

# COURSE HANDBOOK

## OVERVIEW

INSPIRED LEARNING FOR INFLUENTIAL LIVING		
The Master of Arts integrates cutting edge principles in theology, Biblical studies, leadership, and contextual studies with Biblical values, to equip professionals in all contexts.	Director	Jeffrey Aernie
	AQF Level	AQF Level 9 (Postgraduate)
	Qualification	Masters Degree (Coursework)
	Subjects	12
	IELTS	7.0
	Languages of Instruction	English, Finnish, Korean, Spanish
	CRICOS Code	084483C
	ASCED Code	091703
	Accreditation	Self-accredited ( <i>last reviewed in 2023</i> )
	Course Length	1.5 years full-time; up to 7 years part-time

The Master of Arts is designed to provide a general postgraduate-level education. The course draws on the College's established areas of expertise while expanding the offerings to include general subject areas that are of interest to the students. The purpose of this AQF Level 9 Masters coursework program is to provide an advanced body of knowledge and professional application for graduates in a variety of contexts in the areas of specialisation.

The Master of Arts is designed to produce graduates who have an in-depth understanding of Christian worldview and its integration with vocation and community. In addition to developing skills in critical thinking, problem-solving, teamwork, and communication skills, the graduates will be equipped with advanced theoretical knowledge of theory and the application of theoretical concepts in practical settings. It also prepares students for further study by inclusion within the structured program of some independent research.

Graduates of the Master of Arts may find employment in ministry or church-based organisations; not-for-profit and mission-focused organisations; community service-oriented positions; positions requiring the completed discipline specialisation; and positions that require skills in research and critical thinking. Additionally, graduates may progress further in the pathway toward doctoral studies upon completion of the Master of Arts.

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## COURSE STRUCTURE (CURRENT)

<b>This course structure applies to students enrolled from Semester 1, 2024 onwards.</b>		
<p>The MA course structure is based on three semesters, with 4 subjects taught in each semester, comprising:</p> <ul style="list-style-type: none"> <li>• 10 credit points — Core subjects</li> <li>• 100 credit points — Electives</li> <li>• 10 credit points — Capstone subject (or 20cp capstone subject and 90cp electives)</li> </ul> <p>To qualify for award of the degree of Master of Arts a candidate shall accrue an aggregate of at least 120 credit points, including satisfactory completion of the core subjects noted below.</p>		
<b>CONTENT OF THE COURSE OF STUDY</b>		<b>CREDIT POINTS</b>
<b>CORE SUBJECTS</b>	ACA401 Faith and Purpose	1x10
<b>ELECTIVE SUBJECTS</b>	<p>10 subjects (unless undertaking RES501) taken from accredited Level 8 and 9 subjects:</p> <ul style="list-style-type: none"> <li>• 70 credit points at 400 level or above</li> <li>• 30 credit points at 500 level or above*</li> </ul> <p>*Students undertaking RES501 complete 20 credit points at 500 level or above</p>	10x10 OR 9x10
<b>CAPSTONE</b>	<p>RES500 Independent Guided Research (10 credit points) RES501 Research Project (20 credit points)**</p> <p>** Students undertaking RES501 complete 10 few elective credit points</p>	1x10 OR 1x20
<b>RULES OF PROGRESSION</b>	Students must achieve a minimum GPA of 2.8 to enrol in RES501.	
<b>OTHER PROTOCOLS OF THE COURSE</b>	10 credit points per subject with 1 point being 10 hours of study per week. Total hours per subject is 130 hours. No more than 8 subjects at 400 level.	
<b>PREREQUISITES FOR SPECIFIC SUBJECTS</b>	Prerequisites are noted on each subject outline. Students must have completed the prerequisite to enrol in the subject.	
<b>BRIDGING/ NESTED COURSES</b>	There are two nested awards within the Master of Arts: Graduate Certificate of Arts and Graduate Diploma of Arts.	
<b>PROPOSED COURSE PROGRESSION</b>	<b>Year 1</b>	
	<b>Semester 1</b>	<b>Semester 2</b>
	<ul style="list-style-type: none"> <li>• ACA401 — Faith and Purpose</li> <li>• Elective (400 level or above)</li> <li>• Elective (400 level or above)</li> <li>• Elective (400 level or above)</li> </ul>	<ul style="list-style-type: none"> <li>• Elective (400 level or above)</li> <li>• Elective (400 level or above)</li> <li>• Elective (400 level or above)</li> <li>• Elective (400 level or above) [or RES501]</li> </ul>
	<b>Year 2</b>	
	<b>Semester 3</b>	
	<ul style="list-style-type: none"> <li>• Elective (500 level or above)</li> <li>• Elective (500 level or above)</li> <li>• Elective (500 level or above)</li> <li>• RES500 — Independent Guided Reading [or RES501]</li> </ul>	

For information on the teaching faculty, please visit our [website](#).

## COURSE STRUCTURE (PREVIOUS)

<b>This course structure applies to students enrolled prior to Semester 1, 2024.</b>		
<p>The MA course structure is based on three semesters, with 4 subjects taught in each semester, comprising:</p> <ul style="list-style-type: none"> <li>• 20 credit points of compulsory core subjects</li> <li>• 50 credit points of subjects in the major (specialisation)</li> <li>• 40 credit points of elective subjects</li> <li>• 10 credit points of capstone subject</li> </ul> <p>To qualify for award of the degree of Master of Arts a candidate shall complete at least 120 credit points, including satisfactory completion of the core subjects noted below.</p>		
<b>CONTENT OF THE COURSE OF STUDY</b>		<b>CREDIT POINTS</b>
<b>CORE SUBJECTS</b>	RES401 Postgraduate Research and Writing THE401 Christian Worldview	2x10
<b>MAJOR (SPECIALISATION)</b>	<p><b>Chaplaincy Specialisation (70 credit points)</b> SSC534 Chaplaincy and Pastoral Care SSC410 Psychology of Emotion and Wellbeing SSC500 Professional Practice SSC510 Human Life Span Development SSC516 Mental Health SSC518 Working with Trauma SSC538 Working with Relationships</p> <p><b>Christian Studies Specialisation (50 credit points)</b> 20 credit points ANL/BIB/CCM/MIN/THE/WOR 400 level or above 30 credit points ANL/BIB/CCM/MIN/THE/WOR 500 level or above</p> <p><b>Counselling Specialisation* (50 credit points)</b> SSC410 Psychology of Emotion and Wellbeing SSC413 Interpersonal Communication Skills (<i>previously SSC421</i>) SSC521 Foundations of Professional Practice (<i>previously SSC514</i>) SSC516 Mental Health SSC536 Cognitive Behavioural Therapy</p> <p><b>Discipline Specialisation (50 credit points)</b> 20 credit points in discipline area 400 level or above 30 credit points in discipline area 500 level or above</p>	7x10 OR 5x10
<b>ELECTIVE SUBJECTS</b>	<p>4 subjects (unless undertaking RES501 or RES601 for 20cp) taken from an accredited 400, 500 or 600 level subject offered by AC.</p> <p>*Students who have undertaken the Counselling Specialisation and are seeking accreditation as a Counsellor in Australia are recommended to undertake the following elective subjects and continue into the Graduate Diploma of Applied Social Science pathway program (two-years full-time equivalent), as guided by the Program Director:</p>	4x10

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	SSC512 Grief and Loss SSC517 Applied Counselling Theories SSC518 Working with Trauma	
<b>CAPSTONE</b>	RES500 Independent Guided Research (10 credit points) RES501 Research Project (20 credit points) RES503 Specialised Stream Research (10 credit points) RES601 Research Methods (20 credit points)	1x10 OR 1x20
<b>RULES OF PROGRESSION</b>	20 cp core, 40 cp electives, 50 cp specialisation and 10 cp capstone subject. OR 20 cp core, 30 cp elective, 50 cp specialisation and 20 cp capstone subject.	
<b>OTHER PROTOCOLS OF THE COURSE</b>	10 credit points per subject with 1 point being 10 hours of study per week. Total hours per subject is 130 hours. No more than 6 subjects at 400 level.	
<b>BRIDGING/ NESTED COURSES</b>	There are two nested awards within the Master of Arts: Graduate Certificate of Arts and Graduate Diploma of Arts.	

## Graduate Pathways

Students who have successfully completed this course may progress into one of AC's higher degree research courses. Graduates are advised to contact the Future Students Team for information on eligibility requirements for further study.

## Career Opportunities

Graduates of the Master of Arts may find employment in a ministry or church-based organisation, not-for-profit or mission-focused organisation, community service-oriented position or positions that require skills in research and critical thinking, such as:

- Senior Pastor
- Cross-Cultural Ministry worker
- Church relations manager
- NGO Communications Manager

## Work-Integrated Learning

Work-Integrated Learning may be undertaken through various Professional Practice and Professional Experience subjects at AC. These subjects seek to create a direct linkage between the learning, skills and values engaged in lectures, and the reflection which occurs when these are applied in real-life settings. These work-based training subjects comprise of instruction, academic assessment and a placement in a workplace for each subject.

To qualify for the award of the Master of Arts, a candidate is not required to complete any Professional Practice subjects. Students who chose to complete a professional practice subject are usually required to find their own workplace/ employer/ mentor to be approved by AC. In some cases, a new aspect within a student's current paid employment may be suitable as a work placement.

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*For further information related to Work-Integrated Learning please see the Professional Practice Handbook on Moodle or contact our [Student Support](#) team.*

## ADMISSION CRITERIA

### Academic Entry Requirements

#### Applicants with Recent Secondary Education

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants with recent high school education only are not eligible for direct entry into this course.

#### Applicants with Vocational Education and Training Study

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants with a Vocational Education and Training (VET) qualification only are not eligible for direct entry into this course.

#### Applicants with Higher Education Study

Applicants whose highest level of study enrolment since leaving secondary education is a higher education qualification must demonstrate the completion of an AQF Level 7 Bachelor degree (or higher) by an authorised institution for admission into this course.

#### Applicants with Work and Life Experience

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants who have not completed formal higher education study are not eligible for direct entry into this course.

*For further information about AC's provisional entry criteria, please see:*

- [AC's Admissions Requirements](#)
- [Higher Education Provisional Entry Policy](#)
- [Admissions Policy](#)

## English Language Proficiency

Overseas students are required to demonstrate their English proficiency skills. Such students admitted into our programs must attain an overall IELTS (or equivalent) score of 7.0 (with no score below 6.5 in any of the four skills areas). IELTS (or equivalent) is not required for applicants who have undertaken five years of required higher education study (or equivalent) in English from an approved country or who have completed a Certificate IV or higher qualification awarded in English under the Australian Qualification Framework by an authorised institution or registered training organisation.

*Applicants are encouraged to contact the [International Student Office](#) if they are unsure of the equivalence of their English language proficiency test scores.*

## Special Admissions Pathways

AC's [Admissions Policy](#) details the special admission pathways for our courses of study. The Special Admission Pathways are evaluated on a case-by-case basis by the Program Director. A student's admission requirements may be reconsidered on educational disadvantage grounds, including but not limited to:

- Aboriginal or Torres Strait Islander descent, where the normal HSC entry path has not been followed;
- socioeconomic reasons (such as low-family income or poor living conditions);
- learning or language difficulties;
- disrupted schooling;
- physical disability;
- serious family illness or excessive family responsibility;
- geographical isolation of home and/or school;
- completion of a prescribed program of non-award study (four subjects or 40 credit points) with an overall GPA of 1.8 or better.

*For a full list of educational disadvantage grounds, please see AC's [Admissions Policy](#).*

## AC GRADUATE ATTRIBUTES

### **Christian Worldview**

A knowledge of the Christian story, derived from the Scriptures and tradition of the church. An awareness of the implications of this story for self-identity in the context of local and global communities. This includes a commitment to engage with alternate worldviews, showing appreciation of the values and perspectives of others.

### **Leadership**

The ability to provide effective Christian leadership to individuals, groups and organisations, demonstrated in the capacity to influence and enable others to accomplish worthwhile objectives which contribute to the human good and the kingdom of God. This includes seeking to emulate the example of Jesus Christ in serving and empowering others.

### **Integrity and Justice**

The ability to apply a Christian worldview in the diverse situations and responsibilities of life, and to exercise faith, hope, love and generosity as prevailing attitudes. This includes the active promotion of the gospel, social justice, equality, mutual respect and an ecological ethos.

### **Communications**

The ability to communicate effectively to a range of audiences, in appropriate contexts using high levels of verbal, written and technological skills. This includes visual and media literacy, numeracy, rhetoric and persuasion.

### **Personal and Social Skills**

Demonstrate relational skills that incorporate the flexibility for both independent and collaborative situations. This includes personal and group organizational skills, conflict management and resolution, as well as the ability to value and respect the opinions of others.

### **Critical and Creative Thinking**

A capacity for critical and reflective thinking that is explored not only individually but within a community context. This includes a capacity to be creative and to research, analyse and resolve problems in innovative and prophetic ways.

### **Professional Knowledge**

Maintenance and use of knowledge about a discipline or field, involving theoretical, conceptual and methodological elements. This includes striving continually and independently to secure further knowledge and where appropriate, defined professional skills.



## LEARNING OUTCOMES

Specification	Level 9: Masters Degree	AC Course Learning outcomes	AC Graduate Attributes
<b>Knowledge</b>	<p>Graduates of a Masters Degree (Coursework) will have:</p> <ul style="list-style-type: none"> <li>a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice;</li> <li>knowledge of research principles and methods applicable to a field of work and or learning.</li> </ul>	<p>Demonstrated:</p> <ul style="list-style-type: none"> <li>advanced and integrated understanding of key issues and practices within the relevant areas of study;</li> <li>knowledge of scholarship and recent developments in relevant discipline areas;</li> <li>understanding of general research principles and methods, and advanced knowledge of specific research approaches used in the relevant disciplinary fields.</li> </ul>	<p>Christian Worldview</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>
<b>Skills</b>	<p>Graduates of a Masters Degree (Coursework) will have:</p> <ul style="list-style-type: none"> <li>cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship;</li> <li>cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice;</li> <li>cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level;</li> <li>communication and technical research skills to justify and interpret theoretical propositions, methodologies,</li> </ul>	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> <li>evaluate, synthesise and critically engage the theoretical knowledge in the relevant areas of study;</li> <li>examine a complex problem or issue using appropriate methodologies and theories from the relevant disciplines;</li> <li>analyse and synthesise ideas and theories from related disciplines;</li> <li>design a research question that explores a complex issue and to provide possible solution(s) to the problem raised;</li> <li>communicate effectively complex ideas and proposed solutions to peers and general audiences;</li> <li>identify and critically evaluate new developments of research and scholarship in the selected disciplinary fields.</li> </ul>	<p>Christian Worldview</p> <p>Leadership</p> <p>Integrity and Justice</p> <p>Communication</p> <p>Personal and Social Skills</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>

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## LEARNING OUTCOMES

Specification	Level 9: Masters Degree	AC Course Learning outcomes	AC Graduate Attributes
	<p>conclusions and professional decisions to specialist and non-specialist audiences;</p> <ul style="list-style-type: none"> <li>• technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</li> </ul>		
<b>Application of knowledge and skills</b>	<p>Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>• with creativity and initiative to new situations in professional practice and/or for further learning;</li> <li>• with high level personal autonomy and accountability;</li> <li>• to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.</li> </ul>	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> <li>• articulate new questions or issues and apply the knowledge and skills developed within the selected disciplinary fields to develop appropriate solutions;</li> <li>• work independently, responsibly and with the level of professionalism expected of an expert in the selected disciplinary fields;</li> <li>• design and implement a major research project in the selected disciplinary fields.</li> </ul>	<p>Christian Worldview</p> <p>Leadership</p> <p>Integrity and Justice</p> <p>Communication</p> <p>Personal and Social Skills</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>

## DIVERSITY AND EQUITY

AC is committed to providing a learning environment that is free from discrimination on the basis of income, age, disability, social and ethnic background, location or gender. AC endeavours to increase opportunities for people of all backgrounds to participate in training programs, and implement programs that take into account the specific needs of participants. AC encourages students to inform AC of any disability, medical condition or learning need that may impact on your studies to arrange a study plan that best suits your needs.

## HOW TO APPLY

Once you have chosen your course of study, you will need to apply direct to AC. Applications typically close 3 weeks before semester commences.

All AC application forms are completed online. There are different forms depending on the level of study you are applying for and the location of your course.

*Further information on How to Apply and access to AC's Application Forms is available on our [website](#).*

### Credit transfers and recognised prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

*For further information about credit and recognition of prior learning please see AC's [Credit Transfer and Recognition of Prior Learning Policy](#) or contact our [Student Support](#) team.*

## HOW TO ENROL

Once you have returned a signed copy of your Letter of Offer to accept your place at AC, you will be invited to enrol in your specific subjects in the next academic period. Students are advised to consult their timetable (can be found [here](#)), and contact the [Student Support Team](#) for tailored academic advice before completing the enrolment form.

Applications for credit transfers or recognised prior learning will be communicated to you once they have been processed.

## STUDENT SERVICES

### Student Support Team

AC's Student Support Team exists to ensure you get from Orientation Day to Graduation Day with a smile on your face!

### Academic Support

- Tailored academic guidance
- Assessment variation to accommodate disabilities, medical conditions and/or learning needs
- Exam reader/writers
- One-on-one tutoring and small group workshops for face-to-face and distances students
- Physical libraries
- Access to online journal databases
- Access to eBook resources
- Resources are also provided online for self-development

### Non-Academic Support

- Pastoral Care
- Chaplains
- Professional counselling
- Careers guidance
- On –campus childcare\*
- Extra-curricular and community services
- SRC – The Student Representative Council
- Recreation areas

### Student Life

All students can take part in:

- mission trips and community service projects
- weekly chapel services
- lunches and gatherings on campus
- opportunities to hear or present research
- masterclasses to take your skills and knowledge to the next level
- social events both on and away from campus
- exchange programs with other colleges and universities around the world

...and much, much more! To find out what is happening near you or to get specific details just contact the Student Support Team:

Email: [studentsupport@ac.edu.au](mailto:studentsupport@ac.edu.au)

Phone: (02) 8893 9005

<https://www.ac.edu.au/current-students/student-support/>

*\*Not available at all campuses*

## STUDENT PROFILE

The table below gives an indication of the likely peer cohort for new students at AC. It provides data on students that commenced study and passed the census date in the most relevant recent intake period for which data are available, including those admitted through all offer rounds and international students studying in Australia.

Applicant background	Reporting Year: 2024	
	Number of students	Percentage of all students
<b>(A) Past higher education study</b> (includes a bridging or enabling course)	7	100%
<b>(B) Past vocational education and training (VET) study</b>	N/A	N/A
<b>(C) Work and life experience</b> (Admitted on the basis of previous achievement other than the above)	N/A	N/A
<b>(D) Recent secondary education:</b>		
• Admitted solely on the basis of ATAR (regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points)	N/A	N/A
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	N/A	N/A
• Admitted on the basis of other criteria only and ATAR was <b>not</b> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	N/A	N/A
<b>International students</b>	<5	N/P
<b>All students</b>	<b>7</b>	<b>100%</b>

Note: "<5" – the number of students is less than 5.

N/A – Students not accepted in this category.

N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

ATAR-based offers only	ATAR
Highest rank to receive an offer	N/A
Median rank to receive an offer	N/A
Lowest rank to receive an offer	N/A

Note: "<5" – the number of students is less than 5.

Note: This table relates to all students made an offer on the basis of ATAR alone or ATAR in combination with other factors. Students admitted into a course of study based on a Special Admission Pathway or otherwise not based on their ATAR are not included in this table.

## WHERE TO GET FURTHER INFORMATION

### [ac.edu.au](http://ac.edu.au)

AC's [website](http://ac.edu.au) is the best place to discover what's happening at AC and explore our courses, campuses and support services. If you are not yet an AC student, our [Future Students](#) team are here to help find the right course for you!

### Moodle

Once you begin your studies at AC, you will use [Moodle](#) as your Learning Management System (LMS) to access all your subject content, the AC Academic Handbook, Study Skills and Textbook Information. New Students can also use Moodle to view our Induction Videos.

### International Students

Nothing beats the experience of being part of our community and participating in our classroom discussions! Alternatively, for students who decide to study from their home country, AC brings education to you by offering many subjects and degrees by distance education allowing you to study from anywhere in the world. Flexible delivery means that you will have access to our e-Learning platform which provides resources, podcasts, online forums and tutor assistance that allows you to complete your studies from your home country.

Further information about International Students, including the application process, international recognition of AC courses of study and FAQ's, is available on our [website](#).

Alternatively, our [Future Students](#) team are available to answer any questions you may have about your requirements as an onshore or offshore International Students at AC.

### QILT

Thinking about higher education institutions and study areas? Wish you could ask someone about their experience? The [QILT website](#) helps you compare official study experience and employment outcomes data from Australian higher education institutions.

### TEQSA National Register

The purpose of the [TEQSA National Register](#) is to be the authoritative source of information on the status of registered higher education providers in Australia.

### Complaints and Grievances

If you are unsatisfied with the outcome of your application, AC's [Complaint and Grievance Resolution Policy](#) outlines the procedure for resolving a complaint or grievance.