TABLE OF CONTENTS

ACADEMIC CALENDAR ................................................................. 4-6
UNIVERSITY OF DIVINITY AND COLLEGES .................................. 7-10
YTU VISION AND MISSION .......................................................... 11-12
MEMBER COLLEGES AND FEAST DAYS ........................................ 13-14
YTU ADMINISTRATION .................................................................. 15
FACULTY, SPECIAL OFFICES, SENIOR FELLOWS ............................. 16
ENROLMENT ...................................................................................... 18
FEE STRUCTURE, FEE-HELP .......................................................... 19-20
YARRA INSTITUTE FOR RELIGION & SOCIAL POLICY .................... 21
LIBRARIES, LIBRARY STAFF ......................................................... 22
STUDENTS’ REPRESENTATIVE COUNCIL ........................................ 23
YOUR RIGHTS AS A UD STUDENT .................................................. 24
GENERAL COURSE REQUIREMENTS ............................................. 26
ARK LEARNING MANAGEMENT SYSTEM ....................................... 28
PLAGIARISM & TURNITIN .............................................................. 29
UNDERGRADUATE ACADEMIC AWARDS ....................................... 30
DIPLOMAS ....................................................................................... 31
BACHELOR DEGREES .................................................................... 32
EXPLANATION OF UNIT NUMBERING SYSTEM ............................. 34
NOT FOR CREDIT UNITS ................................................................. 35-38
UNDERGRADUATE UNITS .............................................................. 39-88
FIELD A – HUMANITIES UNDERGRADUATE ................................ 39
  AL  Languages/Hebrew ................................................................. 40
FIELD B – BIBLICAL STUDIES UNDERGRADUATE ......................... 42
  BA  Old Testament ........................................................................ 43
  BN  New Testament ................................................................. 47
  BS  Biblical Studies ................................................................. 52
FIELD C – CHRISTIAN THOUGHT AND HISTORY UNDERGRADUATE 53
  CH  Church History ................................................................. 54
  CT  Systematic Theology ........................................................... 60
FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE 67
  DL  Liturgical Studies ............................................................... 69
  DM  Missiology ........................................................................ 72
  DP  Pastoral Theology and Ministry Studies ................................. 76
  DS  Spirituality ......................................................................... 80
  DT  Moral Theology ............................................................... 85
POSTGRADUATE AWARDS ............................................................. 89
POSTGRADUATE UNITS ................................................................. 99-162
FIELD A – HUMANITIES POSTGRADUATE ................................ 99
  AL  Languages/Hebrew ................................................................. 100
FIELD B – BIBLICAL STUDIES POSTGRADUATE ........................... 102
  BA  Old Testament ..................................................................... 103
  BN  New Testament .............................................................. 107
TABLE OF CONTENTS

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE ..........112
  CH  Church History ........................................................................113
  CT  Systematic Theology ................................................................117

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE ....124
  DL  Liturgical Studies .................................................................127
  DM  Missiology .............................................................................130
  DP  Pastoral Theology and Ministry Studies ...............................134
  DS  Spirituality .............................................................................138
  DT  Moral Theology .......................................................................139

SILOAM UNITS ....................................................................................143-150

RESEARCH METHODOLOGIES ...............................................................151

CAPSTONE UNITS ..............................................................................152-154

GCTRE UNITS ....................................................................................155-161

  Supervised Reading Units ...............................................................162
  Recent Publications of Faculty Members .......................................163
  Style Sheet for Essays and Assignments .......................................173-180
  Index of Units UNDERGRADUATE ................................................181
  Index of Units POSTGRADUATE ....................................................185
  Timetable UNDERGRADUATE .......................................................189
  Timetable POSTGRADUATE ..........................................................191

Any revisions to this handbook will appear in our website version www.ytu.edu.au
## 2015 ACADEMIC CALENDAR

### Semester 1 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Office re-opens</td>
</tr>
<tr>
<td>26</td>
<td>Australia Day Holiday – Office closed</td>
</tr>
<tr>
<td>27</td>
<td>Tuesday – Enrolments begin</td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Enrolments end</td>
</tr>
<tr>
<td>13</td>
<td>Academic Leadership Group Meeting</td>
</tr>
<tr>
<td>14</td>
<td>GCTRE Intensive Box Hill</td>
</tr>
<tr>
<td>18</td>
<td>Ash Wednesday</td>
</tr>
<tr>
<td>19</td>
<td>Overseas Students’ Orientation</td>
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<tr>
<td>20</td>
<td>Faculty Meeting</td>
</tr>
<tr>
<td>20</td>
<td>Orientation &amp; BBQ</td>
</tr>
<tr>
<td>20-21</td>
<td>GCTRE Intensive Mildura</td>
</tr>
<tr>
<td>23</td>
<td><strong>First Semester Lectures begin – week 1</strong></td>
</tr>
<tr>
<td>25</td>
<td>Department Meetings</td>
</tr>
<tr>
<td>28</td>
<td>GCTRE Intensive Box Hill</td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Education Board Meeting</td>
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<tr>
<td>09-13</td>
<td>Hospitality Week</td>
</tr>
<tr>
<td>11</td>
<td>UD Council meeting</td>
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<tr>
<td>13</td>
<td>Senate &amp; Council Meetings</td>
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<tr>
<td>13</td>
<td>Inaugural Eucharistic Celebration &amp; Supper</td>
</tr>
<tr>
<td>17</td>
<td><strong>Census Date (for semester units)</strong></td>
</tr>
<tr>
<td>19-20</td>
<td>GCTRE Intensive Ballarat</td>
</tr>
<tr>
<td>20</td>
<td>UD Conferral of Degrees – St Michael’s Church</td>
</tr>
<tr>
<td>25</td>
<td>Academic Leadership Group</td>
</tr>
<tr>
<td>27</td>
<td>Spirituality Day</td>
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<tr>
<td>30 March</td>
<td>10 April Non-Instruction Period</td>
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<tr>
<td>April</td>
<td></td>
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<tr>
<td>05</td>
<td>Easter Sunday</td>
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<tr>
<td>09-10</td>
<td>GCTRE Intensive Box Hill (Thurs &amp; Fri)</td>
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<tr>
<td>15</td>
<td>Department Meetings</td>
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<tr>
<td>22</td>
<td>Education Board Meeting</td>
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<tr>
<td>25</td>
<td>ANZAC Day</td>
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<tr>
<td>29</td>
<td>Faculty Meeting</td>
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<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>01-02</td>
<td>GCTRE Intensive Mildura (Fri &amp; Sat)</td>
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<tr>
<td>06</td>
<td>Department Meeting</td>
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<tr>
<td>07-08</td>
<td>GCTRE Intensive Ballarat (Thurs &amp; Fri)</td>
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<tr>
<td>20</td>
<td>Education Board Meeting</td>
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<tr>
<td>29</td>
<td><strong>First Semester Lectures end</strong></td>
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<tr>
<td>29</td>
<td>Council Meeting</td>
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<tr>
<td>29</td>
<td>Faculty Lunch</td>
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<tr>
<td>June</td>
<td></td>
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<tr>
<td>01-05</td>
<td><strong>Study Week</strong></td>
</tr>
<tr>
<td>03</td>
<td>University of Divinity Faculty Research Day</td>
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<tr>
<td>08</td>
<td>2nd Semester enrolments begin</td>
</tr>
<tr>
<td>08-12</td>
<td>First Semester Exams (Monday – Thursday)</td>
</tr>
<tr>
<td>25</td>
<td>2nd Semester enrolments end</td>
</tr>
</tbody>
</table>

**Note:**
- **First Semester Lectures begin – week 1** scheduled for January 23rd at 9.30am.
- **Census Date (for semester units)** is on March 17th at 7.00pm.
- **First Semester Lectures end** on May 29th at 10.00am.
- **Study Week** from June 1st to June 5th.
2015 ACADEMIC CALENDAR

June
26  Academic Leadership Group Meeting  10.00am
29  Results due to YTU Registrar

July
10  First Semester Results released to Students

June 15 – July 24 MID-YEAR VACATION
*************************
*************************

Semester 2 2015

July
24  Overseas Students' Orientation  2.00pm
25  GCTRE Intensive Box Hill
27  Second Semester lectures begin Week 1
29  Faculty Meeting  2.00pm

August
01  GCTRE Intensive Ballarat (Sat)
01  CH2/3010Y CH9010Y Intensive (Sat)  9.00-4.00pm
05  Department Meetings
08  GCTRE Intensive Box Hill
12  Education Board Meeting  2.00pm
15  CH2/3010Y CH9010Y Intensive (Sat)  9.00-4.00pm
18  Census Date (for semester units)
19  Academic Leadership Group Meeting  2.00pm
20-21 GCTRE Intensive Ballarat (Thurs & Fri)
21  Senate & Council Meetings  10.00am
22  GCTRE Intensive Sale (Sat)
28  SRC Evening
29  CH2/3010Y CH9010Y Intensive (Sat)  9.00-4.00pm

September
02  Department Meetings
04  Spirituality Day  10.30-3.30pm
04-05 GCTRE Intensive Mildura (Fri & Sat)
11  Faculty Day  10.00am
12  CH2/3010Y CH9010Y Intensive (Sat)  9.00-4.00pm
16  Education Board Meeting  2.00pm
21-22 GCTRE Intensive Box Hill (Mon & Tues)
21-22 GCTRE Intensive Sale (Mon & Tues)

21 Sept – 2 October Non-Instruction Period

October
05  Week 9 – Lectures resume
07  Department Meetings
10  CH2/3010Y CH9010Y Intensive (Sat)  9.00-4.00pm
14  Education Board Meeting  2.00pm
16-17 GCTRE Intensive Mildura (Fri & Sat)
18  Open Day (Sunday)  2.00pm
21  Academic Leadership Group Meeting  2.00pm
22-23 GCTRE Intensive Ballarat (Thurs & Fri)
24  CH2/3010Y CH9010Y Intensive (Sat)  9.00-4.00pm
30  Second Semester lectures end
November

02-06 Study Week
04 UD Teaching Day (for all academic staff)
09-12 Second Semester Exams (Monday - Thursday)
13 Council Meeting 2.00pm
13 End of Year Eucharist 7.00pm
20 Faculty Dinner
30 Results due to YTU Registrar
30 Nov- Dec 11 Re-enrolment period for 2016

December

11 Second Semester Results released to students

**************************************************
Founded by an Act of the Victorian State Parliament on December 17, 1910, University of Divinity is the oldest ecumenical institution in the world offering academic degrees and awards in theology and divinity. At its founding as Melbourne College of Divinity (MCD), the college represented the Church of England, the Baptist, Congregational, Methodist, and Presbyterian churches, and by co-optation the Churches of Christ. It was later enlarged to include the Roman Catholic Church and the Salvation Army. From 1993 to 2011 MCD, while retaining its autonomy and degree conferring status, was affiliated with the University of Melbourne; academic programs are also available in conjunction with Monash University. At the beginning of 2012 the Melbourne College of Divinity was inaugurated as the first university of specialisation in Australia as MCD University of Divinity. Since 2014 it has been called simply University of Divinity.

Today University of Divinity includes nine denominational Colleges representing the Anglican, Baptist, Churches of Christ, Lutheran, Roman Catholic and Uniting churches, and the Salvation Army, and has one specialist institute, Sentir Graduate College of Spiritual Formation, and one research-only college (Morling College). By its very nature University of Divinity is fundamentally committed to ecumenical co-operation in theological education. Each College of the University, while encouraged to be true to its own heritage and commitments, is enriched by membership in a theologically diverse community of scholars and scholarship. Students, faculty, alumni and friends of the University are proud participants in a collaborative effort that seeks to achieve collectively what member institutions could not accomplish individually.

Further information can be obtained from the University website: www.divinity.edu.au
- Information for students (including various forms)
- International students
- Libraries
- Policies
- Regulations for each degree and award
- Fees

The Office of the Vice Chancellor
21 Highbury Grove, KEW, 3101
Tel: (03) 9853 3177 Fax: (03) 9853 6695
Web: www.divinity.edu.au Email: enquiries@divinity.edu.au

University of Divinity Research Office
29 College Crescent
Parkville Vic 3052
Tel: (03) 9340 8820
STATEMENT OF RIGHTS, RESPONSIBILITIES, AND CONDUCT OF MEMBERS OF THE UNIVERSITY

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.
Australian Lutheran College
104 Jeffcott Street
NORTH ADELAIDE
South Australia 5006
Tel: 1800 625 193
Web: www.alc.edu.au
Email: alc@alc.edu.au

Catherine Booth College (SABC)
100 Maidstone Street,
RINGWOOD, 3134.
Tel: (03) 9847 5400
Web: www.catherineboothcollege.edu.au
Email: sabc@aus.salvationarmy.org

Catholic Theological College (CTC)
278 Victoria Parade,
EAST MELBOURNE 3002.
Tel: (03) 9412 3333
Web: www.ctc.edu.au
Email: ctc@ctc.edu.au

Morling College
120 Herring Road
Macquarie Park NSW 2113
Tel: (02) 9878 0201
Web: www.morling.nsw.edu.au
Email: enquiries@morling.edu.au

Pilgrim Theological College
Centre for Theology and Ministry
29 College Crescent,
PARKVILLE 3052.
Tel: (03) 9340 8800
Web: www.pilgrim.edu.au
Email: study@pilgrim.edu.au
COLLEGES OF UNIVERSITY OF DIVINITY

SENTIR: Graduate School of Spiritual Formation
Campion Ignatian Spirituality Centre
99 Studley Park Road
Kew VIC 3101
AUSTRALIA
Tel: (03) 98548110
Web: www.sentir.edu.au
Email: registrar@sentir.edu.au

St Athanasius Coptic Orthodox Theological College (SACOTC)
88-154 Park Road, Donvale, VIC 3111
P O Box 1153, Mitcham North, VIC 3132
Tel: (03) 9874 0388
Web: www.sacotc.vic.edu.au
Email: registrar@sacotc.vic.edu.au

Stirling Theological College
44-60 Jacksons Road,
MULGRAVE 3170.
Tel: (03) 9790 1000
Web: www.stirling.edu.au
Email: admin@stirling.edu.au

Trinity College Theological School
Royal Parade
PARKVILLE 3052
Tel: (03) 9348 7127
E-mail: tcts@trinity.unimelb.edu.au

Whitley College
271 Royal Parade,
PARKVILLE 3052.
Tel: (03) 9340 8017
Web: www.theol.whitley.unimelb.edu.au
Email: whitley@whitley.unimelb.edu.au

Yarra Theological Union (YTU)
98 Albion Road, (P O Box 79),
BOX HILL 3128.
Tel: (03) 9890 3771
Web: www.ytu.edu.au
Email: admin@ytu.edu.au
Yarra Theological Union (YTU) was originally founded in 1971 by the Carmelites, the Franciscans, the Missionaries of the Sacred Heart and the Passionists. Over the years other orders joined: the Redemptorists (Australian and New Zealand Provinces), Pallottines, Dominicans, Divine Word Missionaries, the Discalced Carmelites and the Blessed Sacrament Congregation. Graced by the generosity of the Franciscan Friars YTU is located at St. Paschal Friary.

On 18th January 1973, YTU was granted formal recognition as an institute of priestly formation by the then Archbishop of Melbourne, James Cardinal Knox. In September 1973, YTU, together with the Catholic Theological College in Clayton and the United Faculty of Theology in Parkville, was approved by MCD University of Divinity (MCD) as a College with the right to teach for the degree of Bachelor of Theology. This was extended to approving the right to teach towards the postgraduate degrees of Master of Theology and Doctor of Theology in 1975. In that same year, the Evangelical Theological Association became the fourth college of the MCD.

Over recent years YTU (together with the other college members of the then MCD) has extended its teaching program to provide postgraduate units for candidates for the degrees of Master of Theological Studies and, from 2000, Graduate Diploma in Theology, Master of Arts and Doctor of Philosophy. In 1991, YTU and the other college members were approved by MCD for teaching towards a double degree of Bachelor of Arts/Bachelor of Theology with the University of Melbourne and with Monash University. This arrangement continues with Monash University.

VISION STATEMENT

Yarra Theological Union is a Catholic centre for theological education and ministerial formation, Catholic in tradition and ecumenical in spirit, and so we see ourselves as a key resource for the churches’ mission in Australia, our neighbouring countries and beyond.
MISSION STATEMENT

1. We are an independent centre for theological teaching, research and scholarship offering a number of undergraduate and postgraduate awards as a college of University of Divinity.

2. We are shaped by the apostolic energy, spirituality and traditions of the constituent religious orders, and enriched by the continuing generosity of those who take an active part in the life of our centre.

3. We are at the service of the Church, and exercise this service in cooperation with a number of Colleges with whom we are affiliated through University of Divinity.

4. We are governed by a Council composed of representatives of the current constituent orders and the President and Academic Dean of YTU.

5. We aim for excellence in theological education and ministerial formation in a dialogical, ecumenical and multicultural context.

6. We have faculty and students from different denominational traditions, and our awards are open to male and female students both lay and professed.

7. We are a hospitable, Eucharistic community welcoming those who seek, not only education, but personal and spiritual transformation.

8. We are also a centre for comment and dialogue with the wider society on those matters which fall within our competence.

VALUE STATEMENT

Our Core Values are:

1. Service to church and world.

2. Faithfulness in interpreting the Catholic Tradition.

3. Dialogue and collaboration.

4. Inclusive hospitality to persons and traditions.

5. Commitment to being a community of scholarship, prayer and pastoral care.
MEMBER COLLEGES (YTU)

Holy Cross Retreat (CP)
207 Serpells Road, Templestowe, 3106.
Tel: (03) 9846 1622.
Website: www.passionists.com

Redemptorist Seminary (CSsR)
10 Majella Court, Kew, 3101.
Tel: (03) 9816 9342.
Website: www.cssr.org.au

Carmelite Theological College (OCarm)
75 Wright Street, Middle Park, 3206.
Tel: (03) 9699 1922.
Library: 214 Richardson St, Middle Park, 3206.
Tel: (03) 9682 8553.
Website: www.carmelites.org.au

Cuskelly House (MSC)
18 Parkside Street, Blackburn, 3130.
Tel: (03) 9878 0265
Website: www.misacor.org.au

St Paschal College (OFM)
90 Albion Road, Box Hill, 3128.
Tel: (03) 9896 4400
Library: (03) 9896 4450
Website: www.franciscans.org.au

St Vincent Pallotti College (SAC)
85 Studley Park Road, Kew, 3101.
Tel: (03) 9853 8506
Website: www.pallotine.org.au

Dorish Maru College (SVD)
100 Albion Road, Box Hill, 3128.
Tel: (03) 9890 0065.
Website: www.divineword.org.au

OTHER MEMBERS OF THE UNION

Congregation of the Blessed Sacrament (SSS)
Website: www.blessedsacrament.com.au
### MEMBER COLLEGE FEAST DAYS

The principal feast day of each Member College is:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>College</th>
<th>Feast Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL</td>
<td>21</td>
<td>SAC</td>
<td>St. Vincent Pallotti</td>
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<tr>
<td>JUNE</td>
<td>15</td>
<td>MSC</td>
<td>Feast of the Sacred Heart</td>
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<tr>
<td>JULY</td>
<td>16</td>
<td>OCarm</td>
<td>Our Lady of Mt Carmel</td>
</tr>
<tr>
<td>AUGUST</td>
<td>1</td>
<td>CSsR</td>
<td>St. Alphonsus Ligouri</td>
</tr>
<tr>
<td>AUGUST</td>
<td>2</td>
<td>SSS</td>
<td>St. Peter Julian Eymard</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>8</td>
<td>SVD</td>
<td>Foundation Day (Birthday of the Blessed Virgin)</td>
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<tr>
<td>OCTOBER</td>
<td>4</td>
<td>OFM</td>
<td>St. Francis of Assisi</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>19</td>
<td>CP</td>
<td>St. Paul of the Cross</td>
</tr>
</tbody>
</table>
YTU ADMINISTRATION

COUNCIL
Very Rev. Henry Adler SVD
Very Rev. Denis Andrew OCarm
Very Rev. Pat Corbett CSsR
Very Rev. Graeme Duro SSS
Very Rev. John Mulrooney MSC (Chair)
Very Rev. Tom McDonough CP
Rev. Eugene San SAC
Very Rev. Paul Smith OFM
President and Academic Dean

SENATE
Council, Education Board and representative of the Conference of Leaders of Religious Congregations of Victoria

PRESIDENT
Rev. Dr Christopher Monaghan CP, BTheol, LSS, PhD

ACADEMIC DEAN
Rev. Dr Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol

REGISTRAR
Ms Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt

BUSINESS ADMINISTRATOR
Mr Bernard Barnewall

ADMINISTRATIVE ASSISTANTS
Mrs Nicole Ross
Mrs Carolyn Sombekke B.Theol
Ms Hayley Alexander

EDUCATION BOARD
Christopher Monaghan CP, BTheol, LSS, PhD (President)
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol (Academic Dean)
Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt (Registrar)
Mary Coloe PBVM, BA, BTheol(Hons), DTheol
– Biblical Studies Department Head
Claire Renkin BA, DipEd, AMusA, MA, PhD
– Christian Thought and History Department Head
Jacob Kavunkal SVD, MA, MPh, DMiss
– Theology: Mission and Ministry Department Head
Michael Kelly CSsR, BTheol, STM, MEd, PhD
– Postgraduate Coordinator
Gregory Brett CM, STL, MEd, PhD - Faculty Rep.
Peter Price MMin, PhD - Faculty Rep.
President, Student Representative Council
Secretary, Student Representative Council

Co-Opted
Shane Mackinlay BTheol, BA, MPhil, PhD
– Master, Catholic Theological College
HUMANITIES DEPARTMENT
Bruce Duncan CSsR, BEc(Hons), PhD
Jacob Kavunkal SVD, MA, MPh, DMiss

Visiting Lecturers
Paul Rout OFM, BA, DipEd, BPhilSt, PhD

DEPARTMENT OF BIBLICAL STUDIES
Glenda Bourke SGS, BA, BTheol, TheolM
Mary Coloe PBVM, BA, BTheol(Hons), DTheol
John Hill CSsR, TheolM, DTheol
Christopher Monaghan CP, BTheol, LSS, PhD
Mary Reaburn NDS, BA, BTheol, MTheol, DTheol

(Department Head)

Faculty Associate Members
Mark O’Brien OP, BSc, STB, LSS, DTheol
Angelo O’Hagan OFM, LSS, DrTheol

DEPARTMENT OF CHRISTIAN THOUGHT AND HISTORY
Gregory Brett CM, STL, MEd, PhD
Bruce Duncan CSsR, BEc(Hons), PhD
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
Janette Gray RSM, BA, DipEd, BTheol, TheolM, PhD
Peter Price MMin, PhD
Claire Renkin BA, DipEd, AMusA, MA, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD

(Department Head)

Faculty Associate Members
Gavin Brown, BA(Hons), PhD, MTS
Richard Blandford BTheol, PhD
Anna Welch BA(Hons), PhD
Christiaan Mostert BA, BD (Hons), MA, PhD

Visiting Lecturer
Paul Rout OFM, BA, DipEd, BPhilSt, PhD

DEPARTMENT OF THEOLOGY: MISSION AND MINISTRY
Bruce Duncan CSsR, BEc(Hons), PhD
Rosemarie Joyce CSB, BA, BEd, MEd(Admin), GDipEd, MCL, LCL
Jacob Kavunkal SVD, MA, MPh, DMiss
Michael Kelly CSsR, BTheol, STM, MEd, PhD
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
Peter Price MMin, PhD
Rose Marie Prosser BSc(Hons), DipEd, BTheol, MTheol, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD
Margaret Smith SGS, BA, MA(Lit Studies), DMin
Bernard Teo CSsR, STD
YTU FACULTY 2015 CONTINUED

Faculty Associate Members
Peter Cantwell OFM, MA, PhD, MAPsS, MASH

Visiting Lecturers
Deirdre Browne IBVM, MusBac, DipEd, AMusA, LTCL, MA(Lit Studies)
Maryanne Confoy RSC, BA, MEd, PhD, MACE
Ineke Langhans-Cornet BA, BTh, MTh, PhD

HEART OF LIFE SPIRITUALITY CENTRE
LECTURERS
Emeritus Professor Paul Beirne MA, MDiv, DMin, PhD
Cheryl Bourke PBVM, BA, MPS, Cert Stud in Spir,
Carole Carmody RSM, M Ed , Grad Dip RE, Dip T, Cert SD
Mary Coloe PBVM, BA, BTheol(Hons), DTheol
Brian Gallagher MSC, MTh , MSc, BSc
Peter Malone MSC, STL(Hons) BA, MA, STD, Cert SD
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
Robyn Reynolds OLSH, BA(Hons), MA, PhD
Sue Richardson PBVM, MA(Theol), AMusA, DipFormSpir, DipStudSpir, Cert SD
Kathleen Spokes SGS, MEd (RE),Dip Theol Stud, Cert SD, Cert Supervisn SD, BEd

PRACTICUM SUPERVISORS
Kathy Clark, BA, Dip Tchg, BTheol, MTS, Grad Cert SD
Tim Moloney B Theol, B Ed, M Ed, Grad Dip SD
Lis Teggelove RSM, Cert RE

SENIOR FELLOW
Angelo O’Hagan OFM, LSS, DrTheol

LECTOR EMERITUS
John Collins STL, BSS, PhD, DipEd
Brian Gleeson CP, MA, MMRSc, DTheol
Margaret Jenkins CSB, BA, BSc, DipEd, MA (RelSt), DTheol
Ennio Mantovani SVD, LMiss, DMiss
(John) Hilary Martin OP, MDiv, STLr, MLitt, PhD
Campion Murray OFM, STD
Cormac Nagle OFM, DCL
Lawrence Nemer SVD, LMiss, MA, PhD
Mary Scarfe BA, DipSocStud
Kathleen Williams RSM, BA, MEd(Admin), MTS, DTheol
Norman Young BA(Hons), BD(Hons), PhD

SPECIAL OFFICES
Postgraduate Studies Michael Kelly CSsR, BTheol, STM, MEd, PhD
Chaplain Pia Pagotto BEd, BTheol, GradCertSD

Finance and Business Development Committee:
Bernard Barnewall Dean Bradbury SAC
Bill Keenan Christopher Monaghan CP
Mark O’Brien Brian Rigney
Peter Whiting

- 17 -
ENROLMENTS

ALL STUDENTS NEED TO ENROL PERSONALLY BY APPOINTMENT through the YTU Office – Phone 9890 3771

Undergraduate Students need to make an appointment to see the Academic Dean. Postgraduate Students need to make an appointment to see the Postgraduate Coordinator.

Enrolment appointments for 2015 will be scheduled for the following dates:

In 2014  Monday 1 December – Friday 12 December
In 2015  Tuesday 27 January – Thursday 12 February
          Monday 8 June – Thursday 25 June

Enrolments For the 2016 year       1 December 2015–12 December 2015

It is also possible to make appointments for Saturday morning and after normal business hours.

NEW Students need to bring the following to the interview:
• Academic Transcripts (VCE Certificate or equivalent and other tertiary transcripts). If the transcript is a copy it needs to be certified.
• Proof of Australian Citizenship (Current passport OR Birth Certificate and name-change documents)
• Tax File Number (If applying for FEE-HELP)
• Cash, cheque or credit card if paying fees upfront rather than FEE-HELP

ALL Students need to bring TWO current passport-size photographs for your student card and a file copy.

ALL Students must enrol by the above dates.
Only in exceptional circumstances would a student be permitted to enrol in a unit after the first lecture in that unit.

The College reserves the right to alter or cancel unit offerings when circumstances warrant, especially if an insufficient number is enrolled.

INTERNATIONAL STUDENTS
FEES AND OTHER COSTS

BTheol (and Diploma courses): $1320.00 per 15 point unit of study
Postgraduate Courses $2052.00 per 15 point unit of study
GCTRE units $1368.00 per 10 point unit of study
GCTRE Integrative unit $684.00 per 5 point unit of study
Audit (unit taken without assessment): $500.00 per 15 point unit of study
Not for Credit Units $250.00 per unit

Cost for Copies of Certified Academic Transcript & AHEGS (all awards)
Academic Transcripts PRIOR to 1978 (3 Copies) - $100
Academic Transcripts 1978 onwards (3 Copies) - $50
AHEGS (1 copy) - $30

Annual administration fee for overseas students $480.00
(The unit fee for overseas students will be the same as for domestic students.)

No extra fees apply – library/borrowing fees are included.

No refund of fees applies after the stated Census Dates for 2015: 17 March for first semester and 18 August for second semester.

Fees for not for credit units and audit units are invoiced by YTU after enrolment and payable by census date

Fees for Undergraduate and Postgraduate Courses are paid directly to University of Divinity (UD) which will issue an itemised invoice when the enrolment is processed. When a student applies for FEE-HELP at enrolment, the fees owing will be paid by the government through the UD office.

UD regulations require accounts to be paid in full before results are released or the next semester’s enrolment is confirmed.

Student Representative Council
The SRC of YTU provides tea and coffee facilities in the Common Room during semester. No fee is payable for this service. However, the SRC does ask that students make a voluntary donation of at least $10 per semester to the SRC funds to cover this cost.

Bursaries for Tuition
Fees for all UD awards are set by UD, and must be equal across each student group, to accord with recent Commonwealth legislation. This has led to a rise in undergraduate fees. To assist students, a UD Bursary Fund has been established. It has limited funds available, but further donations are being sought (these are tax deductible). The criteria to be used when allocating bursaries include sources of support available to students and each student’s progress thus far, as well as a student’s need for tuition fee support. Applications are treated in strict confidence.

To apply for assistance, submit a completed application form to the Academic Dean. (Application forms are available from the Registrar.) Fee reductions can also be negotiated in cases of need or hardship. Application forms are available from the Registrar.
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. The scheme – brought in under the Higher Education Support Act (HESA, 2003) – is called the Higher Education Loan Program: FEE–HELP for short.

NB: All students who accessed PELS (Postgraduate Education Loans Scheme) in 2004 are also eligible for FEE–HELP, even if they are not Australian citizens.

To apply for a FEE–HELP loan, you must fill in the Government form at the time of enrolment and give it to the Academic Dean or Postgraduate Coordinator. These forms must be processed by YTU and sent to the Office of the Vice-Chancellor before the stated Census Dates (Semester One: 17th March 2015, Semester Two: 18th August 2015). Forms and FEE–HELP information are available from the YTU office. Your fees will be paid to the Office of the Vice-Chancellor by the Commonwealth Government, and YTU will receive payment for your classes and library use.

Before you apply for a loan, please note carefully, the following:

a) For undergraduate courses (BTheol, AdvDipMin, DipMin) the Government adds a 25% loan fee to your tax liability (e.g., a unit costing $1320 will incur a tax liability of $1650 per unit). For postgraduate courses (GradCert, GradDips, Masters, Doctorates) only the amount borrowed is subject to repayment. Only take out a loan for complete units for which you are enrolled (e.g., request a loan for one, two or three units but not fractions).

b) You must have a Tax File Number to apply for a FEE–HELP loan.

c) Your loan is repaid through the tax system. When your income reaches $53,345 (in 2015 Australian dollars, indexed upward each June) you pay a proportion back with your tax. The higher your income, the higher the repayment proportion, starting at 4.0%. If you make a voluntary repayment of $500 or more, you will receive a bonus of 5%. This means your account will be credited with an additional 5% of the value of your payment. The bonus is 5% of the payment amount, not 5% of the total debt. Voluntary repayments are in addition to the compulsory repayments made through your tax return. Your FEE–HELP tax liability goes up by CPI on 1st June each year. If someone with a FEE–HELP debt dies, only the repayment due in that tax year is billed; the rest is cancelled.

d) The Government requires that, before you sign the FEE–HELP form, you must read the FEE–HELP Information booklet so that you are aware of your obligations under the scheme. If you participate in FEE–HELP, your details will be listed in DEEWR’s Higher Education Information Management System (HEIMS), and you will receive a Commonwealth Higher Education Student Support Number (CHESSN), which remains unique to you for life.
The administration at the University and YTU offices take your right to privacy seriously, and only use information you provide for the purpose for which you give it to us. The second page of the FEE–HELP form includes your Tax File Number, which will be seen by only two people in the Office of the Vice-Chancellor: your college office will keep a copy of the first page, which does not include your TFN.

For further information:
Read the **FEE–HELP Information Booklet**  
Visit the **Going to Uni** website at: www.goingtouni.gov.au  
Call the FEE–HELP enquiry line on **1800 020 108**.

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**THE YARRA INSTITUTE FOR RELIGION AND SOCIAL POLICY**

Hosted in the Study Centre at Yarra Theological Union, the Yarra Institute for Religion and Social Policy is an ecumenical research organisation within University of Divinity. Launched in April 2009 by the Hon Brian Howe, it was an initiative of the advocacy group, Social Policy Connections, to draw on the deep wells of scholarship within the churches as they bear on current social issues.

Its current research projects are listed on its website at www.yarrainstitute.org.au. The director is Dr Bruce Duncan CSsR and Dr. John D’Arcy May is associate director. Its Board consists of Dr Stephen Ames (chair), Dr John Bottomley, Dr. John D’Arcy May, Dr Jim D’Orsa, Dr Therese D’Orsa, Dr Rowan Ireland, Dr Robyn Reynolds and Dr Paul Rule.

Contact: Email: director@yarrainstitute.org.au  
Mail: PO Box 505, Box Hill VIC 3128  
Phone 9899 4777
Within Yarra Theological Union there are four individual libraries for the use of Faculty and enrolled students. They are the provincial libraries of some of the orders which constitute YTU.

**St Paschal Library (Franciscan OFM)**
This library holds a comprehensive Catholic theology collection supporting courses taught at the Yarra Theological Union as well as research degrees and study. Particular strengths are patristic and medieval scholarship, ancient languages, art and feminist theology. There is an extensive periodical collection as well as audio-visual and electronic resources. As the library for the Franciscan Province of the Holy Spirit it is particularly strong in material relating to the Franciscan Order of Friars Minor. The library now houses two other collections. In 1988 the Missionaries of the Divine Word (SVD) amalgamated its Missiology collection into St Paschal Library, and in 1995 the “YTU Collection” was integrated. As the combined purpose of the three bodies is towards the education of Catholic clergy and laity, the combination enriches the overall collection.

Ph: (03) 9896 4450 Facsimile: (03) 9898 0181
Web: www.vspc-franciscan.org.au Email: info.library@franciscans.org.au

**St Paschal Library Staff:**
Librarians: Miranda Fyfield, BA, Grad Dip Librarianship, DipEd., BTheol., AALIA
Shaira Gaytan, BLibSt (Mexico), AALIA
Library Assistant: Leonie Parsons

**Carmelite Library (OCarm)**
214 Richardson St, Middle Park, 3206.
Tel: (03) 9682 8553.
Email: info@carmelitelibrary.org
Library strength: Spirituality

**Dorish Maru Library (SVD)**
Library strength: Mission Studies.

**Redemptorist Seminary Library (CSsR)**
Library strength: Systematic Theology and Social Justice.
(Social Justice Library situated in the Study Centre at YTU)

The Library Manager of two libraries – Dorish Maru and Redemptorist Libraries – is Siobhan Foster BA, BTheol, DipLib. Siobhan can be contacted by email: fostersiobhan@hotmail.com or 0412 674 602.

For addresses and telephone numbers of the libraries, refer to page 13 of this Handbook under: YTU Member Colleges or via MCDcat:

*University of Divinity library information can be found at*
http://www.divinity.edu.au/library/
The purpose of the SRC is to cooperate in and complement the objectives of YTU by representing and serving students enrolled there. It is represented on the Senate and Education Board by the President and Secretary, and in each Faculty Department by representatives from the student body.

The SRC is composed of a President, Secretary, and Treasurer elected from among the whole student body. This election takes place in the second semester, to take effect in the following year. There are elected representatives from the independent students and it is desirable that each member College has a representative, elected at the beginning of each year.

The student body, together with the Faculty, is responsible for organising and advertising events and activities throughout the year, of which the following are significant for 2015:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>20</td>
<td>Orientation Programme and BBQ</td>
</tr>
<tr>
<td>March</td>
<td>9-13</td>
<td>Hospitality Week</td>
</tr>
<tr>
<td>March</td>
<td>13</td>
<td>Inaugural Eucharistic Celebration and Supper</td>
</tr>
<tr>
<td>August</td>
<td>28</td>
<td>SRC Evening</td>
</tr>
<tr>
<td>November</td>
<td>13</td>
<td>End of Year Eucharist and Supper</td>
</tr>
</tbody>
</table>

The SRC also has responsibility for:

a) Encouraging students to actively participate as FIRE carrier ambassadors.
b) Organising the weekly Eucharists.
c) Arranging and promoting the opening and closing Eucharists.
d) Providing facilities for the students in the Common Room.
e) Managing SRC finances.
f) Organising social functions throughout the year.
g) Upkeep of the Prayer Room.
h) Supporting the work of the Chaplain
i) Managing the election of, and supporting and communicating with the departmental representatives
j) Electing a representative to the OH& S committee
k) Creating a weekly student bulletin

STUDENT REPRESENTATIVES ON DEPARTMENTS
The election of the Student Representatives is managed by the SRC. These students represent their peers in Departments A&B, C or D, and will attend Department meetings. They are a voice for students on planning and decision making and may have further opportunities to attend other Boards or working groups. The SRC communicates with and supports the student representatives.

CHAPLAINCY
Pia Pagotto is the YTU Chaplain and she can be contacted on 0419541733
Or Email ppagotto@optusnet.com.au The Chaplain's room is situated in the Study Centre, but she will mostly be found about YTU. The Chaplain is available for all at YTU and encourages those who wish to make a set time to meet, to call or email.
As a student of the University of Divinity you have the rights and responsibilities outlined on page 8 of this Handbook. Please read them carefully. You risk suspension or exclusion if you contravene them.

You have the right to privacy.
The Yarra Theological Union supports and endorses the National Privacy Principles contained in the Privacy Amendment (Private Sector) Act 2000 and will comply with these principles whenever personal information is collected by us. In accordance with the National Privacy Principles

1. YTU will only collect personal information from you with your prior knowledge and consent.
2. YTU will only use personal information provided by you for the purposes for which it was collected.
3. YTU will not disclose your personal information to a third party without your consent.
4. YTU will not disclose your personal information to other institutions and authorities except if required by law or other regulation.
5. YTU will remove personal information from its records when it is no longer required (except where archiving is required).
6. YTU will have processes and policies to protect the personal information that it has under its control from:
   1. unauthorised access,
   2. improper use,
   3. alteration,
   4. unlawful or accidental destruction and accidental loss.

Because YTU students are enrolled in University of Divinity degree and diploma programs, a certain amount of information needs to be exchanged between the YTU office and the Office of the Vice Chancellor, and on occasions other colleges of the University.

You have the right to the highest standards of teaching and learning.
In order to protect the high academic standing of your degree or diploma, all forms of cheating, plagiarism or other academic fraud (including illegitimate use of internet resources) are strictly forbidden, and anyone found engaging in them faces serious consequences. To assist with this, you are required to state on each assignment that it is your own work.

You have the right to be treated fairly in all academic and administrative matters. If you feel this has not happened, you have rights under the appeals policy to lodge an appeal, or in some cases to lodge a grievance under the grievance policy. These policies, and the procedures which go with them, are available on the University website: http://www.divinity.edu.au/university-of-divinity/our-governance/policies-and-procedures/
You have the right to be safe, and to feel safe, in the university’s environments. Harassment in any form – spiritual, sexual or discriminatory (e.g. on the grounds of race, gender, ethnicity, disability, theological outlook) – is wrong, and is not tolerated. There is provision for dealing confidentially, effectively, and justly with any harassment that may occur within YTU. If you wish to discuss a concern in relation to these matters please contact:

YTU Academic Dean, Ross Fishburn (03) 9890 3771: ext 3
YTU President, Chris Monaghan (03) 9890 3771: ext 2
The Chaplain: Pia Pagotto on 0419541733
Or a member of the SRC.

Any of these people will be able to refer you to an appropriate advisor or support person to assist you to explore and resolve your concern.

Finally, once you have commenced a degree or diploma with University of Divinity, you are assured that university educational and financial resources are in place to see you through to its completion. If the highly unlikely situation arises that the university cannot deliver a course for which you have paid fees, these will be refunded, or you can transfer to another provider, nominated for this purpose by the university.

All University of Divinity policies and procedures (including grievance issues) may be found at www.divinity.edu.au/university-of-divinity/our-governance/policies-and-procedures/

These include:

- Examinations & Assessment Policy
- Extensions & Special Consideration Policy
- Academic Misconduct Policy
- Appeals Policy
- Grievances Policy

Integrity Statement

In addition to the policies and procedures of University of Divinity, Yarra Theological Union is committed to the code of conduct “Integrity in Ministry”(2004) that outlines the principles and standards for Catholic Clergy and Religious in Australia and “Integrity in the Service of the Church”(2011) for Lay Workers in the Catholic Church in Australia.

For more information see www.catholicreligiousaustralia.org

DISABILITY

YTU acknowledges some classrooms currently offer no provision for people with disabilities. Students with disabilities are asked to make their particular needs known to the YTU Academic Dean or Postgraduate Coordinator either at their initial interview or at enrolment, so that every effort can be made to accommodate these needs.
1. STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE
   International Students pursuing Undergraduate Studies at University of Divinity need to have achieved an average International English Language Test Score (IELTS) of at least 6.5, with no band under 6.0.

   International students pursuing Postgraduate Studies need to have achieved an average International English Language Test Score (IELTS) of at least 7.0, with a minimum of 6.5 in each area. In the University’s central office, [the Office of the Vice Chancellor] overseas student matters are the responsibility of the Director of Quality and Standards and are administered by the Overseas Students Officer.

2. INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY
   NN1000Y: Introduction to Tertiary Studies in Theology will be offered in 2015. This unit is offered for one and a half hours per week in both first and second semester, and is strongly recommended for students who have not previously done tertiary study. Normally students undertake the unit only for one semester. No fee is charged.

3. STUDY LOAD
   The workload of an undergraduate student shall be a maximum of four (4) units per semester. This is a BTheol regulation. Any exception to this requirement must be approved by the Academic Dean. As a guide to students and lecturers, YTU accepts a system of demand hours. One class hour is considered as requiring two hours of private study for undergraduate students and three hours of study for postgraduate students.

4. ATTENDANCE AT LECTURES AND TUTORIALS
   Students are expected to attend all lectures and tutorials, as set out in unit outlines. Students should advise the lecturer if they are unable to attend. Attendance at the first lecture is particularly important. An absence of more than 25% of lectures or tutorials 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.

7. ASSESSMENT
   The University’s Learning & Teaching Committee advises the following regarding assessment:

   First Level: receipt of early feed-back via a piece of work not substantially counting towards assessment; assessment of more than one piece of work including a component under formal examination conditions; written work not in excess of 4,000 words.

   Second Level: written work requirement is 4,000-5,000 words.
Third Level: written work requirement is 5,000-6,000 words.

Postgraduate Level: written work requirement is 6000 words.

Each student will be assessed in the manner indicated in the particular unit outlines in this Handbook, and in accordance with UD regulations where appropriate.

Results are published according to the following grades for all UD degrees:

- **High Distinction** = 85% +
- **Distinction** = 75% – 84%
- **Credit** = 65% – 74%
- **Pass** = 50% – 64%
- **Fail** = 0% – 49%
- **W** = **Withdrawal**

**Assessment Registration**

In the first three weeks of the semester, students can withdraw from assessment without penalty. (No mark will appear on their record.)

Up to the end of the ninth teaching week in each semester, students can withdraw from assessment and they will be marked 'W' on their official transcript. Those who withdraw after this date will normally be marked 'F' (Fail).

**Assignments**

Assignments must be presented in the format prescribed in the Style Sheet on pages 173-180. They must be submitted by the date determined by the lecturer. The last day for assignments to be handed in is the last day of the examination session at the end of each semester. Any extension of time must be requested from the lecturer at least two days before the date on which the assignment is due. Extension beyond the final day of the examination period cannot be granted by the lecturer, but must be referred to the Academic Dean, and can only be granted on the basis of serious medical or pastoral grounds.

Students should keep a second copy of all assignments submitted. Students should keep copies of all written work for at least three months because all written materials that contribute toward assessment in degree units must be available for possible inspection by a second examiner outside YTU.

**No assignments will be accepted by the office fax or email.**
Extensions of time
A lecturer’s extension may be granted for up to two weeks within the semester, if application is made before the due date of the assignment, and on adequate grounds.

Any extension beyond the examination period must be approved by the Academic Dean. The extension is recorded as an “E” on the student’s transcript. Other than in exceptional circumstances, as approved by the Academic Dean, students with this designation are required to complete the assigned requirements within 28 days of the conclusion of the examination period.

If a student has not sought an extension but still hands in a piece of work after the due date, and the lecturer accepts the late work, a penalty will be enforced as follows:

- 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), though such work passed by one examiner must have at least a Pass grade recorded.

- 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.

- For work submitted later than one month or on the last day of semester without an official extension, a Fail grade is normally recorded.

Examinations
Unmarked and unannotated copies of the Revised Standard Version (RSV) or the New Revised Standard Version (NRSV) must be used for all examinations in Biblical Studies.

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 percent extra time. In subsequent years of study, students are allowed twenty five percent extra time. Such students may take a dictionary into the examination.

8. ARK: OUR LEARNING MANAGEMENT SYSTEM

In 2014, the University introduced a Learning Management System for use across all the Colleges of the University. YTU began to use this system in 2nd semester 2014, with a view to all units being covered by this system by the end of 2015.

The Learning Management System is called ARK. This is not an acronym; it’s just a name!

ARK is both a portal to access a variety of digital and online resources and the platform on which those resources reside. Every student is able to access the resources for the units in which they are enrolled through a password provided to them in conjunction with their enrolment. Most units will now provide the copies of tutorial readings, and other resources as well through ARK. Assignments and essays will be submitted for grading through ARK (and thereby through Turnitin, our plagiarism detection software).

Further details how to access and use ARK are available on the YTU website at http://ytu.edu.au/
The online program **Turnitin** was introduced across the University in 2013. Primarily it is a tool to help both student and teacher be sure that what is in an essay is the student’s own work, and not copied from another source without referencing. It is thus both a teaching and learning tool and a tool for the detection of plagiarism. Students are required to submit their assignments through ARK, the university’s learning management system, which automatically submits your work through Turnitin. Each student is able to view an originality report upon submission showing those parts of their assignment taken from other sources. Where they see the need to acknowledge quotes or re-paraphrase, they have the opportunity to upload their assignment again up until the due date.

Full instructions concerning the lodgement of assignments via ARK & Turnitin are provided in the unit outline, and on the YTU website.

In the place of the official cover sheet students are required to include a title page to their assignments with their details of their assignments and their own details. The student’s name should also be included in the header (top left). Submission online constitutes agreement with the declaration of originality on the official cover sheet.
An extension form cannot be attached to your paper when you submit online via Turnitin.

Extension forms should be completed in the normal manner. Once signed by the lecturer or Dean, the original is given to the student and a copy will be held by the lecturer or Dean.

**Plagiarism**

An essay must be your own work and largely written in your own words. Plagiarism comes from the Latin *plagiarus*/kidnapper. Plagiarism is considered serious academic misconduct. No part of the work may be copied in whole or part from another student’s work, or from any other source (e.g., published books, periodicals or internet) without due acknowledgement of the source.
A student who is found to have sought to gain an unfair advantage by submitting for assessment a piece of written work which either in whole or in part makes unacknowledged use of, or reference to, the work of others, including Internet sources
or
by taking into an examination room unauthorised material, or by copying the work of another candidate in an examination, shall be liable to:
• failure of the unit for which the written work or examination was undertaken, or
• the loss of all marks for the written work or examination, or
• suspension of candidature for the degree.
UNDERGRADUATE ACADEMIC AWARDS

As one of the colleges of University of Divinity, YTU teaches the required units for a number of Undergraduate Awards:

- Diploma in Theology
- Advanced Diploma in Theology and Ministry
- Bachelor of Ministry
- Bachelor of Theology

For information on Postgraduate Awards see pages 89 onwards.

REGULATIONS
All of these awards are recognised by legislation of the Parliament of Victoria under terms of the Melbourne College of Divinity Act (1910). The detailed regulations of each award may be found on the university website: www.divinity.edu.au

ENTRANCE REQUIREMENTS
To enter the degree programs (B Theol, B Min etc) you must have qualified for admission to a Victorian University. Satisfactory completion of a Year 12 programme of study at a secondary school normally fulfils this requirement.

The old Probationary Entry Scheme is now only available to enter the Diploma in Theology. Students wishing to use this to access the degree programs must enter the Dip Theol complete this award and the Adv Dip Theol and Min and then access the B Theol in the third year of the program.

Probationary Entry to the Diploma in Theology:

- Persons who are not qualified to enrol as candidates in accordance with Regulation 33, but have attained the age of twenty-one years prior to the commencement of the semester in which they would be first enrolled, may apply to enrol as probationary candidates for the Diploma in Theology. Such candidates will be required to complete a probationary period of study for the degree, and having successfully completed 60 credit points, will then be permitted to proceed as an ordinary candidate for the degree. Candidates who fail more than 15 credit points of units during their probationary candidature will have their candidature terminated.

FIELDS OF STUDY
There are four fields of study for the awards:

- Field A  Humanities
- Field B  Biblical Studies
- Field C  Christian Thought and History
- Field D  Theology: Mission and Ministry.

(For disciplines within Fields see pp. 39, 42, 53 & 67)

ASSESSMENT
At YTU the assessment requirements for units taken towards Diplomas, and Advanced Diplomas are the same as for units taken towards a Bachelor of Theology.
DIPLOMA IN THEOLOGY

In accord with the requirements outlined in Regulation 33, and drawing upon already accredited Bachelor of Theology units, YTU offers this Diploma Course consisting of 120 credit points (usually 8 units) of study, and must include at least 30 points in each of Fields B and C. The award must be completed in not less than one year and not more than three years.

ADVANCED DIPLOMA IN THEOLOGY AND MINISTRY
(AdvDipTheol & Min)

In accord with the requirements outlined in Regulation 34, and drawing upon already accredited Bachelor of Theology units, YTU offers this Advanced Diploma Course consisting of 240 credit points (usually 16 units) of study. It must be completed in not less than two years and not more than six years. Students must complete 15 points of study (1 unit) in each of Old Testament, New Testament, Church History and Systematic Theology. This is normally achieved at YTU by completing the following units or their equivalent:

- BN1000Y Gospel of Mark and Exegetical Method
- BA1000Y Old Testament: Survey and Method
- CH1002Y A Survey of Early Modern and Modern Church History (1450 – present)
  - Or CH1001Y A Survey of Early & Medieval Church History (100-1450)
- CS1000Y Faith, Revelation and Theology.

In addition, two further units in Biblical Studies, Systematic Theology or Church History must be completed.

The Advanced Diploma in Philosophy may be undertaken at Catholic Theological College.
BACHELOR OF MINISTRY

This degree must be completed in not less than three years and not more than nine years.

Every course of study for the pass degree is to consist of at least 360 credit points (24 standard units, or equivalent non-standard units), including:

- 90 points in one discipline in Field D, including at least 30 points at third level and no more than 30 points at first level (major); not including supervised ministry praxis units.
- 60 points in Biblical Studies including at least 30 points at second level or higher (submajor), and including minor sequences in each of Old Testament and New Testament.
- 60 points of ministry praxis units, eg. Clinical Pastoral Education, Supervised Theological Field Education or other supervised practica (submajor).
- 60 points in Systematic Theology including at least 30 points at second level or higher (submajor).
- 30 points in Church History (minor).
- 60 points of electives from Fields A, B, C or D.
- At least 60 points of the degree must be taken at third level.

A sequence means consecutive units in the same discipline, as follows:
- A major sequence comprises 90 points, including at least 30 points at Level 3;
- A sub-major sequence comprises 60 points, including at least 30 points at Level 2;
- A minor sequence comprises 30 points of study in the same discipline.

CREDIT

A maximum of eight units may be obtained in credit for completed degree level work done at other recognised tertiary institutions. A completed degree automatically carries four units of general credit, normally in field A. Up to four units further credit may be granted if the units concerned, in the judgement of UD, closely parallel the content and standard of Bachelor of Ministry studies. Transfer credits are also possible. The total number of credits and transfer credits shall not exceed 240 points.

The Learning and Teaching Committee of UD normally limits the granting of credit for individual subjects to those which were completed not more than ten years ago.
BACHELOR OF THEOLOGY: BTheol

RECOGNITION
The degree has been recognised by a number of tertiary institutions in Victoria and interstate for the purpose of credit towards their degrees. It is the responsibility of those institutions to determine the grounds on which such credit will be given and, in particular, the equivalence or otherwise of subjects completed in the BTheol degree to those offered in their degree.

The degree is also recognised by the Secondary Teachers’ Registration Board for the purpose of registration as a secondary teacher in the State of Victoria. In order to obtain such registration, an appropriate qualification in education must be completed in addition to a recognised degree such as the BTheol.

REGULATIONS
This degree was reviewed and a new regulation (No. 4 of the University Regulations) was approved in 2008. Students who began their degree under the previous regulation will be encouraged to complete the requirements of the new regulation but are not required to do so.

This degree must be completed in not less than three years and not more than nine years.

Every course of study for the degree is to consist of at least 360 credit points (24 standard units, or equivalent non-standard units), including:

1. Three sub-major sequences:
   - Biblical Studies (including minor sequences in each Testament)
   - Systematic Theology, and
   - Theology: Mission and Ministry (Field D) or One discipline in Humanities (Field A) *
   * At least 60 points must be included from Theology: Mission and Ministry (Field D)

2. Two of these must articulate to major sequences

3. Two minor sequences in
   - Church History and
   - Any one discipline

4. 60 points from one or more of the disciplines of the award.

A sequence means consecutive units in the same discipline, as follows:

   A major sequence comprises 90 points, including at least 30 points at Level 3;
   A sub-major sequence comprises 60 points, including at least 30 points at Level 2;
   A minor sequence comprises 30 points of study in the same discipline.

CREDIT
A maximum of eight units may be obtained in credit for completed degree level work done at other recognised tertiary institutions. A completed degree automatically carries four units of general credit, normally in field A. Up to four units further credit may be granted if the units concerned, in the judgment of University of Divinity, closely parallel the content and standard of Bachelor of Theology studies. Transfer credits are also possible. The total number of credits and transfer credits shall not exceed 240 points.

The Learning & Teaching Committee of UD normally limits the granting of credit for individual subjects to those which were completed not more than ten years ago.
UNIT NUMBERING

The main reason for the numbering system is to indicate the levels of the various units, i.e. Level One, Level Two and Level Three.
To explain more fully by means of examples:

**BN1000Y  Gospel of Mark and Exegetical Method**

B indicates that the unit is in Field B.
N = New Testament.
The first figure ‘1’ indicates that it is a Level One unit.
The second, third and fourth figures are the proper numbers for the unit itself.
Y indicates that the unit is taught at YTU. [Other Colleges are indicated by different letters.]

**CT2011Y  Who is this Christ?**

In Field C, and under the discipline of Systematic Theology (C+T = CT),
this is a Level Two unit.

**CH9011Y  Foundations of Australian Catholicism**

In Field C, and under Church History (C+H=CH), this is a Postgraduate (level 9) unit.

**DT2340/3340Y  Human Sexuality and Marriage**

In Field D, and under the discipline of Moral Theology (D+T =DT), this unit can be taken at Level Two or Level Three.

On pages 181-188 the units offered at YTU in 2015 are listed under their respective disciplines.

Minimum Number: Where “(Min. No. 8)” accompanies a unit description this means that the unit will be offered if the minimum number of students is enrolled.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>NN1000Y</td>
<td>Introduction to Tertiary Studies in Theology</td>
<td>No fee</td>
</tr>
<tr>
<td>NN0310Y</td>
<td>Art of the Icon</td>
<td>$110</td>
</tr>
<tr>
<td>NR1003Y</td>
<td>Reading the Christian Classics, 3</td>
<td>$250</td>
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</table>
NN1000Y INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY
Non-Credit Unit (Min. No. 8)
1st & 2nd semester Monday afternoon

(There is no fee payable for this unit)

PRESCRIPTION
This unit is recommended for students who have not previously done tertiary study in Australia, or who have not undertaken tertiary studies in a number of years.

CONTENT
This unit will focus on oversight of degree paths, study methods, utilising the library for research, academic style for footnotes and bibliography, reading skills, exercises in note-taking, electronic research, methodology and skill development in essay writing, time management, plagiarism and paraphrasing, the use of the software program turnitin and a range of academic skills for tertiary study.

METHOD
A ninety minute class for nine weeks

BIBLIOGRAPHY


Coordinator: MICHAEL KELLY CSsR
ART OF THE ICON (NON-CREDIT)

1st and 2nd semesters Thursdays 10am to 12 noon (Max. No. 10)

A prayer experience
Learn to paint icons the traditional way

CONTENT
This class will include direction in the making of an icon: writing/painting of the icon with gouache; gluing on the board; positioning of the linen on the board. Learning the “gesso method”; placing 12 coats of gilders whiting; the final sanding to take the “line drawing”. Then students will learn the use of the Stylus to incise the plaster ready to receive the colours. Students’ first icon will be Christ Pantocrator.

At the completion of icon classes for the year there will be a Eucharist and blessing of icons.

The following materials are supplied: wood (pine), linen cloth, glue and gesso. Students supply their own brushes (Sable 0, 00, 000). A colour chart is provided for paints (Gauche). Handouts are also supplied.

Total Cost: $110.00 to be paid to the YTU Registrar (Cheques payable to YTU)

LEARNING OUTCOMES
To develop an understanding of what icons are, what their meaning and function is. The writing/painting of icons is approached with prayer and quiet so the student can benefit in his or her prayer life. “Icons are open books to remind us of God.”

BIBLIOGRAPHY

Contact: BROTHER IGNATIUS HICKSON OFM
St. Paschal College
90 Albion Road, Box Hill 3128
(03) 9896 4400

Classes run from 5th March until 5th November and are held at Yarra Theological Union, 98 Albion Road Box Hill (Classroom to be advised)

All enquiries and payments to be made through YTU reception 9890 3771
NR1003Y  READING THE CHRISTIAN CLASSICS, III
1st semester Thursday evening  Non-Credit Unit  (Min. No. 4 Max. No. 8)

CONTENT
The unit will focus on four primary sources from the late modern periods which are Christian Classics either because of their content or the author. These will be: John Henry Newman’s *Apologia Pro Vita Sua*, Therese of Liseux’s *Story of a Soul: Autobiography*, C. S. Lewis’s *The Lion, The Witch, and the Wardrobe*, and Dorothy Day’s *Long Loneliness*. The class will meet every three weeks for two and a half hours. It is hoped that the student will have time to read the entire work or at least a major portion of it so that all can share in their understanding of the work and its significance for them. The last part of each meeting the lecturer will introduce the following work to be read and put it in its historical context.

PREREQUISITES
None

LEARNING OUTCOMES
Upon completion of this unit, it is hoped that the students will be able to:
1. identify the context of each of the classics
2. articulate at least one major insight gleaned from each of the classics
3. evaluate its contribution to the Christian tradition.

ASSESSMENT
None

BIBLIOGRAPHY
Any edition of the following books is acceptable. Some are available at Dymocks, Book Depository, or St. Paschal Library.

*Apologia Pro Vita Sua*, John Henry Newman
*Story of a Soul: Autobiography*, Therese of Lisieux
*The Lion, The Witch, and the Wardrobe*, C. S. Lewis
*Long Loneliness*, Dorothy Day

Lecturer  LARRY NEMER
## FIELD A – HUMANITIES UNDERGRADUATE

### LANGUAGES

<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL1001Y</td>
<td>Hebrew A</td>
</tr>
<tr>
<td>AL1002Y</td>
<td>Hebrew B</td>
</tr>
</tbody>
</table>

### FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in alternate years

<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL1011Y</td>
<td>New Testament Greek A</td>
</tr>
<tr>
<td>AL1012Y</td>
<td>New Testament Greek B</td>
</tr>
</tbody>
</table>
AL1001Y  HEBREW A
1st semester Monday evening
(Min. No.8)

CONTENT
This unit will introduce the students to biblical Hebrew by the study of a brief history of the
language, of Hebrew texts selected to serve the students' interests, and of the elements of
biblical text criticism.

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology of the texts studied
3. demonstrate basic understanding of Hebrew syntax.

ASSESSMENT  one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase
Brown, Francis, Samuel R. Driver, and Charles A. Briggs. Hebrew and English Lexicon of
Clines, David C. A Concise Dictionary of Classical Hebrew. Sheffield: Sheffield Phoenix
Elliger, Karl, and Wilhelm Rudolph, eds. Biblia Hebraica Stuttgartensia. 3rd ed. Stuttgart:
Hostetter, Edwin C. An Elementary Grammar of Biblical Hebrew. Biblical Languages:
*Nicholsen, Sarah. Complete Biblical Hebrew: A Teach Yourself Guide. TY Language
Wonneberger, Reinhard. Understanding BHS. A Manual for the Users of the Biblia Hebraica

Lecturer: TO BE ADVISED
This unit will further the study of biblical Hebrew by the reading of both prose and poetic Hebrew texts, selected to serve the students' interests, and by exercises in biblical text criticism.

PREREQUISITES
AG1001Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

ASSESSMENT
Weekly tests (40%); one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY
* = set texts recommended for purchase
Lecture notes covering the required grammar will be provided.

Lecturer: To be advised
### OLD TESTAMENT

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA1000Y</td>
<td>Old Testament 1: Survey and Method</td>
</tr>
<tr>
<td>BA2010Y/BA3010Y</td>
<td>Pentateuch</td>
</tr>
<tr>
<td>BA2011Y/BA3011Y</td>
<td>Psalms</td>
</tr>
<tr>
<td>BA2017Y/BA3017Y</td>
<td>The Twelve Prophets</td>
</tr>
<tr>
<td>BA3415Y</td>
<td>Supervised Reading Unit – Old Testament (15 points)</td>
</tr>
<tr>
<td>BA3430Y</td>
<td>Supervised Reading Unit – Old Testament (30 points)</td>
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</table>

### NEW TESTAMENT

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>BN1000Y</td>
<td>Gospel of Mark and Biblical Interpretation</td>
</tr>
<tr>
<td>BN2013Y/BN3013Y</td>
<td>The Gospel of John</td>
</tr>
<tr>
<td>BN2017Y/BN3017Y</td>
<td>Romans</td>
</tr>
<tr>
<td>BN3015Y</td>
<td>Biblical Land and the Gospels <em>(Overseas Travel Unit)</em></td>
</tr>
<tr>
<td>BN3415Y</td>
<td>Supervised Reading Unit – New Testament (15 points)</td>
</tr>
<tr>
<td>BN3430Y</td>
<td>Supervised Reading Unit – New Testament (30 points)</td>
</tr>
</tbody>
</table>

### BIBLICAL STUDIES

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS3016Y</td>
<td>Passover and Easter in the Biblical Land <em>(Overseas Travel Unit)</em></td>
</tr>
<tr>
<td>BS3415Y</td>
<td>Supervised Reading Unit – Biblical Studies (15 points)</td>
</tr>
<tr>
<td>BS3430Y</td>
<td>Supervised Reading Unit – Biblical Studies (30 points)</td>
</tr>
</tbody>
</table>

### FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in alternate years

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA2012Y/BA3012Y</td>
<td>Wisdom Literature</td>
</tr>
<tr>
<td>BA2013Y/BA3013Y</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>BA2016Y/3016Y</td>
<td>Prophetic Literature - Jeremiah and Hosea</td>
</tr>
<tr>
<td>BA3014Y</td>
<td>Prophecy Apocalyptic and the Future</td>
</tr>
<tr>
<td>BA3015Y</td>
<td>Exile and Return</td>
</tr>
<tr>
<td>BA/BN3110Y</td>
<td>Biblical Justice and the Reign of God</td>
</tr>
<tr>
<td>BA/BN3112Y</td>
<td>The Bible and the Land</td>
</tr>
<tr>
<td>BN2014Y/BN3014Y</td>
<td>Galatians</td>
</tr>
<tr>
<td>BN2010Y/BN3010Y</td>
<td>The Corinthian Correspondence</td>
</tr>
<tr>
<td>BN2012Y/BN3012Y</td>
<td>Matthew</td>
</tr>
</tbody>
</table>
OLD TESTAMENT 1: SURVEY AND METHOD

2nd semester Monday evening

(Min. No. 8)

CONTENT
This unit will undertake a study of the history and geography of biblical Israel. It will involve a survey of the literature of the Old Testament. It includes an introduction to the critical methodologies used to explore the biblical texts and the application of these to specific texts.

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. utilise their familiarity with the geography of Israel, 1000 – 63 BCE in exploring a text
2. articulate a knowledge of the history of Israel, 1000 – 63 BCE
3. prepare a basic exegesis of a text of the Old Testament
4. identify the main types of biblical literature found in the Old Testament
5. examine a text diachronically
6. describe the ongoing significance of the text for the Christian community.

ASSESSMENT
1500 word exegesis (35%); 1500 word essay (35%); one hour written exam (30%)

BIBLIOGRAPHY

Students wishing to do some preliminary reading are encouraged to read:

Lecturer: MARY REABURN NDS
CONTENT
The unit will commence with a review of approaches used in modern western exegesis of the Pentateuch, an outline of the exegetical approach that will be used in this unit and its relationship to the other approaches. This will be followed by an introduction to the Pentateuch, the critical issues associated with its interpretation, and exegesis of selected texts.

PREREQUISITES
Successful completion of BA1000Y and BN1000Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate broad familiarity with the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. identify distinctive theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make appropriate use of secondary sources, e.g., commentaries
5. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Pentateuch.

ASSESSMENT
Level 2: 1500 word paper (35%); 3000 word essay (65%)
Level 3: 2000 word paper (35%); 3500 word essay (65%)

BIBLIOGRAPHY

Lecturer: MARK O’BRIEN OP
CONTENT
This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES
Level 2: BA1000Y and BN1000Y or equivalent
Level 3: At least one unit of Old Testament at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a knowledge of the various genres found in the Psalter and the contribution of poetics to the study of Psalms
2. show understanding of the various ways the Psalms have been interpreted over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. critically assess the shape of the Psalter and its impact on the meaning of the Psalms
5. assess the value of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today

ASSESSMENT
Level 2: 1500 word exegetical paper (35%); 3000 word essay (65%)
Level 3: 1500 word exegetical paper (30%); 4000 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: MARY REABURN NDS
CONTENT
This unit provides an opportunity for students to study a corpus of material that embraces much of the history of prophecy in Israel. The unit will comprise: an introduction to the twelve so-called ‘minor prophets’, an analysis of the books of Hosea, Amos, Micah, Jonah and Zechariah from the twelve Prophets; and an examination of the hypothesis that the twelve constitute a book of prophecy. Students will undertake detailed exegesis of selected passages from Hosea, Amos, and Zechariah.

PREREQUISITES
Successful completion of BA1000Y and BN1000Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate an understanding of the major hypotheses about the nature and composition of each of the prophetic books listed
2. identify the different features of each prophetic book
3. exegete passages from the books in a competent manner
4. make appropriate use of secondary sources; e.g., commentaries
5. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Book of the Twelve.

ASSESSMENT
Level 2: 2000 word exegetical paper (40%); 3000 word essay (60%)
Level 3: 2000 word exegetical paper (35%); 3500 word essay (65%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: MARK O’BRIEN OP
CONTENT
The unit will commence with a brief study of the historical setting and literary forms of the New Testament writings, with special emphasis on the origin, literary character and theology of the Markan narrative. The methodology of biblical exegesis will be explained and illustrated in relation to the Gospel, with some reference to the other Synoptic Gospels.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. outline the contents and structure of the New Testament, and describe the types of literature and literary forms found in the New Testament
2. analyse the geographic and historical background to the New Testament texts and discuss the social and political world in which they emerged
3. identify the structure, content and key theological themes of the Gospel of Mark, the purpose for which it was written, the literary and narrative techniques that are used and its relationship to the other Synoptic Gospels
4. analyse the relationship between the Gospel of Mark and the OT, and articulate implicit and explicit intertextual references
5. identify and utilise the materials that assist NT interpretation, particularly by writing exegetical papers and an exegetical essay.

ASSESSMENT
Two exegetical exercises (750 words each) (20% each); two short revision exercises (250 words each) (10% each); 2000 word essay (40%)

BIBLIOGRAPHY
NRSV Bible with the Apocryphal/Deuterocanonical Books [RSV is acceptable]

Lecturer: GLENDA BOURKE SGS
CONTENT
Luke-Acts takes the reader from the annunciation of the birth of John the Baptist through to the ministry of Paul in Rome. In the decades after the death of Jesus the early Christian movement spread to the heart of the empire, and the acceptance of Gentiles into the community of believers was a source of debate. This unit will undertake the study of the origin, nature and distinctive theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts. Attention will be paid to the ways in which Luke makes use of the historiographical techniques of the period and the role played by the speeches in Luke-Acts as a means interpreting the deeper meaning of these events.

PREREQUISITES
Level 2: BA1000Y and BN1000Y or equivalent
Level 3: BA1000Y and BN1000Y plus two units in Field B at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:

Level 2
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. discuss the context in which this theology arose
3. engage in an exegesis of various texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. evaluate the significance of the material that is unique to Luke

Level 3
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a critical understanding of the distinctive theology of Luke-Acts
2. exhibit an appreciation of the context in which this theology arose and the ways in which it addresses the challenges faced by Luke’s community
3. exegete selected texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. identify the material unique to Luke’s Gospel and critically appraise the ways in which these materials have been incorporated into Luke-Acts.

ASSESSMENT
Level 2: 2000 word essay (40%); 3000 word essay (60%)
Level 3: Two 3000 word essays (50% each)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: CHRISTOPHER MONAGHAN CP
CONTENT
This unit offers a critical scholarly study of the theological, literary, and pastoral significance of *The Gospel of John* within its First-Century context. It will include a study of the emergence of Johannine Christianity and its relationship to Judaism following the destruction of Jerusalem, and the distinctive Johannine response to this event. Using narrative-critical methods the unit will follow the text of the Gospel, particularly in its structural and symbolic elements, in order to elucidate the particular theology of this Gospel.

PREREQUISITES
Level 2: BA1000Y and BN1000Y or equivalent
Level 3: BA1000Y and BN1000Y plus two units of Biblical Studies at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:

Level 2:
1. describe the background, structure, themes, literary forms and terminology of the Gospel
2. gather information from the primary and secondary sources relevant to this subject and effectively communicate it in both oral and written form
3. write an exegetical paper on a specific text demonstrating appropriate skills in biblical interpretation
4. explain the unique theology of John’s Gospel in relation to its first-century context.

Level 3:
1. research and discuss the background, structure, themes, literary forms and terminology of the Gospel
2. appraise information from the primary and secondary sources relevant to this subject, particularly through the use of databases, and effectively communicate it in both oral and written form
3. identify the characteristics of narrative critical methods as distinct from historical critical methods
4. write an exegetical paper on a specific text demonstrating advanced skills in biblical interpretation
5. evaluate the unique theology of John’s Gospel in relation to the pastoral needs of its first-century context

ASSESSMENT
Level 2: 2000 word exegetical paper (40%); 3000 word essay or 45 minute taped oral exam (60%)
Level 3: 2500 word exegetical paper (40%); 3500 word essay or 45 minute taped oral exam (60%)

BIBLIOGRAPHY

- * = set texts recommended for purchase


Lecturer: MARY COLOE PBVM
CONTENT
This unit is an exegetical and thematic exploration of Paul’s letter to the Romans. The Christian community of Rome was known to Paul, but he had not visited them. For their part the Roman community of Jewish Christians was concerned that Paul’s message and praxis was an authentic one. The letter is written to pave the way for his impending visit and it is Paul’s attempt to address their concerns by articulating his understanding of the Christian message and wrestling with a number of significant theological issues including the place of Jesus in God’s saving history, the role of the Jewish Law, the failure of the people of Israel to accept Jesus as Messiah, the plight of all humanity under sin, and the possibility of all humanity being saved by faith in Jesus.

PREREQUISITES
Level Two: BA1000Y and BN1000Y or the equivalent
Level Three: BA1000Y, BN1000Y plus 30 points in Field B at second level

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
Level 2
1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. describe Paul's theology as it emerges from the letter to the Romans
3. exhibit critical awareness of the social, political and religious context of the Roman community
4. discuss critically the relationship between the context of Paul’s community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature.
Level 3
1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. analyse Paul’s theology as it emerges from the letter to the Romans
3. evaluate the social, political and religious context of the Roman community and the ways in which it shapes Paul’s arguments in Romans
4. appraise the relationship between the context of Paul’s community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature.

ASSESSMENT
Level Two: 2000 word exegetical paper (40%); 3000 word essay (60%)
Level Three: 3000 word exegetical paper (50%); 3000 word essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer
CHRISTOPHER MONAGHAN CP
BN3015Y  BIBLICAL LAND AND THE GOSPELS
2nd - 29th June Intensive

CONTENT:
This unit will have several components. Students will travel to Israel. They will follow a four week course, based at Ecce Homo Convent in the Old City of Jerusalem, on one of the Synoptic Gospels which involves lectures on a Synoptic Gospel, on Judaism, and the many religious traditions present. The course, entitled ‘Rediscover Jesus in the Land with Matthew/Mark/Luke’ (whichever is the Gospel for the following liturgical year), will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

For more information see www.biblicalformation.org
It is necessary to enrol with the Program in Jerusalem.

PREREQUISITES
One Unit of New Testament at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. discuss the interplay between the geography of the biblical land and the text of the Gospel
2. articulate the significance of the land in relation to the Gospel’s presentation of Jesus and his ministry
3. explain the influence of the Galilee on the life of Jesus as reflected in the Gospel studied
4. demonstrate knowledge of the Jewish background to the Gospel studied
5. assess the contribution of archaeology to the study of the Gospel
6. apply the knowledge gained concerning the Gospel and the Galilean influence to preaching or teaching the Gospel in the coming liturgical year
7. discuss the relationship between the various Christian communities encountered in Jerusalem to Christian Ecumenism in Australia.

ASSESSMENT:
An homily or class presentation equivalent to 2500 words on one of the Sunday Liturgical texts studied in Jerusalem (50%); A 2500 word essay – which takes a text from the Gospel of Luke and explores the significance of studying it in the Biblical land (50%)

BIBLIOGRAPHY

The Land

The Gospel of Luke

Supervisors: MARY COLOE PBVM and MARY REABURN NDS
BS3016Y  PASSOVER AND EASTER IN THE BIBLICAL LAND

March 10th - April 6th  Intensive

CONTENT:
This Unit combines a study of the Biblical texts associated with the feasts of Passover & Easter (Exodus, Servant Songs & John’s Gospel) with an experience of the Biblical Land and the celebration of these feasts in Jerusalem. (This Program is situated in Jerusalem. The students will study: Exodus, the Servant Songs in Isaiah and the Gospel of John. The lens through which this study will be focused are the feasts of Passover and Easter. The celebration of Easter in the Holy Land offers an experience of a variety of Christian celebrations of Holy Week and Easter. It will also allow some participation, with Jewish people, in Passover. There will be excursions to sites where events in the life of Jesus are commemorated.)

For more information see www.biblicalformation.org
It is necessary to enrol with the Program in Jerusalem.

PREREQUISITES
BA1000Y& BN1000Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. exegete the text of the Gospel of John within the context of the First Testament and in a manner which does not promote anti-Jewish sentiment
2. examine the relationship between the feasts of Passover and Easter as found in the selected biblical traditions
3. present the texts of Exodus and Isaiah (Servant Songs) in non supersessionist modes
4. demonstrate familiarity with the role of Jerusalem and the land in the celebration of the feasts of Passover and Easter
5. explore the use of Biblical texts within a liturgical context.

ASSESSMENT:
Exegesis of a text within John 13-20 (35%); Preparation of an “Easter” Liturgy with a strong Biblical component (35%); A reflective paper on the relationship between the feasts of Passover and Easter in light of the 4 weeks experience (30%)

BIBLIOGRAPHY

Supervisors: MARY COLOE PBVM and MARY REABURN NDS
# FIELD C – CHRISTIAN THOUGHT AND HISTORY
## UNDERGRADUATE

### CHURCH HISTORY

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH1001Y</td>
<td>Early/Medieval Church History (100-1450)</td>
</tr>
<tr>
<td>CH1002Y</td>
<td>Early Modern &amp; Modern Church History (1450-Present)</td>
</tr>
<tr>
<td>CH2010Y/CH3010Y</td>
<td>Reformation Histories and Theologies</td>
</tr>
<tr>
<td>CH2013Y/CH3013Y</td>
<td>Medieval Popular Religion in the West</td>
</tr>
<tr>
<td>CH2212Y/CH3212Y</td>
<td>Art History and Spirituality in Western Europe (=DS2/3212Y)</td>
</tr>
<tr>
<td>CH2230Y/CH3230Y</td>
<td>Catholic Social Thought in Aust. &amp; O/S (=DT2/3230Y)</td>
</tr>
<tr>
<td>CH3415Y</td>
<td>Supervised Reading Unit – Church History (15 points)</td>
</tr>
<tr>
<td>CH3430Y</td>
<td>Supervised Reading Unit – Church History (30 points)</td>
</tr>
</tbody>
</table>

### SYSTEMATIC THEOLOGY

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT1000Y</td>
<td>Faith, Revelation and Theology</td>
</tr>
<tr>
<td>CT1330Y/CT2330Y**</td>
<td>Introduction to Theology of Mission (=DM1/2330Y)</td>
</tr>
<tr>
<td>CT2010Y/CT3010Y</td>
<td>Eschatology: Living in Hope</td>
</tr>
<tr>
<td>CT2011Y/CT3011Y</td>
<td>Who is this Christ?</td>
</tr>
<tr>
<td>CT2020Y/CT3020Y</td>
<td>Cosmos as Creation</td>
</tr>
<tr>
<td>CT2310Y/CT3310Y</td>
<td>Signs and Gifts of God: Sacraments of Life and Church</td>
</tr>
<tr>
<td>CT2350Y/CT3350Y</td>
<td>Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR2/3350Y)</td>
</tr>
<tr>
<td>CT3021Y</td>
<td>Women in the Christian Theological Tradition</td>
</tr>
<tr>
<td>CT3415Y</td>
<td>Supervised Reading Unit – Systematic Theology (15 points)</td>
</tr>
<tr>
<td>CT3430Y</td>
<td>Supervised Reading Unit – Systematic Theology (30 points)</td>
</tr>
</tbody>
</table>

**See crosslisting for detailed unit description**

### FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH2011Y/3011Y</td>
<td>Foundations of Australian Catholicism</td>
</tr>
<tr>
<td>CH2012Y/3012Y</td>
<td>Introduction to Early Christian Art and Architecture</td>
</tr>
<tr>
<td>CH2013Y/3013Y</td>
<td>Medieval Popular Religion in the West</td>
</tr>
<tr>
<td>CH2014Y/3014Y</td>
<td>Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts</td>
</tr>
<tr>
<td>CH/2210Y/3210Y</td>
<td>Seers, Saints and Sinners: Visual Traditions and the Construction of Women’s Identity in the Christian Tradition, c. 1300-1700 (=DS2/310Y)</td>
</tr>
<tr>
<td>CH2212Y/3212Y</td>
<td>Art History and Spirituality in Western Europe (=DS2/3121Y)</td>
</tr>
<tr>
<td>CT2016Y/3016Y</td>
<td>Church: Sign &amp; Sacrament of God’s Kingdom</td>
</tr>
<tr>
<td>CT2320Y/3320Y</td>
<td>Mary in the Christian Tradition (=DS2/3320Y)</td>
</tr>
<tr>
<td>CT2321Y/3321Y</td>
<td>Franciscan Spirituality: Origins and Contemporary Relevance (=DS2/3321Y)</td>
</tr>
<tr>
<td>CT2340Y/3340Y</td>
<td>Human Sexuality and Marriage (=DT2/3340Y)</td>
</tr>
<tr>
<td>CT3012Y</td>
<td>The Christian Doctrine of God: The Holy Trinity</td>
</tr>
<tr>
<td>CT3019Y</td>
<td>Human Person: Oriented to Communion</td>
</tr>
</tbody>
</table>
CONTENT
This unit is designed to fulfil two major functions. Firstly to introduce students to modern methodologies for reading and writing history, historiography, historical consciousness, the skills of research, critical use of sources, interpretation methodologies, and presentation of evidenced historical arguments. Secondly, the unit introduces students to the broad sweep of church history from the end of the apostolic era (c.100CE) to the Gutenberg Printing Press (c.1450). Particular emphasis is given to the development of the fundamental doctrines and structures of Christianity, the mutual relationships between Church, State and Culture, the Crusades, and challenges to the Church’s authority in the High Middle Ages, leading to the growth of movements towards reform.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate understanding of the dynamic meaning of church history in the modern era
2. analyse critically both primary and secondary historical sources
3. present a critical evaluation of selected historical documents from the period
4. engage with debates surrounding major historiographical issues of the period in question
5. complete a structured research project that evidences their interpretations of a key event in the early and medieval church history periods
6. identify and discuss the inter-relationship between history and theology

ASSESSMENT
1000 word critical document study (30%); 3000 word research essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: PETER PRICE
A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY (1450 – PRESENT)

2nd semester Wednesday evening (Min. No. 8)

CONTENT
This unit develops the students’ historical methodology and research skills, building on fundamental learnings from the first survey (CH1001Y). Applying these skills, it surveys the history of the Church from the fall of Constantinople in 1453 to the period immediately following the Second Vatican Council (1962 – 1965). Particular emphasis is given to the current historiography of the Long Reformation (14th to 18th Centuries) and its aftermaths, to the Enlightenment, the Age of Revolutions, and the Religious developments of the 19th Century in church authority structures and ‘Social Christianity’, as a preface to interpreting twentieth century conflicts, reforms and renewal.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate understanding of the dynamic meaning of church history in the modern era
2. apply their understanding to the key events of early modern and modern church history
3. analyse critically both primary and secondary historical sources
4. present a critical evaluation of key historical documents from the period
5. engage with debates surrounding major issues of the period in question
6. complete a structured research project that evidences their interpretations of a key event in the early modern and modern church history periods.

ASSESSMENT
1000 word document study (30%); 3000 word research essay (70%)

BIBLIOGRAPHY
Cameron, Euan. The European Reformation. 2nd Ed. Oxford: OUP, 2012

Lecturer: PETER PRICE
CONTENT
This unit examines the history of reform movements in the Western European Church during the sixteenth-century, with special attention to the interactions between theology and history. It commences with an examination of late medieval theology and piety. It then moves through the major theological issues raised by Martin Luther, Ulrich Zwingli, John Calvin and Ignatius Loyola, examining in detail their contributions to debate, as well as the writings and actions of those who followed them and/or opposed them. These theologies will be placed in their societal contexts through an exploration of events in Wittenberg, Zurich, Geneva, England and Italy.

PREREQUISITES
Level 2: One unit in Church History at level one
Level 3: As above plus one unit in Church History at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate basic knowledge of the major theological issues of the sixteenth-century Western European reform movements
2. demonstrate an ability to use a range of early modern historical sources, including written material and visual evidence
3. engage with the key historiographical debates on the causes, nature and extent of ‘Reformation’
4. identify the causes of division in the sixteenth-century Western European Church.

ASSESSMENT
Level 2: 2000 word seminar journal (40%); 2500 word research essay (60%)
Level 3: 2000 word seminar journal (40%); 3000 word research essay (60%)

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturer: RICHARD BLANDFORD
CONTENT
This unit will focus on non-liturgical devotional activity and practices in medieval Western Europe (1200-1500), particularly in Italy, France and England, and will provoke questions about definitions of ‘popular’ and ‘official’ devotional activity in this period. Themes explored include: the cult of the saints; pilgrimage, relics and shrines; communal performances of mystery plays; mystical texts; ‘unofficial’ textual saints’ lives; and visual depictions of saints’ lives. The relationship between the institutional Church and these ‘popular’ devotional sites and practices will be analysed, including an exploration of the how and why certain popular practices and groups came to be known as heretical.

PREREQUISITES
Level 2: at least one unit of Church History
Level 3: at least one unit of Church History at level 2

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. evaluate the development and context of the studied popular devotional practices within Western Christian religious practice, up to 1500
2. articulate a sense of the relationship between textual and visual evidence, and demonstrate skills with the methodologies required to work with each type of evidence
3. evince a nuanced understanding of the concept of ‘popular’ religion and its relationship to official religious discourse in the period
4. demonstrate awareness of the historiography of the field
5. exhibit the ability to construct, present and defend a critical and analytical argument.

ASSESSMENT
Level 2: 500 word book report and tutorial presentation of 5 minutes (10%); 1000 word textual analysis (40%); 2500 word research essay (50%)
Level 3: 500 word book report and tutorial presentation of 5 minutes (10%); 1000 word textual analysis (35%); 3500 word research essay (55%)

BIBLIOGRAPHY

Lecturer: ANNA WELCH
CONTENT
This unit investigates some of the ways in which visual images, for example painting and sculpture, reflected the spiritual characteristics and preoccupations of the Late Middle Ages, 1300-1500. After identifying the most important sacred stories and their chief personages, i.e. Jesus, the Virgin Mary, and various saints, the unit examines the patrons and audience for these "images of salvation". It explores which objects inspired devotion and how these paintings, sculptures and other objects instructed the faithful in the mysteries of faith. Finally we will consider how space, both private and communal, was sanctified. Throughout this unit students will explore the problem of how visual expressions and material expressions of spirituality in general, build on, yet differ from, textual ones.

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. recognise the central iconographic themes of Christian art in the West c. 1300-1500
2. apply basic vocabulary of visual analysis and historical inquiry in oral and written work
3. plan and execute a research essay which clearly states an argument, and gathers appropriate evidence to support the argument
4. identify in both oral and written work the various lenses (historical, spiritual, theological) through which the interpreter views visual images (LEVEL 3)

ASSESSMENT
Level 2: 1000 word written visual and iconographic description and analysis (20%);
   A 15 minute oral presentation (20%); 2500 word research essay (60%)
Level 3: 1000 word written visual and iconographic description and analysis (20%);
   A 15 minute oral presentation (20%); 3500 word research essay (60%)

BIBLIOGRAPHY

Lecturer: CLAIRE RENKIN
CONTENT
This unit will examine Catholic social and political ideas and movements in Europe and elsewhere, and evaluate their impact and interpretation in Australia. It will consider key issues in Catholic social movements in Europe, outline the backgrounds to the papal social encyclicals, and trace their development internationally to Popes John Paul II, Benedict XVI and Francis.

PREREQUISITES
A foundational unit in Church History or moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. show competence in reading and interpreting the main social encyclicals
2. demonstrate familiarity with key social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. describe key debates about Catholic social movements, and analyse various views
4. demonstrate in written form a critical appropriation of some aspect of the subject
5. display understanding of the cultural origins and development of social justice traditions in the Church
6. level 3 only: Critically evaluate aspects of Church social teaching.

ASSESSMENT
Level 2: 1500 word essay (40%); 2500 word essay (60%)
Level 3: 2000 word essay (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
CONTENT
The unit investigates the foundations of theology. It is a unit in fundamental theology. The unit considers faith simultaneously as a graced and universal human phenomenon. A distinction is made between the originating faith experience and the beliefs which express this faith and give it a specific focus. The role of the Judaeo-Christian scriptures in 'informing' faith is addressed. Revelation, to which faith responds, is presented as simultaneously theocentric and a universal human phenomenon with a variety of historical manifestations. The theocentric focus of revelation provides the broader context in which Christian revelation is situated, especially as it has been manifested through the Scriptures. Finally, with faith and revelation as the originating experiences out of which theology emerges, the unit concludes with a consideration of the nature and methods of contemporary theologies.

PREREQUISITES
None (but highly recommended that students have taken NN1000Y and one unit in biblical studies)

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the universal and particular nature of Faith
2. demonstrate a familiarity with the central elements of the Christian faith
3. demonstrate a basic understanding of a theology of revelation—how revelation occurs universally and in specific historical mediation
4. identify the relationship between Faith and Revelation
5. outline the functions of theology, its strength and limitations
6. identify the method and sources, both written and non-written, for doing theology.

ASSESSMENT
Weekly summary of the readings (total equivalent to 1000 words) (25%);
1000 word theological reflection paper (25%); 2000 word essay (50%)

BIBLIOGRAPHY

Lecturer: GREG BRETT CM
CONTENT
“From the first to the last, and not merely in the epilogue, Christianity is eschatology, is hope, forward looking and forward moving, and therefore also revolutionary and transforming the present.” (Jurgen Moltmann). The unit situates eschatology in the centre of Christian theology and demonstrates the integrative function of the theology of hope. The eschatological emphases of the Scriptures are presented with particular attention to the Reign of God as the organising image. The unit examines the activity of God in Humanity and in its history focusing on Christ as the meaning of this history. Within this context the eschatata are retrieved as symbols of Christian hope that are operative in life, present in death and are hope-filled expressions of life through death. The opportunity will be taken at different moments in the unit to look at special questions like: body and soul; time and eternity; and the connection between eschatology and ecology. Finally the unit explores the relationship between eschatology and the Eucharist.

PREREQUISITES
Level 2:  CT1000Y or equivalent and one Biblical unit
Level 3:  CT1000Y or equivalent and at least one level two unit in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the theology of hope
2. identify the biblical foundations of hope
3. articulate the four principles of eschatological language
4. critically evaluate the eschatata as symbols of the theology of hope
5. identify the relationship between the theology of hope and Christian praxis
6. demonstrate the difference between eschatology and futurology (Level 3)

ASSESSMENT:
Level 2:  1500 word minor paper (40%); 3000 word major paper (60%)
Level 3:  2000 word minor paper (40%); 3500 word major paper (60%)

BIBLIOGRAPHY

Lecturer:  GREG BRETT CM
WHO IS THIS CHRIST?

CONTENT
This unit involves systematic reflection on the life, person, mission and ministry of Jesus Christ. It focuses on Jesus’ central message: the Reign of God. The unit commences with a reflection on the relationship between the Jesus of history and the Christ of faith. This leads to an inquiry into the scope, achievements and limits of the quest for the historical Jesus. In turn this opens into a consideration of the following themes: the Jewish world of Jesus; the Reign of God in his mission, message and actions; his sufferings, crucifixion and death; his resurrection and its impact on the Jesus movement; New Testament interpretations; Jesus’ identity in history and tradition; some special questions, including his role as liberator and saviour, and his continuing relevance for individuals, the Church, and the world.

PREREQUISITES
Level 2: CT1000Y and BN1000Y, or equivalent
Level 3: As above plus one unit of Systematic Theology at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. express the relationship between the Jesus of history and the Christ of faith
2. demonstrate an understanding of the issues involved in the quest for the historical Jesus
3. articulate and explain the significance of the Reign of God as the core of his public life and ministry
4. explain the Christian teaching that his death and resurrection is the culmination of his life and mission
5. articulate an understanding of his continuing presence and activity in the Church.

ASSESSMENT
Level 2: 1500 word essay on the Reign of God (40%); 2500 word essay (60%)
Level 3: 2000 word essay on the Reign of God (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: GREG BRETT CM
CONTENT
This unit aims to explore the meaning and implications of the Christian belief that the cosmos is the creation of God which, although declared to be good, is experienced in brokenness. It comprises four elements: (1) theological and scientific views of the cosmos; (2) theological problems raised by the brokenness (‘fallenness’) of existence in the world; (3) theological views of the place and responsibility of humankind in the world; and (4) the tension between theological and scientific expectations/hopes about the eventual future of the cosmos.

PREREQUISITES
CT1000Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. analyse various biblical views of the world as God’s good but broken creation
2. compare and contrast the several stages of the modern encounter between theology and the physical sciences
3. give a critical account of various views of how God interacts with the world
4. formulate some practical implications of belief in creation for Christian spirituality and ethics
5. demonstrate a critical awareness of some major approaches to theodicy
   (for level 3)

ASSESSMENT
Level 2: 2000 word essay (50%); 2000 word essay (50%)
Level 3: 2500 word essay (50%); 2500 word essay (50%)

BIBLIOGRAPHY

Lecturer: CHRISTIAAN MOSTERT
CONTENT
This unit aims to present with ecumenical sensitivity the origin, meaning and purpose of the Christian sacraments. It begins by outlining foundational concepts upon which contemporary sacramental theology rests, including the importance of symbol, ritual, Jesus as primordial sacrament and the Church as fundamental sacrament. Using this framework, the unit then undertakes a survey of the seven sacraments, paying particular attention to their historical, symbolic, liturgical and pastoral dimensions. Finally, the unit explores and evaluates more recent directions within sacramental theology as a discipline.

PREREQUISITES
Level 2: CT1000Y or equivalent and two units in Biblical Studies at level one
Level 3: As above plus one unit of Systematic Theology at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the importance of foundational concepts such as symbol and ritual in defining and describing sacraments
2. discuss the importance of Jesus Christ as primordial sacrament and the Church as fundamental sacrament in defining and describing sacraments
3. identify significant developments in the historical evolution of the sacraments
4. analyse the sacraments in terms of their key historical developments, symbolic meanings, and liturgical expression
5. (Level 3) explain how the sacraments manifest the presence and work of the Holy Spirit.

ASSESSMENT
Level 2: 1500 word essay (40%); 2500 word major essay (60%)
Level 3: 2000 word essay (40%); 3000 word major essay (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: GAVIN BROWN
CONTENT
“Christians are made, not born” (Tertullian). This unit explores with ecumenical sensitivity the origin, history and meaning of the processes involved in persons becoming Christians. The unit begins by briefly exploring insights drawn from cultural anthropology and ritual studies regarding the significance attached to initiation. On this basis, the unit then follows two lines of inquiry. The first represents an historical survey, charting the practices of Christian initiation in the early Church and the subsequent emergence of the three separate sacraments of initiation: baptism, confirmation and Eucharist. The second line of inquiry investigates the sacraments of initiation as they stand in the post-Vatican II Catholic Church, paying particular attention to the RCIA, continuing debates surrounding different approaches to the sacraments of initiation and, finally, the significance of the Eucharist as both the high point of the journey of faith for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES
Level 2:  CT1000Y
Level 3:  CT1000Y and an extra 30 points of Systematic Theology at Level 2

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the cultural significance attached to initiation as a ritual process
2. identify key historical developments in the emergence and evolution of baptism, confirmation and Eucharist as sacraments of initiation
3. articulate major theological insights regarding Christian initiation following the Second Vatican Council, especially in relation to the RCIA
4. demonstrate skills in reading and analyzing key texts and rites associated with the sacraments of initiation
5. discuss the place of the Eucharist in the church's sacraments of initiation
6. (Level 3) explain debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church.

ASSESSMENT
Level 2: 1500 word essay (40%); 2500 word essay (60%)
Level 3: 2000 word essay (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer:  GAVIN BROWN
CONTENT
Feminist theology has made a significant contribution in its critique of patriarchal suppositions underlying Christian doctrine. This has raised questions about the centrality of sexuality, male and female, and the gendered nature of human relationships to God. This unit will consider some of the issues raised by feminist theologians for theology in the life of the Christian community. It will also examine and critique feminist theological perspectives on God, humanity, Church, spirituality and ecology.

PREREQUISITES
Two units of Christian Thought and History, preferably including a unit on Christology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. critically assess the major Christian doctrines in the light of feminist theological scholarship
2. develop a critical awareness of issues pertaining to the diversity of feminist theologies
3. demonstrate a critical understanding of the writings of at least one feminist theologian.

ASSESSMENT
3000 word literature review (50%)
3000 word research essay (50%)

BIBLIOGRAPHY

Lecturer: JANETTE GRAY RSM
<table>
<thead>
<tr>
<th>Field D – Theology: Mission and Ministry Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canon Law</strong></td>
</tr>
<tr>
<td>DC3415Y Supervised Reading Unit – Canon Law (15 points)</td>
</tr>
<tr>
<td>DC3430Y Supervised Reading Unit – Canon Law (30 points)</td>
</tr>
<tr>
<td><strong>Liturgy</strong></td>
</tr>
</tbody>
</table>
| DL2422Y/DL3422Y Ritual and Pastoral Care: In Sickness and Life’s Ending 
  (=DP2/3422Y) |
| DL2423Y/DL3423Y Proclaiming the Word of God (=DP2/3423Y) |
| DL2433Y/DL3433Y Rites, People, Places: Liturgy Study Tour |
| DL3415Y Supervised Reading Unit – Liturgical Studies (15 points) |
| DL3430Y Supervised Reading Unit – Liturgical Studies (30 points) |
| **Missiology**                                       |
| DM1330Y/DM2330Y Introduction to the Theology of Mission (=CT1/2330Y) |
| DM2011Y/DM3011Y A Comparative Study of Religions |
| DM2331Y/DM3331Y Theology in Asia: A Model of Development in Theology 
  (=CT2/3331Y) |
| DM2470Y/DM3470Y Social Teaching and Aboriginal Australians (=DT2/3470Y) |
| DM3415Y Supervised Reading Unit – Missiology (15 points) |
| DM3430Y Supervised Reading Unit – Missiology (30 points) |
| **Pastoral Theology and Ministry Studies**           |
| DP2011Y/DP3011Y Counselling: Theory and Practice |
| DP2422Y/DL3422Y** Ritual and Pastoral Care: In Sickness and Life’s Ending 
  (=DL2/3422Y) |
| DP2/3111Y Foundations for Ministry 
  Clinical Pastoral Education (CPE) |
| DP3481Y Leadership in a Faith Community (=DR3481Y) |
| DP3415Y Supervised Reading Unit – Pastoral Theology & Ministry Studies 
  (15 points) |
| DP3430Y Supervised Reading Unit – Pastoral Theology & Ministry Studies 
  (30 points) |
| **Religious Education**                              |
| DR2350Y/DR3350Y** Sacraments of Initiation: Baptism, Confirmation, Eucharist 
  (=CT9350Y) |
| DR2481Y/DR3481Y** Leadership in a Faith Community (=DP2/3481Y) |
| DR3415Y Supervised Reading Unit – Religious Education (15 points) |
| DR3430Y Supervised Reading Unit – Religious Education (30 points) |

**See crosslisting for detailed unit description**
**FIELD D – THEOLOGY: MISSION AND MINISTRY**

**UNDERGRADUATE**

### SPIRITUALITY

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS1000Y</td>
<td>Introduction to Christian Spirituality</td>
</tr>
<tr>
<td>DS2101Y</td>
<td>Spiritual Leaders (Heart of Life)</td>
</tr>
<tr>
<td>DS2212Y/DS3212Y**</td>
<td>Art History and Spirituality in Western Europe (= CH2/3212Y)</td>
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### SENTIR UNITS

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DS3118Y</td>
<td>Ignatian Spirituality Seminar</td>
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<tr>
<td>DS3119Y</td>
<td>Ignatian Discernment and Christian Decision Making</td>
</tr>
<tr>
<td>DS3415Y</td>
<td>Supervised Reading Unit – Spirituality (15 points)</td>
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<tr>
<td>DS3430Y</td>
<td>Supervised Reading Unit – Spirituality (30 points)</td>
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### MORAL THEOLOGY

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DT1000Y</td>
<td>Introduction to Moral Theology</td>
</tr>
<tr>
<td>DT2011Y/DT3011Y</td>
<td>Major Issues in Contemporary Moral Theology</td>
</tr>
<tr>
<td>DT2012Y/DT3012Y</td>
<td>Justice and Human Rights</td>
</tr>
<tr>
<td>DT2015Y/DT3015Y</td>
<td>Christianity, Economics and Social Transformation</td>
</tr>
<tr>
<td>DT3415Y</td>
<td>Supervised Reading Unit – Moral Theology (15 points)</td>
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<tr>
<td>DT3430Y</td>
<td>Supervised Reading Unit – Moral Theology (30 points)</td>
</tr>
</tbody>
</table>

**See crosslisting for detailed unit description**

### FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

#### CANON LAW DC

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DC2011Y/DC3011Y</td>
<td>Canon Law A</td>
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<tr>
<td>DC2012Y/DC3012Y</td>
<td>Canon Law B</td>
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#### LITURGY DL

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DL1430Y</td>
<td>Doing and Living the Church’s Liturgy (=DP1430Y DS1430Y)</td>
</tr>
<tr>
<td>DL2010Y/DL3010Y</td>
<td>Celebrational Style</td>
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#### MISSIOLOGY DM

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<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DM2012Y/DM3012Y</td>
<td>Evangelisation Today: Theory and Praxis</td>
</tr>
<tr>
<td>DM3014Y</td>
<td>Inter-Religious Dialogue in a Secular Society</td>
</tr>
<tr>
<td>DM3015Y</td>
<td>Recent Approaches to Mission</td>
</tr>
</tbody>
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#### PASTORAL THEOLOGY AND MINISTRY STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DP1430Y</td>
<td>Doing and Living the Church’s Liturgy (=DS1430Y DL1430Y)</td>
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### SPIRITUALITY DS

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<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DS2212Y/DS3212Y</td>
<td>Art History and Spirituality in Western Europe (= CH2/3212Y)</td>
</tr>
<tr>
<td>DS2320Y/DS3320Y</td>
<td>Mary in the Christian Tradition (=CT2/3320Y)</td>
</tr>
<tr>
<td>DS2321Y/DS3321Y</td>
<td>Franciscan Spirituality: Origins and Contemporary Relevance (=CT2/3321Y)</td>
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### MORAL THEOLOGY DT

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DT2230Y/DT3230Y</td>
<td>Catholic Social Thought in Aust.&amp; O/S (=CH2/3230Y)</td>
</tr>
<tr>
<td>DT2340Y/DT3340Y</td>
<td>Human Sexuality and Marriage (CT2/3340Y)</td>
</tr>
<tr>
<td>DT3013Y</td>
<td>Theology and Ethics in Medicine</td>
</tr>
<tr>
<td>DT3014Y</td>
<td>Can War be Just?</td>
</tr>
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</table>
This unit examines the Catholic Church’s ritual care in sickness, dying and death. It explores the ensemble of rites in the ritual books *Pastoral Care of the Sick: Rites of Anointing and Viaticum* (1983) and the *Order of Christian Funerals* (1989). Attention will be given to the theological, liturgical and pastoral underpinnings of these rites, examining them as a ritual process through which the church is present in times of sickness, death and bereavement.

**PREREQUISITES**

Level 2: One unit in liturgy or equivalent

Level 3: As above, plus one unit from Field D at level two

**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a familiarity with the church’s rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstance (Level 3)

**ASSESSMENT**

Level 2: Article Review, 1000 words (20%); 1000 word seminar presentation paper based on *Pastoral Care of the Sick* (20%); 2500 word essay (60%)

Level 3: Article Review, 1000 words (20%); 1000 word seminar presentation paper based on *Pastoral Care of the Sick* (20%); 3500 word essay (60%)

**BIBLIOGRAPHY**

* = set texts recommended for purchase

*Pastoral Care of the Sick: Rites of Anointing and Viaticum.* Sydney: Dwyer, 1983.


Lecturer: MARGARET SMITH SGS
CONTENT
The unit will explore issues and approaches to preaching while concentrating on the application of this knowledge to the proclamation of the Word of God in liturgical and cultural contexts.

PREREQUISITES
Level 2: At least two units of Biblical Studies and two units of Systematic Theology
Level 3: As above and also two further units at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate their ability to prepare and deliver a homily
2. evaluate critically and appreciatively the content and delivery of a homily
3. identify the different “texts” involved in preaching as a communicative process
4. articulate issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community.

ASSESSMENT
Level 2: Preparation, delivery and evaluation of a homily equivalent to 2000 words (60%); 2000 word essay (40%)
Level 3: Preparation, delivery and evaluation of a homily equivalent to 2000 words (60%); 3000 word essay (40%)

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
DL2433Y/3433Y  RITES, PEOPLE, PLACES:
LITURGY STUDY TOUR

Four weeks from early November 2015  
Unit Value = 30 points

CONTENT
This unit seeks to enlarge the liturgical experience and expertise of those who are engaged in the liturgical life of educational communities, religious communities, parishes or dioceses because of their professional responsibilities or personal dedication. It aims to establish a solid foundation for the knowledge and skills required to contribute effectively in this vital arena of Catholic life. Inspired by the key principles and themes of the Constitution on the Sacred Liturgy, students will spend four weeks engaging with the liturgical renewal and its promotion manifest at select historical and contemporary centres of liturgical life in France, Belgium, Germany and Italy. Attention will be given to current issues in liturgical renewal. Integral to the unit will be participation in and reflection on a variety of liturgical experiences to enable students to gain deeper insight into the spirit of the liturgy, its reform and promotion, and the art of celebration / ‘ars celebrandi’.

PREREQUISITES
Level 2: One Foundational Unit in Liturgy (DL1430Y) or equivalent
Level 3: One Foundational Unit in Liturgy (DL1430Y) or equivalent plus one unit in Field D at second level

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the role played by the Roman Catholic liturgical movement of the 19th and 20th centuries in the genesis of the Vatican II Constitution on the Sacred Liturgy
2. demonstrate familiarity with the key principles of the Constitution and its post-conciliar implementation
3. identify and discuss current issues in liturgical renewal highlighted by the tour
4. identify and engage in critical reflection on liturgical experience during the tour, and arising from that experience, discuss current issues in liturgical renewal through the lens of the ‘ars celebrandi’
5. examine the role of liturgy in the community (school, parish or diocese) in which they are engaged (Level 3)

ASSESSMENT
Level 2: Two x 2000 word assignments OR one 4000 word assignment (50%);
One 4000 word critical theological reflection journal (50%)
Level 3: Two x 2500 word assignments OR one 5000 word assignment (50%);
One 5000 word critical theological reflection journal (50%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  MARGARET SMITH SGS
INTRODUCTION TO THEOLOGY OF MISSION

1st semester Monday evening  Crosslisted as CT1/2330Y (Min. No. 8)

CONTENT
The unit will examine the historical development of the understanding of mission leading to Vatican II and will analyse the missionary nature of the church. A study of the official documents on Mission will form part of the unit. The major missionary themes that have emerged since Vatican II will situate the unit in the contemporary perspective.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the impact of colonialism on mission theology
2. describe the progress from Vatican II to Evangelii Nuntiandi
3. demonstrate the missionary nature of Christian vocation
4. analyse the missiological themes emerging since Vatican II.

ASSESSMENT
Tutorial presentation of 1500 words (40%); 2500 word essay (60%)

BIBLIOGRAPHY

Required Reading:

Further Texts:

Lecturer: JACOB KAVUNKAL SVD
CONTENT
The four questions that will guide this comparative survey are: (1) What were the historical and socio-cultural settings within which the major religions arose, developed and/or declined? (2) Who were their founders and what functions have they had? (3) What are the main points of contact and contrast between these religions, in particular between each and Christianity? (4) What are the modern day causes of and responses to the growth of New Religious Movements and Fundamentalism across the religions?

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the main tenets of at least three of the major religions of the world
2. describe the common aspects of their religious world-views
3. demonstrate the contrast between the primal and world religions
4. analyse the claims of uniqueness by any religion.

ASSESSMENT
Level 2: Tutorial paper 1000 words (40%); 3500 word essay (60%)
Level 3: Tutorial paper 1500 words (40%); 3500 word essay (60%)

BIBLIOGRAPHY  *= set texts recommended for purchase

Lecturer: JACOB KAVUNKAL SVD
CONTENT
This unit is a review of current theological developments among Asian theologians in the context of dialogue between various religious traditions and cultures. It also reviews the theological reflection arising from the ‘preferential option for the poor’, and a commitment to the promotion and defence of human rights in the specific mission environment of Asia. The unit will explore how this contextual reflection has developed a uniquely Asian theology, examining its implications for the region.

PREREQUISITES
Level 2: at least one unit in Missiology or Systematic Theology
Level 3: at least one level 2 unit in Missiology or Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the main theological themes featured by Asian theologians
2. contrast these themes with traditional western theology
3. analyse the methodology of Asian theology as ‘Faith seeking understanding’
4. integrate local theologies into a broader synthesis of theology

ASSESSMENT
Level 2: 1500 word class presentation (40%); 2500 word essay (60%)
Level 3: 2000 word class presentation (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: JACOB KAVUNKAL SVD
CONTENT
The unit will provide students with an exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people. A key resource is Dominic O’Sullivan’s ‘Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity’.

PREREQUISITES
Level 2: One level one unit in Missiology or Moral Theology
Level 3: At least one level two unit in Missiology or Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. trace the developments of the church’s social teaching relating to key indigenous themes
2. show evidence of competence and discernment in the use of relevant resource material
3. examine key ecclesial, theological and biblical texts and explore implications for the church’s teaching and practice in indigenous issues today
4. present orally, in a clear, convincing and engaging manner, a relevant research topic
5. provide a critical analysis and response to the impact of the church’s social teaching on indigenous peoples, especially Aboriginal Australians
6. articulate critical reflection on personal experiences relating to the church’s social teaching and Aboriginal Australians (Level 3)

ASSESSMENT
Level 2: Written tutorial 1000 words (30%); 3000 word essay (70%)
Level 3: Written tutorial 1000 words (30%); 4000 word essay (70%)

BIBLIOGRAPHY

Lecturer: ROBYN REYNOLDS OLSH
DP2011Y/3011Y  COUNSELLING: THEORY AND PRACTICE

1st semester Tuesday morning  
(Min. No. 8)

CONTENT
This unit introduces one model of professional counselling and its attendant skills into which other models can be integrated. The counselling model will be explored in the context of a wide variety of typical pastoral situations and conversations. Further, because counselling skills are really life skills, the course invites students to reflect on their own broader relational lives: friendships, family, marriage, community, etc.

PREREQUISITES
Each student will be asked to fill in an application form at the time of registration and have an interview with the lecturer. Successful applicants will be notified immediately. The lecturer reserves the right to limit entry into the unit.

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. commence a counselling session and connect with the client
2. explore beyond the telling of the story to ask what changes are sought
3. demonstrate competency to plan beginning small steps of the change process
4. engage in self-critique to become aware of the blind spots in the helping process
5. demonstrate the basics of conducting a pastoral interview/conversation
6. apply the counselling model to a practical life situation [level 3 only].

ASSESSMENT
Level 2: Weekly 15 minute tests on the set text, (equivalent to 2,500 words) (30%); recorded counselling session plus detailed critique (70%)
Level 3: Weekly 15 minute tests on the set text, (equivalent to 2,500 words) (20%); recorded counselling session and critique (60%); 1500 word essay (20%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: PETER CANTWELL OFM
CONTENT
This unit will offer students an introduction to the issues, concerns, theology and practice of ministry in contemporary Christian pastoral contexts. It will address the origins of Christian ministry in the Bible and the historical developments that have formed and informed the contemporary practice and theology of mission and ministry in both Catholic and ecumenical contexts. Ministry shapes the church but the church shapes ministry so we will examine the role that ecclesiology plays in the theology and practice of ministry. Lay and ordained ministry will be examined in the context of pastoral leadership and the necessity for a ministerial spirituality to sustain and develop the future shape of ecclesial ministry.

PREREQUISITE
Level 2: One unit in each of New Testament, Systematic Theology and Church History
Level 3: Two units in New Testament, two units in Systematic Theology and one unit in Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe and analyse the development of Christian ministry over the centuries
2. identify the different roles of lay and ordained ministry
3. analyse the relevant issues in contemporary pastoral leadership
4. articulate a spirituality that will sustain those in ministry

Level 3:
5. demonstrate an understanding of the importance of ecclesiology in pastoral ministry.

ASSESSMENT
Level 2:  1500 word class presentation paper and 1000 word review of feedback (50%);
         2000 word essay (50%)
Level 3:  2000 word class presentation paper and 1000 word review of feedback (50%);
         2500 word essay (50%)

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
DP3481Y LEADERSHIP IN A FAITH COMMUNITY

1st semester Tuesday evening Crosslisted as DR3481Y (Min. No. 8)

CONTENT
This unit will explore the socio-cultural context in which ecclesial and educational leadership operates. Focusing on the importance of a shared vision that guides a faith community, it will explore the following issues: biblical foundations, approaches to and styles of leadership, ethical issues, goal setting, collaborative partnerships, spirituality, self-care, communication, management and conflict resolution skills, the identification and formation of aspiring leaders, professional development and client outcomes.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify biblical foundations for contemporary approaches to faith leadership
3. identify and address a range of issues that a person in leadership must confront
4. critically evaluate the tensions of leadership from a Christian perspective
5. identify the core responsibilities of Christian leadership.

ASSESSMENT
Class presentation with 2000 word paper (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
AIM AND CONTENT
Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian pastoral ministry. Through supervised encounters with people, and the feedback from peers and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain new understanding of the human situation.

ADMISSION
At present CPE programmes are available in several centres in Victoria:
- Alfred & Community CPE Centre – 9076 3138;
- Austin Hospital CPE Centre – based at Heidelberg Repatriation Hospital – 9496 2895;
- Barwon Health, Geelong Hospital – 5222 4212 or 0409 255 146;
- Mercy Centre – Mercy Hospital for Women – 8458 4688;
- Peter MacCallum Cancer Centre – paula.donnoli@petermac.org 9656 1301
- Royal Melbourne Hospital – 9342 2155
- Southern Health CPE Programme –
  Monash Clayton, Pastoral Care Office – 9594 2332
  Casey Berwick – 8768 1583
- Uniting CPE - the John Paver Centre – 9251 5489
  Email: andy.calder@victas.uca.org.au

Contact should be made to the association of supervisors in other States or New Zealand for alternatives outside Victoria.

Admission to these units is by selection on the basis of written application and personal interview. Preference may be given to students who have completed two or three years of theological education.

Contact for application forms should be made to individual Centres. Further information is available on website www.aspea.org.au.

Students should notify the YTU office so that accreditation may be arranged.

METHOD
Each unit consists of 400 hours of supervised learning in pastoral ministry for a group of between three and six peers, including ten hours of individual supervision, sixty hours of peer group supervision and 150 hours in the practice of pastoral ministry. 60 hours are allocated for personal written reflection on experience and written unit requirements. The unit can be completed over a minimum of ten and a maximum of forty-four weeks.

ASSESSMENT
Progress is assessed by the Clinical Supervisor and will include written reports, case studies, evaluations and theological reflections.

At the time of the production of the Handbook, arrangements for enrolling students in CPE programs within University of Divinity degrees are being revised. Please contact the Academic Dean for current details if you wish to undertake CPE.
INTRODUCTION TO CHRISTIAN SPIRITUALITY

2nd semester Wednesday morning

CONTENT

The unit addresses understandings of spirituality and various approaches to its study, e.g. (i) historical, (ii) theological and (iii) anthropological. Traditional Christian spiritualities, both apostolic and mystical are examined, as well as other selected spiritualities, including indigenous and eco-spiritualities. The unit includes a transformational perspective, inviting students to relate the study of spirituality to their own personal contexts.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate the fundamental nature of spirituality and various methods in its study
2. discourse on the development of spirituality over time
3. give a critical reflection on a selected aspect of Christian spirituality
4. make a critical personal response to a selected aspect of the unit

ASSESSMENT

1000 word tutorial presentation (25%); 2000 word essay 50(%); 1000 word integrative assignment (25%)

BIBLIOGRAPHY * = set texts recommended for purchase


Lecturer: ROBYN REYNOLDS OLSH
**DS2101Y SPIRITUAL LEADERS (HEART OF LIFE)**

(BTheol credit only for one of DP2888Y or DS2101Y)  
1st and 2nd semesters, morning (equivalent to two units)  
Includes monthly individual supervision and two 2 day residential (Min. No. 10)  
**Unit Value 30 points**

**CONTENT**

*Spiritual Leaders* is focused on personal integration of the theory and practice of a discerning approach to pastoral ministry. It is an integrated unit for those involved in pastoral ministry: pastoral associates, parish priests, seminarians, chaplains, educators and community leaders. It incorporates individual and group supervision, written and oral verbatims, and seminar work. It is concerned primarily with the students’ capacity for discernment as they experience it in their own lives, their relationships and their ministry. Content areas include the leadership exercised by Jesus, Christian prayer, the nature and source of interior movements, discernment of spirits and contemplative decision-making.

**PREREQUISITES AND ADMISSION**

A written application approved by the course coordinators, followed by an interview with the course coordinators after receipt of the written application. Participants must be in some form of ministry, at least part-time.

Application for this program must be made directly to Heart of Life, followed by application to Yarra Theological Union.

**Contact**  
Emeritus Professor Paul Beirne  
HEART of LIFE CENTRE,  
98 Albion Road, Box Hill, 3128  
Ph: (03) 9890 1101  
Email: director@hol.misacor.org.au  
Website: http://heartoflife.abundance.org.au

Students undertaking the Spiritual Leaders programme as enrolled students for undergraduate degrees (B Theol or B Min) of the University of Divinity will pay the following:  
(FEE-HELP is available for University of Divinity tuition fees only)

- University of Divinity Tuition fees: $2640
- Costs for Heart of Life Residential weekends (x4) and student amenities: $400
- Total: $3040

**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. identify and articulate interior movements and dynamics within the human person
2. engage in a contemplative approach to pastoral ministry and life experience
3. recognise, articulate and demonstrate awareness of the recognised signs of God’s Spirit (and spirits not of God) present in themselves and others
4. apply the principles of spiritual discernment in ministry situations
5. reflect critically on their experience of contemplative listening and pastoral ministry.

**ASSESSMENT**

Eight written verbatims (500 words each); Two 1000-word reflection papers; Mid-year and Final Evaluations (3000 words)

**BIBLIOGRAPHY**


Coordinator: SUE RICHARDSON PBVM
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DS3118Y IGNATIAN SPIRITUALITY SEMINAR

This unit is taught at Campion Ignatian Spirituality Centre Kew (Min. No.8)
1st semester Seminar Fri 10th, Sat 11th & Sun 12th April and Fri 29th Sat 30th & Sun 31st May
9am – 5pm

CONTENT
This seminar aims to help participants deepen their understanding of Ignatian spirituality as described by Saint Ignatius of Loyola in his Autobiography and locate it within the general context of Christian Spirituality. The emphases of the seminar will be the life of Ignatius, his spirituality and its connection with his Spiritual Exercises.

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. enunciate the lived connection between personal spirituality and theology
2. demonstrate an understanding of Ignatian prayer
3. demonstrate an understanding of Ignatian spirituality and its relevance to life today.

ASSESSMENT
5000 word essay (100%)

BIBLIOGRAPHY
Divarkar, P. A Pilgrim’s Testament: The Memoirs of St Ignatius of Loyola, (Supplied at Seminar).
Fleming, David L. Draw me into your Friendship: The Spiritual Exercises, St. Louis, MO: Institute of Jesuit Sources. 1996.

Reference Texts

Lecturer: SACHA BERMUDEZ-GOLDMAN, and ANN PATE
This unit is taught at Campion Ignatian Spirituality Centre Kew (Min. No.8)
2nd semester Fri 28th, Sat 29th & Sun 30th August & Fri 16th, Sat 17th & Sun 18th October
9am-5pm

CONTENT
This units aims to help participants deepen their prayer, develop the capacity for identifying the Spirit of God in their lives, and grow in the ability to discriminate between that Spirit and other ‘spirits’. Based on (i) the Rules for discernment of spirits, and (ii) the Election in the Spiritual Exercises of Saint Ignatius of Loyola, this unit will provide a theoretical framework for personal discernment.

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate a detailed theoretical understanding of the Rules for Discernment of Spirits in the Spiritual Exercises [313-336]
2. write an essay which demonstrates the application of the Election in the Spiritual Exercises [169-189] in their lives
3. identify an appropriated theoretical framework for personal discernment and decision-making.

ASSESSMENT
5000 word essay (100%)

BIBLIOGRAPHY
Fleming, D. L. Draw me into your Friendship: The Spiritual Exercises. St. Louis, MO:
Institute of Jesuit Sources, 1996.

Lecturer: MICHAEL SMITH
INTRODUCTION TO MORAL THEOLOGY:
THE GOD I BELIEVE IN IS THE GOD I
RESPOND TO

2nd semester Tuesday evening

(Min. No. 8)

CONTENT
Taking its direction from Scripture and Church Tradition, this unit explores the essential
components for understanding and appreciating Moral Theology as a theological discipline,
and its integration with Systematic Theology, Philosophy, Church History, Pastoral Ministry,
Spirituality and Church Law.
Particular emphasis is given to Covenant relationship: the human person made in the image
and likeness of God and transformed in the new life of the Risen Christ, and consequently
on the principles and processes for making responsible moral choices as a Christian in the
context of everyday life.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the development of universal ethics, western moral philosophy and the Judeo-
Christian moral tradition
2. identify the sources, tradition and principles of Catholic Moral Theology
3. discuss the key moral concepts of conscience, conversion, discipleship, reconciliation,
and other fundamental concepts of Catholic Moral Theology
4. demonstrate an ability to apply Catholic moral principles to life situations
5. discourse critically on issues of current ethical concern in society and Christian moral
responses appropriate to these issues.

ASSESSMENT
Reflection on weekly readings (2000 words total) (40%); 2500 word essay (60%)

BIBLIOGRAPHY
Chan, Yiu Sing Lúcás. The Ten Commandments and the Beatitudes: Biblical Studies and
Curran, Charles. The Development of Moral Theology Five Strands. Washington, DC:
Gascoigne, Robert. Freedom and Purpose: An Introduction to Christian Ethics. Sydney,
Harrington, Daniel, and James Keenan. Jesus and Virtue Ethics: Building Bridges Between
Keenan, James. A History of Catholic Moral Theology in the Twentieth Century: From
McDonagh, Enda, and Vincent MacNamara, eds. An Irish Reader in Moral Theology: The
MacNamara, Vincent. The Call To Be Human: Making Sense of Morality. Dublin: Veritas
Nichols, Alan. Street Called Choice: Ethical Choices for Ordinary People. Melbourne, VIC:
Woods, Walter. Walking With Faith: New Perspectives on the Sources and Shaping of

Lecturer: PHILIP MALONE MSC
DT2011Y/3011Y MAJOR ISSUES IN CONTEMPORARY MORAL THEOLOGY

1st semester Wednesday evening (Min. No. 8)

CONTENT
This unit aims to build on the introductory unit in moral theology by exploring a range of important theories and practical issues in moral theology today. The areas to be explored include issues such as major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, moral issues concerning human life, reproductive technologies, surrogacy, euthanasia, abortion, the Church's role in the arena of politics and public life, problems of divorce/remarriage, the public agenda on gay/lesbian marriage/union, human migration, corporate social responsibility, and capital punishment.

PREREQUISITES
DT1000Y Introduction to Moral Theology or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. critique the key literature, both secular and religious, on a number of current ethical questions
2. identify the foundations and developments in the Catholic tradition regarding its positions on a range of ethical issues
3. critically evaluate the ethical positions of both secular and religious sources on a chosen topic
4. apply Christian ethical methodology to current debates on key moral issues
5. present a cogent and sustained argument for a position taken on a specified issue.

ASSESSMENT
Level 2: 1500 word tutorial paper (30%); 2500 word essay (70%)
Level 3: 1500 word tutorial paper (30%); 3500 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturers: BERNARD TEO CSsR
DT2012Y/3012Y JUSTICE AND HUMAN RIGHTS
2nd semester Wednesday evening (Min. No. 8)

CONTENT
This unit will trace the historical development and understanding of human rights and their relations to justice. It will examine some influential contemporary theories of justice and human rights. Particular attention will be given to the Roman Catholic understanding of justice and rights and how they found expressions in official Catholic documents and in the writings of Catholic theologians. Finally, some current issues such as work, environment, property, political responsibilities of a citizen, globalisation and capital punishment will be addressed.

PREREQUISITES
Level 2: DT1000Y or equivalent
Level 3: One unit in Philosophy at level 2 and DT1000Y or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a grasp of the philosophical and theological foundations of the various conflicting justice and human rights positions in public discourse
2. engage in critical dialogue with groups that are involved in justice and human rights issues in the public domain, both local and international, in regard to the foundations for justice and rights
3. demonstrate competency to make informed choices about the justice and rights groups they want to commit themselves to with their various social agendas
4. discuss the conflicting rights and duties that politicians and citizens have to face when formulating public policies for the body politic
5. identify the foundations necessary to pursue their personal interests in these issues through research and reading.

ASSESSMENT
Level 2: 1500 word tutorial paper (30%), 2500 word essay (70%)
Level 3: 1500 word tutorial paper (30%), 3500 word essay (70%)

BIBLIOGRAPHY

Lecturer: BERNARD TEO CSsR
DT2015/3015Y  CHRISTIANITY, ECONOMICS AND SOCIAL TRANSFORMATION

2nd semester Monday evening  (Min. No. 8)

CONTENT
This unit will investigate the ethical basis of economics, major issues in world development, the alleviation of poverty, and the responses from the churches. It will explore the relationships between religious belief, morality and economics, and the role of values in light of the Global Financial Crisis. The unit will also outline alternative policies in global economic development, evaluating them from Christian moral perspectives.

PREREQUISITES
One foundational unit in Moral Theology, DT1000Y, or its equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe key debates about economic development
2. critically evaluate economic arguments examined in the course
3. demonstrate understanding of the moral principles involved in economic activity
4. discuss the moral dimensions of an economic issue and its consequences
5. outline the responsibilities of the churches in affirming values needed for just economic practice
6. critically evaluate major moral aspects in current economic issues. [level 3 only]

ASSESSMENT
Level 2: 1500 word essay (40%); 2500 word essay (60%)
Level 3: 2000 word essay (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
AWARDS

Postgraduate Coursework Awards available through YTU*

Graduate Certificate in Teaching Religious Education
Graduate Certificate in Theology
Graduate Diploma in Theology [General]
Graduate Diploma in Theology [Specialised]
  (Specialisations: Biblical Languages, Biblical Studies, Liturgy,
   Ministry Studies, Missiology, Pastoral Care, Religious Education,
   Social Justice, Spirituality and Spiritual Direction)
Master of Arts (Specialisations: Church History, Pastoral Care,
  Social Justice, Theology)
Master of Theological Studies
Master of Divinity

Postgraduate Research Awards

Master of Philosophy
Master of Theology
Doctor of Philosophy
Doctor of Theology

Detailed regulations for all students for all awards can be found at:
  www.divinity.edu.au

* Not every award of the University of Divinity is available at all Colleges,
  but advice about enrolment, and the possibility of taking units toward an award,
  at any College, is available through
  the Office of the Postgraduate Coordinator at YTU.
### PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY

<table>
<thead>
<tr>
<th>BTHeol, BMIn (also BA/BTheol, BTHeol, BMIn)</th>
<th>BTHeol, BMIn (also BA/BTheol, BTHeol, BMIn)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Diploma in Theology</strong> Consists of six units (90 points) of study (four specialised units and two electives). Specialisations include: Biblical Languages, Biblical Studies, Liturgy, Ministry Studies, Missiology, Pastoral Care, Religious Education, Social Justice, Spirituality, Spiritual Direction and Theology.</td>
<td><strong>Graduate Diploma in Theology</strong> Consists of six units (90 points) of study (four specialised units and two electives). Specialisations include: Biblical Languages, Biblical Studies, Liturgy, Ministry Studies, Missiology, Pastoral Care, Religious Education, Social Justice, Spirituality, Spiritual Direction and Theology.</td>
</tr>
<tr>
<td>[1] BTHeol (Hons) consists of 60 points (4 units) and a 12,000 word research essay (30 points). BTHeol(Hons) may articulate directly to MTHeol, MPhil or PhD.</td>
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</tr>
<tr>
<td><strong>MAster of Theological Studies</strong> Ten units (150 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 30 points of Foundational units, and must complete a Capstone unit worth at least 15 points).</td>
<td><strong>MAster of Theological Studies</strong> Ten units (150 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 30 points of Foundational units, and must complete a Capstone unit worth at least 15 points).</td>
</tr>
<tr>
<td>[2] If articulating to a Research Master's (MTHeol, MPhil), the Graduate Diploma consists of 60 points (four units) in an area of specialisation, and a 12,000 word research essay (30 points) essay graded to at least 75% and a 75% average across the coursework and research components of the degree.</td>
<td>[2] If articulating to a Research Master's (MTHeol, MPhil), the Graduate Diploma consists of 60 points (four units) in an area of specialisation, and a 12,000 word research essay (30 points) essay graded to at least 75% and a 75% average across the coursework and research components of the degree.</td>
</tr>
<tr>
<td><strong>MTHeol or MPhil</strong> [1] A 40,000 word thesis (including a unit on Research Methodology) or [2] 45 points of post-graduate study (including a unit on Research Methodology) plus a 25,000 word thesis.</td>
<td><strong>MTHeol or MPhil</strong> [1] A 40,000 word thesis (including a unit on Research Methodology) or [2] 45 points of post-graduate study (including a unit on Research Methodology) plus a 25,000 word thesis.</td>
</tr>
<tr>
<td><strong>DTHeol</strong> 100,000 word thesis</td>
<td><strong>DTHeol</strong> 100,000 word thesis</td>
</tr>
</tbody>
</table>
### PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES

<table>
<thead>
<tr>
<th>Graduate Certificate in Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of 45 points of study in an area of specialisation (e.g., Graduate Certificate in Teaching Religious Education)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Diploma in Theology (General) or Direct Entry to MA(Theol)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student articulating from the Graduate Certificate will be credited with 45 points toward the Graduate Diploma. The Graduate Diploma in Theology consists of 90 points of study (six units): three foundational units from at least two Fields and three disciplines and three elective units. Students using direct entry will have to complete 120 points including the required foundational units and a capstone unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA(Theol)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four postgraduate units (60 points) plus a 12,000 word research essay as a capstone unit or Six postgraduate units (90 points) including a Capstone unit worth at least 15 points</td>
</tr>
</tbody>
</table>

If articulating to a Research Master’s, the Graduate Diploma consists of 60 points (4 units) and a 12,000 word research essay (30 points) graded to at least 75%, and a 75% average across the coursework components of the award.

<table>
<thead>
<tr>
<th>MPhil (Research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 40,000 word thesis or Two postgraduate units (30 points) plus a 25,000 word thesis. Both options require the student to complete a unit on Research Methodologies, unless such a unit has been completed in earlier studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>100,000 word thesis or portfolio of publications or an artefact accompanied by an exegeted research project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Divinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of eighteen units (270 points)</td>
</tr>
</tbody>
</table>

105 points of Foundation units (comprised of 30 points in a single Biblical Language, 30 points of units in Field B, 30 points in Field C and 15 points in Field D. Candidates may also complete a further 15 points of Foundational study in any Field or Discipline) and Not less than 105 points and not more than 150 points of Elective units (candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D) and A Capstone unit worth at least 15 points |

An MDiv graduate who has completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework and research components of the degree may articulate to a research award (MTheol, MPhil, PhD, DTHeol).
GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION
(GradCertTeachRE)

The Graduate Certificate in Teaching Religious Education is principally, although not exclusively, designed to enable teachers to gain accreditation to teach religious education in a Catholic school.

The Graduate Certificate allows those who have an undergraduate, or higher, qualification in another discipline to pursue theological and educational units that will enhance their ability to reflect on and communicate the Catholic faith.

Entry Requirements: Bachelor’s degree (or equivalent)

Structure: Four (4) units of 10 point study with each unit normally being taught over two Saturdays and two days in the school term holidays (Box Hill), plus one 5 point unit taken cumulatively over the four units.

Normal Duration: Two (2) years (part-time)

Articulation: Graduate Diploma in Theology
(3 additional units = 45 points)
On completion of the Graduate Diploma in Theology students can articulate to Master of Arts (Theol)
(6 units = 90 points)

GRADUATE DIPLOMA IN THEOLOGY [GENERAL]
(GradDipTheol)

The Graduate Diploma in Theology [General] offers a general introduction to the disciplines of theology, and provides foundations for further study in theology.

Entry Requirements: Bachelor’s degree (or equivalent)

Structure: Six (6) units of study at postgraduate level
• Three foundational units (in at least 2 Fields and three Disciplines)
  and
• Three (3) elective units

Normal Duration: 1 - 3 years

Articulation: Master of Arts (Theol)
If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research award (MTheol or MPhil, DTheol, PhD). If not, they can apply for candidature in the coursework MA(Theol).
The Graduate Diploma in Theology [Specialised] offers a theology graduate the opportunity to pursue postgraduate level studies and to specialise in a particular theological discipline (e.g., Biblical Studies, Faith Leadership etc.).

**Entry Requirements:** Bachelor of Theology (or equivalent)

**Structure:**
- Six (6) units of study at postgraduate level
  - Four (4) units in a specialised discipline of theology
  - Two (2) elective units

**Normal Duration:** 1 - 3 years

**Articulation:** Master of Theology, Master of Philosophy, or Doctor of Theology, Doctor of Philosophy

If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research award (MTHEOL, MPHIL, DTHEOL, PHD). If not, they can apply for candidature in the coursework MA(Theol).

**Master of Arts MA(Theol)**

**Pathway 1:** The Master of Arts (Theology) degree offers candidates the opportunity to undertake studies in Bible, Theology and allied disciplines. Applicants with an undergraduate or higher degree, can enrol directly into the MA(Theol).

**Pathway 2:** The MA(Theol) is an opportunity to deepen and consolidate the grounding in theology achieved in the Graduate Diploma in Theology.

**Entry Requirements:**
- **Pathway 1:** Bachelor’s degree from University of Divinity, or from a University or College recognised by the Board for the purposes of the degree or
- **Pathway 2:** Graduate Diploma in Theology (or equivalent)

**Structure:**
- **Coursework Degree MA(Theol)**
  - **Pathway 1:** Twelve (12) postgraduate units which must include a capstone unit worth at least 15 points.
    - **Pathway 2:** Six (6) postgraduate units which must include a capstone unit worth at least 15 points.

**Normal Duration:** 2 - 6 years

**Articulation:** Master of Theology, Master of Philosophy, Doctor of Philosophy/Theology [If MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%].
MASTER OF DIVINITY
(MDiv)

The Master of Divinity is a first degree in theology for graduates in another discipline. The MDiv offers a high level of theological study with a broad and challenging engagement across the full range of disciplines.

**Entry Requirements:** Bachelor degree in any discipline

**Structure:**
Eighteen (18) semester units of 15 points = 270 points at graduate level

- **105 points of Foundational units**
  Comprised of 30 points of units in a single Biblical Language, 30 points of units in Field B, 30 points in Field C, and 15 points in Field D (candidates may complete a further 15 points of Foundational study in any Field or Discipline)

- **Not less than 105 points and not more than 150 points of Elective units**
  Candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D

- **Capstone unit (minimum of 15 points)**
  Candidates must complete a Capstone unit worth at least 15 points

**Normal Duration:** 3 - 9 years

**Articulation:**
On completion of the MDiv from the UD with a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree one can apply for entry to a Research Masters (MTheol, MPHil) or direct entry to a doctoral award (DTheol, PhD).
**MASTER OF THEOLOGICAL STUDIES (MTS)**

The Master of Theological Studies is a coursework Master's degree offering candidates, who hold a primary degree in theology, the opportunity to undertake units of study that inform and broaden their undergraduate studies.

**Entry Requirements:** Bachelor of Theology (or equivalent)

**Structure:**
- **150 Credit points** (normally 10 units)
  - Candidates may include up to 30 points of Foundational units
  - Candidates must include a **Capstone Unit** worth at least 15 points

**Normal Duration:** 1.5 - 5 years

**Articulation:**
- **Research:** Master of Theology, Master of Philosophy, Doctor of Philosophy/Theology (if the MTS includes a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework components of the degree.) One could also articulate to a coursework award, the MA(Theol).

**MASTER OF PHILOSOPHY (MPhil)**

The Master of Philosophy is a research degree open to those whose studies included a four year Bachelor degree with Honours or equivalent in an appropriate discipline. The degree program needs to have included a 12,000 word research essay.

**Entry Requirements:**
- Four year Bachelor degree with Honours or equivalent in an appropriate discipline. The 12,000 word research essay needs to have been assessed at 75% or higher.

A Graduate Diploma in an appropriate discipline including a 12,000 word research essay which needs to have been assessed at 75% or higher.

**Structure**
- 45 points of postgraduate study (including a postgraduate unit in research methodology unless exempted by the Board) and a minor thesis of 25,000 words
  - or
- major thesis of 40,000 words (including a postgraduate unit in research methodology unless exempted by the Board)

**Normal Duration:** 1 - 1.5 years (full-time), 3 years (part-time)

**Articulation:** Doctor of Philosophy
The Master of Theology is a research degree open to theology graduates whose studies included a 12,000 word research essay demonstrating research competence in a theological discipline.

Entry Requirements: Bachelor of Theology with Honours (H1 or 2A i.e., at least 75%)

or

• a Graduate Diploma in Theology from the University of Divinity, or an MDiv, or an MTS each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

or

• An MA(Theol) from the University of Divinity, with a 12,000 word research essay graded to at least 75%

Structure

• 45 points of postgraduate study (including a postgraduate unit in research methodology unless exempted by the Board) and a minor thesis of 25,000 words

or

• major thesis of 40,000 words (including a postgraduate unit in research methodology unless exempted by the Board)

Normal Duration: 1 - 1.5 years (full-time), 3 years (part-time)

Articulation: Doctor of Theology, Doctor of Philosophy
DOCTOR OF PHILOSOPHY (PHD)

The Doctor of Philosophy is a research degree that enables interaction with the discipline of theology by building on studies undertaken in a previous degree(s), usually in other disciplines.

Entry Requirements:

- a Graduate Diploma in Theology from the Institution, or an MDiv, or an MTS each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

or

- An MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%

Structure:

1) Thesis of 100,000 words

2) An exegeted research project where the project itself is presented in non-textual media. Appended to such projects must be a written exegesis of the project that contributes to the production of new knowledge through critical reflection upon the project. At least 50% of the project must be in written form

3) A portfolio of publications with at least one substantial integrating article (Regulation 26.1.8)

Every candidate for this degree must undertake an approved postgraduate level subject in research methodology, unless exempted by the Board.

Normal Duration: Minimum 2.5 years (3 years full-time, 6 years part-time)
DOCTOR OF THEOLOGY  
(DTHEOL)

The Doctorate in Theology requires the writing of a thesis that forms a distinct contribution to theological learning, shows evidence of original research, and the exercise of critical and analytical abilities.

Entry Requirements:

- A Specialised Graduate Diploma in Theology from the Institution, an MDiv, an MTS, each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

or

- An MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%

Structure: Thesis of 100,000 words

Every candidate for this degree must undertake an approved postgraduate level subject in research methodology, unless exempted by the Board.

Normal Duration: Minimum 2.5 years (3 years full-time, 6 years part-time)
FIELD A – HUMANITIES
POSTGRADUATE

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL8001Y Hebrew A</td>
<td>(Foundational unit)</td>
</tr>
<tr>
<td>AL8002Y Hebrew B</td>
<td>(Foundational unit)</td>
</tr>
</tbody>
</table>

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL8011Y New Testament Greek A</td>
<td>(Foundational unit)</td>
</tr>
<tr>
<td>AL8012Y New Testament Greek B</td>
<td>(Foundational unit)</td>
</tr>
</tbody>
</table>
AL8001Y  HEBREW A
Foundational Unit
1st semester Monday evening

CONTENT
This unit will introduce the students to biblical Hebrew by the study of a brief history of the language, of Hebrew texts selected to serve the students' interests, and of the elements of biblical text criticism.

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. demonstrate basic command of text-critical procedures.

ASSESSMENT
Weekly tests (40%); one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY  *= set texts recommended for purchase

Lecturer: To Be Advised
HEBREW B
Foundational Unit
2nd semester Monday evening

CONTENT
This unit will further the study of biblical Hebrew by the reading of both prose and poetic Hebrew texts, selected to serve the students' interests, and by exercises in biblical text criticism.

PREREQUISITES
AL8001Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

ASSESSMENT
Weekly tests (40%); one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase
Lecture notes covering the required grammar will be provided.

Lecturer: To be advised
## OLD TESTAMENT

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA8000Y</td>
<td>Biblical Interpretation (OT): History, Background, Critical Methodology <em>(Foundational unit)</em></td>
</tr>
<tr>
<td>BA9010Y</td>
<td>Pentateuch</td>
</tr>
<tr>
<td>BA9011Y</td>
<td>Psalms</td>
</tr>
<tr>
<td>BA9017Y</td>
<td>The Twelve Prophets</td>
</tr>
<tr>
<td>BA9415Y</td>
<td>Supervised Reading Unit – Old Testament (15 points)</td>
</tr>
<tr>
<td>BA9430Y</td>
<td>Supervised Reading Unit – Old Testament (30 points)</td>
</tr>
</tbody>
</table>

## NEW TESTAMENT

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN8000Y</td>
<td>Biblical Interpretation (NT): History, Background, Critical Methodology <em>(Foundational unit)</em></td>
</tr>
<tr>
<td>BN9013Y</td>
<td>The Gospel of John</td>
</tr>
<tr>
<td>BN9017Y</td>
<td>Romans</td>
</tr>
<tr>
<td>BN9015Y</td>
<td>Biblical Land and the Gospels <em>(Overseas Travel Unit)</em></td>
</tr>
<tr>
<td>BN9415Y</td>
<td>Supervised Reading Unit – New Testament (15 points)</td>
</tr>
<tr>
<td>BN9430Y</td>
<td>Supervised Reading Unit – New Testament (30 points)</td>
</tr>
</tbody>
</table>

## BIBLICAL STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS9415Y</td>
<td>Supervised Reading Unit – Biblical Studies (15 points)</td>
</tr>
<tr>
<td>BS9430Y</td>
<td>Supervised Reading Unit – Biblical Studies (30 points)</td>
</tr>
</tbody>
</table>

## FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA9012Y</td>
<td>Wisdom Literature</td>
</tr>
<tr>
<td>BA9013Y</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>BA9014Y</td>
<td>Prophecy Apocalyptic and the Future</td>
</tr>
<tr>
<td>BA9015Y</td>
<td>Exile and Return</td>
</tr>
<tr>
<td>BA9016Y</td>
<td>Prophetic Literature - Jeremiah and Hosea</td>
</tr>
<tr>
<td>BA/BN9110Y</td>
<td>Biblical Justice and the Reign of God</td>
</tr>
<tr>
<td>BA/BN9112Y</td>
<td>The Bible and the Land</td>
</tr>
<tr>
<td>BN9010Y</td>
<td>The Corinthian Correspondence</td>
</tr>
<tr>
<td>BN9012Y</td>
<td>Matthew</td>
</tr>
<tr>
<td>BN9014Y</td>
<td>Galatians</td>
</tr>
<tr>
<td>BS9500Y</td>
<td>Re-Visioning of Biblical Interpretation: The Bible and Art <em>(=CH9500Y DL/DP9500Y)</em></td>
</tr>
</tbody>
</table>

- 102 -
CONTENT
This unit is a study of the formation of the Old Testament. It consists of a) an overview of
the study of Israel/Judah in the first millennium BCE; b) a study of the composition of the
books of the Old Testament; c) an introduction to contemporary critical methods of biblical
interpretation.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. use resources for research such as commentaries, dictionaries and concordances
2. demonstrate an understanding of the history of Israel/Judah of the first millennium BCE
3. discuss contemporary debates about the historicity of the Old Testament
4. identify and describe the different types of literature found in the Old Testament
5. show a familiarity with, and an ability to use contemporary critical methods in the
interpretation of Old Testament texts.

ASSESSMENT
2000 word minor essay or written presentation (35%); 4000 word major essay (65%)

BIBLIOGRAPHY
———. *A History of Israelite Religion in the Old Testament Period. Vol. 2: From the Exile to

Lecturer: MARK O’BRIEN OP
CONTENT
The unit will commence with a review of approaches used in modern western exegesis of the Pentateuch, an outline of the exegetical approach that will be used in this unit and its relationship to the other approaches. This will be followed by an introduction to the Pentateuch, the critical issues associated with its interpretation, and exegesis of selected texts.

PREREQUISITES
Successful completion of one foundational unit in Old Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a critical grasp of the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. demonstrate a critical knowledge of the theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries
5. critically discuss the issue of the continuing relevance of the Pentateuch
6. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Pentateuch.

ASSESSMENT
2000 word paper (35%); 4000 word essay (65%)

BIBLIOGRAPHY

Lecturer: MARK O’BRIEN OP
CONTENT
This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES
Successful completion of one foundational unit in Old Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a knowledge of the various genre found in the Psalter and the contribution of poetics to the study of Psalms
2. show understanding of the various ways the Psalms have been studied over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. critique the shape of the Psalter and its impact on the meaning of the Psalms
5. assess the value of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today
6. appraise and critically assess contemporary insights in the study of the Psalms.

ASSESSMENT
2000 word exegetical paper (35%); 4000 word essay (65%)

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturer: MARY REABURN NDS
BA9017Y  THE TWELVE PROPHETS

Elective unit  (Min. No. 8)
2nd semester Monday morning

CONTENT
This unit provides an opportunity for students to study a corpus of material that embraces much of the history of prophecy in Israel. The unit will comprise: an introduction to the twelve so-called ‘minor prophets’, an analysis of the books of Hosea, Amos, Micah, Jonah and Zechariah from the twelve Prophets; and an examination of the hypothesis that the twelve constitute a book of prophecy. Students will undertake detailed exegesis of selected passages from Hosea, Amos, and Zechariah.

PREREQUISITES
BA8000Y and BN8000Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a critical grasp of the historical, literary and theological issues associated with the Books of the Twelve Prophets and their interpretation
2. demonstrate a critical knowledge of key theological themes in these prophetic books
3. exegete passages from these prophetic books
4. make critical use of secondary sources, e.g., commentaries
5. critically discuss the issue of the continuing relevance of these prophetic books
6. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic on one or more of these prophetic books.

ASSESSMENT
2000 word exegetical paper (35%); 4000 word essay (65%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: MARK O’BRIEN OP
BN8000Y  BIBLICAL INTERPRETATION: (NT)
HISTORY, BACKGROUND, CRITICAL METHODOLOGY

Foundational unit (Min. No. 8)
2nd semester Tuesday evening

CONTENT
This unit aims to provide students with a comprehensive overview of the formation, socio-historical setting and literary forms of the New Testament literature. Whilst studying the various books of the New Testament, students will be introduced to contemporary methods of critical biblical interpretation. The theological issues of these writings will also be explored.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. use resources, such as commentaries, dictionaries and concordances, for biblical research
2. demonstrate an appropriate understanding of the social, historical and political milieu of the first century CE
3. discuss issues associated with the critical attitude towards Judaism in some of these texts
4. describe and discuss the formation of these texts as the source documents of the early Christian communities
5. use contemporary critical methods of biblical interpretation to prepare an exegesis
6. communicate their findings in a research essay.

ASSESSMENT
2000 word exegetical exercise or essay (35%); 4000 word essay (65%)

BIBLIOGRAPHY


Lecturer: GLENDA BOURKE SGS
Elective unit
2nd semester Wednesday evening

CONTENT
Luke-Acts takes the reader from the announcement of the birth of John the Baptist through to the ministry of Paul in Rome. In the decades after the death of Jesus the early Christian movement spread to the heart of the empire, and the acceptance of Gentiles into the community of believers was a source of debate. This unit will undertake the study of the origin, nature and distinctive theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts. Attention will be paid to the ways in which Luke makes use of the historiographical techniques of the period and the role played by the speeches in Luke-Acts as a means of interpreting the deeper meaning of these events.

PREREQUISITES
Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. exhibit an appreciation of the context in which this theology arose
3. engage in an exegesis of various texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. evaluate the significance of the material that is unique to Luke
6. apply appropriate skills in contemporary critical methods of biblical interpretation.

ASSESSMENT
2000 word exegetical paper (40%); 4000 word essay (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: CHRISTOPHER MONAGHAN CP
BN9013Y  THE GOSPEL OF JOHN

Elective unit
1st semester Wednesday evening

CONTENT
This unit offers a critical scholarly study of the theological, literary, and pastoral significance of *The Gospel of John* within its First-Century context. It will include a study of the emergence of Johannine Christianity and its relationship to Judaism following the destruction of Jerusalem, and the distinctive Johannine response to this event. Using narrative-critical methods the unit will follow the text of the Gospel, particularly in its structural and symbolic elements, in order to elucidate the particular theology of this Gospel.

PREREQUISITES
At least one foundational unit in Biblical Studies, preferably two units

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. examine and explain the background, structure, themes, literary forms and terminology of the Gospel
2. evaluate information from the primary and secondary sources, particularly by using databases relevant to this subject and effectively communicate it in both oral and written form
3. identify the characteristics of narrative critical methods as distinct from historical critical methods
4. write an exegetical paper on a specific text demonstrating appropriate skills in biblical interpretation
5. synthesise and explain the unique theology of John’s Gospel in relation to its first-century context
6. support their arguments by using biblical dictionaries, lexicons and key Hebrew and Greek words.

ASSESSMENT
2000 word exegetical paper (40%); 4000 word essay or 1 hour taped oral exam (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase
*NRSV Bible with the Apocryphal/Deuterocanonical Books [RSV is also acceptable]*

Lecturer:  MARY COLOE PBVM
This unit is an exegetical and thematic exploration of Paul’s letter to the Romans. The Christian community of Rome was known to Paul, but he had not visited them. For their part the Roman community of Jewish Christians was concerned that Paul’s message and praxis was an authentic one. The letter is written to pave the way for his impending visit and it is Paul’s attempt to address their concerns by articulating his understanding of the Christian message and wrestling with a number of significant theological issues including the place of Jesus in God’s saving history, the role of the Jewish Law, the failure of the people of Israel to accept Jesus as Messiah, the plight of all humanity under sin, and the possibility of all humanity being saved and justified by faith in Jesus.

PREREQUISITES  Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. demonstrate an understanding of Paul’s theology as it emerges from the letter to the Romans
3. exhibit critical awareness of the social, political and religious context of the Roman community
4. discuss critically the relationship between the context of Paul’s community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature
6. demonstrate appropriate skills in contemporary critical methods of biblical interpretation

ASSESSMENT
2000 word exegetical paper (40%); 4000 word essay (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase
Esler, Philip F. Conflict and Identity in Romans: The Social Setting of Paul's Letter.
Neyrey, Jerome H. Paul, in Other Words: A Cultural Reading of his Letters. Louisville, KY:

Lecturer:  CHRISTOPHER MONAGHAN CP
BN9015Y  BIBLICAL LAND AND THE GOSPELS

Elective unit
2nd - 29th June Intensive

CONTENT
This unit will have several components. Students will travel to Israel. They will follow a four week course, based at Ecce Homo Convent in the Old City of Jerusalem, on one of the Synoptic Gospels which involves lectures on a Synoptic Gospel, on Judaism, and the many religious traditions present. The course, entitled ‘Rediscover Jesus in the Land with Matthew/Mark/Luke’ (whichever is the Gospel for the following liturgical year), will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

For more information see www.biblicalformation.org
It is necessary to enrol with the Program in Jerusalem.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. discuss the interplay between the geography of the biblical land and the text of the Gospel
2. articulate the significance of the land in relation to the Gospel’s presentation of Jesus and his ministry
3. explain the influence of the Galilee on the life of Jesus as reflected in the Gospel studied
4. demonstrate knowledge of the Jewish background to the Gospel studied
5. assess the contribution of archaeology to the study of the Gospels
6. apply the knowledge gained concerning the Gospel and the Galilean influence to preaching or teaching the Gospel in the coming liturgical year
7. critique a contemporary presentation of Jesus’ setting within his Jewish context.

ASSESSMENT
A 3000 word critical review of Sean Freyne, Jesus, a Jewish Galilean: A New Reading of the Jesus Story. London: T&T Clark, 2004. (50%); A 3000 word essay – which takes on text from the Gospel studied and explores the significance of studying it in the Biblical land. (50%)

BIBLIOGRAPHY

The Land

The Gospel of Luke

Supervisors: MARY COLOE PBVM and MARY REABURN NDS
# FIELD C – CHRISTIAN THOUGHT AND HISTORY
## POSTGRADUATE

### CHURCH HISTORY

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH9010Y</td>
<td>Reformation Histories and Theology</td>
</tr>
<tr>
<td>CH9013Y</td>
<td>Medieval Popular Religion in the West</td>
</tr>
<tr>
<td>CH9212Y</td>
<td>Art History and Spirituality in Western Europe (= DS9212Y)</td>
</tr>
<tr>
<td>CH9230Y</td>
<td>Catholic Social Thought in Aust. &amp; O/S (= DT9230Y)</td>
</tr>
<tr>
<td>CH9415Y</td>
<td>Supervised Reading Unit – Church History (15 points)</td>
</tr>
<tr>
<td>CH9430Y</td>
<td>Supervised Reading Unit – Church History (30 points)</td>
</tr>
</tbody>
</table>

### SYSTEMATIC THEOLOGY

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT8001Y</td>
<td>Foundations for Christian Thinking (Foundational unit)</td>
</tr>
<tr>
<td>CT8330Y**</td>
<td>Introduction to the Theology of Mission (=DM8330Y)</td>
</tr>
<tr>
<td>CT9010Y</td>
<td>Eschatology: Living in hope</td>
</tr>
<tr>
<td>CT9011Y</td>
<td>Who is this Christ?</td>
</tr>
<tr>
<td>CT9020Y</td>
<td>Cosmos as Creation</td>
</tr>
<tr>
<td>CT9310Y</td>
<td>Signs &amp; Gifts of God: Sacraments of Life and Church</td>
</tr>
<tr>
<td>CT9331Y**</td>
<td>Theology in Asia: A Model of Development in Theology (=DM9331Y)</td>
</tr>
<tr>
<td>CT9350Y</td>
<td>Sacraments of Initiation: Baptism, Confirmation, Eucharist</td>
</tr>
<tr>
<td>CT9021Y</td>
<td>Women in the Christian Theological Tradition</td>
</tr>
<tr>
<td>CT9415Y</td>
<td>Supervised Reading Unit – Systematic Theology (15 points)</td>
</tr>
<tr>
<td>CT9430Y</td>
<td>Supervised Reading Unit – Systematic Theology (30 points)</td>
</tr>
</tbody>
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### FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH8100Y</td>
<td>Turning Points in the History of the Western Church (Foundational unit)</td>
</tr>
<tr>
<td>CH9011Y</td>
<td>The Foundations of Australian Catholicism</td>
</tr>
<tr>
<td>CH9012Y</td>
<td>Introduction to Early Christian Art and Architecture</td>
</tr>
<tr>
<td>CH9500Y</td>
<td>The Bible and Art Re-Visioning of Biblical Interpretion: (=BS9500Y DL/DP9500Y)</td>
</tr>
<tr>
<td>CT9012Y</td>
<td>The Christine Doctrine of God: The Holy Trinity</td>
</tr>
<tr>
<td>CT9016Y</td>
<td>Church: Sign and Sacrament of God’s Kingdom</td>
</tr>
<tr>
<td>CT9320Y</td>
<td>Mary in the Christian Tradition</td>
</tr>
<tr>
<td>CT9321Y</td>
<td>Franciscan Spirituality: Origins and Contemporary Relevance (=DS9321Y)</td>
</tr>
<tr>
<td>CT9340Y</td>
<td>Human Sexuality &amp; Marriage (=DT9340Y)</td>
</tr>
<tr>
<td>CH9210Y</td>
<td>Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700(=DS9210Y)</td>
</tr>
<tr>
<td>CH9211Y</td>
<td>In search of the Foundress: The Painted life of Mary Ward (1585 - 1645) (=DS9211Y)</td>
</tr>
</tbody>
</table>

**see crosslisting for detailed description**
CONTENT
The unit examines the history of reform movements in the Western European Church during the sixteenth-century, with special attention to the interactions between theology and history. It commences with an examination of late medieval theology and piety. It then moves through the major theological issues raised by Martin Luther, Ulrich Zwingli, John Calvin and Ignatius Loyola, examining in detail their contributions to debate, as well as the writings and actions of those who followed them and/or opposed them. These theologies will be placed in their societal contexts through an exploration of events in Wittenberg, Zurich, Geneva, England and Italy.

PREREQUISITES
One foundational unit in Church History and one in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate basic knowledge of the major theological issues of the sixteenth-century Western European reform movements
2. demonstrate an ability to use a range of early modern historical sources, including written material and visual evidence
3. engage with the key historiographical debates on the causes, nature and extent of ‘Reformation’
4. identify the causes of division in the sixteenth-century Western European Church
5. demonstrate an advanced proficiency in historical research and writing.

ASSESSMENT
2000 word seminar journal (30%); 1000 word document study (20%); 3000 word research essay (50%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: RICHARD BLANDFORD
CH9013Y  MEDIEVAL POPULAR RELIGION IN THE WEST

Elective Unit (Min. No. 8)
2nd semester Monday evening

CONTENT
This unit will focus on non-liturgical devotional activity and practices in medieval Western Europe (1200-1500), particularly in Italy, France and England, and will provoke questions about definitions of ‘popular’ and ‘official’ devotional activity in this period. Themes explored include: the cult of the saints; pilgrimage, relics and shrines; communal performances of mystery plays; mystical texts; ‘unofficial’ textual saints’ lives; and visual depictions of saints’ lives. The relationship between the institutional Church and these ‘popular’ devotional sites and practices will be analysed, including an exploration of the how and why certain popular practices and groups came to be known as heretical.

PREREQUISITES
One foundational unit of Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. evaluate the development and context of the studied popular devotional practices within Western Christian religious practice, up to 1500
2. articulate a sophisticated understanding of the relationship between textual and visual evidence, and demonstrate skills with the methodologies required to work with each type of evidence
3. evince a nuanced understanding of the concept of ‘popular’ religion and its relationship to official religious discourse in the period
4. discuss the social, religious and political implications of the concept of heresy within the medieval Church
5. demonstrate awareness of the historiography of the field.

ASSESSMENT
500 word book report and tutorial presentation of 5 minutes (10%); 1500 word textual analysis (40%); 4000 word research essay (50%)

BIBLIOGRAPHY

Lecturer: ANNA WELCH
This unit investigates some of the ways in which visual images, for example painting and sculpture, reflected the spiritual characteristics and preoccupations of the Late Middle Ages, 1300-1500. After identifying the most important sacred stories and their chief personages, i.e. Jesus, the Virgin Mary, and various saints, the unit examines the patrons and audience for these "images of salvation". It explores which objects inspired devotion and how these paintings, sculptures and other objects instructed the faithful in the mysteries of faith. Finally we will consider how space, both private and communal, was sanctified. Throughout this unit students will explore the problem of how visual expressions and material expressions of spirituality in general, build on, yet differ from, textual ones.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. recognise the central iconographic themes of Christian art in the West, c. 1300-1500
2. explain and apply the basic vocabulary of visual analysis and historical inquiry in both oral and written work
3. evaluate some of the lenses (historical, biblical, spiritual, literary) through which the interpreter views visual images
4. critically appraise bibliographic resources both in oral and written work
5. sustain a critical analysis of historical sources (artistic, material and textual) in both oral and written work.

ASSESSMENT
1500 word written visual and iconographic description and analysis (20%);
1000 word critical review of an article (20%); 3500 word research essay, (60%)

BIBLIOGRAPHY

Lecturer: CLAIRE RENKIN
CH9230Y  CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

Elective Unit  (Min. No. 8)
1st semester Monday evening  Crosslisted as DT9230Y

CONTENT
This unit will examine Catholic social and political ideas and movements in Europe and elsewhere, and evaluate their impact and interpretation in Australia. It will consider key issues in Catholic social movements in Europe, outline the backgrounds to the papal social encyclicals, and trace their development internationally to Popes John Paul II, Benedict XVI and Francis.

PREREQUISITES
A Foundational unit in Church History or Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. show competence in reading and interpreting key social encyclicals
2. demonstrate the importance of key Catholic social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. analyse debates about Catholic social movements, with an ability to analyse and critique various views
4. critique the strengths and weaknesses in the development of Catholic social thought
5. evaluate the social and political contexts in the development of social justice traditions in the Church

ASSESSMENT
2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
CONTENT
The unit provides conceptual foundations for the discipline of systematic theology and an overview of the methods and content of that discipline. The unit is divided into three sections:
The sources and methods of systematic theology, exploring: theology as conversation; Scripture & Revelation; Tradition & the Magisterium; Experience; Reason; Culture and the context of theology; the personal element in theology.

Key intellectual and historical contexts which have shaped theological thinking: the Patristic period and the development of scholasticism; the Reformation; the Enlightenment; Post-Modernism.

The tools of theology applied to the examination of some or all of: Creator, creation and new creation; Incarnation & Redemption; the Holy Spirit and the Church; God as Community (the Trinity).

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the sources of theology and how they relate to each other
2. identify and describe the impact of the intellectual contexts in which theology has been written and received
3. construct a sound theological proposition in relation to one specific theme.

ASSESSMENT
1500 word paper exploring an aspect of the sources of theology (25%); 1,500 word critical study of the theological impact of intellectual context in a specific case (25%); 3,000 word essay on a theological theme (50%)

BIBLIOGRAPHY

Lecturer: ROSS FISHBURN
ESCHATOLOGY: LIVING IN HOPE

Elective Unit
2nd semester Tuesday morning

CONTENT
“From the first to the last, and not merely in the epilogue, Christianity is eschatology, is hope, forward looking and forward moving, and therefore also revolutionary and transforming the present.” (Jurgen Moltmann). The unit situates eschatology in the centre of Christian theology and demonstrates the integrative function of the theology of hope. The eschatological emphases of the Scriptures are presented with particular attention to the Reign of God as the organising image. The unit examines the activity of God in Humanity and in its history focusing on Christ as the meaning of this history. Within this context the eschata are retrieved as symbols of Christian hope that are operative in life, present in death and expressions of life through death. The opportunity will be taken at different moments in the unit to look at special questions like the theology of body and soul; time and eternity; millenarianism, and the relationship between eschatology and ecology. The unit will also investigate the relationship between eschatology and the Eucharist. A graduate seminar will explore the recent discussions between science and theology in relation to death, resurrection and the nature of the person beyond death.

PREREQUISITES
One foundational unit in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the theology of hope
2. articulate a theology of history
3. articulate the four principles of eschatological language
4. critically evaluate the eschata as symbols of the theology of hope
5. demonstrate the difference between eschatology and futurology
6. critique the relationship between the theology of hope and Christian praxis
7. appraise the relationship between eschatology and Eucharist
8. critically evaluate the arguments between science and theology in relation to death and resurrection.

ASSESSMENT:
2000 word minor paper (30%); Graduate Seminar (20%); 3000 word major paper 50%

BIBLIOGRAPHY

Lecturer: GREG BRETT CM
WHO IS THIS CHRIST?

Elective Unit
1st semester Tuesday evening

CONTENT
This unit involves systematic reflection on the life, person, mission and ministry of Jesus Christ. It focuses on Jesus’ central message: the Reign of God. The unit commences with a reflection on the relationship between the Jesus of history and the Christ of faith. This leads to an inquiry into the scope, achievements and limits of the quest for the historical Jesus. In turn this opens into a consideration of the following themes: the Jewish world of Jesus; the Reign of God in his mission, message and actions; his sufferings, crucifixion and death; his resurrection and its impact on the Jesus movement; New Testament interpretations; Jesus’ identity in history and tradition; some special questions, including his role as liberator and saviour, and his continuing relevance for individuals, the Church, and the world.

PREREQUISITES
BN8000Y and CT8000Y, or CT8001Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. express the relationship between the Jesus of history and the Christ of faith
2. demonstrate an understanding of the issues involved in the quest for the historical Jesus
3. articulate and explain the significance of the Reign of God as the core of his public life and ministry
4. explain the Christian teaching that his death and resurrection is the culmination of his life and mission
5. articulate an understanding of his continuing presence and activity in the Church
6. critique the Chalcedonian definition of the identity of Jesus Christ
7. demonstrate the ability to engage with relevant contemporary literature in Christology.

ASSESSMENT
1500 word essay (25%); 1500 word seminar presentation (25%); 3000 word essay 50%

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: GREG BRETT CM
THE COSMOS AS CREATION

Elective Unit
1st semester Thursday evening

CONTENT
This unit aims to explore the meaning and implications of the Christian belief that the cosmos is the creation of God which, although declared to be good, is experienced in brokenness. It comprises four elements: (1) theological and scientific views of the cosmos; (2) theological problems raised by the brokenness (‘fallenness’) of existence in the world; (3) theological views of the place and responsibility of humankind in the world; and (4) the tension between theological and scientific expectations/hopes about the eventual future of the cosmos.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. discuss the biblical views of the world as God’s good but broken creation
2. identify the various stages of the modern encounter between theology and the sciences
3. analyse and evaluate a range of views of the nature of God’s interaction with the world
4. construct their own account of the doctrine of creation embracing its past, present and future aspects
5. articulate some practical implications of belief in creation for Christian spirituality and ethics

ASSESSMENT
6000 word research essay

BIBLIOGRAPHY

Lecturer: CHRISTIAAN MOSTERT
CONTENT
Feminist theology has made a significant contribution in its critique of patriarchal suppositions underlying Christian doctrine. This has raised questions about the centrality of sexuality, male and female, and the gendered nature of human relationship to God. This unit will examine key challenges raised for Christian theology by feminist theologians on the understanding of: God, humanity, the Church, spirituality and the world.

PREREQUISITES
Two units of Foundational study in Christian Thought and History including Christology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. critically assess the challenge to the major Christian doctrines posed by feminist theological scholarship
2. examine the critique of two feminist theologians on one doctrine
3. demonstrate a critical understanding of the variety of feminist theologies and theologians
4. identify and evaluate a significant text by one feminist theologian, researching its background and assessing its impact on general theological scholarship.

ASSESSMENT
1500 word literature review (25%); 1500 word doctrinal critique (25%); 3000 word research essay (50%)

BIBLIOGRAPHY

Lecturer: JANETTE GRAY RSM
CONTENTS
This unit aims to present with ecumenical sensitivity the origin, meaning and purpose of the Christian sacraments. It begins by outlining foundational concepts upon which contemporary sacramental theology rests, including the importance of symbol, ritual, Jesus as primordial sacrament and the Church as fundamental sacrament. Using this framework, the unit then undertakes a survey of the seven sacraments, paying particular attention to their historical, symbolic, liturgical and pastoral dimensions. Finally, the unit explores and evaluates more recent directions within sacramental theology as a discipline.

PREREQUISITES
One foundational unit in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:

1. articulate the importance of foundational concepts such as symbol and ritual in defining and describing sacraments
2. discuss the importance of Jesus Christ as primordial sacrament and the Church as fundamental sacrament in defining and describing sacraments
3. identify significant developments in the historical evolution of the sacraments
4. analyse the sacraments in terms of their key historical developments, symbolic meanings, and liturgical expression
5. explain how the sacraments manifest the presence and work of the Holy Spirit
6. articulate the eschatological, missiological and ethical dimensions of the sacraments
7. evaluate recent research and directions within sacramental theology as a discipline.

ASSESSMENT
2000 word essay (30%); 1000 word seminar paper (20%); 3000 word essay (50%)

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturer: GAVIN BROWN
“Christians are made, not born” (Tertullian). This unit explores with ecumenical sensitivity the origin, history and meaning of the processes involved in persons becoming Christians. The unit begins by briefly exploring insights drawn from cultural anthropology and ritual studies regarding the significance attached to initiation. On this basis, the unit then follows two lines of inquiry. The first represents an historical survey, charting the practices of Christian initiation in the early Church and the subsequent emergence of the three separate sacraments of initiation: baptism, confirmation and Eucharist. The second line of inquiry investigates the sacraments of initiation as they stand in the post-Vatican II Catholic Church, paying particular attention to the RCIA, continuing debates surrounding different approaches to the sacraments of initiation and, finally, the significance of the Eucharist as both the high point of the journey of faith for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES
One Foundational Unit in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the cultural significance attached to initiation as a ritual process
2. identify key historical developments in the emergence and evolution of baptism, confirmation and Eucharist as sacraments of initiation
3. articulate major theological insights regarding Christian initiation following the Second Vatican Council, especially in relation to the RCIA
4. demonstrate skills in reading and analysing key texts and rites associated with the sacraments of initiation
5. discuss the place of the Eucharist in the church's sacraments of initiation
6. explain debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church
7. differentiate between differing ecumenical understandings of initiation, and evaluate the theological issues involved.

ASSESSMENT
2000 word essay (30%); 1000 word seminar paper (20%); 3000 word essay (50%)

BIBLIOGRAPHY

Lecturer: GAVIN BROWN
## FIELD D – THEOLOGY: MISSION AND MINISTRY
### POSTGRADUATE

### CANON LAW  DC

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>DC9415Y</td>
<td>Supervised Reading Unit – Canon Law</td>
<td>15 points</td>
</tr>
<tr>
<td>DC9430Y</td>
<td>Supervised Reading Unit – Canon Law</td>
<td>30 points</td>
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### LITURGY  DL

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>DL9422Y</td>
<td>Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)</td>
<td></td>
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<tr>
<td>DL9423Y</td>
<td>Proclaiming the Word of God (=DP9423Y)</td>
<td></td>
</tr>
<tr>
<td>DL9433Y</td>
<td>Rites, People and Places: Liturgy Study Tour</td>
<td></td>
</tr>
<tr>
<td>DL9415Y</td>
<td>Supervised Reading Unit – Liturgy</td>
<td>15 points</td>
</tr>
<tr>
<td>DL9430Y</td>
<td>Supervised Reading Unit – Liturgy</td>
<td>30 points</td>
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### MISSIOLOGY  DM

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>DM8330Y</td>
<td>Introduction to Theology of Mission (=CT8330Y) (Foundational unit)</td>
<td></td>
</tr>
<tr>
<td>DM9011Y</td>
<td>A Comparative Study of Religions</td>
<td></td>
</tr>
<tr>
<td>DM9331Y</td>
<td>Theology in Asia: A Model of Development in Theology (=CT9331Y)</td>
<td></td>
</tr>
<tr>
<td>DM9470Y</td>
<td>Social Teaching and Aboriginal Australians (=DT9470Y)</td>
<td></td>
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<tr>
<td>DM9415Y</td>
<td>Supervised Reading Unit – Missiology</td>
<td>15 points</td>
</tr>
<tr>
<td>DM9430Y</td>
<td>Supervised Reading Unit – Missiology</td>
<td>30 points</td>
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### PASTORAL THEOLOGY AND MINISTRY STUDIES  DP

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>DP8111Y</td>
<td>Foundations for Ministry (Foundational unit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Pastoral Education (CPE)</td>
<td></td>
</tr>
<tr>
<td>DP9011Y</td>
<td>Counselling: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>DP9423Y</td>
<td>Proclaiming the Word of God (=DL9423Y)</td>
<td></td>
</tr>
<tr>
<td>DP9481Y</td>
<td>Leadership in a Faith Community (=DR9481Y)</td>
<td></td>
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<tr>
<td>DP9415Y</td>
<td>Supervised Reading Unit – Pastoral Theology &amp; Ministry Studies (15 points)</td>
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</tr>
<tr>
<td>DP9430Y</td>
<td>Supervised Reading Unit – Pastoral Theology &amp; Ministry Studies (30 points)</td>
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### RELIGIOUS EDUCATION  DR

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>DR9481Y</td>
<td>Leadership in a Faith Community (=DP9481Y)</td>
<td></td>
</tr>
<tr>
<td>DR9415Y</td>
<td>Supervised Reading Unit – Religious Education</td>
<td>15 points</td>
</tr>
<tr>
<td>DR9430Y</td>
<td>Supervised Reading Unit – Religious Education</td>
<td>30 points</td>
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</table>

**See crosslisting for detailed unit description**
**FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE**

### SPIRITUALITY DS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
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<tbody>
<tr>
<td>DS8000Y</td>
<td>Introduction to Christian Spirituality <em>(Foundational unit)</em></td>
</tr>
<tr>
<td>DS9415Y</td>
<td>Supervised Reading Unit – Spirituality (15 points)</td>
</tr>
<tr>
<td>DS9430Y</td>
<td>Supervised Reading Unit – Spirituality (30 points)</td>
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### MORAL THEOLOGY DT

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
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<tbody>
<tr>
<td>DT8000Y</td>
<td>Moral Theology: Principles and Practice <em>(Foundational unit)</em></td>
</tr>
<tr>
<td>DT9011Y</td>
<td>Major Issues in Contemporary Moral Theology</td>
</tr>
<tr>
<td>DT9012Y</td>
<td>Justice and Human Rights</td>
</tr>
<tr>
<td>DT9015Y</td>
<td>Christianity, Economics &amp; Social Transformation</td>
</tr>
<tr>
<td>DT9470Y**</td>
<td>Social Teaching and Aboriginal Australians <em>(=DM9470Y)</em></td>
</tr>
<tr>
<td>DT9415Y</td>
<td>Supervised Reading Unit – Moral Theology (15 points)</td>
</tr>
<tr>
<td>DT9430Y</td>
<td>Supervised Reading Unit – Moral Theology (30 points)</td>
</tr>
</tbody>
</table>

### SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see page 143 -150

### CAPSTONE UNITS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS9991</td>
<td>A Faith to Live By</td>
</tr>
</tbody>
</table>

12,000 word Research Essay (see page 154 for details)

### UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

*See page 161 for schedule at each centre*

The required units are usually taken in the following order:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR8601Y</td>
<td>Introduction to Scripture for Religious Educators</td>
</tr>
<tr>
<td>DR8602Y</td>
<td>Jesus Christ Today: In Church, Mission and Sacraments</td>
</tr>
<tr>
<td>DR8603Y</td>
<td>Foundations of Religious Education</td>
</tr>
<tr>
<td>DR8604Y</td>
<td>Making (Christian) Choices in Life: Value Added Approach</td>
</tr>
<tr>
<td>DR8605Y</td>
<td>Integrative Exercise</td>
</tr>
</tbody>
</table>

**See crosslisting for detailed unit description**
POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

**CANON LAW DC**
- DC9011Y  Canon Law A
- DC9012Y  Canon Law B

**LITURGY DL**
- DL8430Y  Doing and Living the Church’s Liturgy (=DP8430Y DS8430Y) (Foundational Unit)
- DL9010Y  Celebrational Style
- DL9500Y  The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DP9500Y)

**MISSIOLOGY DM**
- DM9014Y  Interreligious Dialogue in a Secular Society
- DM9016Y  Liberating Mission: When Gospel Meets Culture
- DM9013Y  The Cutting Edge of Mission Today: Missiology Immersion Program
- DM9015Y  Recent Approaches to Mission

**PASTORAL THEOLOGY AND MINISTRY STUDIES**
- DP9500Y  The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DL9500Y)

**SPIRITUALITY**
- DS9212Y  Art History and Spirituality in Western Europe (= CH9212Y)
- DS9320Y  Mary in the Christian Tradition (= CT9320Y)
- DS9321Y  Franciscan Spirituality: Origins and Contemporary Relevance (= CT9321Y)

**MORAL THEOLOGY DT**
- DT9014Y  Can War be Just?
- DT9340Y  Human Sexuality and Marriage (= CT9340Y)

**CAPSTONE UNITS**
- XS9992Y  Pastoral Leadership
DL9422Y RITUAL AND PASTORAL CARE: IN SICKNESS AND LIFE’S ENDING

E elective Unit
1st semester Wednesday morning Crosslisted as DP9422Y

CONTENT
This unit examines the Catholic Church’s ritual care in sickness, dying and death. It explores the ensemble of rites in the ritual books Pastoral Care of the Sick: Rites of Anointing and Viaticum (1983) and the Order of Christian Funerals (1989). Attention will be given to the theological, liturgical and pastoral underpinnings of these rites, examining them as a ritual process through which the church is present in times of sickness, death and bereavement.

PREREQUISITES
One unit in Liturgy (DL1/8430) or Pastoral Studies, or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a familiarity with the church’s rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstances
6. critically analyse some of the disputed questions in the current praxis of the rites.

ASSESSMENT
1000 word seminar presentation and paper on Pastoral care of the sick (20%); 1000 word article review on the Order of Christian Funerals(20%);4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase
Pastoral Care of the Sick: Rites of Anointing and Viaticum. Sydney: Dwyer, 1983.


Lecturer: MARGARET SMITH SGS
DL9423Y PROCLAIMING THE WORD OF GOD

Elective Unit (Min. No. 8)
2nd semester Tuesday morning Crosslisted as DP9423Y (Pastoral Theology)

CONTENT
The unit will explore issues and approaches to preaching while concentrating on the application of this knowledge to the proclamation of the Word of God in liturgical and cultural contexts.

PREREQUISITES
At least two foundational units, preferably in Biblical Studies, Systematic Theology or Liturgy, or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate their ability to prepare and deliver a homily
2. evaluate critically and appreciatively the content and delivery of a homily
3. identify the different “texts” involved in preaching as a communicative process
4. articulate issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community
6. describe the difference between at least two cultural contexts and their impact on preaching

ASSESSMENT
Preparation, delivery and evaluation of a homily equivalent to 3000 words (60%); 3000 word essay (40%)

BIBLIOGRAPHY


Lecturer: MICHAEL A. KELLY CSsR
RITES, PEOPLE, PLACES: 
LITURGY STUDY TOUR

Elective Unit Four weeks from early November 2015 Unit Value = 30 points

CONTENT
This unit seeks to enlarge the liturgical experience and expertise of those who are engaged in the liturgical life of educational communities, religious communities, parishes or dioceses because of their professional responsibilities or personal dedication. It aims to establish a solid foundation for the knowledge and skills required to contribute effectively in this vital arena of Catholic life. Inspired by the key principles and themes of the Constitution on the Sacred Liturgy, students will spend four weeks engaging with the liturgical renewal and its promotion manifest at select historical and contemporary centres of liturgical life in France, Belgium, Germany and Italy. Attention will be given to current issues in liturgical renewal. Integral to the unit will be participation in and reflection on a variety of liturgical experiences to enable students to gain deeper insight into the spirit of the liturgy, its reform and promotion, and the art of celebration / ‘ars celebrandi’.

PREREQUISITES
One Foundational Unit in Liturgy (DL8430Y) or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the role played by the Roman Catholic liturgical movement of the 19th and 20th centuries in the genesis of the Vatican II Constitution on the Sacred Liturgy
2. demonstrate familiarity with the key principles of the Constitution and its post-conciliar implementation
3. identify and discuss current issues in liturgical renewal highlighted by the tour
4. engage in critical reflection on liturgical experience during the tour and, arising from that experience, discuss current issues in liturgical renewal through the lens of the ‘ars celebrandi’
5. define the role of liturgy in the community (school, parish or diocese) in which they are engaged
6. outline a programme of liturgical catechesis for their community that would realise the liturgical vision of Vatican II.

ASSESSMENT
Level 2: Two x 3000 word assignments OR one 6000 word assignment (50%);
One 6000 word critical theological reflection journal (50%)

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturer: MARGARET SMITH SGS
INTRODUCTION TO THEOLOGY OF MISSION

Foundational Unit
1st semester Monday evening Crosslisted as CT8330Y

CONTENT
The unit will examine the historical development of the understanding of mission leading to Vatican II and will analyse the missionary nature of the church. A study of the official documents on Mission will form part of the unit. The major missionary themes that have emerged since Vatican II will situate the unit in the contemporary perspective.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the impact of colonialism on mission theology
2. describe the progress from Vatican II to Evangelii Nuntiandi
3. demonstrate the missionary nature of Christian vocation
4. analyse the missiological themes emerging since Vatican II
5. evaluate the challenges to mission today.

ASSESSMENT
2000 word tutorial presentation (40%); 4000 word essay (60%)

BIBLIOGRAPHY

Required Reading:

Further Texts:

Lecturer: JACOB KAVUNKAL SVD
The four questions that will guide this comparative survey are: (1) What were the historical and socio-cultural settings within which the major religions arose, developed and/or declined? (2) Who were their founders and what functions have they had? (3) What are the main points of contact and contrast between these religions, in particular between each and Christianity? (4) What are the modern day causes of and responses to the growth of New Religious Movements and Fundamentalism across the religions?

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:
1. describe the main tenets of at least three of the major religions of the world
2. describe the common aspects of their religious world-views
3. demonstrate the contrast between the primal and world religions
4. analyse the claims of uniqueness by any religion
5. debate the need for understanding between religions

ASSESSMENT

Tutorial paper 2000 words (40%); 4000 word essay (60%)

BIBLIOGRAPHY *= set texts recommended for purchase*


Lecturer: JACOB KAVUNKAL SVD
DM9331Y THEOLOGY IN ASIA: A MODEL OF DEVELOPMENT IN THEOLOGY

Elective Unit
2nd semester Thursday morning Crosslisted as CT9331Y (Min. No. 8)

CONTENT
This unit is a review of current theological developments among Asian theologians in the context of dialogue between various religious traditions and cultures. It also reviews the theological reflection arising from the ‘preferential option for the poor’, and a commitment to the promotion and defence of human rights in the specific mission environment of Asia. The unit will explore how this contextual reflection has developed a uniquely Asian theology, examining its implications for the region.

PREREQUISITES
At least one foundational unit in Missiology or Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the main theological themes featured by Asian theologians
2. contrast these themes with traditional western theology
3. analyse the methodology of Asian theology as ‘Faith seeking understanding’
4. integrate local theologies into a broader synthesis of theology
5. debate the relevance of Asian theology in the Australian theological context.

ASSESSMENT
2000 word class presentation (40%); 4000 Word final essay (60%)

BIBLIOGRAPHY

Lecturer: JACOB KAVUNKAL SVD
DM9470Y SOCIAL TEACHING AND ABORIGINAL AUSTRALIANS

Elective Unit
1st semester Wednesday morning Crosslisted as DT9470Y (Min. No. 8)

CONTENT
The unit will provide students with a comprehensive exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people. A key resource is Dominic O’Sullivan’s ‘Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity’.

PREREQUISITES
An undergraduate degree

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. trace the developments of the church’s social teaching relating to key indigenous themes
2. show evidence of competence and discernment in the use of relevant resource material
3. examine key ecclesial, theological and biblical texts and explore implications for the church’s teaching and practice in indigenous issues today
4. present orally, in a clear, convincing and engaging manner, a relevant research topic
5. provide a critical analysis and response to the impact of the church’s social teaching on indigenous peoples, especially Aboriginal Australians
6. critically evaluate the active effectiveness of church social teaching with regard to indigenous people
7. articulate critical reflection on personal experiences relating to the church’s social teaching and Aboriginal Australians

ASSESSMENT
2000 word Tutorial Presentation (30%); 4000 word essay (70%)

BIBLIOGRAPHY

Lecturer: ROBYN REYNOLDS OLSH
FOUNDATIONS FOR MINISTRY

Foundational Unit
2nd semester Thursday evening

CONTENT
This unit will offer students an introduction to the issues, concerns, theology and practice of ministry in contemporary Christian pastoral contexts. It will address the origins of Christian ministry in the Bible and the historical developments that have formed and informed the contemporary practice and theology of mission and ministry in both Catholic and ecumenical contexts. Ministry shapes the church but the church shapes ministry so we will examine the role that ecclesiology plays in the theology and practice of ministry. Lay and ordained ministry will be examined in the context of pastoral leadership and the necessity for a ministerial spirituality to sustain and develop the future shape of ecclesial ministry.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe and analyse the development of Christian ministry over the centuries
2. identify the different roles of lay and ordained ministry
3. analyse the relevant issues in contemporary pastoral leadership
4. articulate a spirituality that will sustain those in ministry
5. assess the importance of ecclesiology in developing a theology of ministry

ASSESSMENT
2000 word class presentation paper and 1000 word review of feedback (50%); 3000 word essay (50%)

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
CLINICAL PASTORAL EDUCATION (CPE)

This unit can be taken as MDiv 30 points credit or MTS 15 points credit
Elective Unit

AIM AND CONTENT
Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian pastoral ministry. Through supervised encounters with people, and the feedback from peers and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain new understanding of the human situation.

ADMISSION
At present CPE programmes are available in several centres in Victoria:
   Alfred & Community CPE Centre – 9076 3138;
   Austin Hospital CPE Centre –
       based at Heidelberg Repatriation Hospital – 9496 2895;
   Barwon Health, Geelong Hospital – 5222 4212 or 0409 255 146;
   Mercy Centre – Mercy Hospital for Women – 8458 4688;
   Peter MacCallum Cancer Centre – paula.donnoli@petermac.org 9656 1301
   Royal Melbourne Hospital – 9342 7556
   Southern Health CPE Programme –
       Monash Clayton, Pastoral Care Office – 9594 2332
       Casey Berwick – 8768 1583
   Uniting CPE - the John Paver Centre – 9251 5489
       Email: andy.calder@victas.uca.org.au

Contact should be made to the association of supervisors in other States or New Zealand for alternatives outside Victoria.

Admission to these units is by selection on the basis of written application and personal interview. Preference may be given to students who have completed two or three years of theological education.

Contact for application forms should be made to individual Centres. Further information is available on website www.aspea.org.au.

Students should notify the YTU office so that accreditation may be arranged.

METHOD
Each unit consists of 400 hours of supervised learning in pastoral ministry for a group of between three and six peers, including ten hours of individual supervision, sixty hours of peer group supervision and 150 hours in the practice of pastoral ministry. 60 hours are allocated for personal written reflection on experience and written unit requirements. The unit can be completed over a minimum of ten and a maximum of forty-four weeks.

ASSESSMENT
Progress is assessed by the Clinical Supervisor and will include written reports, case studies, evaluations and theological reflections.

At the time of the production of the Handbook, arrangements for enrolling students in CPE programs within University of Divinity degrees are being revised.
Please contact the Academic Dean for current details if you wish to undertake CPE.
COUNSELLING: THEORY AND PRACTICE

Elective Unit  
(1st semester Tuesday morning)

CONTENT
This unit introduces one model of professional counselling and its attendant skills into which other models can be integrated. The counselling model will be explored in the context of a wide variety of typical pastoral situations and conversations. Further, because counselling skills are really life skills, the course invites students to reflect on their own broader relational lives: friendships, family, marriage, community, etc.

PREREQUISITES
Each student will be asked to fill in an application form at the time of registration and have an interview with the lecturer. Successful applicants will be notified immediately. The lecturer reserves the right to limit entry into the unit.

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the sequential steps of an overall counselling model
2. commence a counselling session and connect with the client
3. explore beyond the telling of the story to ask what changes are sought
4. demonstrate competency to plan beginning small steps of the change process
5. engage in self-critique to identify gaps in the helping process
6. demonstrate the basic structure and processes of a clinical interview
7. demonstrate the basic processes for advancing into a second interview.

ASSESSMENT
Weekly 15 minute tests (equivalent to 2,500 words) (20%); recorded counselling session plus detailed critique (60%); 1500 word essay (20%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  PETER CANTWELL OFM
LEADERSHIP IN A FAITH COMMUNITY

1st semester Tuesday evening Crosslisted as DR9481Y (Min. No. 8)

CONTENT
This unit will explore the socio-cultural context in which ecclesial and educational leadership operates. Focusing on the importance of a shared vision that guides a faith community, it will explore the following issues: biblical foundations, approaches to and styles of leadership, ethical issues, goal setting, collaborative partnerships, spirituality, self-care, communication, management and conflict resolution skills, the identification and formation of aspiring leaders, professional development and client outcomes.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify biblical foundations for contemporary approaches to faith leadership
3. identify and address a range of issues that a person in leadership must confront
4. critically evaluate the tensions of leadership from a Christian perspective
5. analyse sources of conflict and processes for resolution of conflict
6. identify the core responsibilities of Christian leadership.

ASSESSMENT
Class presentation with 3000 word paper (50%); 3000 word essay (50%)

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
DS8000Y  INTRODUCTION TO CHRISTIAN SPIRITUALITY

Foundational Unit (Min. No. 8)
2nd semester Wednesday morning

CONTENT
The unit addresses understandings of spirituality and various approaches to its study, e.g., (i) historical, (ii) theological and (iii) anthropological. Traditional Christian spiritualities, both apostolic and mystical are examined, as well as other selected spiritualities, including indigenous and eco-spiritualities. The unit includes a transformational perspective, inviting students to relate the study of spirituality to their own personal contexts.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the fundamental nature of spirituality and various methods in its study
2. discourse on the development of spirituality over time
3. give a critical reflection on a selected aspect of Christian spirituality
4. analyse traditional and contemporary approaches to spirituality
5. make a critical personal response to selected aspects of the unit.

ASSESSMENT
1500 word tutorial presentation (20%); 1500 word integrative assignment (20%);
3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: ROBYN REYNOLDS OLSH
MORAL THEOLOGY: PRINCIPLES AND PRACTICE

Foundational Unit
1st semester Monday evening

CONTENT
Taking its direction from Scripture and Church Tradition, this unit explores the essential components for understanding and appreciating Moral Theology as a theological discipline, and its integration with Systematic Theology, Philosophy, Church History, Pastoral Ministry and Church Law. Particular emphasis is laid on the principles and processes for making responsible moral choices as a Christian in the context of everyday life.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. discourse critically on the development of ethics in societies and cultures, in western philosophy, and in the Judeo-Christian tradition
2. demonstrate understanding of the sources, tradition and principles of Catholic Moral Theology
3. demonstrate understanding of the key concepts of conscience, conversion, discipleship and reconciliation, and other fundamental elements of moral theology
4. integrate understandings of discipleship of Jesus with Christian living today
5. demonstrate ability to apply Catholic moral principles to life situations.

ASSESSMENT
short papers totalling 2000 words (30%); 2000 word seminar presentation (30%); 2000 word case study report (40%)

BIBLIOGRAPHY

Lecturer: PHILIP MALONE MSC
MAJOR ISSUES IN CONTEMPORARY MORAL THEOLOGY

Elective Unit 1st semester Wednesday evening

CONTENT
This unit aims to build on the introductory unit in moral theology by exploring a range of important theories and practical issues in moral theology today. The areas to be explored include issues such as major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, moral issues concerning human life, reproductive technologies, abortion, surrogacy, euthanasia, the Church's role in the arena of politics and public life, problems of divorce/remarriage, the public agenda on gay/lesbian marriage/union, human migration, corporate social responsibility, and capital punishment.

PREREQUISITES
One foundational unit in Moral Theology or its equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. critique the key literature, both secular and religious, on a number of current ethical questions
2. identify the foundations and developments in the Catholic tradition regarding its positions on a range of ethical issues
3. critically evaluate the ethical positions of both secular and religious sources on a chosen topic
4. apply Christian ethical methodology to current debates on key ethical issues
5. present a cogent and sustained argument for a position taken on a specified issue
6. use prime sources for a research essay, present their positions accurately, and critique them
7. analyse and evaluate practical and complex moral questions from human experience that will be given during the course.

ASSESSMENT
2000 word tutorial paper (30%); 4000 word essay (70%); or for those not opting to do the tutorial presentation a 6000-word research essay (100%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturers: BERNARD TEO CSsR
DT9012Y JUSTICE AND HUMAN RIGHTS
Elective Unit (Min. No. 8)
2nd semester Wednesday evening

CONTENT
This unit will trace the historical development and diverse understandings of human rights and their relationship to justice. It will also explore how they have found expression and consensual agreement in internationally ratified documents. These documents will be studied in detail. Particular attention will be given to a Catholic understanding of justice and rights in official documents, in Scripture, and in Catholic theological literature. Finally, some current issues such as the importance of non-governmental organisations, free speech, immigration, torture, and women’s rights will be addressed.

PREREQUISITES
DT8000Y or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and articulate the philosophical and theological foundations of various conflicting justice and human rights positions in current public discourse
2. engage in critical dialogue with groups involved in justice and human rights issues in the public domain, both local and international
3. conduct a critical analysis of the conflicting rights and duties that politicians and citizens have to face in the formulation of public policy
4. use and critique primary sources to support or counter arguments for positions taken
5. pursue personal interests in justice and rights through research, critical reading, and writing

ASSESSMENT
1500 word tutorial (30%); 4500 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: BERNARD TEO CSsR
DT9015Y CHRISTIANITY, ECONOMICS AND SOCIAL TRANSFORMATION

Elective Unit 2nd semester Monday evening (Min. No. 8)

CONTENT
This unit will investigate the ethical basis of economics, major issues in world development, the alleviation of poverty, and the responses from the churches. It will explore the relationships between religious belief, morality and economics, and the role of values in light of the Global Financial Crisis. The unit will also outline alternative policies in global economic development, evaluating them from Christian moral perspectives.

PREREQUISITES
One foundational unit in Moral Theology, DT8000Y or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. analyse critically key texts in the philosophy of economics and debates in economic development
2. demonstrate an ability to evaluate and critique the economic arguments examined in the course
3. demonstrate understanding of the moral principles involved in economic activity
4. produce in written form a sustained argument about the moral dimensions of an economic issue and its consequences for social and economic policy
5. evaluate the responsibilities of the churches in relation to contemporary economic debates

ASSESSMENT
2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
SILOAM: A FORMATION PROGRAM IN SPIRITUAL DIRECTION

Graduate Diploma in Spiritual Direction

Full Time Study Units:
- DS8701Y: Foundational Concepts in Spiritual Direction I: full-time
- DS8702Y: Foundational Concepts in Spiritual Direction II: full-time
- DS8703Y: Interpersonal Dynamics in Spiritual Direction I: full-time
- DS8704Y: Interpersonal Dynamics in Spiritual Direction II: full-time
- DS8705Y: Spiritual Direction Practicum I: full-time
- DS8706Y: Spiritual Direction Practicum II: full-time

OR

Part Time Study Units:

First Year, Semester One:
- DS8711Y: Foundational Concepts in Spiritual Direction I: part-time
- DS8713Y: Interpersonal Dynamics in Spiritual Direction I: part-time
- DS8715Y: Spiritual Direction Practicum I: part-time

First Year, Semester Two:
- DS8721Y: Foundational Concepts in Spiritual Direction I: part-time
- DS8723Y: Interpersonal Dynamics in Spiritual Direction I: part-time
- DS8725Y: Spiritual Direction Practicum I: part-time

Second Year, Semester One:
- DS8712Y: Foundational Concepts in Spiritual Direction II: part-time
- DS8714Y: Interpersonal Dynamics in Spiritual Direction II: part-time
- DS8716Y: Spiritual Direction Practicum II: part-time

Second Year, Semester Two:
- DS8722Y: Foundational Concepts in Spiritual Direction II: part-time
- DS8724Y: Interpersonal Dynamics in Spiritual Direction II: part-time
- DS8726Y: Spiritual Direction Practicum II: part-time

Application for this program is made directly to Heart of Life Centre (Phone 9890 1101), followed by application through Yarra Theological Union to the University of Divinity.

Students undertaking the Siloam programme as enrolled students for the Graduate Diploma in Spiritual Direction of the University of Divinity will pay the following:
- University of Divinity Tuition fees: (full time) $12312
- Costs for Heart of Life Residential weekends (x4) and student amenities: $ 2000
- Total: $14312

Students undertaking the Siloam programme as not for credit students will pay the following:
- Heart of Life Programme fees: $ 8760
- Costs for Heart of Life Residential weekends (x4) and student amenities: $ 2000
- Total: $10760

In addition to the programme, students are expected to undertake spiritual direction at their own expense.

The program is taken over 2 semesters full-time or 4 semesters part-time. **Siloam** is an integrated program. Three units are studied concurrently in each semester (full-time students) or in each year (part-time students).
CONTENT:
The Siloam program is recognised by the Australian Ecumenical Council for Spiritual Direction (www.spiritualdirection.org.au), as meeting its guidelines for the formation of spiritual directors. Siloam is committed to the standards for formation set by AECSD and to the norms for ethical practice set by AECSD. Initial issues in spiritual direction formation and practice are outlined in the documents of AECSD – for example, the nature of the relationship between director and directee, confidentiality, protocol for spiritual direction meetings, ethical practice, the place of supervision. These issues are basic to the Siloam program.

Siloam is an integrated program. The study and practice of spiritual direction are based on anthropological, psychological and theological teachings found in Bernard Lonergan's theory *Operations of Conscious Intentionality* and Luigi Rulla’s theory of *Theocentric Self-transcendence*. The content of the program, then, includes modules on the human person, personal vocation, personal dynamics and the dynamics of ministerial relationships, the interconnectedness of relationships, ethics and professional standards in ministry, grace and conversion, religious experience (including religious experience as the focus of spiritual direction), prayer and the human experience of God, the discernment of spirits, and spiritual direction practice.

The transformative process of integrating one’s ministry as a spiritual director and one’s personal development is facilitated further by Siloam’s ongoing individual supervision and group interaction.

**Contact:**
Emeritus Professor Paul Beirne  
Heart of Life Spirituality Centre  
96 Albion Road, Box Hill, Vic. 3128  
Ph (03) 9890 1101  
elail: director@hol.misacor.org.au  
website: http://heartoflife.abundance.org.au

**Siloam Calendar 2015**
Residential Weekend: February 6\textsuperscript{th} – 8\textsuperscript{th} (full-time participants)  
Orientation: Week beginning February 9\textsuperscript{th}  
First Semester: February 9\textsuperscript{th} – June 26\textsuperscript{th}  
Mid-semester break: March 28\textsuperscript{th} – April 19\textsuperscript{th}  
Mid-Year Break: June 27\textsuperscript{th} – July 19\textsuperscript{th}  
Second Semester: July 20\textsuperscript{th} – November 23\textsuperscript{rd}  
Mid-semester break: September 19\textsuperscript{th} – October 4\textsuperscript{th}  
In addition there are: 3 residential prayer weekends (full-time participants)  
2 residential prayer weekends (part-time participants)  
End-of-Year Missioning of Graduates: November 23\textsuperscript{rd}  
Applications for the following year close on October 31\textsuperscript{st}
This unit can be undertaken as full time (DS8701Y) or part time (DS8711Y) and (DS8721Y)

CONTENT
The unit explores a theology of religious experience and the experience of grace. Beginning with students’ spiritual autobiographies, the unit develops an understanding of the nature of religious experience through appreciation and interpretation of their own personal experience. Students will also reflect on the place of revelation in the theology of religious experience.

PREREQUISITES
Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES
Full Time = DS8703Y and DS8705Y
Part Time = DS8713Y and DS8715Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a critical understanding of the theological underpinnings of the ministry of spiritual direction
2. interpret the varieties of religious experience they encounter in their ministry as spiritual directors
3. identify the movement of grace in their own personal experience and the experience of those to whom they minister and
4. develop a theology of grace on the basis of their experience.

ASSESSMENT
1500 word paper on Goal Setting (25%); 1500 word reflection paper / Personal Grace (25%); 3000 word assignment / Religious Experience (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturers: ROBYN REYNOLDS OLSH and CHERYL BOURKE PBVM
FOUNDATIONAL CONCEPTS IN SPIRITUAL DIRECTION

II

This unit can be undertaken as full time (DS8702Y) or part time (DS8712Y) and (DS8722Y)

CONTENT
The unit explores relationships and interdependence as foundational concepts in the practice of spiritual direction. It explores the deep connectedness of all life, drawing on the insights of modern science, Christian theology and biblical scholarship. As well, the influence of the visual and narrative arts, images and imagination, on our religious experience and ministry is explored experientially. The unit also covers the discernment of spirits identifying the workings of God’s Spirit and spirits not-of-God, resulting in consolation and desolation. The implications of discernment for Christian decision-making are also explored.

PREREQUISITES
Enrolment and acceptance at Heart of Life Centre

COREQUISITES
Full Time = DS8704Y and DS8706Y
Part Time = DS8714Y and DS8716Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a critical knowledge of the biblical and theological underpinnings of the ministry of spiritual direction
2. articulate an understanding of the process of discerning the spirits (towards God and away from God) informed by their own and others’ experience and the wisdom of the tradition
3. demonstrate an ability to apply this understanding to the actual practice of the ministry of spiritual direction
4. articulate their understanding and their responses to others’ story-telling and images, and apply this to their ministry
5. demonstrate awareness of the interconnectedness of all life and the relevance of ecological theology to the contemplative practice of spiritual direction.

ASSESSMENT
Written Assignment/Discernment (3000 words) (50%); Ecological Spirituality Project (1500 words) (25%); Stories and Images Project (1500 words) (25%)

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturers: SUE RICHARDSON PBVM, MARY COLOE PBVM, and PETER MALONE MSC
INTERPERSONAL DYNAMICS IN SPIRITUAL DIRECTION

This unit can be undertaken as full time (DS8703Y) or part time (DS8713Y) and (DS8723Y)

CONTENT
The unit covers the experience of conversion – turning points in one’s life, true and false self, Lonergan’s understanding on conversion – and psychological aspects of spiritual direction – a Christian anthropology of the human person and Luigi Rulla’s theory of self-transcendent consistency.

PREREQUISITES
Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES
Full Time = DS8701Y and DS8705Y
Part Time = DS8711Y and DS8715Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the anthropological, psychological and pastoral underpinnings of the ministry of spiritual direction
2. discuss the various ways of expressing the human encounter with God
3. identify how Lonergan’s understanding of the conversion processes can enhance the practice of spiritual direction
4. analyse critically the different theories of anthropology and their impact on approaches to spiritual direction ministry.

ASSESSMENT
2000 word reflection paper / Conversion (33%); A take-home examination of 4000 words / Psychological Aspects of Spiritual Direction (66%)

BIBLIOGRAPHY

* = set texts recommended for purchase


Lecturers: SUE RICHARDSON PBVM and ROBYN REYNOLDS OLSH
INTERPERSONAL DYNAMICS IN SPIRITUAL DIRECTION II

This unit can be undertaken as full time (DS8704Y) or part time (DS8714Y) and (DS8724Y)

CONTENT
The unit covers both the human experience of God – a detailed study of God’s working in personal experience and consequent approaches to prayer -- and ethics and professional standards in ministry, with particular application to the ministry of spiritual direction. Each student will direct a retreat under supervision as part of this unit.

PREREQUISITE
Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES
Full time = DS8702Y and DS8706Y
Part time = DS8712Y and DS8716Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the anthropological, psychological and pastoral underpinnings of the ministry of spiritual direction
2. discuss the various ways of expressing the human encounter with God
3. critically evaluate different traditions of spirituality and their different approaches to the practice of prayer
4. integrate the ethics of spiritual direction in their own practice.

ASSESSMENT
3000 word reflection paper / Human Experience (50%); 1500 word reflection paper/ Ethics (25%); 1500 word critical reflection on the experience of leading a retreat under supervision (based on a journal) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturers: PAUL BEIRNE, PHILIP MALONE MSC and KATHLEEN SPOKES SGS
SPIRITUAL DIRECTION PRACTICUM I
This unit can be undertaken as full time (DS8705Y) or part time (DS8715Y) and (DS8725Y)

CONTENT
The unit provides students with the opportunity to undertake spiritual direction under appropriate supervision and to reflect critically on that experience. Students are inducted into the processes and ministry of spiritual direction through focus on:
- the nature and boundaries of the relationship of direction
- confidentiality and appropriate consent
- procedures for referral
- the environment and protocols for spiritual direction
- the nature and boundaries of the supervisory relationship
- the different theories and praxis of spiritual direction and psychological counselling.

The unit includes individual and group supervision, individual and group evaluations, group interaction, and leadership of group prayer.

PREREQUISITES
Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES DS8701Y and DS8703Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. reflect critically on their relationship with another in spiritual direction
2. articulate clearly the impact of accompaniment on human and spiritual development
3. participate constructively in group supervision processes
4. articulate the integration of their theoretical learning, their ministerial practice, and their personal development.

ASSESSMENT
Ten critical reflections of at least 300 words each on issues of spiritual direction based on verbatim accounts of ministry, (50%); 1500 word case study (25%); 1500 word self-evaluation (at end of unit) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase
Buckley, Suzanna M., ed. Sacred is the Call. New York: Crossroads, 2005.

Coordinator: PAUL BEIRNE
Practicum Supervisors: KATHY CLARK and LIS TEGGELOVE RSM
SPIRITUAL DIRECTION PRACTICUM I

This unit can be undertaken as full time (DS8706Y) or part time (DS8716Y) and (DS8726Y)

CONTENT
This unit extends the student’s supervised engagement with the ministry of spiritual direction and its processes and protocols begun in DS8705Y (FT) or DS8715Y (PT)

SPIRITUAL DIRECTION Practicum I

PREREQUISITES
Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES
Full time = DS8702Y and DS8704Y
Part time = DS8712Y and DS8714Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. reflect critically on their relationship with another in spiritual direction
2. articulate the impact of accompaniment on human and spiritual development
3. participate constructively in group supervision processes
4. articulate the integration of their theoretical learning, their ministerial practice, and their personal development.

ASSESSMENT
Ten critical reflections of at least 300 words each on issues of spiritual direction based on verbatim accounts of ministry, (50%); 1500 word case study (25%); 1500 word self-evaluation (at end of unit) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase
Buckley, Suzanna M., ed. Sacred is the Call. New York: Crossroads, 2005.

Coordinator: KATHLEEN SPOKES SGS
Practicum Supervisors: KATHY CLARK, TIM MOLONEY CFC and LIS TEGGELOVE RSM
RESEARCH METHODOLOGIES
This unit is taught at Catholic Theological College East Melbourne
1st semester

CONTENT
This unit introduces students to contemporary approaches to qualitative and quantitative research methodologies, with a particular focus on those that are most often used in research in areas of theology and ministry. It provides students with tools to select and apply those methodologies in the formulation of a research proposal. The unit outlines the methodological challenges, hermeneutical questions, and new directions for recent theological research, and the responses across various disciplines to those new developments. Students will be introduced to the skills, competencies and technical methods that are needed to conduct and present high quality research, including identifying a research topic, citation and bibliographical protocols, and obtaining ethics clearances.

NO PREREQUISITES

PROHIBITED COMBINATIONS
EDS9119F Spirituality Research Seminar (Sentir)

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate a working knowledge of terms, assumptions and approaches to research that are current in selected theological disciplines
2. Critically evaluate key research methodologies and identify those that are most relevant to their own research topics
3. Demonstrate a familiarity with research methods and protocols
4. Demonstrate an appreciation of the nature, purpose, ethical responsibilities and limitations of research in theological disciplines
5. Critically review scholarly literature relevant to their own research topics.

ASSESSMENT
1000 word review essay (20%); 5000 word research proposal (80%)

BIBLIOGRAPHY

Lecturer: TO BE ADVISED
Under the new regulations for the Master of Arts, the Master of Theological Studies, and the Master of Divinity, students must complete a capstone unit of at least 15 points value.

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 focused in a research essay, an integrative seminar, a ministry project, or a theological synthesis.

### CAPSTONE UNITS AVAILABLE IN 2015

12,000 word Research Essay (see page 152 for details)

XS9991Y  A Faith to Live By

### CAPSTONE UNITS AVAILABLE IN OTHER YEARS

units not offered in 2015, but normally offered in alternate years

XS9992Y  Pastoral Leadership
A FAITH TO LIVE BY

Capstone Unit
2nd semester Tuesday evening

CONTENT
This unit reflects in depth on the basic components of Christian belief, with the Church’s affirmation of faith as found in the Apostles’ and Nicene Creeds providing the framework. Consideration is given to how the various components of these articulations of faith arise from the biblical witness and are shaped by the experience of Christian communities. Conclusions will be drawn about how our believing informs responsible living in the present and hope for the future.

PREREQUISITES
At least 75 points of elective units (i.e. 5 units)

CURRICULUM OBJECTIVE
This capstone unit provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these through a seminar based study of a selected theme or area. The student will be expected to demonstrate advanced skills in exegesis, historical and theological methodologies as appropriate to the topic, and skilled use of electronic databases, journals and other scholarly literature. As the capstone of a master’s programme, the student’s work will display a critical awareness of issues pertaining to the study of theology as an academic discipline.

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the biblical foundations of the creedal affirmations
2. evaluate how issues in the early church influenced these beliefs
3. explore the ongoing significance of at least two creedal articles
4. integrate the biblical, historical and theological sources in understanding and articulating faith
5. evaluate the implications for Christian life of one creedal article.

ASSESSMENT
2000 word minor essay (30%); 4000 word major essay (70%)

BIBLIOGRAPHY

Lecturer: ROSS FISHBURN
This capstone unit provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these in a substantial focussed research project. The student will be expected to demonstrate advanced skills in exegesis, historical and theological methodologies as appropriate to the research topic, and skilled use of electronic databases, journals and other scholarly literature. As the capstone of a master’s programme, the student’s work will display a critical awareness of issues pertaining to the study of theology as an academic discipline.

Procedures for 12,000 Word Research Essays

Admissions and approvals

- Students indicate their intention to enrol in the 12,000 word research essay by including the unit ‘Research Essay’ on the standard University of Divinity admission or re-enrolment form for the relevant year. Students may elect to take the 12,000 word research essay in a single semester, or across two consecutive semesters.
- Students should discuss their proposed research topic with the Coursework Coordinator at their college, who can assist the student in finding a suitable supervisor.
- Students must complete an ‘Application for the 12,000 word research essay’ form, which must be signed by the student, the college Coursework Coordinator, and the nominated supervisor. Completed applications are submitted to the University of Divinity Director of Research, and must be lodged no later than the first day of the semester in which the essay will be written. Incomplete applications will be returned and will not be processed. The University of Divinity Director of Research will assess each application and, where the application is satisfactory, confirm the enrolment.
- Students must also complete a ‘12,000 word research essay outline’ form, including an outline of the topic to be researched, learning outcomes and the assessment schedule. This must be lodged with the University of Divinity Director of Research no later than the census date of the semester in which the essay will be written.
- The University of Divinity Director of Research will forward each completed ‘12,000 word research essay outline’ form to the appropriate Chair of Examiners for approval or amendment. Once an essay outline is approved, the University of Divinity Director of Research shall appoint examiners, in consultation with the supervisor and appropriate Chair of Examiners.

Ethics Clearance

Where the approved topic requires human subject research, or material not in the public domain, or for any other reason requires an ethics clearance, the student shall submit an application to the University of Divinity Human Research Ethics Committee, which shall exercise an expedited review process, in which the University of Divinity Director of Research and no more than two other members of HREC are involved.
The Graduate Certificate in Teaching Religious Education is principally, although not exclusively, designed to enable teachers to gain accreditation to teach Religious Education in a Catholic school. It is designed to fulfil the requirements of the Catholic Education Commission of Victoria Policy 1.7 Accreditation to Teach Religious Education in a Catholic School.

The Graduate Certificate allows those who have an undergraduate, or higher, qualification in another discipline to pursue theological and educational units that will enhance their ability to reflect on and communicate the Catholic faith. It introduces students to contemporary scholarship in scripture, theology and religious education, so as to assist them in the planning, implementation and evaluation of programs of religious education.

**STRUCTURE**

Four (4) units of study (each worth 10 points) are taken normally over a two year period. These units are usually taught intensively over four days: either two Saturdays and two days in the school term holidays; or four Saturdays; or two consecutive days twice during the semester. The course is taught at Box Hill, Sunbury, Mildura, Ballarat and Sale.

The required units are usually taken in the following order:

- DR8601Y Introduction to Scripture for Religious Educators
- DR8602Y Jesus Christ Today: In Church, Mission and Sacraments
- DR8603Y Foundations of Religious Education
- DR8604Y Making (Christian) Choices in Life: Value Added Approach

In addition one 5 point unit (DR8605Y Integrative Exercise) is taken concurrently over the duration of the course.

**FEES**

- GCTRE units $1368 per 10 point unit of study
- GCTRE Integrative unit $684 per 5 point unit of study

**FUNDING**

Many students are sponsored by the relevant Catholic Education Office. Enquiries related to funding should initially be directed to the Accreditation Officer at CEO Melbourne or the teacher’s principal in the Ballarat Diocese.
INTRODUCTION TO SCRIPTURE
FOR RELIGIOUS EDUCATORS

应对存在的问题。你可能需要重新检查文档的标注或其他相关信息。
This unit seeks to present with ecumenical sensitivity a general introduction to the origin, development, and nature of the Church of Jesus Christ as the community of his followers. From an understanding of sacraments as signs of the loving presence and self-giving of God, it also sketches the origin, development, and purpose of the Church’s ritual sacraments in making and sustaining the Church. The unit presents the Church itself as the sign and instrument of Jesus Christ today, for the coming of the reign of God on earth. Its consistent focus is on the whole Church as the Spirit-filled People of God and Body of Christ, and on the presence of the Holy Spirit in the life, sacraments, mission and ministries of the Church.

PREREQUISITES
Undergraduate degree or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. trace the origin of the Church from the person of Jesus Christ and his early disciples
2. describe how the mission of the Church in the world today continues the mission of Jesus Christ
3. identify particular human experiences as possible signs and paths to the mystery of God
4. outline how the early Christians understood themselves as communities of Christ and their sacraments as celebrating their shared commitment to Christ
5. explain how the Church’s ritual sacraments originate in both the Christ-event and the Church’s response
6. describe the role of the Holy Spirit as the life and soul of the Church, its mission, its ministries, and its sacraments.

ASSESSMENT
Section A: 2000 word essay (50%); Section B: 2000 word essay (50%)

BIBLIOGRAPHY

Lecturer: GREG BRETT CM, ROBYN REYNOLDS OLSH and PHILIP MALONE MSC
DR8603Y FOUNDATIONS OF RELIGIOUS EDUCATION

Course GCTRE Unit Value: 10 points (Min. No. 8)
See page 161 for schedule of dates

CONTENT
This unit examines foundational issues concerning the nature, purpose, context and practice of religious education in the Catholic Christian tradition. The focus is on Catholic schooling in Australia and is informed by church documents, clarification of current terminology used in regard to religious education, and an explanation of the sources of revelation. Participants are introduced to the history of Catholic schooling in Australia and to the work of contemporary theorists of religious education. While emphasising the importance of Catholic identity and the roles of prayer, ritual, liturgy and social justice in the maintenance of that identity, there is also an exploration of the possibilities of enrichment through interfaith dialogue.

PREREQUISITES:
Normally, first year of GCTRE sequence

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate an understanding of the nuances of meaning in the term “religious education” and of the critical role played by context in the delivery of religious education
2. identify and explain the roles of scripture, tradition and experience in the processes of religious education
3. demonstrate knowledge of the social, political and religious context that gave rise to Catholic schools and of their evolution to the present
4. recognise, explain and assess the possibilities of some contemporary approaches to “religious education”.

ASSESSMENT
2000 word essay 50%; a unit of work (2000 words) 50%

BIBLIOGRAPHY
Archdiocesan Texts: Melbourne: To Know, Worship and Love: Ballarat: Awakenings

Lecturer: MICHAEL A. KELLY CSsR
CONTENT

This unit has a threefold purpose. Drawing upon revelation, scripture and Catholic theological tradition, the unit aims to provide a framework for understanding the nature and place of moral decision making in Christian living. It will explore methods and strategies for teaching Christian morality in Catholic schools, and provide opportunities for teachers to integrate their study of the scriptures, tradition and the sacraments into their own faith and professional development.

Areas to be studied include the meaning of Christian morality, sources of moral knowledge, human freedom, sin and redemption, conscience formation, meaning and function of Church authority, and a strategy for making moral decisions in accordance with Church teaching and tradition.

PREREQUISITES

Normally, first year of GCTRE sequence

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. identify the process of moral decision making in regard to current ethical questions
2. articulate the Catholic moral tradition on relevant issues
3. discuss moral issues objectively, critically, and intelligently
4. apply Catholic moral methodology to the making of Christian moral choices
5. critique different perspectives on contemporary moral issues.

ASSESSMENT

1500 word written presentation (30%); 2500 word essay (70%)

BIBLIOGRAPHY


Lecturers: BERNARD TEO CSsR
CONTENT
This unit is taken concurrently with the other units in the GCTRE program. It provides the student with an opportunity for personal appropriation, synthesis and integration of content, skills and formative experiences provided in these units.

COREQUISITES
DR8601Y, DR8602Y, DR8603Y, DR8604Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the personal and professional learning that has occurred
2. discuss the implications for this learning in their delivery of religious education in a Catholic school.

ASSESSMENT
Each of the four integrative exercises will require the student to write a 500 word reflection paper (25% each) which will be graded as Pass/Fail. When the four integrative exercises have been successfully completed the student will have earned the final five points required for the award of the Graduate Certificate in Teaching Religious Education.
## GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION
### SCHEDULE FOR 2015

#### Box Hill (YTU) Classes: 9.00am – 4.00pm

**Semester one**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR8601Y</td>
<td>Introduction to Scripture for Religious Educators (MR (OT) RMP (NT))</td>
<td>Rose Marie Prosser, Robyn Reynolds</td>
</tr>
<tr>
<td>1st year</td>
<td>Sat 14 Feb; Sat 28 Feb; Thurs 9 April, Fri 10 April</td>
<td></td>
</tr>
<tr>
<td>DR8603Y</td>
<td>Foundations of Religious Education (MAK)</td>
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<tr>
<td>2nd year</td>
<td>Sat 14 Feb; Sat 28 Feb; Thurs 9 April, Fri 10 April</td>
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</tbody>
</table>

**Semester two**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Lecturers</th>
</tr>
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<tbody>
<tr>
<td>DR8602Y</td>
<td>Jesus Christ Today: Church, Mission and Sacraments (G Brett/MAK)</td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>Sat 25 July; Sat 8 Aug; Mon 21 Sept; Tues 22 Sept</td>
<td></td>
</tr>
<tr>
<td>DR8604Y</td>
<td>Making our (Christian) Choices in Life: A Value Added Approach (BT)</td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>Sat 25 July; Sat 8 Aug; Mon 21 Sept; Tues 22 Sept</td>
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<td></td>
<td>2nd year Integrative Exercise</td>
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#### Mildura Classes: Friday and Saturday 9.00am – 4.00pm

**Semester one**

<table>
<thead>
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<th>Lecturers</th>
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<tr>
<td>DR8621Y</td>
<td>Introduction to Scripture for Religious Educators (RMP-OT) (MC-NT)</td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>Fri 20 Feb; Sat 21 Feb; Fri 1 May; Sat 2 May</td>
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**Semester two**

<table>
<thead>
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<td>DR8622Y</td>
<td>Jesus Christ Today: Church, Mission and Sacraments (RR)</td>
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<tr>
<td>1st year</td>
<td>Fri 4 Sept; Sat 5 Sept; Fri 16 Oct; Sat 17 Oct</td>
<td></td>
</tr>
</tbody>
</table>

#### Ballarat Classes: Thursday and Friday 9.00am – 4.00pm (Secondary only)

Religious Education and Pedagogy = REAP Same program as GCTRE

**Sem 1**

<table>
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<tr>
<td>DR8641Y</td>
<td>Introduction to Scripture for Religious Educators (RMP)</td>
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</tr>
<tr>
<td>1st year</td>
<td>Thur 19 Mar; Fri 20 Mar; Thur 7 May; Fri 8 May</td>
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</table>

**Sem 2**

<table>
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<tr>
<td>DR8642Y</td>
<td>Jesus Christ Today: In Church, Mission and Sacraments (PM)</td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>Thur 20 Aug; Fri 21 Aug; Thur 22 Oct; Frid 23 Oct</td>
<td></td>
</tr>
</tbody>
</table>

#### Sale Classes: To begin Semester 2, 2015 9.00am – 4.00pm

**Sem 2**

<table>
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<tr>
<td>DR8631Y</td>
<td>Introduction to Scripture for Religious Educators (MC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sat 1 Aug; Sat 22 Aug; Mon 21 Sept; Tues 22 Sept</td>
<td></td>
</tr>
</tbody>
</table>

### Lecturers

- **RMP**: Rose Marie Prosser
- **PM**: Philip Malone
- **BT**: Bernard Teo
- **MC**: Mary Coloe
- **RR**: Robyn Reynolds
- **MR**: Mary Reaburn
- **MAK**: Michael Kelly
- **GBrett**: Greg Brett
The unit should be in some area of the discipline not already covered by the unit offerings at YTU, or, if covered, not being offered in the year the reading unit is done.

In consultation with her/his supervisor, the student shall prepare a bibliography for the Reading Unit and complete the required application form. These will be forwarded by the Academic Dean, or the Postgraduate Coordinator of YTU, who will in each case approve the supervisor, the program of study and the assessment task(s). The student is to maintain regular (weekly or fortnightly) contact with the supervisor.

A SUPERVISED READING UNIT (6,000 words) MAY BE ARRANGED IN THE FOLLOWING DISCIPLINES.

UNDERGRADUATE
BA3415Y OLD TESTAMENT
BN3415Y NEW TESTAMENT
BS3415Y BIBLICAL STUDIES
CH3415Y CHURCH HISTORY
CT3415Y SYSTEMATIC THEOLOGY
DA3415Y MISSION AND MINISTRY
DC3415Y CANON LAW
DD3415Y SPIRITUAL DIRECTION
DL3415Y LITURGICAL STUDIES
DM3415Y MISSIOLOGY
DP3415Y PASTORAL THEOLOGY and MINISTRY STUDIES
DR3415Y RELIGIOUS EDUCATION
DS3415Y SPIRITUALITY
DT3415Y MORAL THEOLOGY

POSTGRADUATE
BA9415Y OLD TESTAMENT
BN9415Y NEW TESTAMENT
BS9415Y BIBLICAL STUDIES
CH9415Y CHURCH HISTORY
CT9415Y SYSTEMATIC THEOLOGY
DA9415Y MISSION AND MINISTRY
DC9415Y CANON LAW
DD9415Y SPIRITUAL DIRECTION
DL9415Y LITURGICAL STUDIES
DM9415Y MISSIOLOGY
DP9415Y PASTORAL THEOLOGY and MINISTRY STUDIES
DR9415Y RELIGIOUS EDUCATION
DS9415Y SPIRITUALITY
DT9415Y MORAL THEOLOGY
Gregory Brett.


Gavin Brown


John N. Collins


“Is the diaconal ministry based on a misunderstanding?” _Diakonian tutkimus_ no. 2 (2009): 149-56; online www.dts.fi


“For deacons it’s not a matter of ‘either-or’ or ‘both-and’.” _New Diaconal Review_ no. 4 (November, 2010): 38-43.


Mary Coloe

_Books_


Mary Coloe continued

Chapters in Books


Articles in Refereed Journals.


Dictionaries


Bruce Duncan

“Daniel Mannix: Beyond the Myths.” Australasian Catholic Record 90, no.3 (July 2013): 375-79.

Bruce Duncan continued

"Pope Francis’s Call for Social Justice in the Global Economy.” Australasian Catholic Record 91, no. 3 (July 2014): 178-93.


Brian Gallagher


Reprinted 2013.

Brian Gleseson


“Journeying to Easter.” The Summit 39, no.1 (February 2012): 4-6.


John Hill

Jacob Kavunkal
“Theology of Religions from an Indian Perspective.” *Verbum SVD* 51, no. 2 (2010): 151-164.

Rosemarie Joyce

Michael A. Kelly
Michael A. Kelly continued


Ennio Mantovani


Hilary Martin


Christopher J. Monaghan


Christiaan Mostert


“Reconciliation and the Church.” Pacifica 23, (June 2010): 192-211.

“Christology in the Uniting Church in Australia.” Uniting Church Studies 16, no. 2 (December 2010): 33-44.


Campion Murray, trans.


Vol. II. A Meditation in Solitude of One who is Poor, by an Anonymus 13th century author.

Vol. III. The Angel’s Greeting, by Conrad of Saxony.

Vol. IV. A Commentary on the Book of Wisdom, by St Bonaventure.

Vol. V. Four Questions about Our Lady, by Peter John Olivi.

Vol. VI. Love’s Prompting, by James of Milan, and Canticle of One who is Poor for the Beloved, by John of Pecham.

Vol. VII. Sermons on St Francis, St Anthony and St Clare, by Matthew of Aquasparta.

Vol. VIII. Eleven Sermons on the Blessed Virgin Mary, by St Bernardine of Siena.

Vol. IX. Sermons on the Blessed Virgin Mary, by St Bonaventure. Pending

Vol. X. Five Sermons on the Blessed Virgin Mary, by Matthew of Aquasparta. Pending

Vol. XI. A Treatise on Inspiration, by St Bernardine of Siena. Pending

Vol. XII. A Treatise on Peace, by Gilbert of Tournai. Pending

Cormac Nagle


“The ‘for life’ Position of the Church,” in Health Matters 69 (Autumn 2014)16-17

Lawrence Nemer

Book:

Articles:

Mark O’Brien

Graeme Pender

Peter Price


John Prior
Books
Menjebol Jeruji Prasangka: Membaca Alkitab dengan Jiwa (Breaking Through Barriers of Prejudice: Reading the Bible with Soul). Maumere: Penerbit Ledalero,
2010.

Articles and Book Chapters


John Prior continued

“Indonesia.” In Christainities in Asia, edited by Peter Phan, 60-75. Oxford: Wiley-

Claire Renkin

Robyn Reynolds

Margaret Smith

Margaret Smith continued
“Celebrating the Paschal Triduum: ‘Rehearsal’ for Paschal Living’. Feature article in
Anna Welch


Kathleen Williams


Norman Young


“The Scope of Salvation, A Wesleyan reflection prompted by the Joint Declaration on Justification.” *One in Christ* 43, no.1 (Summer 2009): 122-123.


Unless otherwise indicated by the lecturer, the following guidelines should be used when writing essays and assignments.

University of Divinity has adopted the following as its preferred style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams et al. Chicago: The University of Chicago Press, 2007. There are two basic documentation systems in the text, notes-bibliography style (or simply bibliography style) and parenthetical citations (reference list style). We have adopted the bibliography style.

*This text is available from most major book stores and is priced from $30.00-$35.00.*

*Research students can also utilise the University of Divinity license for the software package called Endnote. This is available for overnight upload from St Paschal Library.*

**LAYOUT**
- Essays are to be typed on A4 paper
- Essays may be printed on both sides of the paper provided that the paper used is at least 80 g/m²
- Typing should be spaced, at least, at 1.5 between lines
- Text is in 12 point font Times New Roman
- Allow a left margin of three centimetres for the comments of the marker
- A hand written paper requires permission from the lecturer

**COVER PAGE**
- All essays should have a cover page which details the student’s name, the unit title and code, the name of the lecturer, the title of the essay and the number of words in the actual essay.

**SYNOPSIS**
- A synopsis of the essay on a separate page is to precede the work proper. This requirement does not apply to short papers.

**CHAPTERS / SECTIONS**
- If the essay is divided into distinct sections or chapters, there should also be a list of contents, giving page references.

**PAGE NUMBERS**
- Pages should be numbered in the top right corner. The first page of the essay is counted, but not usually numbered.
QUOTATIONS
- Quotations included in the text of the essay should be indicated by quotation marks for shorter pieces. Lengthy quotations (four lines or more) should be indented and single spaced so that they stand separate from the text. Quotation marks are then unnecessary.

- Scriptural references are given in brackets in the text of the essay, e.g., (Jer 1:4-9).

- Details of references are given either in a footnote (at the bottom of the page) or gathered together at the end of the essay as endnotes. Either form may be used. Word processing referencing tools automatically elevate the reference number one space above the text (superscript).

- Footnotes and endnotes are single spaced, and should be numbered consecutively throughout the assignment.

- When a footnote or endnote note is exactly the same as the preceding one put Ibid. (*Ibidem* is Latin for "in the same place"). In notes, Ibid. should be capitalised but not italicised. Since Ibid. is an abbreviation, it must end with a full stop. If the citation includes a page number, put a comma after Ibid. If the page number of a reference is the same as the previous note, do not include a page number after Ibid. Do not use Ibid. after a note that contains more than one citation, and avoid using Ibid. to refer to footnotes that do not appear on the same page.

- Where a note refers to a work quoted earlier, it is sufficient to give the author's name, an abbreviated title of the work, and the page, e.g., Westermann, *Genesis*, 2:169-181. This usage is to be followed rather than *op.cit.* or *art.cit.*

PUNCTUATION.
As well as the normal rules of punctuation, the following should be used:

- ."  (full stop inside quotation marks at end of quotation).
- ","  (comma always inside quotation marks).
- ";":"  (semi-colon and colon remain outside quotation marks).
- "$":  (when the quotation itself is a question).
- "$":  (if the student is questioning the actual quoted material).
- "...":  (matter omitted from within a quotation).
- `'...':  (quotation within a quotation, use single quotation marks for the inner set of quoted words)

FOREIGN WORDS
- Foreign words should be italicised, except those in their proper script such as Greek and Hebrew.

APPENDICES
- Appendices are added at the end of the essay, before the bibliography.

BIBLIOGRAPHY
- A bibliography, appropriately set out, completes the essay.
MATTERS OF STYLE

1. Inclusive Language
   It is the policy of YTU to use inclusive language at all times. However, in quotations one must use the words that have been used in the original text (e.g., ‘man’, ‘mankind’, and ‘He’ in reference to God). In assignments, students are expected to use inclusive terms such as ‘person’, ‘human being’, ‘humanity’, ‘God’ rather than ‘man’, ‘men’, ‘mankind’, ‘He’, etc. As far as possible, the generic use of ‘he’, ‘him’, and ‘his’, should be avoided. This may be accomplished by using ‘he’, or ‘she’, ‘one’, the plural or the passive. This will sometimes require careful thought and the recasting of sentences to express gender neutrality.

2. Numbers
   Unless specific guidelines are proposed for a piece of quantitative research the following guidelines apply.
   - Write the “twentieth century” not the “20th century”
   - Never begin a sentence with a numeral, either spell the number or recast the sentence (“Fifty days after the resurrection the Church celebrates the feast of Pentecost.”)
   - If a number under a hundred occurs on its own, spell it (there are four not 4 canonical gospels)
   - Write in Arabic numerals (1,2,3) when you have series of numbers over a hundred in a sentence (105 cows, 575 sheep and 7 horses)

3. Foreign Words
   Italicise isolated words and phrases in foreign languages that are technical, or unlikely to be familiar to readers of English.
   - e.g., Paolo Freire coined the term conscientização to speak of the process of developing critical consciousness.
   - e.g., Ressentiment was first used as a philosophical term by Friedrich Nietzsche.
   Do not italicise foreign words that are so familiar that they appear in standard English dictionaries: e.g., de facto, de gustibus, vis-à-vis.

4. Abbreviations
   Abbreviations generally have a full stop/period after them: for e.g., Ibid., etc. Conventional abbreviations for books of the Bible are an exception to this rule (see below). The full stop may be followed by a comma as in ibid., but it may never be followed by a second full stop.
   - Truncations which give only the first part of an abbreviated word are indicated by a concluding period (Prof., Rev., ed., trans., vol.,);
   - contractions, which give the beginning and end of an abbreviated word, in British and English usage do not have a concluding period (e.g., Fr, Revd, Dr, St, vols).
   - The abbreviations ‘don’t’, ‘can’t’, ‘won’t’ etc. should not be used in essays, except in quoted conversations. (We wouldn’t say you can’t say won’t but don’t.)
SCRIPTURAL REFERENCES
Abbreviations of biblical books are not followed by a full stop. In regard to the appropriate abbreviations our style guide follows the conventions of the Journal of Biblical Literature, 107 (1988): 582-583. Accordingly:

<table>
<thead>
<tr>
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<th>Abbreviation</th>
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<tr>
<td>Gen</td>
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<td>Exod</td>
<td>Joel</td>
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<td>Josh</td>
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<td>Judg</td>
<td>Nah</td>
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<tr>
<td>1-2 Sam</td>
<td>Hab</td>
</tr>
<tr>
<td>1-2 Kgs</td>
<td>Zeph</td>
</tr>
<tr>
<td>Isa</td>
<td>Hag</td>
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<td>Jer</td>
<td>Zech</td>
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<td>Ezek</td>
<td>Mal</td>
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<td>Ps</td>
<td>(pl. Pss)</td>
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<td>Add Esth</td>
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<td>Matt</td>
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<td>1-2 Cor</td>
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<td>1-2 Cor</td>
<td>1-2 Pet</td>
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<td>1-2-3 John</td>
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<tr>
<td>Jude</td>
<td>Rev</td>
</tr>
</tbody>
</table>

For scriptural references, a different style guide may apply at another RTI.

1. References are written with a colon between chapter and verse(s), and a semicolon separating one reference from another: e.g., Matt 16:16; Mark 8:29; Luke 9:20. Sometimes, when a part only of a verse is referred to, ‘a’ or ‘b’ may be added according as to whether the first or second part is concerned: e.g., Matt 16:16b; Rom 5:12a.

FOOTNOTES/ENDNOTES and BIBLIOGRAPHY

While footnotes/endnotes and bibliographical entries are similar in appearance, the following details of variation should be noted and followed. Name inversion (surname first, given name second, e.g., Smith, John.) is used in a bibliography as names are ordered alphabetically. In a footnote the bibliographic data is given in a continuous sequence, so commas and parentheses are used to separate the various elements. In a bibliography, on the other hand, the data are given as discrete elements and are therefore separated by periods.

FOOTNOTES /ENDNOTES

Footnotes are used to acknowledge the sources of information for an essay or assignment. Footnotes allow the reader of an assignment to note the research that underlies an essay and, if desired, to retrieve the reference for their own use or to check the accuracy of a quotation.

Footnotes must be used to indicate the source for:

- direct quotations
- any paraphrase or summary of an author’s ideas or arguments
  (a paraphrase is your own rendition of essential information and ideas expressed by someone else)

Information taken from the internet or an electronic source must be acknowledged in a properly formatted note (See style in ONLINE PUBLICATIONS below).
All word processing software allows you to insert references into your text. A footnote is marked by a superscript number at the end of a sentence or quotation to which the note refers. At the bottom of the page, the number is repeated, followed by the citation.

Footnotes are single-spaced and numbered consecutively throughout the essay. Normally, they are in the same font as the remainder of the essay and they are not italicised (except for book titles etc.) unless there are italics in the original. They may be in a smaller font size than that which is used in the body of your assignment.

**Footnotes/Endnotes.** Order: initial(s) [full stop] or given name(s), surname [comma], book title (italicised) followed by publishing details in parentheses (place of publication [colon]: publisher [comma], date), followed by page reference [full stop]. Other information – name of series, editor, number of particular volume used, edition – is included between title and publishing details, each followed by a comma. (See examples given below).

**Basic Format:** Note number. Author’s First and Last Names, Title of Book: Subtitle of Book (Place of Publication: Publisher’s Name, Date of Publication), XXXX.

**BIBLIOGRAPHY**

The bibliography lists the works that have been consulted in researching the essay, and must include all works cited in footnotes.

The bibliography is single-spaced and arranged alphabetically by the surname of the author. A blank line is left between each entry.

If your bibliography contains two or more works written, edited, or translated by the same individual arrange the entries chronologically by publication date. For all entries after the first, replace the individual’s name with a long dash called a 3-em dash (six dashes) (e.g., ———, or ———.).

**Bibliography.** Books are listed alphabetically, according to authors’ surnames. Order: surname of author, given name(s) or initials if the full name(s) is not available [full stop]. Book title (italicised) [full stop]. Place of publication [colon]: publisher [comma], date [full stop]. Other information - name of series in which work is found, editor, total number of volumes, edition - is included between title and place of publication, each followed by a full stop. (See examples given below).

**Basic Format:** Author’s Last Name, Author’s First Name. Title of Book: Subtitle of Book. Place of Publication: Publisher’s Name, Date of Publication.
BOOKS

One Author
Footnote

Bibliography

Two or Three Authors
Footnote

Bibliography

Four or More Authors
Footnote
A.K.M. Adam, S.E. Fowl, K. Vanhoozer, and F. Watson, Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation (Grand Rapids, MI: Baker Academic, 2006), 132.

Bibliography

Editor Only
Footnote

Bibliography

Particular Edition
Footnote

Bibliography

Single Chapter in an Edited Book
Footnote
Bibliography

Article or Chapter in a Multivolume Work
Footnote

Bibliography

Abbreviated citation in a footnote
- The first time you cite a text you must give the full reference e.g.,
  Footnote

In subsequent references you may use an abbreviated citation e.g.,
  Bevans and Schroeder, *Constants in Context*, 34.

ARTICLES OR ESSAYS

In Encyclopedia
Encyclopedia articles by named author(s) should include the author name(s).

Footnote

Bibliography

For a less well-known reference works, please include the publication details.

In Journals

Footnote

Bibliography

Newspapers

In most cases, cite articles and other pieces from daily newspapers only in notes. You do not need to include them in your bibliography unless a specific article is critical for your paper. Page numbers are usually not necessary as a paper may have several editions and items can appear on a different page or be dropped altogether.

Footnote
ONE SOURCE QUOTED IN ANOTHER
Researchers normally avoid repeating quotations that they have not actually seen in the original. If one source includes a useful quotation from another text, you are expected to obtain the original to verify not only that the quotation is accurate, but also that it fairly represents what the original meant.

If the original is unavailable, however, cite it as “quoted in” the secondary source in your note.

Footnote

Bibliography

VATICAN DOCUMENTS

Footnote

Bibliography

Footnote

Bibliography

# stands for paragraph but may also be written as par. (i.e., paragraph)

ONLINE PUBLICATIONS

Information taken from the internet or an electronic source must also be acknowledged in a properly formatted note. In addition note the URL (Universal Resource Locator) and the date you accessed the material.

Footnote

Bibliography
## INDEX OF UNITS – UNDERGRADUATE

<table>
<thead>
<tr>
<th>NOT FOR CREDIT UNITS</th>
<th>Semester</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>NN1000Y</td>
<td>1 &amp; 2 aft</td>
<td>36</td>
</tr>
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<td>NN0310Y</td>
<td>1 &amp; 2 morn</td>
<td>37</td>
</tr>
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<td>NR1003Y</td>
<td>1 eve</td>
<td>38</td>
</tr>
</tbody>
</table>

### FIELD A – HUMANITIES

<table>
<thead>
<tr>
<th>LANGUAGES</th>
<th>Semester</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Hebrew A</td>
<td>1 eve</td>
</tr>
<tr>
<td>AL1002Y</td>
<td>Hebrew B</td>
<td>2 eve</td>
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</tbody>
</table>

### FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

| AL1011Y              | New Testament Greek A |
| AL1012Y              | New Testament Greek B |

### FIELD B – BIBLICAL STUDIES

#### OLD TESTAMENT

| BA1000Y              | O.T.1: Survey and Method | 2 eve | 43    |
| BA2010Y/BA3010Y      | Pentateuch               | 1 morn| 44    |
| BA2011Y/BA3011Y      | Psalms                   | 2 eve | 45    |
| BA2017Y/BA3017Y      | The Twelve Prophets      | 2 morn| 46    |
| BA3415Y              | Supervised Reading Unit – Old Testament (15 points) |
| BA3430Y              | Supervised Reading Unit – Old Testament (30 points) |

#### NEW TESTAMENT

| BN1000Y              | Gospel of Mark and Biblical Interpretation | 1 eve | 47    |
| BN2013Y/BN3013Y      | The Gospel of John                            | 1 eve | 49    |
| BN2017Y/BN3017Y      | Romans                                        | 1 morn| 50    |
| BN3015Y              | Biblical Land and the Gospels (Oversea Travel Unit) | 51  |
| BN3415Y              | Supervised Reading Unit – New Testament (15 points) |
| BN3430Y              | Supervised Reading Unit – New Testament (30 points) |

#### OVERSEAS STUDY UNITS

| BS3016Y              | Passover and Easter in the Biblical Land (O/seas Travel Unit) | March 10th - April 6th (Intensive in Jerusalem) |

#### BIBLICAL STUDIES

| BS3415Y              | Supervised Reading Unit – Biblical Studies (15 points) |
| BS3430Y              | Supervised Reading Unit – Biblical Studies (30 points) |

### FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

| BA2012Y/BA3012Y      | Wisdom Literature |
| BA2013Y/BA3013Y      | The Book of Isaiah |
| BA2016Y/BA3016Y      | Prophetic Literature -Jeremiah and Hosea |
| BA3014Y              | Prophecy Apocalyptic and the Future |
| BA3015Y              | Exile and Return |
| BA/BN3110Y           | Biblical Justice and the Reign of God |
| BA/BN3112Y           | The Bible and the Land |
| BN2014Y/BN3014Y      | Galatians |
| BN2010Y/BN3010Y      | The Corinthian Correspondence |
| BN2012Y/BN3012Y      | Matthew |
### FIELD C – CHRISTIAN THOUGHT AND HISTORY

#### CHURCH HISTORY

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Page</th>
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<tbody>
<tr>
<td>CH1001Y</td>
<td>Early/Medieval Church History (100-1450)</td>
<td>1 eve</td>
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<tr>
<td>CH1002Y</td>
<td>Early Modern &amp; Modern Church History (1450-Present)</td>
<td>2 eve</td>
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<td>CH2010Y/CH3010Y</td>
<td>Reformation Histories and Theologies</td>
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<td>Medieval Popular Religion in the West</td>
<td>2 eve</td>
<td>57</td>
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<tr>
<td>CH2212Y/CH3212Y</td>
<td>Art History and Spirituality in Western Europe (=DS2/3212Y)</td>
<td>1 eve</td>
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<tr>
<td>CH2230Y/CH3230Y</td>
<td>Catholic Social Thought in Aust. &amp; O/S</td>
<td>1 eve</td>
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<tr>
<td>CH3415Y</td>
<td>Supervised Reading Unit – Church History (15 points)</td>
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#### SYSTEMATIC THEOLOGY

<table>
<thead>
<tr>
<th>Code</th>
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<th>Page</th>
</tr>
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<tbody>
<tr>
<td>CT1000Y</td>
<td>Faith, Revelation and Theology</td>
<td>2 eve</td>
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<td>CT1330Y/CT2330Y**</td>
<td>Introduction to Theology of Mission (=DM1/2330Y)</td>
<td>1 eve</td>
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<tr>
<td>CT2010Y/CT3010Y</td>
<td>Eschatology: Living in Hope</td>
<td>2 morn</td>
<td>61</td>
</tr>
<tr>
<td>CT2011Y/CT3011Y</td>
<td>Who is this Christ?</td>
<td>1 eve</td>
<td>62</td>
</tr>
<tr>
<td>CT2020Y/CT3020Y</td>
<td>Cosmos as Creation</td>
<td>1 eve</td>
<td>63</td>
</tr>
<tr>
<td>CT2310Y/CT3310Y</td>
<td>Signs and Gifts of God: Sacraments of Life and Church</td>
<td>2 eve</td>
<td>64</td>
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<tr>
<td>CT2350Y/CT3350Y</td>
<td>Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR2/3350Y)</td>
<td>1 eve</td>
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<td>CT3021Y</td>
<td>Women in the Christian Theological Tradition</td>
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**See cross listing for detailed unit description**

### FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

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<tbody>
<tr>
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<td>Foundations of Australian Catholicism</td>
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<td>CH2012Y/CT3012Y</td>
<td>Introduction to Early Christian Art and Architecture</td>
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<td>Medieval Popular Religion in the West</td>
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<td>CH2210Y/CT3210Y</td>
<td>Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700 (=DS2/3210Y)</td>
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<td>Art History and Spirituality in Western Europe (=DS2/3121Y)</td>
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<td>CT2016Y/CT3016Y</td>
<td>Church: Sign &amp; Sacrament of God’s Kingdom</td>
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<td>CT2320Y/CT3320Y</td>
<td>Mary in the Christian Tradition (=DS2/3320Y)</td>
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<td>CT2321Y/CT3321Y</td>
<td>Franciscan Spirituality: Origins and Contemporary Relevance (=DS2/3321Y)</td>
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<tr>
<td>CT2340Y/CT3340Y</td>
<td>Human Sexuality and Marriage (=DT2/3340Y)</td>
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<tr>
<td>CT3012Y</td>
<td>The Christian Doctrine of God: The Holy Trinity</td>
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<td>CT3019Y</td>
<td>Human Person: Oriented to Communion</td>
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### Field D – Theology: Mission and Ministry

<table>
<thead>
<tr>
<th>CANON LAW</th>
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<tbody>
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<td>DC3415Y</td>
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### Liturgy | DL |
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<td>DL2422Y/DL3422Y</td>
<td>Ritual and Pastoral Care: In Sickness and Life’s Ending (=DP2/3422Y)</td>
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<td>DL2423Y/DL3423Y</td>
<td>Proclaiming the Word of God (=DP2/3423Y)</td>
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<td>Rites, People, Places: Liturgy Study Tour Nov int</td>
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### Missiology | DM |
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<tr>
<td>DM1330Y/DM2330Y</td>
<td>Introduction to Theology of Mission (=CT1/2330Y)</td>
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<tr>
<td>DM2011Y/DM3011Y</td>
<td>A Comparative Study of Religions</td>
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<td>DM2331Y/DM3331Y</td>
<td>Theology in Asia: A Model of Development in Theology (=CT2/3331Y)</td>
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<td>DM2470Y/DM3470Y</td>
<td>Social Teaching and Aboriginal Australians (=DT2/3470Y)</td>
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### Pastoral Theology and Ministry Studies | DP |
<table>
<thead>
<tr>
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<tr>
<td>DP2011Y/DP3011Y</td>
<td>Counselling: Theory and Practice</td>
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<td>DP2422Y/DP3422Y**</td>
<td>Ritual and Pastoral Care: In Sickness and Life’s Ending (=DL2/3422Y)</td>
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<td>DP2111Y/DP3111Y</td>
<td>Foundations for Ministry</td>
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<tr>
<td>DP3481Y</td>
<td>Leadership in a Faith Community (=DR3481Y)</td>
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### Religious Education | DR |
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<td>DR2350Y/DR3350Y**</td>
<td>Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT9350Y)</td>
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### Spirituality | DS |
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<td>Introduction to Christian Spirituality</td>
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<td>DS2101Y</td>
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<td>DS2212Y/DS3212Y**</td>
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### Sentir Units | |
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<tr>
<td>DS3118Y</td>
<td>Ignatian Spirituality Seminar 1 int</td>
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<tr>
<td>DS3119Y</td>
<td>Ignatian Discernment and Christian Decision Making 2 int</td>
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<td>DS3415Y</td>
<td>Supervised Reading Unit – Spirituality (15 points)</td>
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</table>

### Moral Theology | DT |
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<tr>
<td>DT1000Y</td>
<td>Introduction to Moral Theology</td>
</tr>
<tr>
<td>DT2011Y/DT3011Y</td>
<td>Major Issues in Contemporary Moral Theology</td>
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<tr>
<td>DT2012Y/DT3012Y</td>
<td>Justice and Human Rights</td>
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<tr>
<td>DT2015Y/DT3015Y</td>
<td>Christianity, Economics and Social Transformation</td>
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<td>DT3415Y</td>
<td>Supervised Reading Unit – Moral Theology (15 points)</td>
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<td>DT3430Y</td>
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**See crosslisting for detailed unit description**
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<tr>
<td>DC2011Y/DC3011Y    Canon Law A</td>
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<td>DC2012Y/DC3012Y    Canon Law B</td>
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<td><strong>LITURGY DL</strong></td>
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<tr>
<td>DL1430Y            Doing and Living the Church's Liturgy (=DS1430Y  DP1430Y)</td>
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<td>DL2010Y/DL3010Y    Celebrational Style</td>
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<td><strong>MISSIOLOGY DM</strong></td>
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<tr>
<td>DM2016Y/DM3016Y    Liberating Mission: Gospel meets Culture</td>
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<tr>
<td>DM3014Y            Inter-Religious Dialogue in a Secular Society</td>
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<tr>
<td>DM2012Y/DM3012Y    Evangelisation Today: Theory and Praxis</td>
</tr>
<tr>
<td>DM3015Y            Recent approaches to mission</td>
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<td><strong>PASTORAL THEOLOGY AND MINISTRY STUDIES</strong></td>
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<tr>
<td>DP1430Y            Doing and Living the Church's Liturgy (=DS1430Y  DL1430Y)</td>
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<td><strong>SPIRITUALITY DS</strong></td>
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<td>DS2320Y/DS3320Y    Mary in the Christian Tradition (=CT2/3320Y)</td>
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<tr>
<td>DS2321Y/DS3321Y    Franciscan Spirituality: Origins and Contemporary Relevance (=CT2/3321Y)</td>
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<td><strong>MORAL THEOLOGY DT</strong></td>
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<tr>
<td>DT2340Y/DT3340Y    Human Sexuality and Marriage (=CT2/3340Y)</td>
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<tr>
<td>DT3014Y            Can War be Just?</td>
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<tr>
<td>DT2230Y/DT3230Y    Catholic Social Thought in Aust &amp; O/S (=CH2/3230Y)</td>
</tr>
<tr>
<td>DT3013Y            Theology and Ethics in Medicine</td>
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</table>
## INDEX OF UNITS – POSTGRADUATE

### NOT FOR CREDIT UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Semester</th>
<th>Page</th>
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<tbody>
<tr>
<td>NN1000Y</td>
<td>Introduction to Tertiary Studies in Theology</td>
<td>1 &amp; 2 aft</td>
<td>36</td>
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<tr>
<td>NN0310Y</td>
<td>Art of the Icon</td>
<td>1 &amp; 2 morn</td>
<td>37</td>
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<td>NR1003Y</td>
<td>Reading the Christian Classics, 3</td>
<td>1 eve</td>
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</table>

### FIELD A – HUMANITIES

#### LANGUAGES

<table>
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<tr>
<th>Code</th>
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<tr>
<td>AL8001Y</td>
<td>Hebrew A (Foundational unit)</td>
<td>1 eve</td>
<td>100</td>
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<tr>
<td>AL8002Y</td>
<td>Hebrew B (Foundational unit)</td>
<td>2 eve</td>
<td>101</td>
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</table>

### FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

<table>
<thead>
<tr>
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<th>Name</th>
<th>Semester</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>AL8011Y</td>
<td>New Testament Greek A (Foundational unit)</td>
<td>1 eve</td>
<td>103</td>
</tr>
<tr>
<td>AL8012Y</td>
<td>New Testament Greek B (Foundational unit)</td>
<td>2 eve</td>
<td>104</td>
</tr>
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</table>

### FIELD B – BIBLICAL STUDIES

#### OLD TESTAMENT

<table>
<thead>
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<th>Code</th>
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<tbody>
<tr>
<td>BA8000Y</td>
<td>Biblical Interpretation (OT): History, Background,</td>
<td>1 eve</td>
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<td>Critical Methodology (Foundational unit)</td>
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<tr>
<td>BA9010Y</td>
<td>Pentateuch</td>
<td>1 morn</td>
<td>108</td>
</tr>
<tr>
<td>BA9011Y</td>
<td>Psalms</td>
<td>2 eve</td>
<td>109</td>
</tr>
<tr>
<td>BA9017Y</td>
<td>The Twelve Prophets</td>
<td>2 morn</td>
<td>110</td>
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<td>Supervised Reading Unit – Old Testament (15 points)</td>
<td></td>
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#### NEW TESTAMENT

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<th>Semester</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>BN8000Y</td>
<td>Biblical Interpretation (NT): History, Background,</td>
<td>2 eve</td>
<td>107</td>
</tr>
<tr>
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<td>Critical Methodology (Foundational unit)</td>
<td></td>
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<tr>
<td>BN9013Y</td>
<td>The Gospel of John</td>
<td>1 eve</td>
<td>109</td>
</tr>
<tr>
<td>BN9017Y</td>
<td>Romans</td>
<td>1 morn</td>
<td>110</td>
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<td>Biblical Land and the Gospels (Overseas Travel Unit)</td>
<td>June int</td>
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### BIBLICAL STUDIES

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<tr>
<th>Code</th>
<th>Name</th>
<th>Semester</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>BS9415Y</td>
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<td></td>
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### FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

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<th>Name</th>
<th>Semester</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA9012Y</td>
<td>Wisdom Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA9013Y</td>
<td>The Book of Isaiah</td>
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</tr>
<tr>
<td>BA/BN9110Y</td>
<td>Biblical Justice and the Reign of God</td>
<td></td>
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<td>BA/BN9112Y</td>
<td>The Bible and the Land</td>
<td></td>
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<td>Prophecy Apocalyptic and the Future</td>
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<td>Exile and Return</td>
<td></td>
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<td>The Corinthian Correspondence</td>
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<td>BN9012Y</td>
<td>Matthew</td>
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<td>BN9014Y</td>
<td>Galatians</td>
<td></td>
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### FIELD C – CHRISTIAN THOUGHT AND HISTORY

#### CHURCH HISTORY

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH9010Y</td>
<td>Reformation Histories and Theology</td>
<td>2 int</td>
<td>113</td>
</tr>
<tr>
<td>CH9013Y</td>
<td>Medieval Popular Religion in the West</td>
<td>2 eve</td>
<td>114</td>
</tr>
<tr>
<td>CH9212Y</td>
<td>Art History and Spirituality in Western Europe</td>
<td>1 eve</td>
<td>115</td>
</tr>
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<td>(= DS9212Y)</td>
<td></td>
<td></td>
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<td>1 eve</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>(= DT9230Y)</td>
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<td>CH9415Y</td>
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#### SYSTEMATIC THEOLOGY

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>CT8001Y</td>
<td>Foundations for Christian Thinking</td>
<td>1 eve</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>(= Foundational unit)</td>
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<tr>
<td>CT8330Y**</td>
<td>Introduction to the Theology of Mission</td>
<td>1 eve</td>
<td>130</td>
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<tr>
<td></td>
<td>(=DM8330Y) (=Foundational unit)</td>
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</tr>
<tr>
<td>CT9010Y</td>
<td>Eschatology: Living in hope</td>
<td>2 morn</td>
<td>118</td>
</tr>
<tr>
<td>CT9011Y</td>
<td>Who is this Christ?</td>
<td>1 eve</td>
<td>119</td>
</tr>
<tr>
<td>CT9020Y</td>
<td>Cosmos as Creation</td>
<td>1 eve</td>
<td>120</td>
</tr>
<tr>
<td>CT9021Y</td>
<td>Women in the Christian Theological Tradition</td>
<td>2 eve</td>
<td>121</td>
</tr>
<tr>
<td>CT9310Y</td>
<td>Signs &amp; Gifts of God: Sacraments of Life and Church</td>
<td>2 eve</td>
<td>122</td>
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<tr>
<td>CT9331Y**</td>
<td>Theology in Asia: A Model of Development in Theology</td>
<td>2 morn</td>
<td>132</td>
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<tr>
<td></td>
<td>(=DM9331Y)</td>
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<tr>
<td>CT9350Y</td>
<td>Sacraments of Initiation: Baptism, Confirmation, Eucharist</td>
<td>1 eve</td>
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<td>(=DR9350Y)</td>
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<tr>
<td>CT9415Y</td>
<td>Supervised Reading Unit – Systematic Theology (15 points)</td>
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<td>CT9430Y</td>
<td>Supervised Reading Unit – Systematic Theology (30 points)</td>
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### FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>CH8100Y</td>
<td>Turning Points in the History of the Western Church (=Foundational unit)</td>
</tr>
<tr>
<td>CH9011Y</td>
<td>The Foundations of Australian Catholicism</td>
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<tr>
<td>CH9012Y</td>
<td>Introduction to Early Christian Art and Architecture</td>
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<tr>
<td>CH9500Y</td>
<td>The Bible and Art Re-Visioning of Biblical Interpretation:</td>
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<td>(=BS9500Y DL/DP9500Y)</td>
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<tr>
<td>CH9210Y</td>
<td>Seers, Saints and Sinners: Visual Traditions and the construction of</td>
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<td></td>
<td>Women's Identity in the Christian Tradition, c. 1300-1700(DS9210Y)</td>
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<tr>
<td>CH9211Y</td>
<td>In search of the Foundress: The Painted life of Mary Ward</td>
</tr>
<tr>
<td>CT8330Y</td>
<td>Introduction to Theology of Mission (=DM8330Y) (=Foundational unit)</td>
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<tr>
<td>CT9012Y</td>
<td>The Christine Doctrine of God: The Holy Trinity</td>
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<tr>
<td>CT9016Y</td>
<td>Church: Sign and Sacrament of God’s Kingdom</td>
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<tr>
<td>CT9320Y</td>
<td>Mary in the Christian Tradition</td>
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<tr>
<td>CT9321Y</td>
<td>Franciscan Spirituality: Origins and Contemporary Relevance (=DS9321Y)</td>
</tr>
<tr>
<td>CT9340Y</td>
<td>Human Sexuality &amp; Marriage (=DT9340Y)</td>
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</tbody>
</table>
# FIELD D – THEOLOGY: MISSION AND MINISTRY

## CANON LAW  DC
- **DC9415Y**  Supervised Reading Unit – Canon Law (15 points)
- **DC9430Y**  Supervised Reading Unit – Canon Law (30 points)

## LITURGY  DL
- **DL9422Y**  Ritual and Pastoral Care: In Sickness and Life’s Ending  (=DP9422Y)
- **DL9423Y**  Proclaiming the Word of God (=DP9423Y)
- **DL9433Y**  Rites, People and Places: Liturgy Study Tour
- **DL9415Y**  Supervised Reading Unit – Liturgy (15 points)
- **DL9430Y**  Supervised Reading Unit – Liturgy (30 points)

## MISSIOLOGY  DM
- **DM8330Y**  Introduction to Theology of Mission (=CT8330Y) (Foundational unit)
- **DM9011Y**  A Comparative Study of Religions
- **DM9331Y**  Theology in Asia: A Model of Development in Theology (=CT9331Y)
- **DM9470Y**  Social Teaching and Aboriginal Australians (=DT9470Y)
- **DM9415Y**  Supervised Reading Unit – Missiology (15 points)
- **DM9430Y**  Supervised Reading Unit – Missiology (30 points)

## PASTORAL THEOLOGY AND MINISTRY STUDIES  DP
- **DP8111Y**  Foundations for Ministry (Foundational unit)
- **DP9011Y**  Clinical Pastoral Education (CPE)
- **DP9012Y**  Counselling: Theory and Practice
- **DP9423Y**  Proclaiming the Word of God (=DL9423Y)
- **DP9481Y**  Leadership in a Faith Community (=DR9481Y)
- **DP9415Y**  Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)
- **DP9430Y**  Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

## RELIGIOUS EDUCATION  DR
- **DR9350Y**  Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT9350Y)
- **DR9481Y**  Leadership in a Faith Community (=DP9481Y)
- **DR9415Y**  Supervised Reading Unit – Religious Education (15 points)
- **DR9430Y**  Supervised Reading Unit – Religious Education (30 points)

## SPIRITUALITY  DS
- **DS8000Y**  Introduction to Christian Spirituality (Foundational unit)
- **DS9212Y**  Art History and Spirituality in Western Europe (=CH9212Y)
- **DS9415Y**  Supervised Reading Unit – Spirituality (15 points)
- **DS9430Y**  Supervised Reading Unit – Spirituality (30 points)

## MORAL THEOLOGY  DT
- **DT8000Y**  Moral Theology: Principles and Practice (Foundational Unit)
- **DT9011Y**  Major Issues in Contemporary Moral Theology
- **DT9012Y**  Justice and Human Rights
- **DT9015Y**  Christianity, Economics & Social Transformation
- **DT9470Y**  Social Teaching and Aboriginal Australians (=DM9470Y)
- **DT9415Y**  Supervised Reading Unit – Moral Theology (15 points)
- **DT9430Y**  Supervised Reading Unit – Moral Theology (30 points)

## SILOAM PROGRAM (HEART OF LIFE)
Program and Contact Details see pages 143-150

## RESEARCH UNIT
- **RQ9021C**  Research Methodologies  1st semester  151
### FIELD D – THEOLOGY: MISSION AND MINISTRY

#### CAPSTONE UNIT

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Semester</th>
<th>Page</th>
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<tbody>
<tr>
<td>XS9991Y</td>
<td>A Faith to Live By</td>
<td>2</td>
<td>153</td>
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<tr>
<td>XS9999Z</td>
<td>12,000 Word Research Essay</td>
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#### UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 161 for schedule at Box Hill, Mildura & Sunbury)

The required units are usually taken in the following order:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>DR8601Y</td>
<td>Introduction to Scripture for Religious Educators</td>
<td>156</td>
</tr>
<tr>
<td>DR8602Y</td>
<td>Jesus Christ Today: In Church, Mission and Sacraments</td>
<td>157</td>
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<tr>
<td>DR8603Y</td>
<td>Foundations of Religious Education</td>
<td>158</td>
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<tr>
<td>DR8604Y</td>
<td>Making our (Christian) Choices in Life: Value Added Approach</td>
<td>159</td>
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<tr>
<td>DR8605Y</td>
<td>Integrative Exercise</td>
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#### POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

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<tr>
<th>LITURGY DL</th>
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<td>DL8430Y</td>
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<td>DL9010Y</td>
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<tr>
<td>DM9013Y</td>
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<td>DM9014Y</td>
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<td>DM9015Y</td>
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<td>DM9016Y</td>
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<tr>
<td>DP9422Y</td>
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<td>DS9321Y</td>
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<tr>
<td>DT9011Y</td>
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<td>DT9014Y</td>
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#### CAPSTONE UNIT

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<tbody>
<tr>
<td>XS9992Y</td>
<td>Pastoral Leadership</td>
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- 188 -
# Undergraduate First Semester 2015

## Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Lecturer</th>
<th>Title</th>
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<tbody>
<tr>
<td>9.30</td>
<td>NN1000Y</td>
<td>MAK</td>
<td>Introduction to Tertiary Studies in Theology</td>
</tr>
<tr>
<td>1.30</td>
<td>DM1/2330Y CT1/2330Y JK</td>
<td>AL1001Y</td>
<td>CH 2/3230Y DT2/3230Y BD Catholic Social Though in Australia &amp; O/Seas</td>
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<tr>
<td>5.00</td>
<td>DM1/2330Y CT1/2330Y JK</td>
<td>AL1001Y</td>
<td>CH 2/3230Y DT2/3230Y BD Catholic Social Though in Australia &amp; O/Seas</td>
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## Tuesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Lecturer</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>9.30</td>
<td>DP2/3011Y PC</td>
<td>BA2/3010Y M O’B</td>
<td>Pentateuch</td>
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<tr>
<td>5.00</td>
<td>BN1000Y G Bourke</td>
<td>CT2/3011Y G Brett</td>
<td>DP3481Y DR3481Y MK Leadership in a Faith Community</td>
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<td>BN1000Y G Bourke</td>
<td>CT2/3011Y G Brett</td>
<td>DP3481Y DR3481Y MK Leadership in a Faith Community</td>
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<td>DP3481Y DR3481Y MK Leadership in a Faith Community</td>
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## Wednesday

<table>
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<th>Lecturer</th>
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<tbody>
<tr>
<td>5.00</td>
<td>BN2/3013Y M Coloe</td>
<td>CH1001Y PP</td>
<td>DT2/3011Y BT Major Issues in Moral Theology</td>
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<td></td>
<td>BN2/3013Y M Coloe</td>
<td>CH1001Y PP</td>
<td>DT2/3011Y BT Major Issues in Moral Theology</td>
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<tr>
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<td>BN2/3013Y M Coloe</td>
<td>CH1001Y PP</td>
<td>DT2/3011Y BT Major Issues in Moral Theology</td>
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## Thursday

<table>
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<th>Time</th>
<th>Code</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>9.30</td>
<td>BN2/3017Y C Mon</td>
<td>NN0310Y IH (Non Credit)</td>
<td>10am -12 noon Art of the Icon</td>
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<td>5.00</td>
<td>NR1003Y LN (Non Credit)</td>
<td>CH2/3212Y DS2/3212Y CR</td>
<td>CT2/3350Y DR2/3350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist</td>
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<td>CH2/3212Y DS2/3212Y CR</td>
<td>CT2/3350Y DR2/3350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist</td>
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<td>CH2/3212Y DS2/3212Y CR</td>
<td>CT2/3350Y DR2/3350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist</td>
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## Units with special arrangements:

- **BS3016Y** MC & MR Passover and Easter in the Biblical Land **Overseas intensive study Unit in Jerusalem** March 10th - April 6th
### Undergraduate Second Semester 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Units with special arrangements:</th>
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<tbody>
<tr>
<td>9.30</td>
<td>BA2/3017Y MO'B</td>
<td>CT2/3010Y G Brett</td>
<td>DS1000Y RR</td>
<td>DM2/3331Y CT2/3331Y JK</td>
<td>CH2/3010Y RB Reformation Histories and Theologies Saturdays 9.30-4.30: August 1&lt;sup&gt;st&lt;/sup&gt; 15&lt;sup&gt;th&lt;/sup&gt; &amp; 29&lt;sup&gt;th&lt;/sup&gt; Sept 12&lt;sup&gt;th&lt;/sup&gt; October 10&lt;sup&gt;th&lt;/sup&gt; &amp; 24&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>1.30</td>
<td>NN1000Y MAK</td>
<td>Eschatology: Living in Hope</td>
<td></td>
<td></td>
<td>DL2/3433Y MS Rites, People, Places: Liturgical Study Tour 4 weeks in November 2015</td>
</tr>
<tr>
<td>5.00</td>
<td>AL1002Y Hebrew B</td>
<td>BA1000Y MR MR</td>
<td>BA2/3011Y MR Psalms</td>
<td>CT1000Y G Brett Faith, Revelation and Theology</td>
<td>BN3015Y MC &amp; MR Biblical Land and the Gospels Overseas Intensive Study in Jerusalem June 2&lt;sup&gt;nd&lt;/sup&gt; – 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>DT2/3015Y BD Christianity, Economics and Social Transformation</td>
<td>DT1000Y PM Introduction to Moral Theology</td>
<td>CT3021Y Jan Gray Women in the Christian Theological Tradition</td>
<td>CT2/3310Y DP2/3310Y G Brown Signs and Gifts of God: Sacraments of Life and Church</td>
<td>CT2/3012Y BT Justice and Human Rights</td>
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**Units with special arrangements:**

- **CH2/3010Y RB** Reformation Histories and Theologies Saturdays 9.30-4.30: August 1<sup>st</sup> 15<sup>th</sup> & 29<sup>th</sup> Sept 12<sup>th</sup> October 10<sup>th</sup> & 24<sup>th</sup>
- **DL2/3433Y MS** Rites, People, Places: Liturgical Study Tour 4 weeks in November 2015
- **BN3015Y MC & MR** Biblical Land and the Gospels **Overseas Intensive Study in Jerusalem June 2<sup>nd</sup> – 29<sup>th</sup>**
# Postgraduate First Semester 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>9.30</td>
<td><strong>NN1000Y Introduction to Tertiary Studies in Theology</strong></td>
<td><strong>BA9010Y MO’B Pentateuch</strong></td>
<td><strong>BA8000Y MO’B</strong></td>
<td><strong>BN9017Y C Mon Romans</strong></td>
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<td>1.30</td>
<td><strong>DT8000Y PM Moral Theology: Principles &amp; Practice</strong></td>
<td><strong>DM9470Y DT9470Y RR Social Teaching &amp; Aboriginal Australians</strong></td>
<td><strong>BN9013Y MC The Gospel of John</strong></td>
<td><strong>NN0310Y IH (Non Credit) 10am -12 noon</strong> <strong>Art of the Icon</strong></td>
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<td>5.00</td>
<td><strong>DM8330Y CT8330Y JK Introduction to Theology of Mission</strong></td>
<td><strong>CT8001Y RF Foundations for Christian Thinking</strong></td>
<td><strong>BA9010Y MO’B Pentateuch</strong></td>
<td><strong>NR1003Y LN (Non Credit) Reading the Christian Classics 3</strong></td>
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<td><strong>AL8001Y Hebrew A</strong></td>
<td><strong>CT9011Y G Brett Who is this Christ?</strong></td>
<td><strong>BN9013Y MC The Gospel of John</strong></td>
<td><strong>CH9212Y DS9212Y CR Art History &amp; Spirituality in Western Europe 1300-1800</strong></td>
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<td><strong>CH9230Y DT9230Y BD Catholic Social Though in Australia &amp; O/Seas</strong></td>
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<td><strong>DT9011Y BT Major Issues in Contemporary Moral Theology</strong></td>
<td><strong>CT9350Y DR9350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist</strong></td>
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<td><strong>DP9481Y DR9481Y MK Leadership in a Faith Community</strong></td>
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<td><strong>CT9020Y C Mos Cosmos as Creation</strong></td>
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## Postgraduate Second Semester 2015

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<tr>
<th>Monday</th>
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<tbody>
<tr>
<td>9.30</td>
<td><strong>BA9017Y</strong> MO’B</td>
<td>The Twelve Prophets</td>
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<tr>
<td>1.30</td>
<td><strong>NN1000Y</strong> MK</td>
<td>Introduction to Tertiary Studies in Theology</td>
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<tr>
<td>5.00</td>
<td><strong>AL8002Y</strong> Hebrew B</td>
<td><strong>CH9013Y</strong> AW Medieval Popular Religion in the West</td>
<td><strong>DT9015Y</strong> BD Christianity, Economics and Social Transformation</td>
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<tr>
<td>Tuesday</td>
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<td>9.30</td>
<td><strong>CT9010Y</strong> G Brett</td>
<td>Eschatology: Living in Hope</td>
<td><strong>DL9423Y</strong> <strong>DP9423Y</strong> MK Proclaiming the Word of God</td>
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<td>5.00</td>
<td><strong>BA9011Y</strong> MR Psalms</td>
<td><strong>BN8000Y</strong> G Bourke Biblical Interpretation (NT) History, Background, Critical Methodology</td>
<td><strong>DM9011Y</strong> JK A Comparative Study of Religions <strong>XS9991Y</strong> RF A Faith to Live By</td>
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<td>9.30</td>
<td><strong>DS8000Y</strong> RR</td>
<td>Introduction to Christian Spirituality</td>
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<td><strong>BN9011Y</strong> C Mon Luke - Acts</td>
<td><strong>CT9021Y</strong> Jan Gray Women in the Christian Theological Tradition</td>
<td><strong>DT9012Y</strong> BT Justice and Human Rights</td>
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<tr>
<td>9.30</td>
<td><strong>DM9331Y</strong> <strong>CT9331Y</strong> JK Theology in Asia: A Model of Development in Theology</td>
<td><strong>NN0310Y</strong> IH (Non Credit) 10am -12 noon Art of the Icon</td>
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<td><strong>CT9310Y</strong> G Brown</td>
<td>Signs and Gifts of God: Sacraments of Life and Church</td>
<td><strong>DP8111Y</strong> MK Foundations for Ministry</td>
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<td><strong>DL9433Y</strong> MS</td>
<td>Rites, People, Places: Liturgical Study Tour Overseas Intensive Study Tour 4 weeks in November 2015</td>
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<tr>
<td><strong>BN9015Y</strong> MC &amp;MR</td>
<td>Biblical Land and the Gospels Overseas Intensive Study in Jerusalem June 2nd – 29th</td>
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