OVERVIEW

The Master of Arts (MA) integrates cutting-edge principles in theology, Biblical studies, leadership, and contextual studies with Biblical values, to equip professionals in all contexts.

<table>
<thead>
<tr>
<th>Program Director</th>
<th>Dr U-Wen Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>AQF Level 9 (Postgraduate)</td>
</tr>
<tr>
<td>Qualification</td>
<td>Master Degree (Coursework)</td>
</tr>
<tr>
<td>Subjects</td>
<td>12</td>
</tr>
<tr>
<td>IELTS</td>
<td>7.0</td>
</tr>
<tr>
<td>CRICOS Code</td>
<td>084483C</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Self-accreditation; Last reviewed in 2017</td>
</tr>
<tr>
<td>Course Length</td>
<td>1.5 years full-time; up to 3 years part-time</td>
</tr>
</tbody>
</table>

The Master of Arts is designed to provide a general postgraduate-level education, with the opportunity to specialise in certain subject areas. The proposed majors include Christian studies, history, cross-cultural ministry, communication, and pastoral ministry. The course draws on the college’s established areas of expertise while expanding the offerings to general subject areas that are of interest to the students, such as history and communication. The purpose of this Level 9 Masters coursework program is to provide an advanced body of knowledge and professional application for graduates in a variety of contexts in these key areas of Christian studies, history, cross-cultural ministry, communication, and pastoral ministry.

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 knowledge of theory in their area of specialisation 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.
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
Use and maintain knowledge about a discipline or field, in terms of theoretical, conceptual and methodological elements, striving continually and independently to secure further knowledge and where appropriate, defined professional skills.
# LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Specification</th>
<th>AQF Level 9 Masters Degree (Coursework)</th>
<th>AC Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Graduates of a Masters Degree (Coursework) will have:</td>
<td>Demonstrated:</td>
</tr>
<tr>
<td></td>
<td>• a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice;</td>
<td>• advanced and integrated understanding of key issues and practices within the discipline of either Christian studies, Christian history, cross-cultural ministry, communication or pastoral ministry;</td>
</tr>
<tr>
<td></td>
<td>• knowledge of research principles and methods applicable to a field of work and or learning.</td>
<td>• knowledge of scholarship and recent developments in the area of the Majors;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• understanding of general research principles and methods, and advanced knowledge of specific research approaches used in the selected disciplinary field.</td>
</tr>
<tr>
<td>Skills</td>
<td>Graduates of a Masters Degree (Coursework) will have:</td>
<td>Demonstrated ability to:</td>
</tr>
<tr>
<td></td>
<td>• cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship;</td>
<td>• evaluate, synthesise and critically engage the theoretical knowledge in the area of the Major;</td>
</tr>
<tr>
<td></td>
<td>• 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;</td>
<td>• examine a complex problem or issue using appropriate methodologies and theories from the discipline;</td>
</tr>
<tr>
<td></td>
<td>• cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level;</td>
<td>• analyse and synthesise ideas and theories from other disciplines related to the discipline of either Christian studies, Christian history, cross-cultural ministry, communication or pastoral ministry;</td>
</tr>
<tr>
<td></td>
<td>• communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences;</td>
<td>• design a research question that explores a complex issue and to provide possible solution(s) to the problem raised;</td>
</tr>
<tr>
<td></td>
<td>• technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</td>
<td>• communicate effectively complex ideas and proposed solutions to peers and general audiences;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify and critically evaluate new developments of research and scholarship in the selected disciplinary field.</td>
</tr>
</tbody>
</table>
## LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Specification</th>
<th>AQF Level 9 Masters Degree (Coursework)</th>
<th>AC Learning outcomes</th>
</tr>
</thead>
</table>
| Application of knowledge and skills | Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge and skills:  
• with creativity and initiative to new situations in professional practice and/or for further learning;  
• with high level personal autonomy and accountability;  
• to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship. | Demonstrated ability to:  
• articulate new questions or issues and apply the knowledge and skills developed within the selected disciplinary field to develop appropriate solutions;  
• work independently, responsibly and with the level of professionalism expected of an expert in the selected disciplinary field;  
• design and implement a major research project in the selected disciplinary field. |
The proposed course structure is based on three semesters (each of 12 weeks duration, plus an exam week), with four subjects taught in each semester. It comprises:

- 2 compulsory core subjects
- 4 subjects in the major (specialisation)
- 5 elective subjects
- 1 Independent Guided Research

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.

### CONTENT OF THE COURSE OF STUDY

<table>
<thead>
<tr>
<th>CONTENT OF THE COURSE OF STUDY</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE SUBJECTS</strong></td>
<td></td>
</tr>
<tr>
<td>RES401 Postgraduate Research and Writing</td>
<td>10</td>
</tr>
<tr>
<td>THE401 Christian Worldview</td>
<td>10</td>
</tr>
<tr>
<td><strong>ELECTIVE SUBJECTS</strong></td>
<td></td>
</tr>
<tr>
<td>5 subjects taken from an accredited Level 8 and 9 subjects offered by the College</td>
<td>2x10</td>
</tr>
<tr>
<td><strong>PROJECT</strong></td>
<td></td>
</tr>
<tr>
<td>Independent Guided Research (RES500)</td>
<td>10</td>
</tr>
</tbody>
</table>

**MAJOR (SPECIALISATION)**

The following majors are available to students:

- Christian Studies
- Communication
- Pastoral Ministry
- Cross-Cultural Ministry
- History

Students are advised to contact the Program Director upon commencement to determine which majors are available.

**OTHER PROTOCOLS OF THE COURSE**

Students must complete at least 6 subjects (60 credit points) at 500 level or above;

If a student completes a 20 credit point research project, such as RES501 Research Project, they are exempt from the requirement of completing RES500 Independent Guided Research subject.

**BRIDGING/NESTED COURSES**

There are two nested awards within the Master of Arts:

- Graduate Certificate of Arts
- Graduate Diploma of Arts

For information on the teaching faculty for these subjects, please visit our [website](#).
Graduate Pathways
Students who have successfully completed the Master of Arts may progress into the postgraduate courses of study at AC:

- Master of Teaching (Primary)
- Master of Teaching (Secondary)
- Master of Philosophy*
- Doctor of Philosophy*

*Direct entry into these pathways is not guaranteed. Graduates are advised to contact the Student Support Team further information on the eligibility requirements for these courses of study.

Career Outcomes
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

Additionally, graduates may progress further in the pathway toward doctoral studies upon completion of the Master of Arts.

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.

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

Recent Secondary Education
This course of study requires the completion of an AQF Level 7 Bachelor degree or higher by an authorised institution. Recent high school leavers are not eligible for direct entry into this course.

Vocational Education and Training
This course of study requires the completion of an AQF Level 7 Bachelor degree or higher by an authorised institution. Applicants with a Vocational Education and Training (VET) qualification are not eligible for this course.

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

Work and Life Experience
This course of study requires the completion of an AQF Level 7 Bachelor degree or higher by an authorised institution. Applicants who have not completed any previous tertiary academic 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
If English is not your first language or was not the medium of instruction in your tertiary studies, you are required to demonstrate your proficiency of the English language by achieving a prescribed level in an approved English examination, such as an IELTS test. Your English language proficiency test must be no more than two years old at the time you intend to commence studying at AC.

All students are required to have attained the minimum IELTS results (or equivalent) according to the criteria noted in the table below:

<table>
<thead>
<tr>
<th>Overall</th>
<th>Subtests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band Score</td>
<td>Reading</td>
</tr>
<tr>
<td>Certificate/Diploma</td>
<td>5.5</td>
</tr>
<tr>
<td>Undergraduate and Diploma of Arts</td>
<td>6.5</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7.0</td>
</tr>
<tr>
<td>Education Courses</td>
<td>7.5</td>
</tr>
</tbody>
</table>

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.
ACCESS 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), review their Academic Advice Sheet 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
Phone: (02) 8893 9005
https://www.ac.edu.au/student-services/

*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.

<table>
<thead>
<tr>
<th>Applicant background</th>
<th>Number of students in the previous period</th>
<th>Percentage of all students in the previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Past higher education study</td>
<td>67</td>
<td>42%</td>
</tr>
<tr>
<td>(includes a bridging or enabling course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) Past vocational education and training (VET) study</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>(C) Recent secondary education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Admitted solely on the basis of ATAR</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>(regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Admitted where both ATAR and additional criteria were considered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Admitted on the basis of other criteria only and ATAR was not a factor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(D) Work and life experience</td>
<td>N/P</td>
<td>N/P</td>
</tr>
<tr>
<td>Admitted on the basis of previous achievement other than the above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students</td>
<td>12</td>
<td>7%</td>
</tr>
<tr>
<td>All students</td>
<td>79</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note:  
N/P – Not published  
N/A – Not applicable
WHERE TO GET FURTHER INFORMATION

ac.edu.au
AC’s website 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.