

Year 13

Australian College of Theology Diploma Subjects

The formal subjects that Year 13 students study form the Diploma of Christian Studies which is awarded through the Australian College of Theology. The eight subjects studied during the year are summarised below.

If you would like further detail about the subjects offered, go to www.actheology.edu.au and take a look at the Undergraduate Handbook online.

Audit Option

For students who don't feel able to study at the Diploma level, you may choose the "Audit Option". This means you attend all the teaching hours and are expected to submit the assignments, however will not have the same pressure as you would if you were to hand assessments in for grading.

It should be noted that FEE-HELP is not available to Audit Students.

PE220 Christian Apologetics

Learning Outcomes:

On completion of this unit, students will:

- A. Know and understand:
 - a. Apologetics as the defence and commendation of the Christian Gospel
 - b. Critiques of Christian faith
 - c. Alternatives to Christian belief
 - d. Strategies to defend and commend Christian faith
- B. Be able to:
 - a. Identify implications of Christian faith for history, nature and society
 - b. Outline critiques of Christianity from a Christian perspective
 - c. Describe alternatives to Christian belief from a Christian perspective
 - d. Engage in Christian apologetics
 - e. Present an evidence-based argument or perspective
- C. Be in a position to:
 - a. Use Apologetics in their theological studies and in ministry contexts

Content:

A study of issues raised for Christian faith by the wider sphere of secular knowledge, especially those aspects which seek to discredit religious belief.

Section A: The Christian Faith and its bearing upon

1. History: divine control of history, teleology, human nature and destiny, uniqueness of the Christian revelation.
2. Nature: creation, providence, the concept of the ordered universe, human attitudes to nature.
3. Society: the Biblical structure of human relationships, family, sex, marriage, human life, mutual service; the principle of an eternal relationship with God as the goal of human life; the concept of accountability to God as the basis of human society.

Section B: Attacks on the Christian Faith

4. Behavioural: Freudianism, Anthropological, Psychological, Sociological.
5. Philosophical: in relation to creation, miracles, scientific method, suffering.
6. Historical: the Enlightenment: the examination of attacks upon the historicity of Christ, the Resurrection, and the emergence of the church.

Section C: Alternatives to the Christian Faith

7. Non-supernatural alternatives: Agnostic Humanism, Atheistic Existentialism, Marxism, Moralism, Scientism.
8. Supernatural alternatives: Occultism, Religious Relativism, Syncretism, Religious pluralism, New Age movements.

Note:

Sections A, B and C are weighted approximately equally.

EM203 Biblical Theology of Mission (BTM)

Learning Outcomes:

On completion of this unit, students will:

- A. Know and understand:
 - a. Old Testament perspectives on mission
 - b. New Testament perspectives on mission
- B. Be able to:
 - a. Outline the biblical foundations for missions
 - b. Describe the nature and purpose of God as a missionary God
 - c. Identify the role of humanity in the universal purposes of God
 - d. Present an evidence-based perspective on the biblical theology of mission
- C. Be in a position to:
 - a. Use perspectives from 'The Biblical Theology of Mission' for personal understanding and in ministry contexts

Content:

Section A: Old Testament Perspectives (50%)

1. God, Creation and the world; human sin and the effects of the fall.
2. The missiological significance of Babel and the Flood.
3. The Abrahamic covenant; God and Israel: election, covenant and responsibility.
4. Yahweh versus Baal; Israel and the nations; universal hope in the Psalms.
5. The missionary emphasis of the prophets; the Servant of the Lord.
6. The kingdom of God in the Old Testament; inter-testamental hopes, nationalistic and universal.

Section B: New Testament Perspectives (50%)

7. The synoptic Gospels and the ministry of Jesus; the Kingdom of God and the ministry to Israel; the place of the gentiles; the missionary mandate.
8. The Gospel of John: the "world" and its need; the children of God; Abrahamic sonship; Jesus and his own as "sent".
9. The Holy Spirit in the mission of the church; missionary principles in Acts; ethnic barriers and cross cultural mission.
10. The Pauline theology of mission:
 - (a) Jew and Gentile in Christ; the new humanity and the renewal of creation.
 - (b) The mission of the church and the powers; conflict, suffering and mission;
 - (c) Mission and future hope; the consummation of all things in Christ.

PC244 Practical Ministry Field Education (PMFE)

Learning Outcomes:

On completion of this unit, students will:

- A. Know and understand:
 - a. Aspects of practical ministry within a local congregation or other ministry setting
- B. Be able to:
 - a. Describe aspects of practical ministry in a local congregation or other ministry setting
 - b. Participate in and observe practical ministry in a local congregation or other ministry setting
- C. Be in a position to:
 - a. Use perspectives from Practical Ministry Field Education for personal understanding and to participate in the ministry of a local congregation and / or in other ministry settings

Content:

Section A: Theoretical Study

1. A minimum of 15 hours of classes / seminars providing an introduction to the ministry issues pertaining to the context in which the Field Work will be undertaken. The precise details of the content should be outlined in advance by the individual colleges for their students.

Section B: Field Work

2. The supervisory relationship; the supervisory session; learning covenant; evaluation; field committees.
3. A placement in a practical ministry situation, to include a minimum of 200 hours' experience under supervision. Students may be placed in one of the following categories:
EITHER
 - (a) At least 200 hours cumulative experience in one non-congregation situation, such as an institutional or para-church ministry;
OR
 - (b) A period of continuous residence and ministry of not less than six weeks duration in an institutional or para-church situation;
OR
 - (c) A series of placements, in one or more settings, either congregational or non-congregational.

TH210 The Doctrine of God and the Person and Work of Christ

Learning Outcomes

On completion of this unit, students will:

A. Know and understand:

- a. The bases of the knowledge of God
- b. The doctrine of God
- c. The doctrines of the creation and fall
- d. The person of Christ
- e. The work of Christ

B. Be able to:

- a. Use the Bible theologically
 - b. Outline how God is known by humans
 - c. Describe the main aspects of:
 - i. The doctrine of God
 - ii. The doctrines of the creation and fall
 - iii. The person of Christ
 - iv. The work of Christ
- and
- d. Present evidence-based perspectives on aspects of the doctrine of God and the person and work of Christ

C. Be in a position to:

- a. Relate the doctrines of God and the Person and Work of Christ to their other theological studies
- b. Use the doctrines of God and the Person and Work of Christ for personal understanding and in ministry contexts

Content

Candidates need to study each topic in the light of major contemporary theological approaches, but not in precise detail, since this is a survey unit. Candidates will not be required to answer detailed questions on particular subsections of any topic in the written examination.

1. Our knowledge of God: the nature and sources of theology; general and special revelation; inspiration.
2. The doctrine of God: divine being, names and attributes; the doctrine of the Trinity, its development from the New Testament period; trinitarian religion,
3. The doctrines of creation and fall: alternative worldviews; human nature; the image of God; theories of personal and social sin; providence; evil and suffering.
4. The person of Christ: major titles; Christ's deity and true humanity; major developments to Chalcedon and beyond.
5. The work of Christ: New Testament metaphors; the three-fold office; theories of atonement; resurrection and ascension

NT202 The Early New Testament Church

Learning Outcomes

On completion of this unit, students will:

A. Know and understand:

1. The history, themes, theology and narrative of the Book of Acts
2. The contents, themes and theology of major New Testament Epistles

B. Be able to:

3. Outline:
 - a) the history, themes and theology presented in the Book of Acts
 - b) the contents, themes and theology of selected New Testament Epistles
4. Trace key developments and emerging patterns in the beginnings and expansion of the early church
5. Describe the issues confronted by and teaching of selected New Testament Books

C. Be in the position to:

6. Use perspectives from 'The Early New Testament Church' for personal understanding and in teaching and ministry contexts

Unit Content

A study of the historical background and contents of the New Testament, with special reference to the birth and growth of Christianity in the Apostolic age.

Section A: The Apostolic Age, with special reference to the birth and growth of Christianity

1. The birth and nature of the Christian community in Jerusalem (Acts 1–6)
2. Significant events and issues in the spread of Christianity (Acts 7–13)
3. The life and mission of the Apostle Paul

Section B: The Epistles

4. Romans, Galatians and the Thessalonian correspondence
5. Paul's relations with the church at Corinth; the Corinthian Epistles
6. Captivity Epistles and the Pastorals

SS201 Study Skills for Higher Education and Christian Studies

Teaching Aims:

The unit is intended to increase students' proficiencies for studying at a tertiary level. It aims to assist students in developing the study skills that will equip them for moving into study at the higher tertiary stage in the field of Christian Studies. It will cover both broader study skills and specifically theological study skills.

Learning Outcomes:

At the end of the unit student should:

- A. Know and understand:
 - a. The nature of learning and study skills
 - b. Principles and methods of effective study
 - c. How to read standard sources of biblical, theological, ministry and social scientific knowledge and understanding
- B. Be able to (skills):
 - a. Reference academic works using standard methods
 - b. Collect, summarize and analyse essential information in Christian Studies
 - c. Utilize online learning tools
 - d. Analyse and critique different perspectives and texts in Christian Studies
- C. Be in a position to (application):
 - a. Write evidence-based academic work including an essay and a book review
 - b. Discover, read and evaluate texts in Christian Studies
 - c. Reflect theologically on essential aspects of life and Christian ministry

Content:

Part A: Learning Theory & Technology

1. Use Bloom's Taxonomy to understand the hierarchical nature of learning and how it applies to theological study.
2. Understand different learning styles and how it applies to their own learning
3. Engaging with online learning tools (Moodle, Websites)
4. Technological Aids to learning

Part B: Study Skills

5. Introduction to Scholarly referencing
6. Logistics of research – journals, catalogues, websites
7. Reflective Journaling – the process of journaling and reflection
8. Arrangements for supervision and mentoring – what makes a good supervisor/mentor and the pragmatics of setting up this type of relationship

Part C: Reading and Writing for Learning

9. Speed Reading - how to analyse books and assess their "worth" for study and engagement.
10. Reading and Evaluating texts – reading strategies and key questions to ask whilst reading for meaning.
11. How to write a theological essay and book review

Note:

Sections A, B, C are weighted 30%, 30% and 40%

YWM21 Cultivating Cultural Intelligence (Fiji Trip)

Learning Outcomes

On completion of the unit, students will:

A. Know and understand;

1. The essential issues involved in engaging in a cross-cultural setting.
2. The interrelationship of personal identity and culture.
3. How to prepare for life, work and Christian ministry in a cross-cultural setting.

B. Be able to;

1. Outline the essential issues involved in engaging in cross-cultural Christian ministry.
2. Recognise the impact of culture on personal formation and identify the adjustments that may be required for cross-cultural Christian engagement.
3. Present evidence-based and personal reflection on the cross-cultural immersion experience.
4. Consider issues encountered in the cross-cultural immersion experience in the light of the Bible and a Christian worldview framework.

C. Be in a position to;

1. Use knowledge and skills gained from the cross-cultural immersion experience for personal understanding, cultural critique and in ministry contexts.
2. Relate with enhanced cultural intelligence to persons from a culture other than one's own.

Unit Content

Section A: A general introduction to living and working across cultures

During this time students will learn the necessary skills to function affectively in a cross-cultural situation and develop an increased awareness of the needs of people in a different culture. This totals approximately 35 hours (including reading and assessment).

Section B: Supervised preparation for the cross-cultural immersion experience

Lectures will include information about the location that the students will be visiting, beginning cross-cultural awareness training and what students should consider bringing with them on location. This totals approximately 35 hours (including reading and assessment).

Section C: Cross-cultural immersion experience

This includes observation of the way of life of the people of the host culture and Christian ministry among them, supervision by leaders and journaling. This totals approximately 150 hours.

Section D: Post immersion debrief and reflection

During this time students will begin to process their cross-cultural experiences, debrief as necessary and prepare for arrival in their home location. This totals approximately 30 hours (including reading and assessment).