The Student Handbook is published by Australian Lutheran College (ALC) and contains information about studying higher education courses and units at ALC.

Published by
Australian Lutheran College
104 Jeffcott Street
North Adelaide SA 5006
Australia
Ph: + 61 (0)8 7120 8200
Fax: + 61 (0)8 8127 8071
Email: alc@alc.edu.au
www.alc.edu.au

Copyright ©2016–2017 Australian Lutheran College

Information in this publication was correct at time of printing July 2017.
Version 7.00.

While every effort has been made to ensure content of this handbook is as accurate as possible at the time of publication, ALC reserves the right to update and amend as necessary.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handbook Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Australian Lutheran College—its nature and purpose</td>
<td>6</td>
</tr>
<tr>
<td>Australian Lutheran College—history</td>
<td>6</td>
</tr>
<tr>
<td>Australian Lutheran College and the University of Divinity</td>
<td>7</td>
</tr>
<tr>
<td>College status</td>
<td>7</td>
</tr>
<tr>
<td>University of Divinity</td>
<td>7</td>
</tr>
<tr>
<td>Colleges</td>
<td>7</td>
</tr>
<tr>
<td>Schools and courses at ALC</td>
<td>9</td>
</tr>
<tr>
<td>Theological schools</td>
<td>9</td>
</tr>
<tr>
<td>Courses</td>
<td>9</td>
</tr>
<tr>
<td>The School of Educational Theology</td>
<td>9</td>
</tr>
<tr>
<td>The School of Pastoral Theology (SPT)</td>
<td>10</td>
</tr>
<tr>
<td>The School of Theological Studies (STS)</td>
<td>11</td>
</tr>
<tr>
<td>Postgraduate studies</td>
<td>13</td>
</tr>
<tr>
<td>Introduction</td>
<td>13</td>
</tr>
<tr>
<td>Postgraduate courses</td>
<td>13</td>
</tr>
<tr>
<td>Course information and further details</td>
<td>14</td>
</tr>
<tr>
<td>Unit code and level information</td>
<td>15</td>
</tr>
<tr>
<td>Explanation of unit codes and levels</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>16</td>
</tr>
<tr>
<td>Admission and enrolment procedures</td>
<td>17</td>
</tr>
<tr>
<td>Undergraduate and postgraduate coursework enquiries</td>
<td>17</td>
</tr>
<tr>
<td>Eligibility for admission</td>
<td>17</td>
</tr>
<tr>
<td>International student admission and enrolment</td>
<td>17</td>
</tr>
<tr>
<td>School of Educational Theology</td>
<td>17</td>
</tr>
<tr>
<td>School of Theological Studies</td>
<td>18</td>
</tr>
<tr>
<td>School of Pastoral Theology</td>
<td>18</td>
</tr>
<tr>
<td>Postgraduate research courses</td>
<td>19</td>
</tr>
<tr>
<td>Late enrolment</td>
<td>19</td>
</tr>
<tr>
<td>Change of enrolment</td>
<td>19</td>
</tr>
<tr>
<td>Enrolment with other University of Divinity colleges</td>
<td>19</td>
</tr>
<tr>
<td>Related documents and information</td>
<td>19</td>
</tr>
<tr>
<td>General Academic Information</td>
<td>20</td>
</tr>
<tr>
<td>ARK</td>
<td>20</td>
</tr>
<tr>
<td>Calendars, timetables and schedules</td>
<td>20</td>
</tr>
<tr>
<td>Capstone unit</td>
<td>20</td>
</tr>
<tr>
<td>Class attendance</td>
<td>20</td>
</tr>
<tr>
<td>Class sizes</td>
<td>21</td>
</tr>
<tr>
<td>Copyright ©</td>
<td>21</td>
</tr>
<tr>
<td>Course load</td>
<td>21</td>
</tr>
<tr>
<td>Course transfer</td>
<td>21</td>
</tr>
<tr>
<td>Cross-crediting arrangements</td>
<td>22</td>
</tr>
<tr>
<td>Fields and disciplines</td>
<td>22</td>
</tr>
<tr>
<td>Forms</td>
<td>22</td>
</tr>
<tr>
<td>Graduation</td>
<td>22</td>
</tr>
<tr>
<td>Individual units</td>
<td>23</td>
</tr>
<tr>
<td>Listing of qualifications and awards</td>
<td>23</td>
</tr>
<tr>
<td>Policies</td>
<td>23</td>
</tr>
<tr>
<td>Satisfactory academic progress</td>
<td>23</td>
</tr>
<tr>
<td>Student email</td>
<td>23</td>
</tr>
<tr>
<td>Specialised study units</td>
<td>24</td>
</tr>
<tr>
<td>Supervised reading unit</td>
<td>24</td>
</tr>
<tr>
<td>Termination of tuition</td>
<td>24</td>
</tr>
<tr>
<td>Time limits for completing courses</td>
<td>24</td>
</tr>
<tr>
<td>Unit enrolment</td>
<td>24</td>
</tr>
<tr>
<td>Unit value</td>
<td>25</td>
</tr>
<tr>
<td>Unit workload</td>
<td>25</td>
</tr>
<tr>
<td>Withdrawal from units</td>
<td>25</td>
</tr>
<tr>
<td>Assessment Policy &amp; Procedure (Higher Education)</td>
<td>26</td>
</tr>
<tr>
<td>Introduction</td>
<td>26</td>
</tr>
<tr>
<td>Assessment procedures</td>
<td>26</td>
</tr>
<tr>
<td>Key to grading</td>
<td>26</td>
</tr>
<tr>
<td>Final grade requirements</td>
<td>27</td>
</tr>
<tr>
<td>Assignments</td>
<td>28</td>
</tr>
</tbody>
</table>

---

2017 Student Handbook  Page 3 of 128
Enrolment amendment (withdrawal) ................................................................. 30
Examinations ..................................................................................................... 30
Supplementary examinations ........................................................................... 30
Satisfactory academic progress ....................................................................... 30
Repeated failures .............................................................................................. 30
Variations to assessment .................................................................................. 30
Variations to examination ................................................................................ 31
Associated documentation .............................................................................. 31

**Fees and Assistance** ....................................................................................... 33
  Fee schedule .................................................................................................... 33
  Payment of fees .............................................................................................. 33
  FEE-HELP ...................................................................................................... 33
  Refund of fees ................................................................................................. 33
  Fee protection .................................................................................................. 33
  Austudy/Youth allowance and Abstudy ............................................................ 33
  Scholarships .................................................................................................... 34
  Financial assistance and scholarships ............................................................ 34
  University of Divinity research grants and scholarships .............................. 34

**General information** ..................................................................................... 35
  ALC Code of Practice ................................................................................... 35
  Statement of Rights, Responsibilities and Conduct of Members of the University .............................. 35
  Student responsibilities ................................................................................ 35
  ALC/student agreement ................................................................____________ 36
  Terms of enrolment ......................................................................................... 36
  Student ID card ............................................................................................... 36
  Library card ..................................................................................................... 36
  Student support ............................................................................................... 37
  Welfare, guidance and support ....................................................................... 37
  Additional services .......................................................................................... 38
  Care group ...................................................................................................... 38
  Chapel/worship .............................................................................................. 38
  Choir ................................................................................................................ 38
  Accommodation .............................................................................................. 38
  Refectory ........................................................................................................ 38
  Parking on campus .......................................................................................... 39
  Visitors ............................................................................................................ 39

**Löhe Memorial Library** .................................................................................. 40
  Introduction ................................................................................................... 40
  Contact .......................................................................................................... 40
  Membership .................................................................................................... 40
  Access ............................................................................................................. 40
  Access to catalogue ....................................................................................... 40
  Information services ....................................................................................... 41
  Services for postgraduate students ................................................................. 41
  Off campus students ..................................................................................... 41
  Collections ...................................................................................................... 41

**Directory** ....................................................................................................... 43
  ALC staff ....................................................................................................... 43
  Board of Directors ........................................................................................ 45
  ALC committees ............................................................................................ 45

**Glossary of terms & definitions** .................................................................... 47
  ALC Definitions ............................................................................................. 47
  Higher Education Student Administration Glossary ....................................... 48

**Glossary of acronyms, initials and abbreviations** ........................................ 51

**Diploma in Theology [DipTheol]** ................................................................. 56
**Bachelor of Ministry [BMin]** ....................................................................... 59
**Bachelor of Theology [BTheol]** ................................................................. 62
**Bachelor of Theology and Bachelor of Ministry [BTheol, BMin]** .................... 65
**Graduate Certificate in Divinity [GCDiv]** ................................................... 67
**Graduate Certificate in Leadership [GCL]** .................................................. 68
**Graduate Certificate in Religious Education [GradCertRE]** ........................... 69
**Graduate Certificate in Teaching Religious Education [GCTRE]** ................. 70
**Graduate Certificate in Theological Education [GCTE]** ............................... 71
Graduate Certificate in Theology [GCTheol] ................................................................. 72
Graduate Diploma in Theology [GDTheol] ........................................................................ 73
Master of Arts (Theology) [MA(Theol)] .......................................................................... 74
Master of Education and Theology [MEdTheol] .............................................................. 76
Master of Philosophy [MPhil] .......................................................................................... 78
Master of Theological Studies [MTS] .............................................................................. 80
Master of Theology [MTheol] ......................................................................................... 82
Doctor of Philosophy [PhD] ............................................................................................ 85
Doctor of Theology [DTheol] .......................................................................................... 87
Postgraduate Units ........................................................................................................... 89
Field A: Humanities ....................................................................................................... 89
Postgraduate Units ........................................................................................................... 90
Field B: Biblical Studies ................................................................................................. 90
Postgraduate Units ........................................................................................................... 92
Field C: Christian Thought and History ......................................................................... 92
Postgraduate Units ........................................................................................................... 95
Field D: Theology: Mission and Ministry ...................................................................... 95
Postgraduate Units ........................................................................................................... 102
Masters Capstone Units ................................................................................................. 102
Undergraduate Units ..................................................................................................... 103
Field A: Humanities ..................................................................................................... 103
Undergraduate Units ..................................................................................................... 106
Field B: Biblical Studies ................................................................................................. 106
Undergraduate Units ..................................................................................................... 113
Field C: Christian Thought and History ....................................................................... 113
Undergraduate Units ..................................................................................................... 119
Field D: Theology: Mission and Ministry ...................................................................... 119
Handbook Introduction

Australian Lutheran College—its nature and purpose

Australian Lutheran College (ALC) exists to serve the ministry and mission of the Lutheran Church of Australia. We aim to deliver higher education undergraduate and postgraduate degrees that combine quality academic teaching with real-world practical experience. ALC is recognised for high educational standards, student-centred and holistic approaches to learning and teaching, and unwavering Christian commitment.

ALC is shaping tomorrow’s pastors, teachers and church workers who will think imaginatively about issues that affect all of life in the church and the world. They are learning to think faithfully and critically about life and faith in the light of biblical and church teaching, and to be effective in the church and communities they will serve.

ALC is a college of the University of Divinity; a partnership that enables ALC to meet the expanding vision of the church in its mission to an ever-changing, complex and diverse postmodern world, and enables students to benefit from the scholarship and experience of the other teaching institutions of the University. The fully accredited courses of study ALC offers enjoy worldwide recognition and attract Austudy for eligible full-time students.

Australian Lutheran College—history

The beginnings of ALC go back to the concern of Lutherans in Australia in the 1840s to educate people for service in the church. The first two pioneer pastors, Kavel and Fritzsche, were responsible for the preparation of both pastors and teachers already in the 1850s.

ALC’s more immediate history can be dated from 1968 when two institutions, Luther Seminary and Lutheran Teachers College/Lay Training Centre (LTC), came into being with the formation of the Lutheran Church of Australia (LCA) in 1966. The former two Lutheran seminars—Concordia and Immanuel—were merged to form Luther Seminary for the preparation of pastors. LTC had responsibility for theological education for teachers, deaconesses and lay parish workers. In 1990 LTC moved on to the campus of Luther Seminary and three programs were formed under the umbrella of Luther Campus—Luther Seminary, Lutheran Teachers College and Lutheran School of Theology.

In 1998 a new single institution was formed which retained the name ‘Luther Seminary’. The name was changed to Australian Lutheran College in 2004 in order to better express the nature of the institution and the breadth of its programs. ALC now operates with three schools for the preparation of pastors, teachers and parish workers. It also provides theological courses at various levels for students who are not preparing for a particular area of service in the church. Units are delivered both on campus and by flexible study options.

In December 2010, ALC became a recognised teaching institution of the Melbourne College of Divinity, which began operating as a specialised university in 2012 and is now the University of Divinity.

ALC continued to seek new methods for relevant theological training for the church in Australia. This led to the establishment of ALC’s first Vocational Training and Education (VET) qualifications in 2010, and the launch of a new ministry called ‘Grassroots Training’. ALC delivers VET qualifications as a member college of the Australian Centre for Advanced Studies (RTO# 50392).

The decision to join the consortium of the University enables ALC to benefit from the ecumenical nature and research culture of the University yet retain its unique character as the post-secondary theological education provider for the Lutheran Church of Australia.

See www.alc.edu.au/about/alc-s-history/ for more about ALC’s history.
Australian Lutheran College and the University of Divinity

College status

ALC is a college within the University of Divinity (UD) and is accredited to teach towards the degrees and diplomas offered by the University.

University of Divinity

The University of Divinity is Australia’s oldest ecumenical theological institution. Established (as the Melbourne College of Divinity) by an Act of State Parliament in 1910, today UD comprises colleges in Melbourne, Adelaide and Sydney, representing the Anglican, Baptist, Churches of Christ, Coptic Orthodox, Lutheran, Roman Catholic, Salvation Army and Uniting Church traditions. It also includes a specialist centre for the study of Christian Spirituality.

The University is committed to ecumenical co-operation in theological education which enables each member institution to be true to its own heritage and commitments, yet at the same time open to the enrichment of engagement with others. The opportunities created by such cooperation are available in few other places in the world.

Like Australian universities, at UD there is a central administration, together with academic committees responsible for the maintenance of educational standards across the institution. The member colleges and other teaching bodies, like the faculties of a university, engage in teaching and learning activities with students. However, the University is unlike most universities in that although the teaching colleges are independent, they do not grant degrees. The UD model parallels that of Oxford or Cambridge colleges in relation to the relevant university.

UD is a leading institution when it comes to theological research, and receives substantial research funding from the Australian government. In 2012 it became the first specialised university of its type in Australia, underlining its commitment not only to teaching but also to high quality research.

University of Divinity Office

<table>
<thead>
<tr>
<th>The Office of the Vice-Chancellor</th>
<th>Research Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Highbury Grove</td>
<td>Centre for Theology and Ministry</td>
</tr>
<tr>
<td>KEW VIC 3101</td>
<td>29 College Crescent</td>
</tr>
<tr>
<td>P: +61 (0)3 9853 3177</td>
<td>PARKVILLE VIC 3052</td>
</tr>
<tr>
<td>F: +61 (0)3 9853 6695</td>
<td>Australia</td>
</tr>
<tr>
<td>E: <a href="mailto:enquiries@divinity.edu.au">enquiries@divinity.edu.au</a></td>
<td>P: +61 (3) 9340 8820</td>
</tr>
<tr>
<td>W: <a href="http://www.divinity.edu.au">www.divinity.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>CRICOS Provider: 01037A</td>
<td></td>
</tr>
</tbody>
</table>

Colleges

The University is structured around its Colleges. Each College is a unique learning community where staff and students together engage in a culture of scholarship.

The University's Academic Board accredits academic staff at each College, including teachers and researchers. Applications for such accreditation are made by a College after endorsement by the College's Academic Advisory Committee.

All students enrol in the University's awards through one of its Colleges, though they may take units at other Colleges as part of their course of study.

The system is explained in depth by Vice-Chancellor Professor Peter Sherlock in the paper The Collegiate University.
Catherine Booth College
100 Maidstone Street, RINGWOOD VIC 3134
P: +61 (0)3 9847 5400

Catholic Theological College (CTC)
278 Victoria Parade, EAST MELBOURNE VIC 3002 (PO Box 146, EAST MELBOURNE VIC 8002)
P: +61 (0)3 9412 3333
W: www.ctc.edu.au

Jesuit College of Spirituality
(formerly Sentir)
175 Royal Parade, Parkville VIC 3052
P: +61 (0)3 9448 8276
W: http://jcs.edu.au/

Morling College
120 Herring Road, MACQUARIE PARK NSW 2113
P: +61 (0)2 9878 0201
W: www.morlingcollege.com/

Pilgrim Theological College
29 College Crescent, PARKVILLE VIC 3052
P: +61 (0)3 9340 8831
W: http://pilgrim.edu.au/

St Athanasius Coptic Orthodox Theological College (SACOTC)
88–154 Park Road, DONVALE VIC 3111 (PO Box 1153, MITCHAM NORTH VIC 3132)
P: +61 (0) 3 9874 0388
W: www.sacotc.vic.edu.au

Stirling Theological College
44–60 Jacksons Road, MULGRAVE VIC 3170
P: +61 (0)3 9790 1000
W: http://stirling.edu.au/

Trinity College Theological School
Royal Parade, PARKVILLE VIC 3052
P: +61 (0)3 9348 7127

Whitley College
271 Royal Parade, PARKVILLE VIC 3052
P: +61 (0)3 9340 8100
W: whitley.unimelb.edu.au

Yarra Theological Union (YTU)
98 Albion Road, BOX HILL VIC 3128 (PO Box 79, BOX HILL VIC 3128)
P: +61 (0)3 9890 3771 or 9898 2240
W: www.ytu.edu.au

Contact details change from time to time. Refer to the pertinent college websites for further information.
Schools and courses at ALC

Theological schools

Since the primary focus of ALC is the preparation of students for various avenues of ministry in the Lutheran Church of Australia, most students of ALC are assigned to one of the three theological schools of ALC:

- the School of Educational Theology (SET)
- the School of Pastoral Theology (SPT)
- the School of Theological Studies (STS)

Courses

Undergraduate courses

ALC offers a range of undergraduate courses which provide foundational studies in theology. Although most students intend to complete the course of study in which they enrol, some students enrol in a course to complete only selected units (e.g. biblical languages) either for their own interest or to supplement studies in another institution.

Postgraduate degrees

ALC also provides theological education at an advanced level. These coursework and research programs equip serving pastors, teachers, church and school leaders and other people wanting to study theology for professional accreditation and personal interest, within Australia and beyond.

For information on ALC courses see www.alc.edu.au/education/courses/.

The School of Educational Theology (SET)

The School of Educational Theology (SET) works with teachers and pre-service teachers to develop their understanding of, and equip them for, service as an educator in a Lutheran or other Christian context. The focus of the programs is on biblical and theological literacy, understanding the Lutheran context, the teaching of Christian Studies, and leadership. The dialogue between education and theology underpins all SET units.

Courses are offered for pre-service and in-service teachers. For pre-service teachers, the Lutheran Strand program can be accessed by undergraduate and postgraduate students undertaking initial teacher training at universities throughout Australia.

For in-service teachers, ALC offers graduate and masters level degrees and works with Lutheran Education Australia (LEA) to provide accreditation pathways for teachers in Lutheran schools seeking accreditation as a Christian Studies teacher or a leader.

Pre-service teachers

The Lutheran Strand

The Lutheran Strand is ALC’s program of academic units and vocational formation which helps to prepare pre-service teachers for their role in the ministry and mission of Lutheran schools. The Lutheran Strand can be undertaken at both undergraduate and postgraduate levels.

The Lutheran Strand consists of two required components: a study component and a practical vocational component.

Academic study—Lutheran Strand (undergraduate)

There are four units in the Lutheran Strand for undergraduate students.

- BS1003L Exploring the Bible
- CT1002L The Christian Faith
- DE2007L Principles and Context of Lutheran Schooling
- DE3012L The Practice of Lutheran Education
Students can access the Lutheran strand units online from anywhere in Australia and where there are elective units in the concurrent Bachelor of Education, ALC units may be able to be cross-credited. The course coordinator at the home university will be able to provide advice with regard to this.

Undergraduate students who complete the full requirements of the Lutheran Strand to an appropriate standard receive a vocational certificate from ALC in addition to the academic degree awarded by their university. Lutheran Education Australia (LEA) accepts this certificate as a partial completion of the requirements leading to accreditation as a Christian Studies teacher in Lutheran schools.

Academic study—Lutheran Strand (postgraduate)
Students in the postgraduate Lutheran Strand are enrolled into the Graduate Certificate in Teaching Religious Education. This is a stand-alone award completed in addition to initial teacher training.

The following three units are undertaken as part of the award.

- DE8004L Introduction to Lutheran Education
- CT8001L The Christ-centred School
- DR8012L Teaching in a Lutheran Education Context

Students may be able to cross-credit some of the ALC units into their postgraduate teaching degrees. Lutheran Education Australia (LEA) accepts this certificate as a partial completion of the requirements leading to accreditation as a Christian Studies teacher in Lutheran schools.

Vocational requirements—Lutheran Strand
Students in the Lutheran Strand program are generally required to complete their final professional experience placement in a Lutheran school or early learning centre. Where necessary, ALC staff support the university prac offices in arranging this placement.

There are various additional events which Lutheran Strand student are encouraged to attend to further their knowledge of Lutheran schools and schooling. An individual interview with each student will normally be conducted during the second year of their study at ALC. Students in the final year of their Bachelor of Education may choose to be involved in practice interviews and application writing sessions.

In-service teachers
Postgraduate entry into the School of Educational Theology
ALC offers postgraduate courses for professional development in the area of education in dialogue with theology. The key awards are a Master of Education and Theology (MEdTheol) and Graduate Certificates in Divinity or Leadership. These can be used for LEA accreditation purposes. Students may choose to emphasise leadership or teaching Christian Studies, or keep their studies more general.

The School of Pastoral Theology (SPT)
Students wishing to prepare for ordination to the pastoral ministry in the Lutheran Church of Australia apply to enter the School of Pastoral Theology (SPT). These students normally undertake five years of full time study at ALC including a period of vicarage. This program requires full-time student residency. A specialised program is developed for pastors from other denominations transitioning to the Lutheran pastorate. Students who are candidates for pastoral ministry in other denominations are welcome to study at ALC.

Degrees and awards
SPT students normally complete the requirements for the Bachelor of Theology [BTheol] and Bachelor of Ministry [BMin] degrees. Studies are completed by pastoral students over five years.
Special requirements
Students are involved in field education in congregations of the LCA under the guidance of an experienced pastor and in this way are able to participate in a variety of practical activities in preparation for pastoral ministry. Other activities are designed to develop insights, understandings and skills related to pastoral ministry.

In the second and pre-vicarage years of the pastoral program, students engage in faith-life interviews with members of the teaching staff, care group advisers and selected peers. These interviews provide opportunities for pastoral ministry candidates to reflect on their learning experiences and serve to monitor students’ vocational and theological formation.

These opportunities and experiences are designed to help with the formation of the student as a pastor of the Lutheran Church of Australia.

Further information about the vocational program is discussed during the admissions process.

Recommendation for ordination
At this time, the SPT lecturers evaluate student readiness for ministry and recommend suitable candidates to the LCA College of Bishops for ordination. The College of Bishops make the final recommendations. Ordination to the pastoral ministry of the LCA is dependent on the offer of a call to service in the church.

Academic and vocational certificates
Students who complete the requirements of the School of Pastoral Theology receive in addition to their academic degree/s a vocational certificate which signifies that, in the opinion of the teaching staff of ALC, they demonstrate readiness for pastoral ministry in the church.

Opportunities for service
The church cannot guarantee that all students completing the requirements for pastoral ministry will automatically be called and ordained to serve the church as pastors. Every effort is made to open up opportunities for service for all School of Pastoral Theology graduates.

The School of Theological Studies (STS)
The School of Theological Studies (STS) provides study opportunities for a wide range of students, including people who wish to follow a particular vocational pathway for work in the church, and those who want to study theology for personal interest and enjoyment. STS accepts full-time and part-time student enrolments, either for attendance on campus or through flexible education; including study in vocational or higher education programs. Students can also choose a single unit enrolment, either for credit or audit. In addition, STS offers Grassroots Training (see www.alc.edu.au/grassroots/) and regular non-award evening classes.

Degrees and awards
Students in the STS may complete the following higher education awards:

Undergraduate
- the one-year Diploma in Theology that may be a general or specialised program,
- the two-year Advanced Diploma in Theology and Ministry that may be a general or specialised program,
- the three-year Bachelor of Theology, or
- the three-year Bachelor of Ministry, or
- the four-year Bachelor of Theology and Bachelor of Ministry [BTheol, BMin]

Postgraduate
Students who meet the entrance requirements may also enrol in
- a Graduate Certificate in Divinity
- Graduate Certificate in Theology,
- a general or specialised Graduate Diploma in Theology,
- the Master of Arts (Theology), or
- the Master of Theology (Coursework) [formerly Master of Theological Studies].
Vocational and Education Training
Additionally, STS offers the Certificate IV in Christian Ministry and Theology (10433NAT*) VET course.

Certificate IV in Christian Ministry and Theology (10433NAT*)
Designed as a foundational qualification for church and ministry workers in a range of fields, this course provides the student with opportunities to gain both theological knowledge and a broad range of practical, personal ministry skills. Lay workers achieving the Certificate are eligible for accreditation as a lay worker in the Lutheran Church of Australia.

For further information on the VET course offered at ALC search by ‘Undergraduate (VET)’ at www.alc.edu.au/education/courses/.

* Australian Lutheran College is a member college of the Australian Centre for Advanced Studies RTO# 50392
Postgraduate studies

Introduction
A wide range of postgraduate studies at ALC makes further study in theology accessible to students with varying undergraduate backgrounds, and diverse interests.

- Students with a primary degree in theology can undertake further, specialised study through coursework and research.

- Students with a primary degree in a discipline other than theology can commence theological studies through a coursework degree program at postgraduate level.

Postgraduate courses
ALC offers a number of postgraduate courses to more fully equip those who are serving in various areas of ministry within the Lutheran Church of Australia, Lutheran churches overseas (especially those in South East Asia) and in ministries in other Christian denominations.

The following courses are offered:

**Postgraduate by coursework**
- Graduate Certificate in Divinity [GCDiv]
- Graduate Certificate in Leadership [GCL]
- Graduate Certificate in Theology [GCTheol]
- Graduate Certificate in Theological Education [GCTE]
- Graduate Certificate in Teaching Religious Education [GCTRE]
- Graduate Diploma in Theology [GDTheol]
- Master of Education and Theology [MEDTheol]
- Master of Arts (Theology) [MA(Theol)]
- Master of Theological Studies [MTS]

**Postgraduate by research**
- Master of Philosophy [MPhil]
- Master of Theology [MTheol]
- Doctor of Philosophy [PhD]
- Doctor of Theology [DTheol]

For more course information go to [www.divinity.edu.au/study/our-courses/](http://www.divinity.edu.au/study/our-courses/)

ALC will offer places in the various postgraduate degrees only where appropriate teaching staff and library resources are available.

Commentary on courses
The University of Divinity Academic Board has approved recommendations of the masters’ courses review. These recommendations have included strengthening the learning and teaching within awards (for quality of learning and teaching and measuring of graduate outcomes) and the renaming of some, including:

- The MA(Theol) will become the new MTS, as an advanced degree in theology for candidates whose primary undergraduate degree is in a discipline other than theology.
- The MTS will become the new MTh, a Coursework degree requiring a bachelor degree in theology or equivalent for admission.
- The MTheol will become the new MTheol for Research degrees.

For more information see [https://www.divinity.edu.au/study/masters-degrees/](https://www.divinity.edu.au/study/masters-degrees/)

The Graduate Certificate in Religious Education has been repealed.

The Graduate Certificate in Teaching Religious Education is the course taken by postgraduate Lutheran Strand students.
Course information and further details

Details about the various courses, including entry requirements, are provided on the ALC website.

Not every award of the University is available through each College, but advice about enrolment, and the possibility of taking units toward an award, at any College, is available through the Office of the Dean.

For information about postgraduate research courses contact the Associate Dean for Research (postgraduate.research@alc.edu.au) or the Office of the Dean (dean@alc.edu.au).
Unit code and level information

Explanation of unit codes and levels
The key code for ALC units is the unit code. This is a code that is registered with the University of Divinity and published on our website (see www.alc.edu.au/education/courses/units/). It is a unique alpha-numerical representation of the way each unit fits within the field of study and the discipline within the field, as well as the highest level at which it is offered and the UD College through which it is delivered.

We also have a scheduled unit code. This code is used to help us identify the study (or delivery) mode by which a student elects to study the unit. This is the code that then appears in the student record.

Note: codes do not necessarily coincide with those of previous years.

Reading unit codes
Units are coded by initial letters to identify field of study and the discipline within that field, by number to identify the individual unit and by final letter to indicate the College:

Field + discipline + level + 3 digit identifier + College

Examples
CT1001L – an ALC unit in Field C—Christian Thought and History, in the discipline of Systematic Theology, taught at undergraduate level 1 (e.g. in a BTheol) at ALC
DE9016L – an ALC unit in Field D—Theology: Mission and Ministry, in the discipline of Education Studies, taught at postgraduate level (e.g. in an MEdTheol) at ALC

You will also see expanded or parent unit codes e.g. in ARK meta units, which are administrative codes to indicate by an additional letter at the start of the unit code whether the unit is foundational (F), elective I or bachelor (B) e.g. FDE8004L.

Levels
ALC uses three levels of study in undergraduate (first degree) studies (levels 1–3, all bachelor units equivalent to AQF level 7), and two levels for postgraduate study (levels 8 and 9, AQF level 8 and 9 equivalent). Level is described by the first number in each unit code. For example:

- BS1003L is level 1
- AL2002L is level 2
- CH3005L is level 3
- CT8004L is level 8 postgraduate unit
- DE9035L is level 9 postgraduate unit

Here is a quick guide:
- Level 1 units introduce you to the subject area and are generally studied in first year or in an exit point qualification. They provide theory on which to base future study and develop your study skills.
- Level 2 units require more specialised study including independent research.
- Level 3 units challenge you with advanced topics, and typically involve a culmination of study.
- Level 8 units are foundational and advanced units for people who haven’t completed a bachelor level theological award; normally they require a single 6000 word assessment.
- Level 9 are postgraduate theological coursework and research units.
Reading your enrolment record in Theological Academic Management System (TAMS)
(Scheduled unit code definition)
The scheduled unit code is the alpha-numerical representation of scheduled units offered within a
study period which is used to enrol students into units. It identifies:

- How the unit fits within the University study structure
  - Field
  - Discipline
  - Study level

- The type of delivery (study mode). For ALC the study modes are indicated by single digits as
  follows:
  - 1 – Classroom-based (CB)
  - 2 – Alternative Campus (AC)
  - 3 – Intensive/Workshop in SA (IW)
  - 4 – Online (OL)
  - 5 – Practicum (P)
  - 6 – Intensive/Workshop in Qld (IW)
  - 7 – Intensive/Workshop in Vic (IW)

- Identifying unit code
  - 2 digit identifier unique within the discipline

- The institution which delivers the unit (i.e. the UD college)
  - Units delivered by ALC are indicated by L (for Lutheran)

Example scheduled unit code broken down
For code: BS1405L
- B – Denotes Field = Field B—Biblical Studies
- S – Denotes Discipline = Biblical Studies
- 1 – Indicates the level of unit is undergraduate entry level 1
- 4 – Indicates the study mode is online
- 05 – Unique unit code identifying unit is Interpreting the Bible
- L – The unit is delivered by ALC

Assessment load
The University of Divinity has revised its Assessment Policy. The recommended *word count for each
study level is as follows:

- Diploma 3500 words
- Undergraduate Level 1 4000 words
- Undergraduate Level 2 4500 words
- Undergraduate Level 3 5000 words
- Postgraduate foundational – Level 8 6000 words
- Postgraduate elective – level 9 6000 words

*Word count includes footnotes but not the reference list/bibliography.

Prerequisites
A unit cannot be undertaken unless the prerequisites have been fulfilled or unless approval has been
received from the Dean for the prerequisite to be waived.
Admission and enrolment procedures

Undergraduate and postgraduate coursework enquiries
Enquiries regarding admission and enrolment into undergraduate and postgraduate coursework degrees and units at ALC, including advice on selection and completion of the applicable application for admission form, may be made to the pertinent School Administrator. Requests for academic advice may be made to the appropriate Head of School or the Dean.

Unless otherwise indicated, all application for admission forms for courses and/or units offered by ALC are to be returned together with supporting documentation to:

Office of Student Records
Australian Lutheran College
104 Jeffcott Street
North Adelaide SA 5006
Australia
Email: enrolments@alc.edu.au

Eligibility for admission
Admission to ALC undergraduate courses is normally on the basis of successful completion of secondary education to a standard required for admission to tertiary studies. However, potential students may also be admitted on the basis of appropriate mature age entry which may include the completion of the STAT test (through SATAC) or equivalent and may include life experience and/or recognition of prior learning.

Specific entry requirements for particular degrees and awards are included in the respective course information section.

International student admission and enrolment
The University of Divinity welcomes international students.

UD does not use the services of education agents to recruit international students.

Students who hold a student visa to study in one of the awards of the University follow the same entry requirements as stipulated in the specific course regulation, but with the addition of evidence of English Language proficiency.

International student resources
For information about applying for a student visa, completing and submitting an application form, English language and other entry requirements, fees and living expenses and international student support please go to the UD website www.divinity.edu.au/study/international-student-resources/

Application closing dates
Please check the dates by which applications must be submitted.
https://www.divinity.edu.au/study/international-student-resources/
https://www.divinity.edu.au/study/research/

Admission and enrolment forms
The application for admission forms for overseas students are available from the ALC website www.alc.edu.au/education/enrol/higher-education/enrolment-forms/

School of Educational Theology
For pre-service and in service teachers, enquiries should be directed to the office of the Head of School or the Administrator of the SET (set@alc.edu.au).
The application procedure is as follows:

**For all SET applicants**

Once the application for admission forms for the pertinent academic year are published, application for admission to the SET may be made at any time until the study period closing date for enrolments. All applications should be submitted together with required supporting documents, photo (used for identification and records) and fees as per the application for admission form.

Acceptance into the SET will be advised upon approval of the submitted entrance requirements.

**Additional information for Lutheran Strand students only**

**Undergraduate students completing an education award**

- Applicants wishing to undertake the Lutheran Strand at undergraduate level must be enrolled concurrently in a Bachelor of Education or equivalent.
- Apply to study each of the Lutheran Strand units using the ‘Application for admission – Single Subject or Cross-Institutional’ form and select the XBTheol under ‘Cross-institutional Undergraduate’
- Lutheran Strand students only study 4 compulsory units and do not complete a Bachelor of Theology.
- An admission interview may be conducted by the relevant ALC campus coordinator.

**Graduate students completing an education award**

- Applicants wishing to undertake the Lutheran Strand while completing a Graduate Diploma in Education, Master of Teaching or equivalent will enrol in a Graduate Certificate in Teaching Religious Education and undertake the three compulsory units

**School of Theological Studies**

Enquiries to study with ALC as part of ALC’s School of Theological Studies (STS) are made through the office of the Administrator of the STS ([sts@alc.edu.au](mailto:sts@alc.edu.au)). The academic requirement for admission is normally the successful completion of the secondary schooling certificate to a standard required for admission to tertiary studies in the state in which Year 12 studies were completed.

Once the application for admission forms for the pertinent academic year are published, application for admission to the STS may be made at any time until the closing date for enrolments for the study period. Guidelines for completion of the pertinent application for admission form are provided on the website.

**School of Pastoral Theology**

Initial enquiries to enter the School of Pastoral Theology (SPT) of ALC are to be made through the office of the SPT Administrator ([spt@alc.edu.au](mailto:spt@alc.edu.au)). The academic requirement for admission is normally the successful completion of the secondary schooling certificate to a standard required for admission to tertiary studies in the state in which Year 12 studies were completed.

In addition, interested applicants should contact the school and complete a pre-admission form which will be provided.

The completed pre-admission form with enclosures should be returned to the administrator. Since the application process involves several steps, it is preferable that application for admission be made as early as possible in the year prior to the year of intended entry.
Guidelines will be provided for the completion of admission requirements, including information about references, academic transcripts, health certificate, photos, police check, and other items of information that are required.

**Postgraduate research courses**

Because of the various admission requirements for the different postgraduate research courses, students wishing to apply for admission to one of these courses should contact the Associate Dean for Research or the Dean.

**Postgraduate enrolment procedures**

**Enrolment**

Arrange for an interview with the Associate Dean for Research or the Dean to discuss your proposed course of studies.

Applicants for research degrees are responsible for approaching and nominating an appropriate supervisor in the area of study. Final approval of supervisors rests with the UD Research Committee.

New students are requested to present the following (all documentation must be original):

- proof of citizenship, e.g. birth certificate or passport
- transcript(s) of any previous tertiary studies
- tax file number (if fees are to be paid through FEE-HELP)

**Late enrolment**

Enrolment in a coursework unit after the first week of the study period is at the Dean’s discretion, and in consultation with the lecturer.

**Change of enrolment**

All changes to course and unit enrolment must be approved by the Dean. To avoid financial penalty, unit withdrawals should occur before the published census date for the semester.

**Enrolment with other University of Divinity colleges**

Students taking units at other colleges should check the semester dates of those colleges as they may differ from ALC dates.

**Related documents and information**

**Policies and procedures**


**Higher Degree by Research information**

Go to [www.divinity.edu.au/study/research/](http://www.divinity.edu.au/study/research/)
General Academic Information

ARK

ARK is the University of Divinity’s open-source learning management system being used to deliver blended and online units throughout ALC. ARK hosts the online components for all ALC units, whether delivered on campus or off, and each unit is composed of both a ‘Meta’ and a ‘Child’ unit. Meta units contain all the online content for the unit, while child units contain any assessments or graded items. Some ALC units are delivered fully online through ARK; other units have specific unit information only.

Enrolling students receive login details via the ‘Confirmation of enrolment’ email from the Office of Student Records. Some unit content may be available from the date the enrolment is processed; full access required to commence the unit is available one week before the unit starts.

Support:  ARK User Support (after logging into ARK)
 http://www.alc.edu.au/education/current-students/higher-ed-student-information/getting-help/ark-student-support/

Auditing units

Students may audit an undergraduate unit (by classroom-based mode or by workshop attendance) with prior approval of the Dean. Students enrol via the ‘Audit Coursework Enrolment Form’.

When students are approved to audit a unit by attending on campus lectures or workshops, they have the responsibility to attend classes regularly just as if they were doing the unit for credit. They are not, however, expected to complete the required assignments, nor is the lecturer expected to mark assignments that the student may choose to submit. However, a student may participate in class discussion at the discretion of the lecturer. The student cannot build on the audited unit for credit at a later time in the course, but will be required to repeat the unit in its entirety. If a student wishes to discontinue auditing a unit, he/she is to complete and submit the Unit of Study Amendment Form.

Only one unit may be audited per study period (maximum of 2 units per academic year) and a maximum of six 15 point units may be audited before enrolment in units for credit is required. In addition the number of audit units in a calendar year may be negotiated to accommodate LCA-endorsed church to church arrangements for overseas visitors and/or non-LCA-trained pastors who are required to complete a transition program.

Calendars, timetables and schedules


Capstone unit

Capstone units are designed to be undertaken in the final stages of the degree program, and prompt the student to gather together the learning achieved in the degree. This may be focussed in a research essay, an integrative seminar, a ministry project, or a theological synthesis.

Class attendance

Students are expected to attend all scheduled on campus classes and workshop sessions. Three unexcused absences from an on campus class will jeopardise the student’s standing in the unit. An absence of more than 20% of lectures in a unit is normally regarded as too great to sustain active engagement in that unit and may impact adversely on the student’s learning.
All apologies for non-attendance are to be forwarded to ALC Reception. If at all possible, this should be done by email (phone is acceptable). Students should also inform relevant lecturers if they know in advance of an anticipated absence. If students anticipate being absent for a number of days, this should be approved by the Head of School on a ‘Special leave from class’ form and will be communicated to the lecturers concerned. Students need to take the signed permission slip to the relevant lecturer(s) when making arrangements about missed work.

**Class sizes**

Normally the minimum number of students in a class is six. Where enrolments are less than six, the class may continue at the discretion of the Dean.

If a class is cancelled due to lack of numbers, students will be advised of other options e.g. completing the unit as a ‘supervised reading unit’.

**Copyright ©**

Please note the copyright regulations as applicable to students. Students may in all cases copy materials for study or research purposes guided by ‘fair dealings’ as outlined in Copyright Council Information.

The 10% rule applies in the case of fair dealing copying. For the purposes of research or study the Copyright Act specifically provides that it is a fair dealing to make a single copy of a journal article, one chapter or 10% of a book of ten or more pages, or 10% of the number of words in a work that is in electronic form.

ALC does not authorise infringement of copyright using ALC equipment. It is the student’s responsibility to ensure copyright compliance. Please check the [Australian Copyright Council](https://www.acc.cof.a.gov.au) website for up-to-date information, e.g:

- Find an answer
  - Browse by A-Z
  - Search for an answer
  - Browse by what you do
  - FAQ: How do I register?
  - FAQ: Do I need permission?

**Course load**

*Undergraduate*

 Normally 4 units per semester constitute a standard load and only under special circumstances and with the special approval of the Dean can this be exceeded. Students may, however, be required to complete the pertinent school program requirements in addition to course-related units.

Note: Full-time students seeking casual or part-time employment are advised that the maximum number of hours recommended for such employment is ten hours per week.

*Postgraduate*

 Normally 3 units per semester constitute a standard load. Students may, however, be required to complete the pertinent school program requirements in addition to course-related units.

**Course transfer**

Students studying coursework degrees who wish to transfer from a course are required to complete the [coursework course and unit transfer form](https://www.divinity.edu.au/study/admission-and-enrolment-forms/) and submit it to the Office of Student Records. (For other amendments to enrolment download the appropriate ‘Change of details’ form from [https://www.divinity.edu.au/study/admission-and-enrolment-forms/](https://www.divinity.edu.au/study/admission-and-enrolment-forms/).
Cross-crediting arrangements

Units offered by other accredited tertiary institutions may be accepted towards ALC courses only where transferred units correspond substantially in content and standard to equivalent ALC units and meet currency and validity requirements.

Fields and disciplines

The University of Divinity structures its learning, teaching and research around four broad areas of academic interest or specialisation called Fields, with each Field housing a range of disciplines.

Fields

There are four Fields of study for units offered by ALC.

Field A—Humanities

Units of study in Humanities are designed to provide students with the opportunity for reflective and critical engagement in the conversation between human culture, religious experience and the Christian tradition. The purpose of this engagement is to encourage the development of students’ effective engagement with the wider world of learning.

Field B—Biblical Studies

Units of study in Biblical Studies are designed to provide students with the skills and opportunity for reflective and critical engagement with the primary written texts of the Jewish and Christian traditions. The purpose of this engagement is to encourage the development of scholarly ability in interpreting biblical texts, in particular for authentic ministry in church and world.

Field C—Christian Thought and History

Units of study in Christian Thought and History are designed to provide students with the skills and opportunity for reflective and critical engagement in the conversation between the Christian tradition, its historical development and in contemporary contexts. The purpose of this engagement is to encourage critically informed theological reflection in the churches.

Field D—Theology: Mission and Ministry

Units of study in Practical Theology are designed to provide students with the opportunity and skills for reflective and critical engagement in the conversation between the ‘texts’ of human experience, contemporary culture and the Christian tradition. The purpose of this engagement is to encourage the development of effective strategies for Christian praxis in the church and the world.

Disciplines

A discipline is a specialised area of study within a Field e.g. Old Testament and New Testament are disciplines within Field B, Biblical Studies.

Forms

Student forms can be accessed on the ALC website. See Forms.

Graduation

Conferral of award/certificate is subject to satisfactory course completion and contingent upon payment of all outstanding fees.

The University normally contacts students, during the last semester of their expected completion year, to inform them that they may be eligible to graduate.

Students should contact ALC to seek advice on whether they have completed the requirements of their course or will do so in the near future. If they should be eligible to graduate, ALC will inform the University. Eligible students for each ceremony will then be sent an email from the Office of the Vice-Chancellor inviting them to register.

**Individual units**

Under normal circumstances students are required to enrol in a course. Where students wish to complete only individual course units (for example, Hebrew and/or Greek) applicants complete the ‘Single subject or cross-institutional enrolment form’.

**Listing of qualifications and awards**

Qualifications and awards are cited in shortened form (e.g. BEd not Bachelor of Education).

**Punctuation**

Post-nominal notation uses minimal punctuation. Post-nominals are separated by spaces, not commas; full stops are not used to abbreviate qualifications (e.g. BEd not B.Ed)

**Ordering of qualifications and post-nominal notations**

1. National honours (such as The Order of Australia, AC, AO, AM, OAM)
2. Qualifications by order of conferral (from oldest to most recent)
3. Fellowships
4. Memberships of professional institutions
5. Parliamentary designations

Example: Jane Smith BA(Hons) DipT(SecGen) GradDipReadingEd GradDipTh(Ed) MEdSt EdD MACE

**Policies**


**Satisfactory academic progress**

Students are required to maintain satisfactory academic progress while completing their course. Any student who records a fail unit grade in more than 50% of units attempted in a calendar year will be placed on academic probation and will be required during the next calendar year to achieve satisfactory progress. If the student fails to achieve this, the student can no longer continue in the course.

In addition to these requirements, regulations governing all coursework degrees stipulate that the UD Academic Board may, from time to time, determine other course requirements that must be met in order to achieve satisfactory progress.

If the ALC Dean deems that a student has not achieved satisfactory progress, the matter will be addressed according to the [Coursework Student Intervention Policy](http://www.alc.edu.au/education/current-students/higher-ed-student-information/policies/).

The ALC Dean is responsible for notifying the student in writing of any and all measures to be implemented. Such letters constitute an ‘early warning notice’ and are deemed to be an indicator of unsatisfactory progress.

Enrolment may be terminated at any time by the Academic Board on the recommendation of the Dean if the progress of a student continues to be unsatisfactory.

Refer to the UD [Coursework Course Progress Policy](http://www.alc.edu.au/education/current-students/higher-ed-student-information/policies/).

**Note:** Course progress for higher degree by research students is governed by a separate policy: [HDR Course Progress Policy](http://www.alc.edu.au/education/current-students/higher-ed-student-information/policies/).

**Student email**

ALC provides all students with an email account upon successful enrolment. This account is the only email channel through which the college communicates with students. Each student is given an account to Microsoft Office 365; each account has a mailbox and storage space in the Microsoft Cloud. See [http://www.alc.edu.au/assets/education/policy/Office-365-for-ALC-Students.pdf](http://www.alc.edu.au/assets/education/policy/Office-365-for-ALC-Students.pdf)
Students are reminded to

- check their emails regularly to ensure they receive all relevant information from ALC and the University
- use the ALC student email account when contacting ALC by email.

Forwarding of emails

Many students have personal email addresses and may wish to forward their student emails to another account. *ALC doesn’t recommend forwarding of student email.* Please note the following important information about forwarding student email:

- Arrangement for ALC student emails to be forwarded to other accounts is at students’ own risk.
- Non-receipt of emails sent by the ALC to their ALC student email account is not considered to be a valid reason for failure to take any required action regarding enrolment.
- Students are still responsible for checking their ALC student email account regularly.

Specialised study units

Specialised study units provide the student with the opportunity to engage in intensive independent research and reading on a specific topic, under the guidance of a lecturer or a person approved by the Dean. All proposals for specialised study units must be discussed initially with the Dean before arrangements are made with individual lecturers. Normally the work required in a research elective is 4,500–6,000 words for an undergraduate student and 6,000 words for a postgraduate student.

Supervised reading unit

When a unit is not scheduled in the academic year’s program, students may seek permission to undertake the unit as a ‘supervised reading unit’. Students wishing to undertake a supervised unit should consult initially with their Head of School. The unit is then arranged by negotiation with the lecturer and is authorised by the Dean. In this mode, students are not normally involved in classroom sessions but have regular contact with the lecturer as arranged, working through the unit content as outlined in the unit outline.

Termination of tuition

Tuition may be terminated if students do not attend for at least 80 per cent of the contact hours scheduled for each study period of the course. Tuition may also be terminated if students do not maintain a satisfactory academic standard during the course or if course requirements are not met. If termination occurs for overseas students, they must inform DIBP within 28 days and seek to resolve the situation.

Time limits for completing courses

The maximum time for completion of a course is normally three times as long as the minimum full-time duration e.g. the Master of Education and Theology may be completed over one year full-time or up to three years’ part-time. After such time, the academic standing of the student will be reviewed and the amount of credit which can be carried forward will be determined by the UD Learning and Teaching Committee on the basis of changes which have been made to the course over the period.

Unit enrolment

Application for admission forms for each academic year are available on the ALC website from October/November in the previous year.

Unit enrolments are normally due two weeks prior to the start of the study period.

Further information in relation to enrolment in specific courses and schools is provided under the regulations for those courses and schools.
Unit value

Each unit of study is assigned a point value. Points reflect a common measure of load in courses. Standard units are normally worth 15 points. The total number of points completed assists ALC to calculate course progress and completion.

**Standard annual full-time enrolment**

A standard full-time undergraduate load usually consists of 120 points (8 x 15 points) in one calendar year (60 points each semester).

A standard full-time postgraduate load usually consists of 90 points (6 x 15 points) in one calendar year (45 points each semester).

Unit workload (volume of learning)

For undergraduate students the workload for a 15 point unit is 150 hours, normally 36 hours of engagement plus 114 hours of personal study, typically three contact hours per week (or equivalent) and another 9.5 hours of individual student work per week over a 12 week teaching period.

For postgraduate students the workload for a 15 point unit is 200 hours, normally 36 hours of engagement plus 164 hours of personal study, typically three contact hours per week (or equivalent) and about 14 hours of individual student work per week over a 12 week teaching period.

Withdrawal from units

Students wishing to withdraw from a unit are required to complete the *Unit of study amendment form* and submit it to the Office of Student Records (see ‘Change of details’ at https://www.divinity.edu.au/study/admission-and-enrolment-forms/). Depending on the unit involved, approval may be required from the appropriate Head of School, coordinator or the Dean.

**Withdrawal without financial penalty**

Students who withdraw from their unit or course of study on or before the census date will, according to the method used to pay tuition fees, either

- be eligible for a full tuition fee refund, or
- not incur a FEE-HELP debt.

For further information please refer to the Tuition fee refund and remission of FEE-HELP debt on the ALC website.

**Withdrawal without academic penalty**

Students may withdraw from a unit without academic penalty until the mid-point in the study period. After that time, the student will normally incur a fail grade in that unit.

Note: dates for the appropriate withdrawal procedures are included in the academic calendar on the ALC website.
Assessment Policy & Procedure (Higher Education)

Introduction
Assessment is normally undertaken for each unit in a course. Assessment aims to
- support and stimulate learning and teaching
- promote reflective and critical engagement
- evaluate understanding and/or performance

Assessment tasks are designed to
- align with the learning outcomes of the unit
- ensure coverage of the unit content and objectives
- create learning opportunities
- promote wider reading
- provide feedback

Assessment procedures
In order that assessment be as open, verifiable and uniform as possible, the following procedures are followed:
- assessment criteria include not only knowledge of theological content but also the ability to reflect theologically and to apply theology to issues under consideration
- the methods of assessment vary from unit to unit and may be the result of negotiation between student and lecturer
- since the system of assessment is designed to fit the unit and its presentation, the lecturer may operate with quantitative, statistical, qualitative, or attitudinal criteria in assigning grades
- each student will be assessed in the manner indicated in the particular student unit outline, and in accordance with UD regulations where appropriate.

Key to grading
Results are published according to the following grades:

Coursework units

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85% – 100%</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>75% – 84%</td>
</tr>
<tr>
<td>C</td>
<td>Credit</td>
<td>65% – 74%</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>50% – 64%</td>
</tr>
<tr>
<td>PP</td>
<td>Pass grade only</td>
<td>50% – 100%</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Below 50%</td>
</tr>
</tbody>
</table>

Additional results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
<td>n/a</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>n/a</td>
</tr>
<tr>
<td>NA</td>
<td>Not applicable</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Thesis/Research units

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>First class pass</td>
<td>85% – 100%</td>
</tr>
<tr>
<td>H2A</td>
<td>Second class A pass</td>
<td>75% – 84%</td>
</tr>
<tr>
<td>H2B</td>
<td>Second class B pass</td>
<td>65% – 74%</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory progress</td>
<td></td>
</tr>
</tbody>
</table>

Assessment criteria and grade level standards

Assessment guidelines in all student unit outlines reflect the following criteria which are used by ALC lecturers to assess the written work of students.

To achieve a particular grade in the University of Divinity, an assessment task must substantially meet the descriptor for a particular grade band, as set out below.

**High Distinction (HD) = 85+**
Outstanding attainment of the unit learning outcomes to which the task is aligned; extensive engagement with a wide range of material; outstanding factual and conceptual knowledge; outstanding level of argument, analysis and insight; outstanding communication; (competently and accurately referenced).

**Distinction (D) = 75–84**
High attainment of unit learning outcomes to which the task is aligned; substantial engagement with a wide range of material; excellent factual and conceptual knowledge; excellent level of argument, analysis and insight; a very high standard of communication; (competently and accurately referenced).

**Credit (C) = 65–74**
Sound attainment of unit learning outcomes to which the task is aligned; competent engagement with a wide range of material; sound factual and conceptual knowledge; competent level of argument, analysis and insight; a high standard of communication; (competently and accurately referenced).

**Pass (P) = 50–64**
Satisfactory attainment of unit learning outcomes to which the task is aligned; engagement with a range of material (where required); sound factual and conceptual knowledge; satisfactory level of argument, analysis and insight; satisfactory standard of communication; (competently and accurately referenced).

**Fail (F) = 0–49**
An assessment task may fail for any of the following reasons:

Lacking in clear attainment of unit learning outcomes to which the task is aligned, such as by failure to address the set question; little or no engagement with relevant material; lacking factual and conceptual knowledge; unsatisfactory level of argument, analysis and insight; unsatisfactory standard of communication; little or no evidence of structure in the assessment task; (lack of adequate referencing).

This result will remain on the student’s academic record and transcript even if the unit is repeated and a passing grade is obtained. This means that the grade point average will always include the ‘F’ result.

Final grade requirements

The final grade given for a unit is based on the qualitative assessment of a set amount of work. Where a unit is assessed through a number of assignments, students must submit all assignments to
receive a final grade for the unit. Grades awarded for work returned during the semester are not final, but are to inform and assist learning. Refer to the University of Divinity Assessment Policy.

Assignments
The following factors should also be noted carefully.

**General**
Assessment tasks are determined by the lecturer as outlined in the student unit outline.

**Word limit**
Each assessment task has a recommended length. The number of words in an assignment should normally be within 10% of the number set. Word count includes footnotes but excludes the reference list.

**Presentation**
Assignments should be prepared following the guidelines set down in the ALC Write On! style guide.

**Academic integrity**
Academic honesty is a core value of ALC. The College is committed to the basic academic right that students receive due credit for work submitted for assessment. Integral to this concept is the notion that it is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own.

- On submission students need to declare their work is original
- Assignments will not be accepted for marking through Turnitin2 unless the declaration of original box has been ticked
- Refer to the Academic Misconduct Policy

**Due date**
All assessments/assignment are required by the due date. Any extension of time must be requested via an extension request form (lecturer’s or Dean’s).

**Assignment copy**
Where practical, students should keep a copy of all work submitted in case of:

a. administrative problems (e.g. loss of assignment)
b. academic grievance

Students should keep copies until the final grade is published or any appeal finalised.

**Assignment submission**
Assignments and essays are to be submitted for grading through ARK within the enrolled scheduled unit. Refer to the Assignment submission procedure for general guidelines regarding presentation and submission.

**Extensions of time**
Due to unforeseen circumstances, students may find themselves unable to submit assignments by the due date. Unforeseen circumstances are defined as those that:

a. Are beyond the student’s control; and
b. Make it impracticable for the student to complete the assessment requirements by the due date.

**Types of extensions**

a. For extensions of up to two weeks—and no later than the final day of the examination period—students may apply for a **lecturer’s extension**.

b. For extensions of up to four weeks—or beyond the final day of the examination period for a semester—students may apply for a **Dean’s Extension**.
Lecturer’s extension
a. The student must apply formally, via the Extension request form - lecturer’s extension, for the lecturer’s extension, no later than 3 days prior to the due date.
b. The lecturer may grant an extension for 1 to 14 days after the due date, at his or her discretion. The lecturer needs to be satisfied of reasonable grounds for granting the extension, and that it will not afford undue disadvantage or advantage to the student; if necessary, the lecturer will consult with the Head of School or Dean.
c. The student will be informed of the lecturer’s response, confirming the extension and including the new due date, or rejecting the extension.
d. The work must be submitted no later than the newly agreed due date, and no later than the final day of the examination period.

Dean’s extension
A student requiring an extension of 15 to 28 days, or an extension beyond the final day of the examination period for a semester, must seek a Dean’s extension.

The student must formally apply for the Dean’s extension, via the Extension request form – Dean’s extension, normally not less than 5 days before an assessment item is due.

a. The Dean consults with the lecturer before granting the extension.
b. The Dean must be satisfied that there are reasonable grounds for granting the extension, and that it will not afford undue disadvantage or advantage to the student.
c. The student will be informed of the Dean’s response, confirming the extension and including the new due date, or rejecting the extension.
d. A Dean’s extension may be granted for up to 28 days from the end of the examination period, at the Dean’s discretion. An extension of longer than four weeks after due date for the assignment will not be granted unless warranted by exceptional circumstances.
e. The work must be submitted no later than the newly agreed due date.

All extensions
a. Students who submit work after the newly agreed due date will normally be penalised academically.

Overdue assignments
Overdue assignments for which an extension has not been granted and assignments submitted after the agreed extension will normally be penalised academically.

a. Work submitted up to one week late without an official extension will normally have its recorded grade reduced by one level (e.g. Distinction to Credit)
b. Work submitted later than one week but up to one month late without an official extension is normally awarded a Pass grade only, unless it fails to reach a Pass standard
c. For work submitted later than one month or on the last day of semester without an official extension, a Fail grade is normally recorded.

A student may appeal, in accordance with the Appeals Policy and Procedures, against the reduction of a grade for late work.

Resubmission of assignments
Resubmitted assignments are subject to the following regulations and are granted at the discretion of the lecturer:

• where a paper does not conform to the assignment requirements in form or content and where the paper has not been graded, a student may resubmit without prejudice
• where a student resubmits a paper which has been graded and where written comments have been given by a lecturer, such a paper will receive a maximum grade of ‘P’
• where an assessment/assignment is required due to detected academic misconduct, the regulations of the plagiarism policy apply.
Enrolment amendment (withdrawal)

- Prior to the census date students can withdraw from a unit without penalty. No record of the enrolment will appear on their record.
- In the period after the census date up to the academic mid-point, students who withdraw from a unit will receive a grading of ‘W’ (Withdrawn) on their official transcript.
- Those who withdraw after the academic mid-point will normally be marked ‘F’ (Fail).

Examinations

Written examinations may be held at the end of a study period at the discretion of the unit lecturer. Normally examination papers are not returned to students after marking. However, individual lecturers may vary this practice. Students may also request to view an examination paper and its grading. Examination papers are kept for six months after the completion of the study period.

Students for whom English is a second language

Students for whom English is a second language may take extra time for each written examination. In the first year of study, students are allowed fifty per cent extra time. In subsequent years of study, students are allowed twenty five per cent extra time. Such students may take a dictionary into the examination.

Supplementary examinations

Supplementary examinations or supplementary work may be allowed in case of failure by a student in an individual unit. The highest grade for the successful completion of a supplementary examination/assessment is normally Pass.

Satisfactory academic progress

Students are required to maintain satisfactory academic progress while completing their course.

For students enrolled in a coursework award, satisfactory progress means:

   a. Successful completion of at least 50% of units attempted in a calendar year; and
   b. Successful completion of each unit on the first or second attempt (that is, no unit is failed more than once), not including units from which a student withdraws.

For students enrolled in a higher degree by research, satisfactory progress means:

   a. Successful completion of confirmation of candidature within the prescribed time limit; and
   b. Submission of a satisfactory annual report during each year of candidature; and
   c. Completion of prescribed attendance at research seminars and conferences during each year of candidature.

If a student is identified as being at risk of making unsatisfactory progress, intervention strategies are implemented, as per the University’s Course Progress Policy.

Repeated failures

If a student fails the same unit twice, and no supplementary exam is offered, the student is not eligible to enrol in that unit again. If the unit involved is a core unit, the student is not eligible to continue in the nominated course.

Variations to assessment

1. Assessment methods, tasks and timelines are specified in the student unit outline made available to students by unit commencement. It is expected that these details will only change
   a) where necessary for the integrity of the assessment
   b) due to unforeseen factors such as staff illness or student-articulated special need
   c) if there is justified reason for a student and/or lecturer to request alternative task/s
d) if students qualify for a variation due to:
   i) supplementary assessment (including examination)
   ii) deferred assessment (including examination)
   iii) the provisions set out in the ALC disability policy

2. Students may request a variation to unit assessment based on articulated special needs
   a) existing at the time of enrolment (e.g. medical, compassionate, or special circumstance)
   b) if they become aware of special circumstances after enrolment (e.g. community service grounds [for instance, elite athletes, jury duty, Defence Forces leave])

3. Variations which are required due to special circumstances (e.g. unexpected or exceptional) should be discussed with the lecturer at the earliest possible opportunity.

4. Any variations must be commensurate or equivalent with overall unit, level, outcomes, complexity and word length.
   a) The lecturer and/or Dean are responsible for informing/negotiating proposed changes with enrolled students.
   b) Students are not to be disadvantaged by the changes and any disruption is to be kept to a minimum.

5. Students are notified in writing of any changes. Students are required to request and negotiate variations to assessment/examination for each enrolled unit preferably at enrolment, unless the special circumstance provision relates to a permanent disability/condition/linguistic capability, when the variation to assessment may be for the duration of the course, but still needs to be negotiated at unit level.

Variations to examination

1. The following students are entitled to examination variations:
   a) students of non-English speaking background who were:
      i) born outside Australia
      ii) arrived in Australia less than ten years previously; and,
      iii) speak a language other than English at home
   b) mature aged students (i.e. 21 years or over at the time of admission to their course of study) who speak a language other than English at home, and
   c) overseas students of non-English speaking background where the language spoken at home is not English, and the medium of instruction is English

2. Students who meet the eligibility criteria above will be entitled to the following provisions:
   a) extra time to be used for reading or writing. This will normally be an extra ten minutes per hour for every hour of standard examination time, and
   b) the use of a bilingual print dictionary (not annotated)
   c) materials or resources approved by the lecturer and Dean, which are not enhanced or tampered with in any way that provides an additional advantage to the student. For example, if a student is allowed to take an English language or bilingual dictionary into the examination but other resources are not allowed, the dictionary must not have any additional notes or markings.

Associated documentation

University of Divinity policies and procedures
Academic Misconduct Policy
Appeals Policy and Procedures
Assessment Policy
Course Progress Policy
Extensions and Special Consideration Policy
Grievances Policy
Results legend
**ALC documents**

- Assignment submission procedure
- Extension policy & procedure
- Extension procedure summary
- Extension request–form – lecturer’s extension
- Extension request–form – Dean's extension

*Write On! style guide*
Fees and Assistance

Fee schedule

The University of Divinity Council sets tuition fees and fees for other services annually. The fee schedule is available from the higher education section of the ALC website. See Academic fees. If you have any queries about fees please contact the University of Divinity. The ALC Office of Student Records is available for advice.

Payment of fees

All fees, except audit enrolment, are payable to the University of Divinity. Fees must be paid before the commencement of the scheduled unit. Students have the options of paying tuition fees upfront or via FEE-HELP. Students may pay upfront for one or more units and the remaining units will be added to the FEE-HELP debt. However full unit payment, not part-payment of a unit, is required.

FEE-HELP

Students in any University of Divinity course, who are Australian citizens or hold a permanent humanitarian visa, can have their tuition fees met by a loan from the Commonwealth Government. This loan scheme, called FEE-HELP, assists eligible students pay all or part of their tuition fees—it cannot be used for additional study costs such as accommodation or text books. The total amount of FEE-HELP a person can use is known as the FEE-HELP limit. Students pay back the fees through taxation once the student’s income rises above the minimum repayment threshold.

Students enrolling in accredited courses must apply for FEE-HELP at the time of enrolment, using the relevant government form. See About FEE-HELP on the ALC website for further information, and the FEE-HELP application guide for how to apply.

For more information you can also contact the ALC Office of Student Records (student.records@alc.edu.au) or go online at http://studyassist.gov.au. Students may also call the FEE-HELP enquiry hotline on 1800 020 108.

Refund of fees

Students who withdraw before the census date receive a full refund of the unit fee. Those who withdraw after the census date receive no refund.

Students wishing to withdraw from a unit are required to complete and submit the Unit of Study Amendment Form (See https://www.divinity.edu.au/study/admission-and-enrolment-forms/). Depending on the unit involved, approval may be required from the appropriate Head of School, coordinator or the Dean. Details are available in the University’s Fee Refund Policy.

Fee protection

Where overseas students have paid fees in advance, these are held in trust funds to ensure that refunds to students can be made. See Overseas Student Tuition Fees Refund Policy.

Austudy/Youth allowance and Abstudy

Austudy/Youth Allowance and Abstudy are available for students studying accredited courses full time at ALC. (Full time for this purpose means at least 75% of the normal full time load.) Letters to support application for Austudy/Youth Allowance or Abstudy are available from the Office of Student Records.

Students need to apply at their nearest Centrelink Office and are required to notify that office if their workload falls below the full time load in any semester.
Scholarships

Various forms of assistance are provided to individual students through the generosity of individuals in the church including some scholarships for domestic students. Please contact the appropriate Head of School for further details.

Members of the LCA may be eligible to apply to the Standing Committee on Scholarships for financial support for courses offered through ALC. Applications for these scholarships are made through the secretary of the committee. For further information please contact the LCA National Office.

ALC does not have a program of scholarships for overseas students. The scholarships offered for postgraduate study by the Lutheran Church of Australia are currently handled through the office of the Board for Mission. Applications for these scholarships are usually made through the home church of overseas students.

Financial assistance and scholarships

Financial assistance *(for other than tuition fees)* or grants may be available for eligible students upon application and will be considered and determined on the basis of a demonstrated genuine need.

Enquire with the pertinent Head of School or the Dean as to the availability and conditions of scholarships for a particular academic year.

Application forms for loans or grants can be obtained from the administrator of the particular school of ALC in which the student is enrolled.

The University of Divinity Student Bursary Fund exists to support students experiencing financial difficulties. For more information refer to the Bursary Policy.

University of Divinity research grants and scholarships

In order to facilitate faculty and HDR student research, the University of Divinity offers a number of internal grants and scholarships. The University of Divinity office also administers external grants and scholarships. For further information and application forms, see https://www.divinity.edu.au/study/research/research-grants-and-scholarships/
General information

ALC Code of Practice

ALC seeks to provide the best possible learning environment and opportunities for each student and to meet the various obligations which relate to its status as a college of the University of Divinity.

Statement of Rights, Responsibilities and Conduct of Members of the University

The Statement of Rights, Responsibilities and Conduct of Members of the University states

1. All members of the University must adhere to the highest standards of academic learning, integrity, fairness and honesty. All forms of cheating, plagiarism, or other academic fraud are strictly forbidden.

2. All members of the University are entitled to be treated fairly in all academic and administrative matters. All members of the University are entitled to appeal a decision made by the University or its Colleges or to seek resolution of a grievance in accordance with University policies without disadvantage. No decision of the University in regard to academic or administrative matters may discriminate against a member of the University or an applicant for admission to the University on the grounds of age, gender, marital status, sexual orientation, religion, colour, race, ethnicity or country of origin.

3. All members of the University have the right to be safe and to feel safe in University and College environments. Bullying or harassment in any form—spiritual, sexual, or discriminatory—is wrong and not permitted.

4. Academic staff and examiners are to grade all assessment in a timely manner and without regard to any personal knowledge of, or relationship with, any student or group of students.

5. Students are expected to participate actively in all classes and to have consideration for staff and other students and their learning.

6. Students are expected to comply with reasonable and lawful directions from University and College staff.

7. Students must not behave in a way that disrupts or interferes with any teaching or academic activity of the University.

8. All officers of the University undertake to treat personal information given to the University or its Colleges in confidence and to use it only for the purpose for which it was given. Personal information may only be accessed by people or agencies entitled to do so.

9. Each student who has been admitted to a University award is assured that educational and financial resources are in place to ensure the award may be completed. In the highly unlikely event that the University cannot deliver a course for which a student has paid fees, these will be refunded, or a place at another higher education provider arranged by the University.

Student responsibilities

Students are expected to meet all of the requirements relating to their course of study as prescribed in this handbook. This includes required attendance, submission of assignments, and participation in field work. Students who study most units on campus are also expected to participate in the worship life of the community and the various activities which are part of their responsibility as members of the ALC community.

Students are expected to show respect and consideration for all members of the community and to conduct themselves at all times in a manner appropriate to the Christian values of the college community. Students are also required to pay fees and charges in accordance with prescribed conditions, as well as using the correct forms to inform the college of changes of contact details, withdrawal from units and any intention to change their course.
**Grievances**
All members of ALC have the right to seek redress if they believe that they have been treated unfairly.

ALC expects and encourages students, faculty and staff to make reasonable attempts to resolve any grievance by private discussion before entering into a formal grievance procedure.

Procedures for dealing with resolution of grievances, both in academic and non-academic matters, are set out on the UD and ALC websites.

See [Appeals and grievances](#)

**ALC/student agreement**
On receipt of tuition fee payment ALC agrees to:

- supply students with all required unit materials
- teach units
- assess and return assignments/assessments
- answer queries

**Terms of enrolment**
Student enrolment in each unit is only valid and confirmed upon receipt of the tuition fee.

If students fail to pay tuition fees by the due date they may not receive unit materials or be eligible to attend class/workshop sessions.

The unit materials which ALC provides become the student’s property, however, the content of the materials, including copyright and all other such intellectual property rights contained therein, remains the property of ALC. Written consent from ALC is required before any part of the unit materials may be reproduced.

**For students studying off campus**
ALC advises that, depending on the particular course/units, students may need to provide and pay for their own equipment in addition to the unit materials. The tuition fee covers postage from ALC if required.

Unit materials are provided as appropriate for each unit.

**Duration/Failure to complete**
The duration of each unit is as per the enrolment selection. Unless a student officially withdraws from the unit or special circumstances apply, failure to complete the unit within the given timeframe incurs a fail grade.

**Student ID card**
A University of Divinity student ID card is available, upon request, after enrolment approval.

There is a 3-step process:

- the card pro forma is emailed in the confirmation of enrolment;
- students need to affix a photo and sign the card, then send it direct to the University;
- the card is signed at the University, laminated and returned, provided tuition fees for the current semester have been paid.

**Library membership**
All ALC students are entitled to membership of the Löhe Memorial Library.

Student support

Support for ALC students is provided at a number of levels.

Advice, care and counselling, both academic and personal, is provided in the first instance through the Head of School. Students are also encouraged to speak with the Principal on any matter and the Dean is available for specific course-related issues. All lecturers are available for support and counselling.

For on campus students the Care Group Advisor has a special role in this area. Peer support is provided through the care groups, both in the regular weekly meeting and through other activities. A Community Caregiver is also available on campus.

Off campus students may participate in various group activities providing support and interaction during their studies. Lutheran Stand students receive support from the ALC campus coordinators.

Support for overseas students is available through the Overseas Student Supervisor (e.g. matters relating to accommodation, general academic advice for undergraduate courses, personal counselling support), and also for specific course-related matters for postgraduate students through the Associate Dean for Research. The Overseas Student Supervisor acts as the UD Overseas Support Officer at ALC.

Welfare, guidance and support

ALC provides guidance and support for all students. Please find a detailed list below.

<table>
<thead>
<tr>
<th>Support type</th>
<th>Contact person</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial contact</td>
<td>Receptionist</td>
<td>ALC phone: 08 7120 8200</td>
</tr>
<tr>
<td>Academic support</td>
<td>Head of School</td>
<td><a href="mailto:set@alc.edu.au">set@alc.edu.au</a> (School of Educational Theology) <a href="mailto:spt@alc.edu.au">spt@alc.edu.au</a> (School of Pastoral Theology) <a href="mailto:sts@alc.edu.au">sts@alc.edu.au</a> (School of Theological Studies)</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>Unit lecturer/s</td>
<td>Email as advised by your lecturer/s, or phone through Reception</td>
</tr>
<tr>
<td>International student support</td>
<td>Overseas Student Supervisor</td>
<td><a href="mailto:overseas.studentsupervisor@alc.edu.au">overseas.studentsupervisor@alc.edu.au</a></td>
</tr>
<tr>
<td>Any matter</td>
<td>Principal</td>
<td><a href="mailto:principal@alc.edu.au">principal@alc.edu.au</a> or phone via the Executive Assistant to the Principal</td>
</tr>
<tr>
<td>Specific course-related issues</td>
<td>The Dean</td>
<td><a href="mailto:dean@alc.edu.au">dean@alc.edu.au</a> or phone via the Dean’s Administrator</td>
</tr>
<tr>
<td>Higher Degree by Research students</td>
<td>Associate Dean for Research</td>
<td><a href="mailto:postgraduate.research@alc.edu.au">postgraduate.research@alc.edu.au</a></td>
</tr>
<tr>
<td>Care groups (pastoral support)</td>
<td>Care group leader</td>
<td>As advised</td>
</tr>
<tr>
<td>Disability support</td>
<td>Head of School</td>
<td><a href="mailto:set@alc.edu.au">set@alc.edu.au</a> or <a href="mailto:spt@alc.edu.au">spt@alc.edu.au</a> or <a href="mailto:sts@alc.edu.au">sts@alc.edu.au</a></td>
</tr>
<tr>
<td>Community care</td>
<td>Community Caregiver</td>
<td><a href="mailto:bronwyn.wilkinson@alc.edu.au">bronwyn.wilkinson@alc.edu.au</a></td>
</tr>
<tr>
<td>Chaplain for residential students</td>
<td>Chaplain as advised annually</td>
<td><a href="mailto:peter.miller@sa.lca.org.au">peter.miller@sa.lca.org.au</a></td>
</tr>
<tr>
<td>Residential House</td>
<td>Residential Head Senior (an ALC student living on campus)</td>
<td>0424 871 995</td>
</tr>
<tr>
<td></td>
<td>Residential College Administrator</td>
<td><a href="mailto:residential@alc.edu.au">residential@alc.edu.au</a></td>
</tr>
<tr>
<td>Support type</td>
<td>Contact person</td>
<td>Contact details</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Financial information and advice</td>
<td>Business Manager</td>
<td><a href="mailto:business@alc.edu.au">business@alc.edu.au</a></td>
</tr>
</tbody>
</table>

**Additional services**

Further information is available in the ‘Living on campus’ section of the ALC website ([www.alc.edu.au/education/future-students/living-on-campus/](http://www.alc.edu.au/education/future-students/living-on-campus/))

**Care group**

The goal of the care group is to enable a student to enter a close supportive relationship with a cross-section of other students, from the various year levels facilitated by a senior student leader and a teaching staff member.

**Chapel/worship**

Worship takes a pivotal place in the daily routine of those on campus at ALC. During on campus semesters, each weekday morning the community gathers in the chapel at 10:25 am. Students, their families, and staff are welcome to attend.

**Choir**

Participation in the ALC choir is an act of service to the community. It is an opportunity to share musical gifts with others for the support and encouragement of the worship of the community. It also assists students to broaden their understanding of worship and worship resources and to learn to use their voice to maximum effect in congregational life. Choir members meet weekly and prepare psalms and other musical offerings for both daily chapel worship and special occasions such as valedictory and ordination services.

**Accommodation**

ALC students and other tertiary students are able to apply for long term accommodation (at least 12 months) at ALC.

Single accommodation with full board may be available on the campus of ALC in Graebner Hall.

Some married and single accommodation (units and flats) also may be available on the ALC campus and in nearby Catharine Court.

Enquiries should be made through the Business Office; application forms and further information can be found on the website. See [http://www.alc.edu.au/community/living-at-alc/accommodation-for-alc-students/](http://www.alc.edu.au/community/living-at-alc/accommodation-for-alc-students/).

Application for allocation should be made as early as possible. Allocations generally are determined towards the close of the previous year, so students who anticipate they will have a need for accommodation in the following year should advise the Business Office as soon as possible.

**Residential student fees and rent**

Residential student fees and rental levels are determined on an annual basis. Details on fees and conditions can be obtained from the Business Office.

**Refectory**

Meals provided to residential students also may be purchased by ALC students. Continental breakfasts are available every day and hot breakfasts are available on Fridays during timetabled semesters. Lunches and dinners offer a wide range of choices of hot and cold foods during timetabled study periods.
The refectory opens for the academic year at the beginning of ALC’s Orientation Week, and closes at the end of the university/TAFE academic year.

For further menu enquiries please consult the refectory notices or refectory staff.

**Parking on campus**

Limited parking is available on campus. Ongoing and/or temporary permits can be obtained through Reception.

**Visitors**

ALC warmly welcomes visitors to its North Adelaide site throughout the year. All visitors are required to announce themselves to reception upon arrival. Visitors may attend chapel, and classes as negotiated and approved.
Löhe Memorial Library

Introduction
The Löhe Memorial Library serves theological and education students and staff of Australian Lutheran College, and the wider pastoral and academic community of the Lutheran Church of Australia, by providing access to excellent print and digital resources.

The library also serves subscribing external borrowers and libraries throughout Australia and New Zealand, as a member library of the University of Divinity, and through affiliation with the Australian and New Zealand Theological Library Association (ANZTLA).

Contact
P: +61 (0)8 7120 8270
F: +61 (0)8 8127 8071
E: library@alc.edu.au
W: www.alc.edu.au/library/

Membership
To apply for membership visit www.alc.edu.au/library/using-the-library/membership/

Access
Opening hours

<table>
<thead>
<tr>
<th>Period</th>
<th>Opening hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Semester</td>
<td>Monday to Friday 9:00am – 4:00pm</td>
</tr>
<tr>
<td>Semesters 1 &amp; 2</td>
<td>Monday to Friday 9:00am – 5:00pm</td>
</tr>
<tr>
<td>Semester breaks</td>
<td>Monday to Friday 9:00am – 4:00pm</td>
</tr>
<tr>
<td>Christmas holidays</td>
<td>Closed (Dates as per website)</td>
</tr>
<tr>
<td>Public holidays and summer holidays</td>
<td>Closed as announced</td>
</tr>
</tbody>
</table>

Reading and study space is available throughout the library, including a 24/7 self-study area. Within this area, library members have access to computer resources, the Wi-Fi network, photocopying and scanning facilities and a group study area.

The online catalogue is available 24/7 as are electronic resources including e-books, e-journals and online databases.

Access to catalogue
The library catalogue is available for searching through the library website. The address is www.alc.edu.au/library/Catalogue/. Fields available for searching include author, title, subject, keywords and contents. Users may renew their own loans, place a hold, create their own book lists and browse lists of new titles.

Borrowing
The standard borrowing limit is twenty items for a one month period with two renewals. External delivery mode students have longer borrowing periods.

Reserve books (identified by a blue spot on the spine) are located next to the Circulation Desk and may be borrowed for a period of four hours during the day, and overnight after 1:00 pm but must be returned by 10:00 am the next day. Short term loans (red spot) are available for seven days.

Periodicals, reference books and rare books are not available for loan but may be used within the library. Borrowed items must be returned or renewed on or before the due date. Fines are imposed
at the rate of 55¢ a day for each overdue item (55¢ an hour for each Reserve item). Bans on borrowing are imposed on persistent defaulters. Overdue notices are delivered by email or post and the library should be notified immediately of changes of address.

The online catalogue enables you to place holds online and to renew loans before the due date. Requests for resources to be dispatched by post or for renewal of borrowed items can be directed to the library email address library@alc.edu.au or phone the Circulation Desk on +61 8 7120 8270.

**Information services**

**Reference services**
Library staff provide orientation sessions and training on catalogues and databases. Staff at the front desk will assist in locating reference aids and resources.

The library provides personal computers for catalogue and online searching, internet access, word processing and electronic mail.

The library provides user access to a photocopier with a rechargeable card system.

**Electronic resources and online databases**
E-journals, journal indexes, e-books and full text databases are available via the library web pages. ALC held e-journals are available via the ALC e-resources tab and University of Divinity held digital resources are available via the UD Resources tab.

**Services for postgraduate students**

**Loans**
- Extended loans from the loan collections in the library (8 weeks standard loan)
- Interlibrary loans and document delivery (see www.alc.edu.au/library/using-the-library/library-use-policy/)
- Reciprocal borrowing from University of Divinity libraries, ATL, Tabor, ACU

**Research support**
- Bibliographic assistance—tracking relevant literature
- Assistance in locating theses and journal articles
- Support in the use of indexes and electronic databases
- EndNote—downloaded to your personal computer (University of Divinity licence)
- Access to new University of Divinity Resources Hub.
- Library resources on thesis writing and academic research

**Off campus students**

**Extended borrowing and postal loans**
Off campus students may avail themselves of extended loan times. Items must be returned by the due date. The library pays the outward postage, students pay the return postage.

**Off campus delivery of journal articles**
Articles may be supplied as print or electronic copies, if not available online.

**Staff support**
Staff will provide telephone and email support services.

For more information see www.alc.edu.au/library/using-the-library/off-campus-students/

**Collections**

**Main library collection**
The Main collection is classified according to the Union Theological Seminary Classification system (Pettee). Printed guides are available. Staff will provide additional assistance.
Major subject areas

- Biblical studies
- Church history
- Lutheran history and thought
- Confessional Lutheran theology
- Systematic theology
- Comparative religion
- Missiological studies
- Pastoral and practical theology
- Church worship
- Christian spirituality
- Christian art and architecture
- Education in the Lutheran context

Core areas are biblical studies and Reformation theology. One of the special strengths of the library is the works of Martin Luther. The Weimar edition (the major German publication) and several sets of English language series are held, as well as an online version.

The library includes resources to support higher degree course research work in biblical studies, theology, and education, particularly Christian studies, religious education and leadership in schools.

Periodicals

The library’s periodicals collection contains an extensive range of print and digital titles in the major subject areas. For access to digital collections, see the section above entitled ‘Electronic resources and online databases’.

Reference

The library holds an extensive collection of reference tools, including encyclopedias, atlases, directories, dictionaries, lexicons, concordances and multi-volume series such as the English language edition of Luther’s Works (55 volumes), and the specialised liturgical resources developed by the Lutheran Church of Australia Commission on Worship. The library continues to expand access to electronic resources, indexes and online databases.

Special collections

Resource Centre

The main collection is supported by the Resource Centre which contains material for congregational bible study, pastoral care and catechesis.

Christian Studies Collection

This collection provides teaching and learning resources to support Christian education and the Christian Studies Curriculum Framework in Lutheran schools.

Media

All non-book formats have been placed in the Media Collection, including CD-ROMs, CDs, DVDs, and kits on many topics.

Rare books

The library holds a significant collection of rare books such as a 1551 imprint of the Luther bible. Access to this collection is limited.
# Directory

## ALC staff

### Principal

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/Awards/Professional Associations</th>
<th>ALC position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winderlich, James</td>
<td>BTh GradDipMin GradDipHR</td>
<td>Principal</td>
</tr>
</tbody>
</table>

## Education staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/Awards/Professional Associations</th>
<th>ALC position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graetz, Emma</td>
<td>DipMan CertIVTAE DipTheol</td>
<td>Grassroots and VET Trainer</td>
</tr>
<tr>
<td>Haar, Richard</td>
<td>BTh MTh GradCertCounselling CertIVTAE</td>
<td>Lecturer in Systematics and Pastoral Theology; Head of History and Systematics Department; Overseas Student Supervisor</td>
</tr>
<tr>
<td>Haar, Stephen</td>
<td>BTh BA(Hons) PhD GradDipEd CertIVTAE</td>
<td>Dean; Vice Principal; Lecturer in Theology, acting Head of the School of Theological Studies</td>
</tr>
<tr>
<td>Hensley, Adam</td>
<td>BTh GradDipMin PhD</td>
<td>Lecturer in Old Testament</td>
</tr>
<tr>
<td>Hultgren, Stephen</td>
<td>BA MDiv PhD</td>
<td>Lecturer in New Testament; Head of Biblical Department</td>
</tr>
<tr>
<td>Huth, Kerrin</td>
<td>DipT BEd GradDipEd(EC) GradCertEd PgCertEdLead MEd</td>
<td>Lecturer in Educational Theology</td>
</tr>
<tr>
<td>Jaensch, Andrew</td>
<td>BTh BEdSt GradCertTESOL MEd GradCertHE</td>
<td>Campus Coordinator ACU Qld; lecturer in ALC’s School of Educational Theology</td>
</tr>
<tr>
<td>Mayer, Wendy</td>
<td>BA BA(Hons) PhD</td>
<td>Associate Dean for Research, Director of ALITE, LTJ Editor</td>
</tr>
<tr>
<td>Pfeiffer, Andrew</td>
<td>BA BTh STM PhD</td>
<td>Lecturer in Pastoral Theology; Head of School of Pastoral Theology; Head of the Pastoral Department</td>
</tr>
<tr>
<td>Pietsch, Stephen</td>
<td>BTh MMin PhD</td>
<td>Lecturer in Pastoral Theology (Counselling); SPT Field Education Coordinator, Dean of Chapel</td>
</tr>
<tr>
<td>Pietsch, Thomas</td>
<td>BA(Hons) BCom BTh BMin</td>
<td>Lecturer in Church History</td>
</tr>
<tr>
<td>Ruwoldt, Merryn</td>
<td>BA DipEd GradDipTh(Ed) GradDipBus(Acc) MEdSt EdD</td>
<td>Head of the School of Educational Theology; Lecturer in Educational Theology; Head of Educational Theology Department</td>
</tr>
</tbody>
</table>

## Education support

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/Awards/Professional Associations</th>
<th>ALC position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Doecke</td>
<td>CertIVTAE CertIVCMT BSocSc(Couns)</td>
<td>VET Assessment Officer</td>
</tr>
</tbody>
</table>

## Sessional

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/Awards/Professional Associations</th>
<th>ALC position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraser Pearce</td>
<td>BA MA BTh GradDipMin</td>
<td>Sessional lecturer</td>
</tr>
</tbody>
</table>
### Emeriti

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albinger, Kenneth</td>
<td>AA BSEd MEdSt EdD</td>
</tr>
<tr>
<td>Bartsch, Malcolm</td>
<td>BA DipEd MA(Th&amp;Ed) EdD</td>
</tr>
<tr>
<td>Cooper, Marlene</td>
<td>AMusA DipT GradDipTh(Ed) GradDipEd(RE) MEd(RE)</td>
</tr>
<tr>
<td>Hassold, Michael</td>
<td>BTh GradDipRE MTh(Hons) DD</td>
</tr>
<tr>
<td>Kempe, Robert</td>
<td>BTh MTh</td>
</tr>
<tr>
<td>Kleinig, John</td>
<td>BA(Hons) MPh(Cantab) PhD(Cantab) DD</td>
</tr>
<tr>
<td>Koch, John</td>
<td>BA MDiv MA(EdAdmin) STM ThD</td>
</tr>
<tr>
<td>Leske, Elmore</td>
<td>BA DipEd MA(Cantab) DD</td>
</tr>
<tr>
<td>Lockwood, Gregory</td>
<td>BA BEd STM ThD</td>
</tr>
<tr>
<td>Lockwood, Peter</td>
<td>BA DipEd BTh ThD</td>
</tr>
<tr>
<td>Mayer, Rolph</td>
<td>BA DipEd STM DD</td>
</tr>
<tr>
<td>Pfitzner, Victor</td>
<td>BA DTh</td>
</tr>
<tr>
<td>Renner, Erich</td>
<td>BA DipEd DTh</td>
</tr>
<tr>
<td>Schild, Maurice</td>
<td>BA DTh</td>
</tr>
<tr>
<td>Silcock, Jeffrey</td>
<td>BA BTh STM ThD</td>
</tr>
<tr>
<td>Strelan, John</td>
<td>ThD</td>
</tr>
<tr>
<td>Wegener, Malcolm</td>
<td>BA DipT(Sec) MEdSt</td>
</tr>
<tr>
<td>Zimmermann, Ruth</td>
<td>DipT(Prim) GradDipEd(Lit&amp;Lang) GradDipTh(Ed) PgCertEdLead MEdSt</td>
</tr>
<tr>
<td>Zweck, Dean</td>
<td>BA GradDipEd STM DTh</td>
</tr>
</tbody>
</table>

### Administration staff (Education Services, Online Communications & Support Services)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/awards/professional associations</th>
<th>ALC position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Judy</td>
<td>BAcc MBA</td>
<td>Accountant</td>
</tr>
<tr>
<td>Cartwright, Holly</td>
<td>BA(Hons)</td>
<td>Registrar</td>
</tr>
<tr>
<td>Darmody, Rosslyn</td>
<td>CertIIBus CertIIIBusAdmin</td>
<td>Dean’s Administrator; acting SET &amp; STS Administrator</td>
</tr>
<tr>
<td>Fuller, Lyndal</td>
<td>CertIV BusAdmin</td>
<td>Personal Assistant to Business Manager</td>
</tr>
<tr>
<td>Gates, Katie</td>
<td>CertIV BusAdmin</td>
<td>SPT Administrator</td>
</tr>
<tr>
<td>Kloeden, Karl</td>
<td>BMA BCIS MIT(Net&amp;Sec)</td>
<td>Online Development Officer</td>
</tr>
<tr>
<td>Lamnek, Alice</td>
<td>CertIVBus</td>
<td>Executive Assistant to the Principal</td>
</tr>
<tr>
<td>Solagna, Rosalee</td>
<td></td>
<td>Receptionist</td>
</tr>
<tr>
<td>Pietsch, Coralie</td>
<td>BSc(Ma) GradDipEd(Sec) GradDipCompSci</td>
<td>Online Communications Administrator</td>
</tr>
<tr>
<td>Wallent, Jan</td>
<td>BA CertIIIIT</td>
<td>Quality Assurance Administrator</td>
</tr>
<tr>
<td>Watson, Barclay</td>
<td>BAcc MBA CPA</td>
<td>Business Manager</td>
</tr>
</tbody>
</table>
### Library staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/awards/professional associations</th>
<th>ALC position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lancaster, Shaun</td>
<td>MBA MAppSc(Lib&amp;InfMgt) PGDipLib&amp;InfSc BMusHons</td>
<td>Senior Librarian</td>
</tr>
<tr>
<td>Gent, Lavinia</td>
<td>BA(Lib&amp;InfMgt)</td>
<td>Cataloguing and Systems Librarian</td>
</tr>
<tr>
<td>Schaefer, Trevor</td>
<td>BA(Hons) DipEd BTh DipInfSt</td>
<td>Serials and Lending Librarian</td>
</tr>
<tr>
<td>Altmann, Sara</td>
<td>BAppSci (LIM)</td>
<td>Acquisitions and Liaison Librarian</td>
</tr>
</tbody>
</table>

### Board of Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dreckow, Mr David</td>
<td>DipMechEng</td>
</tr>
<tr>
<td>Gebbie, Dr Kristine</td>
<td>BSN MSN DrPH</td>
</tr>
<tr>
<td>Gogoll, Rev David (Chairperson)</td>
<td>BTh</td>
</tr>
<tr>
<td>Henderson, Rev John, LCA Bishop (ex officio)</td>
<td>BTh MTh</td>
</tr>
<tr>
<td>Klinge, Mr Nathan</td>
<td>BSocSC</td>
</tr>
<tr>
<td>Kloeden, Ms Sue (Vice Chairperson)</td>
<td>DipT BEd GradDipTh(Ed) MEdSt MEd AAIM AACEl</td>
</tr>
<tr>
<td>Mills, Mr Brian</td>
<td>CertAcct CertBankg</td>
</tr>
<tr>
<td>Paech, Rev Rob</td>
<td>BTh</td>
</tr>
<tr>
<td>Pietsch, Rev Greg</td>
<td>BTh GradDipMin BEc</td>
</tr>
<tr>
<td>Prenzler, Mr David</td>
<td>B Business CPA CTA</td>
</tr>
<tr>
<td><strong>Consultant</strong></td>
<td></td>
</tr>
<tr>
<td>ALC Principal (ex officio)</td>
<td>BTh GradDipMin GradDipHR</td>
</tr>
</tbody>
</table>

### ALC committees

#### Results Approval Panel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haar, Stephen (Chairperson)</td>
<td>Dean</td>
</tr>
<tr>
<td>Hultgren, Stephen</td>
<td>Head of Biblical Department</td>
</tr>
<tr>
<td>Pfeiffer, Andrew</td>
<td>Head of Pastoral Department</td>
</tr>
<tr>
<td>Ruwoldt, Merryn</td>
<td>Head of Educational Department</td>
</tr>
<tr>
<td>Haar, Richard</td>
<td>Head of Historical and Systematic Theology Department</td>
</tr>
<tr>
<td>Mayer, Wendy</td>
<td>Associate Dean for Research</td>
</tr>
<tr>
<td>Consultant</td>
<td>Office of Student Records staff member</td>
</tr>
</tbody>
</table>

#### Leadership Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winderlich, James (Chairperson)</td>
<td>Principal</td>
</tr>
<tr>
<td>Haar, Stephen</td>
<td>Dean</td>
</tr>
<tr>
<td>Mayer, Wendy</td>
<td>Associate Dean for Research</td>
</tr>
<tr>
<td>Watson, Barclay</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Student representative</td>
<td>Elected by ASRA</td>
</tr>
<tr>
<td><strong>Education Leadership Team</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Haar, Stephen (Chairperson)</td>
<td>Dean</td>
</tr>
<tr>
<td>Pfeiffer, Andrew</td>
<td>Head of School of Pastoral Theology</td>
</tr>
<tr>
<td>Ruwoldt, Merryn</td>
<td>Head of School of Educational Theology</td>
</tr>
<tr>
<td>TBA</td>
<td>Head of School of Theological Studies</td>
</tr>
<tr>
<td>TBA</td>
<td>Associate Dean for Learning and Teaching</td>
</tr>
<tr>
<td>Winderlich, James (ex officio)</td>
<td>Principal</td>
</tr>
<tr>
<td>(Consultant)</td>
<td>Associate Dean for Research</td>
</tr>
<tr>
<td>(Consultant)</td>
<td>Senior Librarian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning and Teaching Committee</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Chairperson)</td>
<td>Associate Dean for Learning and Teaching</td>
</tr>
<tr>
<td>Haar, Stephen (ex officio)</td>
<td>Dean</td>
</tr>
<tr>
<td>Lancaster, Shaun</td>
<td>Senior Librarian</td>
</tr>
<tr>
<td>Ruwoldt, Merryn</td>
<td>Education Leadership Team representative</td>
</tr>
<tr>
<td>Jaensch, Andrew</td>
<td>ESM representative (online teaching experience)</td>
</tr>
<tr>
<td>Student representative</td>
<td>Elected by ASRA</td>
</tr>
<tr>
<td>Karl Kloeden (Consultant)</td>
<td>Online Development Officer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Work Health and Safety Committee</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Winderlich, James</td>
<td>Management representative</td>
</tr>
<tr>
<td>Watson, Barclay</td>
<td>Management representative</td>
</tr>
<tr>
<td>Bihet, Di</td>
<td>Refectory representative</td>
</tr>
<tr>
<td>Lancaster, Shaun</td>
<td>Library representative</td>
</tr>
<tr>
<td>TBA</td>
<td>Administration representative</td>
</tr>
<tr>
<td>Elected annually</td>
<td>Residential student representative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Women’s Auxiliary</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Melva Hall</td>
<td>President</td>
</tr>
<tr>
<td>Mrs Pam Oster</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mrs Val Allen</td>
<td></td>
</tr>
<tr>
<td>Mrs Grace Bock</td>
<td></td>
</tr>
<tr>
<td>Mrs Ruth Noack</td>
<td></td>
</tr>
<tr>
<td>Mrs Faye Pfeiffer</td>
<td></td>
</tr>
<tr>
<td>Student representative</td>
<td>Elected by ASRA</td>
</tr>
<tr>
<td>Mr James Winderlich (ex officio)</td>
<td>Principal</td>
</tr>
<tr>
<td>Mr Barclay Watson (ex officio)</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Mr Grant Mattner (ex officio)</td>
<td>Senior Maintenance Officer</td>
</tr>
</tbody>
</table>
## Glossary of terms & definitions

### ALC Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic year</strong></td>
<td>The academic year consists of three semesters: summer semester, semester 1 and semester 2, each of 12 teaching weeks, a 2 week non-teaching study break, and a further 2 week post-teaching period of study and examinations.</td>
</tr>
<tr>
<td><strong>Cross-institutional unit</strong></td>
<td>A unit of study being undertaken with one provider (the host provider) as part of a course of study for which the student is enrolled with another provider (the home provider or home institution). For ALC it is generally theological units undertaken at ALC while a student is completing studies at another university or educational institution.</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>A prescribed set of units (the Course Requirements) normally leading to a degree or award.</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>A discipline is a specialised area of study within a Field e.g. Old Testament and New Testament are disciplines within Field B, Biblical Studies.</td>
</tr>
<tr>
<td><strong>FEE-HELP</strong></td>
<td>Government financial assistance in the form of the fee paying Higher Education Loan Program for eligible students, which is available for all units which are part of an accredited course.</td>
</tr>
<tr>
<td><strong>Field</strong></td>
<td>An area of academic interest or specialisation</td>
</tr>
<tr>
<td><strong>Full-time student</strong></td>
<td>A student who enrols in a full study load for a course over a semester or the period of an academic year.</td>
</tr>
<tr>
<td><strong>Head of Department (HoD)</strong></td>
<td>The lecturer who works with the Dean to ensure the academic integrity of the units within the department.</td>
</tr>
<tr>
<td><strong>Head of School (HoS)</strong></td>
<td>The staff member responsible for vocational and administrative oversight of the particular course of studies and the students in that school.</td>
</tr>
<tr>
<td><strong>Lutheran Strand units</strong></td>
<td>Units which are provided by ALC for students enrolled in teacher education programs, which help to prepare future teachers for their role in the ministry and mission of Lutheran and other Christian schools.</td>
</tr>
<tr>
<td><strong>Mode of delivery</strong></td>
<td>‘Mode’ refers to the method of delivery (or study mode) at unit level. ALC study modes include: Classroom-based (CB), Online (OL), Intensive/Workshop (IW), Alternative Campus (AC), and Practicum (P). Some units may also be undertaken as ‘supervised reading units’ or ‘research electives’.</td>
</tr>
<tr>
<td><strong>Off campus</strong></td>
<td>The delivery of units and courses off campus (ALC, North Adelaide Campus) (External delivery mode).</td>
</tr>
<tr>
<td><strong>On campus</strong></td>
<td>The delivery of units and courses on campus (ALC, North Adelaide campus) (Internal delivery mode).</td>
</tr>
<tr>
<td><strong>Part-time student</strong></td>
<td>A student who enrols in less than the full study load of the semester for a course over the period of an academic year.</td>
</tr>
<tr>
<td><strong>Postgraduate courses</strong></td>
<td>Postgraduate courses are taken after completing an undergraduate degree and are completed by coursework and/or research.</td>
</tr>
<tr>
<td><strong>Post-nominal</strong></td>
<td>Award abbreviation; letters placed after a person's name to indicate education qualifications, title of office, decoration or honour.</td>
</tr>
<tr>
<td><strong>Supervised reading unit</strong></td>
<td>Where a unit is not scheduled in a particular academic year, a student may undertake the unit with the permission of the Dean and lecturer as a supervised reading unit working directly with the lecturer.</td>
</tr>
</tbody>
</table>
## Higher Education Student Administration Glossary

The definitions in this glossary are intended to provide a general understanding of key concepts for ALC purposes. Many of these concepts have more precise definitions, which are detailed in the *Higher Education Support Act 2003* (the Act).

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>Accreditation is the process for approval by an accrediting authority of a program of learning leading to an Australian Qualifications Framework qualification using the quality assurance standards for the relevant education and training sector.</td>
</tr>
<tr>
<td>CAN</td>
<td>Commonwealth Assistance Notice—a notice that contains information about a student’s enrolment and use of Commonwealth assistance. Providers must issue a CAN to each of their Commonwealth assisted students within a certain timeframe.</td>
</tr>
<tr>
<td>Census date</td>
<td>The date on which a student’s enrolment is taken to be finalised. Every unit is assigned a census date. The census date is the final day on which students can withdraw from a unit and receive a refund of tuition fees, and have the unit removed from their academic transcripts. FEE-HELP debts are incurred and SLE is consumed on census dates. Students must make their up-front payments and submit their request/s for Commonwealth assistance by the census date. Students who withdraw from a unit after the census date for that unit will not receive a refund of fees and will have the unit recorded on their academic transcript.</td>
</tr>
<tr>
<td>CHESSN</td>
<td>Commonwealth Higher Education Student Support Number—a unique identifier for each student who accesses Commonwealth assistance for higher education.</td>
</tr>
<tr>
<td>Compulsory repayments</td>
<td>Repayments that FEE-HELP debtors must make on their FEE-HELP debt once their income exceeds the minimum threshold for compulsory repayments.</td>
</tr>
<tr>
<td>Course load</td>
<td>The minimum aggregated EFTSL value of units of study required to complete the course of study (1.5.1 of the SLE guidelines).</td>
</tr>
<tr>
<td>Course of study</td>
<td>A course of study leading to a higher education award, a recognised combined or double degree leading to one or more higher education awards or an enabling course.</td>
</tr>
<tr>
<td>Domestic student</td>
<td>A student who is an Australian citizen, a New Zealand citizen or the holder of a permanent visa.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Equivalent full-time student load (EFTSL)</td>
<td>One EFTSL is a measure of the study load, for a year, of a student undertaking a course of study on a full-time basis.</td>
</tr>
<tr>
<td>FEE-HELP</td>
<td>A loan scheme that assists eligible fee paying students pay all or part of their tuition fees. Note: A student accessing FEE-HELP is NOT a Commonwealth supported student (enrolled in a subsidised higher education place).</td>
</tr>
<tr>
<td>FEE-HELP balance</td>
<td>The amount of FEE-HELP that a student may access at a given point in time. The FEE-HELP balance is the FEE-HELP limit minus the amount of FEE-HELP that a student has used up to a certain point in time.</td>
</tr>
<tr>
<td>FEE-HELP information booklet</td>
<td>Booklet which must be read by all students applying for FEE-HELP prior to completing the ‘Request for FEE-HELP assistance’ form.</td>
</tr>
<tr>
<td>FEE-HELP limit</td>
<td>The maximum amount of tuition fees (indexed annually from 2005) that a student can receive a FEE-HELP loan for over their lifetime.</td>
</tr>
</tbody>
</table>
| Fee paying student                        | A domestic student who is not Commonwealth supported for a unit of study. Fee-paying students pay tuition fees. Fee-paying students are also known as ‘non-Commonwealth supported students’.
<p>| HESA                                      | <em>Higher Education Support Act 2003</em>                                                                                                                                                        |
| Higher Education Loan Program (HELP)      | A loan program consisting of a suite of income contingent loans, including FEE-HELP, HECS-HELP and VET FEE-HELP, to help eligible students pay student tuition fees. |
| Higher education provider                 | Universities and higher education institutions listed in subdivision 16-B of HESA and providers as determined by the Minister under section 16-35 of HESA. |
| Indexation                                | Annual adjustments made to Commonwealth contributions, maximum student contributions, FEE-HELP debts and repayment thresholds to maintain their real value. Loan fee: a fee that applies to all undergraduate FEE-HELP loans. |
| Non-award basis                           | When a student is enrolled in a unit or units that are not as part of an award course of study.                                                                                               |
| Non-commonwealth supported student       | A domestic student who is not Commonwealth supported for a unit of study. Non-Commonwealth supported students, also known as ‘fee-paying students’, generally pay tuition fees. |
| Overseas student                          | Any student who is not a domestic student.                                                                                                                                                  |
| Permanent humanitarian visa holder        | A student who holds a visa that is, or has at any time been, defined as a permanent humanitarian visa for the purposes of the regulations made under the <em>Migration Act 1958</em>. |
| Permanent visa holder                     | A student who holds a permanent visa within the meaning of subsection 30(1) of the <em>Migration Act 1958</em>.                                                                                     |
| Postgraduate course of study              | A course of study that leads to the award of a graduate certificate, graduate diploma, master’s degree or doctoral degree.                                                               |
| Provider                                  | A higher education provider                                                                                                                                                                 |
| Re-crediting                              | A practice where a student’s FEE-HELP balance or SLE is re-credited because of special circumstances. What constitutes ‘special circumstances’ for the purposes of re-crediting is detailed in the Act. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remission</td>
<td>A practice whereby a student’s FEE-HELP is removed because of special circumstances. What constitutes ‘special circumstances’ for the purposes of remission is detailed in the Act of the re-crediting of their FEE-HELP balance.</td>
</tr>
<tr>
<td>Repayment thresholds</td>
<td>The income points beyond which people with a HELP debt must make compulsory repayments.</td>
</tr>
<tr>
<td>Request for FEE-HELP assistance</td>
<td>The request form for Commonwealth assistance that a student must complete and lodge in order to receive a FEE-HELP loan.</td>
</tr>
<tr>
<td>Student cohort</td>
<td>All the students commencing a course of study in a particular year with a particular higher education provider.</td>
</tr>
<tr>
<td>Study load</td>
<td>Study load means the total number of points a student is enrolled in, usually measured across a particular study period. Study load may be expressed in terms of EFTSL.</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>Fees paid by domestic non-Commonwealth supported students.</td>
</tr>
<tr>
<td>Undergraduate course of study</td>
<td>A course of study that leads to the award of a diploma, advanced diploma, associate degree or a bachelor degree (pass, honours or graduate entry).</td>
</tr>
<tr>
<td>Upfront payment</td>
<td>Partial or full payment of student contributions or tuition fees made direct to the provider on or before the census date.</td>
</tr>
<tr>
<td>Voluntary repayments</td>
<td>HELP repayments made at the ATO that are in excess of compulsory repayments.</td>
</tr>
</tbody>
</table>
# Glossary of acronyms, initials and abbreviations

## General

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>ARF</td>
<td>Australian Recognition Framework</td>
</tr>
<tr>
<td>ATO</td>
<td>Australian Taxation Office</td>
</tr>
<tr>
<td>BP</td>
<td>Base Premium (ESOS)</td>
</tr>
<tr>
<td>CAN</td>
<td>Commonwealth Assistance Notice</td>
</tr>
<tr>
<td>CHESSN</td>
<td>Commonwealth Higher Education Student Support Number</td>
</tr>
<tr>
<td>CoE</td>
<td>Confirmation of Enrolment</td>
</tr>
<tr>
<td>CoD</td>
<td>College of Directors (Education)</td>
</tr>
<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>DIBP</td>
<td>Department of Immigration and Border Protection</td>
</tr>
<tr>
<td>EFTSL</td>
<td>Equivalent full-time student load</td>
</tr>
<tr>
<td>ESOS</td>
<td>Education Services for Overseas Students</td>
</tr>
<tr>
<td>FEE-HELP</td>
<td>Federal Education Entitlement – Higher Education Loan Program</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
</tr>
<tr>
<td>HEIMS</td>
<td>Higher Education Information Management System</td>
</tr>
<tr>
<td>HEP</td>
<td>Higher Education Provider</td>
</tr>
<tr>
<td>ITEP</td>
<td>Initial Teacher Education Program</td>
</tr>
<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
</tr>
<tr>
<td>PRISMS</td>
<td>Provider Registration and International Students Management System</td>
</tr>
<tr>
<td>RFI</td>
<td>Request for Information</td>
</tr>
<tr>
<td>RTI</td>
<td>Recognised Teaching Institution</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>SLE</td>
<td>Student Learning Entitlement</td>
</tr>
<tr>
<td>TAC</td>
<td>Tertiary Admissions Centre</td>
</tr>
<tr>
<td>TAMS</td>
<td>Theological Academic Management System (for student records)</td>
</tr>
<tr>
<td>TAS</td>
<td>Tuition Assurance Scheme</td>
</tr>
<tr>
<td>TFN</td>
<td>Tax File Number</td>
</tr>
<tr>
<td>TEQSA</td>
<td>Tertiary Education Quality and Standards Agency</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
</tbody>
</table>

## Lutheran Church acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BfM</td>
<td>Board for Mission</td>
</tr>
<tr>
<td>BLEA</td>
<td>Board for Lutheran Education Australia</td>
</tr>
<tr>
<td>CTICR</td>
<td>Commission on Theology and Inter-Church Relations</td>
</tr>
<tr>
<td>CoB</td>
<td>College of Bishops</td>
</tr>
<tr>
<td>GCC</td>
<td>General Church Council</td>
</tr>
</tbody>
</table>
### Lutheran Church acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCA</td>
<td>Lutheran Church of Australia</td>
</tr>
<tr>
<td>LEA</td>
<td>Lutheran Education Australia</td>
</tr>
</tbody>
</table>

### Degree and award abbreviations (University of Divinity)

#### Post-nominal  | Course name

**Undergraduate**

- **DipTheol**  | Diploma in Theology
- **BMin**     | Bachelor of Ministry
- **BTheol**   | Bachelor of Theology
- **BTheol, BMin**  | Bachelor of Ministry and Bachelor of Theology

**Postgraduate**

- **GCDiv**    | Graduate Certificate in Divinity
- **GCL**      | Graduate Certificate in Leadership
- **GCTRE**    | Graduate Certificate in Teaching Religious Education
- **GCCTE**    | Graduate Certificate in Theological Education
- **GCTheol**  | Graduate Certificate in Theology
- **GDTheol**  | Graduate Diploma in Theology
- **MA(Theol)**| Master of Arts (Theology)
- **MEdTheol** | Master of Education and Theology
- **MTS**      | Master of Theological Studies
- **MPhil**    | Master of Philosophy
- **MTheol**   | Master of Theology
- **PhD**      | Doctor of Philosophy
- **DTheol**   | Doctor of Theology

### Academic abbreviations

#### Fields

<table>
<thead>
<tr>
<th>Letter</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Field A: Humanities</td>
</tr>
<tr>
<td>B</td>
<td>Field B: Biblical Studies</td>
</tr>
<tr>
<td>C</td>
<td>Field C: Christian Thought and History</td>
</tr>
<tr>
<td>D</td>
<td>Field D: Theology: Mission and Ministry</td>
</tr>
</tbody>
</table>

#### Disciplines

<table>
<thead>
<tr>
<th>Letter</th>
<th>Discipline Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>History</td>
</tr>
<tr>
<td>AL</td>
<td>Biblical Languages; Languages ancient and modern</td>
</tr>
<tr>
<td>AP</td>
<td>Philosophy</td>
</tr>
<tr>
<td>AR</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>BA</td>
<td>Old Testament</td>
</tr>
<tr>
<td>BN</td>
<td>New Testament</td>
</tr>
<tr>
<td>BS</td>
<td>Biblical Studies</td>
</tr>
<tr>
<td>CH</td>
<td>Church History</td>
</tr>
<tr>
<td>CT</td>
<td>Systematic Theology</td>
</tr>
</tbody>
</table>
### Academic abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA</td>
<td>Mission and Ministry</td>
</tr>
<tr>
<td>DC</td>
<td>Canon Law</td>
</tr>
<tr>
<td>DD</td>
<td>Spiritual Direction</td>
</tr>
<tr>
<td>DE</td>
<td>Education Studies</td>
</tr>
<tr>
<td>DL</td>
<td>Liturgy</td>
</tr>
<tr>
<td>DM</td>
<td>Missiology</td>
</tr>
<tr>
<td>DP</td>
<td>Pastoral Theology and Ministry Studies</td>
</tr>
<tr>
<td>DR</td>
<td>Religious Education</td>
</tr>
<tr>
<td>DS</td>
<td>Spirituality</td>
</tr>
<tr>
<td>DT</td>
<td>Moral Theology</td>
</tr>
<tr>
<td>DU</td>
<td>Ecumenical Studies</td>
</tr>
</tbody>
</table>

### Abbreviations for ALC staff, offices and roles

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Accountant</td>
</tr>
<tr>
<td>ACL</td>
<td>Aged Care Liaison</td>
</tr>
<tr>
<td>AD</td>
<td>Anglican – Lutheran Dialogue</td>
</tr>
<tr>
<td>ADLT</td>
<td>Associate Dean for Learning and Teaching</td>
</tr>
<tr>
<td>ADR</td>
<td>Associate Dean for Research</td>
</tr>
<tr>
<td>ALL</td>
<td>Acquisitions and Liaison Librarian</td>
</tr>
<tr>
<td>ALC</td>
<td>Australian Lutheran College</td>
</tr>
<tr>
<td>AML</td>
<td>Aboriginal Ministry Liaison</td>
</tr>
<tr>
<td>AT</td>
<td>Architriklinos</td>
</tr>
<tr>
<td>BO</td>
<td>Business Office</td>
</tr>
<tr>
<td>Board</td>
<td>Board of Directors ALC</td>
</tr>
<tr>
<td>BM</td>
<td>Business Manager</td>
</tr>
<tr>
<td>BSPM</td>
<td>Board of Support for Pastoral Ministry</td>
</tr>
<tr>
<td>BTD</td>
<td>Biblical Theology Department</td>
</tr>
<tr>
<td>CC</td>
<td>Community Caregiver</td>
</tr>
<tr>
<td>CSL</td>
<td>Cataloguing and Systems Librarian</td>
</tr>
<tr>
<td>DA</td>
<td>Dean’s Administrator</td>
</tr>
<tr>
<td>DE</td>
<td>Dean</td>
</tr>
<tr>
<td>EAP</td>
<td>Executive Assistant to the Principal</td>
</tr>
<tr>
<td>ECC</td>
<td>Evening Class Coordinator</td>
</tr>
<tr>
<td>ELT</td>
<td>Education Leadership Team</td>
</tr>
<tr>
<td>ESM</td>
<td>Education Staff Meeting</td>
</tr>
<tr>
<td>ETD</td>
<td>Educational Theology Department</td>
</tr>
<tr>
<td>FE</td>
<td>Flexible Education</td>
</tr>
<tr>
<td>FECSPT</td>
<td>Field Education Coordinator SPT</td>
</tr>
<tr>
<td>FECSTS</td>
<td>Field Education Coordinator STS</td>
</tr>
<tr>
<td>GVT</td>
<td>Grassroots and VET Trainer</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Abbreviations for ALC staff, offices and roles</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>HoBTD</strong></td>
<td>Head of Biblical Theology Department</td>
</tr>
<tr>
<td><strong>HoED</strong></td>
<td>Head of Education Department</td>
</tr>
<tr>
<td><strong>HoPD</strong></td>
<td>Head of Pastoral Department</td>
</tr>
<tr>
<td><strong>HoHSD</strong></td>
<td>Head of History and Systematics Department</td>
</tr>
<tr>
<td><strong>HoS</strong></td>
<td>Head of School</td>
</tr>
<tr>
<td><strong>HSTD</strong></td>
<td>Historical and Systematic Theology Department</td>
</tr>
<tr>
<td><strong>LEd</strong></td>
<td>Lecturer in Education</td>
</tr>
<tr>
<td><strong>LPT</strong></td>
<td>Lecturer in Pastoral Theology</td>
</tr>
<tr>
<td><strong>LT</strong></td>
<td>Leadership Team</td>
</tr>
<tr>
<td><strong>LTJ</strong></td>
<td>Lutheran Theological Journal</td>
</tr>
<tr>
<td><strong>LTJE</strong></td>
<td>Lutheran Theological Journal Editor</td>
</tr>
<tr>
<td><strong>MCo</strong></td>
<td>Music Coordinator</td>
</tr>
<tr>
<td><strong>MO</strong></td>
<td>Maintenance Officer</td>
</tr>
<tr>
<td><strong>OCA</strong></td>
<td>Online Communications Administrator</td>
</tr>
<tr>
<td><strong>ODO</strong></td>
<td>Online Development Officer</td>
</tr>
<tr>
<td><strong>OD</strong></td>
<td>Orthodox – Lutheran Dialogue (LWF)</td>
</tr>
<tr>
<td><strong>OP</strong></td>
<td>Office of Principal</td>
</tr>
<tr>
<td><strong>OSR</strong></td>
<td>Office of Student Records</td>
</tr>
<tr>
<td><strong>OSS</strong></td>
<td>Overseas Student Supervisor</td>
</tr>
<tr>
<td><strong>PABM</strong></td>
<td>Personal Assistant to Business Manager</td>
</tr>
<tr>
<td><strong>PR</strong></td>
<td>Principal</td>
</tr>
<tr>
<td><strong>PCO</strong></td>
<td>Peer Contact Officer</td>
</tr>
<tr>
<td><strong>PTD</strong></td>
<td>Pastoral Theology Department</td>
</tr>
<tr>
<td><strong>QAA</strong></td>
<td>Quality Assurance Administrator</td>
</tr>
<tr>
<td><strong>RC</strong></td>
<td>Retreat Coordinator</td>
</tr>
<tr>
<td><strong>RCD</strong></td>
<td>Roman Catholic – Lutheran Dialogue</td>
</tr>
<tr>
<td><strong>REC</strong></td>
<td>Receptionist</td>
</tr>
<tr>
<td><strong>REG</strong></td>
<td>Registrar</td>
</tr>
<tr>
<td><strong>RHS</strong></td>
<td>Residential Head Senior</td>
</tr>
<tr>
<td><strong>RM</strong></td>
<td>Refectory Manager</td>
</tr>
<tr>
<td><strong>SET</strong></td>
<td>School of Educational Theology</td>
</tr>
<tr>
<td><strong>SETA</strong></td>
<td>School of Educational Theology Administrator</td>
</tr>
<tr>
<td><strong>SL</strong></td>
<td>Senior Librarian</td>
</tr>
<tr>
<td><strong>SLL</strong></td>
<td>Serials and Lending Librarian</td>
</tr>
<tr>
<td><strong>SMO</strong></td>
<td>Senior Maintenance Officer</td>
</tr>
<tr>
<td><strong>SPT</strong></td>
<td>School of Pastoral Theology</td>
</tr>
<tr>
<td><strong>SPTA</strong></td>
<td>School of Pastoral Theology Administrator</td>
</tr>
<tr>
<td><strong>SRO</strong></td>
<td>Student Records Officer</td>
</tr>
<tr>
<td><strong>STS</strong></td>
<td>School of Theological Studies</td>
</tr>
<tr>
<td><strong>STSA</strong></td>
<td>School of Theological Studies Administrator</td>
</tr>
<tr>
<td><strong>UCD</strong></td>
<td>Uniting Church – Lutheran Dialogue</td>
</tr>
<tr>
<td>Abbreviations for ALC staff, offices and roles</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>VAO</td>
<td>VET Assessment Officer</td>
</tr>
<tr>
<td>VC</td>
<td>Vicarage Coordinator</td>
</tr>
<tr>
<td>VP</td>
<td>Vice Principal</td>
</tr>
</tbody>
</table>
# Diploma in Theology [DipTheol]

## Description
The Diploma in Theology [DipTheol] is a one year introductory theology course at the higher education level. It is a comprehensive introduction to the study of theology and also allows for some level of specialisation for students wanting to explore specific areas of ministry in the church and society. The DipTheol provides a basic initial qualification for those wishing to prepare for specific roles in lay ministry such as youth work, aged care, lay chaplaincy in schools, etc. The Board for Lay Ministry promotes the DipTheol as a recognised pathway for lay worker accreditation.

As an accredited course, the DipTheol allows eligible students who decide to proceed with the study of theology to build on their diploma to the AdvDipTheolMin, and, then may complete a third year of study to graduate with a BTheol or BMin.

## Course outcomes
Graduates of the Diploma in Theology
- have sound foundational skills for critical study of Christian texts
- have skills to articulate foundational theological and scriptural knowledge and reflection
- have developed clear analytical skills allowing them to analyse and communicate sound theological arguments
- apply their skills and knowledge to their own and other contexts and traditions
- apply their skills and knowledge to the service of others through practical engagement and in contexts such as conversation.

## Course structure
The DipTheol consists of 120 points
- normally eight 15cp units
- including at least 30 points in each of
  - Field B (Biblical Studies)
  - Field C (Christian Thought and History)

## Indicative annual timetable
All unit choices must be approved by your Coursework Coordinator

**Year 1**
- 2 x Biblical Studies units
- 1 x Systematic Theology unit
- 1 x Church History unit
- 4 x electives

## Recommended units
The following units are recommended to complete core requirements of the DipTheol via off campus study
- BS1001L The Bible Today A
- BS1002L The Bible Today B
- CT1002L The Christian Faith
- CH1001L History of Christianity

The following units are recommended to complete core requirements of the DipTheol via classroom-based (on campus) study mode
- BA1001L Bible Introduction 1
- BN2002L Bible Introduction 2
- CT1002L The Christian Faith
- CH2003L Reform of the Church

## Duration
One year full-time, or up to four years part-time
Entry requirements

- Successful completion of secondary education to a standard required for admission to university studies.
- When secondary education has not been completed probationary admission is available to approved persons aged 21 or greater. Please consult the Dean or Head of School.
- Where the first language is other than English please see the English Language Requirements Policy and Procedures.

ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the Course Credit Policy.

Further information

On the ALC website http://www.alc.edu.au/education/courses/show/diploma-in-theology includes links to units available for the course.
On the University of Divinity website www.divinity.edu.au/study/our-courses/diploma-in-theology/ includes links to the associated regulation.

Award units

Check the ALC website under www.alc.edu.au/education/courses/units/ for unit scheduling for the academic year.

The unit code listed is the highest level at which the unit is offered. Alternative levels and disciplines are available for some units to allow for course structure or major sequences.

Units available for the qualification (typically offered by off campus study modes)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS1001L</td>
<td>The Bible Today A</td>
<td>15</td>
</tr>
<tr>
<td>BS1002L</td>
<td>The Bible Today B</td>
<td>15</td>
</tr>
<tr>
<td>BS1003L</td>
<td>Exploring the Bible</td>
<td>15</td>
</tr>
<tr>
<td>BS1005L</td>
<td>Interpreting the Bible</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field C</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH1001L</td>
<td>History of Christianity</td>
<td>15</td>
</tr>
<tr>
<td>CT1002L</td>
<td>The Christian Faith</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP1009L</td>
<td>Foundations of Evangelism</td>
<td>15</td>
</tr>
<tr>
<td>DP1008L</td>
<td>Pastoral People 1</td>
<td>15</td>
</tr>
<tr>
<td>DP1018L</td>
<td>Survival Skills for Practical Ministry</td>
<td>15</td>
</tr>
<tr>
<td>DP1027L</td>
<td>Pastoral People 2</td>
<td>15</td>
</tr>
<tr>
<td>DP1035L</td>
<td>Pastoral People at Work</td>
<td>15</td>
</tr>
<tr>
<td>DS1014L</td>
<td>Introduction to Spirituality</td>
<td>15</td>
</tr>
</tbody>
</table>
Additional units available for the qualification (typically offered by on campus study modes)

*Additional level 1 elective units may be sourced from other ALC undergraduate courses (e.g. BTheol or BMin). Contact the Head of School to discuss your enrolment.*

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL1001L</td>
<td>Hebrew 1</td>
<td>15</td>
</tr>
<tr>
<td>AL1003L</td>
<td>New Testament Greek A</td>
<td>15</td>
</tr>
<tr>
<td>AP2003L</td>
<td>Philosophy for Theology</td>
<td>7.5</td>
</tr>
<tr>
<td>AP2004L</td>
<td>Hermeneutics</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA1001L</td>
<td>Bible Introduction 1</td>
<td>15</td>
</tr>
<tr>
<td>BN2002L</td>
<td>Bible Introduction 2</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field C</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH1002L</td>
<td>Early and Medieval Church History</td>
<td>15</td>
</tr>
<tr>
<td>CH2003L</td>
<td>Reform of the Church</td>
<td>15</td>
</tr>
<tr>
<td>CH2006L</td>
<td>Lutheranism and Australian Christianity</td>
<td>15</td>
</tr>
<tr>
<td>CT1001L</td>
<td>Prolegomena and the Triune God</td>
<td>15</td>
</tr>
<tr>
<td>CT2005L</td>
<td>Lutheran Confessions</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DP1013L</td>
<td>Introduction to Teaching for Ministry</td>
<td>15</td>
</tr>
<tr>
<td>DP1036L</td>
<td>Foundations of Christian Worship and Spiritual Formation</td>
<td>15</td>
</tr>
<tr>
<td>DP2002L</td>
<td>Introduction to Pastoral Care and Counselling</td>
<td>15</td>
</tr>
<tr>
<td>DP2004L</td>
<td>Foundations for Pastoral and Congregational Formation</td>
<td>15</td>
</tr>
<tr>
<td>DP2015L</td>
<td>Preparing the Sermon</td>
<td>15</td>
</tr>
<tr>
<td>DP2029L</td>
<td>Leadership in Ministry</td>
<td>15</td>
</tr>
</tbody>
</table>
# Bachelor of Ministry [BMin]

| Description | The Bachelor of Ministry [BMin] is a three year initial theological degree for students wishing to study theology at a tertiary level. The BMin has a more intentional focus on ministry practice and reflection than the Bachelor of Theology. It provides units designed to prepare women and men for various areas of ministry in the church and society. A feature of the course is the supervised field experience which provides a close link between units taught and experiences in the field. This field education may be general in nature (vicarage in a congregation) or related to a specific area of ministry (e.g. school chaplaincy, aged care chaplaincy, youth ministry, counselling). The structure of the BMin offers considerable flexibility for students to follow areas of interest and specialisation. The BMin is recognised by other denominations as an appropriate initial qualification for individuals preparing for ministry in those denominations. The BMin is also a primary degree for those wishing to proceed to postgraduate studies. |
| What this course is about | The Bachelor of Ministry prepares students for the practice of ministry. It establishes foundations for ministry through the study of scriptures, theological traditions, historical and contemporary contexts. It requires concentrated study in ministry praxis. The Bachelor of Ministry provides a foundation for graduates to understand and articulate their identity and place in the world. |
| Course outcomes | Graduates of the Bachelor of Ministry  
  - have a broad, coherent and critical knowledge of Christian theological traditions and methodologies, with focused knowledge in ministry studies  
  - can articulate a coherent vision of ministry and communicate that vision through clear reasoned argument and demonstrated ability  
  - are able to engage theological traditions and contemporary culture  
  - have an informed basis for engagement, ministry and service  
  - apply the skills of theological reflection to shape their practice of ministry. |
| Course structure | The Bachelor of Ministry consists of 360 points comprised of:  
  a. **60 points** in a discipline or disciplines in **Field B (Biblical Studies)** which must include at least 15 points in each Testament;  
  b. **30 points** in the discipline of **Church History**;  
  c. **60 points** in the discipline of **Systematic Theology**;  
  d. **30 points** in a discipline or disciplines in **Field D (Theology: Mission and Ministry)**;  
  e. **60 points** of **praxis units** in a discipline or disciplines in Field D (Theology: Mission and Ministry); and  
  f. A further **120 points**.  
  Each course of study for the Bachelor of Ministry:  
  g. must not include more than 180 points at level 1; and  
  h. must include at least 90 points at level 3 including 30 points at level 3 in a discipline or disciplines in Field D (Theology: Mission and Ministry). |
Duration

Three years full-time, or up to nine years part-time

Entry requirements

- Successful completion of secondary education to a standard required for admission to university studies.
- When secondary education has not been completed probationary admission to the course may be permitted. Please consult the Dean or Head of School.
- Where the first language is other than English please see the English Language Requirements Policy and Procedures.

ALC operates with a policy of Credit Transfer and Recognition of Prior Learning; see the Course Credit Policy.

Student enrolling in the pastoral program should consult with the Head of School regarding the course and sequence of study.

Bachelor of Ministry course planner

It is important to have an interview with your Head of School or course coordinator.


Further information

On the ALC website [Bachelor of Ministry](http://www.alc.edu.au/assets/education/enrolment/BMin-planner.docx) includes links to units available for the course.


**Award units**

Check the ALC website under [www.alc.edu.au/education/courses/units/](http://www.alc.edu.au/education/courses/units/) for unit scheduling for the academic year. The unit code listed is the highest level at which the unit is offered. Alternative levels and disciplines are available for some units to allow for course structure or major sequences.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL1001L</td>
<td>Hebrew 1</td>
<td>15</td>
</tr>
<tr>
<td>AL1003L</td>
<td>New Testament Greek A</td>
<td>15</td>
</tr>
<tr>
<td>AL2002L</td>
<td>Hebrew 2</td>
<td>15</td>
</tr>
<tr>
<td>AL2004L</td>
<td>New Testament Greek B</td>
<td>15</td>
</tr>
<tr>
<td>AP2003L</td>
<td>Philosophy for Theology</td>
<td>7.5</td>
</tr>
<tr>
<td>AP2004L</td>
<td>Hermeneutics</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA1001L</td>
<td>Bible Introduction 1</td>
<td>15</td>
</tr>
<tr>
<td>BA2006L</td>
<td>The Pentateuch</td>
<td>15</td>
</tr>
<tr>
<td>BA3007L</td>
<td>Psalms</td>
<td>15</td>
</tr>
<tr>
<td>BA3008L</td>
<td>Prophets</td>
<td>15</td>
</tr>
<tr>
<td>BN2002L</td>
<td>Bible Introduction 2</td>
<td>15</td>
</tr>
<tr>
<td>BN3001L</td>
<td>Gospel Studies: Matthew and Mark</td>
<td>15</td>
</tr>
<tr>
<td>BN3003L</td>
<td>Gospel Studies: Luke and John</td>
<td>15</td>
</tr>
<tr>
<td>BN3011L</td>
<td>Pauline Letters</td>
<td>15</td>
</tr>
<tr>
<td>BS3020L</td>
<td>Biblical Theology</td>
<td>15</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit name</td>
<td>Points</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>CH1002L</td>
<td>Early and Medieval Church History</td>
<td>15</td>
</tr>
<tr>
<td>CH2003L</td>
<td>Reform of the Church</td>
<td>15</td>
</tr>
<tr>
<td>CH2006L</td>
<td>Lutheranism and Australian Christianity</td>
<td>15</td>
</tr>
<tr>
<td>CH3005L</td>
<td>Global Christianity</td>
<td>15</td>
</tr>
<tr>
<td>CT1001L</td>
<td>Prolegomena and the Triune God</td>
<td>15</td>
</tr>
<tr>
<td>CT2005L</td>
<td>Lutheran Confessions</td>
<td>15</td>
</tr>
<tr>
<td>CT3006L</td>
<td>Formula of Concord</td>
<td>15</td>
</tr>
<tr>
<td>CT3007L</td>
<td>Apologetics and World Religions</td>
<td>15</td>
</tr>
<tr>
<td>CT3008L</td>
<td>Ecumenical Theology</td>
<td>7.5</td>
</tr>
<tr>
<td>CT3009L</td>
<td>Sanctification</td>
<td>15</td>
</tr>
<tr>
<td>CT3010L</td>
<td>Creation and Redemption</td>
<td>15</td>
</tr>
<tr>
<td>CT3011L</td>
<td>Moral Theology</td>
<td>15</td>
</tr>
<tr>
<td>DL3013L</td>
<td>Liturgics</td>
<td>15</td>
</tr>
<tr>
<td>DM3007L</td>
<td>Missiology and Evangelism</td>
<td>15</td>
</tr>
<tr>
<td>DP1013L</td>
<td>Introduction to Teaching for Ministry</td>
<td>15</td>
</tr>
<tr>
<td>DP1036L</td>
<td>Foundations of Christian Worship and Spiritual Formation</td>
<td>15</td>
</tr>
<tr>
<td>DP2001L</td>
<td>Church in Mission in Australian Society</td>
<td>15</td>
</tr>
<tr>
<td>DP2002L</td>
<td>Introduction to Pastoral Care and Counselling</td>
<td>15</td>
</tr>
<tr>
<td>DP2004L</td>
<td>Foundations for Pastoral and Congregational Formation</td>
<td>15</td>
</tr>
<tr>
<td>DP2015L</td>
<td>Preparing the Sermon</td>
<td>15</td>
</tr>
<tr>
<td>DP2029L</td>
<td>Leadership in Ministry</td>
<td>15</td>
</tr>
<tr>
<td>DP3003L</td>
<td>Parish Ministry</td>
<td>15</td>
</tr>
<tr>
<td>DP3005L</td>
<td>Parish Administration</td>
<td>15</td>
</tr>
<tr>
<td>DP3006L</td>
<td>Pastoral Care and Counselling</td>
<td>15</td>
</tr>
<tr>
<td>DP3016L</td>
<td>Preaching the Sermon</td>
<td>15</td>
</tr>
<tr>
<td>DP3021L</td>
<td>Writing and preaching a Sermon in Ministry Context</td>
<td>15</td>
</tr>
<tr>
<td>DP3022L</td>
<td>Leading Worship and Pastoral Acts in Ministry Context</td>
<td>15</td>
</tr>
<tr>
<td>DP3023L</td>
<td>Teaching the Christian Faith in Ministry Context</td>
<td>15</td>
</tr>
<tr>
<td>DP3024L</td>
<td>Pastoral Care and Visitation in Ministry Context</td>
<td>15</td>
</tr>
<tr>
<td>DP3025L</td>
<td>Administration and Leadership in Ministry Context</td>
<td>15</td>
</tr>
<tr>
<td>DP3028L</td>
<td>Administration in a Ministry Context</td>
<td>15</td>
</tr>
<tr>
<td>DS3020L</td>
<td>Spirituality</td>
<td>15</td>
</tr>
</tbody>
</table>
# Bachelor of Theology [BTheol]

<table>
<thead>
<tr>
<th>Description</th>
<th>The Bachelor of Theology [BTheol] is an initial theological degree for students wishing to study theology at a tertiary academic level. The course provides general theological units for students preparing for employment in church and society. Various options are available within the basic structure of the BTheol degree. While the degree is structured to provide a general introduction to theology, students are able to customise the degree through limited electives. The BTheol is recognised by congregations, schools and agencies of the Lutheran Church of Australia as an initial qualification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What this course is about</td>
<td>The Bachelor of Theology critically examines life and faith through the study of scriptures, theological traditions and historical contexts. It aims to broaden self-understanding and facilitate cultural engagement. The Bachelor of Theology assists students to develop knowledge across broad areas of theology and depth in particular areas of interest. It develops research and communication skills, and prepares graduates for further theological study.</td>
</tr>
</tbody>
</table>
| Course outcomes | Graduates of the Bachelor of Theology  
1. have a broad, coherent and critical knowledge of Christian theological traditions and methodologies, with focused knowledge in at least one area.  
2. can articulate the knowledge they have acquired to generate insights and communicate them through clear reasoned argument.  
3. are able to engage theological traditions and contemporary culture.  
4. have a theologically informed basis for engagement and service in community and world. |
| Course structure | The Bachelor of Theology consists of 360 points comprised of:  
a. **60 points** in a discipline or disciplines in Field B (Biblical Studies) which must include at least **15 points in each Testament**;  
b. **30 points** in the discipline of Church History;  
c. **60 points** in the discipline of Systematic Theology;  
d. **30 points** in a discipline or disciplines in Field D (Theology: Mission and Ministry); and  
e. A further **180 points**.  
Each course of study for the Bachelor of Theology:  
f. must not include more than 180 points at level 1; and  
g. must include at least 90 points at level 3 including 30 points at level 3 in either a discipline or disciplines in Field B (Biblical Studies) or in the discipline of Systematic Theology. |
| Duration | Three years full-time, or up to nine years part-time |
Entry requirements

- Successful completion of secondary education to a standard required for admission to university studies.
- When secondary education has not been completed probationary admission to the course may be permitted. Please consult the Dean or Head of School.
- Where the first language is other than English please see the English Language Requirements Policy and Procedures.

ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the Course Credit Policy.

Students enrolling in the pastoral program should consult with the Head of School regarding the course and sequence of study.

Bachelor of Theology course planner

It is important to have an interview with your Head of School or course coordinator. See also: http://www.alc.edu.au/assets/education/enrolment/BTheol-Planner-SPT.docx

Further information

On the ALC website Bachelor of Theology includes links to units available for the course

On the University of Divinity website www.divinity.edu.au/study/our-courses/bachelor-of-theology/ includes links to the associated regulation.

Award units

Check the ALC website under www.alc.edu.au/education/courses/units for unit scheduling for the academic year. The unit code listed is the highest level at which the unit is offered. Alternative levels and disciplines are available for some units to allow for course structure or major sequences.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL1001L</td>
<td>Hebrew 1</td>
<td>15</td>
</tr>
<tr>
<td>AL1003L</td>
<td>New Testament Greek A</td>
<td>15</td>
</tr>
<tr>
<td>AL2002L</td>
<td>Hebrew 2</td>
<td>15</td>
</tr>
<tr>
<td>AL2004L</td>
<td>New Testament Greek B</td>
<td>15</td>
</tr>
<tr>
<td>AP2003L</td>
<td>Philosophy for Theology</td>
<td>7.5</td>
</tr>
<tr>
<td>AP2004L</td>
<td>Hermeneutics</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA1001L</td>
<td>Bible Introduction 1</td>
<td>15</td>
</tr>
<tr>
<td>BA2006L</td>
<td>The Pentateuch</td>
<td>15</td>
</tr>
<tr>
<td>BA3007L</td>
<td>Psalms</td>
<td>15</td>
</tr>
<tr>
<td>BA3008L</td>
<td>Prophets</td>
<td>15</td>
</tr>
<tr>
<td>BN2002L</td>
<td>Bible Introduction 2</td>
<td>15</td>
</tr>
<tr>
<td>BN3001L</td>
<td>Gospel Studies: Matthew and Mark</td>
<td>15</td>
</tr>
<tr>
<td>BN3003L</td>
<td>Gospel Studies: Luke and John</td>
<td>15</td>
</tr>
<tr>
<td>BN3011L</td>
<td>Pauline Letters</td>
<td>15</td>
</tr>
<tr>
<td>BS3020L</td>
<td>Biblical Theology</td>
<td>15</td>
</tr>
<tr>
<td><strong>Field C</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH1002L</td>
<td>Early and Medieval Church History</td>
<td>15</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit name</td>
<td>Points</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>CH2003L</td>
<td>Reform of the Church</td>
<td>15</td>
</tr>
<tr>
<td>CH2006L</td>
<td>Lutheranism and Australian Christianity</td>
<td>15</td>
</tr>
<tr>
<td>CH3005L</td>
<td>Global Christianity</td>
<td>15</td>
</tr>
<tr>
<td>CT1001L</td>
<td>Prolegomena and the Triune God</td>
<td>15</td>
</tr>
<tr>
<td>CT2005L</td>
<td>Lutheran Confessions</td>
<td>15</td>
</tr>
<tr>
<td>CT3006L</td>
<td>Formula of Concord</td>
<td>15</td>
</tr>
<tr>
<td>CT3007L</td>
<td>Apologetics and World Religions</td>
<td>15</td>
</tr>
<tr>
<td>CT3008L</td>
<td>Ecumenical Theology</td>
<td>15</td>
</tr>
<tr>
<td>CT3009L</td>
<td>Sanctification</td>
<td>15</td>
</tr>
<tr>
<td>CT3010L</td>
<td>Creation and Redemption</td>
<td>15</td>
</tr>
<tr>
<td>CT3011L</td>
<td>Moral Theology</td>
<td>15</td>
</tr>
<tr>
<td>Field D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL3013L</td>
<td>Liturgics</td>
<td>15</td>
</tr>
<tr>
<td>DM3007L</td>
<td>Missiology and Evangelism</td>
<td>15</td>
</tr>
<tr>
<td>DP1013L</td>
<td>Introduction to Teaching for Ministry</td>
<td>15</td>
</tr>
<tr>
<td>DP1036L</td>
<td>Foundations of Christian Worship and Spiritual</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Formation</td>
<td></td>
</tr>
<tr>
<td>DP2001L</td>
<td>Church in Mission in Australian Society</td>
<td>15</td>
</tr>
<tr>
<td>DP2002L</td>
<td>Introduction to Pastoral Care and Counselling</td>
<td>15</td>
</tr>
<tr>
<td>DP2004L</td>
<td>Foundations for Pastoral and Congregational</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Formation</td>
<td></td>
</tr>
<tr>
<td>DP2015L</td>
<td>Preparing the Sermon</td>
<td>15</td>
</tr>
<tr>
<td>DP3003L</td>
<td>Parish Ministry</td>
<td>15</td>
</tr>
<tr>
<td>DP3005L</td>
<td>Parish Administration</td>
<td>15</td>
</tr>
<tr>
<td>DP3006L</td>
<td>Pastoral Care and Counselling</td>
<td>15</td>
</tr>
<tr>
<td>DP3016L</td>
<td>Preaching the Sermon</td>
<td>15</td>
</tr>
<tr>
<td>DS3020L</td>
<td>Spirituality</td>
<td>15</td>
</tr>
</tbody>
</table>
Bachelor of Theology and Bachelor of Ministry  
[BTheol, BMin]

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
</table>
| Note: The Bachelor of Theology and Bachelor of Ministry is a dual qualification. Students enrol concurrently in the Bachelor of Theology and the Bachelor of Ministry and are awarded two degrees on completion of the course of study.

The Bachelor of Theology critically examines life and faith through the study of scriptures, theological traditions and historical contexts. It aims to broaden self-understanding and facilitate cultural engagement. The Bachelor of Theology assists students to develop knowledge across broad areas of theology and depth in particular areas of interest. It develops research and communication skills, and prepares graduates for further theological study.

The Bachelor of Ministry prepares students for the practice of ministry. It establishes foundations for ministry through the study of scriptures, theological traditions, historical and contemporary contexts. It requires concentrated study in ministry praxis. The Bachelor of Ministry provides a foundation for graduates to understand and articulate their identity and place in the world. |

<table>
<thead>
<tr>
<th>Course outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of the Bachelor of Theology</td>
</tr>
<tr>
<td>1. have a broad, coherent and critical knowledge of Christian theological traditions and methodologies, with focused knowledge in at least one area.</td>
</tr>
<tr>
<td>2. can articulate the knowledge they have acquired to generate insights and communicate them through clear reasoned argument.</td>
</tr>
<tr>
<td>3. are able to engage theological traditions and contemporary culture.</td>
</tr>
<tr>
<td>4. have a theologically informed basis for engagement and service in community and world.</td>
</tr>
</tbody>
</table>

Graduates of the Bachelor of Ministry |
| 1. have a broad, coherent and critical knowledge of Christian theological traditions and methodologies, with focused knowledge in ministry studies. |
| 2. can articulate a coherent vision of ministry and communicate that vision through clear reasoned argument and demonstrated ability. |
| 3. are able to engage theological traditions and contemporary culture. |
| 4. have an informed basis for engagement, ministry and service. |
| 5. apply the skills of theological reflection to shape their practice of ministry. |
### Course structure

The dual qualification Bachelor of Theology and Bachelor of Ministry consists of 480 points comprised of:

1. **60 points** in a discipline or disciplines in **Field B** (Biblical Studies) which must include at least **15 points in each Testament**;
2. **30 points** in the discipline of **Church History**;
3. **60 points** in the discipline of **Systematic Theology**;
4. **30 points** in a discipline or disciplines in **Field D** (Theology: Mission and Ministry);
5. **60 points** of **praxis units** in a discipline or disciplines in **Field D** (Theology: Mission and Ministry); and
6. A further **240 points**.

The course of study for the Bachelor of Theology and Bachelor of Ministry:

a. must not include more than 210 points at level 1; and

b. must include at least 120 points at level 3 including 30 points at level 3 in either a discipline or disciplines in Field B (Biblical Studies) or in the discipline of Systematic Theology and 30 points at level 3 in a discipline or disciplines in Field D (Theology: Mission and Ministry).

<table>
<thead>
<tr>
<th><strong>Duration</strong></th>
<th>Four years full-time or up to nine years part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry requirements</strong></td>
<td>Successful completion of Year 12 in an Australian secondary school, or equivalent.</td>
</tr>
</tbody>
</table>

**Further information**

*On the University of Divinity website*

### Graduate Certificate in Divinity [GCDiv]

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th>The Graduate Certificate in Divinity allows students to explore areas of interest in divinity and its associated disciplines. It serves as an introduction to the broad field of study of theology or philosophy and disciplines which are associated with them.</th>
</tr>
</thead>
</table>
| **Course outcomes** | Graduates of the Graduate Certificate in Divinity  
• have knowledge of key concepts in one or more areas of divinity and associated disciplines  
• have basic research, analysis and communication skills applicable to postgraduate study  
• apply skills of interpretation to texts or concepts. |
| **Course structure** | Every course of study for the Graduate Certificate in Divinity consists of 45 points of Foundational or Elective units. |
| **Duration** | 6 months full-time  
Not more than 2 years part-time |
| **Entry requirements** | • Successful completion of an undergraduate degree, or an approved equivalent.  
• Where the first language is other than English please see the [English Language Requirements Policy and Procedures](http://www.alc.edu.au/education/courses/show/graduate-certificate-in-divinity).  
ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the [Course Credit Policy](http://www.alc.edu.au/education/courses/show/graduate-certificate-in-divinity). |
| **Further information** | On the ALC website [http://www.alc.edu.au/education/courses/show/graduate-certificate-in-divinity](http://www.alc.edu.au/education/courses/show/graduate-certificate-in-divinity) includes links to units available for the course.  
On the University of Divinity website [https://www.divinity.edu.au/study/our-courses/graduate-certificate-in-divinity/](https://www.divinity.edu.au/study/our-courses/graduate-certificate-in-divinity/) includes links to the associated regulation. |
## Graduate Certificate in Leadership [GCL]

### Description
The Graduate Certificate in Leadership enables students to pursue a focussed course of study in leadership.

The GCL is a coursework award designed for professionals in organisations and agencies who wish to enhance their understanding of leadership in a Christian context.

Course content is underpinned with an exploration of current directions in thinking and research in this very dynamic field of research. Students engage in a dialogue between leadership theory and Christian context, in light of key theological understandings (for example, theology of the cross, vocation, new life in Christ) and reflection on formation of personal leadership practice.

### Course outcomes
Graduates of the Graduate Certificate in Leadership:
- have knowledge of how processes, structures, skills and attitudes impact on organisational development at different stages;
- have skills in reflection, research and communication required for effective engagement in organisations;
- have engaged with conscious and unconscious processes in self and other, informed by the spiritual pedagogy and dynamics of the Spiritual Exercises as applied to groups as well as to individuals;
- apply key concepts of organisational behaviour, systems thinking and spirituality to the task of leadership, including processes which facilitate healthy organisational development and transformation.

### Course structure
The GCL consists of 45 points (FTE = 6 months)

### Duration
6 months full-time  
Not more than 2 years part-time

### Entry requirements
- Successful completion of an undergraduate degree, or an approved equivalent qualification, or
- Has a minimum of five years of relevant work experience or relevant professional attainment to a standard recognised by the Academic Board
- Where the first language is other than English please see the [English Language Requirements Policy and Procedures](http://www.alc.edu.au/education/courses/show/graduate-certificate-in-leadership).

ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the [Course Credit Policy](http://www.alc.edu.au/education/courses/show/graduate-certificate-in-leadership).

### Further information
On the ALC website:  
[http://www.alc.edu.au/education/courses/show/graduate-certificate-in-leadership](http://www.alc.edu.au/education/courses/show/graduate-certificate-in-leadership) includes links to units available for the course.

On the University of Divinity website:  
[www.divinity.edu.au/study/our-courses/graduate-certificate-leadership/](http://www.divinity.edu.au/study/our-courses/graduate-certificate-leadership/) includes links to the associated regulation.
Graduate Certificate in Religious Education [GradCertRE]

The Graduate Certificate in Religious Education has been repealed. No further enrolments can be taken, however ALC continues to offer a graduate certificate in religious education under a new regulation—Graduate Certificate in Teaching Religious Education. Interested students should contact the School of Educational Theology.
Graduate Certificate in Teaching Religious Education [GCTRE]

| Description               | The Graduate Certificate in Teaching Religious Education prepares graduates to teach religious education. It provides graduates with knowledge of the disciplines, principles, practices and traditions that form the basis for religious education.
|                          | This is the award undertaken by students in the postgraduate Lutheran Strand program. |

| Course outcomes           | Graduates of the Graduate Certificate in Teaching Religious Education |
|                          | • have a foundational knowledge and skills in theological disciplines of importance for teaching religious education |
|                          | • have enhanced their capabilities to engage with particular faith traditions and spirituality |
|                          | • have ability to communicate religious traditions to students by drawing critically on appropriate sources |
|                          | • apply knowledge of contemporary approaches to the learning and teaching of religious education |
|                          | • apply their knowledge to religious awareness and faith formation of students and the formation of religious identity in a school community. |

| Course structure          | The GCTRE consists of 45 points (FTE = 6 months) |

| Duration                  | 6 months full-time |
|                          | Not more than 2 years part-time |

| Entry requirements        | • Successful completion of an undergraduate degree, or an approved equivalent qualification, or |
|                          | • Has a minimum of five years of relevant work experience or relevant professional attainment to a standard recognised by the Academic Board |
|                          | • Where the first language is other than English please see the English Language Requirements Policy and Procedures. |

ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the Course Credit Policy.

| Further information       | On the ALC website http://www.alc.edu.au/education/courses/show/graduate-certificate-in-teaching-religious-education includes links to units available for the course. |
|                          | On the University of Divinity website https://www.divinity.edu.au/study/our-courses/graduate-certificate-in-teaching-religious-education/ includes links to the associated regulation. |
Graduate Certificate in Theological Education [GCTE]

<table>
<thead>
<tr>
<th>Description</th>
<th>The Graduate Certificate in Theological Education provides advanced skill development and understanding of contemporary practice in higher education for tertiary educators in divinity and its associated disciplines. It enables integrated personal and professional development through reflective practice and peer and student engagement as well as through literature-based research.</th>
</tr>
</thead>
</table>
| Course outcomes | Graduates of the Graduate Certificate in Theological Education  
• have a sophisticated knowledge of and implement principles of good practice in contemporary theological higher education;  
• have skills in design and implementation of teaching, learning and assessment activities;  
• apply insights from formal and informal evaluation to unit design and teaching practice;  
• apply the outcomes of research and their own professional reflection to professional and vocational practice in theological education;  
• apply peer, student and literature-based insights to building expertise in one or more areas of theological education practice. |
| Course structure | The Graduate Certificate in Theological Education consists of the following units of study:  
1. DE8030L Introduction to Theological Education  
2. DE8031L Principles of Teaching in Higher Education  
3. DE8032L Journey of Theological Education  
4. DE8033L Integrity in Higher Education  
5. DE8034L Specialist Applications in Higher Education |
| Duration | 6 months full-time | Not more than 2 years part-time |
| Entry requirements | In 2017, admission is only open to academic staff of the University of Divinity.  
To be eligible for admission an applicant must:  
• have successfully completed an undergraduate degree or demonstrate at least five years of relevant work experience or relevant professional attainment; and  
• be employed or appointed to a role in theological education at tertiary level or be enrolled in a higher degree by research in theology or a related discipline.  
Where the first language is other than English please see the English Language Requirements Policy and Procedures.  
ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the Course Credit Policy. |
On the University of Divinity website [https://www.divinity.edu.au/study/our-courses/graduate-certificate-in-divinity/](https://www.divinity.edu.au/study/our-courses/graduate-certificate-in-divinity/) includes links to the associated regulation. |
Graduate Certificate in Theology [GCTheol]

| Description | The purpose of the Graduate Certificate in Theology is to allow those with a degree in a discipline other than theology to engage in theological study. The Graduate Certificate will introduce you to the study of theology through an engagement with the texts of the Church—both Old and New Testaments—and through an introduction to Christian Thought and History. |
| What this course is about | The GCTheol qualifies students in theological study by developing or deepening their knowledge and skills in theological disciplines. It serves as a foundation for further study and a means of critically engaging Christian thought and traditions. Graduates are able to articulate insights for Christian life and social engagement. |
| Course outcomes | Graduates of the GCTheol are able to demonstrate:  
  - an awareness of issues pertaining to the study of theology as an academic discipline;  
  - fundamental skills in exegesis, historical and theological methodologies;  
  - the development of skills relevant to tertiary study in the humanities; to read, think, and critically interpret; to write coherently, with the ability to develop an argument drawing on a range of appropriate resources; to work cooperatively as part of a group; and to present information orally;  
  - the ability to make use of electronic databases, journals and other scholarly literature. |
| Course structure | Every course of study for the GCTheol consists of 45 points (generally three standard units) in Foundational units taken across three disciplines in at least two fields. |
| Duration | One semester full-time, or up to 2 years part-time |
| Entry requirements |  
  - Successful completion of an undergraduate degree, or an approved equivalent.  
  - A minimum of 5 years of relevant work experience or relevant professional attainment is recommended  
  - Where the first language is other than English please see the English Language Requirements Policy and Procedures.  
  
  ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the Course Credit Policy. |
| Further information | On the ALC website http://www.alc.edu.au/education/courses/show/graduate-certificate-in-theology includes links to units available for the course.  
  On the University of Divinity website www.divinity.edu.au/study/our-courses/graduate-certificate-in-theology/ includes links to the associated regulation. |
## Graduate Diploma in Theology [GDTheol]

| **Description** | The purpose of the Graduate Diploma in Theology is to allow those with a degree in a discipline other than theology to engage in theological study. This Graduate Diploma will introduce you to the study of theology through an engagement with the texts of the Church—both Old and New Testaments—and through an introduction to Christian Thought and History. |
| **What this course is about** | The Graduate Diploma in Theology allows students to explore areas of interest in theology. It provides a substantial foundation for further study and a means of engaging Christian thought and traditions. Graduates are able to articulate insights for Christian practice and identity. |
| **Course outcomes** | Graduates of the Graduate Diploma in Theology:  
- have knowledge of sources, terms and concepts required for theological engagement;  
- have research, analysis and communication skills applicable to theological studies;  
- apply skills of interpretation to a range of texts with awareness of context, implications and application to historical and or contemporary issues;  
- apply relevant theological and hermeneutical skills in clearly articulating insights into life, work and community. |
| **Qualification structure** | Every course of study for the GDTheol consists of 90 points of study, including at least 45 points of Foundational units taken across three disciplines in at least two fields. |
| **Duration** | One year full-time, or up to 3 years part-time |
| **Entry requirements** | • Successful completion of an undergraduate degree or a Graduate Certificate in Theology.  
• Where the first language is other than English please see the [English Language Requirements Policy and Procedures](http://www.alc.edu.au/education/courses/show/graduate-diploma-in-theology).  
ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the [Course Credit Policy](http://www.alc.edu.au/education/courses/show/graduate-diploma-in-theology). |
As a result of its five-yearly review of Masters degrees, completed in November 2016, the University of Divinity is making significant changes to its Masters degrees. See www.divinity.edu.au/study/masters-degrees/.

Changes to the award
A revised version of the regulation and determination for this award will come into effect on 1 September 2017 affecting all currently enrolled students and all students admitted for a 2018 commencement.

Current regulation: Regulation 21—Master of Arts (Theology)
Revised regulation: Regulation 21—Master of Theological Studies 2017

Description
The Master of Arts (Theology) [MA(Theol)] provides an enriching and enhancing education for students at an advanced academic level. The MA(Theol) is a coursework degree that can be completed as either a ‘general’ course or as a ‘specialised’ course, focusing on a particular area of study: Biblical Studies, Church History, Faith Leadership, Liturgy, Moral Theology, Pastoral Care, Philosophy, Social Justice, Spiritual Direction, or Spirituality.

Course learning outcomes
Graduates of the Master of Arts (Theology) are able to demonstrate:
- a critical awareness of issues pertaining to the study of theology as an academic discipline;
- advanced skills in exegesis, historical and theological methodologies;
- creativity and initiative in integrating knowledge and skills in the various disciplines of theology, and apply them to new situations in professional ministry and/or further learning;
- the ability to communicate key ideas and apply problem-solving techniques at an advanced level in the disciplines and professional areas of the studies undertaken;
- the development of skills relevant to tertiary study in the humanities; to read, think, and critically interpret; to write coherently, with the ability to develop an argument drawing on a range of appropriate resources; to work cooperatively as part of a group; and to present information orally;
- skilled use of electronic databases, journals and other scholarly literature;
- the ability to plan and execute a substantial research essay, theological synthesis, or supervised ministry project.

Course structure
The Master of Arts (Theology) consists of 180 points comprised of:
- 45 points of Foundational units in three disciplines from at least two Fields
- 75 points of Elective units
- Either one Capstone unit of at least 15 points or a 12,000 word Research Essay
- Further Foundational or Elective units to make a total of 180 points.

Duration
Two years full-time, or up to six years part-time
### Entry requirements

- The Master of Arts (Theology) is open to candidates with a bachelor's degree, graduate certificate, or graduate diploma in any area of study from an Australian university or equivalent.
- Where the first language is other than English please see the [English Language Requirements Policy and Procedures](#).

ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the [Course Credit Policy](#).

### Further information

**On the ALC website**


includes links to units available for the course.

**On the University of Divinity website**


includes links to the associated regulation.

**Enquiries regarding admission**

Please contact the ALC Dean, Dr Stephen Haar ([dean@alc.edu.au](mailto:dean@alc.edu.au))
# Master of Education and Theology [MEdTheol]

As a result of its five-yearly review of Masters degrees, completed in November 2016, the University of Divinity is making significant changes to its Masters degrees. See [www.divinity.edu.au/study/masters-degrees/](http://www.divinity.edu.au/study/masters-degrees/)

## Changes to the award

A revised version of the regulation and determination for this award will come into effect on **1 September 2017** affecting all currently enrolled students and all students admitted for a 2018 commencement.

<table>
<thead>
<tr>
<th>Current regulation:</th>
<th>Regulation 39—Master of Education and Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised regulation:</td>
<td>Regulation 39—Master of Education and Theology 2017</td>
</tr>
</tbody>
</table>

## Description

The Master of Education and Theology degree is an innovative program which enables students to explore the nexus between education and theology as it is lived out in the Lutheran (or other faith-based) school. The degree requires studies in both education and theology, in order that students can engage in a meaningful dialogue between the two disciplines. A reflective process considering educational issues through a theological lens and theological issues in a practical context is the underpinning methodology.

## Course outcomes

The MEdTheol enables students to:

- demonstrate specialised and deep understanding in the areas of education and theology through a process which involves the rigours of academic excellence
- engage in in-depth reflection on the nexus of education and theology in Lutheran schools
- participate in rigorous conversation between current educational concerns and emphases and Lutheran theology
- provide evidence of high order skills in analysis, critical evaluation and application

## Course structure

Teachers with a four year undergraduate or postgraduate teaching degree will normally complete the MEdTheol as 6x15 credit point units. Some capacity exists to exit the program with a lesser qualification after the completion of three units.

In constructing the program of study for an individual student, their background in formal theological studies, the balance between education and theology and Lutheran Education Australia accreditation requirements will all be considered.

Students will be required to complete units in education and theology, either from the ALC units available or by negotiation. **DE9016L Education and Theology in Dialogue** is a compulsory unit for all students. A capstone unit must also be completed by all students.

## Duration

One year full-time, or up to 3 years part-time
<table>
<thead>
<tr>
<th>Entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completion of a Bachelor’s degree in education of at least four years full-time or part-time equivalent, or</td>
</tr>
<tr>
<td>• Completion of a Bachelor’s degree in any discipline plus a postgraduate award in education</td>
</tr>
<tr>
<td>• Completion of at least three years of teaching experience</td>
</tr>
<tr>
<td>• Where necessary, an essay may be required in order to allow the student to demonstrate the necessary background knowledge and experience to undertake this course.</td>
</tr>
<tr>
<td>• Where the first language is other than English please see the <a href="#">English Language Requirements Policy and Procedures</a>.</td>
</tr>
</tbody>
</table>

Australian Lutheran College operates with a policy of Credit Transfer and Recognition of Prior Learning; see the [Course Credit Policy](#).

<table>
<thead>
<tr>
<th>Further information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enquiries regarding admission</strong></td>
</tr>
<tr>
<td>Contact the Head of the School of Educational Theology for information about this course.</td>
</tr>
</tbody>
</table>
Master of Philosophy [MPhil]

As a result of its five-yearly review of Masters degrees, completed in November 2016, the University of Divinity is making significant changes to its Masters degrees. See www.divinity.edu.au/study/masters-degrees/

Changes to the award
A revised version of the regulation and determination for this award will come into effect on 1 September 2017 affecting all currently enrolled students and all students admitted for a 2018 commencement.

Current regulation: Regulation 38—Master of Philosophy
Revised regulation: Regulation 38—Master of Philosophy 2017

Description
The Master of Philosophy is a higher degree by research. The purpose of the Master of Philosophy is to qualify individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship, and as a pathway for possible further study.

Course outcomes
Graduates of the Master of Philosophy:

1. have a body of knowledge that includes the understanding of recent developments in a field of study within divinity or one or more of its associated disciplines;
2. have an advanced knowledge of research principles and methods applicable to the field in which the research has been carried out;
3. have cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application;
4. have cognitive skills to investigate, analyse, and synthesise complex information, problems, concepts and theories, including the management of significant amounts of information, effective use and differentiation of primary and secondary resources, and identification and application of appropriate research resources such as computer programs, libraries, the internet, archives, databases or interviews;
5. have communication and technical skills to present a coherent and sustained argument, and to disseminate research results to specialist and non-specialists audiences;
6. have communication and technical skills to design, implement, evaluate, analyse, theorise and disseminate research that makes a contribution to knowledge within divinity or one or more of its associated disciplines;
7. have sufficient psychological strength to work with a high degree of independence on a research project and to engage strategies to cope with the stress accompanying such a project and its necessary deadlines;
8. have the capacity to balance independent initiative and response to constructive criticism, and to learn from others;
9. apply knowledge and skills with initiative and creativity in new situations or in further learning;
10. apply knowledge and skills with a high level of personal autonomy and accountability.
11. apply knowledge and skills to plan and execute a substantial piece of research
12. apply explicit and implicit ethical considerations to the formulation of a research project
13. apply established theories to different bodies of knowledge or practice
14. apply knowledge and skills to generate and evaluate complex ideas and concepts at an abstract level.

**Follow on study**
Graduates may be eligible for admission to the Doctor of Philosophy.

| **Course structure** | There are two streams in the Master of Philosophy. All candidates must attend a minimum of 8 hours of research seminars each year at the University and attend either a University Research Day or a research conference each year.  
- The MPhil by major thesis requires submission for examination of a thesis of 40,000 words.  
- The MPhil by minor thesis requires completion of two postgraduate coursework units and submission for examination of a thesis of 25,000 words.  
A thesis submitted for the MPhil is examined by two examiners external to the University of Divinity. |
| **Duration** | One year full-time, or up to 3 years part-time |
| **Entry requirements** | - To be eligible for admission an applicant must satisfy the Research Committee that he or she has completed one of the following awards at the University of Divinity to the specified standard, or an equivalent award in divinity or its associated disciplines at another higher education provider recognised by the Academic Board to an equivalent standard:  
  - a Masters by coursework with a 75% average; or  
  - a Graduate Diploma with a 75% average; or  
  - a four year undergraduate degree with Honours with a 75% average.  
- An applicant must also satisfy the Research Committee that he or she has completed a research essay or thesis of at least 12,000 words graded at or above 75%. The research essay or thesis may have been completed either within one of the awards listed above or as part of another program of study.  
- Where the first language is other than English please see the English Language Requirements Policy and Procedures.  
ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the Course Credit Policy. |
| **Further information** | On the ALC website  
On the University of Divinity website  
Enquiries regarding admission  
Please contact the ALC Dean, Dr Stephen Haar ([dean@alc.edu.au](mailto:dean@alc.edu.au)) |
# Master of Theological Studies [MTS]

As a result of its five-yearly review of Masters degrees, completed in November 2016, the University of Divinity is making significant changes to its Masters degrees. See [www.divinity.edu.au/study/masters-degrees/](http://www.divinity.edu.au/study/masters-degrees/)

### Changes to the award

A revised version of the regulation and determination for this award will come into effect on **1 September 2017** affecting all currently enrolled students and all students admitted for a 2018 commencement.

<table>
<thead>
<tr>
<th>Current regulation:</th>
<th>Regulation 19—Master of Theological Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised regulation:</td>
<td>Regulation 19—Master of Theology Coursework 2017</td>
</tr>
</tbody>
</table>

### Description

The Master of Theological Studies [MTS] is an advanced degree in theology for students with an undergraduate degree in theology or ministry. The degree has a high degree of flexibility, allowing students to develop breadth in several areas or depth in one or two areas.

### Course outcomes

Graduates of the MTS are able to demonstrate:

- a critical awareness of issues pertaining to the study of theology as an academic discipline;
- highly developed skills in exegesis, historical and theological methodologies;
- an advanced ability to apply skills gained and concepts explored in the academic study of theology to one or more practical settings, and to engage in critical reflection on experience that in turn influences the development of skills and the expression of concepts;
- creativity and initiative in integrating knowledge and skills in the various disciplines of theology, and apply them to new situations in professional ministry and/or further learning;
- the development of skills relevant to tertiary study in the humanities more generally, including the capacity to undertake research; to read, think, and critically interpret; to write coherently, with the ability to develop an argument drawing on a range of appropriate resources; to work cooperatively as part of a group; and to present information orally;
- skilled use of electronic databases, journals and other scholarly literature;
- the ability to plan and execute a substantial research essay, theological synthesis, or supervised ministry project.

### Course structure

The Master of Theological Studies consists of 150 points comprised of:

- up to 30 points of Foundational units in any discipline
- a Capstone unit worth at least 15 points or a 12,000 word Research Essay
- sufficient Elective units to make up a total of 150 points.

### Duration

1½ years full-time, or up to five years part-time
<table>
<thead>
<tr>
<th>Entry requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The MTS is open to candidates with an undergraduate degree in theology from an Australian university or equivalent.</td>
</tr>
<tr>
<td>• Where the first language is other than English please see the English Language Requirements Policy and Procedures.</td>
</tr>
<tr>
<td>ALC operates with a policy of credit transfer and recognition of prior learning (RPL); see the Course Credit Policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement to receive qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every candidate for the degree must satisfactorily complete, at a standard determined by the Board, a course of studies approved by the Board totalling 150 points. Candidates must include a Capstone unit worth at least 15 points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the ALC website</td>
</tr>
<tr>
<td>On the University of Divinity website</td>
</tr>
</tbody>
</table>
Master of Theology [MTheol]

As a result of its five-yearly review of Masters degrees, completed in November 2016, the University of Divinity is making significant changes to its Masters degrees. See www.divinity.edu.au/study/masters-degrees/

Changes to the award
A revised version of the regulation and determination for this award will come into effect on 1 September 2017 affecting all currently enrolled students and all students admitted for a 2018 commencement.

Current regulation: Regulation 7—Master of Theology
Revised regulation: Regulation 7—Master of Theology Research 2017

Description
The purpose of postgraduate studies in theology is to provide an enriching and enhancing education for students at an advanced academic level. In personal terms, this means a deeper acquaintance with and knowledge of one's particular Christian tradition and its faith, leading to a richer encounter with life, beauty and truth, to a more profound sense of God and of the divine purposes for humankind and creation. Professionally, this means the further development of knowledge and experience in a theological discipline, and the honing of critical scholarly skills within that discipline for the purposes of teaching, ministry, research and writing, and of interdisciplinary dialogue. The Master of Theology is a higher degree by research. The purpose of the Master of Theology is to qualify individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship, and as a pathway for possible further study. The degree can be completed by major thesis, or minor thesis and postgraduate units.

Course outcomes
Graduates of the MTheol:
- have a body of knowledge that includes the understanding of recent developments in a field of study within divinity or one or more of its associated disciplines;
- have an advanced knowledge of research principles and methods applicable to the field in which the research has been carried out;
- have cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application
- have cognitive, technical and/or creative skills to investigate, analyse, and synthesise complex information, problems, concepts and theories, including the management of significant amounts of information, effective use and differentiation of primary and secondary resources, and identification and application of appropriate research resources such as computer programs, libraries, the internet, archives, databases or interviews
- have cognitive, technical and/or creative skills to apply established theories to different bodies of knowledge or practice
- have cognitive, technical and/or creative skills to generate and evaluate complex ideas and concepts at an abstract level
- have communication and technical skills to present a coherent and sustained argument, and to disseminate research results to specialist and non-specialists audiences
• have communication and technical skills to design, implement, evaluate, analyse, theorise and disseminate research that makes a contribution to knowledge within divinity or one or more of its associated disciplines
• are able to demonstrate the application of knowledge and skills with initiative and creativity in new situations and/or in further learning
• are able to demonstrate the application of knowledge and skills with a high level of personal autonomy and accountability
• are able to plan and execute a substantial piece of research
• are able to formulate a research project with due regard to explicit and implicit ethical considerations
• are able to demonstrate the development of sufficient psychological strength to work with a high degree of independence on a research project, and engage strategies to cope with the stress accompanying such a project and its necessary deadlines
• are able to balance independent initiative with the capacity to respond to constructive criticism, and to learn from others.

**Course structure**

There are two streams in the Master of Theology. All candidates must attend a minimum of 8 hours of research seminars each year at the University and either a University Research Day or a research conference each year.

- The MTheol by major thesis requires submission for examination of a thesis of 40,000 words.
- The MTheol by minor thesis requires completion of two postgraduate coursework units and submission for examination of a thesis of 25,000 words.

A thesis submitted for the MTheol is examined by two examiners external to the University of Divinity.

**Duration**

One year full-time, or up to three years part-time

**Entry requirements**

To be eligible for admission an applicant must satisfy the Research Committee that he or she has completed one of the following awards at the University of Divinity to the specified standard, or an equivalent award in divinity or its associated disciplines at another higher education provider recognised by the Academic Board to an equivalent standard:

- a Masters by coursework with a 75% average; or
- a Graduate Diploma with a 75% average; or
- a four year undergraduate degree with Honours with a 75% average.

An applicant must also satisfy the Research Committee that he or she has completed a research essay or thesis of at least 12,000 words graded at or above 75%. The research essay or thesis may have been completed either within one of the awards listed above or as part of another program of study.

**Requirements to receive the qualification**

For the MTheol by major thesis, the successful completion of an approved unit in Research Methodologies, and of a 40,000 word thesis, which is examined by two external examiners—90 points.

For the MTheol by minor thesis, the successful completion of three postgraduate coursework units, including an approved unit in Research Methodologies, and of a 25,000 word thesis, which is examined by two external examiners.
| Further information | On the ALC website  
On the University of Divinity website  
For further information, including admission dates and the related regulation, please refer to www.divinity.edu.au/study/our-courses/master-of-theology/ |
### Description
A higher degree by research involves in-depth study and a commitment to understand existing information, to develop new ideas, and with the assistance of your supervisor, to produce a well-structured and insightful research thesis. The Doctor of Philosophy [PhD] enables approved candidates who might not have a prior theological degree, to undertake advanced studies in cognate disciplines, such as history, ethics and philosophy.

### Course outcomes
Graduates of the PhD

- have a substantial body of knowledge at the frontier of a field of work or learning within Divinity or one or more of its associated disciplines, including knowledge that constitutes an original contribution to the discipline or the profession
- have a substantial knowledge of research principles and methods applicable to the field of work or learning.
- have cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and its application
- have cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge within divinity or one or more of its associated disciplines
- have expert technical and creative skills applicable to the field of work or learning, including the management of significant amounts of information, effective use and differentiation of primary and secondary resources, and identification and application of appropriate research resources such as computer programs, libraries, the internet, archives, databases or interviews
- have communication skills to explain and critique theoretical propositions, methodologies and conclusions
- have communication skills to cogently present a complex investigation of originality or original research for external examination against international standards, and to communicate research results to peers and the community
- have expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and or professional practice within divinity or one or more of its associated disciplines
- are able apply knowledge and skills with intellectual independence
- are able apply knowledge and skills with initiative and creativity in new situations and/or in further learning
- are able to apply knowledge and skills with responsibility and accountability
- are able to plan and execute an ongoing program of original research
- are able to formulate a research project with due regard to explicit and implicit ethical considerations
- are able to demonstrate the development of sufficient psychological strength to work with a high degree of independence on a research
<table>
<thead>
<tr>
<th>Course structure</th>
<th>PhD candidates at the University of Divinity may present their research in one of three approved ways: a 100,000 word thesis; a publications portfolio, or an exegeted research project. Each candidate is first admitted to probationary candidature, and must have their project assessed by a Confirmation Panel no later than 12 months into candidature. Every candidate must also complete a postgraduate unit in Research Methodologies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2½ years full-time after admission, or 6 years part-time after admission</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>The PhD is open to candidates who have completed a 4-year Bachelor with Honours degree in an appropriate discipline as determined by the UD Academic Board, or the equivalent, with at least distinction level Honours.</td>
</tr>
</tbody>
</table>
| Requirements to receive the qualification | Satisfactory completion of  
- a 100,000 word thesis, publications portfolio, or exegeted research project, as assessed by two external examiners  
- one approved postgraduate level unit in research methodology |
| Further information | On the ALC website  
On the UD website  
For further information please refer to: www.divinity.edu.au/study/our-courses/doctor-of-philosophy/ |
| Enquiries regarding admission | Please contact the ALC Associate Dean for Research (postgraduate.research@alc.edu.au). |
### Doctor of Theology [DTheol]

**Description**
A higher degree by research involves an in-depth study and a commitment to understanding existing information, to develop new ideas, and with the assistance of your supervisor, to produce a well-structured and insightful research thesis. The Doctor of Theology (DTheol) enables approved candidates to interact with the discipline of theology by building on prior theological studies.

**Course outcomes**
Graduates of the DTheol
- have a substantial body of knowledge at the frontier of a field of work or learning within Divinity or one or more of its associated disciplines, including knowledge that constitutes an original contribution to the discipline or the profession
- have a substantial knowledge of research principles and methods applicable to the field of work or learning
- have cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and its application
- have cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge within divinity or one or more of its associated disciplines
- have expert technical and creative skills applicable to the field of work or learning, including the management of significant amounts of information, effective use and differentiation of primary and secondary resources, and identification and application of appropriate research resources such as computer programs, libraries, the internet, archives, databases or interviews
- have communication skills to explain and critique theoretical propositions, methodologies and conclusions
- have communication skills to cogently present a complex investigation of originality or original research for external examination against international standards, and to communicate research results to peers and the community
- have expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and or professional practice within divinity or one or more of its associated disciplines
- are able apply knowledge and skills with intellectual independence
- are able apply knowledge and skills with initiative and creativity in new situations and/or in further learning
- are able to apply knowledge and skills with responsibility and accountability
- are able to plan and execute an ongoing program of original research
- are able to formulate a research project with due regard to explicit and implicit ethical considerations
- are able to demonstrate the development of sufficient psychological strength to work with a high degree of independence on a research project, and engage strategies to cope with the stress accompanying such a project and its necessary deadlines
- are able to balance independent initiative with the capacity to respond to constructive criticism, and to learn from others.
**Course structure**

DTHeol candidates present their research in a single 100,000 word thesis. Each candidate is first admitted to probationary candidature, and must have their project assessed by a Confirmation Panel no later than 12 months into candidature. Every candidate must also enrol in an approved subject in Research Methodologies.

**Duration**

2½ years full-time after admission, or 6 years part-time after admission

**Entry requirements**

The DTHeol is open to candidates who have completed a 4-year Bachelor with Honours degree in an appropriate discipline as determined by the Academic Board, or the equivalent, with at least distinction level Honours.

**Requirements to receive the qualification**

Satisfactory completion of
- a 100,000 word thesis, as assessed by two external examiners
- one approved postgraduate level unit in research methodology

**Further information**

On the ALC website

On the UD website
Information regarding Doctor of Theology—course overview, regulations, and the guidelines to apply for ethical clearance—can be found at:

_Enquiries regarding admission_
Please contact the ALC Associate Dean for Research (postgraduate.research@alc.edu.au).
Postgraduate Units

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

Field A: Humanities

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>*code unassigned</td>
<td>Principles of Biblical Interpretation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*May be available as a supervised reading unit
Postgraduate Units

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

Field B: Biblical Studies

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS8003L</td>
<td>Bible Then and Now</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>BS9004L</td>
<td>Biblical Texts and Traditions</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>BS9020L</td>
<td>Biblical Theology for Educators</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**BS8003L Bible Then and Now**

**Prerequisites**
- Nil

**Content**
The core purpose of this unit is to introduce students to the Old and New Testament writings through a process of learning to read the Bible as literature and theology. Through a disciplined and scholarly process students will work with key tools and approaches used in biblical studies, focusing on reading the biblical text as literature while giving attention to its historical context in the quest to discern its theological intent. Students will research selected key Old Testament themes especially within the Pentateuch. Study of the New Testament will concentrate on the gospels, Paul's letters and Revelation and selected key themes within them. The development of the Old Testament and New Testament canons and the relationship between them as Christian Scripture will be explored. Along the way the unit will challenge the learners to a broader and deeper understanding and appreciation of the Bible and its place within Christian faith and life.

**Required texts**
- Study Bible
  * The Bible, preferably the NRSV or the TNIV.
  * Two highly recommended study Bibles are either
    - or
    - *Lutheran Study Bible* (Augsburg Fortress, 2009)

**BS9004L Biblical Texts and Traditions**

**Prerequisites**
- At least 15cp in Biblical Studies or equivalent

**Content**
In this unit students will consider how the Scriptures of Old and New Testaments represent living traditions rather than mere inert texts, including:

- how the formation of the biblical canon reflects the living nature of the texts within the Jewish people and the Christian community
how the tradition lives on in the ways Christian communities, including Lutheran, have understood and used the Scriptures

how the biblical meta-narrative with Christ at its centre forms the heart of the tradition.

Required texts

- *The Bible*, preferably the New Revised Standard Version (NRSV) or Today's New International Version (TNIV) and preferably in the form of a study Bible.

BS9020L Biblical Theology for Educators

Prerequisites

- Nil

Cross-listed discipline

- Systematic Theology (CT)

Content

This unit engages students with the discipline of biblical theology, which integrates the contents and theological themes of the Old and New Testaments as the essential foundation for Christian faith, life, and ministry. It provides an opportunity for students to listen to the text in fresh ways—not just its harmonies, but also its creative dissonances. Students will be challenged and nurtured to think theologically and pastorally about these themes (and others), and to reflect critically on the claims of Christian faith regarding the contemporary world and an educational context. The unit proceeds by identifying and expounding five broad and interrelated themes: our relational God, our suffering God and the atonement, ecology, eschatology, and human sexuality.

Required texts

Postgraduate Units

Field C: Christian Thought and History

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH8001L</td>
<td>Beginnings and Growth of Christianity</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>CT8001L</td>
<td>The Christ-centred School</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>CT8002L</td>
<td>Christian Faith in Modern Context</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>CT9004L</td>
<td>Theological Foundations for Educators</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>*code unassigned</td>
<td>Theology in Conversation with Philosophy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*may be available as a supervised reading unit

**CH8001L Beginnings and Growth of Christianity**

**Prerequisites**
- Nil

**Content**
This unit engages students in a critical reading of the major events, movements and issues experienced by the Christianity from its beginning to the present day; it provides an introduction to historical methodology and key analytical tools; it includes discussion of: Church and society relationships in the first three centuries; the formulation of beliefs in the first five centuries; the Church in an age of social and political collapse and transition—the Dark Ages; the Middle Ages; the Reformation; other movements for reform; missionary movements of the modern era; the shaping and shape of twentieth century Christianity.

**Required texts**

Also required, to purchase or borrow, is a **book on Luther** (listed in order of preference for this unit):

  or
  or
  or
CT8001L The Christ-centred School

Prerequisites
- **DE8004L Introduction to Lutheran Education** (CT8001L unit may be taken concurrently with DE8004L)

Cross-listed discipline
- Mission and Ministry (DA)

Content
This is a thematic unit drawing material from the disciplines of systematic theology, biblical studies and education. Its primary purpose is for students to come to an enhanced understanding of Christ from a biblical and theological perspective and hence be able to reflect in an informed manner on what it means when schools of the Lutheran Church of Australia claim to be ‘Christ-centred’ using ‘the Word of God with the gospel of Christ at its heart to inform all learning and teaching, all human relationships, and all activities of the school’ (LEA, 2006). Students will also consider what it means for the teacher to be part of the mission and ministry of the church through its schools. This is the second of three units designed to facilitate understanding of the core nature and practice of an authentic Lutheran school.

Required texts

CT8002L Christian Faith in Modern Context

Prerequisites
- Nil

Content
The unit introduces students to the basic teachings of the Christian faith from a Lutheran theological perspective. Broadly speaking, it covers the three main articles of the Apostles and Nicene Creeds, looking at the triune nature of God; creation, anthropology and sin; the person and work of Christ; the work of the Spirit in justification and sanctification; the church and its ministry, sacraments and worship; and eschatology. Other particular theological themes are addressed along the way: theology of the cross, law and gospel, the two kingdoms teaching, predestination and adiaphora. All this is done with reference to the contemporary context in which students do theology, with particular attention being given to topics of evolution, environment and religious pluralism. Students are also asked to reflect on the key processes and sources for theological reflection.

Required texts

CT9004L Theological Foundations for Educators

Prerequisites
- *Bible Then and Now* or equivalent is recommended

Content
The unit introduces students to theology for educators, providing a theological foundation for teachers and leaders in Lutheran and other Christian schools. While the unit sits within the discipline of theology, it challenges students to demonstrate theological knowledge, understanding and expertise through reflection on educational issues.
Students will study broad topic areas, including: the nature and sources of theology; the nature of God as creator, redeemer, and sanctifier; the means of salvation; new life in Christ; Church and Ministry; Christian hope.

The theological focus in the unit is Lutheran, but in a way which invites students to consider other perspectives in the light of a Lutheran position.

**Required texts**

Postgraduate Units

Field D: Theology: Mission and Ministry

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

Some units may be studied within different disciplines and/or at different levels e.g. to satisfy course requirements. Please check with your Head of School or the Dean.

Prerequisites listed apply to the published unit codes. Where a unit is taken at a different level, a reasonable adjustment is made to prerequisite requirements.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA9001L</td>
<td>Leadership for a Christian Context</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>DE8004L</td>
<td>Introduction to Lutheran Education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DE8030L</td>
<td>Introduction to Theological Education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DE8031L</td>
<td>Principles of Teaching in Higher Education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DE8032L</td>
<td>Journey of Theological Education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DE8033L</td>
<td>Integrity in Higher Education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DE8034L</td>
<td>Specialist Applications in Higher Education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DE9016L</td>
<td>Education and Theology in Dialogue</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>DE9017L</td>
<td>Contemporary Issues in Learning and Teaching</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>DE9019L</td>
<td>Lutheran Perspectives on Schooling</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>DE9021L</td>
<td>Current Issues in Curriculum</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>DE9035L</td>
<td>Ethics, Values and Decision Making for Educators</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>DP8008L</td>
<td>Pastoral Care in Context 1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DP8027L</td>
<td>Pastoral Care in Context 2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DR8012L</td>
<td>Teaching in a Lutheran Education Context</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>DR9032L</td>
<td>Teaching and Leading Christian Studies</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>DS9001L</td>
<td>Spiritual Dimensions of Leadership in a Christian School</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**DA9001L Leadership for a Christian Context**

**Prerequisites**
- None

**Cross-listed discipline**
- Education Studies (DE)

**Content**
This unit engages students in a dialogue between leadership theory and Christian context, in light of key theological understandings (for example, theology of the cross, vocation, new life in Christ) and reflection on formation of personal leadership practice.
Required texts

**DE8004L Introduction to Lutheran Education**

**Prerequisites**
- None

**Content**
This is a thematic unit drawing material from the disciplines of biblical studies, systematic theology, history and education. It is an introduction to Lutheran education considered from a number of perspectives: the history of the Lutheran Church of Australia with an emphasis on the history of the development of the Lutheran school system; the bible as the key theological text for the church and its schools; and areas of systematic theology which underpin practice in schools. The topic of creation is used as a framework to integrate biblical, theological and educational material in order to facilitate understanding of the core nature and practice of an authentic Lutheran school. This is the first in a series of three units with this overarching purpose.

**Required texts**
- *The Bible*, preferably the NRSV or the TNIV

**DE8030L Introduction to Theological Education**

In 2017, enrolment is only open to academic staff of the University of Divinity.

**Prerequisites**
- Nil

**Content**
This unit describes the relationship between theological education and higher education in Australia. It invites participants to consider their own views and vocation. It examines such issues as the expectations of churches, experiences of students, and the nature of the many theological education institutions.

**Required texts**
- Nil

**DE8031L Principles of Teaching in Higher Education**

In 2017, enrolment is only open to academic staff of the University of Divinity.

**Prerequisites**
- DE8030L Introduction to Theological Education

**Content**
Lecture theatres have in recent history been perceived as physical, teacher-centered, orderly, transmissive and passive. Contemporary higher education classrooms can be virtual, learner-centered, non-linear, transformative and active. Teaching is viewed as a continually evolving activity based on engagement, review, reflection and revision in order to best address the needs of 21st century higher education student cohorts. This unit considers the theories and best practice in contemporary higher education teaching and adult learning, both online and face-to-face.

**Required texts**
At least one of:
• Mortiboys, Alan. 2010. *How to be an effective teacher in higher education: answers to lecturers’ questions*. Maidenhead, UK: Open University Press.

**DE8032L Journey of Theological Education**

In 2017, enrolment is only open to academic staff of the University of Divinity.

**Prerequisites**

- DE8030L *Introduction to Theological Education*

**Content**

Multiple journeys converge in contemporary theological education. There is the story of God’s people learning and teaching the faith; the story of development of higher education from the cathedral schools of the middle ages; the story of recent developments in regulation and accreditation in higher education that shape and limit the practice of tertiary teaching; the journey of teacher and student through the theological education process; and the story of the institution/s in which they engage. This unit seeks to provide an understanding of these stories as a basis for teaching and for self-understanding by teachers and students.

**Required texts**

- Nil

**DE8033L Integrity in Higher Education**

In 2017, enrolment is only open to academic staff of the University of Divinity.

**Prerequisites**

- DE8030L *Introduction to Theological Education* and DE8031L *Principles of Teaching in Higher Education*

**Content**

This unit explores integrity in teaching practice and in professional identity. It explores the educator’s integrity as reflective learner/practitioner, teacher/assessor/evaluator, institutional/disciplinary representative, and their role with peers and students. It addresses issues of alignment with traditions and missions of academic and ecclesial institutions, including academic freedom and personal integrity.

**Required texts**

At least one of:


**DE8034L Specialist Applications in Higher Education**

In 2017, enrolment is only open to academic staff of the University of Divinity.

**Prerequisites**

- DE8030L *Introduction to Theological Education*; DE8031L *Principles of Teaching in Higher Education*; DE8032L *Journey of Theological Education*; and DE8033L *Integrity in Higher Education*.

**Content**

The student will choose an area in which to focus and will construct a learning task and assessment for themselves requiring clear learning outcomes and strategy, aligned assessment task/s, and a clear marking rubric.

**Required texts**

Reading will be established based on the area that the student will be undertaking
DE9016L Education and Theology in Dialogue
Prerequisites
- BS9004L Biblical Texts and Traditions and CT9004L Theological Foundations for Educators or their equivalent are desirable

Content
The unit begins with research into the nature of truth, along with the particular contributions of both theology and educational theory to the practice of education. Students examine some theological themes important for educational practice along with particular Lutheran theological emphases associated with them. These theological themes may include creation, the two kingdoms, law and gospel, Christian as saint and sinner, theology of the cross, church and ministry, sacrament, and vocation.
Central to the unit is research by each student into a specific issue in education and the way in which it can be informed by theology.

Required texts

DE9017L Contemporary Issues in Learning and Teaching
Prerequisites
- Education and Theology in Dialogue

Content
The unit is designed to enable teachers to consolidate their educational theory in the light of contemporary approaches to learning and teaching, also considering the particular context of the Christian school. In particular students will: explore, reflect on and articulate current ‘beliefs’ about learning and teaching; examine the nature and construction of knowledge; examine specific examples of ‘productive pedagogies’; identify and explore contemporary issues in learning and teaching; develop an understanding of the action research process; and, investigate and research a contemporary issue in learning and teaching.

Required texts
- Nil

DE9019L Lutheran Perspectives on Schooling
Prerequisites
- BS9004L Biblical Text and Traditions and CT9004L Theological Foundations for Educators or DE9016L Education and Theology in Dialogue are assumed

Content
This unit will provide the opportunity for experienced teachers who are not teaching in a Lutheran context to explore a Lutheran perspective on education and schooling through developing an increased understanding of the historical, social, cultural, educational and theological context of Lutheran schools or early childhood facilities. The impact which these elements have on practice will be considered in relation to various aspects of Lutheran schooling.

Required texts

DE9021L Current Issues in Curriculum
Prerequisites
- Education and Theology in Dialogue

Content
This unit is designed to enable teachers to consolidate their educational theory and theological understanding in relation to curriculum and resulting current issues. In particular students will: examine the nature and construction of curriculum; explore, reflect on and articulate their current understanding of curriculum; identify the forces and examine the implications of forces driving
curricula issues; identify and explore current issues in curriculum; and, use critical reflection to address curriculum issues.

**Required texts**
- Nil

**DE9035L Ethics, Values and Decision Making for Educators**

**Prerequisites**
- DE9016L Education and Theology in Dialogue

**Content**
This unit considers the ethics and values dimensions of issues in education. Students will become familiar with and use the language and key ideas of both Christian and non-Christian ethical frameworks. They will consider their role as decision makers in the morally complex school environment and apply a reflective ethical decision making process informed by Lutheran theology which leads to decisions which are theologically and educationally justifiable.

**Required texts**

**DP8008L Pastoral Care in Context 1**

**Prerequisites**
- *Recommended*: Active involvement within a community or service area, where the student is able to engage in acts of pastoral care and counselling; *Bible Then and Now* and/or *Christian Faith in Modern Context* (or their equivalents)

**Content**
This unit introduces pastoral care and counselling skills, for those who wish to be better equipped for ministry within their own workplace, congregation or community. It covers the theological basis for Christian helping, and introduces foundational helping skills, using the CARE model.

**Required texts**

**DP8027L Pastoral Care in Context 2**

**Prerequisites**
- Pastoral Care in Context 1
- *Recommended*: Active involvement within a community or service area, where the student is able to engage in acts of pastoral care and counselling; *Bible Then and Now* and/or *Christian Faith in Modern Context* (or their equivalents)

**Content**
This unit is a natural extension to *Pastoral Care in Context 1*. It builds on the care and counselling skills that were established in the first unit, and extends the use of those skills into specific pastoral contexts.

**Required texts**

**DR8012L Teaching in a Lutheran Education Context**

**Prerequisites**
- DE8004L Introduction to Lutheran Education and
- CT8001L The Christ-centred School

**Content**
This unit is located at the intersection between theory and practice in Lutheran education. It considers the classroom as a place of diverse prior understandings, including spirituality and
worldview, which need to be considered in the planning of both Christian Studies and worship in a Lutheran or other Christian education setting. It engages students in a close theological and pedagogical study of the Lutheran Education Australia Christian Studies Curriculum Framework (CSCF). It explores questions of best practice and assessment in teaching Christian Studies. Students will also examine Lutheran theology, theory and practice of worship at education sites, considering various complexities and issues surrounding worship in schools and early childhood centres. Students are provided with opportunities to reflect critically on their practice in the light of theological and pedagogical theory.

Required texts

**DR9029L Teaching Christian Studies in a Lutheran School**

**Prerequisites**
- Education and Theology in Dialogue

**Content**
This unit engages students in a close theological and pedagogical study of the Lutheran Education Australia Christian Studies Curriculum Framework and accompanying theological notes. It explores a representative range of theoretical approaches to religious education as well as questions of best practice and assessment in teaching Christian Studies. The topics of service learning, social justice and spirituality are also considered. Students are provided with opportunities to reflect critically on their practice in the light of the theological and pedagogical theory.

Required texts

**DR9032L Teaching and Leading Christian Studies**

**Prerequisites**
- Either *Biblical Texts and Traditions and Theological Foundations for Educators*
or
- Education and Theology in Dialogue

**Content**
This unit engages students in a close theological and pedagogical study of the Lutheran Education Australia Christian Studies Curriculum Framework and accompanying theological notes. It explores a representative range of theoretical approaches to religious education as well as questions of best practice and assessment in teaching and leading Christian Studies. Students are provided with opportunities to reflect critically on their practice in the light of the theological, pedagogical and leadership theory.

Required texts
**DS9001L Spiritual Dimensions of Leadership in a Christian School**

**Prerequisites**
- DA9001L Leadership for a Christian Context or equivalent leadership theory unit

**Content**
The unit begins with consideration of the place and importance of spirituality in its various forms within educational leadership, then moves to a focus on Christian spirituality (concentrating on the Lutheran tradition) within its past and present context. The focus then shifts to the place of Christian spirituality in the lives of school leaders, its application to the leadership role, and spiritual disciplines which support that. The final focus embraces the spiritual dimension of school life and leaders’ roles within that. This dimension includes corporate and individual worship and prayer and extends to service as practice of spirituality.

**Required texts**
Postgraduate Units

Masters Capstone Units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>XP9001L</td>
<td>Masters Capstone: Supervised Project – 30cp</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>XP9020L</td>
<td>Enhancing Capacity in a Christian School</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>XP9002L</td>
<td>Masters Capstone: Supervised Project</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**XP9001L Masters Capstone: Supervised Project – 30 cp**

**Prerequisites**
- Approved Foundational units and at least fifty percent of the Electives for the award

**Content**
This capstone unit provides a range of options for students to integrate their knowledge and skills gained in the studies of their award through practical application in a substantial supervised project. The project will contain a dialogue between theology and a relevant professional/vocational context which will be supported by a literature review and a research component. In consultation with their supervisor, the student will develop specific methodology and outcomes for their project which will provide them with a means of demonstrating the graduate attributes of their award.

**Required texts**
- Nil

**XP9020L Enhancing Capacity in a Christian School**

**Prerequisites**
- DE9016L Education and Theology in Dialogue

**Content**
This unit enables students to engage with the question of how faith-based schools develop their capacity to fulfil their core mission. The integrating theme of the unit is developing Christian professional learning communities and conversations. Students will draw from the disciplines of education and theology. They may pursue this study from a number of potential perspectives including leadership, curriculum and the teaching of Christian Studies (Religious Education). Key theological emphases are vocation, Christian service and the law/gospel tension. The policy statements and other relevant systemic documents from the student’s own Christian education tradition will be incorporated.

**Required texts**
- Nil

**XP9002L Masters Capstone: Supervised Project**

**Prerequisites**
- The core unit(s) and at least fifty percent of the Electives for the award

**Content**
This capstone unit contains specific research practice materials designed to support students with project proposals, ethics considerations and writing a literature review. However, this is not a ‘taught’ unit as such, but an opportunity for the student to draw together in some way and demonstrate what they have learned throughout their award. The key content of any individual project will generally be the result of negotiation between the student and their supervisor. It is likely to draw from and build upon specific content from the student’s previous units as well as individual reading and research undertaken as part of the project process.

**Required texts**
- Nil
Undergraduate Units

Field A: Humanities

Each unit is listed by its unit code, which identifies the highest level at which it is offered. Some units can be studied within different disciplines and/or at different levels e.g. to satisfy course requirements.

Most students will enrol at the preferred level. Please check the website for unit availability and contact your Head of School or the Dean if you have any questions.

Prerequisites listed apply to the preferred (or only) level of study. Where units are taken at different levels, reasonable adjustments are made to prerequisite requirements.

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL1001L</td>
<td>Hebrew 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AL1003L</td>
<td>New Testament Greek A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AL2002L</td>
<td>Hebrew 2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>AL2004L</td>
<td>New Testament Greek B</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AP2003L</td>
<td>Philosophy for Theology</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>AP2004L</td>
<td>Hermeneutics</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**AL1001L Hebrew 1**

**Prerequisites**
- Nil

**Content**

Unit content includes:
- learning the Hebrew alphabet and the vowel pointing system,
- memorising the vocabulary as it is given in the text book
- learning the particularities of Hebrew grammar and syntax as they are unfolded throughout the text book,
- carefully working through the text book up to and including chapter 12, and
- completing the matching exercises in the workbook

**Required texts**

**AL1003L New Testament Greek A**

**Prerequisites**
- Nil
Content
This unit introduces students to the basic morphology, syntax, and vocabulary of New Testament Greek. Students will focus on the noun system and the present, future, and imperfect indicative active verb. Students will complete lessons and drill exercises to a point just past midway through the set text. Several short passages from the New Testament will be translated.

Required texts

AL2002L Hebrew 2
Prerequisites
- Hebrew 1
Content
Unit content includes: learning the particularities of Hebrew grammar and syntax and biblical vocabulary with a view to being able to read Hebrew and translate into English; developing the skills to employ standard resources (lexicon, Hebrew grammar) in the translation of texts from the Hebrew Bible.

Required texts

AL2004L New Testament Greek B
Prerequisites
- New Testament Greek A
Content
This unit builds on skills acquired in previous study. Students will be introduced to further grammatical material and vocabulary necessary to be able to read New Testament Greek, completing the lesson and drill exercises of the set text. Selected passages from the New Testament and Septuagint will be translated, integrating progressively learning and skills into the reading and analysis of the biblical text.

Required texts

AP2003L Philosophy for Theology
Prerequisites
- Nil
Content
This unit provides an introduction to the major philosophical ideas and traditions that have had an influence on theology at various points, and helps to understand the relation between philosophy and theology. It briefly surveys some major concepts, themes, and thinkers in the history of western philosophy from Plato to postmodernism.

Required texts
**AP2004L Hermeneutics**

**Prerequisites**
- At least 15 points in Field B, for example *Bible Introduction 1 or 2*

**Prohibited combinations**
- Interpreting the Bible

**Cross-listed discipline**
- Biblical Studies (BS)

**Content**
The unit will cover the main components of hermeneutical theory; a representative selection of hermeneutical theories, and their guiding principles, with special focus on a Lutheran hermeneutic; articulation and critical re-evaluation of personal stance as biblical interpreter; and, basic elements of exegetical method.

**Required texts**
Undergraduate Units

Field B: Biblical Studies

Each unit is listed by its unit codes, which identifies the highest level at which it is offered. Some units can be studied within different disciplines and/or at different levels e.g. to satisfy course requirements.

Most students will enrol at the preferred level. Please check the website for unit availability and contact your Head of School or the Dean if you have any questions. Prerequisites listed apply to the preferred (or only) level of study. Where units are taken at different levels, reasonable adjustments are made to prerequisite requirements.

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA1001L</td>
<td>Bible Introduction 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BA2006L</td>
<td>The Pentateuch</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>BA3007L</td>
<td>Psalms</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BA3008L</td>
<td>Prophets</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>BN2002L</td>
<td>Bible Introduction 2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>BN3001L</td>
<td>Gospel Studies: Matthew and Mark</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>BN3003L</td>
<td>Gospel Studies: Luke and John</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>BN3011L</td>
<td>Pauline Letters</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>BS1001L</td>
<td>The Bible Today A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BS1002L</td>
<td>The Bible Today B</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BS1003L</td>
<td>Exploring the Bible</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BS1005L</td>
<td>Interpreting the Bible</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BS3020L</td>
<td>Biblical Theology</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**BA1001L, Bible Introduction 1**

**Prerequisites**
- Nil

**Prohibited combinations**
- *The Bible Today A and The Bible Today B*

**Content**
As an introduction to the Old Testament this unit offers an overview of the textual, cultural, historical, literary and theological features of the literature of the Old Testament. The student is introduced to topics such as inspiration, the formation of the Old Testament canon, analytical approaches used in biblical studies, and the relation of interpretation to faith in this context.

**Required texts**
• The Bible, preferably the NRSV or the TNIV. Please seek advice from lecturer before purchasing a Study Bible edition.

**BA2006L The Pentateuch**

**Prerequisites**
- Bible Introduction 1 or equivalent
- Hebrew 1 and 2 are desirable but not essential

**Content**
This unit will consider selected themes and texts from the Pentateuch, including: issues of authorship and audience, society, geography, theology, genre, literary devices, major themes, and contemporary application issues.

**Required texts**

**Grammars/language resources—required for School of Pastoral Theology students**
- Either:

**BA3007L Psalms**

**Prerequisites**
- At least 30 points in Field B—Old Testament (BA)

**Cross-listed discipline**
- Biblical Studies (BS)

**Content**
Students will focus on the exegesis of certain representative psalms. In particular students will:
- examine the origin, nature, composition, and importance of the Psalter
- learn how to classify the psalms according to their genre and function
- acquire the skills for the exegesis of psalms as ritual-theological texts
- undertake the exegesis of some individual and national laments, some individual psalms of confidence and thanksgiving, and some national psalms of thanksgiving and praise

**Required texts**

**BA3008L Prophets**

**Prerequisites**
- At least 30 points in Field B—Old Testament (BA)
- Hebrew 1 and 2 are desirable but not essential
Content
Study of a selected corpus of Old Testament prophetical writings, with relevance of prophecy for the issues of today and for teaching and preaching.

Required texts

Grammars/language resources—required for School of Pastoral Theology students
- Either:

BN2002L Bible Introduction 2
Prerequisites
- Level 2: At least 15 points in Field B

Prohibited combinations
- The Bible Today A and The Bible Today B

Content
This unit is an introduction to the diverse writings of the New Testament in their original historical, literary, social, and religious contexts. It introduces issues in the interpretation of this literature, including matters of New Testament formation, method in New Testament study, and New Testament theology. It prepares students for further biblical studies and work in other theological disciplines.

Required texts
- *The Bible*, preferably the NRSV or the TNIV. Please seek advice from lecturer before purchasing a Study Bible edition.

BN3001L Gospel Studies: Matthew and Mark
Prerequisites
- Hermeneutics and New Testament Greek A and B are desirable but not essential

Content
This unit introduces students to exegetical methods in studying the Synoptic Gospels. Students engage with central issues in Gospel studies—including the history of the gospel tradition, source analysis, provenance, literary design, and distinctive theologies—through a critical study of Matthew and Mark. Students also learn about the broader cultural and sociological contexts of gospel texts. Contemporary missional and pastoral implications are also explored.

Required texts
  OR
• Students will be encouraged to purchase one commentary of their choice on Matthew and also one for Mark.

**BN3003L Gospel Studies: Luke and John**

**Prerequisites**
- Hermeneutics and New Testament Greek A and B are desirable but not essential

**Content**
This unit offers exegetical study of the Gospel of Luke and the Gospel of John. The unit will consider Luke (with Acts) in relationship to the other synoptic gospels. The unit will also consider the historical setting of the Gospel of John, its relationship to the Synoptic Gospels, its theological outlook, and its main theological themes. Students will learn to appreciate the gospels in their larger religious, cultural, and sociological contexts. Attention will be paid to homiletical use of selected texts.

**Required texts**
  OR

**BN3011L Pauline Letters**

**Prerequisites**
- Level 2: At least 15cp in Field B Biblical Studies
- New Testament Greek A and New Testament Greek B are recommended

**Content**
This unit allows students to apply their knowledge of NT Greek to interpreting letters of Paul. In the process they will acquire the necessary working skills, in terms of exegetical method and tools, required for interpreting biblical texts. Students will develop an understanding of significant historical, geographical, social, cultural and religious factors for the interpretation of Pauline letters; examine the social setting, literary structure, key theological ideas, and purpose of selected Pauline letters. Detailed studies in at least two of the major Pauline letters will also provide some of the biblical basis needed for studies in systematic theology and for the task of preaching and teaching the message of the New Testament.

**Required texts**
- The Bible, preferably the NRSV or the TNIV. Please seek advice from lecturer before purchasing a Study Bible edition.
- A Greek New Testament. Either
  - Or
- Students will be required to purchase a commentary of their choice (with advice from the lecturer) on Romans (Hultgren or Stuhlmacher). Students will also be required to read (and encouraged to purchase) an introduction to Paul (e.g. Bornkamm, Bruce, or Hooker).

**BS1001L The Bible Today A**

**Prerequisites**
- Nil
- Normally choice in the DipTheol
Prohibited combinations

- Bible Introduction 1
- Exploring the Bible

Content

This unit introduces students to the literature, historical background and theology of the Old Testament. Students will learn to use basic tools and approaches for biblical studies, focusing on reading the biblical text as literature, with its historical context in mind and with a goal of discerning its theological message. Attention will be given to key Old Testament themes including creation, fall, exodus and exile. Along the way the unit will challenge the learners to a deeper understanding and appreciation of the Old Testament and its place within the biblical canon as well as its role in Christian faith and life. Students will also consider the implications of their learning for Christian ministry contexts.

Required texts

- The Bible, preferably the NRSV or the TNIV.

Please seek advice from lecturer before purchasing a Study Bible edition. One highly recommended study Bible is:

*Lutheran Study Bible* (Augsburg Fortress, 2009). This is available from numerous suppliers including Australian Church Resources (service@acresources.com.au); a digital version is available from the Olive Tree website (www.olivetree.com)

BS1002L The Bible Today B

Prerequisites

- Nil
- Normally choice in the DipTheol

Prohibited combinations

- Bible Introduction 2
- Exploring the Bible

Content

This unit introduces students to the literature, historical background and theology of the New Testament. Students will learn to use basic tools and approaches for biblical studies, focusing on reading the biblical text as literature, with its historical context in mind and with a goal of discerning its theological message. Key New Testament themes such as new creation will be explored against their Old Testament background. Along the way the unit will challenge the learners to a deeper understanding and appreciation of the New Testament and its place within the biblical canon as well as its role in Christian faith and life. Students will also consider the implications of their learning for Christian ministry contexts.

Required texts

- The Bible, preferably the NRSV or the TNIV.

Please seek advice from lecturer before purchasing a Study Bible edition. One highly recommended study Bible is

*Lutheran Study Bible* (Augsburg Fortress, 2009). This is available from numerous suppliers including Australian Church Resources (service@acresources.com.au); a digital version is available from the Olive Tree website (www.olivetree.com)

BS1003L Exploring the Bible

Prerequisites

- Nil
- Available only to undergraduate Lutheran Strand students

Prohibited combinations

- Bible Introduction 1 and 2
- The Bible Today A and B
Content
The core purpose of this unit is to introduce students to the Old and New Testament writings. In this process students will be introduced to basic tools and approaches used in biblical studies, focusing on reading the biblical text as literature while giving attention to its historical context in the quest to discern its theological intent. Attention will be given to selected key Old Testament themes especially within Genesis. Study of the New Testament will concentrate on the gospels, Paul’s letters and Revelation and selected key themes within them. The development of the Old Testament and New Testament canons and the relationship between them as Christian Scripture will be explored. Along the way the unit will challenge the learners to a broader and deeper understanding and appreciation of the Bible and its place within Christian faith and life and as well as the implications of their learning for use of the Bible in Christian education.

Required texts
- *The Bible*, preferably the NRSV or the TNIV. Please seek advice from lecturer before purchasing a Study Bible edition. Two highly recommended study Bibles are *The Lutheran Study Bible* (Concordia Publishing House, 2009), available from Australian Church Resources (email: service@acresources.com.au) or Lutheran Study Bible (Augsburg Fortress, 2009), also available from Australian Church Resources (email: service@acresources.com.au)

BS1005L Interpreting the Bible
Prerequisites
- *The Bible Today A or B, or Bible Introduction 1 or 2*, are desirable but not essential

Prohibited combinations
- Hermeneutics

Content
This unit introduces students to hermeneutical agendas and principles. It provides an introduction to the art of exegesis, with a focus on biblical literary devices, and to the theological and pastoral appropriation of texts.

Required texts

BS3020L Biblical Theology
Prerequisites
- At least 30 points in Field B—Biblical Studies (BS)
- In addition, 15 points in Field C—Systematic Theology (CT) is desirable

Cross-listed discipline
- Systematic Theology (CT)

Content
This unit provides an introduction to the discipline of biblical theology, which integrates the contents and theological themes of the Old and New Testaments as the essential foundation for Christian faith, life, and ministry. It provides an opportunity for students to listen to the text in fresh ways—not just its harmonies, but also its creative dissonances. Students will be challenged and nurtured to think theologically and pastorally about these themes (and others), and to reflect critically on the claims of Christian faith regarding the contemporary world. The unit proceeds by identifying and expounding three broad and interrelated themes: God and Messiah, land, and people.

Required texts
The Bible, a standard and reasonably accurate translation, is recommended, such as NRSV, TNIV, NIV and ESV. Seek advice from your lecturer before purchasing a *Study Bible* edition.
Undergraduate Units

Field C: Christian Thought and History

Each unit is listed by its unit code, which identifies the highest level at which it is offered. Some units can be studied within different disciplines and/or at different levels e.g. to satisfy course requirements.

Most students will enrol at the preferred level. Please check the website for unit availability and contact your Head of School or the Dean if you have any questions.

Prerequisites listed apply to the preferred (or only) level of study. Where units are taken at different levels, reasonable adjustments are made to prerequisite requirements.

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH1001L</td>
<td>History of Christianity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CH1002L</td>
<td>Early and Medieval Church History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CH2003L</td>
<td>Reform of the Church</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CH2006L</td>
<td>Lutheranism and Australian Christianity</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CH3005L</td>
<td>Global Christianity</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CT1001L</td>
<td>Prolegomena and the Triune God</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CT1002L</td>
<td>The Christian Faith</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CT2005L</td>
<td>Lutheran Confessions</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CT3006L</td>
<td>Formula of Concord</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CT3007L</td>
<td>Apologetics and World Religions</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CT3008L</td>
<td>Ecumenical Theology</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CT3009L</td>
<td>Sanctification</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CT3010L</td>
<td>Creation and Redemption</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CT3011L</td>
<td>Moral Theology</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**CH1001L History of Christianity**

**Prerequisites**
- Nil

**Content**

This unit introduces students to the major events, movements and issues experienced by Christianity from its beginning to the present day. It provides an introduction to Church and society relationships in the first three centuries; and the struggle to formulate, clarify and defend beliefs in the first five centuries. It includes discussion of the early medieval period; the Middle Ages; the Reformation—its causes and results; other movements for reform, and the shaping of modern denominational pluralism; missionary movements and methods of the modern era; and the shaping and shape of twentieth century Christianity.
Required texts


Also required is a **book on Luther** (listed in order of preference for this unit):

  or
  or
  or
  (First published Abingdon Press, Nashville, 1950)

**CH1002L Early and Medieval Church History**

Prerequisites

- Nil

Content

This unit enables students to gain knowledge and understanding of the church’s historical development in theology, structure, worship, and mission from Pentecost through to the late medieval period (AD 1400), and in particular focusing on: the basic data of Christian history in respect to the church’s geographical growth in the Greco-Roman world, in the East, and in Europe; the work of several outstanding bearers of Christian mission; important teachers of the church in their contexts, and their distinctive contribution to theology; major theological issues the church grappled with in the early and medieval period; the significance of this history for the present situation of the church.

Required texts


**CH2003L Reform of the Church**

Prerequisites

- At least 15 points in Field C—Church History (CH) is desirable

Content

This unit involves students in the history of the Reformation era, so that they may better understand the Lutheran tradition as a movement for evangelical reform within the church catholic. Students will study the period from Christendom at the end of the Middle Ages, through the various European reformation to the end of the 16th century. This study will include: a special focus on the career of Martin Luther and the Lutheran reformation; the reform movements led by Zwingli and Calvin; the radical reformers; the expansion of the reformation movement in Europe; Catholic renewal; and the legacies of reformatory.

Required texts

  or
**CH2006L Lutheranism and Australian Christianity**

**Prerequisites**
- At least 15 points in Field C—Church History (CH) is desirable

**Content**
This unit enables students to examine and debate important aspects of the arrival, impact, current features, and character of Christianity in Australia, and within that framework to focus in particular on the history of Lutheranism in this country. In the broader context of Christian origins in Australia, the Lutheran story is a major focus in this unit, with topics such as: why Lutherans came to Australia, life and freedom in a new land, dissension and division, missions to Aboriginal peoples, beginnings in New Guinea, beginnings in other states, war-time pressures and persecution, the long path to Lutheran union, new challenges and responses in peace-time, the formation, history and development of the Lutheran Church of Australia.

**Required texts**
NB: There is a class set of all of these texts which students may borrow for the length of the unit.


**CH3005L Global Christianity**

**Prerequisites**
- At least 30 points in Field C—Church History (CH) is desirable

**Content**
This unit examines key events, leaders, and issues in church history in the modern era as Christianity expanded from its European heartland to become a movement of global dimensions. It enables students to gain knowledge and understanding of the church’s historical development from post-Reformation times up until the present, both in Europe and the wider world, as motivated and determined by its nature as a movement of biblical proclamation, worship, care, and mission.

**Required texts**

**CT1001L Prolegomena and the Triune God**

**Prerequisites**
- Nil

**Content**
This unit first examines topics traditionally covered by prolegomena. It begins by reflecting on the nature of theology and its relation to worship and the receptive life. Attention is given to Luther’s method of *oratio*, *meditatio*, and *tentatio* for doing theology and connecting it with liturgical spirituality. The unit introduces theological methodology, the nature and function of Scripture, and its relation to reason, tradition, and experience. The second part of the unit examines the biblical and theological teaching of the triune God, the immanent and economic Trinity, and the problem of the new trinitarianism. There will also be discussion on the Fatherhood of God, the name of God in...
Feminist Theology, as well as the issues of the eternal subordination of the Son and the filioque. The unit is designed to give the student the necessary basis for further study in systematic theology.

**Required texts**

**CT1002L The Christian Faith**

**Prerequisites**
- Nil

**Content**
The unit introduces students to the basic teachings of the Christian faith from a Lutheran theological perspective. Broadly speaking, it covers the three main articles of the Apostles and Nicene Creeds, looking at the triune nature of God; creation, anthropology and sin; the person and work of Christ; the work of the Spirit in justification and sanctification; the church and its ministry, sacraments and worship; and eschatology. Other particular theological themes are addressed along the way: theology of the cross, law and gospel, the two kingdoms teaching, predestination and adiaphora. All this is done with reference to the contemporary context in which students do theology, with particular attention being given to topics of evolution, environment and religious pluralism.

**Required texts**
- *The Bible*, preferably the NRSV or the TNIV and preferably in the form of a study Bible

**CT2005L Lutheran Confessions**

**Prerequisites**
- CH2003L Reform of the Church, or equivalent, is desirable.

**Content**
This unit is an introduction to the Lutheran Confessions as contained in the Book of Concord. It concentrates on the overall content of the Lutheran Confessions, especially the Augsburg Confession and Its Apology, the Smalcald Articles, and Luther’s Catechisms, to help students appreciate the background and main themes of the confessions for the study of theology and for the life of the church.

**Required texts**

**CT3006L Formula of Concord**

**Prerequisites**
- At least 30 points in Field C—Systematic Theology (CT) is desirable.

**Content**
Students will focus on the place of the Lutheran Confessions in the church today and reflect on the implications of that for their own leadership role. In particular students will examine the historical background to the Formula of Concord; study the controversies that led to the different articles being included; develop an understanding of the role played by the main formulators of the Formula; research and analyse some of the twelve articles in detail and lead peer discussion of those articles; and, explore the implications of the Formula for the life of the church today.
Required texts
One of the following:


**CT3007L Apologetics and World Religions**

Prerequisites
- At least 30 points in Field C—Systematic Theology (CT) is desirable

Content
The purpose of this unit is to introduce students to the foundations, history, and functions of Christian apologetics, and then, with an apologetic focus, to study major world religions and a variety of other non-Christian movements.

Required texts
- Nil

**CT3008L Ecumenical Theology**

Prerequisites
- At least 30 points in Field C—Systematic Theology (CT) is desirable

Cross-listed discipline
- Ecumenical Studies (DU)

Content
This unit is an introduction to ecumenical studies and the main traditions within the Christian church. It focuses on the most important ideas in ecumenical theology especially those that emerge from the bilateral dialogues, both regional and international. Special attention will be given to theological insights that challenge Lutheran theology to reflect on the problem of the reception and transformation of its Reformation heritage. Students will focus on the milestones in ecumenical theology under the following topics: Eastern Orthodox Christianity; Western Catholicism; Churches of the Reformation [other than Lutheran]; the Reformed and Evangelical tradition; the Ecumenical movement; Vatican II, dialogues, and new challenges.

Required texts

**CT3009L Sanctification**

Prerequisites
- At least 30 points in Field C—Systematic Theology (CT) is desirable

Content
This unit reflects on the doctrinal content of the third article of the creed. Particular attention is given to the current discussion of justification and its relation to sanctification in the Lutheran tradition. The focus of attention in ecclesiology is on sacraments of the church, specifically Baptism and the Eucharist, and how these relate to the gospel. The unit reflects on the characteristically Lutheran emphasis in sacramental theology and where it differs from other traditions and why. The final topic is eschatology. Attention will be given to individual, corporate, and cosmic eschatology and the way in which they find their centre in Christ and the gospel. The unit as a whole helps the student receive the dogmatic tradition of the church in critical conversation with scripture and contemporary theology.
**Required texts**

**CT3010L Creation and Redemption**

**Prerequisites**
- At least 30 points in Field C—Systematic Theology (CT) is desirable

**Content**
The first half of the unit explores the theology of creation with attention paid to the contemporary discussion on the relation between science and theology. Apart from the doctrine of creation (and continuing creation), the first half of the unit also includes theological anthropology, sin and evil and the problem of theodicy.

The second half of the unit focuses on redemption and Christology. It begins with looking at the relation between the person and work of Christ. Particular attention is given to the doctrine of the incarnation (the two natures of Christ) and the various theories of the atonement.

The unit concludes with a discussion of Christ’s descent into hell, his bodily resurrection, his ascension and his presence in the church today.

**Required texts**

**CT3011L Moral Theology**

**Prerequisites**
- At least 30 points in Field C—Systematic Theology (CT) is desirable

**Cross-listed discipline**
- Pastoral Theology and Ministry Studies (DP)

**Content**
This unit explores the nature, basis, and teaching of moral theology from a Lutheran perspective and its application to selected ethical issues. A key focus will be the nature of Christian freedom and its relation to the law (commandments). Attention will be given to the issue of Christian sexuality as well as to environmental issues and climate change.

**Required texts**
- Either
# Undergraduate Units

## Field D: Theology: Mission and Ministry

Each unit is listed by its unit code, which identifies the highest level at which it is offered. Some units can be studied within different disciplines and/or at different levels e.g. to satisfy course requirements.

Most students will enrol at the preferred level. Please check the website for unit availability and contact your Head of School or the Dean if you have any questions.

Prerequisites listed apply to the preferred (or only) level of study. Where units are taken at different levels, reasonable adjustments are made to prerequisite requirements.

Successful completion of learning objectives and assessment requirements assumes that students have access to the required learning resources listed for consultation and reference.

Note: unit descriptions are correct at time of publishing; however students should check with their lecturer before purchasing any required text books, or if there are any difficulties purchasing them.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>Preferred or only level of study</th>
<th>Other available level</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE2007L</td>
<td>Principles and Context of Lutheran Schooling</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DE3012L</td>
<td>The Practice of Lutheran Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DL3013L</td>
<td>Liturgics</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>DP1009L</td>
<td>Foundations of Evangelism</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DM3007L</td>
<td>Missiology and Evangelism</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>DP1008L</td>
<td>Pastoral People 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DP1013L</td>
<td>Introduction to Teaching for Ministry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DP1018L</td>
<td>Survival Skills for Practical Ministry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DP1027L</td>
<td>Pastoral People 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DP1035L</td>
<td>Pastoral People at Work</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DP1036L</td>
<td>Foundations of Christian Worship and Spiritual Formation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DP2001L</td>
<td>Church in Mission in Australian Society</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DP2002L</td>
<td>Introduction to Pastoral Care and Counselling</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>DP2004L</td>
<td>Foundations for Pastoral and Congregational Formation</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>DP2015L</td>
<td>Preparing the Sermon</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>DP2029L</td>
<td>Leadership in Ministry</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>DP3003L</td>
<td>Parish Ministry</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>DP3005L</td>
<td>Parish Administration</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>DP3006L</td>
<td>Pastoral Care and Counselling</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>DP3016L</td>
<td>Preaching the Sermon</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>DP3021L</td>
<td>Writing and Preaching a Sermon in Ministry Context</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DP3022L</td>
<td>Leading Worship and Pastoral Acts in Ministry Context</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DP3023L</td>
<td>Teaching the Christian Faith in Ministry Context</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DP3024L</td>
<td>Pastoral Care and Visitation in Ministry Context</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit name</td>
<td>Preferred or only level of study</td>
<td>Other available level</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>DP3025L</td>
<td>Administration and Leadership in Ministry Context</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DP3028L</td>
<td>Administration in a Ministry Context</td>
<td>2 3</td>
<td></td>
</tr>
<tr>
<td>DS1014L</td>
<td>Introduction to Spirituality</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DS3020L</td>
<td>Spirituality</td>
<td>3 2</td>
<td></td>
</tr>
<tr>
<td><strong>code unassigned</strong></td>
<td>Specific Ministry within a Faith Community A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>code unassigned</strong></td>
<td>Specific Ministry within a Faith Community B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** may be offered as supervised units

Note: DP1012L Introduction to Worship and DS1019L Spiritual Formation, both 7.5 credit point units, have been re-presented as the 15 credit point unit, DP1036L Foundations of Christian Worship and Spiritual Formation.

**DE2007L Principles and Context of Lutheran Schooling**

**Prerequisites**
- *Exploring the Bible* and *The Christian Faith* or equivalent are assumed
- It is assumed that students taking this unit are undergraduate teaching students

**Content**
This unit provides students with the opportunity to investigate and explore the nature of Lutheran schooling today and consider how this is a product of Lutheran Church of Australia doctrine, history and core culture, and the current Australian educational context. Students will also consider their role as teachers in both the educational function and in the mission and ministry of the Church in Lutheran schools. During the second part of the unit, students will revisit the fundamentals of Lutheran theology and begin the career-long process of engaging in the dialogue between education and theology within a Lutheran school context.

**Required texts**

**DE3012L The Practice of Lutheran Education**

**Prerequisites**
- *Exploring the Bible*, *The Christian Faith* and *Principles and Context of Lutheran Schooling* or their equivalents are assumed.

**Cross-listed discipline**
- Religious Education (DR)

**Content**
This is a practical, vocational unit, focussed on the teaching of Christian studies and leading worship in a Lutheran school. Students will explore the concepts of Christian education, Christian studies and Christian worship. Current curriculum documents are used to plan units of work reflecting understanding of purpose and good pedagogy in teaching Christian Studies. Students consider various complexities and issues surrounding school worship while developing their own school worship service order.
Required texts

**DL3013L Liturgics**

Prerequisites
- At least 30 points in Field D is desirable

Cross-listed discipline
- Pastoral Theology and Ministry Studies (DP)

Content
This unit examines the historical origins and development of the divine service, noting along the way its multiple connections to various Christian traditions and their interplay with culture, music, and the arts; the unique character of Australian Lutheranism and connections with Australian society being one particular focus. The unit analyses the services of the Church, as a whole and in their parts, considering scriptural foundations, ritual order, theological function, and liturgical enactment. Throughout the unit there is reference to, and use of, the various worship resources of the Lutheran Church of Australia with an aim to informed and confident preparation for the celebration of the church’s liturgy.

Required texts

**DP1009L Foundations of Evangelism**

Prerequisites
- Nil

Content
Students will reflect on their call to service in the church and the world, especially as it involves them in working with people who make inquiries about their faith, and will: study the evangelistic story of the Old and New Testament; explore the evangelistic implications of the theology contained in the Augsburg Confession; examine the Lutheran teachings of church and ministry, station and vocation, and the way they inform and guide evangelism; explore aspects of Australian society and reflect on cross-cultural issues; consider the relationship between church and society; examine the way the Christian faith can be lived in ordinary life.

Required texts
- Nil

**DM3007L Missiology and Evangelism**

Prerequisites
- At least 30 points in Field D is desirable

Content
Students in this unit will examine the biblical foundations for mission and the significance of Lutheran confessional distinctives for the mission of the church. In addition to assessing the Lutheran Church of Australia’s approach to world mission, students will evaluate the Catechumenate and other evangelism/catechetical resources. They will also reflect on different approaches to the starting of new congregations, and the role of Lutheran schooling in the mission of the church.

Required texts
- Nil
**DP1008L Pastoral People 1**

**Prerequisites**
- There are no previous counselling prerequisites.
- Recommended: Active involvement within a community or service area, where the student is able to engage in acts of pastoral care and counselling. It is also assumed that participants have grounding in the essentials of the Christian faith.

**Content**
This unit offers students an introduction to Christian pastoral care and counselling from the perspective of a lay and/or volunteer pastoral carer, covering the theological dimensions integrated with a practical ‘CARE’ model of basic pastoral care and counselling: contacting and connecting; assessing and analysing; responding and referring and lastly, evaluation.

**Required texts**

**DP1013L Introduction to Teaching for Ministry**

**Prerequisites**
- Nil

**Content**
This unit provides the opportunity for students to begin to develop an understanding of the process of education through the life span and also to develop skills in the preparation of teaching and learning experiences for the parish context. This unit relates closely to the field education programs of the Schools of Pastoral Theology and Theological Studies, which provide experience in various educational situations in order to prepare students for the teaching they will do in the parish setting.

**Required texts**
- Nil

**DP1018L Survival Skills for Practical Ministry**

**Prerequisites**
- Active involvement in a community or service area is recommended.

**Content**
The unit equips students with the essential practical skills that enable them more efficiently to carry out the daily tasks of their pastoral ministry. Topics covered include: pastoral self-care, Christian stewardship and pastoral ministry; developing a devotional life; setting goals; time management; mentoring; being a member of a team; administration; conflict resolution.

**Required texts**
- Nil

**DP1027L Pastoral People 2**

**Prerequisites**
- *Pastoral People 1*
- *Recommended: Active involvement within a community or service area, where the student is able to engage in acts of pastoral care and counselling. It is also assumed that participants have grounding in the essentials of the Christian faith.*

**Content**
This unit is a natural extension to *Pastoral People 1*. It builds on the basic care and counselling skills that were established in the first unit, and extends the use of those skills into specific pastoral contexts.

**Required texts**
DP1036L Foundations of Christian Worship and Spiritual Formation

Prerequisites
- Nil

Cross-listed disciplines
- Liturgy (DL); Spirituality (DS)

Content
This unit covers three main areas of content:
1. corporate Christian worship—exploring the biblical foundation of worship, its development, the understanding of worship from a Lutheran perspective, the Trinitarian and Christological nature of worship, worship as divine service, and the role of the means of grace and the liturgy.
2. personal spiritual formation—exploring Christian spirituality both as a form of practice and as a field of theological inquiry. Luther’s catechetical framework, serving as a resource for meditation and prayer, provides the areas to be covered: the commandments, the Creed, the Lord’s Prayer, baptism, holy communion, confession and absolution.
3. the relationship between corporate worship and personal spirituality, including the church’s tradition of public prayer as a resource for personal spirituality.

Required texts
- The Bible. A standard and reasonably accurate translation is recommended, such as NRSV, TNIV, NIV and ESV. Seek advice from lecturer before purchasing a Study Bible edition.
- Luther, Martin. Small Catechism (any version of the Small Catechism will suffice)

DP1035L Pastoral People at Work

Prerequisites
- Completion of Pastoral People 1 or 2, or both, is highly desirable.
- Recommended: Active involvement within a community or service area, where the student is able to engage in acts of pastoral care and counselling. It is also assumed that participants have grounding in the essentials of the Christian faith.

Content
The purpose of this unit is to provide the student with the opportunity to engage in supervised pastoral care to others, and then to reflect with supervisor(s) and peer(s) on his/her practice of ministry. Over a 12-week semester, the unit consists of, per week, 4–5 hours of pastoral care to people in a stipulated setting (e.g. parish, hospital, etc, or combination of places) as well as 3–4 hours in reflective writing, and 2 hours in consultation with the student’s pastoral supervisor and peer(s)/mentor(s).

Required texts

DP2001L Church in Mission in Australian Society

Prerequisites
- At least 15 points in Field D—Pastoral Theology and Ministry Studies (DP) is desirable

Content
This unit provides learning experiences that assist students to better understand the concept of culture in general and Australian society in particular, to reflect on their own understanding of the church, and to develop insights for mission.

Required texts
- Nil
**DP2002L Introduction to Pastoral Care and Counselling**

**Prerequisites**
- At least 15 points in Field D—Pastoral Theology and Ministry Studies (DP)

**Content**
This unit offers an introduction to pastoral care and counselling in the Christian congregation and community, geared to the perspective of the pastor and pastoral carer. It covers the classic tradition of Christian pastoral care, and its development, together with an overview of counselling theories and models, including an introduction to the practice of basic people-helping skills.

**Required texts**
- A text book of student choice on the basics of counselling

**DP2004L Foundations for Pastoral and Congregational Formation**

**Prerequisites**
- DP1036L Foundations of Christian Worship and Spiritual Formation

**Content**
This unit enables students to explore the theological foundations for pastoral ministry and the role of pastors as leaders in Christian formation in a parish setting.

In particular, students will examine individual vocational understandings in light of the church’s expectations of pastors. This is achieved mainly by reading selected biblical and theological foundations for public ministry in the church and reflecting on the servant nature of pastoral ministry in light of those readings. Students will also examine the theological foundations for, and content of, Christian discipleship at a parish level; this exploration aims to equip and enable students for effective catechetical leadership in the educational program of a Christian congregation.

**Required texts**

**DP2015L Preparing the Sermon**

**Prerequisites**
- At least 15 points in Field B
- Completion of a unit in biblical exegesis is desirable

**Content**
This unit offers a comprehensive treatment on the theology, nature and function of preaching in the Christian church; sermon exegesis and meditation; and writing sermon outlines and manuscripts, children’s addresses.

**Required texts**

**DP2029L Leadership in Ministry**

**Prerequisites**
- Nil

**Content**
This unit introduces the student to aspects of leadership styles and skills and provides a context for the development of the student’s own leadership style. Unit content includes: leadership style; relationships between leaders and others; problem solving.
**Required texts**


**DP3003L Parish Ministry**

**Prerequisites**

- At least 30 points in Field D—Pastoral Theology and Ministry Studies (DP)
- The unit is primarily directed towards the preparation of candidates for pastoral ministry in the Lutheran Church of Australia. The unit is also available for non-ordination candidates to explore specific areas of interest with respect to the role and work of pastors in the church.

**Content**

The unit is a pastoral theology unit which gives students an opportunity to reflect on the nature of the pastoral ministry especially as it is understood in the Lutheran Church of Australia. It focuses on the pastoral ministry involved at key times of people’s lives such as birth, marriage and death, and studies the Lutheran Church of Australia’s public Church Rites (for example, baptism, marriage, funeral).

**Required texts**


**DP3005L Parish Administration**

**Prerequisites**

- At least 30 points in Field D—Pastoral Theology and Ministry Studies (DP) is desirable

**Content**

This unit provides opportunity for students to: reflect on basic theological presuppositions and materials that offer learning experiences in the area of parish administration; and, identify and distinguish those understandings, attitudes and skills needed to administer a congregation in the Lutheran Church of Australia. Topics considered include the Theology of Administration; Leadership; the specific tasks of Parish Administration; and, special concerns for the graduate pastor: beginning ministry; team ministry; volunteers, meetings, conflict; stress and burnout, support systems.

**Required texts**

- Lutheran Church of Australia South Australia & Northern Territory District, Inc. 2015. *Congregation Resources.* (LCA SA_NT Congregational Resources can be downloaded from [www.sa.lca.org.au](http://www.sa.lca.org.au) under Administration)

**DP3006L Pastoral Care and Counselling**

**Prerequisites**

- At least 30 points in Field D—Pastoral Theology and Ministry Studies (DP), including *Introduction to Pastoral Care and Counselling*

**Content**

This unit provides a review of basic counselling methodology and issues. The unit also addresses the nature of counselling within a pastoral care and parish context, considering ethical concerns and responding to the question of theodicy. It introduces students to specialised contexts of care and counselling: crisis, sickness, death, grief and mental illness.

**Required texts**

**DP3016L Preaching the Sermon**

**Prerequisites**
- Preparing the Sermon

**Content**
This unit focuses on the practical dynamics of publicly communicating the word, and practising the various skills of sermon exegesis, writing and preaching, as they are appropriate to various preaching contexts.

**Required texts**

**DP3021L Writing and Preaching a Sermon in Ministry Context**

**Prerequisites**
- Normally, completion of DP2015L Preparing the Sermon and DP3016L Preaching the Sermon or equivalent
- the student needs to be in the pastoral program of the school of pastoral theology
- practicum units are undertaken at the conclusion of the 4th year of the program.

**Content**
This is a practical unit in a supervised ministry context. The content of the unit focuses especially on developing further the skills of preparing and preaching the sermon. The student will be asked to practice exegetical skills by working with lectionary readings for the preparation and delivery of sermons in a ministry context. The preparation and delivery will be regularly evaluated with the supervisor.

**Required texts**
- Nil

**DP3022L Leading Worship and Pastoral Acts in Ministry Context**

**Prerequisites**
- Normally
  - completion of DP3003L Parish Ministry and DL3013L Liturgics or equivalent units
  - the student needs to be in the pastoral program of the School of Pastoral Theology
  - practicum units are undertaken at the conclusion of the 4th year of the program.

**Content**
This is a practical unit in a supervised ministry context. The content of the unit focuses especially on developing the basic skills needed for leading public worship using the resources of the Lutheran Church of Australia. The student will be given the opportunity to become familiar with what is involved in preparing and co-ordinating public worship, leading orders of worship in the context of congregational life in the Lutheran Church of Australia and the contextual issues involved in the enactment of the rites of baptism, confirmation, marriage and funeral in the ministry context.

**Required texts**
- Nil

**DP3023L Teaching the Christian Faith in Ministry Context**

**Prerequisites**
- Normally
  - completion of *DP1013L Introduction to Teaching for Ministry* will be one of the units
  - the student needs to be in the pastoral program of the School of Pastoral Theology
  - practicum units are normally undertaken at the conclusion of the 4th year of the program.

**Content**
This is a practical unit in a supervised ministry context. This unit focuses on developing skills in teaching the Christian faith in a variety of situations in the ministry context with varying levels of understanding. The students will observe, analyse and reflect on the content and practice of the
education program of the parish and develop and enact a plan to teach either children, young people or adults in aspects of the Christian Faith. The student will have the opportunity to work cooperatively with the supervisor and with leaders of the parish in the education program.

Required texts
• Nil

**DP3024L Pastoral Care and Visitation in Ministry Context**

Prerequisites
• Normally
  o completion of **DP2002L Introduction to Pastoral Care and Counselling** and **DP3003L Parish Ministry** or equivalent units
  o the student needs to be in the pastoral program of the School of Pastoral Theology
  o practicum units are undertaken at the conclusion of the 4th year of the program.

Content
This is a practical unit in a supervised context. It provides students with the opportunity for practising people-helping skills in a ministry context. Students will learn about and experience pastoral care and visitation in a field experience under supervision. They will have an opportunity to experience a range of contexts for pastoral care and visitation and to practise using resources appropriately in a variety of care and visitation situations.

Required texts
• Nil

**DP3025L Administration and Leadership in Ministry Context**

Prerequisites
• Normally
  o the student needs to be in the pastoral program of the School of Pastoral Theology
  o practicum units are undertaken at the conclusion of the 4th year of the program.

Content
This is a practical unit in a supervised ministry context. The content of the unit focuses especially on developing sufficient experience in parish administration to be able to assist in pastoral leadership. The student will have opportunity to be involved in congregational structures, key committees, and supervised leadership and to work with lay leaders in developing a team approach to administration and leadership. The unit will include an introduction to the parish routine and the variety of administrative and leadership tasks expected of parish pastors and will provide opportunity to become familiar with the necessary documentation for parish record keeping.

Required texts
• Nil

**DP3028L Administration in a Ministry Context**

Prerequisites
• At least 15 points in Field D—Pastoral Theology and Ministry Studies (DP)

Content
This unit introduces the student to elements of administration as a basis for future church work. Its specific purpose is to give the student the opportunity to develop basic skills in parish (or similar) administration and in routine office tasks.

The unit complements other study in units such as Survival Skills for Practical Ministry.

Unit content includes: practical operations within the specific ministry context under the supervision of a senior administrator; and, related reading in the areas of parish administration and case studies.

Required texts
• Nil
**DS1014L Introduction to Spirituality**

**Prerequisites**
- Nil

**Content**
This unit introduces students to the theological foundations, rich traditions and disciplined practice of the spiritual life, drawing on insights and practices from the Lutheran and other Christian traditions. It provides an understanding of and practice in the disciplines of Christian discipleship as a basis and framework for vocation.

**Required texts**
- *The Bible*. A standard and reasonably accurate translation, is recommended, such as NRSV, TNIV, NIV and ESV. Seek advice from lecturer before purchasing a Study Bible edition.
- *Luther’s small catechism, with explanation.* (any version)

**DS3020L Spirituality**

**Prerequisites**
- At least 30 points in Field D is desirable

**Content**
This unit explores the Lutheran pattern of spirituality within its historical, cultural and ecclesial context. Attention is given to how Christian spirituality is affected by understandings of personal experience, as well as to the contextual role played by contemporary Australian society. A biblical theology of spirituality will be developed that focuses on a number of factors: its Trinitarian basis, its personal yet corporate nature, and its close connection with the life of sanctification as outlined in the New Testament. There is a strong focus on understanding and more deeply appropriating a number of personal and corporate spiritual disciplines. Opportunity is also made to explore selected spiritual practices of other Christian traditions.

**Required texts**