Guided Study in Pastoral Care B	4.5
MINS3601	Guided Study in Christian Education & Discipleship B	4.5
Transition units (for students who commenced prior to 2011 only)		
MINS0001	Independent Study for Transition (1.5)	1.5
MINS0003	Independent Study for Transition (3.0)	3.0

Distance Mode Units

Please note that not every unit will be available in every semester.

Unit code	Unit title	Points
MINS1101	Interpreting the Old Testament	4.5
MINS1201	Interpreting the New Testament	4.5
MINS1304	Introduction to Christian Thought	4.5
MINS1305	Reading Cultures	4.5
MINS1509	Introduction to Christian Leadership	4.5
MINS1601	Spirituality for 21st Century Disciples	4.5
MINS2111	Pentateuch	4.5
MINS2216	Pauline Letters	4.5
MINS2219	Synoptic Gospels	4.5
MINS2314	The Theology of Jesus Christ, Word and Saviour	4.5
MINS2316	Guided Study in Missiology A (Exploring Cross Cultural Ministry)	4.5
MINS2320	Evangelism, Conversion and Mission of God	4.5
MINS2321	Reformation History	4.5
MINS2322	Service as Good News - The Diaconate in History	4.5
MINS2534	Liturgy and Worship	4.5
MINS2536	The Ministry of Pastoral Care	4.5
MINS2704	Biblical Greek	4.5
MINS2705	Biblical Hebrew	4.5
MINS3002	Biblical Hermeneutics for Mission and Ministry	4.5
MINS3111	Prophets	4.5
MINS3218	The Gospel of John and the Johannine Letters	4.5
MINS3335	God The Trinity	4.5
MINS3338	Heritage, Theology and Polity of UCA	4.5
MINS3341	Guided Study in Missiology B (Towards Reconciliation)	4.5

2012 TUITION FEES

Students must pay ACD tuition fees at the time of enrolment or apply for a FEE-HELP loan. Library membership, Handbook and Orientation Manual are included in the tuition fee.

Course	1 EFTSL*	Fee for 1 EFTSL	Fee per Credit Point	Points per Unit of Study**	EFTSL per Unit of Study#	Fee per Unit of Study
Postgraduate Doctor of Ministry Master of Ministry	36 units	\$9,000	\$250	1	0.028	\$250.00
				3	0.083	\$750.00
				6	0.167	\$1,500.00
				<i>Audit 3 points</i>		<i>\$250.00</i>
				<i>Audit 6 points</i>		<i>\$350.00</i>
Undergraduate Bachelor of Ministry Associate Degree of Ministry Diploma of Ministry	36 units	\$7,200	\$200	4.5	0.125	\$900
				<i>Audit</i>		<i>\$250.00</i>

*EFTSL: Equivalent Full Time Student Load. The unit load of a full time course of study over one year is 36 credit points which is 1 EFTSL

**Points Per Unit of Study: The ACD postgraduate courses comprise units of study with credit point values of 1, 3, or 6. ACD undergraduate courses comprise units of study with a credit point value of 4.5

#EFTSL Per Unit of Study: The proportion of a full time student load for a year that would be undertaken by a student enrolled in the unit of study

NOTE: Postgraduate unit fees apply to a BMin unit assessed at postgraduate level for MMin and DMin students who are granted permission to enrol in a BMin unit

2012 OTHER FEES

Academic transcript	\$15
Withdrawal after administration date* (before census date)	\$80

* Administration date is last date to add units in a semester (the Friday of the second week of semester)

2012 CENSUS DATES

Semester One Units

Friday 30 March 2011

- Last day to withdraw without incurring a FEE-HELP debt for that unit of study
- Last day to withdraw to receive a fee refund for that unit of study

Semester Two Units

Friday 31 August 2011

- Last day to withdraw without incurring a FEE-HELP debt for that unit of study
- Last day to withdraw to receive a fee refund for that unit of study

Non-Semester Units (Intensives)

The census date for a non-semester unit will be set at the date at which 20% of the unit has been completed.

COURSE INFORMATION

GENERAL INFORMATION

ACD Awards

In higher education the ACD offers the following undergraduate and postgraduate courses in Ministry:

Undergraduate

DipMin	Diploma of Ministry
AssocMin	Associate Degree of Ministry
BMin	Bachelor of Ministry

Postgraduate

MMin	Master of Ministry with exit at GDipMin Graduate Diploma (Ministry or Resource Ministry)
DMin	Doctor of Ministry

Unit of Study Information

Each unit of study has a code with a four letter prefix, MINS, and four digits. Undergraduate units are numbered between 1000 and 3999 and postgraduate units are numbered 7000 and above (MMin and DMin only). Some units which are also Flinders topics may have identical digits.

In undergraduate courses, unit codes signify the level and area of study.

Level	First digit	Level 1	MINS1---
		Level 2	MINS2---
		Level 3	MINS3---
Area	Second digit	Biblical Studies	MINS-0--
		Old Testament	MINS-1--
		New Testament	MINS-2--
		Biblical Languages	MINS-7--
		Missiology	MINS-3--
		Leadership	MINS-5--
		Supervised Field Education	MINS-5--
		Christian Education & Discipleship	MINS-6--
Other		Integrative Ministry Practice units	MINS-8--
		Transition units	MINS00-

Every unit of study has a credit point value. Every undergraduate unit has a credit point value of 4.5. Postgraduate units of study have credit point values of 1, 3 or 6. Refer to Glossary at the end of this *Handbook* for terminology.

Tuition Fees

Tuition fees for ACD courses of study are set annually. 2012 fees may be found on the ACD website at www.acd.edu.au or p 8 of the Schedules Section of this Handbook.

FEE-HELP

The ACD is a registered Higher Education Provider under Commonwealth Legislation and eligible students enrolled in the DipMin, AssocMin, BMin, MMin and DMin may apply for FEE-HELP loans. These loans are not means tested and are available to Australian citizens and people in Australia on Permanent Humanitarian Visas. For further information contact the ACD Office.

Timetable

The 2012 ACD timetable may be found on the ACD website www.acd.edu.au or on pp 2-3 of this Handbook.

Grading System

A unit is a prescribed amount of academic work for which a result is recorded. Grades are classifications of pass and fail for units and are:

HD	High Distinction	85-100%
DN	Distinction	75-84%
CR	Credit	65-74%
P	Pass	50-64%
F	Fail	0-49%
NGP	Non-graded Pass	
SATIS	Satisfactory	
WN	Withdraw, Not Fail	
WF	Withdraw, Fail	

A student who fails the same unit twice may not re-enrol in that unit without the permission of the ACD Board. Refer to ACD Policies on *Assessment* and on *Academic Review of Student Progress* in this *Handbook* for more information.

Workload

A full-time load for students in ACD higher education courses is 36 credit points per academic year of study. All internal undergraduate units are taught in 2-3 hour blocks with ten minute breaks after each 50 minute class. The time spent in class is considered to be 'contact' time. Students should expect to spend at least twice the amount of contact time in non-contact time outside class, for example in activities such as research in the library, reading or writing up essays and assignments. Therefore over the full academic year students studying full-time should allow at least 27 - 36 hours per week for their study. This is the minimum time commitment; however, some students may find it necessary to commit more than the minimum time.

Part-time enrolment is considered to be any enrolment less than 13.5 credit points in a semester. Students enrolled on a part-time basis can calculate the number of hours they should set aside each week in the same way. For example a student enrolled in one 6 credit point unit in a semester should allow a minimum of 9 hours per week - 3 contact hours and 6 non-contact hours.

The guideline for the total amount of student work expected for each unit is 1,000 words per credit point. For a 4.5 credit point unit (undergraduate) students should expect to submit 4,500 words; for a 6 credit point unit (postgraduate) students should expect to submit 6,000 words.

Articulation, Credit Transfer and Recognition of Prior Learning (RPL)

The ACD recognizes the experiences, knowledge and abilities which students bring with them when they apply for admission to ACD courses. Such competencies (skills, knowledge and abilities) may have been gained as the result of formal training, work experience and/or life experience.

- (1) **Credit Transfer:** Designated or block credit may be granted on the basis of studies in other approved higher education providers of theological studies.
 - A student who holds an approved theological or ministry higher education qualification may be granted status for up to two thirds of the total credit points of the Diploma of Ministry, Associate Degree of Ministry or the Bachelor of Ministry on the basis of that qualification.
 - A student who has undertaken, but not yet been awarded, a higher education theological qualification may also be granted status for up to two-thirds of the credit points of the Diploma of Ministry, Associate Degree in Ministry or the Bachelor of Ministry on the basis of that previous study.

The maximum status to be granted sets a possible upper limit on credit transfer; however the amount and nature of status to be granted will vary as each application for status is considered on an individual basis in relation to the rules for completing the course.
- (2) **Recognition of Prior Learning (RPL):** Applicants for admission who bring with them knowledge and abilities gained as the result of work experience and/or life experience may be granted credit toward studies in the Diploma, Associate Degree or Bachelor of Ministry.
- (3) **Credit for ACD VET qualifications:** Credit may be granted in the Associate Degree of Ministry or the Bachelor of Ministry on the basis of the VET Diploma of Christian Life and Ministry as follows:
 - Bachelor of Ministry 18 credit points
 - Associate Degree of Ministry 9 credit points.

Applications for credit transfer or RPL must be made on the relevant ACD form and accompanied by documentary evidence: refer to ACD policies *Recognition of Prior Learning* and *Status/Credit Transfer* in this *Handbook* for details. Applications for RPL and credit transfer will be assessed by the relevant course and area study Coordinators.

Student Related Policies and Procedures

Further details of all student related policies and procedures applying to all ACD students can be found in this *Handbook* on pp 52 – 78 or on the ACD website at www.acd.edu.au/student/student_policies_and_procedures.php

Student ID Cards and Library Membership

All enrolled students are eligible to be issued with a Student Identification Card from the Adelaide College of Divinity. This can be a useful identification for a variety of purposes, including the barcode and number of membership in the Adelaide Theological Library with its associated benefits.

Membership of the Library is a benefit of the tuition fee and the ACD student card can be used to borrow books. Library contact details are: phone: 08 8416 8416; fax: 08 8416 8410; website: <http://www.acd.edu.au/library/index.php>

DISTANCE EDUCATION

Flexible Delivery

The following courses are available in distance mode:

Bachelor of Ministry, Associate Degree of Ministry and Diploma of Ministry

It should be noted that not all units are offered in distance mode: please refer to the Schedule of units available in distance mode on p 7.

Studying by Distance Education

ACD rules and requirements as set out in this Handbook apply equally to all students including those enrolling to study by distance or external mode. Critical enrolment, semester and census dates and fees, as set out on p 4 and p 8, are the same for all students.

After enrolling and receiving study materials, distance students should plan their studies carefully so that academic work is finished within the dates for the semester of enrolment. Advice and assistance is available. Questions about enrolment or coursework should be directed to the ACD Student Administrator, Lynda Leitner, in the first instance. Contact details are: phone: 08 8416 8464; email: lynda.leitner@flinders.edu.au or college.divinity@flinders.edu.au

Enrolment and Due Dates

Enrolment prior to semester starting is strongly advised; while enrolment in individual units may be accepted up to the second week of semester. Early enrolment allows time for study materials to be prepared and posted for the start of semester, and gives students time to complete their assignments before semester ends. The due dates for assignments and semester enrolment are given below.

If students are thinking of withdrawing, it is important to be aware of semester census dates and academic withdrawal dates. There could be a financial or academic penalty for late withdrawals (see p 4). Withdrawals after the census date will either incur a FEE-HELP debt or the tuition fee will not be refunded.

	Semester 1 2012	Semester 2 2012
Enrolment:	30 January – 27 February	27 June – 25 July
Census Date:	30 March	31 August
First Assignment due:	23 April 2012	17 September 2012
Final assignment due:	18 June 2012	12 November 2012

Workload

As a general guide, study by distance mode requires about 140 - 190 hours of work in total for a 4.5 credit point unit, or about 10 to 14 hours a week over the semester. Some students find they need more time than this, particularly if they have been away from study for some time, or their original language is not English. It is important that students organise their hours of work in order to meet semester deadlines for submitting assignments.

Students having difficulty in meeting the assignment deadlines to complete should apply well in advance for an extension. Contact the ACD Student Administrator, Lynda Leitner, to request an extension of time. Please note that all work must be submitted by the final date for the semester of enrolment.

Distance students are entitled to an ACD ID card with borrowing privileges at the Adelaide Theological Library.

UNDERGRADUATE COURSES

BACHELOR OF MINISTRY, ASSOCIATE DEGREE OF MINISTRY AND DIPLOMA OF MINISTRY

The Bachelor of Ministry, Associate Degree of Ministry and Diploma of Ministry form a suite of nested courses concerned with the practice of ministry. Centred on the integration of practice and theology, students will engage with contemporary approaches to scripture, mission, leadership and Christian education and discipleship as they grow and develop their skills for Christian ministry and leadership.

Areas of Study

There are four areas of study in the Ministry suite of courses:

- Biblical Studies
- Christian Education and Discipleship
- Leadership
- Missiology.

Admission

Admission requirements are as follows:

- (1) For admission to the course of study for the Bachelor of Ministry, Associate Degree of Ministry and Diploma of Ministry a candidate shall:
 - have completed the final year of secondary schooling in the Australian secondary system or have attained an educational level considered by the ACD Academic Board to be equivalent; and
 - have an application for admission endorsed by a college academic adviser.
- (2) In addition to (1) above, for admission to the Practice stream of the Bachelor of Ministry a candidate shall attend an interview with the Course Co-ordinator and provide such referee reports as may be requested, which reports would normally address a candidate's vocational potential, their potential or demonstrable ability to integrate and reflect, their learning style and potential to work effectively within the genre of the program, the availability of suitable *in situ* supervision, and the suitability of the candidate's work setting as a learning context.

Provisional Admission

- (3) A candidate who has not fulfilled the educational qualifications for admission specified in (1) above may be granted provisional entry status by the Board for a specified period on such conditions as may be determined in each case. Only in exceptional circumstances may such provisional entry status be renewed.
- (4) If a candidate granted provisional entry status fails to comply with the conditions prescribed within the period specified the provisional entry status shall lapse.

The ACD Certificate IV in Christian Life and Ministry or equivalent will be recognised as meeting admission requirements for the Diploma of Ministry, the Associate Degree of Ministry or the Bachelor of Ministry.

Supervised Field Education

The professional focus of the Bachelor of Ministry lies in the requirement of Supervised Field Education (SFE), in which the knowledge, skills and attitudes developed in course units are put into practice. This practice will be set within an educational context in which a supervisor enables the student to reflect practically, personally and theologically on the field education. Supervised Field Education will be evaluated by the supervisor as satisfactory or unsatisfactory on the basis of a learning contract, regular student reports as the data for supervisory conferences, and with the goal of ongoing self-evaluation in ministry in mind.

Requirements relating to Supervised Field Education are summarised in the unit description for MINS2528 Supervised Field Education 1 on p 32 of this *Handbook*.

Full information about SFE may be found in the ACD SFE Manual available from the SFE Coordinator, Rev Roger Brook.

BACHELOR OF MINISTRY

The purpose of the Bachelor of Ministry (BMin) is to equip Christian leaders to be competent in establishing, developing, transforming and growing healthy communities and networks. The course will enable students to engage seriously with contemporary ministry and mission contexts that are developing and evolving.

The course provides academic and professional preparation for ordained or lay ministry roles. It also enables people who are interested to study Christian ministry in contemporary society, whether this leads to a Christian ministry role or to personal enrichment and leadership development for other fields of endeavour.

The BMin provides a strong foundation in the full range of theological disciplines that underpin contemporary ministry leadership – biblical studies, Christian education and discipleship, Christian leadership and missiology – with the ability to specialise in two of these areas (major studies). Supervised Field Education, integrative studies and guided study units provide flexibility to students and the opportunity to combine academic and practical development for professional preparation.

Course Outcomes

The Bachelor of Ministry will:

- provide an understanding of Christian ministry and its underlying principles and concepts;
- develop skills and capacities to be a reflective practitioner;
- develop the ability to lead in a variety of contexts;
- develop communication and problem solving skills;
- foster the ability to undertake research, analyse information and apply knowledge and techniques learnt within an academic or professional context;
- enhance skills for self-directed and life-long learning; and
- develop interpersonal and teamwork skill appropriate to employment and/or further study.

Course Structure and Rules

The Bachelor of Ministry course is 108 credit points comprising 24 units of 4.5 credit points each. A full-time student would complete the course in three years.

Students are required to complete:

- eight first year (level 1) core units,
- two majors, and
- one minor

selected from the range of majors and minors available. Majors and minors are available in the following areas: Biblical Studies; Christian Education and Discipleship; Leadership; Pastoral Care; Missiology; and Innovation.

A major is 6 units totalling 27 credit points. A minor is 4 units totalling 18 credit points. No more than two level 1 units may be included in a major or minor.

In addition all students must complete two units of Supervised Field Education¹, two units of Integrative Ministry Practice and the unit MINS3002 Biblical Hermeneutics. Elective units complete the course, selected from the full range of units available.

Practice stream

A specialist Practice stream is available in the course for students who are approved by the course adviser to take this stream on the basis of additional admission requirements. Students in the Practice stream are required to complete:

- eight first year (level 1) core units,
- five units of Supervised Field Education,
- two units of Integrative Ministry Practice,
- the unit MINS3002 Biblical Hermeneutics,
- electives and Guided Study units.

Students in the Practice stream will be guided in their study program by an individually assigned academic adviser. Units may be selected from the full range of units in the course.

Exit Awards

Students may exit with an Associate Degree of Ministry after two years of full-time study and having met the course rules for the Associate Degree. Students may exit with a Diploma of Ministry after one year of full-time study and having met the course rules for the Diploma.

¹ One unit of Supervised Field Education may be included in the following majors in the Bachelor Degree: Christian Education and Discipleship; Leadership; Pastoral Care; Missiology; and Innovation.

Bachelor of Ministry Structure Diagram

Bachelor of Ministry	
Year 1	
Semester 1	4 core units (18 points)
Semester 2	4 core units (18 points)
Year 2	
Semester 1	Major 1 unit (4.5 points) Major 2 unit (4.5 points) Minor unit (4.5 points) MINS3002 Biblical Hermeneutics for Mission and Ministry (4.5 points)
Semester 2	Major 1 unit (4.5 points) Major 2 unit (4.5 points) MINS2801 Integrative Ministry Practice A (4.5 points) MINS2528 Supervised Field Education 1 (4.5 points)
Year 3	
Semester 1	Major 1 unit (4.5 points) Major 2 unit (4.5 points) Minor unit (4.5 points) Elective (4.5 points)
Semester 2	Major 1 unit (4.5 points) Major 2 unit (4.5 points) MINS3801 Integrative Ministry Practice B (4.5 points) MINS2529 Supervised Field Education 2 (4.5 points)

A Bachelor of Ministry course template is provided in the Appendix for student use.

Bachelor of Ministry core units, majors and minors

	Units	Credit points
Core first level Units	MINS1101 Interpreting the Old Testament MINS1201 Interpreting the New Testament MINS1304 Introduction to Christian Thought MINS1305 Reading Cultures MINS1509 Introduction to Leadership MINS1510 Introduction to Formation for Ministry MINS1601 Spirituality for 21 st Century Disciples MINS1602 Media & Communication in Contemporary Culture	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
Core upper level units	MINS2528 Supervised Field Education 1 MINS2529 Supervised Field Education 2 MINS2530 Supervised Field Education 3* MINS3516 Supervised Field Education 4* MINS3517 Supervised Field Education 5* MINS2801 Integrative Ministry Practice A MINS3801 Integrative Ministry Practice B MINS3002 Biblical Hermeneutics for Mission and Ministry * required in the Practice stream only	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
Majors	<u>Biblical Studies</u> MINS1101 Interpreting the Old Testament MINS1201 Interpreting the New Testament MINS2001 Bible and Culture MINS3002 Biblical Hermeneutics for Mission and Ministry Plus 2 units selected from the list of Biblical studies electives MINS2002 Guided Study in Biblical Studies A MINS2110 Israel's Response to Exile MINS2111 Pentateuch MINS2216 Pauline Letters MINS2219 Synoptic Gospels MINS2704 Biblical Greek MINS2705 Biblical Hebrew MINS3003 Guided Study in Biblical Studies B MINS3109 Old Testament Writings MINS3110 Wisdom Literature MINS3111 Prophets Then and Now MINS3218 The Gospel of John and the Johannine Letters	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5

Majors cont.	<u>Christian Education & Discipleship</u> MINS1601 Spirituality for 21 st Century Disciples 4.5 MINS1602 Media & Communication in Contemporary Culture 4.5 Plus 4 units selected from the list of Christian Education & Discipleship electives: MINS2601 Guided Study in Christian Education & Discipleship A 4.5 MINS2602 Youth and Young Adult Ministry 4.5 MINS2603 Ministry with Children and Families 4.5 MINS2604 Chaplaincy and Ministry in Schools 4.5 MINS2605 Leading and Facilitating Groups 4.5 MINS3601 Guided Study in Christian Education & Discipleship B 4.5 MINS3602 Creative Arts in Worship, Learning and Mission 4.5 MINS3603 Discipling Adults in Christian Community 4.5	
	<u>Leadership</u> MINS1509 Introduction to Leadership 4.5 MINS1510 Introduction to Formation for Ministry 4.5 Plus 4 units selected from the list of Leadership electives: MINS2527 Christian Leadership 4.5 MINS2531 Guided Study in Leadership A 4.5 MINS2533 Homiletics 4.5 MINS2534 Liturgy and Worship 4.5 MINS3514 Formation for Christian Leadership 4.5 MINS3515 Leadership and Organisational Culture 4.5 MINS3518 Guided Study in Leadership B 4.5 MINS3520 Advanced Christian Leadership 4.5	
	<u>Pastoral Care</u> (a specialist focus within the Leadership area) MINS1509 Introduction to Leadership 4.5 MINS1510 Introduction to Formation for Ministry 4.5 MINS3514 Formation for Christian Leadership 4.5 Plus 3 units selected from the list of Pastoral Care electives within the Leadership Stream MINS2524 The Caring Practices of the Church 4.5 MINS2532 Guided Study in Pastoral Care A 4.5 MINS2536 The Ministry of Pastoral Care (external only) 4.5 MINS3519 Guided Study in Pastoral Care B 4.5	
	<u>Missiology</u> MINS1304 Introduction to Christian Thought 4.5 MINS1305 Reading Cultures 4.5 MINS2318 Mission Then, Mission Now 4.5 MINS2316 Guided Study in Missiology A 4.5 Plus 2 units selected from the list of Missiology electives: MINS2314 The Theology of Jesus Christ, Word and Saviour 4.5 MINS2319 Spirit and the World 4.5 MINS2320 Evangelism, Conversion and Mission of God 4.5 MINS2321 Reformation History 4.5 MINS2322 Service as Good News - The Diaconate in History (external only) 4.5 MINS3335 God the Trinity 4.5 MINS3336 Church, Ministry, Sacraments 4.5 MINS3338 Heritage, Theology and Polity of the UCA 4.5 MINS3339 Missional Church Leadership A 4.5 MINS3340 Missional Church Leadership B 4.5 MINS3341 Guided Study in Missiology B 4.5 MINS3343 Living the Text in a Postmodern Context 4.5 MINS3344 The Gift of Forgiveness 4.5	
	<u>Innovation</u> (a specialist focus within the Missiology area) MINS1304 Introduction to Christian Thought 4.5 MINS1305 Reading Cultures 4.5 MINS2316 Guided Study in Missiology A 4.5 MINS2317 Guided Study in Innovation A 4.5 MINS3341 Guided Study in Missiology B 4.5 MINS3342 Guided Study in Innovation B 4.5	
Minors	<u>Biblical Studies</u> MINS1101 Interpreting the Old Testament 4.5 MINS1201 Interpreting the New Testament 4.5 MINS3002 Biblical Hermeneutics 4.5 Plus 1 unit selected from the list of Biblical Studies electives	

Minors cont.	<u>Christian Education & Discipleship</u> MINS1601 Spirituality for 21 st Century Disciples MINS1602 Media & Communication in Contemporary Culture Plus 2 units selected from the list of Christian Education & Discipleship electives	4.5 4.5
	<u>Leadership</u> MINS1509 Introduction to Leadership MINS1510 Introduction to Formation for Ministry Plus 2 units selected from the list of Leadership electives	4.5 4.5
	<u>Pastoral Care</u> MINS1509 Introduction to Leadership MINS1510 Introduction to Formation for Ministry MINS3514 Formation for Christian Leadership Plus 1 unit selected from the list of Pastoral Care electives within the Leadership area	4.5 4.5 4.5
	<u>Missiology</u> MINS1304 Introduction to Christian Thought MINS1305 Reading Cultures MINS2318 Mission Then, Mission Now MINS2316 Guided Study in Missiology A	4.5 4.5 4.5 4.5
	<u>Innovation</u> MINS1304 Introduction to Christian Thought MINS1305 Reading Cultures MINS2316 Guided Study in Missiology A MINS2317 Guided Study in Innovation A	4.5 4.5 4.5 4.5

Coordinators

BMin Course Coordinator

Dr Liz Boase Phone: 08 8416 8426, Email: liz.boase@flinders.edu.au

Areas of Study Coordinators

Biblical Studies

Dr Liz Boase

Phone: 08 8416 8426, Email: liz.boase@flinders.edu.au

Rev Dr Vicky Balabanski

Phone 08 8416 6425, Email vicky.balabanski@flinders.edu.au

Christian Education and Discipleship

Rev Tim Hein

Phone: 08 8416 8428, Email: tim.hein@flinders.edu.au

Leadership

Mr Craig Bailey

Phone: 08 8416 8429, Email: craig.bailey@flinders.edu.au

Missiology

Rev Dr Steve Taylor

Phone: 08 8416 8421, Email: steve.taylor@flinders.edu.au

SFE Coordinator

Rev Roger Brook Phone: (08) 8416 8432, Email: roger.brook@flinders.edu.au

Distance Education Coordinator

Rev Jo-Anne Fulton

ASSOCIATE DEGREE OF MINISTRY

The Associate Degree of Ministry (AssocMin) provides an up-to-date understanding of the major ministry concepts and theories as well as the skills to apply them to life situations as effective practitioners.

The Associate Degree provides the same foundation as the Bachelor of Ministry, through the eight Level One core units, with some beginning specialisation in two areas (minor studies). The completion of these studies, and a selection of elective units from the bachelor degree ensure the professional character of the award as well as articulation between the courses. This includes the acquisition of knowledge, skills and attitudes relevant to the ministry professions. Study at this level also requires students to become critical and independent learners.

Course Outcomes

The Associate Degree of Ministry will provide:

- foundational underpinnings in the basic disciplines of: biblical studies; Christian education & discipleship; leadership; and missiology;
- acquisition of academic and practical skills and attributes to access, comprehend and evaluate information across the disciplines of ministry studies;
- ministry related skills relevant to a range of employment or voluntary work contexts;
- a capacity for self-directed and lifelong learning.

Course Structure and Rules

The Associate Degree of Ministry is 72 credit points comprising 16 units of 4.5 credit points each. A full-time student would complete the course in two years. Students are required to complete:

- eight first year (level 1) core units, and
- two minors, selected from the range of minors available in the Bachelor of Ministry.

A minor is 4 units totalling 18 credit points. No more than two level 1 units may be included in a minor. Minors are available in the following areas: Biblical Studies; Christian Education and Discipleship; Leadership; Pastoral Care; Missiology; and Innovation.

In addition all students must complete one unit of Supervised Field Education² and the unit MINS3002 Biblical Hermeneutics. Elective units complete the course, selected from the full range of units available in the Bachelor of Ministry.

The Associate Degree of Ministry is available as an exit award from the Bachelor of Ministry, or students may commence enrolment in the Associate Degree.

Associate Degree of Ministry Structure Diagram

Associate Degree of Ministry	
Year 1	
Semester 1	4 core units (18 points)
Semester 2	4 core units (18 points)
Year 2	
Semester 1	Minor 1 unit (4.5 points) Minor 1 unit (4.5 points) Minor 2 unit (4.5 points) MINS3002 Biblical Hermeneutics for Mission and Ministry (4.5 points)
Semester 2	Minor 2 unit (4.5 points) MINS2528 Supervised Field Education 1 (4.5 points) Elective (4.5 points) Elective (4.5 points)

An Associate Degree of Ministry course template is provided in the Appendix for student use.

Associate Degree of Ministry core units and minors

	Units	Credit points
Core first level Units	MINS1101 Interpreting the Old Testament	4.5
	MINS1201 Interpreting the New Testament	4.5
	MINS1304 Introduction to Christian Thought	4.5
	MINS1305 Reading Cultures	4.5
	MINS1509 Introduction to Leadership	4.5
	MINS1510 Introduction to Formation for Ministry	4.5
	MINS1601 Spirituality for 21 st Century Disciples	4.5
	MINS1602 Media & Communication in Contemporary Culture	4.5
Core upper level units	MINS2528 Supervised Field Education 1	4.5
	MINS3002 Biblical Hermeneutics for Mission and Ministry	4.5
Minors	<u>Biblical Studies</u>	
	MINS1101 Interpreting the Old Testament	4.5
	MINS1201 Interpreting the New Testament	4.5
	MINS3002 Biblical Hermeneutics for Mission and Ministry	4.5
	Plus 1 unit selected from the list of Biblical Studies electives	

² Students who have difficulty in meeting Supervised Field Education placement requirements in the Associate Degree may apply to the Course Coordinator for exemption from this unit. On approval by the Course Coordinator an elective unit may be substituted.

	<u>Christian Education & Discipleship</u> MINS1601 Spirituality for 21 st Century Disciples MINS1602 Media & Communication in Contemporary Culture Plus 2 units selected from the list of Christian Education & Discipleship electives	4.5 4.5
	<u>Leadership</u> MINS1509 Introduction to Leadership MINS1510 Introduction to Formation for Ministry Plus 2 units selected from the list of Leadership electives	4.5 4.5
	<u>Pastoral Care</u> MINS1509 Introduction to Leadership MINS1510 Introduction to Formation for Ministry MINS3514 Formation for Christian Leadership Plus 1 unit selected from the list of Pastoral Care electives within the Leadership area	4.5 4.5 4.5
	<u>Missiology</u> MINS1304 Introduction to Christian Thought MINS1305 Reading Cultures MINS2318 Mission Then, Mission Now MINS2316 Guided Study in Missiology A	4.5 4.5 4.5 4.5
	<u>Innovation</u> MINS1304 Introduction to Christian Thought MINS1305 Reading Cultures MINS2316 Guided Study in Missiology A MINS2317 Guided Study in Innovation A	4.5 4.5 4.5 4.5

For a full list of elective units see the Bachelor of Ministry unit list.

DIPLOMA OF MINISTRY

The Diploma of Ministry (DipMin) provides foundational theological study in the disciplines underpinning ministry practice. The Diploma of Ministry gives flexibility to students who choose not to complete a full degree course in ministry.

Course Outcomes

The Diploma of Ministry will provide:

- a pathway to gaining foundational knowledge and skill at introductory level in the disciplines which comprise the professional field of ministry studies;
- introduction to the academic and practical skills and attributes to access, comprehend and evaluate information across the disciplines of ministry studies;
- ministry related skills at introductory level relevant to a range of employment or voluntary work contexts;
- guidance in developing self-directed and lifelong learning, with substantial depth in some core areas and some elective areas.

Course Structure and Rules

The Diploma of Ministry course is 36 credit points comprising 8 units of 4.5 credit points each. A full-time student would complete the course in one year.

Students are required to complete:

- at least four of the eight first year (level 1) core units, one in each of the four areas of study, and
- at least two upper level elective units selected from the full range of units available in the Bachelor of Ministry.

The Diploma of Ministry is available as an exit award from the Bachelor of Ministry, or students may commence enrolment in the Diploma.

A Diploma of Ministry course template is provided in the Appendix for student use.

Diploma of Ministry core and elective units

	Units	Credit points
Core Units	At least four level one units, one from each area, from:	
	<i>Biblical Studies</i>	
	MINS1101 Interpreting the Old Testament	4.5
	MINS1201 Interpreting the New Testament	4.5
	<i>Missiology</i>	
	MINS1304 Introduction to Christian Thought	4.5
	MINS1305 Reading Cultures	4.5
	<i>Leadership</i>	
	MINS1509 Introduction to Leadership	4.5
	MINS1510 Introduction to Formation for Ministry	4.5
Elective Units	<i>Christian Education and Discipleship</i>	
	MINS1601 Spirituality for 21 st Century Disciples	4.5
	MINS1602 Media & Communication in Contemporary Culture	4.5
	and	
	At least two upper level units selected from the full range of units available in the Bachelor of Ministry:	
	Upper level unit 1	4.5
Upper level unit 2	4.5	
	(See Bachelor of Ministry unit list)	
	Further elective units selected from the range of units available in the Bachelor of Ministry, subject to prerequisites, to complete 36 credit points.	

BACHELOR OF MINISTRY AND ASSOCIATE DEGREE OF MINISTRY (PRE-2011)

This section is for students who commenced the Bachelor of Ministry prior to 2011.

Transition

Students who commenced the Bachelor of Ministry prior to 2011 will continue their study under the new course structure and rules as given above.

Students who have completed nearly all of their studies under the pre-2011 BMin course rules and who need only one or two units more (or transition units) may be permitted to complete their BMin under the 'old' course rules. These students will enrol in appropriate units from those now offered in the BMin. For details of the pre-2011 BMin course rules, please refer to the *2011 ACD Handbook Vol 1* page 19, available on the ACD website at <http://www.acd.edu.au/courses/timetables.php>

Unit structure

Terminology for 'topics' and 'units' changed in 2011. 'Topic' of study and 'unit' value in previous years are now 'unit' of study and 'credit point' value (or 'point' as a shorter term). So previously a 'topic of 4.5 units' is now a 'unit of 4.5 credit points' (refer to Glossary for terminology).

All undergraduate units are 4.5 credit points each. The total number of credit points needed to complete the Bachelor of Ministry has not changed (108), however if there is a shortfall of 1.5 credit points or 3 credit points students can either undertake a 4.5 credit point unit or alternatively a transition unit: MINS0001 Independent Study in Ministry (1.5 points) or MINS0003 Independent Study in Ministry (3 points).

Students seeking further advice should consult the BMin Course Coordinator or the ACD Student Administrator.

Areas of Study

Prior to 2011 there were three areas of study: Biblical Studies, Historical and Systematic Theology, and Pastoral Studies. Students now select units from the four areas of study as follows:

<i>Pre-2011 area of study</i>	<i>Current area of study</i>
Biblical Studies	Biblical Studies
Historical and Systematic Theology	Missiology
Pastoral Studies	Christian Education & Discipleship; Leadership

Refer to the 2012 BMin unit list on pp 14 - 16.

MASTER OF MINISTRY

With exit at Graduate Diploma in Ministry or Graduate Diploma in Resource Ministry

The ACD Master of Ministry (MMin) is a post-graduate professional degree for those involved in Christian Ministry. It is aimed at assisting Christian leaders in developing their personal, spiritual, pastoral and intellectual capacities. Participants are required to engage with contemporary approaches to empirical research and theological reflection. They interact with the best of the current thinking in a relevant area of pastoral ministry and apply the theoretical knowledge they have acquired in developing a ministry project built around current pastoral practice.

Entry Requirements

Entry to the Master of Ministry normally requires:

1. A Bachelor of Ministry degree or equivalent; and
2. At least two year's pastoral experience; and
3. Permission of the Course Coordinator.

However the ACD Board may, under certain circumstances and subject to specific conditions admit others who can show evidence of fitness for candidature.

Course Structure

The Master of Ministry is a 72 credit point four year course taught on a part-time basis only. There are two streams in the course, Ministry and Resource Ministry. The Resource Ministry stream is available exclusively by distance education.

After successful completion of Levels One and Two (completed over two years part-time) a student may exit with the 36 credit point Graduate Diploma in Ministry or the 36 credit point Graduate Diploma in Resource Ministry (GradDipMin). Students wishing to complete the Master of Ministry continue to complete Levels Three and Four. See Course Structure diagram on p 20.

Course Components

1. *Coursework Units:* The coursework units allow participants to explore current scholarship in their area of interest. Coursework units may also be selected in consultation with the course convenor from advanced level units from the ACD Bachelor of Ministry course, in which case additional tasks may be assigned in order to increase the content to graduate level. MMin students will be assessed at graduate level in these units. Students will enrol in two appropriate Guided Reading Course units for this purpose and complete 6,000 words of written work.
2. *Guided Reading Units:* With the guidance of a unit convenor the student is enabled to read and be assessed in selected areas related to the student's area of research. Students may also read employing the notion of "living libraries", and therefore include a reading component that involves interviewing experts or conducting field trips. Guided Reading units are 3 credit points, normally requiring 3,000 words of written work.
3. *Programme Seminars:* There are 21 seminars at 1 credit point per seminar which allow participants to discuss current issues in their ministry experience and to present progress reports on ministry projects. Participants will be required to submit a 1,000 word response paper for each seminar. Each participant will be expected to lead at least one segment (approx 1 hr in length) of a Programme Seminar at each of levels 2-4 and will be required to submit a paper (1,500-3,000 words) describing the key issues in their presentation in advance. Seminars will also be led by the course convenor and invited experts in areas of ministry practice.
4. *Ministry Practice Project: Ministry Stream*
 Participants will be expected to complete a ministry practice project of 24 credit points for the Master of Ministry (24,000 words) or 12 credit points (12,000 words) for the Graduate Diploma in Ministry on a unit associated with a current ministry activity. The topic of the project may be selected from one of the following broad areas:
 Christian Education
 Youth and Children's' Ministry
 Spirituality
 Pastoral Care
 Pastoral Counselling
 Leadership and Parish Development
 Worship and Liturgy
 Social Justice
 Mission and Evangelism
 Leadership

By the end of the first year of the ministry stream of the course participants will need to have submitted to the course coordinators a proposal for their ministry research project. Prior to commencement of the project a supervisor will be appointed.

5. *Ministry Practice Project: Resource Ministry Stream*

Participants will be expected to complete a ministry practice project of 24 credit points for the Master of Ministry. This will involve the production, refinement, and approval of a Learning Plan in the broad area of resource ministry and the subsequent completion of the goals of the plan and a written project of 24,000 words. Prior to commencement of the project a local supervisor will be appointed under the oversight of the Postgraduate Course Coordinator.

Master of Ministry Course Structure

Ministry Stream			Resource Ministry Stream		
		<i>Credit points</i>			<i>Credit points</i>
Level 1	MINS9030 Research Methods Seminar	3	MINS9030 Research Methods Seminar		3
	MINS8551 Theology of Ministry Practice	6	MINS8551 Theology of Ministry Practice		6
	MINS8531-8532 Guided Reading Courses A-B	6	MINS8531-8532 Guided Reading Courses A-B		6
	<i>or</i>		<i>or</i>		
	Approved Coursework Units*		Approved Coursework Units*		
	MINS8501-8503 Programme Seminars 1-3	3	MINS8501-8503 Programme Seminars 1-3		3
	Total Credit points Level 1	18	Total Credit points Level 1		18
Level 2	MINS8504-8509 Programme Seminars 4-9	6	MINS8504-8509 Programme Seminars 4-9		6
	MINS8001-8002 Ministry Practice Project I-II	12	MINS8533-8536 Guided Reading Courses C-F		12
			<i>or</i>		
	Approved Coursework Units*		Approved Coursework Units*		
	Total Credit points Level 2	18	Total Credit points Level 2		18
<i>Exit</i>	<i>Graduate Diploma in Ministry</i>	<i>36</i>	<i>Graduate Diploma in Resource Ministry</i>		<i>36</i>
Level 3	MINS8003 Ministry Practice Project III	6	MINS8001-8002 Ministry Practice Project I-II		12
	Approved Coursework Units*		MINS8510-8515 Programme Seminars 10-15		6
	<i>or</i>				
	MINS8533-8534 Guided Reading Courses C-D	6			
	MINS8510-8515 Programme Seminars 10-15	6			
	Total Credit points Level 3	18	Total Credit points Level 3		18
Level 4	MINS8004 Ministry Practice Project IV	6	MINS8003-8004 Ministry Practice Project III-IV		12
	Approved Coursework Units*	6	MINS8516-8521 Programme Seminars 16-21		6
	<i>or</i>				
	MINS8535-8536 Guided Reading Courses E-F				
	MINS8516-8521 Programme Seminars 16-21	6			
	Total Credit points Level 4	18	Total Credit points Level 4		18
<i>Exit</i>	<i>Master of Ministry</i>	<i>72</i>	<i>Master of Ministry</i>		<i>72</i>

* Coursework units will be selected with the approval of the Course Coordinator.

Research Guidelines

All research involving human participants must be approved prior to commencement by the ACD Human Research Ethics Committee in accordance with the ACD *Ethical Guidelines for Research*. The ACD *Guidelines for Research in Postgraduate Courses* set out research procedures including supervision, examinations and appeals. The Guidelines are available on the ACD website www.acd.edu.au, in this Handbook, or from the ACD Executive Officer.

Credit Transfer

Students who are deemed by the ACD to have completed the equivalent of Levels One and Two of the course may enter at Level Three.

Delivery Mode

The Ministry stream of the Master of Ministry is available by internal mode with teaching taking place on the ACD Campus. In internal mode coursework units and Programme Seminars are delivered for the most part in the classroom in the form of lectures, tutorials, workshops and seminars. In internal mode for the Ministry Practice Project and Guided Reading units, the

primary interaction between student and supervisor will take place in face-to-face meetings, supplemented by electronic communications (email, phone).

A missional focus is available in the Master of Ministry by distance mode. However, in order to enhance the online learning experience some learning must occur face to face. This is facilitated by offering essential coursework units as intensives.

Course Coordinator

Rev Dr Steve Taylor Phone: (08) 8416 8421, Email: steve.taylor@flinders.edu.au

DOCTOR OF MINISTRY

The Doctor of Ministry (DMin) is a postgraduate professional degree for those involved in Christian Ministry. It is aimed at assisting Christian leaders in developing their ministry practice skills at an advanced level. Participants are required to engage with contemporary debates around ministry practice, engage in critical reflection on areas of ministry specialisation and carry out original research concerning practice in the profession, the results of which will be embodied in a thesis for submission to external examination.

Entry Requirements: Direct Admission

Entry requirements for direct admission to the course are:

1. A Bachelor of Ministry degree with first or upper second class honours or equivalent OR the ACD Master of Ministry degree or equivalent; and
2. At least three years pastoral experience; and
3. Permission of the ACD Postgraduate Committee and the Course Coordinator.

However the ACD Board may, under certain circumstances and subject to specific conditions admit others who can show evidence of fitness for candidature.

A candidate who holds a Master of Ministry degree or equivalent may be granted advanced standing in the DMin.

Entry Requirements: Transfer from Master of Ministry

Entry may also occur by transfer from the Master of Ministry course upon completion of either Level 1, or Level 2 or Level 3 of the Master of Ministry. Requirements for transfer are:

1. A current enrolment in the ACD Master of Ministry course; and
2. A grade average of Distinction in the ACD Master of Ministry study in units totalling at least 18 credit points calculated on the last 18 credit points taken; and
3. At least three years pastoral experience; and
4. Permission of the ACD Research Committee and the Course Convenor.

Transfer of Status from MMin to DMin

A candidate for the ACD Master of Ministry, if accepted into the Doctor of Ministry, will be granted status for units completed in the MMin provided each unit has been completed with a grade of Credit or better according to the following scheme

- Programme Seminars at Master's level transfer to Doctoral level
- Theology of Ministry Practice
- Research Methods Seminar
- Guided Reading and Coursework
- Ministry Practice Project I and II transfer to Ministry Practice Thesis I and II
- Ministry Practice Project III is not transferable.

Advanced Standing for MMin Graduates

A candidate who holds an ACD Master of Ministry degree and who is granted entry to the Doctor of Ministry may be granted advanced standing. Candidates who are granted advanced standing of 48 credit points will be required to complete the following DMin course components:

- 6 credit points of Programme Seminars
- 9 credit points of Guided Readings or approved coursework
- 3 credit points MINS9031 Advanced Research Methods and Ethics
- 42 credit points of Doctoral research project study and optional practicum.

A candidate who holds a Masters degree deemed equivalent to the ACD Master of Ministry degree may also be granted advanced standing. The required DMin course components will be determined on a case by case basis in order to achieve consistency across the programs of study of those graduating from the Doctoral course.

Course Structure

The Doctor of Ministry is a 108 credit point 6 years part-time course. It is comprised of 21 credit points of Programme Seminars, 45 credit points of Coursework and Guided Reading units and 42 credit points of research by means of a Thesis and Practicum or Thesis alone.

Some units for the Master of Ministry and the Doctor of Ministry are shared. Where units appear in both courses a candidate for the Doctor of Ministry will be expected to perform consistently at a higher level than a candidate for the Master of Ministry.

A variety of study paths can be taken to complete the Doctor of Ministry. Sample course structures are given on p 24 for part-time study and for students with advanced standing or credit transfer.

Course Components

1. *Coursework Units*: The coursework units allow participants to explore current scholarship in their area of interest and related areas of ministry practice.

Coursework units may be drawn from a variety of sources and may be selected in consultation with the course Coordinator from 3 or 6 credit point units offered in the ACD Master of Ministry course or from Advanced Level units from the ACD Bachelor of Ministry course. DMin students will be expected to perform consistently at a graduate level in these units and may be required to include additional reading. For units taken from the BMin, students will enrol in two appropriate Guided Reading Course units and complete 6,000 words of written work.

2. *Guided Reading Units*: With the guidance of a unit convenor the student is enabled to read and be assessed in selected areas related to the student's proposed area of research. These 3 credit point units normally require 3,000 words of written work.

3. *Programme Seminars*: There are 21 seminars at 1 credit point per seminar which allow participants to discuss current issues in their ministry experience and to present progress reports on ministry projects. Participants will be required to submit a 1,000 word response paper for each seminar. Each participant will be expected to lead at least one segment (approx 1 hr in length) of a Programme Seminar at each of levels 2-4 and will be required to submit a paper (1,500-3,000 words) describing the key issues in their presentation in advance. Seminars will also be led by the course convenor and invited experts in areas of ministry practice.

4. *Ministry Practice Thesis and Practicum*: Candidates are expected to complete a ministry practice thesis of 42 credit points (42,000 words) or a ministry practice thesis of 36 credit points (36,000 words) together with a practicum of 6 credit points.

The thesis must embody a piece of original research that makes a substantial contribution to the theological and practical understanding of Ministry practice. The thesis will be examined in accordance with the ACD Policy *Research in Postgraduate Courses*.

The professional project practicum is an approved ministry experience in an agreed setting, under the guidance of a Supervisor. It may take place in the candidate's own ministry setting. It provides an opportunity for a student to identify a specific area in ministry practice and enhance their skills and knowledge in that area while in the process also providing real-world experience on which to base development of practical theology and the implementation of action-reflection models. Areas for the practicum include preaching, leadership, chaplaincy, interim ministry, new models of church, and Christian education. The practicum will be preceded by a Guided Reading Unit on the area of the practicum.

The practicum offers an opportunity for students to gain significant practical expertise in a second ministry area which is not related to their thesis area.

Doctor of Ministry Sample Course Structures

Coursework units will be selected with the approval of the Course Coordinator. Students who choose the optional practicum MINS9581 Professional Practicum are not required to complete MINS9007 Ministry Practice Thesis VII.

A. Completion in 6 years, part-time

Year 1	MINS8501-8503 MINS9030 MINS8551 MINS8531-8533	Programme Seminars 1-3 Research Methods Seminar Theology of Ministry Practice Guided Reading A, B or approved coursework units	3 points 3 points 6 points 6 points
Year 2	MINS8504-8509 MINS9031 MINS8533 MINS9001	Programme Seminars 4-9 Advanced Research Methods and Ethics Guided Reading C or approved coursework units Ministry Practice Thesis I	6 points 3 points 3 points 6 points
Year 3	MINS8510-8515 MINS8534-8535 MINS9002	Programme Seminars 10-15 Guided Reading D, E or approved coursework units Ministry Practice Thesis II	6 points 6 points 6 points
Year 4	MINS8516-8521 MINS8536, 9537 MINS9003	Programme Seminars 16-21 Guided Reading F, G or approved coursework units Ministry Practice Thesis III	6 points 6 points 6 points
Year 5	MINS9538-8539 MINS9004-9005	Guided Reading H, I or approved coursework units Ministry Practice Thesis IV and V	6 points 12points
Year 6	MINS9540-41 MINS9006-9007	Guided Reading J, K or approved coursework units Ministry Practice Thesis VI and VII	6 points 12points

An optional practicum could be included in Years 4, 5, or 6.

B. Advanced Standing for ACD MMin graduates

Units to be completed

MINS8522-8527 MINS9031 MINS9537-9539 MINS9001-9007	Programme Seminars 22-27 Advanced Research Methods and Ethics Guided Reading G, H, I or approved coursework topics Ministry Practice Thesis I, II, III, IV, V, VI and VII	6 points 3 points 9 points 42 points
---	--	---

An optional practicum could be included in place of Ministry Practice Thesis VII.

C. Transfer from ACD MMin prior to completion

Example C.1

based on credit transferred for completion of 48 units in the MMin including 15 units of Program Seminars, 21 units of coursework/guided reading (including MINS9030, MINS8551) and 12 units of Ministry Practice Project (I and II).

Units to be completed

MINS8516-8521 MINS9031 MINS8535-8536, MINS9537-9541 MINS9003-9007	Programme Seminars 16-21 Advanced Research Methods and Ethics Guided Reading E, F, G, H, I, J, K or approved coursework topics Ministry Practice Thesis and III, IV, V, VI and VII	6 points 3 points 21 points 30 points
---	---	--

An optional practicum could be included in place of Ministry Practice Thesis VII.

Example C.2

based on completion of 36 units in the MMin including 9 units of Program Seminars, 15 units of coursework/guided reading (including MINS9030, MINS8551) and 12 units of Ministry Practice Project (I and II):

Units to be completed

MINS8507-8521 MINS9031 MINS8533-8536, MINS9537-9541 MINS9003-9007	Programme Seminars 10-21 Advanced Research Methods and Ethics Guided Reading C, D, E, F, G, H, I, J, K or approved coursework topics Ministry Practice Thesis and III, IV, V, VI and VII	12 points 3 points 27 points 30 points
---	---	---

An optional practicum could be included in place of Ministry Practice Thesis VII.

Research Guidelines

All research involving human participants must be approved prior to commencement by the ACD Human Research Ethics Committee in accordance with the ACD *Ethical Guidelines for Research*. The ACD *Guidelines for Research in Postgraduate Courses* set out research procedures including supervision, examinations and appeals. The Guidelines are available on the ACD website www.acd.edu.au, in this Handbook or from the ACD Executive Officer.

Delivery Mode

The Doctor of Ministry is available by internal mode with teaching taking place on the ACD Campus. In internal mode coursework units and Programme Seminars are delivered for the most part in the classroom in the form of lectures, tutorials, workshops and seminars. In internal mode for the Ministry Practice Thesis and Guided Reading units, the primary interaction between student and supervisor will take place in face-to-face meetings, supplemented by electronic communications (email, phone).

A specific missional focus is available in the Doctor of Ministry by distance mode. However, in order to enhance the online learning experience some learning must occur face to face. This is facilitated by offering essential coursework units as intensives.

Course Coordinator

Rev Dr Steve Taylor Phone: (08) 8416 8421, Email: steve.taylor@flinders.edu.au

DOCTOR OF DIVINITY (*Honoris Causa*)

The Degree of Doctor of Divinity is intended as a senior degree to be awarded only for work of considerable distinction.

Candidates for the Degree shall be nominated to the ACD by a sponsor or a group of sponsors. The sponsor(s) will be expected to submit to the ACD evidence that the nominee has made an original and substantial contribution to the advancement of theological learning. Further qualifications to be considered for the nomination of such persons will include:

- (a) contribution to theological learning;
- (b) services to theological education;
- (c) services to the Church; and
- (d) services to the general community.

Normally, it will be expected that some part of this contribution will have been made within the geographical regions related to the work of the Adelaide College of Divinity, Inc. A recommendation from the Honorary Degree Committee shall be made only if the said Committee is satisfied, that the person nominated merits honouring for outstanding achievement or for the exceptional quality of his/her life and work, and that the College is an appropriate body to mark such achievement or equality by the awarding of a degree *honoris causa*.

The ACD will award the Degree only when it is satisfied on the basis of evidence before it that the nominee's contribution has been both original and substantial.

DISCONTINUED COURSES

The following courses have been discontinued. For information about the former courses contact the ACD Office.

Diploma in Ministry (pre-1995)
Diploma in Pastoral Studies.

UNDERGRADUATE UNITS

Equivalence with Flinders Topics

Some ACD Ministry units are equivalent to Flinders University Theology topics, and are co-taught, as listed below. Flinders topics may have a different code and/or name to that for the equivalent ACD unit.

ACD unit		Flinders topic
MINS1101	Interpreting the Old Testament	THEO1101 Interpreting the Old Testament
MINS1201	Interpreting the New Testament	THEO1201 Interpreting the New Testament
MINS1304	Introduction to Christian Thought	THEO1304 Introduction to Christian Theology
MINS1305	Reading Cultures	THEO1502 Sociology for Ministry
MINS1509	Introduction to Leadership	THEO1509 Introduction to Christian Leadership
MINS2110	Israel's Responses to Exile	THEO2110 OT Exegesis: Israel's Responses to Exile
MINS2111	Pentateuch	THEO2111 OT Exegesis: Pentateuch
MINS2216	Pauline Letters	THEO2216 Pauline Letters
MINS2219	Synoptic Gospels	THEO2219 Synoptic Studies: Engaging the Gospel of Matthew, Mark or Luke
MINS2314	The Theology of Jesus Christ, Word and Saviour	THEO2314 The Theology of Jesus Christ, Word and Saviour
MINS2321	Reformation History	THEO2410 Reformation Church History
MINS2322	Service as Good News – The Diaconate In History	THEO2411 Service as Good News – The Diaconate In History
MINS2524	The Caring Practices of the Church	THEO2524 The Caring Practices of the Church
MINS2534	Liturgy and Worship	THEO2523 Worship in the Protestant Tradition
MINS2704	Biblical Greek	THEO2704 Biblical Greek 1
MINS2705	Biblical Hebrew	THEO2705 Biblical Hebrew 1
MINS3002	Biblical Hermeneutics for Mission and Ministry	THEO3002 Biblical Hermeneutics: Making Sense of the Bible
MINS3109	Writings of the Hebrew Bible	THEO3109 OT Exegesis: Writings of the Hebrew Bible
MINS3110	Old Testament Wisdom Literature	THEO3110 OT Exegesis: Wisdom
MINS3111	Prophets Then and Now	THEO3111 OT Exegesis: Prophets
MINS3218	The Gospel of John and the Johannine Letters	THEO3218 John's Gospel and Johannine Epistles
MINS3335	God The Trinity	THEO3335 God The Trinity
MINS3336	Church, Ministry and Sacraments	THEO3336 Church, Ministry and Sacraments
MINS3338	Heritage, Theology and Polity of the UCA	THEO2315 Orientation to the Uniting Church in Australia
MINS3514	Formation for Christian Leadership	THEO3514 Formation for Christian Ministries
MINS3603	Discipling Adults in Christian Community	THEO2525 Christian Education

Online Access

Online components are being introduced in some units. To participate in the online component students must have access to a computer and the internet.

UNIT DESCRIPTIONS

MINS1101 Interpreting the Old Testament

Area: Biblical Studies

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

This unit gives an introduction to the contemporary interpretation of the Old Testament by reading it as a collection of diverse writings and by exploring its varied historical, cultural and social backgrounds. It introduces some methods used in the exegesis of biblical texts, and explores some of the issues surrounding the application of the ancient writings to contemporary contexts. A series of discrete but incremental topics will be covered throughout the semester presenting both an overview of the literature and specific study of representative sections of biblical material. The modules will include the Pentateuch, Deuteronomistic History, Prophets, and Psalms and may include selections from other writings.

Learning Outcomes

- Read a selection of writings from the Old Testament and interpret them according to their original contexts.
- Encounter the methods of biblical interpretation and describe their use and limitations
- Explore ways of drawing contemporary relevance from the ancient writings.
- Demonstrate the ability to articulate, discuss and present orally the issues raised.

MINS1201 Interpreting the New Testament

Area: Biblical Studies

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

The unit gives an introduction to contemporary interpretation of the New Testament by reading it as a collection of different kinds of literature and by exploring the historical, cultural and social backgrounds of the New Testament writings. It introduces some methods used in the exegesis of biblical texts and explores some of the issues surrounding the application of the ancient writings to contemporary contexts. A series of incremental topics will be covered during the semester, presenting both an overview of the literature and specific study of representative sections of biblical material. The modules will include the Gospels and Acts, Pauline Writings, Other Christian approaches to the Judaic heritage (Hebrews, James, Revelation) and Issues of canon and authority.

Learning Outcomes

- Read the various writings of the New Testament and interpret them according to their original contexts.
- Encounter the methods of biblical interpretation and describe their use and limitations.
- Explore ways of drawing contemporary relevance from specified texts.
- Demonstrate the ability to articulate, discuss and present orally the issues raised.

MINS1304 Introduction to Christian Thought

Area: Missiology

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

This subject introduces students to the study of Christian faith and to key doctrines. It outlines the content and method of Christian theology and explores the roles of history and Scripture and other resources in theological discourse. It introduces and examines selected Christian understandings of Christ, God, Trinity and Revelation, with attention to both the development of Protestant Reformation theology and in light of the contemporary Australian context.

Learning Outcomes

- a) To enable students to recognise the history and scope of theological discourse and its role in Australia
- b) To describe and evaluate the theological methodology of a major strand of Christian theology
- c) To equip students to engage with selected key Christian doctrines and construct their own responses, in light of the Australian context.

MINS1305 Reading Cultures

Area: Missiology

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

The unit will include lecture topics on themes including sociological research tools, church and society models, key themes in Australian society and spirituality, key themes in global cultures and ministry models. Tutorial time and group work will provide opportunity to workshop and integrate material into ministry contexts.

Learning Outcomes

- a) To explore issues at the interface between society and ministry in the Australian context
- b) To examine the social dynamics of faith communities
- c) To analyse and critique the interactions between church communities and Australian society
- d) To enable students to see ministry and ministers from a sociological perspective and to develop greater social sensitivity about the ministry process
- e) To provide students an opportunity to engage in research in order to facilitate insights into Australian ministry through the process of praxis.

MINS1509 Introduction to Christian Leadership

This unit is also offered at level 2 as MINS2509 for transition students

Area: Leadership

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

The Introduction to Leadership course is designed to assist in the formation of effective Christian leaders for contemporary ministry and mission contexts. Students will explore the nature and dynamic of leadership, especially in relation to Christian ministry and mission, the value of effective leadership as integral to the mission and ministry of the church. Topics covered may include: Defining leadership; Theology and leadership; Leadership as influence; Models of Christian leadership (leader as servant, shepherd, change-agent, manager); Leadership styles; Leadership qualities.

Learning Outcomes

- a) articulate definitions and understandings of leadership from the perspective of Christian theology in dialogue with secular leadership modes
- b) identify a number of models and styles of leadership and their applications to the given context and in relation to issues such as responsibility, power, authority and governance in general
- c) critically reflect on her/his personal experiences in leadership
- d) evaluate the culture and dynamics of a given organisation.

MINS1510 Introduction to Formation for Ministry

This unit is also offered at level 2 as MINS2511 for transition students

Area: Leadership

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal

Content

This unit is designed to introduce and orientate students to the nature of Christian formation, with particular application to their progress through the course. It will allow students to analyse their learning styles and articulate personal learning plans. The students will undertake a self-assessment of their own learning style; formulate personal learning goals and strategies in response; develop a base line description of understanding their identity in relation to taking on a professional role in ministry, and in relation to their faith and life; create a statement of vocation, develop a commitment to the ethical guidelines for ministry practice. This unit will provide an overview of selected practices of Christian formation, both individual and communal, and allow students to identify ways in which this might apply to their own formation. It will provide students with the opportunity to articulate a vocational statement and design a starting point for understanding their role, identify, faith and life in ministry from which to map further developments throughout the course.

Learning Outcomes

Upon the completion of this unit students will have

- a) developed awareness to various approaches to learning and recognise their own personal style of learning;
- b) become able to articulate an ethical framework binding for ministry practice
- c) acquired skills in how to engage in a formational group process.
- d) gained skills for dialogue and discussion using contemporary technologies.
- e) identified various practices of Christian formation and their implications for individual practice
- f) engaged in a specific spiritual practice for the duration of the unit.

MINS1601 Spirituality for 21st Century Disciples

This unit is also offered at level 2 as MINS2610 for transition students

Area: Christian Education and Discipleship

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

The purpose of the unit is to provide students with the ability to articulate the biblical, spiritual and ethical bases for Christian discipleship, to reflect on the appropriation of these in their own lives as developing leaders, and to gain a general understanding of such issues for church members.

The unit is structured around four modules

1. An exploration of New Testament texts and theology regarding the nature of Christian discipleship

2. An exploration of personal and communal practices of Christian discipleship as described in recent literature and the biographies of contemporary disciples, with students engaging in reflection on their own beliefs, values and practices
3. An introductory understanding of the nature of Christian ethics in Australian society against a global context, and the implications for Christian beliefs, values and living
4. An examination of a range of approaches to spiritual development in the Christian tradition, including contemporary approaches and consideration of forms of spiritual development appropriate to the student's own experience.

Learning Outcomes

- a) ability to explain biblical motifs of Christian discipleship as expressed in the New Testament
- b) ability to identify formative practices of Christian discipleship, both corporate and individual, and demonstrate some foundational practices that are suitable for personal development
- c) ability to articulate and apply basic ethical frameworks for decision-making from a Christian perspective
- d) articulate an understanding of forms of spiritual development in the Christian tradition, and the ability to identify appropriate personal practices to foster these.

MINS1602 Media and Communication in Contemporary Culture

This unit is also offered at level 2 as MINS2611 for transition students

Area Christian Education and Discipleship

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal

Content

The purpose of this unit is to introduce students to the significant changes in culture and society in relation to media and communication, to consider theological dimensions of these changes, and to identify implications for effective communication in Christian ministry and mission.

The unit is structured around four modules or themes, with a fifth theme running throughout.

1. An examination of developments in information and communication technology since the late 19th century/early 20th century, particularly with regard to media. This will include consideration of the political, economic and scientific aspects of technological development
2. An exploration of major theories about communication, particularly since the advent of television.
3. An examination of social and cultural theory with regard to communication and technology, including the significance of popular culture as an arena for 'meaning-making'.
4. An identification of the implications of the above (1-3) for a range of communication contexts in which Christians and the Church (as an institution) engage
5. The development of the capacity to reflect theologically on these issues and to formulate responses for Christian ministry and mission.

Learning Outcomes

- a) ability to articulate and analyse key aspects of media and technology development since the start of the 20th century
- b) articulate an understanding of key shifts communication in theory in the last 60 years, in particular theories regarding 'new' media (or digital media) and 'visual culture'
- c) explain of the relationships between culture, communication and technology, and an ability to identify implications for the ministry and mission of the Church
- d) identify aspects of effective communication and the conditions that support this, with particular reference to Christian worship, education, community life and mission
- e) ability to reflect theologically on the above issues.

MINS2001 Bible and Culture

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1305 (completion of MINS1101 and MINS1201 is recommended)

Content

This unit is designed to explore the ways in which the Bible and culture come into dialogue and mutually interpret each other. Drawing on theories of culture and on biblical themes and motifs, a range of topics will be considered in order to explore the Bible as a source of critique and liberation, ethical teaching and a framework within which questions of life and death, good and evil are considered. Throughout the unit students will engage with a variety of cultural forms, including art, film, theatre, popular music, literature and other print and electronic media in order to explore how the Bible is understood and portrayed. In evaluating the dialogue between contemporary culture and the Bible, students will develop their understanding of the missional context of the contemporary church.

Learning Outcomes

- a) Explain how the Bible functions as a cultural resource affecting and critiquing popular culture.
- b) Identify some Biblical themes expressed in a variety of different media including film, music, art, theatre and literature.
- c) Discuss how the Bible interacts with the Australian cultural context taking into account other contemporary contexts and cultures.
- d) Describe how this shapes the missional understanding of the church.

MINS2002 Guided Study in Biblical Studies A

MINS3003 Guided Study in Biblical Studies B

Area: Biblical Studies

Credit points: 4.5

Mode: Internal and external

Prerequisites: MINS1101 and MINS1201

Content

This unit requires students to consider a particular aspect of biblical studies, either Old or New Testament, in relation to contemporary Christian ministry and mission. Students are required to focus on a specific canonical book/division and to engage with both the body of scholarly works concerning the biblical text/s chosen and to consider issues relating to the relevance of that material for contemporary missional contexts.

Learning Outcomes for MINS2002

- a) Read a selection of writings from a particular biblical book/division and apply a range of methodological tools in order to interpret the text.
- b) Demonstrate competence in exegesis, including the ability to select appropriate critical tools for the text.
- c) Demonstrate the ability to research, evaluate and present reasoned discussion in support of arguments
- d) Be able to discuss the theology of a given text and articulate the hermeneutical principles used in applying the text to a contemporary ministry and missional context.

Learning Outcomes for MINS3003

- e) Read a particular biblical book/division and a selection of secondary literature on it and apply a range of methodological tools in order to interpret the text.
- f) Demonstrate competence in exegesis, including the ability to select appropriate critical tools for the text.

- g) Demonstrate the ability to research, evaluate and present reasoned discussion in support of arguments
- h) Be able to discuss the theology of a given text and articulate the hermeneutical principles used in applying the text to a contemporary ministry and missional context.

MINS2110 Israel's Response to Exile

Not offered in 2011

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1101

Content

This Unit is designed to give an introduction to the Biblical responses to Israel's experience of exile (587-538 BCE). It will examine books of the Bible currently known as the Deuteronomistic History (Joshua-II Kings), Ezra-Nehemiah, I and II Chronicles and sections of Second Isaiah. Passages for exegesis will be selected from these texts. A range of methodological approaches will be applied to the text, and issues surrounding the application of the text to contemporary mission and ministry contexts will be explored.

Learning Outcomes

- a) Read a selection of writings from the Joshua – II Kings, Isaiah 40-55, Ezra/Nehemiah and Chronicles and apply a range of methodological tools in order to interpret the text.
- b) Demonstrate clear thinking in the presentation of argument, communication of ideas, and quality of discussion.
- c) Critically evaluate secondary literature on the relevant Biblical texts.
- d) Describe the cultural and historical situation which fostered the Deuteronomist's theology and the theology of Ezra/Nehemiah.
- e) Discuss ways of drawing contemporary relevance from the ancient and demonstrate the ability to apply the text in contemporary missional contexts.

MINS2111 Pentateuch

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1101

Content

This unit provides an overview of the content and major themes of the first five books of the Bible. It includes a detailed exegetical study of selected texts from the Pentateuch, an exploration of the composition of these books, the history of interpretation and the various interpretive approaches taken to the text. A range of methodological approaches will be applied to the text, and issues surrounding the application of the text to contemporary mission and ministry contexts will be explored. The modules will include detailed examination of Genesis and Exodus, and may include Leviticus, Numbers and Deuteronomy.

Learning Outcomes

- a) Read a selection of writings from the Pentateuch and apply a range of methodological tools in order to interpret the text.
- b) Demonstrate clear thinking in the presentation of argument, communication of ideas, and quality of discussion.
- c) Critically evaluate secondary literature on the Pentateuch
- d) Discuss ways of drawing contemporary relevance from the ancient and demonstrate the ability to apply the text in contemporary missional contexts.

MINS2216 Pauline Letters

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1201

Content

This unit studies the letters of the apostle Paul, which represent one of the most important collections of early Christian writings in the New Testament. Through employing different exegetical methods and comparing the letters attributed to Paul (authentic and pseudonymous), participants will gain an appreciation of the different contexts in which and to which Paul addressed his gospel and how Paul was subsequently interpreted. Key issues related to the expansion of Christianity into new cultures, the struggle to find a stable community identity and existence amidst a hostile environment and the demands of ethnic diversity will be investigated. Implications for contemporary missional practice arising from new interpretations of Paul's thought will also be addressed. A detailed exegesis of particular passages will be undertaken. An optional Greek component is available by agreement.

Learning Outcomes

- a) Read and interpret the undisputed letters of Paul as communications addressing specific concerns of particular communities in the Mediterranean world of late antiquity
- b) Demonstrate the use of relevant exegetical methods and assess a variety of interpretations
- c) Discuss ways of drawing contemporary relevance from these writings and demonstrate the ability to apply the text in contemporary missional and ministry contexts.
- d) Demonstrate the ability to articulate, discuss and present the issues raised.

MINS2219 Synoptic Gospels

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1201

Content

This unit is designed to examine the Synoptic Gospels, in order to

- Understand the historical and cultural contexts in which they were written
- Compare the distinctive witness of the three Synoptic Gospels
- Examine questions that arise from exegesis of the text and learn the methodologies that have been developed to address these questions
- Gain an understanding of the theology of the Synoptic Gospels
- Explore connections between these writings and contemporary issues

A range of methodologies is used. A detailed exegesis of particular passages will be undertaken. An optional Greek component is available by agreement.

Learning Outcomes

- a) Read the Gospels of Mark, Matthew and Luke and apply a range of methodological tools in order to interpret them

- b) Demonstrate a thorough understanding of the structure, themes and distinctive features of one of the Synoptic Gospels and explain the similarities and differences between this Gospel and the other Synoptic Gospels
- c) Discuss ways of drawing contemporary relevance from these writings and demonstrate the ability to apply the text in contemporary missional and ministry contexts.
- d) Demonstrate the ability to articulate, discuss and present the issues raised.

MINS2314 The Theology of Jesus Christ, Word and Saviour

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1304 and MINS1305

Content

This unit combines biblical, historical, doctrinal and contemporary approaches to Jesus Christ and to salvation in Christ. It will include discussion of the theology of salvation in Christ in biblical, patristic, medieval, reformation and modern theologies. It will provide opportunities for students to survey biblical, historical, doctrinal and contemporary approaches to Jesus Christ. It will introduce students to the quest for the historical Jesus, the biblical foundation for Christology and developments up to and beyond the council of Chalcedon and allow reflection on the various approaches to salvation, biblical, patristic, medieval, reformation and modern. It will address the meaning of Jesus Christ for the third millennium in relation to the quest for justice and liberation, feminism, evolutionary biology, ecology and dialogue with other religious traditions.

Learning Outcomes

- a) Critically examine a Christological issue in depth, using a theoretical framework
- b) Present critical reflections on the information and ideas in lectures, readings and tutorials, and formulate their own opinion
- c) Compare and contrast the various approaches presented in class
- d) Articulate a personal and theological argument or reflection
- e) Describe and critique the thesis of a Christological text.

MINS2316 Guided Study in Missiology A

MINS3341 Guided Study in Missiology B

Area: Missiology

Credit points: 4.5

Mode: Internal and external

Prerequisites: MINS1304 and MINS1305

Content

This unit involves study of a particular aspect of Christian ministry and mission. It could include study of the historical and theological foundations of the practice of ministry, and the contributions of the social sciences. The unit could also include analysis of contemporary practices, and orientation to the understandings and approaches that underlie such practice in particular contexts. This unit will be offered with particular foci, depending on the stream in which it is taken and on the method by which study is undertaken.

Learning Outcomes

- a) demonstrate a knowledge of the historical influence shaping a particular area of study
- b) identify the primary biblical and theological dimensions shaping a particular area of study
- c) demonstrate an understanding of the primary ways in which culture, context and other social factors influence contemporary practice
- d) demonstrate elements of several key ministry practices in this area at a 'professional' level
- e) demonstrate the capacity to reflect theologically on current practice in this a particular area of study.

MINS2317 Guided Study in Innovation A

MINS3342 Guided Study in Innovation B

Area: Missiology

Credit points: 4.5

Mode: Internal and external

Prerequisites: MINS1304 and MINS1305

Content

This unit involves study of a particular aspect of Christian ministry and mission. It could include study of the historical and theological foundations of the practice of ministry, and the contributions of the social sciences. The unit could also include analysis of contemporary practices, and orientation to the understandings and approaches that underlie such practice in particular contexts. This unit will be offered with particular foci, depending on the stream in which it is taken and on the method by which study is undertaken.

Learning Outcomes

- a) demonstrate a knowledge of the historical influence shaping a particular area of study
- b) identify the primary biblical and theological dimensions shaping a particular area of study
- c) demonstrate an understanding of the primary ways in which culture, context and other social factors influence contemporary practice
- d) demonstrate elements of several key ministry practices in this area at a 'professional' level
- e) demonstrate the capacity to reflect theologically on current practice in this a particular area of study.

MINS2318 Mission Then, Mission Now

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: Either MINS1304 or MINS1305

Content

This unit provides an overview of the history of Christian mission, including attention to the impact of that mission on Australia, both in history and as it relates to contemporary issues. The unit will include mission in the Old and New Testament. It will cover mission in the following historical periods - early church (100-301), Monastic movement (313-907), Mendicant movement (1000-1453), Age of discovery (1492-1773), Age of Progress (1792-1914). With reference to Australia, units could include Indigenous encounter, relationship with Empire and Pacific Island mission. Contemporary mission issues will be outlined and could include mission in light of decolonization, globalization and encountering multiculturalism and pluralism.

Learning Outcomes

- a) recognise the impact, both positive and negative, of the history of Christian mission
- b) describe key figures in mission history
- c) discuss their influence on the development of Christianity as a world religion
- d) debate mission themes, with particular relevance to contemporary mission issues.

MINS2319 Spirit and the World

Area: Missiology

Credit points: 4.5 Contact: One 2-hour seminar weekly Mode: Internal

Prerequisites: MINS1304 and MINS1305

Content

This subject explores the doctrine of the Holy Spirit in relation to Christian tradition, contemporary theological questions, and practices of Christian spirituality and community. A recurring theme is the relationship of the Spirit and the world. Units could include Knowing the Spirit, The Spirit in the New Testament, The Spirit and the triune God, The Spirit as God's mission, The gifts of the Spirit, The Spirit and the body, The Spirit and spirituality, The Spirit and charismatic experience, The Spirit and Christian hope. Engagement with source material, particularly Biblical, historical and contemporary, will be a focus.

Learning Outcomes

- a) Construct understandings of the Christian view of God as Spirit drawn from biblical sources
- b) Recognise major historical developments of Christian debate about the nature and divinity of the Spirit
- c) Discuss critically differing perspectives on the operation of the Spirit in the world, for Christian life and in Christian practice
- d) Describe critically at least one major contemporary pneumatology or theologian.

MINS2320 Evangelism, Conversion and Mission of God

Not offered in 2011 as internal

Area: Leadership

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: Any two level one core units

Content

This unit is designed to assist leaders in forming and developing churches and faith communities in the task of evangelism. Students will examine the nature of Australian society and its implications for evangelism and the growth of the Church. They will explore understandings of the value of evangelism as integral to the mission and ministry of the church. They will develop skills and practices in implementing local church evangelism. They will explore some of the important issues around evangelism, conversion and the mission of God, including pluralism and postmodernity.

Content could include theologies of evangelism and conversion, the Australian context in history, contemporary challenges, models and practices of evangelistic churches, evangelism and special events and resources for evangelism today.

Learning Outcomes

- a) Identify major social, cultural and ecclesiastical trends that effect evangelism, conversion and the mission of God
- b) Articulate a considered Biblical and theological rationale for evangelism and conversion
- c) Present, and critically respond to, a number of evangelism styles and models
- d) Develop skills and strategies in leading a Christian faith community to effective implementation of local and wider evangelism
- e) Develop skills and confidence in articulation of a range of understandings of the Christian gospel and conversion.

MINS2321 Reformation History

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1304

Content

This unit introduces the student to the social, political and cultural milieu in which new ideas and religious impulses arose and examines how they contributed to the 16th century reformations. It will consider some of the leading figures in the reforms as well as those less dominant people and groups. A selection of their writings and other documents of the reformation will be discussed. The unit will examine some of the important issues, theologies and practices which arose from the reformation; and how they continue to inform our understandings of the church today.

Learning Outcomes

- a) Articulate some of the key religious, political and sociological processes which enabled the reformations of the 16th century to unfold.
- b) Identify some of the people, men, women, Jew, Catholic, Protestant, theologian, monarch, artist or scientist; who made significant contributions to the reforms.
- c) Examine the shifts and developments that have occurred during the 16th century in the understanding of the life and ordering of the church; in sacramental theology and practice.
- d) Articulate the implications of these developments in ministry and mission today.

MINS2322 Service as Good News - The Diaconate in History

Area: Missiology

Credit points: 4.5

Mode: External

Prerequisites:

Content

This unit considers the varieties of functions which deacons have exercised through the centuries and, in particular, the formative centuries in which the ministry was shaped. Special attention is given to the renewal of the diaconate in the nineteenth and twentieth centuries in the Lutheran, Anglican, Reformed and Methodist traditions, and to the restoration of the permanent diaconate in the Anglican, Orthodox and Roman Catholic churches. The recent widening of diaconal ministry in the Uniting Church in Australia will also be examined.

MINS2509 Introduction to Leadership – see MINS1509. *For transition students only*

MINS2511 Introduction to Formation for Ministry – see MINS1510. *For transition students only*

MINS2524 The Caring Practices of the Church

Area: Leadership

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Content

Students will firstly be introduced to a series of pastoral communication skills: listening, reflective responding, exploring, affirmation, confrontation, pastoral prayer and the use of the Scriptures. They will secondly practice the effective application of these skills for a variety of contexts of care (prison, military, congregation, homeless shelter, age care facility) and in response to a diversity of presenting pastoral issues. Material for pastoral conversations and other caring practices will be sourced from field visits, readings and discussions.

Learning Outcomes

Students who have completed this unit

- a) will be able to describe a number of presenting pastoral issues;
- b) will be able to apply a series of six pastoral conversation skills;

- c) will be able to explain how pastoral care is practiced in a diversity of contexts.

MINS2527 Christian Leadership

Area: Leadership

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1509

Content

The Christian Leadership unit is designed to assist in the formation of effective leaders for a healthy, missional church. Students will explore strategic planning, putting plans into action and methods of evaluation. Topics may include: acquiring, developing and articulating vision; the art of strategy: goals, systems and strategic thinking; effective execution: decision making, tactics and programming; resourcing ministry; decision-making; programs & tactics; establishing evaluation systems

Learning Outcomes

- a) Articulate a personal philosophy of leadership and management in dialogue with Christian theological understandings and perspectives
- b) Evaluate critically a range of approaches to leadership, comparing concepts and styles
- c) Identify the role of a Christian leader in relation to strategic planning including vision, goals, programming and evaluation
- d) Articulate the value and contribution that systems theory can make to a Christian organisation
- e) Reflect on the nature of decision-making, particularly in relation to the leader's style and personality as well as the use of power and authority.

MINS2528 Supervised Field Education 1

MINS2529 Supervised Field Education 2

MINS2530 Supervised Field Education 3

MINS3516 Supervised Field Education 4

MINS3517 Supervised Field Education 5

Area: Leadership

Credit points: 4.5

Mode: Internal and external

Prerequisites: MINS1509 (Note: MINS2528 SFE1 is linked to MINS2801 and MINS2529 SFE2 is linked to MINS3801)

Content

Supervised Field Education (SFE) includes the development of a learning contract with goals and objectives related to practical ministry experiences. The goals and objectives of the learning contract will be related to the ministry development needs of the students and the pastoral needs of the placement. The supervisor (who is a person formally accredited by Uniting College) will enable the student to reflect pastorally, personally and theologically on developing experience in ministry in relation to the learning contract, with the development of self-supervisory skills and attitudes as an overarching goal.

Students will complete 12 hours per week of SFE during semester.

Learning Outcomes

Students with the assistance of an accredited supervisor will:

- Achieve personal growth in ministry through integration of theory and practice;
- Develop various skills for ministry and mission;
- Reflect on their own particular ministry experiences.

Other requirements

- Initial meeting of student and SFE Coordinator to set up framework including learning contract for unit and setting up a placement.
- Fortnightly face to face reflection with Supervisor
- Monthly face to face reflection with Ministry reflection team
- Monthly face to face meeting with Peer Reflection Students
- For distance education students the three reflection times could be done via phone/Skype
- Final meeting of Student, SFE Coordinator and Supervisor for final assessment.

Further information about Supervised Field Education is contained in the *ACD Manual for Supervised Field Education*.

MINS2531 Guided Study in Leadership A

MINS3518 Guided Study in Leadership B

Area: Leadership

Credit points: 4.5

Mode: Internal and external

Prerequisites: MINS1509 and MINS2527

Content

This unit involves the study of contemporary approaches to leadership and management in dialogue with Christian theology. A variety of leadership models will be studied including approaches, practices and styles associated with the theology and practice of Christian ministry and mission. It will include an analysis of philosophical, cultural and theological understandings underlie such leadership practices in a variety of contexts.

Learning Outcomes

- a) demonstrate a knowledge of a variety of approaches, practices and styles of leadership
- b) articulate a basic biblical understanding of leadership and the capacity to reflect theologically about leadership
- c) demonstrate an understanding of the primary ways in which culture, context and other social factors influence contemporary practices of leadership
- d) demonstrate attitudes and skills required for leadership in the ministry context.

MINS2532 Guided Study in Pastoral Care A

MINS3519 Guided Study in Pastoral Care B

Area: Leadership

Credit points: 4.5

Mode: Internal and external

Prerequisites: MINS1509 and MINS1510

Content

This unit involves study of practical theological aspect of Christian ministry and mission. It includes the study of the historical and theological foundations of practical theology as an academic discipline and its inter-disciplinary links with and interests in other humanities and social sciences. This also includes an analysis of contemporary mission and ministry practices through a variety of lenses developed from within the practical theological stream, and an orientation to the understandings and approaches that underlie such practices in particular contexts. This unit will be offered with a particular focus on the concepts, reflective tools and practices that are emerging from this stream.

Learning Outcomes

- a) demonstrate a knowledge of the historical influence shaping the area of practical theology
- b) identify authoritative sources such as the scriptures and other theological and philosophical writings of significance which have shaped this particular stream of study;
- c) demonstrate an understanding of the primary ways in which culture, context, interdisciplinary trends and other social factors influence contemporary practice
- d) show a detailed understanding of conceptual changes in the relationship between theology/theory and practice/praxis in contemporary debate
- e) describe and critically discuss elements of current ministry practices at a 'professional' level
- f) demonstrate the capacity to reflect theologically on current practice with tools developed from within the area of practical theology.

MINS2533 Homiletics

Area: Leadership

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: Either MINS11101 or MINS1201; and MINS1304

Content

Students will be involved in an integrated learning process reflecting on the theology of preaching, preparing and delivering sermons. As the performative aspects of preaching will feature in this unit exercises and class preaching will be used to enhance confidence and skills. The use of video will feature as a key tool for self-reflection of preaching. A combination of lecture, workshop, exercises and small group formats will be used to encourage dialogue with the lecturer, readings and experiences of others. Students will be encouraged to view lecture material critically, relate them to their own context and share their views.

Learning Outcomes

Students will have:

- a) acquired theological and practical skills in diverse preaching settings.
- b) integrated exegetical skills with preaching practices to meet the needs of congregations
- c) learned new ways of preaching not practiced before
- d) demonstrated confidence in the practice of preaching through practical class experiences and reflection.

MINS2534 Liturgy and Worship

Not offered in 2011 as internal

Area: Leadership

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal intensive

Prerequisites: MINS2528 (one unit of Supervised Field Education)

Content

The subject will enable the student to have a critical awareness of the nature of Christian worship, its theology, history, practice and emerging trends. The unit will discuss the role ritual plays in human identity and development, the transforming function of worship and the development of diverse liturgical practice to date. An emphasis is placed upon the practical and creative skills needed for leadership of worship in a local church and examines the inter-relationships between the worship life, preaching and mission of the church. The unit is taught in a six day intensive, stretching over 4 weeks. Class room contact hours occur on Mondays and Tuesdays of each week, study and assignment writing is scheduled for the days following the teaching segments.

Learning Outcomes

- a) to explain the historical, theological and biblical foundations of Christian worship and how they relate to worship today;
- b) to demonstrate the importance of the distinct components and flow of an order of worship;
- c) to craft and deliver liturgical material for diverse worship settings;
- d) to describe a range of contemporary movements in the Christian church and their ways of enlivening worship.

MINS2536 The Ministry of Pastoral Care

Area: Leadership

Credit points: 4.5

Mode: External only

Content

This unit provides the foundations for the confident and competent practice of pastoral care. The theological and ethical challenges of offering such care are examined, as well as the necessity for considering pastoral care in the wider context of a community of faith. A variety of pastoral issues are presented as case studies in order for students to consider their responses, and reflect on their learning from these pastoral situations. Pastoral caring skills are presented for practice and reflection.

Learning Outcomes

- a) articulate a personal pastoral theology;
- b) outline the theological and ethical foundations of pastoral care;
- c) develop the skills required in conducting a pastoral conversation;
- d) integrate personal skills to enable effective responses in a range of pastoral situations.

MINS2601 Guided Study in Christian Education and Discipleship A

MINS3601 Guided Study in Christian Education and Discipleship B

Area: Christian Education and Discipleship

Credit points: 4.5

Mode: Internal and external

Prerequisites: MINS1601 and MINS1602

Content

This unit involves study of a particular aspect of Christian ministry and mission. It could include study of the historical and theological foundations of the practice of ministry, and the contributions of the social sciences. The unit could also include analysis of contemporary practices, and orientation to the understandings and approaches that underlie such practice in particular contexts. This unit will be offered with particular foci, depending on the stream in which it is taken and on the method by which study is undertaken.

Learning Outcomes

- a) demonstrate a knowledge of the historical influence shaping a particular area of study
- b) identify the primary biblical and theological dimensions shaping a particular area of study
- c) demonstrate an understanding of the primary ways in which culture, context and other social factors influence contemporary practice
- d) demonstrate elements of several key ministry practices in this area at a 'professional' level
- e) demonstrate the capacity to reflect theologically on current practice in this a particular area of study.

MINS2602 Youth and Young Adult Ministry

Area: Christian Education and Discipleship

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1304

Content

This unit provides a grounding in the fundamentals of effective youth ministry in terms of theology, strategy and practice, with a focus on young people aged 12 to 25 years. The unit includes the following content:

1. biblical and theological foundations for youth and young adult ministry
2. exploration of the nature of "youth" in Western society since the early 20th century
3. analysis of significant models or approaches to youth ministry
4. developmental theory regarding adolescence, in particular, psycho-social, faith and spiritual development
5. examination of the pastoral needs of young people and appropriate responses by those in ministry leadership
6. recent research regarding the spirituality of "Generation Y" and the implications for youth ministry
7. frameworks for addressing the health and well-being of young people, and the role of the Church in contributing to the positive development of young people in society.

Learning Outcomes

At the conclusion of the unit, the student will be able to

- a) articulate a coherent theology and approach to youth or young adult ministry relevant to a particular social and geographic context
- b) identify common pastoral issues in the lives of young people and their families and articulate some appropriate responses
- c) describe stages of psycho-social and faith development of young people and develop appropriate approaches to spiritual formation and growth in Christian discipleship
- d) identify local opportunities to improve the well-being of young people and steps to develop the church's support for them.

MINS2603 Ministry with Children and Families

Not offered in 2011

Area: Christian Education and Discipleship

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1304

Content

This unit provides a grounding in the fundamentals of effective youth ministry in terms of theology. This unit will focus on family and children's ministry as it takes place within an Australian and global context. In this unit students focus on theological and pastoral guidelines for ministry with families and children in order to develop strategies of appropriate care and support, especially in relation to faith formation, worship, pastoral care and engagement in Christian mission in the world.

The process will include opportunity for personal reflection, small group discussion and presentations by the lecturer, with opportunity for dialogue with the material presented. Each week's unit will include a discussion on the implications of the unit for ministry in students' own contexts. Participants will be encouraged to share their insights and concerns from their own life experience.

Learning Outcomes

At the conclusion of the unit, the student will be able to

- a) explain contemporary characteristics of the lives of families and children in Australia today
- b) compare approaches to Christian ministry with families and children in relation to the varied contexts in which they live
- c) outline the nature and purpose of ministry with families and children from both theoretical and contextual perspectives
- d) reflect on particular contexts in their own praxis with families and children to discover effective ways to minister to and with families and children.

MINS2604 Chaplaincy and Ministry in Schools

Not offered in 2011

Area: Christian Education and Discipleship

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Content

This unit provides an overview of the nature of Christian chaplaincy and ministry in secondary school settings, with a particular emphasis on

1. exploring a pastoral praxis of chaplaincy appropriate to a range of school settings
2. examining the various roles performed by chaplains in relation to students, parents, staff and the wider community
3. providing an overview of the nature of state and church schools as workplaces, and an introduction to the professional and ethical responsibilities involved
4. in-depth examination of some key issues in the lives of young people – identity/peers, family, sexuality, substance use and abuse, thrill-seeking and self-harm, technology addiction – and pastoral skills development in relation to these
5. an overview of major approaches to religious education in church schools, and the educational and theological methodologies underlying these
6. an in-depth examination of recent research regarding the spiritual development of young people in Australia and other Western countries, and consideration of the implications for pastoral practice.

Learning Outcomes

At the conclusion of the unit, the student will be able to

- a) identify key aspects of the role of a school chaplain (or pastoral support worker) and the leadership and ministry skills and approaches required
- b) articulate a pastoral theology of chaplaincy appropriate to a state school or particular church school setting
- c) identify protocols, accountability and professional practices involved in working in a school setting
- d) describe appropriate pastoral responses to a range of issues in the lives of young people
- e) articulate an educational framework for planning religious education (if appropriate)
- f) describe approaches to fostering the spiritual development and well-being of young people in a particular school context.

MINS2610 Spirituality for 21st Century Disciples – see MINS1601. For transition students only

MINS2611 Media & Communication in Contemporary Culture – see MINS1602. For transition students only

MINS2704 Biblical Greek

Area: Biblical Studies

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

This unit gives an introduction to Biblical (Koine) Greek. Students are introduced to the grammar and vocabulary of Koine Greek, learn to read and translate some passages of the New Testament and gain an understanding of the different insights which the study of this ancient language can offer.

Learning Outcomes

- a) read and translate short passages from the Greek New Testament, with appropriate lexicographical aids
- b) understand the basic grammar of Koine Greek, with a focus on verbal forms
- c) analyse and interpret the English language more proficiently
- d) comprehend biblical commentaries that refer to the Greek text.

MINS2705 Biblical Hebrew

Not offered in 2011 as internal

Area: Biblical Studies

Credit points: 4.5

Contact: One 3-hour seminar weekly

Mode: Internal and external

Content

This Unit gives an introduction to Biblical Hebrew. Students are introduced to the Hebrew Biblical text, basic Hebrew vocabulary and grammar. They will learn to read and translate some passages of the Biblical text, using basic lexicographical aids.

Learning Outcomes

- a) Have learned the Hebrew alphabet and its pronunciation
- b) Acquire a basic Hebrew vocabulary and recognise the fundamentals of Hebrew grammar
- c) Read and translate a selection of passages from the Hebrew Bible.
- d) Comprehend biblical commentaries that refer to the Hebrew text.

MINS2801 Integrative Ministry Practice A

MINS3801 Integrative Ministry Practice B (*not available in 2011*)

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: A Supervised Field Education unit (one of MINS2528, 2529, 2330) is a co-requisite, preferably in the semester prior.

Content

This unit builds competence in the integration of ministry practice. The unit will provide theoretical frameworks and tools, in order to facilitate reflection both on learning moments and in and through peer reflection. It will also serve to enhance integration across the four areas (Biblical studies, missiology, leadership, Christian discipleship).

Each year a theme will be chosen. The theme could include engagement with the church lectionary or a contemporary unit or a case study. The chosen theme will be used to create common ground and a dialogue partner. A set of readings will be generated, specific to the unit. Students will be expected to employ a chosen model of theological reflection and thus to integrate experiences gained and questions raised through their co-requisite SFE, with existing theory.

In 2011, the theme will be conversion. Lectures will present a range of perspectives on the nature, practice and theology of conversion from the disciplines of Biblical studies, missiology, leadership and Christian discipleship.

Learning Outcomes

- a) Articulate a theoretical framework by which theory and practice can engage
- b) Establish connections between ministry praxis and the disciplines of Biblical studies, missiology, leadership, Christian discipleship.
- c) Reflect critically at a theoretical level on ministry practice.
- d) Clarify and extend the learnings from SFE units.

MINS3002 Biblical Hermeneutics for Mission and Ministry

Not offered in 2011 as internal

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1101 and MINS1201

Content

This unit surveys the variety of methodologies of biblical interpretation and hermeneutical perspectives by which contemporary meaning is made from ancient scripture. Current approaches to scripture will be evaluated critically, and students will explore their own hermeneutic strategies. The unit will include

1. An overview of historical developments in biblical interpretation up to the mid 20th century
2. A detailed examination of the developments and changes in biblical hermeneutics since the mid 20th century
3. A series of workshops and discussions on a range of contemporary biblical interpretation
4. Opportunities to apply different approaches to the biblical text and to explore the intersection between hermeneutics and a variety of contemporary contexts.

Learning Outcomes

At the completion of the unit students will be able to

- a) Outline the history of biblical interpretation and discuss critically the shifts in methodologies and perspectives that have taken place since the mid 20th century;
- b) Encounter different hermeneutical strategies and describe their use and limitations;
- c) Apply hermeneutical theory to the interpretation of the biblical text as it is used in the life of the church in the contexts of mission, Christian education and discipleship, leadership, liturgy, spirituality and pastoral theology.

MINS3003 Guided Study in Biblical Studies B – *refer to MINS2002*

MINS3109 Writings of the Hebrew Bible

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1101

Content

The unit is designed to give an introduction to the Writings of the Hebrew Bible. The nature of biblical Hebrew Poetry will be explored along with the historical and cultural contexts which gave rise to these texts. A range of texts from the Writings will be selected for exegesis, including Proverbs, Job, the Psalms, Song of Songs and Lamentations. A range of methodological approaches will be applied to the text, and issues surrounding the application of the text to contemporary mission and ministry contexts will be explored.

Learning Outcomes

- a) Read a selection of writings from the Writings of the Hebrew Bible and apply a range of methodological tools in order to interpret the text.
- b) Demonstrate clear thinking in the presentation of argument, communication of ideas, and quality of discussion.
- c) Critically evaluate secondary literature on the Writings
- d) Discuss ways of drawing contemporary relevance from the ancient texts and demonstrate the ability to apply the text in contemporary missional contexts.

MINS3110 Old Testament Wisdom Literature

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1101 and at least one second level Biblical Studies unit

Content

This Unit gives an overview of the biblical wisdom writings, including the deuterocanonical/apocryphal texts. Interpretation draws largely upon historical-critical methodology. Feminist Criticism and contemporary Literary Criticism are also utilized. Emphasis is placed on theologies of creation, theodicy and images of God in the wisdom literature. Particular attention will be given to contemporary ministry and missional implications of the wisdom literature.

Learning Outcomes

- a) Read a selection of writings from the canonical and deuterocanonical/apocryphal wisdom writings and apply a range of methodological tools in order to interpret the text.
- b) Demonstrate competence in exegesis, including the ability to select appropriate critical tools for the text.
- c) Describe the cultural and historical situation that fostered wisdom writing
- d) Demonstrate the ability to research, evaluate and present reasoned discussion in support of arguments
- e) Be able to discuss the theology of a given text and articulate the hermeneutical principles used in applying the text to a contemporary ministry and missional context.

MINS3111 Prophets Then and Now

Not offered in 2011 as internal

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1101 and at least one second level Biblical Studies unit

Content

The unit gives an introduction to contemporary interpretation of the Israel's Prophetic Literature. It includes a detailed exegetical study of selected texts from the Prophets, with a primary focus on either the book of Isaiah or Jeremiah, as well as a range of texts from other prophetic books. A variety of methodological approaches to the interpretation of the prophets will be explored, including the reading of the prophets against their historical context alongside other approaches such as rhetorical and literary analysis. Particular attention will be given to contemporary ministry and missional implications of the prophetic literature.

Learning Outcomes

- a) Read a selection of writings from the Prophetic Literature and apply a range of methodological tools in order to interpret the text.
- b) Demonstrate competence in exegesis, including the ability to select appropriate critical tools for the text.
- c) Demonstrate the ability to research, evaluate and present reasoned discussion in support of arguments
- d) Be able to discuss the theology of a given text and articulate the hermeneutical principles used in applying the text to a contemporary ministry and missional context.

MINS3218 The Gospel of John and the Johannine Letters

Area: Biblical Studies

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1201

Content

This unit is designed to examine the Gospel of John, in order to

- Understand the historical context in which it was written
- Appreciate its Jewish and Graeco-Roman cultural backgrounds
- Compare this Gospel with the witness of the Synoptic Gospels
- Deal with literary and socio-rhetorical questions that arise from exegesis of the text
- Gain an understanding of the theology of the Gospel
- Explore connections between this writing and contemporary issues

It also gives an introduction to the Johannine epistles and sets out the relationship between the Gospel and the Epistles.

A range of methodologies is used, including narrative, historical, social scientific, liberationist and feminist criticisms. A detailed exegesis of particular passages will be undertaken. An optional Greek component is available by agreement.

Learning Outcomes

- a) Read the Gospel of John as a whole and the Johannine Epistles and apply a range of methodological tools in order to interpret them
- b) Demonstrate a thorough understanding of the structure, themes and distinctive features of the Gospel of John and the relationship between the Gospel and the Epistles
- c) Discuss ways of drawing contemporary relevance from these writings and demonstrate the ability to apply the text in contemporary missional and ministry contexts.
- d) Demonstrate the ability to articulate, discuss and present the issues raised.

Area: MINS3335 God the Trinity

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS2314

Content

In this unit participants will be involved in the contemporary retrieval of the theology of the Trinity as a practical doctrine. The unit will involve reflection on the implications of trinitarian theology in the context of the issues that confront us at the beginning of the 21st century. The theology of the Trinity will be studied in three stages, its biblical origins, its development in the patristic and medieval eras, and its contemporary retrieval. The unit will allow students to engage in the contemporary retrieval of the theology of the doctrine of the Trinity as a practical doctrine. Further, to reflect on the contemporary implications of Trinitarian theology, including such issues as inter-personal communion, ecclesiology, ecology, and a relational

view of reality.

Learning Outcomes

- a) trace the history of the emergence of the doctrine of God as Trinity from its biblical foundations through to its contemporary expressions;
- b) illustrate and defend such practical implications of the doctrine as 'Being-in-relationship', thereby demonstrating the relevance of the doctrine as well as its practical benefits;
- c) compare and evaluate arguments for the various ways in which the Trinity has been interpreted by Eastern and Western churches, with a view to assessing their ecumenical consequences.

MINS3336 Church, Ministry and Sacraments

Not offered in 2011

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS2314

Content

This unit is an introduction to the theological study of the nature and mission of the Christian Church, Christian ministries lay and ordained, and to the celebration of the Christian sacraments. Content could include Church in the New Testament, Historical Development, Doctrine of Church in Recent Theology, Ministry in New Testament, Uniting Church developments in doctrine of ministry, Doctrine of ministry today, What is a sacrament, Sacrament of Communion and Baptism, Role and Ritual in contemporary culture.

Learning Outcomes

- a) Outline the major historical developments in the understanding of the Christian Church, its patterns of participation and leadership, and its sacramental practice.
- b) Reflect critically on this history and apply to it contemporary Christian thought and practice.
- c) Critically reflect on contemporary religious practices.
- d) Develop skills for leadership in religious communities.

MINS3338 Heritage, Theology and polity of the UCA

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1304

Content

This unit is designed to examine the heritage, theology and polity of the Uniting Church in Australia, by

- Exploring the genesis of the Uniting Church in Australia, the struggles in moving towards union and subsequent challenges, and the nature of its beliefs and structures
- Examining the theology, distinctive characteristics, and declared mission of the Uniting Church in Australia

Studying the 'Basis of Union' document, with a view to ascertaining its theological position vis-a-vis other Christian denominations in Australia, identifying the range of its missional activities, its place in the ecumenical movement, its interpretation of the relationship between gospel and justice, and the order of its various ministries

Learning Outcomes

After completing this unit students will be able to:

- a) Describe thoroughly the origins, nature and purpose of the Uniting Church in Australia. This will include showing how the process that led to the formation of the Uniting Church was conceived as responding to the call to serve God's purposes in Australia in our time and generation
- b) Identify the differences between the major denominations of the Christian Church in Australia, and make some informed judgement about valid and invalid reasons for remaining separate or non-cooperative
- c) Demonstrate an appreciation of the ecumenical movement as a practical expression of God's act of reconciliation in Christ, and an understanding of Church union as an essential part of the gospel imperative
- d) Describe the relationship between Church traditions and the structure of mission, and identify the Uniting Church's affirmation that structures must be the servant of mission.

MINS3339 Missional Church Leadership A

Not offered in 2011

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Co-requisites: Students are required to take both MINS3339 Missional Church Leadership A and MINS3340 Missional Church Leadership B in successive semesters.

Content

Mission to the West is a continuing missiological challenge. This unit will explore that challenge with particular reference to the local church's participation in what the Spirit is doing in and for the life of the world through Jesus Christ. This suggests a distinctive way of doing theology, with particular attention to lived experiences among the people of God as a primary location for theological reflection. Participants will be grounded in a context. In this context they will develop spiritual practices of listening, discerning and imagining. These spiritual practices will be integrated with readings concerning the theological and missiological nature of the missional church.

Learning Outcomes

- a) Discern the narratives of a selected context
- b) Employ a range of Christian practices appropriate to missional leadership
- c) Critically engage with a range of relevant literature.

MINS3340 Missional Church Leadership B

Not offered in 2011

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Co-requisites: Students are required to take both MINS3339 Missional Church Leadership A and MINS3340 Missional Church Leadership B in successive semesters.

Content

Mission to the West is a continuing missiological challenge. This unit will explore that challenge with particular reference to the local church's participation in what the Spirit is doing in and for the life of the world through Jesus Christ. This suggests a distinctive way of doing theology, with particular attention to lived experiences among the people of God as a primary location for theological reflection. Participants will be grounded in a context. In this context they will develop spiritual practices of listening, discerning and imagining. These spiritual practices will be integrated with

readings concerning the theological and missiological nature of the missional church. Participants will be expected to respond to context and text by clarifying a missional action project.

Learning Outcomes

- a) Articulate a missional imagination with particular reference to a selected context
- b) Outline a change strategy applicable to a specific missional project
- c) Employ a range of Christian practices appropriate to missional leadership
- d) Critically engage with a range of relevant literature.

MINS3341 Guided Study in Missiology B – see MINS2316

MINS3342 Guided Study in Innovation B – see MINS2317

MINS3343 Living the Text in a Postmodern Context

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: Four units out of MINS1101, MINS1201, MINS1304, MINS1305, MINS3002

Content

This unit will explore the communication of the Biblical text in a contemporary world, with particular missiological reference to the use of the Bible in the postmodern, emerging church. It will apply theological insights around text, community and culture, to the task of maintaining and communicating the integrity of the Biblical text with reference to postmodernity. As a result of the unit, students will be better equipped to read and communicate the Biblical text in a postmodern context. This unit will take for granted skills in expository preaching, and deliberately seek to critically explore other ways to engage and present the Biblical text. Units will include the Biblical text today; Imagination; Community; Storytelling; Curating environments; Subversive readings; Strategies in preparation.

Learning Outcomes

- a) Appreciate the potential of Biblical resources in contemporary communication.
- b) Critically analyse the way the Bible is being used in the contemporary church.
- c) Practically apply techniques to living the Biblical text.

MINS3344 The Gift of Forgiveness

Not offered in 2011

Area: Missiology

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1101, MINS1201, MINS1304 and MINS1305

Content

This unit is designed to introduce students to the contemporary Christian theology of forgiveness and reconciliation. Students will read a range of contemporary theological materials on forgiveness. This will be placed against a range of contemporary contexts. These could include relationships with indigenous peoples, change leadership, conflict resolution in organisations, Christian practices, or individual experiences. As such, theory and theology will be developed for the practical challenges involved in living together and remembering well in a contemporary world.

Learning Outcomes

- a) Outline the history of forgiveness in Christian theology
- b) Demonstrate a contemporary understanding of forgiveness by reference either to class texts or a contemporary ethical situation
- c) Discuss the nature of the relationship between grace and forgiveness as it is disclosed by the theology of the gift
- d) Demonstrate, either from a contemporary ethical situation or from class texts, a clear understanding of the role of memory in the event and process of forgiveness
- e) Apply the theology of the nature of grace and forgiveness to one area of contemporary life.

MINS3514 Formation for Christian Leadership

Not offered in 2011

Area: Leadership

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Prerequisites: MINS1509 and MINS1510

Content

Through interactive lectures, readings, discussions and personal reflections, students will explore themes and practices related to four areas of leadership development for the context of Christian ministry: 1. the leader as person, 2. bodies of knowledge and skills relevant to congregational leadership practices, 3. the leader's strategies, 4. healthy leadership through supervision, evaluation and intentional self care. As part of the first section each student will explore issues related to self knowledge and self awareness. In the second section the students will engage in the study of congregational case studies and their implications for responding to the challenge of discernment of a vision, conflict resolution and facilitating change. In the third and fourth section students will be introduced to planning and evaluation procedures relevant to cycles of congregational life and mission and to supervisory and self care practices as tools for sustaining a their ongoing involvement in leadership. Weekly journaling will offer opportunities for reflection and integration alongside in depth research on specific aspects of leadership for missional churches through essay writing.

Learning Outcomes

Students who have successfully completed this unit:

- a) will articulate who they are as persons, explain their strengths and growth areas and how they function most effectively in a leadership role in Christian Ministry;
- b) will demonstrate a range of skills related to mapping, analysing, influencing and maintaining a congregational system;
- c) will explain the connection between their articulated faith, their attitude toward and understanding of a range of leadership behaviours in the context of Christian ministry;
- d) will integrate theological concepts, personal experiences and practical strategies in relation to leadership in the Church by using a variety of reflective tools.

MINS3515 Leadership and Organisational Culture

Area: Leadership

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1509

Content

This unit is designed to assist participants to lead a volunteer intensive, non-profit organisation. Students will explore issues related to recognising and developing a missional culture, the role of relationships in setting culture and proactive ways of engaging and managing volunteers within the missional culture. Topics may include: Understanding organisational culture; Challenging and changing culture; Developing a missional culture; Emotional intelligence; Establishing a relational climate; Conflict mediation and resolution; Difficult conversations; Managing volunteers; Building teams.

Learning Outcomes

- a) Define organisational culture and identify cultural traits within a number of organisations including Christian organisations
- b) Identify and evaluate a range of approaches in developing and maintaining relationally and emotionally healthy organisations
- c) Describe the nature of a volunteer, non-profit organisation and identify approaches and strategies in leading the organisation
- d) Explain effective methods of bringing about change in a Christian or non-profit organisation.

MINS3516 Supervised Field Education 4 – see *MINS2528*

MINS3517 Supervised Field Education 5 - see *MINS2528*

MINS3518 Guided Study in Leadership B – see *MINS2531*

MINS3519 Guided Study in Pastoral Care B – see *MINS2532*

MINS3520 Advanced Christian Leadership

Area: Leadership

Credit Points: 4.5 points

Contact: One 2-hour seminar weekly

Mode: Internal

Prerequisites: MINS1509

Content

This unit is designed to enable participants to lead complex organisations from a Christian framework. Topics may include: Managing the organisation; Governance; Dealing with complexity; Being an effective communicator; Developing systems and cycles; Moving to the next level; Self management, organisation & development; Developing leaders; reflecting on organizational issues from a Christian theological perspective.

Learning Outcomes

- a) Discuss the multi-faceted nature of Christian organisations and identify ways to lead and manage a complex organisation
- b) Identify key issues of governance within an organisation and explore approaches involved in developing effective governance structures and practices
- c) articulate strategies involved in developing systems and cycles in a large organisation and evaluate them from a Christian theological perspective
- d) Identify strategies involved in developing skills, frameworks and capacities.

MINS3601 Guided Study in Christian Education and Discipleship B – see *MINS2601*

MINS3602 Creative Arts in Worship, Learning and Mission

Not offered in 2011

Area: Christian Education and Discipleship

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal and external

Content

The unit will cover the following:

- understandings of creativity and imagination from a range of perspectives – theological, philosophical, cultural and psychological
- exploration of aspects of ritual theory, communication theory and cultural theory
- examination of creative works and exploration of the creative processes of contemporary artists, including Christian artists
- guided practice of the development of a creative project.

Learning Outcomes

At the conclusion of the unit, the student will be able to

- a) articulate a theology of creativity, imagination and intuition in relation to both the mission of the church and the perceived activity of God in the world
- b) identify aspects of ritual theory, communication theory and cultural theory that relate to the church's artistic expression of its ministry and mission
- c) formulate a creative project about which they can articulate the influence of theology, cultural theory, ritual theory and communication theory.

MINS3603 Discipling Adults in Christian Community

Not offered in 2011

Area: Christian Education and Discipleship

Credit points: 4.5

Contact: One 2-hour seminar weekly

Mode: Internal

Content

The unit will address the following content areas:

- Theological foundations of Christian discipleship
- Adult development in the life cycle – psycho-social, vocational, physical and spiritual
- Adult learning theory, including gender differences
- Recent research regarding the faith development of adults
- Writing and research regarding 'learning communities' and 'communities of practice'
- Recent thinking about practices of Christian discipleship and how they may be fostered.

Learning Outcomes

At the conclusion of the unit, the student will be able to

- a) articulate a theological understanding of Christian discipleship with reference to the Bible, church history and contemporary experience
- b) explain contemporary understandings of the psycho-social, spiritual and vocational development of adults in relation to learning
- c) apply theory about learning communities and communities of practice to planning for educational leadership
- d) articulate an approach to educational leadership appropriate to his or her ministry context
- e) apply adult learning theories to development of strategies for the formation of Christian disciples.

The following units are available for transition students only

MINS0001 Independent Study in Ministry (1.5 points)

MINS0003 Independent Study in Ministry (3 points)

Enrolment is subject to approval of the Course Coordinator

Credit points: MINS0001 1.5 points; MINS0003 3 points

Mode: Internal and external

Content

This unit requires students to reflect critically and theologically upon their learning from another upper level unit that they have completed.

Learning Outcomes

- a) demonstrate the capacity to reflect critically on learnings in an upper level unit of the course.
- b) demonstrate the capacity to reflect theologically on current practice in a particular area of study.

POSTGRADUATE UNITS

The following units are available to students enrolled in the Master of Ministry and Doctor of Ministry courses.

MINS8001 to 8004 Ministry Practice Project I - IV

Dr S Taylor

Credit points: 6 (Total 12 points for GradDipMin or 24 points for MMin)

Duration: Semester

Prerequisites: MINS9030 and Permission of Course Coordinator

The Ministry Research Project may be done as a 12 (Graduate Diploma in Ministry) or 24 credit point (Master of Ministry) research project. It will enable students to:

- (a) Apply current theories to their area of ministry specialisation;
- (b) Engage in rigorous theological reflection on ministry praxis;
- (c) Produce findings which will enhance the effectiveness of their own ministry; and
- (d) Contribute to the body of knowledge in their area of specialisation.

MINS8501 to 8521 Programme Seminars 1 – 21

Dr S Taylor

Credit points: 1

Duration: One session

Class contact: 3 hours

Prerequisite: Permission of Course Coordinator

This is a series of seminars designed to:

- (a) Provide opportunities for participants to engage others in dialogue about their area of research;
- (b) Provide opportunities for reflection on the socio-political and economic context for ministry and mission in Australia;
- (c) Develop a deeper understanding of current issues in ministry and mission.

MINS8531 to 8536 Guided Reading Courses A - F

Dr S Taylor

Credit points: 3

Duration: Semester

Class contact: As required

Prerequisite: Permission of Course Coordinator

Each of these guided reading units will allow students to explore particular areas of ministry. The content of each unit will be determined in consultation with the course coordinator.

MINS8551 Theology of Ministry Practice

Dr S Taylor

Credit points: 6

Duration: Semester

Class contact: 3 hours per week

Prerequisite: Permission of Course Coordinator

This unit provides students with an opportunity to:

- (a) Read recent material on the theology of pastoral ministry;
- (b) Reflect critically and theologically on the approach to pastoral ministry that they have developed in the past;
- (c) Develop their own theology of pastoral ministry and incorporate these insights into their current ministry;
- (d) Consider how their theology of pastoral ministry interacts with their chosen area of research for the ministry project.

MINS8552 Counselling Theories in Theological Perspective

Rev B Panne

Credit points: 6

Duration: Semester

Class contact: 3 hours per week

Prerequisite: Permission of Course Coordinator

This unit offers an introduction to and critical discussion of the major counselling theories of the 20th century. The reviewed approaches to counselling are then brought into dialogue with some of the core writings of pastoral theology and pastoral counselling.

MINS8543 Ethics in Pastoral Counselling

Rev B Panne

Credit points: 6

Duration: Two weekends

Class Contact: A total of 39 hours or 19.5 contact hours per weekend intensive

Prerequisites: Permission of Course Coordinator

Students will be introduced to an ethical framework that is grounded in Scriptures, the spiritual traditions of the Church, such as the Code of Conduct for the ordained within the Credit pointing Church. They will be given the opportunity to integrate their personal conduct as pastoral counsellors with the articulation of their faith and the desired counselling outcomes for the benefit of the care seekers. The issues addressed are pertinent to:

- Personal integrity and professional conduct
- Informed consent
- Mandatory reporting
- Limits of competence
- Duty of care
- Duty of referral
- Confidentiality
- Care seekers rights

MINS8554 Developmental Issues in Pastoral Counselling

Rev B Panne

Credit points: 6

Duration: Semester

Class Contact: 3 hours per week

Prerequisites: MINS8552 and Permission of Course Coordinator

This unit will familiarise students with the central themes and structures of developmental psychology and faith development theory and will provide students with the framework to explore and identify a current developmental matrix for themselves and their care seekers. The purpose of the study of developmental theories is to enable the pastoral counsellor to adjust the counselling process to the care seeker's individual developmental framework where necessary and to be able to respond to the care seeker's needs within his/her developmental context.

MINS8555 Missional Church Leadership A

Dr S Taylor

Credit points: 3

Duration: Semester

This unit provides students with an opportunity to:

- read and critically reflect on current literature in the fields of missional ecclesiology and the emerging church;
- learn and practise core methods of missional church leadership.

MINS8556 Missional Church Leadership B

Dr S Taylor

Credit points: 3

Duration: Semester

This unit provides students with an opportunity to:

- read and critically reflect on current literature in the fields of missional ecclesiology and the emerging church;
- learn and practise core methods of missional church leadership.

MINS9030 Research Methods Seminar (also taught as THEO9030 at Flinders University)

Dr P Gunn

Credit points: 3

Course Context: This is a core unit in the Master of Ministry and Doctor of Ministry

This unit prepares students for undertaking a research project (MINS8001 or MINS9001) by exposing them to the basic elements of:

- research methodologies
- ethics and theology of research
- format and layout of research reports.

The following units are only available to ACD students enrolled in the Doctor of Ministry.

MINS8522 to 8527 Programme Seminars 22 – 27

Programme Seminars 22 – 27 are available only to DMin students who have been granted advanced standing for the ACD MMin.

Dr S Taylor

Credit points: 1

Duration: One session

Class contact: 3 hours

Prerequisite: Permission of Course Coordinator

This is a series of seminars designed to:

- (d) Provide opportunities for participants to engage others in dialogue about their area of research;
- (e) Provide opportunities for reflection on the socio-political and economic context for ministry and mission in Australia;
- (f) Develop a deeper understanding of current issues in ministry and mission.

MINS9001 to 9007 Ministry Practice Thesis I - VII

Dr S Taylor

Credit points: 6 (Total 42 points or 36 points plus MINS9581)

Duration: Semester

Prerequisites: MINS9030, MINS9031 before enrolling in MINS9003 and Permission of Course Coordinator

The Ministry Research Thesis may be done as a 42 credit point research project or a 36 credit point research project with MINS9581 Professional Practicum. It will enable students to effectively design and implement a research project in an area within a ministry specialisation.

MINS9031 Advanced Research Methods and Ethics

Dr P Gunn

Credit points: 3

Duration: Term

Prerequisites: MINS9030

Course Context: This is a core unit in the Doctor of Ministry and a prerequisite for the Ministry Practice Thesis. It is expected that students will complete this unit before enrolling in MINS9003 Ministry Practice Thesis III.

This unit prepares students for undertaking a doctoral level research project by exploring advanced research methodologies and associated ethical issues.

MINS9537 to 8541 Guided Reading Courses G - K

Dr S Taylor

Credit points: 3

Duration: Semester

Class contact: As required

Prerequisite: Admission to Doctor of Ministry and Permission of Course Coordinator

Each of these guided reading units will allow students to explore particular areas of professional ministry practice. The content of each unit will be determined in consultation with the course coordinator.

MINS9581 Professional Practicum

Dr S Taylor

Credit points: 6

Duration: Semester

Class contact: 200 hours industry placement

Prerequisite: MINS8551, MINS9030, MINS9031, a Guided Reading Course in the area of the practicum and Permission of Course Coordinator

The Professional Practicum is an advanced supervised ministry period in which a student pursues action and reflection in a particular ministry area.

DIRECTORY

ACD ACADEMIC STAFF³

Biblical Studies

Co-Directors of Biblical Studies: Rev Dr V Balabanski, Dr L Boase

Lecturers

Victoria Balabanski, BA (Hons) *Melbourne*, BD (Hons) *MCD*, PhD *Melbourne*

Elizabeth Boase, BAppSci *WAIT*, BD (Hons) PhD *Murdoch*

Sessional Lecturer

Sarah Agnew, BA(Hons) *Flinders*, BMin *ACD*

Adjunct Lecturers

Michael Trainor, MA *CTU*, MEd *Boston Coll*, DTheol *MCD*, MACE

Marie Turner, BTh DipHum *Flinders*, DipT *Murray Park CAE*, MTh PhD *Flinders*, MACE

Christian Education and Discipleship

Director of Christian Education and Discipleship: Rev T Hein

Lecturers

Tim Hein, BMin *Tabor Victoria*, MMinSt *Tabor Adelaide*

Sessional Lecturer

Deidre Palmer, BA DipEd *Adelaide*, MRE *Duke*, PhD *Boston*

Leadership

Director of Leadership: Mr C Bailey

Lecturers

Craig Bailey, DipT *Sturt CAE*, BEd *UniSA*

Roger Brook, BTh *Flinders*, DipPS *ACD*

Beatrice Panne, MTh *United Church Rhineland, Germany*, MSocSc *USA*, ProfCertFamilyTherapy

Sessional Lecturer

Anthony Eldridge, BTh *Flinders*, DipPS *ACD*, MTh *Duke*

Missiology

Director of Missiology: Rev Dr S Taylor

Lecturers

Andrew Dutney, BA *UQ*, PhD DipEcum *St Andrew's*, GCertTertEd EdD *Flinders*

Jo-Anne Fulton, BA *UQ*, DipMedRad *RMIT*, MDiv *NTS*

Peter Gunn, BA(Hons) PhD *Monash*

Steve Taylor, BHort *Lincoln*, BTh MTh *Auckland*, PhD *Otago*

Sessional Lecturers

Ian Coates, BScHons *Adelaide*, BDiv *MCD*, PhD *Princeton Theological Seminary*

Michelle Cook, BAHons, MSocSc(Applied Research) *UQ*, MTh *BCT*

Sean Gilbert, BTh *Flinders*, DipPS *ACD*, MResearch *Andover Newton Theological School*

Adjunct Lecturers

Denis Edwards, MA *Fordham*, STD *CUA*

Josephine Laffin, BA(Hons) MA *Adelaide* BTh *Flinders*, PhD *Adelaide*

Coordinators

BMin Course Coordinator: Dr Liz Boase

Postgraduate Course Coordinator: Dr Steve Taylor

Distance Education Coordinator: Rev Jo-Anne Fulton

SFE Coordinator: Rev Roger Brook

OFFICERS OF THE ACD

President of the ACD

Chairperson of Council

Executive Officer of the ACD

Administration Officer (Finance)

Administration Officer (Students & Campus)

Administration Assistant

Andrew Dutney, BA *UQ*, PhD DipEcum *St Andrew's*, EdD *Flinders*

TBA

Janet Buchan, BEd *Flinders*, MBA *UNE*, ATEMM

Nick Carusi, BEc *Flinders*, CPA

Lynda Leitner, CertIVFrontlineMgmt

Sue Arthur, CertIVBusAdmin

³ ACD academic staff who also teach in Flinders Department of Theology have Flinders University academic status.

Librarian, Adelaide Theological Library

Rosemary Hocking, BSc DipLibSt *Adelaide*, GCertPubSecMgmt
Griffith, AALIA

Associate Librarian
Library Technician
Library Assistant

Wendy Davis, BA *Adelaide*, GradDipLibSt *SAIT*, AALIA
Hayley Evers, DipLibInfoServ *TAFESA*
Bernard Rigo, BA (Hons), AMusA, GradDipLib

ACD BOARDS AND COMMITTEES

General Board⁴

Chair: Rev Professor A Dutney

Appointed by Uniting College:

Rev Professor A Dutney

Rev Dr V Balabanski

Dr P Gunn

Coopted:

Assoc Professor S Downs

Dr M Turner

Certificates in Ministry Board

Chair: Rev T Hein TBA

ACD Executive Officer

Rev J Fulton

Vacancy

Examinations Committee

Undergraduate and Postgraduate Course Coordinators

One faculty member from each area of study

ACD Executive Officer

Ministry Studies Committee

Principal, Uniting College

All full-time and part-time faculty of Uniting College

ACD Executive Officer

Postgraduate Committee

Postgraduate Coordinator (Chair)

Rev Professor A Dutney

ACD Executive Officer

FORMER OFFICERS OF THE ACD

President ACD

The Reverend Charles Richard Biggs, BA *Melbourne*, BD TheolM DipRE *MCD*, PhD *Lond*,

Chairman of the General Board, 1979-1982. Title changed to President 1982

The Reverend Principal Gerald Benjamin Ball, BA *Adelaide*, MA *Flinders*, BD *Lond*, ThM *Ruschlikon, Zurich*, AUA, PhC, 1982-1984

The Reverend Canon Edmund Laurence Randall, AM MA *Camb*, 1984-1985 (deceased)

The Reverend Douglas Adrian Spencer Brown, SSM, MA *UWA*, 1986-1987

The Very Reverend Romuald Joseph Barry, CM, MA *Macquarie*, STL *Pont Ath Ang, Rome*, SSL *Pont InstBib, Rome*, 1987-1989.

The Reverend Douglas John Dunstan McKee, SSM, BA *WAust*, ThL *ACT*, 1990-1991

The Reverend John William Roffey, BA *Melbourne*, MDiv *LTS*, MS(Ed) PhD *Kentucky*, STM *Yale*, MAPsS, 1992-1993 (deceased)

The Reverend Charles Richard Biggs (see above), 1994-1995

The Reverend Gregory Leonard Cooney, CM, STL STD *Gregor U, Rome*, 1996-1997

Reverend Christopher Channon Walker, BA *Sydney*, MDiv *Garrett*, PhD *Claremont*, 1998-1999

The Reverend Dr Scott Cowdell, BSc *Griffith*, BTh *BCT*, BA (Hons) PhD *UQ*, 2000-2001

Reverend Philip Marshall, BA (Hons) *Adelaide*, BTh PhD *Flinders*, 2002-2003, 2008

Professor Andrew Dutney, BA *UQ*, PhD DipEcum *St Andrew's*, 2004-2005, 2009-

Archdeacon Peter Stuart, BD *MCD*, BCom *Tas*, MManag *UTS*, 2006-2007

Dean ACD (Title changed to Registrar in 1992 and to Executive Officer in 2003)

The Reverend Douglas Adrian Spencer Brown, SSM, MA *WAust*, 1979-1981

The Reverend Raymond Wesley Hartley, BA, MTh *Sydney*, BD DipLS *MCD*, MACE, 1981-1989

Sister Helen Northey, OP, BSc DipEd *Adelaide*, MEd *Flinders*, PhD *Tas*, MACE, PhD *Flinders*, Acting Dean 1988 (deceased)

Mr Michael Brian Kennedy, BE(Hons) *Adelaide*, MEnvSc *Monash*, DipEd *UNE*, 1989-1992

The Reverend Dean Jonathan Carter, BTh(Hons) *ACT*, DipT(Prim) *Torrens CAE*, BEd *SACAE*, 1992-1996 (deceased)

Mrs Barbara George, BA *UQ*, BTh(Hons) *Flinders*, 1997-2005

⁴ During 2012 a Council will be established to replace the General Board. Contact the Executive Officer for further information.

AWARDS AND PRIZES

2011 AWARD OF ACD DEGREES, DIPLOMAS AND CERTIFICATES

The following ACD awards were conferred in 2011 at the Annual Service in May or *in absentia* at a meeting of the ACD General Board.

CERTIFICATE II IN MINISTRY

Focus Area - Lay Preacher Studies

Geoffrey Raymond Aitken
Rhoda Christine Balding
Jacqueline Merle Brooks
John Leslie Currie
Christopher Louis Herden
Tammy Christina Hollands
Sue-Ellen Hollyock
Ethne Frances Matz
Lita Mendigorin
Geoffrey Alan Percival
Catherine Alice Ridge
Bill Louis Scerri
Margaret Ann Sunderland

CERTIFICATE IV IN MINISTRY

Focus Area - Pastoral Ministry

Maureen Anne Avery
Jim Colakovski
Valmai Dawn Crosby
Ron Freer
Julie-Anne Rose Jacobs
Siimalevaa Elama Manu-Sione
Ian Wilson Mundy
Robyn Stephanie Painter

CERTIFICATE IV IN MINISTRY

Focus Area – Spiritual Direction

Ellen Mary Lomman
Dorothy Anne Pierce

DIPLOMA OF PASTORAL MINISTRY

Maureen Joyce Jennings

ASSOCIATE DEGREE OF MINISTRY

Stream – Pastoral Ministry

Patrick Paul Edwards
Lauren Carmel Goldych
Maureen Lillian Navader
Kanistal Soosai
Orla Assumpta Wright

Stream – Theological Studies

Anthony Craig Hill
Andrew George Kirkbride
Domenic Remo Patroni
Jeffrey John Wright

BACHELOR OF MINISTRY

Coralie Ailsa Evans

MASTER OF MINISTRY

Mark Robert Dodd

PRIZES

President's Letter of Commendation

A President's Letter of Commendation is awarded by the President of the ACD on the recommendation of the appropriate Examination Committee to a student whose academic performance in all qualifications has been judged to be outstanding.

Awards

1982 Joan Rosemary Claring-Bould, GradDipT(Ed) Salisbury CAE
1983 Diane June Grimm
1984 Paul Hedley Sanders
Lyn Sarah, AssocDipSocW SAIT
1985 Stephen Craig Price
1990 Juliana Rees

Anne Roder Prize in Old Testament

This prize was established in 2003 by Flinders University and the Adelaide College of Divinity Inc in memory of Anne Frances Roder to encourage students who, like Anne, display critical excellence in the study of the Old Testament. The prize is awarded annually.

2004 Barbara Helen Messner
2005 Maxwell Spencer Howland
2006 Bradley Wayne Parker
2007 Sharon Lisa Tonkes
2008 David Alan Hoffman
2009 Nathan Greig Whillas
2010 James Richard Baxter
2011 Peter John Sorensen

ANNUAL LECTURE IN THEOLOGY

The Adelaide College of Divinity and the Flinders University School of Theology have been fortunate to be able to bring, from time to time, as special lecturers men and women who have distinguished themselves by their scholarship and their service to the Church.

Until 2009, the Annual Lecture has been delivered by:

- 1983 Professor Raymond E Brown, SSM: 'Diverse Views of the Spirit in the New Testament'
- 1984 Emeritus Professor Sir Owen Chadwick: 'The Pope and the Second World War'
- 1985 The Most Revd Dr Robert Runcie: 'Christian Confidence'
- 1986 Professor David Martin: 'The Limits of Ecumenism'
- 1987 Professor David J Bosch: 'Afrikaner Civil Religion and the Current South African Crisis'
- 1988 Dr John Macquarrie: 'Believing in God Today'
- 1989 Emeritus Professor Charles Birch: 'The Liberation of Nature'
- 1990 Dr Phillip Potter: 'God's Economy and the World's Economy'
- 1991 Rev Donal Dorr: 'The Mission and Option of the Church: Good News for all, yet solidarity with the poorest'
- 1992 Sr Veronica Brady: 'Spirituality and the Christian Religions in an Australian Context'
- 1993 Rev Dr Francis Moloney, SBD: 'The Eucharist: Doing what in remembrance of Jesus?'
- 1994 Dr Patricia Brennan, AM: 'The Feminist Enterprise in the Church: Reformation or Reaction?'
- 1995 Ms Sarah Maitland: 'A Big Enough God?'
- 1996 Professor Norman Habel: 'Is the Bible Environmentally Friendly?'
- 1997 Professor Robert Crotty: 'The Jesus Question: Where is the Modern Search for an Historical Jesus Leading?'
- 1998 Rev Dr Djinyini Gondarra: 'Mandayin – A System of Law and Governance.'
- 1999 Sr Rosemary Crumlin, RSM: 'Looking and Seeing: Contemporary Art and The Australian Social Conscience'
- 2000 The Most Revd Dr Peter Carnley, AO: 'Manifestation or Mystery? – A Theological Pedigree'
- 2001 Professor Ted Peters: 'Are we playing God with our genes? Theological reflections on the cloning and stem cell controversies'
- 2002 Dr Roland Boer: 'Home is Always Elsewhere: Exodus and Exile in Australian (Post) Colonial Culture'
- 2003 Bishop John Shelby Spong and Rev Dr David Milikan in Dialogue 'What's wrong with Christianity?'
- 2004 Professor Michael Hawn: 'Singing Together in the 21st Century: Mission (Im) Possible'
- 2005 The Reverend Eric Law: 'Intimacy in a World of Fear'
- 2006 Reverend Professor Daniel Madigan SJ: 'God's Word to the World: Jesus and the Qur'ân, Incarnation and Recitation'
- 2007 The Rt Reverend Professor Stephen Sykes: 'Power and Christian Theology: Contemporary Challenges'
- 2008 The Rt Reverend Dr Stephen Pickard: 'God's Place: Theology, Geography and Anglicanism Downunder'
- 2009 The Rev'd Professor Martyn Percy: 'Cultivating Cultures of Hope: A Christian Contribution'

The Adelaide Theological Centre is now responsible for organising the Annual Lecture with the Department of Theology at Flinders University. Details of lectures given after 2009 can be found in the *ATC/Flinders University Department of Theology Handbook 2012*.

ACD CONSTITUTION AND REGULATIONS

CONSTITUTION⁵

Name

1. The name of the organisation shall be Adelaide College of Divinity, hereinafter called the "College".

Objects

2. (1) The College exists to:
- (i) act in consultation with the constituent members to award or arrange the award of such degrees and/or diplomas in theology and related disciplines as may from time to time be agreed on by the College;
 - (ii) arrange such cooperation between the constituent members, such as joint teaching operations, as may from time to time be agreed upon; and
 - (iii) facilitate research in theology and related disciplines.
- (2) The College respects the autonomy of its constituent members and the right of each to admit to, refuse admission to, or exclude students from its courses.
- 2A. The College shall consist of the following classes of members:-
- (i) Constituent Members
 - (ii) Associate Members.

Constituent Members

3. (1) The constituent members are Parkin-Wesley College, St Barnabas' Theological College, the Catholic Theological College of South Australia, Nungalinga College and Coolamon College.
- (2) (i) Theological institutions other than the constituent members may apply in writing to be admitted as a constituent member of the College.
- (ii) Not less than four months' notice in writing of any application for admission shall be given by the College to each of the constituent members.
 - (iii) During said period any constituent member may by notice in writing to the College object to the admission of the applicant theological institution as a constituent member of the College.
 - (iv) The General Board may admit the applicant to membership of the College as a constituent member by a resolution passed at a meeting of the General Board by a majority of three-fourths of those present at that meeting; provided that if notice of objection is given by two or more constituent members in accordance with the provisions of paragraph (iii) of this sub-clause and shall not have been withdrawn at or before the meeting of the General Board at which a resolution for admission is to be proposed in accordance with this paragraph, the applicant shall not be admitted to membership of the College as a constituent member.
- (3) A constituent member intending to with-draw from the College shall give 12 months' notice of that intention to the other constituent members, and upon the expiration of that period of notice, unless the notice shall have been withdrawn, that constituent member shall thereupon cease to be a constituent member of the College.
- 3A. (1) Churches and other bodies corporate associations or bodies may apply in writing to become associate members of the College.
- (2) Every application for associate membership shall be submitted to the General Board at its next meeting held not less than 14 days after such application is received. The General Board shall consider such application and shall either at that meeting or at a subsequent meeting approve or reject the applicant for associate membership.
 - (3) Each associate member shall have the right to appoint not more than one person to the General Board who shall be appointed for such period as the associate member appointing that person shall determine.
 - (4) Each person so appointed may be represented in his or her absence by an alternate appointed by the associate member whom that person represents, and that alternate, whilst attending a meeting of the General Board, shall have all the powers and duties of a member of the General Board.
 - (5) Associate members shall have such other rights and privileges as the General Board may from time to time determine.

Government

4. (1) The College shall be governed by a General Board. Each constituent member shall have the right to appoint not more than three persons to the General Board who shall be appointed for such period as the constituent member appointing them shall determine.
- (2) Each person so appointed may be represented in his or her absence by an alternate appointed by the constituent member whom that person represents, and that alternate, whilst attending a meeting of the General Board as such alternate shall have all the powers and duties of a member of the General Board.
- (3) One student from each constituent member, who is enrolled for an award of the College or for which teaching is arranged by the College and who is elected in accordance with rules approved by the General Board, shall be a member of the General Board.
- (4) The General Board may admit at its discretion, and for such term as it decides, up to three additional members, being representatives of other bodies or persons with specific qualifications.
- (5) The General Board shall normally meet four times in each year (one meeting being the annual meeting) and at such other times as may be arranged by the President or the General Board.
- (6) At the annual meeting an annual report and financial statement made up to a date fixed from time to time by the General Board and duly audited, shall be presented by the executive officer or such other person as the General Board directs. The report and financial statement, when adopted, shall be forwarded to the constituent members.
- (7) If a written request is received from not less than three members of the General Board a special meeting of the General Board shall be called by the executive officer by giving to the members of the General Board not less than fourteen days notice in writing of that meeting.
- (8) A quorum at meetings of the General Board shall be four persons, including one representative of at least three of the constituent members.
- (9) At the annual meeting of the General Board a President shall be chosen from among the members of the General Board and the President shall chair all meetings of the Board.

⁵ The Constitution has been revised pending formal registration by the South Australian authority. Contact the Executive Officer for information.

- (10) In the absence of the President from any meeting the General Board shall choose some other of its members to be the chair for that meeting.
- (11) The chair shall have both a deliberative and a casting vote.
- (12) Any casual vacancy in the office of President, or seal holder shall be filled by the next succeeding meeting of the General Board.

Public Officer

- 5. The public officer of the College shall be as determined from time to time by the General Board.

Executive Officer

- 6. (1) The General Board shall appoint an Executive Officer who shall act as its executive officer. The General Board shall fix the term of office and remuneration of the Executive Officer and shall arrange for the provision of administrative facilities.
- (2) In addition to acting as executive officer of the General Board the Executive Officer shall carry out such duties as are in accordance with the directions of the General Board from time to time. Such duties shall include the following:
 - (i) to arrange the enrolment of students;
 - (ii) to arrange for the publication of such handbooks, examination papers and other documents as are required;
 - (iii) to act as secretary to the General Board; and
 - (iv) to carry out such other administrative responsibilities as the General Board may direct.

Boards of Studies

- 7. (1) The General Board may establish such Boards of Studies as it deems appropriate to administer the degrees and/or diplomas of the College, appoint the members of each Board of Studies, fix their respective terms of office and conditions affixed to the same, and establish such other terms and conditions as the General Board may from time to time determine.
- (2) Each Board of Studies shall be of such size as the General Board may determine and may include persons other than members of the faculties of the constituent members.
- (3) Each Board of Studies shall be responsible to the General Board.

Committees

- 8. (1) The General Board may establish such committees as it may from time to time determine in accordance with such specifications as it may fix.
- (2) Each committee shall report to the General Board.

Regulations

- 9. The General Board from time to time may make, vary and revoke such regulations governing the affairs of the College not inconsistent with its constitution as it may from time to time deem necessary.

Common Seal

- 10. (1) The College shall have a Common Seal which shall be in the custody of the Executive Officer and shall be affixed by any two seal holders upon the authority of a resolution of the General Board.
- (2) The seal holders shall be the President and the Executive Officer and three other members of the General Board appointed by the General Board at its annual meeting.

Changes to Constitution

- 11. (1) This constitution may be altered by a resolution approved by a majority of not less than three-fourths of those present at a meeting of the General Board provided that notice in writing of the proposed alteration has been given to all members of the General Board not less than four months prior to the meeting at which the proposed alteration will be considered.
- (2) Prior to the General Board considering any proposed alteration to this constitution not less than four month's notice in writing of any proposed alteration shall be given to each of the constituent members.
- (3) In the case of a proposed alteration to either of clauses 3 and 11 of this constitution any constituent member may during the said period of four months by notice in writing to the College object to the proposed alteration, and if any such objection is so made the proposed alteration shall not be approved by the General Board.
- (4) In the case of a proposed alteration to this constitution, other than to clauses 3 and 11, any two constituent members may during the said period of four months by notice in writing to the College object to the proposed alteration, and if any two such objections are so made the proposed alteration shall not be approved by the General Board.

Disbanding

- 12. (1) The College will be dissolved by resolution of an annual meeting of the General Board if notice to this effect has been given in writing to each of the constituent members and the members of the General Board four months prior to that meeting and provided that—
 - (i) any such resolution is approved by not less than three-fourths of those present at that meeting; and
 - (ii) no objection in writing has been received from any constituent member during the said period of four months.
- (2) The assets of the College shall in the event of dissolution be allocated by the General Board to such educational purposes as the meeting determines.

REGULATIONS

0.1 Interpretation

These regulations shall be interpreted in accordance with the provisions of the Constitution of the Adelaide College of Divinity.

0.2 Relation of these Regulations to Statutes of the Flinders University of South Australia

In any matter relating to degrees in Theology of the Flinders University of South Australia in which there is conflict between these regulations and statutes of the Flinders University of South Australia, the latter shall prevail.

1.1 Emblem of the College

1.1.1 The emblem of the College shall be a pointed ellipse, bearing a Latin or Passion Cross above an Australian Piping Shrike displayed and standing on a staff (from the State Badge of South Australia), and having below it a scroll bearing the words "Adelaide College of Divinity Inc".

1.1.2 A copy of the emblem as approved by the General Board shall be held in the custody of the Executive Officer.

1.1.3 The emblem of the College shall be used, depicted and displayed only in such manner and under such conditions as the General Board shall approve.

2.1 General Board

2.1.1 Where any person is appointed a member or alternate member of the General Board under the provisions of clause 4 (1) or (2) of the Constitution a person representing the constituent member college which makes the appointment shall send to the Executive Officer a certificate in writing stating that such person has been appointed, and such certificate shall be conclusive evidence of the appointment.

2.1.2 The General Board may authorise a Steering Committee, and/or the President and/or the Executive Officer to act on behalf of the General Board in any matter between meetings of the Board. Any decisions or actions taken by the Steering Committee, President or Executive Officer under this authority shall be reported to the next meeting of the General Board.

2.2 Boards and Committees

2.2.1 If any members of any committees or boards shall cease to hold the office or qualification by virtue of which they were appointed to the committee or board, they shall *ipso facto* cease to be members of the committees or boards.

2.2.2 When the place of an appointed member of a committee or board becomes vacant by reason of death, resignation or otherwise, the body or person by whom such appointment was made shall appoint another person to serve the remainder of the term of office of the person.

2.2.3 All proceedings of any committee or board shall be minuted and permanently recorded.

2.2.4 Each committee or board shall determine the manner in which its proceedings shall be conducted.

3.1 Teachers

3.1.1 Recognised Teachers of the Adelaide College of Divinity shall be those recognised by the General Board as qualified to teach in courses leading to ACD awards;

3.1.2 The General Board shall review the list of recognised teachers annually.

3.1.3 The Flinders University of South Australia may grant 'academic status' to suitably qualified recognised teachers of the Adelaide College of Divinity to participate in teaching the Theology awards offered by the University.

3.2 Area of Study Conveners and Committees

3.2.1 The areas of study in the ACD shall be:

- (a) Biblical Studies;
- (b) Historical and Systematic Theology; and
- (c) Pastoral Studies (which includes Supervised Field Education).

3.2.2 For each area of study a convener shall be appointed by the General Board at its annual meeting.

3.2.3 For each area of study there shall be a committee consisting of those teachers who teach units in the area of study.

3.2.4 The authority and responsibilities of the area of study conveners and area of study committees shall be as determined from time to time by the General Board and shall include making recommendations to the General Board on the syllabi for units in their respective areas.

3.2.5 The Certificates in Ministry Board of Studies may appoint its own area studies conveners and committees to make recommendations to the CMin Board on the syllabi for units administered by that Board.

4.1 Finance

4.1.1 The General Board may from time to time determine levies or fees to be paid by constituent or associate member colleges or students and may approve such other means of financing the operations of the College as it deems appropriate.

4.1.2 Unless determined otherwise by the General Board, the Executive Officer shall be the treasurer of the College.

5.1 Enrolment of Students

5.1.1 The General Board may prescribe that students who wish to commence a course of study for any award of the College shall apply for admission to that course of study by a particular date. An application for admission submitted after that date will not necessarily be accepted.

5.1.2 The General Board, having regard to the resources of the College with respect to staffing, accommodation and facilities available for teaching may place limitations on the numbers of students to be admitted to any course of study for a diploma or to any course of study for which students will be admitted. Only students granted permission may enrol for such courses.

5.1.3 The General Board may prescribe each year a date by which students shall enrol. An enrolment submitted after that date will not necessarily be accepted. In addition to complying with these regulations, students enrolling for courses of study at Flinders University will also need to comply with the enrolment requirements of the University.

5.1.4 Students who enrol for a course of studies of the College shall be subject to the Constitution and Regulations of the College whilst they remain enrolled as students.

6.1 Academic Awards

6.1.1 The academic awards offered by the College shall be those specified in Schedule I to these regulations.

6.1.2 Rules and syllabi as approved by the General Board shall define the course of studies to be undertaken for each award of the college.

6.1.3 There shall be an Examination Committee for all awards other than the DipPM, comprising the President, the Executive Officer and a representative appointed by each ACD college. The Certificates in Ministry Board shall carry out the functions of the Examination Committee in relation to awards that Board administers.

6.1.4 The Examination Committee shall have the following duties:

- (a) to determine the results obtained by students in each unit or course, taking into account the results of examinations and other forms of assessment;
- (b) to determine, in the case of any students who fail to pass a unit, what further work and examinations (if any) the student must complete satisfactorily before being granted a passing grade in that unit;
- (c) to determine what restrictions (if any) should be placed on a student's future program of study.

- 6.1.5 The Area of Study Committees shall appoint a unit convenor for each unit in their respective Areas, who shall report to the Examination Committee on the performance of each student enrolled for the unit.
- 6.1.6 Unless a student provides reasons considered satisfactory by the Examination Committee, that student will be deemed to have failed a unit if the student withdraws from enrolment in that unit after two-thirds of the duration of the teaching period for that unit.
- 6.1.7 The grades which may be used in ACD awards are those which appear in Schedule II to these regulations.
- 6.1.8 Where there are units which are common to more than one course of study, credit for any such units in which a student has been granted a passing grade whilst in one course of studies may be transferred to another course of studies in which the student subsequently enrolls, provided that the units may be counted towards fulfilment of the requirements of one course of study only.

6.2 President's Letters of Commendation

- 6.2.1 The President may award a President's Letter of Commendation to a student whose academic performance has been judged to be out-standing.
- 6.2.2 The award shall be made on the recommendation of the Examination Committee.
- 6.2.3 Guidelines for the award of the President's Letter of Commendation shall be approved by the General Board and shall be published by the Executive Officer.

7.1 Conferring of Awards

- 7.1.1 An ACD award may be conferred upon a student if that student has fulfilled all the conditions prescribed by Regulation 6.1 and the Rules appropriate to that award.
- 7.1.2 A student eligible for an academic award shall be presented by the Executive Officer to the President at a ceremony for the purpose at such time and place as the General Board shall determine. Provided that the President may appoint a substitute for himself or the Executive Officer, and that a candidate may be awarded the diploma either in absentia or on attendance at a meeting of the General Board if the General Board so approves.
- 7.1.3 The ceremony for conferring of awards shall be included within the context of a service of worship.
- 7.1.4 The conferring of an award shall be evidenced by a certificate given under the common seal of the College.

7.2 Academic Dress

- 7.2.1 The academic dress for graduates of the College shall be as listed in Schedule III to these regulations.
- 7.2.2 The ceremonial dress of members of the General Board and of Board of Studies who are not graduates shall be black gown, Cambridge shape, as for the Flinders University of South Australia.

8.1 Election of Members of the General Board by Students

- 8.1.1 In this regulation, unless some other meaning is clearly intended:
- "student" means a student eligible for election as a member of the General Board as defined in Clauses 8.1.10 and 8.1.11;
- "appointed day" means the day appointed by the ACD Executive Officer for the holding of an election;
- "ordinary election" means a biennial election held in each ACD constituent member college of a student from that college to the ACD General Board.
- "extraordinary election" means an election to fill a vacancy.
- 8.1.2 An ordinary election shall be held on the appointed day, normally in the month of October, every second year.
- 8.1.3 An extraordinary election shall be held on an appointed day as soon as practicable after the occurrence of a vacancy.
- 8.1.4 The office of a member of a Board elected by students in each shall become vacant if:
- they die; or
 - their term of office expires; or
 - they cease to be a student; or
 - they resign by notice in writing addressed to the Executive Officer.
- 8.1.5 Subject to Clause 8.1.4, a person elected at an ordinary or extraordinary election shall hold office until the appointed day of the next ensuing ordinary election; provided that when a vacancy occurs after the beginning of second semester, the position shall remain vacant until the next ordinary election.
- 8.1.6 Each election shall be conducted by a secret ballot and shall be held in each constituent member college.
- 8.1.7 Each election shall be conducted by a Returning Officer in each college who, unless the General Board determines otherwise, shall be the appointee of the College Principal.
- 8.1.8 For each election, the Returning Officer shall appoint at least two scrutineers who are students but who are not candidates for election.
- 8.1.9 For each election, the Returning Officer shall determine the eligibility of voters, candidates, nominators and seconders in accordance with the ACD's official enrolments records after checking with the ACD Executive Officer. The ACD Executive Officer's ruling on eligibility shall be final.
- 8.1.10 Students shall be eligible to be a voter, candidate, nominator and seconder at an election of members of the General Board if:
- they are enrolled as a candidate for a degree in Theology in The Flinders University of South Australia, and they have indicated to the Executive Officer on the prescribed form that they are a student of a constituent member college of the College; or
 - they are enrolled as a candidate for an award of the Adelaide College of Divinity.
- 8.1.11 Not less than twenty-one days before the appointed day for any election, the Returning Officer shall announce the holding of the election and invite nominations for election. Such announcement and invitation may be made by means of notices on notice boards in each of the constituent member colleges and by any other means which the Returning Officer deems appropriate.
- 8.1.12 Nominations for election shall be lodged with the Returning Officer by the seventh day preceding the appointed day. Each nomination shall be in writing, shall include the full name of the person nominated and must bear the signature of a nominator and seconder.
- The Returning Officer shall not accept a nomination unless:
- the person nominated, the nominator and seconder are eligible to be a candidate, nominator and seconder;
 - prior to the closing of nominations, the Returning Officer receives from the person nominated written advice of his consent to nomination.
- 8.1.13 If upon the closing of nominations, not more than one person has been nominated, the Returning Officer shall declare such candidate elected and shall advise the Executive Officer of person's election. If there is more than one candidate an election shall be held in the manner determined by the Returning Officer.

8.1.14 As soon as possible after an election the votes shall be counted by the Returning Officer in the presence of the scrutineers. The candidate with the most votes will be elected.

8.1.15 As soon as possible after the counting of votes has been completed the Returning Officer shall declare the result of the election by notice board in the college, and such notice shall be signed by the Returning Officer.

9.1 Determinations

9.1.1 The General Board may make determinations relating to any matter within its responsibility and such determination shall remain in force until rescinded, amended or replaced.

9.1.2 Determinations of the General Board may be published, in the Handbook or otherwise, at the discretion of the Executive Officer or by direction of the General Board.

SCHEDULE I ACADEMIC AWARDS OF THE ADELAIDE COLLEGE OF DIVINITY	
<p>Higher Education Diploma in Pastoral Studies (DipPS) Bachelor of Ministry (BMin) <i>with exit at</i> Diploma of Ministry (DipMin) Associate Degree of Ministry (AssocMin) Master of Ministry (MMin) <i>with exit at</i> Graduate Diploma in Ministry (GradDipMin) Graduate Diploma in Resource Ministry (GradDipMin) Doctor of Ministry (DMin)</p>	<p>Vocational Education and Training Certificate I in Ministry (CIMin) Certificate II in Ministry (CIIMin) Certificate III in Christian Life and Ministry (CertIII CLM) Certificate III in Ministry (CIIMin) Certificate IV in Christian Life and Ministry (CertIV CLM) Certificate IV in Ministry (CIVMin) Diploma of Christian Life and Ministry (DipCLM) Diploma of Pastoral Ministry (DipPM)</p>
SCHEDULE II GRADES WHICH MAY BE USED IN ACD AWARDS	
<p>Higher Education High Distinction (HD) Distinction (DN) Credit (CR) Pass (P) Fail (F) Non-Graded Pass (NGP) Satisfactory (SATIS) Continuing (CO) Incomplete (I) Withdrawn, not fail (WN) Withdrawn, fail (WF)</p>	<p>Vocational Education and Training Competency Achieved (CA) Competency Not Yet Achieved (CNA)</p>
SCHEDULE III ACADEMIC DRESS FOR ACD AWARDS	
<p>Vocational Education and Training Certificates I - III in Ministry and Certificate III in Christian Life and Ministry: Certificate IV in Ministry and: Certificate IV in Christian Life and Ministry Diploma of Pastoral Ministry and: Diploma of Christian Life and Ministry</p>	<p>Black gown, Cambridge style, as for Flinders University. Gown, as above. Stole of gold satin, forming a square shape at back. Gown, as above. Stole of gold satin edged with violet ribbon 22 mm wide.</p>
<p>Higher Education Diploma in Pastoral Studies and: Diploma of Ministry Associate Degree of Ministry: Bachelor of Ministry: Graduate Diploma in Ministry: Master of Ministry: Doctor of Ministry: Doctor of Divinity (<i>honoris causa</i>):</p>	<p>Black gown, Cambridge style, as for Flinders University. Stole of royal blue satin edged with gold ribbon 22 mm wide. Gown, as above. Stole of violet satin edged with pale purple ribbon 22 mm wide. Gown, as above. Hood, black in the Cambridge full shape, fully lined with violet satin. Gown, as above. Stole of violet satin edged with white satin 35 mm wide Gown, black in the Cambridge Master of Arts shape Hood, violet Cambridge full shape, fully lined with violet satin. Head, black cloth mortar-board with black tassel. Gown, black with front facings and sleeve linings in garnet red satin. Hood, garnet red in the Cambridge doctorate style, fully lined with black satin. Head, black velvet tudor bonnet with red cord and red tassel. Gown, garnet red with front facings and sleeve linings in gold satin, the sleeve caught with gold/red cord and gold button. (Cambridge doctorate style). Hood, garnet red in the Cambridge doctorate style, fully lined with gold satin. Head, black velvet tudor bonnet with gold/red cord and gold tassel.</p>

ACADEMIC REVIEW OF STUDENT PROGRESS IN HIGHER EDUCATION COURSES

Preamble

The ACD through its Examination Committee will regularly review the academic progress of students enrolled in its higher education courses in order to identify those students whose progress is unsatisfactory. When unsatisfactory progress is identified, the first course of action will be to provide academic counselling by an academic adviser in order to identify any difficulties the student may be experiencing and try to remedy these difficulties. This document defines unsatisfactory progress and identifies the formal procedures in relation to it.

Legislation/Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines

South Australian Training and Skills Development Act (2008) and Guidelines for Higher Education Accreditation and Registration

Delegations

The ACD Board has delegated to its Examination Committee responsibility for the review of academic progress in its higher education courses of study.

Approvals

This document was approved by the ACD Board/ACD President on 15 November 2004, amendments approved on 23 October 2007 and updated on 24 January 2011.

Associated Documents

Student Appeals Against Academic Review Decisions

Provisions

1. The Examination Committee shall conduct a review of academic progress at least once a year for all Higher Education courses, and may conduct reviews more frequently where appropriate.
2. A student is deemed to be making unsatisfactory progress if that student:
 - Fails to complete satisfactorily units, the credit points of which total one half of the total number of credit points for all units in which the student has enrolled during a semester; or
 - Fails a unit the second time; or
 - Is deemed to perform unsatisfactorily in a unit requiring a field or clinical placement and further enrolment in the unit is considered inappropriate; or
 - Has been admitted on a provisional basis and fails to meet the conditions of that admission.
3. The following actions may be taken when a student is deemed not to be making satisfactory progress:
No formal action: the student will normally be advised to seek counseling;
Provisional enrolment: the student will be required to complete prescribed units in a stated period or to take leave from the course for a specified period as a precondition for continuing in the course for which the student is enrolled;
Preclusion from a unit: where a student has failed a unit at least twice, the student will be advised that re-enrolment in that unit will not be approved for at least one semester from the date of preclusion;
Preclusion from a course: the student will be advised that enrolment in the course will be cancelled and that re-admission to the course will not be considered for two years. (Re-admission to the course after preclusion will be through the normal admissions procedures.)
4. When the Examination Committee decides to take no formal action a college academic adviser may ask the student to meet for academic counselling if appropriate. The adviser will determine whether further support is needed and arrange access to that support. Support may include additional tutoring, study skills, counselling, mentoring or other appropriate assistance. The adviser may also determine whether a reduction in study load in the following semester may be appropriate to the student's needs.
5. Students deemed by the Examination Committee to be making unsatisfactory progress will be notified in writing of the action decided upon, and will be informed that they may submit an objection in writing to the Examination Committee regarding its decision within twenty working days. Students may also elect to attend a meeting of the Examination Committee to present their case. Students may also nominate a student representative of the ACD General Board or any staff member or student to act on their behalf.
6. Should the committee reaffirm its decision subsequent to the student's objection, the student will be advised of this in writing, together with the circumstances under which an appeal against the decision may be lodged in accordance with the policy *Student Appeals Against Academic Review Decisions*.

ADMISSION, ENROLMENT AND GRADUATION

Preamble

Commonwealth and South Australian legislation requires that providers have in place appropriate policies and procedures for academic governance and administration of student matters. This is to ensure that student administration processes provide sound management of student information and also meet reporting and other obligations.

Legislations and Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines

South Australian Training and Skills Development Act (2008)

National Protocols and Guidelines for Higher Education Registration and Accreditation

AQTF Essential Standards for Continuing Registration (2010)

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for ensuring that appropriate procedures for conduct of student admission, enrolment and graduation procedures are adhered to.

Approvals

This document was approved by the ACD Board/ACD President on 28 January 2011.

Provisions

1. Admission and Initial Enrolment

- 1.1 Application for admission to, and enrolment in, ACD courses must be made on official ACD forms available from the ACD Office. These forms should be discussed with and submitted initially to your ACD academic adviser, except for Audit or Non Award enrolment which may be submitted directly to the ACD office. When checked and signed off the forms will be forwarded to the ACD Office for formal enrolment and entry on the ACD Student Records Database. The ACD Student Records Database holds each student's official record of enrolment with the ACD.
- 1.2 All original ACD enrolment forms are retained and filed in the ACD office. Students may access their student file on application to the ACD Student Administrator.
- 1.3 Closing dates for admission and enrolment are listed in the *Principal Dates* section of the ACD Handbook. Admission requirements for the various ACD awards are published in the ACD Handbook.
- 1.4 Students applying for admission to Higher Education courses must provide documentary evidence of previous study.
- 1.5 Applicants for admission should consult the ACD policies on Credit Transfer and Recognition of Prior Learning. These policies provide for the granting of credit or exemptions on the basis of previous study or life experience. The policies are contained in this Handbook and can be found on the ACD website.
- 1.6 Admission and enrolment forms must be completed and signed before an enrolment can be accepted:
 - All sections of the form must be completed. The ACD Student Administrator can provide assistance if needed.
 - Within each section the correct information must be provided.
 - Required documentary evidence must be attached. (Photocopies are sufficient if annotated that the original documents have been sighted by an ACD staff member.)
- 1.7 Students normally enrol for both Semester One and Semester Two prior to the beginning of the academic year or the start of each semester. Enrolment can be amended should the need arise, however there may be academic or financial consequences if this occurs after critical enrolment dates (published in the ACD Handbook or ACD website).
- 1.8 Tuition fees must be paid to the ACD at time of enrolment for topics or units in all courses. Fee information is published in the ACD Handbook or the ACD website. Information on fees and fee refund may be found in the ACD Fee Policy in the ACD Handbook or on the ACD website.

2. Amendment of Enrolment

- 2.1 Students may change their enrolment by completing an *ACD Application to Amend Enrolment*. This includes amendment of:
 - Address details
 - Course details
 - Topic/unit selections
 - Change of name, which will not be processed unless supported by appropriate documentary evidence.
- 2.2 The *Application to Amend Enrolment* form must be checked, signed and dated and submitted to the ACD office for entry on the ACD Student Records Database. Students may seek course advice from the ACD Student Administrator on amending their enrolment.
- 2.3 The addition of a semester length unit normally is not allowed after the second week of semester and withdrawal from a unit after the ninth week of semester may be counted as failure. Information on final dates for withdrawal from units is published in the ACD Handbooks or on the ACD website.
- 2.4 Units of shorter duration than a semester (intensives) normally may not be added after the beginning of classes and withdrawal from a unit more than three-quarters of the way through the teaching period may be counted as failure.

3. The ACD Fee Policy sets out information about refund of tuition fees.

4. Class Lists and Statements of Results

- 4.1 In the week prior to the commencement of teaching in a topic, the ACD office will produce provisional class lists for lecturers. Students attending a class whose name does not appear on the class list must see the ACD Student Administrator immediately to clarify enrolment.
- 4.2 At the end of each semester the ACD Examination Committee will approve results and these will be released in the form of Statements of Semester Results for each student.
- 4.3 Students are responsible for managing their enrolment within the relevant published deadlines. Failure to notify the ACD officially (on the appropriate form) may incur academic and/or financial penalties:
 - failure to notify withdrawal from a unit officially means that a student remains officially enrolled in the unit. This may result in a grade of *Fail* even if the student has stopped attending classes and has informed the lecturer of an intention to withdraw. Fee refund or FEE-HELP debt cancellation is not available after the census date.
 - failure to notify addition of a unit means that a student is not officially enrolled in that unit even if the lecturer has given permission and the student has been attending classes. This may result in any grade awarded being withheld until the enrolment has been formalised, fee paid and the grade approved by the Examination Committee.

5. Official Academic Transcripts

- 5.1 Students may obtain an Official Transcript by notifying the ACD Office and paying the appropriate fee (\$10.00 in 2011). One week advance notice is required for the issuing of an Official Transcript, and two weeks notice for student enrolments prior to 1997.
- 5.2 An Official Transcript must bear the Seal of the ACD and be signed by the President of the ACD or the ACD Executive Officer.

6. Graduation: final year students

- 6.1 Students about to enrol in their final year of study, or who believe they are nearing the completion of their course, should check the appropriate course rules in the ACD Handbook. Students who are unsure should make an appointment with the Student Administrator or Course Coordinator for course advice in relation to covering all academic requirements.

Note: Students who are candidates in their Church may obtain advice separately from their theological college on Church requirements. Advice on Church requirements does not constitute advice on completion of ACD course requirements.
- 6.2 Students must apply to graduate by completing the *ACD Application for Awarding of Qualification* form and submitting it to the ACD Executive Officer by 28 February in each year for graduation in May. The application ensures that course completion is formally assessed and verified on behalf of the ACD General Board. Applicants will be advised of graduation details after the ACD General Board has approved the list of graduands, normally in April.
- 6.3 Students who complete their course requirements at the end of first semester may apply for their award after June, indicating

preference for graduating at an ACD General Board meeting later that year (in absentia) or for attending the following year's graduation ceremony in May.

6.4 On graduation, each graduate will receive an award Testamur and an Official Transcript.

7. Information and Advice

7.1 Information to assist with admission and enrolment is available on the ACD website, including: ACD Handbooks (information about courses, topics/units, fees and timetables) and ACD student related policies and procedures. The website is: www.acd.edu.au

APPEALS AGAINST ACADEMIC REVIEW DECISIONS

Legislation/Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines

South Australian Training and Skills Development Act (2008) and Guidelines for Higher Education Accreditation and Registration

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for administration of the procedures for appeals against academic review decision.

Approvals

This document was approved by the ACD Board/ACD President on 9 July 2004 and amendments approved on 12 September 2005, 2 April 2007, 28 August 2007 and 23 October 2007 and updated January 2011.

Associated Documents

Academic Review of Student Progress

Policy

1. It is expected that most disputes over academic review decisions will be resolved through a process of informal consultation without recourse to formal appeal.
2. Decisions which are subject to appeal in accordance with the provisions of this policy are those in relation to:
 - contract enrolment
 - preclusion from a topic
 - preclusion from a courseas detailed in the ACD document *Academic Review of Student Progress*.
3. Students shall have the right to appeal against decisions concerning contract enrolment or preclusion on one or both of the following grounds:
 - 3.1 that relevant evidence not previously available has become available since the decision was made;
 - 3.2 that the ACD policy and procedures for the academic review of student progress were not correctly observed.
4. Students may continue their program of study pending the outcome of appeals, but will be required to amend or withdraw their enrolment if appeals are denied. In the case of field placements, these may be permitted to proceed only where the related topic is not affected by the appeal.
5. The parties to the appeal will not be victimised or discriminated against as a result of an appeal being raised.
6. Reasons and full explanation in writing for decisions and actions taken as part of the procedures will be provided at any stage if requested by either party to the appeal.

Procedures

7. An appeal must be lodged with the ACD Executive Officer within ten working days of the date of the dispatch of the notification of the decision on the objection. (Special provisions may be made for students resident in the country, interstate and overseas.)
8. The Executive Officer will acknowledge receipt of the student's appeal in writing.
9. The Executive Officer will initiate appeal proceedings within ten working days, provided that:
 - 9.1 the appeal is in accordance with the provisions of this policy; and
 - 9.2 the grounds on which the appeal is based are substantiated in the supporting documentation submitted by the student.
10. If the Executive Officer does not initiate an appeal, then the grounds for initiation of proceedings will be notified to the student by certified mail and reported to the ACD General Board.
11. Appeals will be heard by a sub-committee of the ACD General Board.
12. This committee:
 - 12.1 will determine its own procedures for the conduct of hearings;
 - 12.2 will consider written submissions from the appellant and the relevant head of college; and
 - 12.3 may, at its discretion, invite the appellant and relevant Principal of college to attend the hearing; each may be accompanied by a member of the ACD community. Any staff member or student nominee may act on behalf of the student. None of the parties will be permitted to have legal representation at the appeals hearing.
13. The Executive Officer will notify the appellant in writing of the decision within ten working days.
14. Should the student be dissatisfied at any stage of the process or with the outcome of these procedures, mediation services may be sought from the Community Mediation Services of South Australia, telephone 8350 0376 or 8384 5222. If the student remains dissatisfied, a complaint can be made to the Training Advocate www.trainingadvocate.sa.gov.au, telephone 1800 006 488.
15. External complaints will be handled within a reasonable timeframe, and parties to the appeal will be provided with an indication of the likely timeframe for response by the Training Advocate. The ACD Executive Officer will ensure that any recommendations from Training Advocate arising from a complaint will be implemented.

16. The ACD Executive Officer will keep secure the confidential records of appeals lodged under these procedures for at least five years and will give appropriate access to the records to the parties to the appeal.

Communication

17. This policy is given to all new students enrolling in ACD courses. It is published in the *Handbook* and on the ACD website at www.acd.edu.au and will be discussed at student orientation sessions.
18. This policy is communicated to staff by publication in the annual *Handbook* and on the ACD website at www.acd.edu.au. Training is provided to staff through staff meetings and induction sessions for new staff.

APPEALS AGAINST FINAL GRADES

Preamble

Students enrolled in accredited ACD units are entitled to appeal against final grades awarded in accordance with the ACD policy *Assessment Exercises and their Presentation*, regardless of the student's mode of study, place of residence or the location at which units are taught. There is no charge for this process.

Legislation/Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines
South Australian Training and Skills Development Act (2008)
AQTF Standards for Registered Training Organisations

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for administration of the procedures for student appeals against final grades in ACD unit.

Approvals

This document was approved by the ACD Board/ACD President on 9 July 2004 and amendments approved on 14 September 2005, 2 April 2007 and 28 August 2007 and updated January 2011.

Associated Documents

Academic Review of Student Progress
Appeals Against Academic Review Decisions
Assessment Exercises and their Presentation

Policy

1. Provided that they have fulfilled the attendance and assessment requirements of the unit, students have the right of appeal against final grades on one or more of the following grounds:
 - 1.1 The assessment requirements specified in accordance with the ACD assessment policy and procedures were not adhered to;
 - 1.2 having been formally notified of the student's requirements in terms of the ACD's policy on disability, the unit coordinator has not given due consideration to these circumstances in the assessment process leading to the final grade.
2. It is expected that most disputes over final grades will be resolved through a process of informal consultation without recourse to formal appeal.
3. Disputes shall be resolved through the following sequential process:
 - 3.1 in discussion with the unit coordinator, examiner or relevant area studies convener or Chair of the Certificates in Ministry Board; or
 - 3.2 by referral to the Principal of the student's college; or
 - 3.3 by a re-mark of an examination paper; or
 - 3.4 by formal appeal to the ACD General Board.
4. The student and the unit coordinator will not be victimised or discriminated against as a result of a dispute being raised.
5. Reasons and full explanation in writing for decisions and actions taken as part of the procedures will be provided at any stage if requested by the student or the unit coordinator.

Procedures

6. A student who does not accept the final grade shall consult the unit coordinator of the unit within ten working days of formal notification of the final grade.
7. Where the dispute fails to be resolved under clause 6 above, the student may request, in writing, that the Principal of the student's college in consultation with the relevant area studies convener or Chair of the Certificates in Ministry Board undertake a review of the final grade. Such requests must be lodged within 20 working days of the dispatch of formal notification of the final grade.
8. The Principal of college will ensure that this review is concluded within ten working days from the date on which the request was lodged and is responsible for notifying the Executive Officer of the outcome of the review. If the review results in a new grade, the Executive Officer will forward this grade to the relevant Examinations Committee as the final grade and notify the student.
9. Should this review fail to resolve the dispute, the student may proceed to lodge a formal appeal with the ACD Board.
10. A formal appeal against a final grade with supporting documentation must be lodged with the ACD Executive Officer within ten working days of the date of the notification from the ACD Executive Officer.
11. The Executive Officer will acknowledge receipt of the appeal to the student in writing.
12. The Executive Officer will determine whether or not the case should be referred to the ACD General Board.
13. The Executive Officer may determine that the appeal be disallowed for one or more of the following reasons:
 - 13.1 that the student did not fulfil all assessment or attendance requirements of the unit;
 - 13.2 the appeal is not in accordance with the provisions of this policy;
 - 13.3 the grounds on which the appeal is based are not supported by documentation submitted by the student;
 - 13.4 the appeal is in relation to a grade awarded following re-marking;

- 13.5 the appeal is in relation to an application for permission to re-submit an assignment which was denied; or
 13.6 the provisions for resolution in clauses 3.1, 3.2 and 3.3 above have not been exhausted.
14. If the Executive Officer determines that the appeal be disallowed, then the grounds for not allowing the appeal will be notified to the student in writing and reported to the ACD General Board.
15. Appeals will be heard by a committee of the ACD Board, and the decision of this committee will be final. This committee:
- 15.1 will determine its own procedures for the conduct of hearings;
 15.2 will consider written submissions from the appellant and the relevant Principal of college or nominee;
 15.3 may, at its discretion, invite the appellant and relevant Principal of college to attend the hearing. Each may be accompanied by a member of the ACD community, the senior student of the relevant college or any staff member or student nominee may act on behalf of the student. None of the parties shall be permitted to have legal representation at the appeals hearing.
16. The Executive Officer will notify the appellant in writing of the decision within ten working days and amend the grade in the ACD's student record system if appropriate.
17. Should the student be dissatisfied at any stage of the process or with the outcome of these procedures, mediation services may be sought from the Community Mediation Services of South Australia, telephone 8350 0376. or 8384 5222. If the student remains dissatisfied, a complaint can be made to the Training Advocate www.trainingadvocate.sa.gov.au, telephone 1800 006 488.
18. External complaints will be handled within a reasonable timeframe, and parties to the appeal will be provided with an indication of the likely timeframe for response by the Training Advocate. The ACD Executive Officer will ensure that any recommendations from the Training Advocate arising from a complaint will be implemented.
19. The ACD Executive Officer will keep secure the confidential records of appeals lodged under these procedures for at least five years and will give appropriate access to the records to the parties to the appeal.

Communication

20. This policy is given to all new students enrolling in ACD courses. It is published in the *Handbook* and on the ACD website at www.acd.edu.au and will be discussed at student orientation sessions.
21. This policy is communicated to staff by publication in the annual *Handbook* and on the ACD website at www.acd.edu.au. Training is provided to staff through staff meetings and induction sessions for new staff.

ASSESSMENT EXERCISES AND THEIR PRESENTATION – HIGHER EDUCATION COURSES OF STUDY

Preamble

Commonwealth and South Australian legislation requires that providers have in place appropriate policies and procedures for academic governance and administration of student matters including assessment.

Legislations and Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines

South Australian Training and Skills Development Act (2008)

National Protocols and Guidelines for Higher Education Registration and Accreditation

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for ensuring that assessment policy and guidelines are communicated to students and staff. The ACD Board has delegated to college Principals, and through them to all teaching staff, the implementation of assessment policy and guidelines.

Approvals

This document was approved by the ACD Board/ACD President on 28 January 2011.

Provisions

1. Assessment

To achieve a grade of Pass or better in a unit students must:

- Provide evidence that they have undertaken the core work set for a unit;
- Demonstrate that they have acquired at least a basic level of understanding that adequately covers the unit's objectives; and
- Satisfactorily complete essential assessment exercises.

Unit convenors will base their final grades for units on the above criteria.

All students should be aware of the assessment requirements for each unit in which they are enrolled. This information will be provided by the lecturer with other course handouts in the first week of lectures. Details will also be included about the length of time that should be expected for the return of work.

Assessment exercises may vary from unit to unit, particularly across the four areas of study. For example an exegetical essay would be an unlikely form of assessment for a unit in the Leadership, Missiology or Christian Education & Discipleship streams. Some of the forms of assessment that may be used include: Essays on set topics; Book reviews; Case studies; Group project; Exegetical exercises; Personal journals; Reflection papers with personal responses to readings/lectures; Tutorial presentations and papers; Project or creative exercises; Examination.

Most units will contain a range of assessment options. Each will be weighted to make up the total assessment.

A general guide to the number of words a student is expected to write is approximately 1000 words per credit point. In other words, in a 4.5 credit point unit students will be expected to write a maximum of 4,500 words. Different units will require different assessment exercises. Lecturers will provide a statement of assessment methods to students and may also give written guidelines that explain exactly what is expected for each form of assessment for a unit.

2. Grades

Final grades and notations awarded by the ACD (based on Flinders University) are as follows:

High Distinction	HD	85 – 100%
Distinction	DN	75 – 84%

Credit	CR	65 – 74%
Pass	P	50 – 64%
Fail	F	0 – 49%
Withdraw, not Fail	WN	
Withdraw, Fail	WF	
Non-Graded Pass	NGP	
Satisfactory	SATIS	

Other notations used ACD are:

Continuing	CO
Incomplete	I

The following grades will be awarded where there is evidence that the student:

Pass (P)	has undertaken the required core work for the unit and has demonstrated at least an adequate level of knowledge/ understanding/competencies/skills required for meeting unit objectives and satisfactorily completing essential assessment exercises.
Credit (CR)	has undertaken all of the required core work for the unit and additional work in wider areas relevant to the unit, and has demonstrated a sound level of knowledge/understanding/ competencies/skills required for meeting unit objectives and completing assessment exercises at a proficient standard.
Distinction (DN)	has undertaken all of the required core work for the unit at a high level and considerable additional work in wider areas relevant to the unit, has demonstrated advanced knowledge/understanding/ competencies/skills required for meeting unit objectives and completing assessment exercises at a proficient standard.
High Distinction (HD)	has undertaken the required core work for the unit at a high level and considerable additional work in wider areas relevant to the unit, has demonstrated the acquisition of an advanced level of knowledge/ understanding/competencies/skills required for meeting unit objectives and passing the range of unit elements at the highest level.
Non-Graded Pass (NGP)	has achieved a satisfactory level of performance and participation assessed only on a pass or fail basis.
Fail (F)	has not demonstrated satisfactory academic performance in the unit or has failed to complete essential unit elements or required assessment tasks at an acceptable level in accordance with the unit objectives.

3. Guidelines for Preparing Written Assessment Exercises

Written assessment exercises will vary considerably. However, in most cases a student will be expected to respond to an exercise set by the unit convenor by preparing a written paper which makes a convincing argument based on appropriate research.

The most helpful place to start research is with the recommended reading listed in unit outlines, which will be available in the Adelaide Theological Library. (Students new to the ACD and theological study are advised to undertake a library orientation tour.) Material likely to be in heavy demand will be on reserve or available for short-term loan. It is a good idea to check with the lecturer if research goes much beyond the suggested reading list. Exploring recent articles in relevant scholarly journals is encouraged.

Once you have explored the unit of your paper, take time out to think carefully again about what is being asked of you. If you are not sure check with the lecturer or tutor to make sure you are absolutely clear. Write a brief outline of your piece of work before you even start writing your paper. Allow plenty of time for writing; it usually takes longer than you think it will.

When you are writing remember to:

1. Take care with grammar and spelling.
2. Use inclusive language. See the ACD's *Guidelines for Inclusive Language and for the Use of Language for God Within the ACD* available from the ACD Office or on the ACD website.
3. Ensure that you are making a logical case.
4. Show that you have digested your research by creating your own piece of work rather than cobbling together a string of ideas from authors you have read.
5. Do not use another person's words or ideas as though they were your own. This constitutes plagiarism.
6. Use footnotes or endnotes to acknowledge words or ideas that are not your own.
7. Prepare a bibliography which lists the books you have used for your research. See below for more detailed information about referencing in the section 'Acknowledging Sources—Referencing'.

General Presentation

Type or write legibly essays on single-sided A4 paper. Double-space the text, leaving a margin of 4 cm on the left side of each page. Number each page. Include a title or cover page. This should contain:

- Student's name
- Name of the unit
- Title of the essay
- Tutor's name
- Date submitted

Standard essay cover sheets are available from the Adelaide Theological Library or the ACD Office. The number of words in an essay should be within ten percent of the set word limit, e.g., if a paper is set at 2,000 words, the essay should be within the range of 1,800 to 2,200 words.

Submission

Assessment exercises should be submitted to the tutor or to the Uniting College office by 5:00 pm on the due date. An extension may be given at the discretion of the tutor for medical or compassionate reasons but not because of poor organisation. An extension should be negotiated *before* the due date. The tutor may require the request for an extension to be presented in writing with submission of a medical certificate or other relevant evidence where appropriate. No essay will be accepted after the first day of examinations except with the approval of the Examinations Board.

An essay received after the due date (or extended due date) will be marked and then the following penalty will be applied: a reduction of ten percent of the possible mark for each day after the due date (eg an essay marked out of thirty which was submitted two days late would have six marks deducted from the marks given).

Return of Papers

Papers normally will be returned to students during lectures or tutorials. After the final class students may collect essays from the Uniting College office. Alternatively, students may hand in with their essay a suitably stamped self-addressed envelope for its return. Lecturers and tutors will endeavour to return work to students as soon as possible, usually no later than three weeks after the date of submission.

Style Guidelines

- 1) **Spelling:** When in doubt, check an appropriate dictionary such as *The Macquarie Dictionary*. In some cases the dictionary may provide alternative spellings (eg – ise/isation as well as ize/ization endings). Whatever version is chosen should be used consistently throughout the essay.
- 2) **Capitalisation:** It is now standard practice to keep capitalisation to a minimum. For example, most scholars no longer capitalise pronouns and adjectives which refer to God. As a general rule, if in doubt, do not capitalise. The following are some examples of when to capitalise and when not:
 - Jesus the Christ, but christology
 - the Trinity, but trinitarian doctrines
 - the Bible, but biblical books
 - the canon of Scripture, but scriptural passages
 - the Uniting Church, but the local church
 - the Roman Catholic Church, but the catholic (meaning ‘universal’) church
 - the Eucharist, but eucharistic theology
 - Clement of Alexandria, but the early church fathers
 - Gnosticism/the Gnostics, but the gnostic writings
 - the Middle Ages, but the medieval period
 - Pope Gregory VII and King Henry IV, but the pope and the king
 - the Protestant Reformation, the Protestant reformers
 - Western Europe, but the south-west of France
 - the Oxford Movement, but the ecumenical movement
- 3) **Abbreviations and Shortened Forms:** Avoid using shortened forms in the main text of an essay. However, if a name is used repeatedly, such as the World Council of Churches, it may be appropriate to use an abbreviation after the first use. For example: ‘The World Council of Churches (hereafter WCC) ...’
- 4) **Quotations:** Quotations of less than four lines are usually incorporated into the text and quotation marks are used. They may be either single or double. If double, single marks should be used for any quotation within the quotation, and vice versa. When quoting four lines or more from a source, leave a blank line, then indent the quotation and use a capital letter for the first word. Do not use quotation marks and leave another line blank before resuming the text. Students should strive to copy the original source exactly, but if it is necessary to omit some of it indicate the omission by using three spaced stops (...). If it is necessary to modify the original source in any way, place the amendment in square brackets. If you wish to draw attention to a particular word or phrase in the quotation, place it in italics but then add ‘emphasis mine’ in square brackets at the end.
- 5) **Numbers and Dates:** Generally speaking, it is appropriate to spell out numbers which can be written in one or two words and use numerals with abbreviations (eg 100 kms). The abbreviation BCE (before the common era) and CE (common era) are now widely used instead of BC (before Christ) and AD (Anno Domini). AD usually precedes the year, while BCE, CE and BC follow it. It is not necessary to use AD or CE when it is clear that you are referring to a date in the common era. The Latin word *circa* (about) is used to indicate that a date is only approximate. It can be abbreviated to ca. or c. Centuries are usually spelled out (eg the nineteenth century, the nineteenth-century Oxford Movement) but decades are not unless it is clear which century is meant (the 1950s, the sixties). Roman numerals are used to designate biblical books (II John, I Corinthians 3).

Acknowledging Sources – Referencing

When writing essays, you must indicate the exact source of quotations, paraphrases (summaries of another person’s words or ideas), facts which could be disputed and the opinions of others. Such acknowledgment is called referencing.

Plagiarism is the failure to acknowledge the sources of information which you have used in your essay. It is a very serious offence. If a student is found guilty of plagiarism the following penalties may be applied:

- No marks may be given for the particular piece of work
- A fail grade may be given for the whole unit
- A student may be excluded from further enrolment.

For further information on examples of how to acknowledge the sources you have used you should consult the document *Examples of Citations for Notes and Bibliographies Using the Chicago Style* which is available from the Adelaide Theological Library or the ACD website. This is an essential tool for the preparation of assessment exercises.

APPENDIX

Grade Point Average definition

Grade Point Average (GPA) is the average of the grades achieved by a student taking into account unit of study credit point values. Values ranging from 0 to 7 are assigned to each grade and GPA is calculated to two decimal places. The value for the grade achieved for each unit is multiplied by the number of credit points for that unit. This product is totalled for all topics undertaken, and averaged by dividing the total number of credit points:

$$\frac{\text{sum of (value for each grade x unit credit point value)}}{\text{total credit points}}$$

The following values are assigned to grades:

HD	High Distinction =	7
DN	Distinction =	6
CR	Credit =	5
P	Pass =	4
F	Fail =	0
WF	Withdraw Fail =	0

The following values are assigned to pre-1999 grading:

P1	Pass Level 1 =	4.5
P2	Pass Level 2 =	4

The following grades are not counted in the calculation:

NGP	Non Graded Pass
WN	Withdraw Not Fail

CAMPUS INDUCTION PROCEDURES

Preamble

The ACD as a registered provider of educational courses in both the Vocational Education and Training and Higher Education Sectors must be compliant with the provisions of legislation and standards that regulate these sectors. The ACD recognizes its obligation to offer induction procedures to all faculty, staff and students to introduce them to the Campus and make them aware of the relevant legislation and standards.

Legislation/Standards

AQTF Standards for Registered Training Organizations
Higher Education Support Act 2003 and Higher Education Provider Guidelines
National Protocols for Higher Education Approval Processes
Training and Skills Development Act 2008

Delegations

The ACD Board has delegated to the ACD Executive Officer responsibility for ensuring that faculty, staff and students on the Theology Campus are aware of legislation and standards of relevance to the educational providers on the Campus.

Approvals

This document was approved by the ACD Board/ACD President on December 21 2004 and updated January 2011.

Associated Documents

ACD Handbook and Campus Orientation Manual

Procedures

1. Faculty

- 1.1 All faculty of ACD and ATC colleges will be given
 - a) the ACD Handbook and the Campus Orientation Manual;
 - b) the AQTF Standards for Registered Training Organisations;
 - c) Commonwealth Higher Education Provider Guidelines; and
 - d) South Australian Higher Education Registration Requirements.
- 1.2 Each new member of faculty will attend a Theology Campus orientation session at which information on the following will be presented:
 - The responsibilities of the ACD as a provider of theological education under the relevant State and Commonwealth Legislation and associated standards;
 - Governance of the ACD, ATC and the Campus, including lines of authority and indicating staff with responsibilities for compliance with relevant legislation and standards;
 - The relationships between the ACD, the ATC, ATCC, theological colleges and Flinders University;
 - The Adelaide Theological Library;
 - How to access relevant ACD and Flinders University policies and procedures;
 - ACD and Flinders University courses of study in Theology;
 - ACD and Flinders Admission and enrolment procedures;
 - Competency based learning and assessment strategies and higher education learning and assessment strategies;
 - Supervisory arrangements for teachers in VET Certificate and Diploma courses who have not yet completed the AQTF qualification required for teaching in the VET sector;
 - Course review and development - policy and procedures.
- 1.3 The ATC and ACD will arrange four Faculty Days each year at which Faculty will be kept informed of relevant administrative and academic developments and will be given opportunities to contribute to these developments.

2. Staff

- 2.1 All staff of ACD and ATC colleges will be given
 - e) the ACD Handbook and Campus Orientation Manual;
 - f) the AQTF Standards for Registered Training Organisations;
 - g) Commonwealth Higher Education Provider Guidelines; and
 - h) South Australian Higher Education Registration Requirements.
- 2.2 Each new member of staff will attend a Campus orientation session at which information on the following will be presented:
 - The responsibilities of the ACD as a provider of theological education under the relevant State and Commonwealth Legislation and associated standards;
 - Governance of the ACD, ATC and the Campus, including lines of authority and indicating staff with responsibilities for compliance with relevant legislation and standards;
 - The relationships between the ACD, the ATC, ATCC, theological colleges and Flinders University;
 - The Adelaide Theological Library;
 - How to access relevant ACD and Flinders University policies and procedures;
 - ACD and Flinders University courses of study in Theology;
 - ACD and Flinders Admission and enrolment procedures;
 - ACD Fee Policy and FEE-HELP procedures.

- 2.3 The Executive Officer will organise workshops with staff as required to encourage staff contributions to administrative developments and to introduce new developments.
3. *Students*
- 3.1 New ACD students will be given a copy of the ACD Handbook and Campus Orientation Manual and will be invited to attend a Campus orientation session. New Flinders University students will be given a copy of the Flinders Theology Handbook and Campus Orientation Manual and will be invited to attend a Campus orientation session. The following information will be presented:
- The responsibilities of the ACD and Flinders Theology Department as a provider of theological education under the relevant State and Commonwealth legislation and associated standards;
 - Governance of the ACD, Department of Theology and the Campus, including lines of authority and staff with responsibilities for compliance with relevant legislation and standards;
 - Using the Adelaide Theological Library;
 - How to access ACD and Flinders University policies and procedures;
 - ACD and Flinders University courses of study in Theology;
 - ACD and Flinders Admission and enrolment procedures;
 - Arrangements for International Students (Flinders) as relevant;
 - ACD Fee Policy and FEE-HELP procedures.
- 3.2 Colleges will keep their students informed of administrative and academic developments and information for students on notice boards in colleges, the Library and the ACD Office will be kept up to date.

CAMPUS INTERNAL COMMUNICATION

Preamble

The Theology Campus is the site of number of entities whose goal is to work together to deliver high quality theological education. To achieve that goal efficiently, effective means of communication between the ACD and its students, staff and faculty are essential.

Legislation/Standards

AQTF Standards for Registered Training Organisations
 Higher Education Support Act 2003 and Higher Education Provider Guidelines
 Training and Skills Development Act 2008

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for ensuring that there is efficient and effective communication of ACD/ATCC policies and procedures between the entities on the Campus. The ACD Board has delegated to ACD college principals the responsibility for ensuring the efficient and effective communication procedures within their colleges.

Approvals

This document was approved by the ACD Board/ACD President on 21 December 2004 and updated January 2011.

Associated Documents

ACD Handbook and Campus Orientation Manual

Provisions

1. This policy applies to all ACD, ATC and ATCC policy or procedures documents, information manuals, notices or other forms of information that require circulation.
2. All students enrolling for the first time in a course of study offered on the Theology Campus will be invited to an orientation session at which faculty and staff will introduce them to:
 - The ACD, Flinders Department of Theology and the Campus
 - ACD and ATC colleges
 - Campus Faculty and staff
 - Student related policies and procedures
 - Using the Library
 - Timetables
 - Safety and security issues
3. All newly appointed staff and Faculty will attend an orientation session at which a briefing on the following will be provided:
 - The ACD, Flinders Department of Theology and the Campus
 - The ACD and ATC colleges
 - Campus Faculty and staff
 - ACD and ATCC policies and procedures
 - Safety and security issues
4. ACD Version Control Procedures will be followed by the ACD, ATC and ATCC. ACD colleges will provide the ACD Executive Officer with evidence of appropriate version control procedures.
5. The *Handbooks* and *Campus Orientation Manual* will be published annually containing up to date information for students, staff and faculty and relevant policy and procedures documents. Student related policies will be published on the ACD website for ACD students and Flinders website for Flinders students.
6. The relevant *Handbook* and *Orientation Manual* will be given to all students enrolling for the first time and to all new staff or faculty. The Handbook Manual will be available from the Campus Office.
7. Revised ACD policies will be notified by email to ACD faculty and staff once published on the website.
8. Urgent notices will be circulated via:
 - Notices to students in lectures
 - Faculty and staff e-mail network
 - Notice boards in the ACD office, the Library, and Student/Staff Common Rooms.
 - ACD website.

CONFIDENTIALITY GUIDELINES

Preamble

The Adelaide College of Divinity and the Adelaide Theological Centre recognise that, in a consortium of theological colleges, each constituent member college retains its autonomy and traditions. The ACD and ATC accept that, in view of this principle, it is not in a position to establish a single standard. Therefore each member college is responsible for developing its own ethical standards in relation to its staff and students.

Nevertheless, colleges acknowledge that the ACD as the provider of ACD courses of study must ensure that ethical standards are maintained and that the requirements of relevant legislation and standards are met.

Legislation/Standards

AQTF Standards for Registered Training Organisations

Training and Skills Development Act 2008

Higher Education Support Act 2003 and Higher Education Provider Guidelines

Commonwealth Privacy Act 1988 – National Privacy Principles

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for ensuring that these Guidelines are followed by ACD and ATCC staff and students and has delegated to college principals the responsibility for ensuring that their faculty and staff follow these guidelines.

Approvals

This document was approved by the ACD Board/ACD President on 10 January 2005 and updated January 2011.

Associated Documents

ACD Privacy of Information Guidelines and *ACD Board Delegations to ACD Colleges*

Guidelines

The following guidelines have been developed to assist the ACD and ATC in carrying out these tasks.

1. It is desirable that there be free and frank interchanges of ideas in the delivery of educational programs. This being so, staff and students must exercise sensitivity and tact in relation to each others disclosure of personal information in the context of teaching situations.
2. Teaching and teaching material are covered by copyright not by confidentiality; however, personal information disclosed in teaching situations should be treated as confidential by lecturers, tutors and other class members.
3. If a lecture and/or tutorial is being recorded for the purposes of flexible delivery, and/or as an aid to students with disabilities, or who are absent, all should be made aware, at the outset, that such recording will be done. Students who receive such recordings shall adhere to these guidelines with respect to personal information divulged in the same manner as those who are physically present in the lecture and/or tutorial.
4. In compliance with Information Privacy Principles 4, 9 and 10 of the Commonwealth Privacy Act 1988 recordings made of lectures and/or tutorials and which may contain personal information should not be made available to anyone other than a student enrolled in the topic.
5. Written work submitted by students should not be shown to other staff members or students without the permission of the author, the only exception being the case of necessary cross marking. *Grades should not be written on the front pages of written work.*
6. It is inappropriate for lecturers or tutors to be asked by colleges, other than their own, to provide personal judgments about students except in relation to academic matters.
7. It is inappropriate for non-teaching staff to be asked by colleges or churches to offer any personal comment on students.
8. The ACD is responsible for maintaining academic records for students enrolled in ACD courses. In accordance with the Information Privacy Principles 10 and 11 of the Commonwealth Privacy Act 1988 any information held on the ACD Student Database will be kept confidential except for approved administrative purposes or disclosure that is required or authorised by law.
9. The procedures for consideration of complaints are set out in the *ACD Grievance Procedures*.

COURSE AND TUITION ASSURANCE

Preamble

Commonwealth and South Australian legislation requires that providers have in place arrangements for tuition and course assurance. This is to ensure that students receive the education or training for which they have paid should Adelaide College of Divinity be unable to continue offering that education or training.

Legislation/Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines

South Australian Training and Skills Development Act 2008

National Protocols and Guidelines for Higher Education Accreditation and Registration

AQTF Standards for Registered Training Organisations

Delegations

The ACD Board has delegated to the ACD Executive Officer responsibility for ensuring that the ACD meets course and tuition assurance required by Commonwealth and South Australian legislation.

Approvals

This document was approved by the ACD Board/ACD President on 3 November 2004 and updated on 2 April 2007, 14 August 2007, 15 January 2008, 17 January 2011 and 13 January 2012.

ACD Course and Tuition Assurance

1. This statement is given to all new students enrolling in ACD courses. It is published in the annual *ACD Campus Orientation Manual* and on the ACD website at www.acd.edu.au.
2. The ACD is a member of a tuition assurance scheme administered by the TAFE Directors Australia (TDA), the TDA Australian Student Tuition Assurance Scheme (ASTAS).⁶

⁶ A full statement of TDA tuition assurance scheme rules can be found on the TDA website http://www.tda.edu.au/cb_pages/tuition_assurance_scheme.php. A copy is available from the ACD Executive Officer.

3. Under the provisions of the *Higher Education Support Act 2003* (HESA) and the associated Higher Education Provider (HEP) Guidelines Adelaide College of Divinity (the First Provider) is required to provide a tuition assurance arrangement for Australian citizens or holders of an Australian permanent humanitarian visa who are enrolled in higher education courses it offers. This requirement is to protect students in the event that Adelaide College of Divinity ceases to provide a course of study in which a student is enrolled. The meaning of 'ceasing to provide a course of study' is set out in the HEP Guidelines (www.deewr.gov.au/HigherEducation/Resources/HESupportAct2003Guidelines/Pages/HEProviderGuidelines.aspx).
4. In the event that Adelaide College of Divinity ceases to provide a course of study in which a student is enrolled the student is entitled to a choice of:
 - (a) an offer of a place in a similar course of study with a Second Provider without any requirement to pay the Second Provider any student contribution or tuition fee for any replacement units (this is known as the *Course Assurance Option*);
 OR
 - (b) a refund of his or her up-front payments for any unit of study that the student commences but does not complete because Adelaide College of Divinity ceases to provide the course of study of which the unit forms part (this is known as the *Student Contribution/Tuition Fee Repayment Option*).
5. Adelaide College of Divinity has met the tuition assurance requirements of the HESA through its current membership of the TAFE Directors Australia (TDA) Australian Student Tuition Assurance Scheme (ASTAS). TDA can be contacted by telephone on 02 9217 3180.
6. If Adelaide College of Divinity ceases to provide a course of study, TDA will send a student enrolled in the course of study a Written Tuition Assurance Offer (the Offer) advising the student of the options available under the tuition assurance requirements. The Offer will include directions that the student must follow in order to notify TDA of the choice they have made for each affected unit. TDA will provide this Offer within twenty *Business Days* after it knows, or should know by reasonable enquiries that the Adelaide College of Divinity has ceased to provide the course or study.
7. The courses of study for which Adelaide College of Divinity has TDA ASTAS membership are:

VET courses	Certificate III in Christian Life and Ministry
	Certificate IV in Christian Life and Ministry
	Diploma of Christian Life and Ministry
Higher Education courses	Diploma of Ministry
	Associate Degree of Ministry
	Bachelor of Ministry
	Graduate Diploma in Ministry
	Graduate Diploma in Resource Ministry
	Master of Ministry
	Doctor of Ministry

8. A student may choose either:
 - (a) *The Course Assurance Option*
 If a student accepts a place in a course offered by TDA as named above, TDA will offer the student the option of TDA making all necessary arrangements to ensure a student is able to enrol in a similar course of study with a Second Provider. This offered course will lead to the same or a comparable qualification without any requirement on the part of the student to pay that Second Provider any student contribution or tuition fee for any replacement units. A student will receive full credit from the Second Provider for any units of study successfully completed at Adelaide College of Divinity.
 The Second Provider nominated by TDA may have different contribution amounts or tuition fees to the amounts or fees the student would have paid for units of study which were part of the course of study the Adelaide College of Divinity ceased to provide.
 A student is not obliged to enrol in a course of study with a Second Provider offered by TDA under the Course Assurance Option. However, if he/she enrolls with any other provider there is no obligation on that provider to offer full credit transfer for the units of study completed with the Adelaide College of Divinity or to offer a replacement/s unit free of charge.
 OR
 - (b) *The Student Contribution/Tuition Fee Repayment Option*
 If a student chooses the Student Contribution/Tuition Fee Repayment Option TDA undertakes to pay the student the total of any up-front payments already paid by the student for any units of study the student has commenced but not completed. Students selecting this option will also get FEE-HELP balance/s re-credited for uncompleted units.

EQUAL OPPORTUNITY POLICY

Preamble

The ACD, ATC and ATCC follow the equal opportunity policies of Flinders University and are committed to achieving equality of opportunity in education and employment and to ensuring that staff and students are not subject to discrimination on the grounds of sex, sexuality, marital status, pregnancy, race, disability, age, cultural, political or religious beliefs. The Flinders University Equal Opportunity Policy is found at the following web site: www.flinders.edu.au/ppmanual/EqualOpportunity/equalop.html. This policy should be read in conjunction with the Flinders policy.

Legislation/Standards

AQTF Standards for Registered Training Organisations
Age Discrimination Act 2004
Disability Discrimination Act 1992
Disability Standards for Education 2005
Education Services for Overseas Students (ESOS) Act, 2000 and ESOS Regulations
Equal Opportunity Act 1984
Equal Opportunity for Women in the Workplace Act 1999
Higher Education Support Act 2003 and Higher Education Provider Guidelines
Human Rights and Equal Opportunity Commission Act 1986
Occupational Health, Safety and Welfare Act 1986
Racial Discrimination Act 1975
Racial Vilification Act 1996
Sex Discrimination Act 1984
WorkCover Corporation Act 1994

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for the implementation of this policy in the ACD, ATC and ATCC. The Board has delegated to the principals of ACD and ATC member colleges the responsibility for the implementation of this policy within their colleges.

Approvals

This policy was approved by the ACD Board/ACD President on 21 December 2004 and updated January 2011.

Associated Documents

*Guidelines for Inclusive Language and Use of Language for God
Students with Disabilities
Grievance Procedures*

Provisions

1. *Racism* The ACD, ATC and the ATCC will attempt to prevent any form of illegal discrimination and will not condone racism.
2. *Gender Balance on ACD, ATC and ATCC committees.* Every attempt will be made to achieve gender balance on ACD, ATC and ATCC committees.
3. *Inclusive Language* Staff and students will be encouraged in the use of language which does not distinguish between the sexes where such a distinction is irrelevant to the matter at hand. Refer ACD *Guidelines for Inclusive Language and Use of Language for God*
4. *People with disabilities* The ACD, ATC and the ATCC are committed to providing access and equity for staff and students with disabilities. Every attempt will be made to ensure that students with disabilities are able to participate fully and independently in the life of the ACD.
5. *Harassment* The ACD, ATC and the ATCC is committed to creating a work and study environment which is free of any form of harassment for all members of the ACD Campus community.
- 5.1 *Sexual Harassment* The ACD, ATC and ATCC will take all reasonable steps to ensure that no staff member or student subjects another person to or is subject to sexual harassment in the course of activities on the Campus.
- 5.2 *Bullying* Bullying is considered to be unacceptable behaviour. The ACD, ATC and ATCC expects that all staff and students will respect the rights, dignity and welfare of other members of the Theology Campus community.

ETHICAL GUIDELINES FOR RESEARCH INVOLVING HUMAN SUBJECTS

Preamble

The maintenance of high ethical standards has always been a critical guideline for research. It is expected that researchers, especially those motivated by the Christian Gospel, will:

- Have as a priority concern for the personal welfare of participants in the research process;
- Ensure that the integrity and rights of the participants are respected and protected;
- Ensure that participants are protected from any potential or actual physical, psychological or spiritual harm that could result from any research intervention.

The Adelaide College of Divinity is a consortium of theological colleges which employs the academic staff that teach in ACD and Flinders University courses. Therefore academic staff of these colleges engaged in their own research are responsible to their colleges and Flinders University in relation to ethical guidelines for their own research. In relation to their supervision of research undertaken by students enrolled in ACD courses these staff members should ensure that students adhere to the ACD Ethical Guidelines for Research Involving Human Subjects.

Legislation/Standards

Higher Education Support Act 2003
Higher Education Provider Guidelines
South Australian Training and Skills Development Act (2008)
Guidelines for Higher Education Accreditation and Registration
National Statement on Ethical Conduct in Human Research, National Health and Medical Research Council (NHMRC) 2007
Australian Code for the Responsible Conduct of Research Practice, NHMRC, 2007.
Flinders University Ethical Guidelines for Social and Behavioural Research

Delegations

The ACD Board has delegated to the ACD Human Research Ethics Committee (HREC) responsibility for the implementation of this policy. The ACD Executive Officer provides administrative support for the ACD HREC.

Approvals

This policy was approved by the ACD Board/ACD President on 10 December 2004.

Related Documents

ACD Research in Postgraduate Courses

ACD Application for Approval Research Involving Human Subjects

ACD Consent Form for Interview

ACD Letter of Introduction

ACD Consent Form for Observation of Professional Activity

Provisions

1. The ACD Human Research Ethics Committee (HREC) .
 - 1.1 The HREC shall:
 - With the approval of the General Board of the Adelaide College of Divinity, establish and promulgate guidelines for research practice for students enrolled with the ACD;
 - Ensure that appropriate guidelines such as the *NHMRC National Statement on Ethical Conduct in Research Involving Humans* and its *Supplementary Notes* are adhered to where applicable;
 - Receive, examine and either approve, return for amendment or reject, any proposals which involve human subjects as a third party, which involve human remains or other sacred or significant sites, or which involve or impact upon indigenous people in any way;
 - Provide guidance to researchers about the ethical aspects of their proposed research;
 - Maintain the registers that are required of any HREC;
 - Report annually to the ACD General Board.
 - 1.2. The ACD HREC shall have seven members appointed by the ACD General Board representing the following categories:
 - Three staff members from the ACD member entities;
 - A laywoman not associated with the ACD;
 - A layman not associated with the ACD;
 - A minister of religion;
 - A lawyer;
 - A member from the Board of Management of the FU/ACD Centre for Theology, Science and Culture.
 - 1.3 The Chair of the ACD HREC shall be appointed by the ACD Board.
 - 1.4 All members shall be appointed for a period of three years and may be reappointed when their terms expire.
 - 1.5 The quorum for the committee shall be half of the membership of the committee.
 - 1.6 The proposer of any research project has the right to be represented by an advocate when their proposal is discussed. The Chair of the ACD HREC must be given due notice of the attendance of an advocate.
2. Students enrolled with the Adelaide College of Divinity who undertake research involving human participants must be made aware that:
 - their research may have social, legal, cultural, psychological and spiritual implications for the participants as well as legal implications for themselves, their college and the ACD;
 - they must abide by procedures and policies set down by the ACD to ensure that their research is carried out in an ethical manner;
 - they must seek the approval of the ACD HREC before commencing any research that involves human subjects.
3. Procedures for Gaining ACD HREC Approval
 - 3.1 Before any approach is made to potential participants or the commencement of collection of any data, ACD students intending to undertake any research project involving human subjects must obtain approval from the ACD HREC.
 - 3.2 Before seeking approval students and their supervisors should familiarise themselves with the appropriate guidelines listed below. Researchers are responsible for compliance with these guidelines.
 - 3.3 Approval must be sought on the appropriate application form.
 - 3.4 Applications are available from the ACD Office and must be submitted to the ACD Executive Officer. Applicants should allow up to three months for the approval of their proposal.

Guidelines for ethical and responsible research

National Statement on Ethical Conduct in Human Research, National Health and Medical Research Council (NHMRC) 2007

http://www.nhmrc.gov.au/publications/ethics/2007_humans/contents.htm

Australian Code for the Responsible Conduct of Research, NHMRC, 2007 <http://www.nhmrc.gov.au/publications/synopses/r39syn.htm>

Flinders University Ethical Guidelines for Social and Behavioural Research

<http://www.flinders.edu.au/research/info-for-researchers/ethics/committees/social-behavioural.cfm>

FEE POLICY

Preamble

This document sets out the arrangements for the setting, payment and refund of ACD topic fees.

Legislation/Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines

Training and Skills Development Act 2008

AQTF Standards for Registered Training Organisations

Delegations

The ACD Board has delegated overall responsibility for the maintenance of its fee policy to the ACD Executive Officer.

Approvals

This policy was approved by the ACD Board/ACD President on 15 May 2005 and revisions approved on 18 June 2007 and updated January 2011.

Provisions

1. Setting of Fees
 - 1.1 The ACD General Board shall determine unit tuition fees and any other fees in the year prior to which the fees are to be applied.
 - 1.2. Fees will be published on the ACD web site, in the ACD Handbooks and will be posted on ACD Campus notice boards.
2. Payment of Fees

- 2.1 Unit tuition fees and for all courses are payable to the ACD.
- 2.2 Unit fees will be payable at the time of enrolment. Should a student enrolling at bachelor level or above be unable to pay fees at the time of enrolment, the ACD will require a guarantee from that student's ACD college on behalf of the student, that before the census date for the topics in which the student has enrolled:
- The student will apply for a FEE-HELP loan, or
 - The student will pay tuition fees in full for the unit/s in which the student has enrolled, or
 - The student will pay part of the tuition fees and apply for a FEE-HELP loan for the remainder, or
 - The student's ACD college will pay the ACD for the student's tuition fees. (This will apply whether the student has been offered a scholarship through the college or the student is unable to pay the tuition fees.)
- 3. Refund of Tuition Fees (all courses of study)**
- 3.1 Refund of a tuition fee in full will apply in the following circumstances:
- the offer of admission to a course or unit is withdrawn;
 - the ACD is unable to offer the unit;
 - a student withdraws before the commencement of the unit.
- 3.2 Unit fees will be refunded within two weeks of the circumstances detailed in (3.1) above.
- 3.3 Refund of a unit fee in full will apply if a student enrolls in a unit and then withdraws on or before the census date for the unit.
- 3.4 The required refund will be returned to the student within six weeks of receiving a written claim from the student.
- 3.5 Any claim for a refund must be made by the end of the term/semester in which the unit is offered.
- 3.6 There will be no refund if a student withdraws after the census date for the unit.
- 4. Payment of Tuition Fees by Instalments**
- 4.1 Payment by instalments may be permitted in special circumstances where a student is experiencing financial difficulties.
- 4.2 For students who wish to pay by instalments, the ACD requires that the student's ACD college provide the guarantee detailed in 2.2 above.

FEE-HELP REVIEW PROCEDURES

Preamble

This document sets out review procedures in place for students who apply after the census date to have their FEE-HELP balance re-credited if they have been unable to complete the requirements of a unit of study and they believe that this was due to special circumstances.

Legislation/Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines

Delegations

The ACD Board has delegated to the ACD Executive Officer responsibility for original decisions in response to applications from students for re-crediting of their FEE-HELP balance. The Board has delegated to ACD College Principals the responsibility for review of decisions not to re-credit the FEE-HELP balance of students affiliated with their college.

Approvals

This document was approved by the ACD President/ACD Board on 3 November 2004.

Procedures

- Students who have not withdrawn from a unit of study before the census date but have been unable to complete the requirements of that unit of study may apply to the ACD Executive Officer to have their FEE-HELP balance re-credited if they believe that this was due to special circumstances. Where a request to re-credit a student's FEE-HELP balance is granted, that student's FEE-HELP debt will be removed.
- Applications must be made within 12 months of the withdrawal date, or if a student has not withdrawn, within 12 months of the end of the period of study in which the unit was, or was to be, undertaken.
- Applications must be made in writing to:

The Executive Officer
Adelaide College of Divinity, Inc
34 Lipsett Terrace
Brooklyn Park SA 5032
- The ACD will re-credit a student's FEE-HELP balance if the Executive Officer is satisfied that special circumstances apply to the student that are:
 - beyond the student's control;
 - do not make their full impact on the person until on, or after, the census date; and
 - make it impracticable for the person to complete the requirements for the unit during the period in which the person undertook, or was to undertake, the unit.
- The ACD Executive Officer will consider the student's claims, together with independent supporting documentary evidence which substantiates these claims and notify the student of the decision and the reasons for making the decision within three months of receipt of the application.
- The ACD Executive Officer will inform unsuccessful applicants of their right to apply for a review of a decision to not re-credit a FEE-HELP balance. The time limit for applying for a review of a decision is 28 days from the student receiving notice of the decision, or such longer period as the reviewer allows.
- Students seeking review must apply in writing to the ACD Executive Officer stating the reasons why they are applying for a review.
- The ACD Executive Officer will respond in writing within three weeks of receipt of the request for review:
 - acknowledging receipt of the request for review and advising that the reviewer will be the Principal of the college which with the student is affiliated;
 - informing the applicant that if the reviewer has not advised the outcome within 45 days of receiving the application, the reviewer is taken to have confirmed the original decision; and

- 3) advising the applicant of their right to apply to the Administrative Appeals Tribunal (AAT) for a review of the decision and providing the contact details of the closest AAT Registry, and the approximate cost of lodging an appeal with the AAT.⁷
9. The reviewer's options are to:
- confirm the decision;
 - vary the decision; or
 - set the decision aside and substitute a new decision.
10. The reviewer will:
- 1) notify the applicant in writing of the decision and the reasons for making the decision within 45 days of receipt of the request for the review;
 - 2) advise the applicant of their right to appeal to the AAT for a review of the decision if the applicant is unsatisfied with the outcome; and
 - 3) provide the applicant with the contact details and address of the nearest AAT registry, and the approximate costs of lodging an appeal with the AAT.

GRIEVANCE PROCEDURES

Preamble

These procedures cover complaints related to non-academic matters and apply to students formally enrolled in ACD courses and to persons seeking to enrol in ACD courses. Students of the College or those seeking to enrol in a course of study with the College are entitled to access the grievance procedures set out in this document regardless of the location of the campus of the College at which the grievance has arisen, the student's place of residence or the mode in which they study.

Other complaint mechanisms available to students enrolled with the ACD are found in the documents *Appeals Against Final Grades* and *Appeals Against Academic Review Decisions*.

Legislation/Standards

Disability Discrimination Act 1992

Educational Services for Overseas Students (ESOS) Act 2000

EEO Act 1984

Occupational Health, Safety and Welfare Act 1986

Racial Discrimination Act 1975

Racial Vilification Act 1996

Sex Discrimination Act 1984

AQTF Standards for Registered Training Organisations

Higher Education Support Act 2003 and Higher Education Provider Guidelines

National Protocols for Higher Education Approval Processes

Training and Skills Development Act 2008

Delegations

The ACD Board has delegated to ACD College principals the responsibility for ensuring that member college grievance procedures comply with AQTF Standards, with Higher Education Provider Guidelines and with the relevant legislation. The ACD Executive Officer is the officer delegated by ACD to ensure that the ACD complies with the above standards and legislation.

Approvals

This document was approved by the ACD Board/ACD President on 12 November 2004 and amendments approved on 14 September 2005 and 2 April 2007 and updated in January 2011.

Associated Documents

Appeals Against Academic Review Decisions

Appeals Against Final Grades

Policy

1. Should an enrolled student or a person seeking to enrol have a grievance, there will be provision for a process of informal consultation before a formal complaint is made. If resolution of the matter is not achieved in this way there will be provision for formal complaint to the ACD Board and an appeal process should it be required.
2. Complaints should be made responsibly and the ACD will treat them seriously, but there should be provision to protect the ACD from malicious complaints.
3. The rights of all parties involved in a complaint will be protected and neither the complainant nor respondent will be victimised or discriminated against in any stage of the process.
4. The ACD shall not impose a financial cost on the complainant or respondent at any stage of this process.
5. At any stage of these procedures a complainant and/or respondent may be accompanied by a third person (such as a family member, friend, counsellor or other professional support person) if they so desire; however, formal legal representation is not permitted for either party.
6. The ACD shall keep all parties involved in a complaint informed of progress or outcomes.
7. At all stages of the process, reasons and a full explanation in writing for decisions and actions taken as part of the procedures will be given if so requested by the complainant and/or respondent.

Procedures

8. A complaint may be lodged with the relevant ACD college principal and/or the ACD Executive Officer who will hold informal discussions with the complainant in an attempt to resolve the complaint. Should this initial step be deemed inadequate by either party, the matter may be taken to the President of the ACD for further discussion.

⁷ Instructions on how to lodge an appeal and the costs of lodging an appeal may be found on the Administrative Appeals Tribunal web site is at www.aat.gov.au. The local office of the AAT is at 91 Grenfell Street, Adelaide. Telephone: 8201 0600.

9. Failing the informal resolution of the matter in (8) above, a formal written complaint may be lodged with the ACD Executive Officer who shall acknowledge receipt of the complaint in writing within ten working days and shall advise that the complaint will be considered at the next regularly scheduled meeting of the ACD General Board and will notify the date of that meeting. Should the date of the next scheduled Board meeting be more than three months from the date of the formal written complaint, the complainant may request that the Board appoint a sub-committee to consider the complaint.
10. When the complaint has been heard, the Executive Officer will notify the complainant in writing of the decision of the ACD Board, or the sub-committee of the Board, within ten working days of the meeting.
11. Should any party to the complaint be dissatisfied with the decision of the ACD Board or its sub-committee, they may lodge a written appeal stating the grounds for the appeal and providing supporting documentation with the ACD Executive Officer within ten working days of receipt of the notification.
12. The Executive Officer will initiate appeal proceedings within one month provided that:
 - 5.1 The appeal is in accordance with the provisions of this policy; and
 - 5.2 The grounds on which the appeal is based are substantiated in the supporting documentation submitted by the appellant.
13. If the Executive Officer does not initiate an appeal, then the grounds for rejecting the initiation of proceedings shall be notified to the appellant in writing within ten working days and reported to the ACD General Board at its next regular meeting.
14. Appeals will be heard by a sub-committee of the ACD General Board.
15. This committee:
 - 15.1 will determine its own procedures for the conduct of hearings;
 - 15.2 will consider written submissions from the appellant and respondent; and
 - 15.3 may, at its discretion, invite the appellant to attend the hearing.
16. The Executive Officer will notify the appellant in writing of the decision within ten working days and will give reasons and full explanation of the decisions and action taken if requested by the appellant.
17. Should the student be dissatisfied at any stage of the process or with the outcome of these procedures, mediation services may be sought from the Community Mediation Services of South Australia, telephone 8350 0376 or 8384 5222. If the student remains dissatisfied, a complaint can be made to the Training Advocate www.trainingadvocate.sa.gov.au, telephone 1800 006 488.
18. External complaints will be handled within a reasonable timeframe, and parties to the appeal will be provided with an indication of the likely timeframe for response by the Training Advocate. The ACD Executive Officer will ensure that any recommendations from the Training Advocate arising from a complaint will be implemented.
19. The ACD Executive Officer will keep secure the confidential records of grievances lodged under these procedures for at least five years and will give appropriate access to the records to the parties to the complaint.

Communication

20. This policy is given to all new students enrolling in ACD courses. It is published in the *Handbook* and on the ACD website at www.acd.edu.au and will be discussed at student orientation sessions.
21. This policy is communicated to staff by publication in the annual *Handbook* and on the ACD website at www.acd.edu.au. Training is provided to staff through staff meetings and induction sessions for new staff.

GUIDELINES FOR INCLUSIVE LANGUAGE AND FOR THE USE OF LANGUAGE FOR GOD

Preamble

The ACD is aware that language shapes and informs our understanding of reality and our understanding of ourselves. Therefore general use of language and the use of language for God are matters of importance for ACD faculty, staff and students.

Legislation/Standards

Disability Discrimination Act 1992
 Educational Services for Overseas Students (ESOS) Act 2000
 EEO Act 1984
 Higher Education Support Act 2003 and Higher Education Provider Guidelines
 National Protocols for Higher Education Approval Processes
 Occupational Health, Safety and Welfare Act 1986
 Racial Discrimination Act 1975
 Racial Vilification Act 1996
 Sex Discrimination Act 1984
 AQTF Standards for Registered Training Organisations

Delegations

The ACD Board has delegated to the ACD Executive Officer responsibility for implementation of these Guidelines within the ACD and ATCC. The ACD Board has delegated to principals of ACD constituent member colleges responsibility for implementation of these Guidelines within their colleges.

Approvals

These guidelines were approved by the ACD Board/ACD President on 10 December 2004.

Related Documents

ACD Grievance Procedures
ACD Equal Opportunity Policies

Guidelines

1. General Guidelines

- 1.1 In using language we must take care and remember that:
 - Australia embraces many cultures, backgrounds and nationalities and people's experiences are diverse across the country;
 - Some traditional use of language is now widely regarded as offensive by today's society;

- It is easy to inadvertently convey or reinforce stereotypical attitudes and inaccurate information about specific cultures by using inappropriate language;
 - Inappropriate language can be deemed as racist and therefore discriminatory.
- 1.2. The ACD follows the Flinders University general guidelines for inclusive language which can be accessed at the following website:
http://flinders.edu.au/equal-opportunity/tools_resources/publications/inclusive_language.cfm
- 2. Guidelines for the Use of Language for God**
- 2.1. The ACD recognizes that most Western European languages are androcentric and products of the widespread patriarchal culture out of which they emerged.
- 2.2. Our language for God, used in theology and worship, is the human means whereby the believing community expresses its understanding of God. Theological language can never adequately express the mystery and wonder of the living God.
- 2.3. God-language is always shaped and formed by a particular cultural context. For both Jewish and Christian faiths these contexts have been patriarchal. Hence the language used for God has been cast in predominantly male terms.
- 2.4. The result of this particular dimension of our Judeo-Christian cultural heritage has been to limit our imaging and understandings of God and our understandings of ourselves as human beings. Within our Churches language with regard to God that is gender-exclusive continues both to limit who God can be for us and to limit who we can become as human partners in God's mission.
- 2.5. If we are to be faithful to the mystery and the transcendence of God, to the sheer abundance of God, then we need to draw more fully on the wealth of biblical images, including female and male images, as well as drawing on fresh images and names from our own age.
- 2.6. As teachers and students who are ministers of the good news and aware that different images of God will speak to people at different stages of their lives, we are in a position to model a rich use of language for God.
- 2.7. Teachers and students
- are encouraged to draw from the richness of biblical images in their use of God language;
 - acknowledge and address the androcentric emphasis within the Judeo-Christian heritage that limits our understandings of God and humanity.
3. Students are encouraged to use a variety of names and images for God that include female, male and non-gender specific images in their papers and tutorials and teachers are encouraged to model in their classes how this might be done.
4. The scriptures themselves witness to attempts to transcend the limitations of gender-exclusive concepts and imagery for God. For example, Genesis 1:26-28 makes it clear that female as well as male is made in God's image. Other examples of female images for God include: Is. 42:14-16, Is. 46:3, Is. 66:13, Luke 13:34, Luke 15:8-10. Other biblical examples are - Father/Mother, Creator, Maker, Sustainer, Nurturer, Loving Parent, Source of Life, Sovereign, Ruler, Saviour, Redeemer, Liberator, Companion, Friend, Advocate, Everloving God, Gracious God.
5. The practice of constantly using only male pronouns can be overcome in various ways:
- a) Repeat the word God, eg God created the world and on the seventh day God rested.
 - b) Address God in the second person, as "you", rather than "he" or "she".
 - c) Use "he" and "she" interchangeably.
 - d) Leave out the pronoun, eg "God created the world and then rested", not "then he rested".
- 6. Resources**
- Some resources that may be of assistance are:
- Books*
- What Language Shall I Borrow? Brian Wren - London: SCM Press 1989
 The United Methodist Hymnal - United Methodist Publishing House, Nashville Tennessee 1989
 Songs for a Gospel People - Wood Lake Books 1988
 Prayers of Our Hearts in Word and Action - Vienna Cobb Anderson - Publisher Crossroad NY 1993
 Celebrating Women - Hannah Ward, Jennifer Wild, Janet Morley - SPCK London 1995
 Bread of Tomorrow: Praying with the World's Poor - Janet Morley - SPCK London 1992
 All desires known - Janet Morley - SPCK London 1992
 Women Included: a book of Services and Prayers - St Hilda Community SPCK 1991
- Tapes*
- God Beyond All Names - Bernadette Farrell
 Bread for the Journey - Ruth Duck

PLAGIARISM

Preamble

1. Deliberate plagiarism is regarded as a serious act of academic misconduct.
2. A distinction will be made between deliberate plagiarism and inadvertent plagiarism through ignorance.
3. The intent to deceive determines whether a serious offence has been committed.
4. Plagiarism, whether inadvertent or deliberate, shall include the following:
 - 4.1 Word-for-word copying of sentences or whole paragraphs from one or more sources (the work or data of other persons), or presenting of substantial extracts from books, articles, theses, other unpublished work such as working papers, seminar and conference papers, internal reports, computer software, lecture notes or tapes, without clearly indicating their origin. This should be done by quotation marks and references such as footnotes;
 - 4.2 Using very close paraphrasing of sentences or whole paragraphs without due acknowledgement in the form of reference to the original work;
 - 4.3 Submitting another student's work in whole or in part;
 - 4.4 Use of other person's ideas, work, or research data without acknowledgement;
 - 4.5 Submitting work which has been written by someone else on the student's behalf.

Legislation/Standards

Higher Education Support Act 2003 and Higher Education Provider Guidelines
Training and Skills Development Act 2008
AQTF Standards for Registered Training Organisations

Delegations

The ACD Board has delegated to the ACD Executive Officer responsibility for the promulgation and implementation of this policy.

Approvals

This policy was approved by the ACD Board/ACD President on 25 January 2005 and updated on 24 January 2011.

Associated Documents

Assessment Exercises and their Presentation – Higher Education Courses of Study

Provisions

1. There shall be an educative process with regard to plagiarism. Steps in the educative process should include:
 - 1.1 A statement on plagiarism and guidelines on the presentation of essays to be available to all enrolling students each year;
 - 1.2 Appropriate reference to plagiarism in lectures and in the Library User Education Program to include comparisons on unacceptable and acceptable use of references, quotations, bibliography, etc.
2. A student found guilty of deliberate plagiarism shall be subject to any of the following penalties:
 - 2.1 Failure in the component of the unit, a note in the student's file and a reprimand from the President of the ACD;
 - 2.2 Failure in the unit, a note in the student's file and a reprimand from the President of the ACD;
 - 2.3 Suspension from the ACD for a period not exceeding three years;
 - 2.4 Expulsion from the ACD.
3. The student's transcript for external use will record expulsion or suspension only during the period of suspension.

Procedures

1. Where an offence appears to be an example of inadvertent plagiarism, the student should be counselled by the lecturer concerned. A note of this counselling session should be kept by the lecturer.
2. Where it is suspected that the case involves deliberate plagiarism, the lecturer concerned shall consult with the Course Coordinator and the ACD Executive Officer.
3. If it is believed that deliberate plagiarism has occurred, the Executive Officer shall establish a formal inquiry consisting of the President of the ACD, two members of academic staff, including the Course Coordinator as appropriate, the Executive Officer and a senior student. The President of the ACD shall preside.
4. The President of the ACD shall write to the student providing details of the incident and inviting the student to attend an inquiry to show cause why a penalty should not be imposed. The letter to the student should include the ACD's definition of plagiarism. The student may be assisted or represented at the inquiry by a student, staff or faculty member of the ACD.
5. The formal inquiry may proceed whether or not the student attends. The President of the ACD shall advise the student and Executive Officer in writing of the results of the inquiry and of any penalty imposed.
6. The student shall have the right of appeal against any penalty and may appeal in writing to the Executive Officer who shall forward the appeal to the ACD General Board for final resolution.
7. Appeals will be heard by a sub-committee of the ACD General Board.
8. This committee:
 - 8.1 will determine its own procedures for the conduct of hearings;
 - 8.2 will consider written submissions from the appellant; and
 - 8.3 may, at its discretion, invite the appellant.
9. The Executive Officer will notify the appellant in writing of the decision within ten working days and will give reasons and full explanation of the decisions and action taken if requested by the appellant.
10. Should the appellant be dissatisfied with the outcome of the above process, the appellant may refer the matter to the South Australian Training Advocate.⁸
11. Appeals at this stage of the process will be handled within a reasonable timeframe, and parties to the appeal will be provided with an indication of the likely timeframe for response by the Training Advocate at the time of making the appeal.
12. The ACD Executive Officer will keep secure the confidential records of grievances lodged under these procedures for at least five years and will give appropriate access to the records to the parties to the complaint.

PRIVACY OF INFORMATION GUIDELINES

Preamble

The ACD, ATC and ATCC are committed to maintaining privacy of information collected and used for teaching, administration and research purposes.

Legislation/Standards

Commonwealth Privacy Act 1988 – National Privacy Principles
AQTF Standards for Registered Training Organizations
Higher Education Support Act 2003 and Higher Education Provider Guidelines
National Protocols for Higher Education Approval Processes

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for ensuring that the ACD, ATC and ATCC comply with the required Privacy standards.

Approvals

This document was approved by the ACD Board/ACD President on 10 January 2005 and updated January 2011.

Associated Documents

ACD Guidelines on Confidentiality
Postgraduate Research Policy

Provisions

⁸ The website for the Training Advocate is www.trainingadvocate.sa.gov.au, and telephone 1800 006 488.

1. Collection of information

- 1.1 The ACD, ATC and the ATCC collect personal information from staff and students in their respective functions, including:
- A registered provider of educational courses for Australian and overseas students (courses may include research that involves human subjects);
 - The Department of Theology of Flinders University;
 - An employer of staff; and
 - A theological library that is available to students and the general public.
- 1.2 Information will be collected by lawful and fair means and not in an unreasonably intrusive way.
- 1.3 Students, employees, library users or subjects of research:
- Will be told at the time that information is collected the purpose for which personal information is collected and the consequences of not providing the requested information; and
 - Are entitled to gain access to their own personal information that has been collected by the ACD, ATC or the ATCC.

2. Use and disclosure of information

The ACD, ATC and the ATCC will not use or disclose personal information about an individual for a purpose other than the primary purpose of collection without the consent of that individual, unless the secondary purpose is related to the primary purpose and a person would reasonably expect such disclosure.

3. Data Quality

The ACD, ATC and the ATCC will take reasonable steps to ensure that the personal information they collect, use or disclose is accurate, complete and up-to-date.

4. Data Security

The ACD, ATC and the ATCC will take reasonable steps to:

- Protect the personal information they hold from misuse or loss and unauthorized access, modification or disclosure; and
- Destroy or permanently de-identify personal information if it is no longer needed for any purpose.

5. Openness

The ACD, ATC and the ATCC will, on request by an individual, take reasonable steps to let that individual know, generally, what sort of personal information they hold, for what purposes and how they collect, hold, use and disclose that information.

6. Access and correction

The ACD, ATC and the ATCC will:

- Provide access to the personal information they hold about an individual when requested by that individual; however, access may be denied in cases where the National Privacy Principles provide exceptions.
- Take reasonable steps to correct the information held if the individual is able to establish that the information is not accurate, complete and up-to-date;
- Provide reasons for denial of access or refusal to correct personal information.

7. Identifiers

- 7.1 An identifier includes a number assigned by an organization to an individual to identify uniquely the individual for the purposes of the operations of the organization. However, the name or ABN of an individual is not an identifier.
- 7.2 The ACD, ATC and the ATCC will not adopt as their own identifier of an individual an identifier that has been assigned by:
- An agency; or an agent of that agency; or
 - A contracted service provider for a Commonwealth contract acting in its capacity as contracted service provider for that contract.
- 7.3 The ACD, ATC and the ATCC will not use or disclose an identifier assigned to an individual by an agency, or by an agent or contracted service provider mentioned in sub-clause 7.2 unless:
- The use or disclosure is necessary for them to fulfill their obligations to the agency; or
 - The individual has consented to the use or disclosure; or
 - A person would reasonably expect such disclosure.

8. Anonymity

Whenever it is lawful and practicable, individuals must have the option of not identifying themselves when entering into transactions with the ACD, ATC or the ATCC.

9. Transborder data flows

The ACD, ATC and the ATCC may transfer personal information about an individual to someone in a foreign country only if that individual consents to the transfer or other relevant conditions to protect the information contained in the National Privacy Principles* are applicable.

10. Sensitive information

The ACD, ATC and the ATCC will not collect sensitive information about an individual unless:

- The individual has consented;
- Collection is required by law;
- The collection is necessary to prevent or lessen a serious and imminent threat to the life or health of any individual; or
- Other relevant conditions in the National Privacy Principles* are applicable.

* National Privacy Principles are contained in the Commonwealth Privacy Act 1988

GUIDELINES FOR PROVISIONAL ENTRY TO THE ACD BACHELOR OF MINISTRY

Preamble

The ACD Board wishes to open the entry to the Bachelor of Ministry course to as wide a range of applicants as possible. This document sets out guidelines for the admission of students on a provisional basis.

The basic qualifications for entry are contained in the accredited course rules:

- (1) For admission to the course of study for the Bachelor of Ministry, Associate Degree of Ministry and Diploma of Ministry a candidate shall:
- have completed the final year of secondary schooling in the Australian secondary system or have attained an educational level considered by the ACD Academic Board to be equivalent; and
 - have an application for admission endorsed by a college academic adviser.

- (2) In addition to (1) above, for admission to the Practice stream of the Bachelor of Ministry a candidate shall attend an interview with the Course Co-ordinator and provide such referee reports as may be requested, which reports would normally address a candidate's vocational potential, their potential or demonstrable ability to integrate and reflect, their learning style and potential to work effectively within the genre of the program, the availability of suitable *in situ* supervision, and the suitability of the candidate's work setting as a learning context.

Accredited course rules provides for provisional entry to as follows:

Provisional Admission

- (3) A candidate who has not fulfilled the educational qualifications for admission specified in (1) above may be granted provisional entry status by the Board for a specified period on such conditions as may be determined in each case. Only in exceptional circumstances may such provisional entry status be renewed.
- (4) If a candidate granted provisional entry status fails to comply with the conditions prescribed within the period specified the provisional entry status shall lapse.

Legislation/Standards

Higher Education Support Act 2003

Training and Skills Development Act 2008

Delegations

The ACD Board has delegated to ACD college BMin Course Coordinator responsibility for approving provisional entry into the ACD Bachelor of Ministry course of study.

Approvals

This policy was approved by the ACD Board/ACD President 12 November 2001 and amended 22 May 2005 and updated 21 January 2011.

Related Documents

Admission, Enrolment and Graduation Policy and Procedures

Equal Opportunity Policy

Guidelines

In addition to the existing rules shown above, the following guidelines apply:

1. The BMin Course Coordinator in receipt of an application for admission to the Bachelor of Ministry course should determine:
 - (a) whether or not the applicant meets the entry qualifications in clause (1) above; or
 - (b) in cases where the applicant does not meet the provisions of clause (1), whether or not the applicant is suitable for provisional entry to the course.
2. Inform students seeking provisional entry that they must satisfy the following English language proficiency requirements for admission:
 - (a) their first language is English; or
 - (b) they have:
 - (i) successfully completed an Australian Year 12 Program; or
 - (ii) an overall academic IELTS band score of at least 6.0; or
 - (iii) a TOEFL score of at least 550, or 213 in the computer-based TOEFL; or
 - (iv) a grade of 'C' or better in the GCE Ordinary Level subject 'English'; or
 - (v) successfully completed a tertiary degree program taught in the English language.

English language test results must be no more than two years old on the day of receipt of any application for admission.
3. In the case of 1(b) above, where the Course Coordinator determines that an applicant is suitable for provisional entry, the Course Coordinator shall determine what preliminary study is required for provisional entry status to be granted. The Course Coordinator shall notify the student of any preliminary study that they must complete in order to be granted provisional entry status.
4. When preliminary study, if required, has been completed to the satisfaction of the Course Coordinator, the Course Coordinator shall notify the ACD Executive Officer.
5. To complete the requirements of provisional entry a student shall successfully complete a minimum of 18 credit points of BMin coursework at Pass (P) level or better within two academic years and must maintain a reasonable pass rate in any extra topics enrolled in as determined by their college.
6. The Course Coordinator shall monitor the progress of their provisional entrants, reporting to the Examinations Committee as appropriate, and shall ensure that help is available from within the college should they require it.
7. At the end of the period of provisional study the Course Coordinator shall review the record of the student and determine whether or not provisional entry status should be lifted. If provisional entry status is to be lifted, the Course Coordinator shall notify the ACD Executive Officer.
8. A student who does not satisfactorily complete the period of provisional entry shall not be eligible for re-enrolment in the BMin and may not reapply for provisional entry for at least one year.
9. After a period of one year a student may reapply for provisional entry. If the Course Coordinator of the student wishes to support the application, the ACD Executive Officer shall make a recommendation to that effect to the ACD Board. An application is unlikely to be approved unless evidence can be provided of the equivalent of one full-time semester of additional successful study at Certificate IV level.

RECOGNITION OF PRIOR LEARNING

Preamble

The Adelaide College of Divinity recognises the experiences, knowledge and abilities which students bring with them when they enrol in ACD courses. Such competencies (skills, knowledge and abilities) may have been gained as the result of formal training, work experience and/or life experience.

Legislation/Standards

AQTF Standards for Registered Training Organizations

Higher Education Support Act 2003

National Protocols for Higher Education Approval Processes

Training and Skills Development Act 2008

Delegations

The ACD Board has delegated to the ACD Executive Officer and ACD college principals responsibility for the administration of Recognition of Prior Learning in the ACD.

Approvals

This document was approved by the ACD Board on 15 November 2003.

Associated Documents

ACD Status/Credit Transfer

Provisions

1. **Information**
Students applying for admission to ACD courses are informed through the enrolment procedure of opportunities to apply for RPL relevant to the particular course or unit for which they are applying.
2. **Initial Advice and Counselling**
During the enrolment process, students are advised on a one-to-one basis by the appropriate college academic advisor of how existing knowledge and skills match the relevant competencies required for particular modules or requirements within the relevant course or program.
3. **Application**
Students who wish to apply for RPL complete the relevant application form and provide the necessary documentary evidence of knowledge, skills, and/or competency in support of their application.
4. **Assessment**
The application for RPL is assessed by the appropriate Academic Adviser who will provide a recommendation to the ACD Executive Officer. The final decision on the application rests with the Certificates in Ministry Board or the ACD General Board depending on the course of the application for enrolment.
5. **Post Assessment**
Documentation is provided detailing the result of the assessment process and the reasons for granting or not granting RPL status. The result of the assessment is communicated personally to the applicant by the person's Academic Adviser. This enables discussion of the assessment result and the explanation of the rationale for the assessment. This process also enables the applicant to discuss any grounds for any appeal which the applicant might wish to present.
6. **Record Keeping**
Records of the application for RPL and the assessment of that application are retained in the student's file.
7. **Review**
This policy on RPL is subject to review by the ACD Board on the basis of student feedback and experience of its implementation.

RESEARCH IN POSTGRADUATE COURSES

Preamble

These guidelines apply to the research component in ACD postgraduate awards. All students undertaking a research component of 12 credit points or more within their course must comply with these guidelines and procedures for undertaking research projects.

Legislation/Standards

National Protocols for Higher Education Approval Processes

National Guidelines for Higher Education Approval Processes

National Statement on Ethical Conduct in Research Involving Humans

Joint NHMRC/AVCC Statement and Guidelines on Research Practice

Delegations

The ACD Board has delegated to the ACD Research Committee responsibility for the implementation of these guidelines.

Approvals

These guidelines were approved by the ACD Board on 24 June 2004 and amendments approved on 22 April 2008 and updated January 2011.

Provisions

1. **Appointment of supervisors**
 - 1.1 Students undertaking research projects as part of an ACD postgraduate award will have a principal supervisor appointed for the research component of their course. A co-supervisor will be appointed for Doctor of Ministry research projects. A co-supervisor may be appointed for Master of Ministry research projects if necessary.
 - 1.2 These appointments will be approved by the Research Committee of the ACD General Board. The Committee should ensure that:
 - a) The principal supervisor is suitably qualified, has relevant expertise in the student's research area, and has a satisfactory record of postgraduate supervision;
 - b) Supervisors at master level must hold a masters degree or higher degree or have equivalent experience;
 - c) At least one of the supervisors is a member of faculty of one of the ACD constituent member colleges;
 - d) The principal supervisor can reasonably be expected to provide supervision for the duration of the research project;
 - e) Students have been consulted about their nominated supervisor and agree to work with that supervisor before the appointment is confirmed.
 - 1.3 If more than one supervisor has been appointed they shall determine the percentage of workload to be carried by each.
 - 1.4 The principal supervisor has the responsibility of coordinating communication between the supervisors and the student and for resolving any issues.
2. **Responsibilities of supervisors**
 - 2.1 The responsibilities of the principal supervisor and co-supervisor of a research project are set out in the appendix.
3. **Ethical guidelines for research**
 - 3.1 Students who undertake research involving human participants should be aware that:

- a) Their research may have social, legal, cultural, psychological and spiritual implications for the participants as well as legal implications for themselves, their college and the ACD;
 - b) They must abide by procedures and policies set down by the ACD to ensure that their research is carried out in an ethical manner; and
 - c) Before any approach is made to potential participants or the commencement of collection of any data, ACD students intending to undertake any research project involving human subjects must obtain approval from the ACD Human Research Ethics Committee.
- 3.2 It is the responsibility of the principal supervisor to ensure that their students undertaking research are made aware of the ACD Ethical Guidelines for Research.
- 4. Submission of research project for examination**
- 4.1 A student must be enrolled in a research project unit in order to submit the research for examination.
- 4.2 A student must sign a declaration that the project does not contain any material previously published or written by another person except where due reference is made in the text or footnotes.
- 4.3 A student shall submit three copies of the research project to the ACD Executive Officer for examination.
- 5. Appointment of examiners**
- 5.1 All research projects shall be subject to examination.
- 5.2 There shall be two examiners. For a Master of Ministry project at least one examiner will be external to the ACD. For a Doctor of Ministry project both examiners will be external to the ACD.
- 5.3 The supervisor will consult the student on any objections the student may have to the potential examiners and will nominate examiners to the course convenor.
- 5.4 The appointment of examiners will be approved by the ACD Research Committee on the nomination of the course convenor.
- 5.5 Upon submission of a research project the Executive Officer will forward copies to examiners who have accepted invitations to examine the research project.
- 6. Consideration of reports of examiners**
- 6.1 The ACD Research Committee will determine the outcome of the examination of the research project and the final grade in accordance with the following procedures:
- a) When both examiners have assessed the research project as 'Acceptable' the student will be awarded the appropriate final grade in the ACD Grade System which is 'Satisfactory'.
 - b) When both examiners have assessed the research project as 'Not Acceptable' the student will be awarded the appropriate final grade in the ACD Grade System which is 'Fail'.
 - c) When both examiners have assessed the research project as 'Acceptable with amendments' and when the student has completed those amendments to the satisfaction of the principal supervisor, the student will be awarded the appropriate final grade in the ACD Grade System which is 'Satisfactory'.
 - d) When the examiners' assessment differs (Acceptable/Not Acceptable or Acceptable with amendments/Not Acceptable) the Research Committee will consider the examiners reports and determine an appropriate method for resolving on a final grade. This may be by asking the examiners to confer and resolve the matter or by appointing a third examiner or other appropriate method. The Committee may ask the student and principal supervisor to comment on the examiners reports; however the examiners must remain anonymous.
- 6.2 Examiners will be asked by the ACD Executive Officer to return copies of the research project to the ACD at the completion of the examination process. One copy will be lodged in the Adelaide Theological Library.
- 7. Student appeals and complaints**
- 7.1 A student may request a review of the grade given for a research project on the grounds that:
- a) The assessment procedures were not adhered to;
 - b) The grade is wrong or unfair.
- 7.2 The following procedures apply in respect of a request to review the grade given for a research project:
- a) The student must begin the process by consulting the course convenor who shall advise the Research Committee via the Executive Officer.
 - b) The Research Committee shall confirm the grade or amend the grade or determine that review of the grade should occur.
- 7.3 If a review is recommended the Executive Officer shall arrange for a review by the Research Committee to commence within ten working days. The review may include:
- a) Ensuring that the process followed for assessing and determining the grade was in accordance with the above procedures for appointment of examiners and consideration of the reports of examiners;
 - b) Arranging for review of the grade.
- 8.4 A review of the grade may include an examination by a reviewer, who should be a person other than the original examiners and who has expertise in the research area. After the reviewer has independently determined a grade for the research project, he or she will discuss this with the original two examiners and they will endeavor to reach agreement on the grade. If agreement cannot be reached the Research Committee shall mediate and, in the event of agreement still not being possible, will determine the grade. If amendment of the grade is recommended it shall be submitted to the ACD Board for approval.

APPENDIX A

Procedures for Undertaking a Postgraduate Course of Study

- 1) **Admission to a Postgraduate Course of Study**
A potential applicant must apply for admission on the appropriate form available from the ACD Executive Officer. The Executive Officer will submit the application for consideration by the ACD Research Committee.
- 2) **Appointment of a Research Project Supervisor**
Before undertaking a research project as part of an ACD postgraduate award, a student should:
 - a) Discuss the project in general terms with their college academic advisor or the Course Convenor;
 - b) Make contact with a possible supervisor and discuss the planned research project. If the person approached is willing to undertake the project, the student should advise the Course Convenor who will seek the approval for the appointment of the supervisor from the Research Committee. Students may seek the assistance of the Course Convenor in locating an appropriate supervisor.
- 3) **Approval of Research Project**

When the supervisor and the student have agreed upon a suitable research project the student should complete the form *Application for Approval of Master of Ministry Research Project*. The form is available from the ACD Executive Officer. This will require a brief project proposal of approximately 500 words for submission to the Research Committee for approval. The proposal should indicate whether or not the research will involve any human subjects. The completed form should be submitted to the Executive Officer or the Course Convenor. The student should *not* commence the research project until notice of the approval of the Research Committee has been received.

4) **Ethics Approval**

Any project involving human subjects must be approved by the ACD Human Research Ethics Committee (HREC). Policy and procedures documents may be obtained from the ACD Executive Officer. A student must *not* commence a research project involving human subjects until HREC approval has been received.

5) **Monitoring Academic Progress**

The academic progress of students in coursework units is monitored by the ACD Examinations Committee which is responsible for approving results and monitoring academic progress in all coursework units.

The academic progress of students in their ministry research project is reviewed annually. The student and their supervisor complete the Review of Progress Form which is submitted to the Course Convenor for consideration. The Course Convenor reports the outcome to the Executive Officer. The Course Convenor reports annually to the Research Committee and the Academic Standards Advisory Committee on the progress of postgraduate students in their research projects.

Appendix B

Roles and Responsibilities in Postgraduate Research

1. Role of the Convenor of the MMin and DMin
2. Responsibilities of the Convenor in relation to the Research Component
3. Responsibilities of the Principal Supervisor and Co-Supervisor of a Research Component
4. Responsibilities of the Student enrolled in a Research Component

Roles and Responsibilities in Postgraduate Research

1. *Role of the Coordinator of the MMin and DMin courses*

The role of the Convenor of the MMin/DMin courses includes:

1. providing information about the courses to prospective students, including an application form when requested, and discussing the prospective student's educational needs, goals and interests;
2. determining that the area of research proposed by a prospective student is appropriate for the research component of the degree, and ascertaining the availability of a suitable supervisor who needs to be appointed as a prerequisite for the student's entry to the course;
3. preparing recommendations for the Research Committee regarding the admission of applicants to the courses;
4. advising students about appropriate coursework options relevant to their educational goals and about the specific requirements of the coursework component of the course;
5. arranging the Program Seminars each year, including setting dates, topics, presenters and venues. The Convenor will normally chair these seminars and will arrange for the assessment of each;
6. liaising with Lecturers and Reading Course supervisors to ensure good communication regarding academic expectations for student performance, academic progress and timely assessment of course components;
7. ensuring that efficient administrative procedures that document students' progress are maintained, including courses taken, assessment outcomes and contact details of supervisors;
8. Monitoring standards of teaching using appropriate instruments for the evaluation of teaching and learning;
9. arranging payment for external Supervisors and Readers in line with ACD policy;
10. ensuring that annual reports on student progress are submitted in a timely manner;
11. resolving any problems arising from supervision in consultation with the student and supervisor(s) in a manner consistent with the grievance procedures in the ACD policy Research in Postgraduate Courses;
12. ensuring that students and supervisors are aware of their individual responsibilities;
13. ensuring that the additional responsibilities that fall to the Convenor in relation to the research component of the degrees are efficiently and effectively carried out.

2. *Responsibilities of the Coordinator in Relation to the Research Component*

In relation to the research component of the MMin and DMin courses it is the responsibility of the Convenor to ensure that:

1. the area of research proposed by a candidate is appropriate for the research component of the degree. The Convenor may seek the views of other individuals or bodies, including the Research Committee, if required, before providing advice to the candidate;
2. advice is available to the student about the about the space, resources and facilities that are available to support their research;
3. the proposed principal supervisor is sufficiently expert in the area of research, and has the time and commitment to be able to offer the student proper supervision;
4. proper supervision can be provided and maintained throughout the research period;
5. each student has written guidelines and preparation concerning ethical and safety procedures appropriate to the proposed program of research;
6. a student proposing research involving a confidentiality agreement has been counselled about the consequences of restricted access to their research results;
7. appropriate opportunities are provided by way of seminars and the like, for students to develop the skills required successfully to undertake their research project;
8. opportunities are provided for students to interact with and develop profitable intellectual relationships with one another and with faculty;
9. students are provided with a statement that sets out the procedures by which students may make representation to the Convenor if they believe that their work is not proceeding satisfactorily for reasons outside their control;
10. student progress is regularly monitored, communication with supervisors is maintained, regular written reports are arranged for, and the ACD policy on grievances is followed when dealing with unresolved conflicts between supervisors and students.

3. *Responsibilities of the Principal Supervisor and Co-Supervisor of a Research Component*

The responsibilities of the principal supervisor of a research component of a postgraduate coursework award include:

1. planning an appropriate research project with the student. This planning will initially include:
 - a. evaluating the feasibility of the proposed area of research;
 - b. discussing the value of the research;
 - c. ensuring that the scope of the research is appropriate to the weighting of the research component and to the award;
 - d. ensuring that he or she has the necessary knowledge/expertise to effectively supervise the student in the area chosen;
 - e. ensuring that adequate resources and funding will exist to support the research;
 - f. assisting the student in the preparation of a research proposal for submission to the Research Committee.
2. maintaining close and regular contact with the student and establishing at the beginning the basis on which contact will be made. The supervisor will advise the student on the pace of progress, and ensuring that a reasonable timetable is set to permit the research project to be completed in the appropriate time;
3. requiring written work from the student on a pre-arranged and agreed schedule, so that the student's progress can be assessed at regular intervals, and making constructive and critical comments in a timely fashion on any written work presented to the supervisor;
4. ensuring that any comments and feedback are given in a constructive, supportive and sensitive fashion;
5. becoming well acquainted with the student's academic and/or professional background so that if the student needs additional skills and/or knowledge to undertake the proposed research project, the student can be informed how these might be acquired;
6. making the student aware at the beginning of any theoretical, methodological and/or philosophical assumptions held by the supervisor that might impact on the research project or the working relationship between supervisor and student;
7. informing the student about any planned leave (or retirement) within the duration of the research project and the arrangements made to provide effective supervision during such an absence;
8. advising the student on ethical and safety procedures appropriate to the proposed program of research, assisting the student to obtain approval to proceed with their project from the ACD Ethics Committee;
9. ensuring the student is aware at the start of their project of the impact on access to their research results of any confidentiality agreements that they may be considering entering into;
10. monitoring carefully the performance of the student relative to the standard for the postgraduate coursework award, and ensuring that inadequate progress or work below the standard generally expected is brought to the student's attention in writing. The supervisor should assist with developing solutions to problems as they are identified;
11. being alert to developments in the research area that might require resources not initially identified;
12. informing the Convenor of any difficulties and problems experienced by the student that are likely to impede progress. If a problem is not resolved, the Convenor should be advised in writing;
13. immediately informing the Convenor should the supervisory relationship break down. In such an instance, Convenor should ensure that other supervisory arrangements are made to the satisfaction of the student. Where the supervisor is the Convenor, the Convenor's College Principal shall ensure that satisfactory supervisory arrangements are made;
14. commenting critically on the content and the drafts of the research component of the MMin project or DMin thesis and, at the time of submission, checking that the research component is of sufficient standard to be, prima facie, worthy of examination; and
15. advising the Convenor of the names and credentials of suitable examiners after consultation with the student.

Co-supervisor

In the case of DMin students the Co-supervisor will assist the Principal Supervisor in carrying out the responsibilities of supervisory role.

1. The Supervisor, Co-supervisor and Student will agree on the manner and division of supervisory responsibilities;
2. Normally the Co-supervisor will contribute her or his individual expertise to the student's project;
3. The Co-supervisor may contribute in other ways, for example, by taking on the role of Principal Supervisor if the Principal Supervisor is to be absent for a period of time.

4. *Responsibilities of the Student Enrolled in a Research Component*

The responsibilities of students enrolled in a research component of a postgraduate coursework award include:

1. becoming familiar with the relevant Rules governing the course or degree in which they are enrolled, and the ACD's policies and procedures on research components, including grievance procedures, ethics, leave of absence, library use/photocopying, fees and fee help;
2. selecting supervisors with the assistance of the Convenor;
3. planning an appropriate research project with the supervisor and co-supervisor;
4. discussing with the supervisors the type of help considered most useful, and keeping to an agreed schedule of meetings which will ensure regular contact;
5. advising the supervisor of any theoretical, methodological and/or philosophical assumptions held by the student that might impact on the research project or the working relationship between student and supervisors;
6. taking the initiative in raising problems or difficulties and sharing responsibility for seeking solutions;
7. maintaining the progress of the work in accordance with stages agreed to with the supervisors, including, in particular, presentation of any required written material in sufficient time to allow for comments and discussions before proceeding to the next stage;
8. discussion at regular intervals of the progress towards, and impediments to, maintaining the agreed timetable with the supervisors;
9. adhering at all times to the ethical practices appropriate to the program;
10. accepting responsibility for producing the final copies of the research component, its content, and ensuring that it is in accord with the relevant requirements, including the standard of presentation.

STATUS/CREDIT TRANSFER

Preamble

It is the policy of the ACD to grant credit (status) or exemption on the basis of academic study completed at another approved academic institution. (See also the ACD policy on Recognition of Prior Learning.)

Legislation

Higher Education Support Act 2003
National Protocols for Higher Education Approval Processes
Training and Skills Development Act 2008
AQTF Standards for Registered Training Organizations

Delegations

The ACD Board has delegated to the ACD Executive Officer responsibility for implementation of ACD policy on status/credit transfer.

Approvals

This document was approved by the ACD Board/ACD President on 10 January 2005.

Associated Documents

Recognition of Prior Learning

Definitions

1. Credit/status is credit granted toward an ACD course of study either for studies satisfactorily completed in an another approved educational institution or for an approved work undertaken or performed in a particular area relevant to the course and within a period which may be specified for that course.
2. Exemption is release from specified parts of a topic. It may be exemption from lectures, tutorials or other components of a topic. It will generally be granted only on medical grounds.
3. Studies-in-lieu is work specified or allowed where a student undertakes alternative work in place of a topic scheduled in the course. It may also take the form of waiving a specified topic and/or pre-requisite, where relevant evidence supports such a case.

Provisions

1. Information on the maximum credit allowed in ACD certificate, diploma and degree courses may be found in the relevant volume of the current ACD Handbook.
2. Each application for credit transfer (status), exemption or studies-in-lieu must be accompanied by sufficient documentary evidence supporting the application. Applications must be lodged with the Executive Officer on the appropriate form. Forms are available from the ACD Office.
3. Applications will be considered within the policies of the ACD as determined by the ACD Board. Applications will be approved by either the ACD Board or the Certificates in Ministry Board of Studies, as appropriate.
4. The Executive Officer will advise an applicant in writing of the result of an application and ensure that the decisions, where appropriate, are recorded in the ACD Student Records Database.
5. Credit/status may be recorded as:
 - 5.1 Specified units; and/or
 - 5.2 A specified number of unspecified credit points within a particular area of studies of the course; and/or
 - 5.3 A qualifying requirement to complete the course.
6. Advice on provisional status may be given to a potential student by the Executive Officer prior to the student's admission to an ACD course of study on the understanding that a final decision will be made if the student is admitted to the course.

STUDENTS WITH DISABILITIES

Preamble

The ACD aims to provide students with disabilities with the opportunity to realise their individual capabilities through access to and participation in ACD courses. In doing so the ACD aims to ensure that interactions with students with disabilities are characterised by respect of their rights to dignity, privacy, confidentiality and equality.

Legislation/Standards

Commonwealth Human Rights & Equal Opportunity Commission Act 1986
Commonwealth Disability Discrimination Act (DDA) 1992
Disability Standards for Education 2005
South Australian Equal Opportunity Act 1990

Delegations

The ACD Board has delegated to the ACD Executive Officer the responsibility for the implementation of this policy in the ACD and ATCC. The Board has delegated to the principals of ACD member colleges the responsibility for the implementation of this policy within their colleges.

Approvals

This policy was approved by the ACD Board/ACD President on 5 November 2007 and updated January 2011.

Associated Documents

Equal Opportunity Policy
Grievance Procedures
Admission, Enrolment and Graduation
Assessment Exercises and their Presentation
Academic Review of Student Progress

Privacy of Information Guidelines

Provisions

1. The ACD is committed:
 - to ensure that people with disabilities are not discriminated against in admission to a course or enrolment in a unit;
 - to provide assistance in preventing, minimising or overcoming barriers to fuller participation in academic activities;
 - to make reasonable adjustments in modifying, substituting or supplementing curricula, course or unit work requirements, timetables, teaching methods and materials, and assessment procedures to meet the needs of students with disabilities, without compromising academic standards;
 - to respect the rights of students with disabilities to privacy and confidentiality and to promote their human dignity, rights and opportunities.
2. The ACD and ATCC will not discriminate against a person on the ground of the person's disability in any educational process or activity including admission, teaching, assessment, except where the provision of services or facilities would impose unjustifiable hardship on the ACD or ACD member colleges or the ATCC.
3. The ACD and ATCC consider that harassment and victimisation of students with disabilities on the basis of the disability, or of associates of students with disabilities on the basis of the disability, is unacceptable behaviour.
4. The ACD and the ATCC are committed to providing a physical environment that can reasonably accommodate people with disabilities enabling staff and student participation in the academic life of the Campus.

Procedures

Special Consideration in Admission

5. The ACD will give special consideration to applications to vary the standard entry requirements for people with disabilities where they can demonstrate educational disadvantage as a result of disability with appropriate documentation.

Disclosure

6. The ACD will encourage students with disabilities to declare such disabilities at enrolment on the ACD enrolment form and to appropriate staff such as college academic advisers and unit coordinators. Any such disclosures will be treated as confidential and private by staff. Students may be asked to supply documentation about the functional implications of their disability relevant to academic access so that appropriate support provisions can be negotiated. Documentation provided by a student about the student's disability will be kept confidentially by the Executive Officer in the student's file.

Teaching and Assessment

7. Assessment of a student's progress through a course or unit will be based on academic performance, however reasonable adjustment to courses/units in aspects of the delivery and method of assessment will be made for students with disabilities. Such adjustments will not compromise the essential content of a course/unit or the requirements to demonstrate essential skills and knowledge.
8. The ACD has adopted Flinders University principles for reasonable adjustment to assessment and teaching methods for students with disabilities (refer Appendix A of Flinders Assessment Policy at www.flinders.edu.au/students/current/policies.html). The principles are as follows:
 - 8.1 Reasonable adjustment to assessment refers to special conditions/considerations in examinations and other assessment exercises, including placements, for students with disabilities. Reasonable adjustment to teaching methods refers to variations in the way that courses/units are taught in order that they are accessible to students with disabilities. Examples of reasonable adjustments to teaching methods include: reading aloud overheads for students who are blind, ensuring audio-visual materials are accompanied by transcripts or subtitles for deaf students, using accessible teaching venues for students with a physical disability, negotiating suitable placements for students with a variety of health issues.
 - 8.2 Reasonable adjustments to assessment and teaching methods are made using the following principles:
 - 8.2.1 Students with disabilities are subject to the standard rules and policy on assessment and teaching methods, and assessment is only varied where a student can demonstrate with appropriate documentation that he/she is disadvantaged as a result of disability.
 - 8.2.2 The nature of reasonable adjustments is such that they are designed to minimise the disadvantage experienced by students with disabilities, rather than provide students with a competitive advantage.
 - 8.2.3 Moreover any adjustments to assessment for a student with a disability are to be made in such a way as to ensure that the fundamental nature of the assessment remains the same ie students with disabilities are still required to demonstrate a pre-determined level of ability in relation to essential course/unit requirements.

Academic Review of Student Progress

9. Unit coordinators who consider a student with disabilities to be 'at risk' of not meeting the academic requirements of their unit will discuss with the student appropriate support that may assist. Students with disabilities who are considered to be making unsatisfactory progress by the ACD Examinations Committee or CMin Assessment Committee will be asked to talk to their college academic adviser to discuss whether appropriate assistance can be provided.

Support to Students

10. The ACD seeks to provide a reasonable level of support services to students with disabilities in the interests of equality and educational opportunity, in particular alternative ways of accessing information and expressing knowledge. The ACD may, in particular circumstances, be unable to provide the level of support services, access and/or facilities required by a student with a disability on the grounds that to do so would impose unjustifiable hardship on the ACD or ACD/ATC colleges or the ATCC.

Library

11. The Adelaide Theological Library will provide support to users with disabilities that enable them to access library and information resources and facilities for their study, teaching and research. Library staff can assist with: retrieving items from shelves; searching for information; photocopying (including print enlargement); and retrieval of material from other Libraries. Special loan conditions may also be negotiated.

Communication

12. Staff and student awareness of the issues relating to students with disabilities will be promoted through:
 - disseminating information, for example at Faculty days
 - including information in staff induction and student orientation
 - publishing this policy in the ACD handbook or Orientation Manual and on the ACD website
 - encouraging staff to use inclusive teaching and assessment methods

- including inclusiveness of students with disabilities in evaluation of courses and units
- encouraging students to discuss their individual requirements with the Executive Officer and/or college academic adviser and/or course/unit coordinator.

Physical Environment

13. The Campus has
- minimal internal barriers
 - lift access to classrooms, Library, staff offices, meeting rooms and staff common room
 - appropriate toilet facilities in accessible locations.
14. The ACD and ATCC will ensure that disability access considerations are taken into account in the ongoing maintenance of buildings and grounds, and that evacuation procedures are in place for students and staff with disabilities.

Appendix

Support Resources

Australian Disability Clearinghouse on Education and Training (ADCET): up to date and comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities in post secondary education and training at www.adcet.edu.au/default.aspx and www.adcet.edu.au/cats/

Human Rights and Equal Opportunity Commission: information on education issues and the Disability Discrimination Act at www.hreoc.gov.au/disability_rights/education/education.html

GLOSSARY OF TERMS

Academic year: Begins in late February or early March and ends in November

Bachelor degree: The basic (first) undergraduate degree

Core units: Compulsory subjects which form the basis of a study program

Corequisite: A unit that must be taken at the same time as the unit being described

Course: A program of study leading to a degree or diploma

Credit point: The measure of weighting given to a unit as specified in the syllabus for that unit. A normal year's work by a full-time higher education student at Adelaide College of Divinity is valued at 36 credit points. Each unit has a credit point value

Elective unit: Units which can be chosen to support core units

Graduate: A person who has received his or her degree

Postgraduate degree/graduate diploma: Postgraduate degree/graduate diploma is taken after completing an undergraduate degree

Prerequisite: A unit which must be completed before a higher level unit can be studied

Program: A program is an approved combination of units

Semester: The academic year is divided into two semesters – usually late February to mid June, and late July to November

Unit: A prescribed amount of academic work for which a final grade is recorded

Undergraduate degree/diploma: A first degree or diploma

APPENDIX

Bachelor of Ministry Course Template

Student name: _____

Areas		Biblical Studies	Christian Education & Discipleship	Leadership		Missiology			
Majors		Biblical Studies	Christian Education & Discipleship	Leadership	Pastoral Care	Missiology	Innovation		
First Year	Core	(9 points)		(9 points)		(9 points)			
		MINS1101 Interp Old Testament	MINS1601 Spirituality for 21stC	MINS1509 Intro Leadership		MINS1304 Intro Christian Thought			
		MINS1201 Interp New Testament	MINS1602 Media & Communication	MINS1510 Intro Ministry Formation		MINS1305 Reading Cultures			
Second Year level	Core	(9 points)							
		MINS2801 Integrative Ministry Practice A							
	MINS2528 SFE 1								
	Required for Major	(4.5 points)			(9 points)		(9 points)		
		2001 Bib & Culture			2524 Car Prac	2316 Gd St Miss A	2316 Gd St Miss A		
	Elective				2532 Gd St Past A	2318 Miss Then	2317 Gd St Inn A		
4.5 points from:		2219	9 points from: 2601	9 points from:	Open electives:				
2002		2704	2602	2527	2314				
2110		2705	2603	2531	2319				
2111			2604	2533	2320				
2216		2605	2534	2321					
Third Year level	Core	(13.5 points)							
		MINS3801 Integrative Ministry Practice B							
		MINS2529 SFE 2							
	Required for Major	(Note: 3002 counts as Bib Studies major requirement)				(9 points)		(9 points)	
						3514 Form Chr Ld	3341 Gd St Miss B		
						3519 Gd St Past B	3342 Gd St Inn B		
Elective	4.5 points from:	3003	9 points from:	9 points from:	9 points from:				
	3109		3601	3514	3335				
	3110		3602	3515	3336				
	3111		3603	3518	3338				
	3218			3520	3339				

Major rule:		Major 1:	Major 2:	Minor:
2 x lvl 1	Level 1 core			
4 x lvl 2/3	Level 1 core			
= 27 pts	Required/elective			
Minor rule:	Required/elective			
2 x lvl 1	Required/elective			
2 x lvl 2/3	Required/elective			
= 18 pts				

Open electives

Electives to complete 108 credit points

Notes:

Bachelor of Ministry Unit List

Unit code	Unit name	Unit code	Unit name
MINS1101	Interpreting the Old Testament	MINS2602	Youth and Young Adult Ministry
MINS1201	Interpreting the New Testament	MINS2603	Ministry with Children and Families
MINS1304	Introduction to Christian Thought	MINS2604	Chaplaincy and Ministry in Schools
MINS1305	Reading Cultures	MINS2605	Leading and Facilitating Groups
MINS1509	Introduction to Leadership	MINS2704	Biblical Greek
MINS1510	Introduction to Formation for Ministry	MINS2705	Biblical Hebrew
MINS1601	Spirituality for 21st Century Disciples	MINS2801	Integrative Ministry Practice A
MINS1602	Media & Communication in Contemporary Culture	MINS3002	Biblical Hermeneutics
MINS2001	Bible and Culture	MINS3003	Guided Study in Biblical Studies B
MINS2002	Guided Study in Biblical Studies A	MINS3109	Writings of the Hebrew Bible
MINS2110	Israel's Responses to Exile	MINS3110	Old Testament Wisdom Literature
MINS2111	Pentateuch	MINS3111	Prophets Then and Now
MINS2216	Pauline letters	MINS3218	The Gospel of John and the Johannine Letters
MINS2219	Synoptic Gospels	MINS3335	God The Trinity
MINS2314	The Theology of Jesus Christ, Word and Saviour	MINS3336	Church, Ministry and Sacraments
MINS2316	Guided Study in Missiology A	MINS3338	Heritage, Theology and Polity of the UCA
MINS2317	Guided Study in Innovation A	MINS3339	Missional Church Leadership A
MINS2318	Mission Then, Mission Now	MINS3340	Missional Church Leadership B
MINS2319	Spirit and the World	MINS3341	Guided Study in Missiology B
MINS2320	Evangelism, Conversion and Mission of God	MINS3342	Guided Study in Innovation B
MINS2321	Reformation History	MINS3343	Living the Text in a Postmodern Context
MINS2322	Service as Good News - The Diaconate in History (ext only)	MINS3344	The Gift of Forgiveness
MINS2524	The Caring Practices of the Church	MINS3514	Formation for Christian Leadership
MINS2527	Christian Leadership	MINS3515	Leadership and Organisational Culture
MINS2528	Supervised Field Education 1	MINS3516	Supervised Field Education 4
MINS2529	Supervised Field Education 2	MINS3517	Supervised Field Education 5
MINS2530	Supervised Field Education 3	MINS3518	Guided Study in Leadership B
MINS2531	Guided Study in Leadership A	MINS3519	Guided Study in Pastoral Care B
MINS2532	Guided Study in Pastoral Care A	MINS3520	Advanced Christian Leadership
MINS2533	Homiletics	MINS3601	Guided Study in Christian Education & Discipleship B
MINS2534	Liturgy and Worship	MINS3602	Creative Arts in Worship, Learning and Mission
MINS2536	The Ministry of Pastoral Care (external only)	MINS3603	Discipling Adults in Christian Community
MINS2601	Guided Study in Christian Education & Discipleship A	MINS3801	Integrative Ministry Practice B

Units for transition (pre-2011) students only

Unit code	Unit name
MINS2509	Introduction to Leadership
MINS2511	Introduction to Formation for Ministry
MINS2610	Spirituality for 21st Century Disciples
MINS2611	Media & Communication in Contemporary Culture
MINS0001	Independent Study in Ministry (1.5 points)
MINS0003	Independent Study in Ministry (3 points)

Associate Degree of Ministry Course Template

Student name: _____

Areas		<i>Biblical Studies</i>	<i>Christian Education & Discipleship</i>	<i>Leadership</i>		<i>Missiology</i>		
Minors		Biblical Studies	Christian Education & Discipleship	Leadership	Pastoral Care	Missiology	Innovation	
First Year	Core	(9 points)		(9 points)		(9 points)		
		MINS1101 Interp Old Testament	MINS1601 Spirituality for 21stC	MINS1509 Intro Leadership		MINS1304 Intro Christian Thought		
		MINS1201 Interp New Testament	MINS1602 Media & Communication	MINS1510 Intro Ministry Formation		MINS1305 Reading Cultures		
Second Year/Upper Level	Core	(9 points)						
		MINS3002 Biblical Hermeneutics						
		MINS2528 SFE 1						
	Required for Minor	(4.5 points)				(9 points)	(9 points)	(9 points)
		2001 Bib & Culture				2524 Car Prac	2316 Gd St Miss A	2316 Gd St Miss A
						2532 Gd St Past A	2318 Miss Then	2317 Gd St Inn A
	Elective	4.5 points from:		9 points from:		9 points from:		
		2002	2705	2601	2527			
		2110	3003	2602	2531			
		2111	3109	2603	2533			
2216		3110	2604	2534				
2219		3111	2605	3514				
2704		3218	3601	3515				
			3602	3518				
		3603	3520					

Minor rule:
2 x lvl 1
2 x lvl 2/3
= 18 pts

	Minor 1:	Minor 2:
core		
core		
core/elective		
elective		

Electives to complete 72 credit points

Open electives

Notes:

Diploma of Ministry Course Template

Student name: _____

Areas		<i>Biblical Studies</i>	<i>Christian Education & Discipleship</i>	<i>Leadership</i>		<i>Missiology</i>		
First Level	Core	(4.5 points)	(4.5 points)	(4.5 points)		(4.5 points)		
		<i>At least one of:</i>		<i>At least one of:</i>		<i>At least one of:</i>		
		MINS1101 Interp Old Testament	MINS1601 Spirituality for 21stC	MINS1509 Intro Leadership	MINS1304 Intro Christian Thought			
		MINS1201 Interp New Testament	MINS1602 Media & Communication	MINS1510 Intro Ministry Formation	MINS1305 Reading Cultures			
Upper Level	Elective	<i>(9 points)</i>						
		<i>At least two upper level units from the range of BMin units (subject to unit prerequisites)</i>						
		2001	2705	2602	2524	3515	2314	3335
		2110	3002	2603	2527	3520	2318	3336
		2111	3109	2604	2528		2319	3338
		2216	3110	2605	2533		2320	
		2219	3111	3602	2534		2321	
2704	3218	3603	3514		2322			

Open electives

Electives to complete 36 credit points

Notes: