

MASTER OF DIVINITY (AQF LEVEL 9 MASTER DEGREE [EXTENDED])

Course Rationale
The aim of the degree is to guide graduate students in a systematic manner to the acquisition of the body of coherent knowledge that is the classical discipline of theology as a means not only of preparing men and women for the responsibility of communicating Christian knowledge but also for advanced degrees in theology and ministry.
Admission Requirements
<p>Academic Qualifications</p> <p>The ACT will consider an applicant for admission to the Master of Divinity if the applicant:</p> <p>(i) has graduated with or qualified for [at least] a bachelor degree or equivalent qualification in a non-theological discipline from an Australian university or other approved higher education provider; or</p> <p>(ii) has successfully completed study deemed equivalent to (i).</p> <p>In addition, consideration will also be given to other factors such as maturity and motivation, and the likelihood of satisfactory completion of the academic requirements of the course.</p> <p>Language Qualifications for Non-English Speaking Background Applicants (NESB)</p> <p>Candidates who (a) have an assessable qualification that was undertaken solely in English in one of a set of prescribed countries OR (b) who have been resident in Australia with English being the language spoken at home and at work for ten (10) or more years are NOT required to provide proof of English Language proficiency for consideration for admission to an ACT course. All other domestic and international candidates MUST provide proof of English Language proficiency for consideration for admission to an ACT course. Such proof will normally be by provision of the results of an IELTS test (Academic Version).</p> <p>For admission to the Master of Divinity course, the minimum IELTS result required is 7.0 overall with a minimum of 7.0 in reading and writing, and 6.5 in listening and speaking</p> <p>Mature Age Entry</p> <p>There is no mature age entry provision on the understanding that applicants are already graduates.</p>
Course Structure
<p>96 credit points over 3 years F/T or P/T equivalent (up to 9 years) at 500-600 level:</p> <ul style="list-style-type: none"> • 8cps Language (LA003A and LA003B; OR LA004A and LA004B) • 8cps Old Testament core (OT501 and OT502) • 8cps New Testament core (NT501 and NT502) • 4cps Church History core (from CH501 – CH505) • 4cps additional Church History. Students who took CH505 must complete either CH502 or an advanced level CH unit. • 16 cps in Old Testament and New Testament exegesis (at least 8 cps in original language) • 16 cps in Christian Thought (CH, PE, TH), including at least 12 cps in Theology at 600 level • 8 cps in Ministry and Practice (EM, PC, DM) • 24 cps Elective units including a maximum of 12 cps of Type B Electives <ul style="list-style-type: none"> • As part of the above units (in elective section or otherwise), all students must complete: <ul style="list-style-type: none"> • - **690 8 credit point project; <i>or</i> • - **790 16 credit point project; <i>or</i> • - a capstone experience unit (see below) <p><u>Capstone experience:</u></p> <p>The aim of the MDiv is to guide graduate students in a systematic manner to the acquisition of the body of coherent knowledge that is the classical discipline of theology as a means not only of preparing men and women for the responsibility of communicating Christian knowledge, but also for advance degrees in theology and ministry. It is a requirement of the AQF Level 9 Masters (extended) that graduates complete a substantial research-based project, a professionally focused project or a capstone experience</p> <p>A student having completed at least 64cps of the Master of Divinity would be eligible to complete a Capstone Experience. A generic set of learning outcomes and assessments related to capstone experiences are applied to individual units. Lecturers assess the Capstone Experience on a pass/fail basis, and the assessment/s would be moderated by the unit field moderator to ensure the learning outcomes had been met. Units could be taught as normal classes undertaking their usual assessment, while some students in the class could nominate to undertake the unit as a Capstone Experience, demonstrating how the material from the unit was utilised to achieve the learning outcomes of the Capstone Experience. A</p>

unit taken as a Capstone Experience would be coded using the same unit codes with the addition of a post nominal *, e.g PC634* Leadership in Christian Ministry; EM618* Ministry in a Culturally Diverse Context. In this way students will meet the AQF requirement to 'plan and execute a substantial research-based project, capstone experience and/or professionally focused project'.

A student can attend a normal class within a particular unit and nominate to undertake the unit as a Capstone Experience. The student's assessment for 4 credit points will be 6000-7000 words and needs to demonstrate how the material from the unit was utilised to achieve the learning outcomes, deriving its substance by drawing on and integrating across the three departments the sum of the student's learning to date.

Integration

A Capstone Experience is primarily about integration of the key features of a student's learning within the three departments (up to the nine fields of study) previously undertaken and in forming a bridge from college study to the professional world. A student demonstrates the capacity to apply him/herself to a particular department (say Ministry & Practice) and synthesise learning from the other two departments (Christian Thought and Bible & Languages).

Learning Outcomes

At the completion of a Capstone Experience students will be able to:

1. Demonstrate integration of the key features of learning from all three departments undertaken in their study
2. Critically examine learning from Old and New Testaments, theology, history and other electives undertaken in Christian Thought and Ministry & Practice
3. Synthesise the application of knowledge, learning and practice into their specific assessment/s
4. Demonstrate the capacity to reflect upon personal maturity and self-development
5. Synthesise college learning experiences with the professional world towards work readiness

Assessments

The Capstone Experience is on a pass/fail basis. A student needs to complete 6000-7000 words at 4cps. This can be from one major assessment or two to three individual pieces. The kind of assessments available include, but not exclusive to:

Research orientated

- *Project-based learning*
 - specific project content to a specific goal with recommendations
- *Problem-based learning*
 - a specific problem to be solved to stimulate and situate learning
- *Case study analysis*
 - participated centred learning emphasis on collaboration, cooperation, self-observation and reflection
- *Leadership education*
 - explicit leadership skills development based on learned behaviour and skills providing a balance approach to work and life and self-awareness

Practice orientated

- *Service learning*
 - participate in an organised service activity meets community needs impacting student's personal, attitudinal, moral, social and cognitive outcomes
- *Work placements*
 - a field placement undertaken as part of the unit of study, supervisor should monitor student's progress and assessment of student learning
- *Internships*
 - directly linked to the student's future professional world and unit of study developing a strategic focus on structured work based learning
- *Simulations or virtual learning environments*
 - learning to engage with industry and professional practice in a stimulated setting
- *Immersion experiences*
 - participant centred short-term field-based approach such as travel study tour, community projects

Plus the normal assessments of essay writing, reflective writing, class presentations, critical analysis, theoretical paper, report, seminar paper.

Learning Outcomes

- ability to interpret and critically evaluate the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a comprehensive knowledge of their original context and their major themes and ideas,

- comprehensive and critical understanding of and ability to exegete biblical texts in their original language(s),
- comprehensive and critical understanding of the major theological tenets of the Christian faith which underpin any coherent theological world view and philosophy of ministry,
- skills in at least one area of pastoral ministry,
- comprehensive and critical understanding of the historical conditions under which theological worldviews have developed and are being shaped today,
- openness to the tradition of published scholarship and the diversity of viewpoints which characterise that scholarship in the various fields of the discipline of theology as essential to understanding and respecting the discipline and as an integral part of the preparation for communicating the Christian tradition and contributing to the on-going enterprise of the community of scholars in the articulation and actualisation of the Christian faith.

Occupational Functions of Graduates

- (i) teacher or ordained minister in a congregation with responsibility for preaching, teaching, and preparing people for church membership,
- (ii) pastor with responsibility for providing leadership in various ministry and pastoral care contexts,
- (iii) leader able to take part in wider debates in the church, the denomination, or society with respect to interpreting and mediating the Christian tradition in the modern world,
- (iv) leader preparing for higher degrees in theology and ministry,
- (v) teacher of diploma level units in the graduate's specialisation in a theological or Bible college.

Skills, Knowledge, and Attitudes Acquired by Graduates

- (i) ability to interpret and critically evaluate the biblical deposit, especially those books which have played a crucial role in the development of the Christian tradition, with a comprehensive knowledge of their original context and their major themes and ideas,
- (ii) comprehensive and critical understanding of and ability to exegete biblical texts in their original language(s),
- (iii) comprehensive and critical understanding of the major theological tenets of the Christian faith which underpin any coherent theological world view and philosophy of ministry,
- (iv) skills in at least one area of pastoral ministry,
- (v) comprehensive and critical understanding of the historical conditions under which theological worldviews have developed and are being shaped today,
- (vi) openness to the tradition of published scholarship and the diversity of viewpoints which characterise that scholarship in the various fields of the discipline of theology as essential to understanding and respecting the discipline and as an integral part of the preparation for communicating the Christian tradition and contributing to the on-going enterprise of the community of scholars in the articulation and actualisation of the Christian faith.

Rules

- (i) Students must not enrol in more than 20 cps in any one semester.
- (ii) No more than 40 cps of foundational level units can be counted in a student's course of study.
- (iii) A limit of 1/3 of the award (32cps) can be taken in distance mode units.
- (iv) 600 level units with specific conditions may be taken when the pre-requisite or co-requisite or required units have been successfully completed and/or any co-requisite unit is taken concurrently.
- (v) 700 level units may be taken once 64 cps have been successfully completed. Students can claim credit for up to two 700 level units in the Master of Arts (Theology) or Master of Arts (Ministry) from successfully completed 700 level units in their Master of Divinity program.
- (vi) 25% (24 cps) of the Master of Divinity course must be taken in distinct graduate level units at 500, 600 or 700 level. Colleges are expected to verify that this requirement is met for each MDiv graduate.