GRADUATE AND POSTGRADUATE INFORMATION
WHITLEY COLLEGE

‘Equipping Leaders for a Different World’

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A Recognised Teaching Institution of the Melbourne College of Divinity

Provider: Melbourne College of Divinity
Provider Code: 01037A

Graduate Information
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Welcome to Whitley College

A warm welcome to Whitley. I hope this handbook gives you the information you need. Our Faculty and staff will also be as helpful as they can if you have any further queries.

As the Baptist College of Victoria, Whitley College is dedicated to forming Christian disciples in faith, hope and love. From diploma to doctoral level, its courses serve to equip leaders who will change the world through the church’s mission and ministry.

Some of Whitley’s emphases are:
- An open evangelical stance.
- Reading the Bible responsibly.
- Exploring the radical gospel demands of Christian discipleship.
- Commitment to the church, from a Baptist tradition.
- Reflecting on action as a central learning method.
- Situating theology in our personal story and social context.
- Furthering the full participation of women in Christian leadership.

People study at Whitley for a variety of reasons—preparing for pastoral or other Christian leadership, exploring questions of faith or vocation, integrating their faith and daily life, developing a fresh approach to mission, returning to study while in Christian service and engaging in scholarly theological research.

Whitley’s commitment is to enable every person to move forward in response to God’s unique call upon their life.

Our overall curriculum objective can be summed up as “Forming Faith, Hope and Love”. Whitley units broadly follow a three-year cycle incorporating the themes of:
- Faith and Ministry
- Hope and Mission
- Love and Justice

In 2011 there is an emphasis—across the whole of college life—on love and justice.

We strongly encourage every student to see their study as the reflective part of a life of action and commitment. All students, not only those preparing for ordination, are urged to take at least one unit based on reflective practice, such as an exposure trip or a supervised field placement. Integration of faith and life is the key.

We also see theology as a place where ‘God’s story’ meets ‘our story’ in the ‘story of the world’. So in all courses a strong theme is a story-based and contextual approach to understanding who God is for us.

I trust that your time at Whitley will be a period of challenge and growth in which you sense God’s leading into mission and ministry.

Rev Dr Frank Rees
Principal, Whitley College
Whitley College and the MCD

Whitley College is a Recognised Teaching Institution within the Melbourne College of Divinity (MCD).

The Melbourne College of Divinity is Australia’s oldest ecumenical theological institution. Established by an Act of State Parliament in 1910, the College includes Anglican, Baptist, Churches of Christ, Presbyterian, Roman Catholic and Uniting Church representatives. In 1993 the MCD was affiliated with The University of Melbourne. Today the MCD is a theologically diverse institution committed to inter-church co-operation. This allows each college to be true to its own heritage and commitments.

Whitley College is accredited to teach towards the degrees and diplomas offered by the MCD. Because of our link with other theological colleges in Melbourne through the MCD we can offer the widest breadth of degrees, subjects and pathways in Christian training available in Australia.

The MCD is a leading institution when it comes to theological research, and receives substantial research funding from the Australian government. In late 2010 it applied to become a Specialist University under a new university framework introduced by the federal government, underlining its commitment not only to teaching but also to high quality research.

The contact details for the MCD and the other Recognised Teaching Institutions are as follows.

Melbourne College of Divinity
21 Highbury Grove
KEW VIC 3101

Tel: (03) 9853 3177
Fax: (03) 9853 6695

Email: admin@mcd.edu.au
Website: www.mcd.edu.au
Recognised Teaching Institutions

Catholic Theological College
(278 Victoria Parade)
PO Box 146
EAST MELBOURNE 3002
Tel: (03) 9412 3333
Fax: (03) 9415 9867
Email: ctc@ctc.edu.au
Website: www.ctc.edu.au

Churches of Christ Theological College
44-60 Jacksons Road
MULGRAVE VIC 3170
Tel: (03) 9790 1000
Fax: (03) 9795 1688
Email: admin@cctc.edu.au
Website: http://www.cctc.edu.au

Institute for Christian Spirituality and Pastoral Formation (ICSPF)
175 Royal Parade
PARKVILLE VIC 3052
Tel: (03) 9341 5800
Email: smithm@mira.net
Website: http://www.icspf.edu.au

The Salvation Army Training College
303 Royal Parade
PARKVILLE VIC 3052
Tel: (03) 9347 0299
Fax: (03) 9349 1036
Email: sttc@aus.salvationarmy.org
Website: http://www.trainingcollege.org.au

United Faculty of Theology
29 College Crescent
PARKVILLE VIC 3052
Tel: (03) 9340 8890
Fax: (03) 9340 8899
Email: admin@uft.edu.au
Website: http://www.uft.edu.au

Yarra Theological Union,
PO Box 79
(98 Albion Road)
BOX HILL VIC 3128
Tel: (03) 9890 3771
Fax: (03) 9890 1160
Email: admin@ytu.edu.au
Website: www.ytu.edu.au
A Brief History of Whitley College

Whitley College belongs to the Baptist Union of Victoria and is described by the Union Constitution as one of its agencies.

The College first opened in 1891 as The Baptist College of Victoria. Dr W T Whitley was invited to Melbourne from England and commenced classes in rooms belonging to the Collins Street Baptist Church. Whitley’s Principalship ended in December 1901. He was followed by Rev W H Holdsworth, Rev A J Grigg, Rev D M Himbury, Rev Dr K R Manley, Rev Dr G R Pound and Rev Dr F D Rees, our current Principal.

The Baptist College was a founding member of the Melbourne College of Divinity in 1910.

In 1959 the Assembly of the Union decided to build a new College to mark the Union’s centenary and, at the same time, decided to affiliate the College with The University of Melbourne. Whitley College was opened in 1965.

In 1975 Whitley entered into a partnership with the Churches of Christ Theological College (then the College of the Bible in Glen Iris). This partnership, known as the Evangelical Theological Association (ETA), was accredited by the Melbourne College of Divinity to teach the BTheol degree and to supervise graduate and postgraduate degrees of the MCD.

Following changes to the MCD in 2005, this partnership has changed and the constituent colleges are now each Recognised Teaching Institutions of the MCD.

In 1989 the College opened the Mervyn Himbury Theological Studies Centre at 50 The Avenue (adjacent to the main College building), and in 2001 the Geoffrey Blackburn Library and the Athol Gill Centre (Faculty offices) were completed and opened.

Whitley College now has three functions:

1. The College is the training college for candidates for the Baptist Ministry.
2. It also offers theological education to all who seek it and show they can benefit by such education.
3. It is a university college, housing and offering tutorials and pastoral care to tertiary students who are studying at The University of Melbourne or another tertiary institution.

These three functions are not held to be separate but are inter-related and share the aim of equipping leaders for a different world.
Why Choose Whitley?

We believe theological formation involves all of life, demanding both academic rigor and a commitment to discipleship.

Theological study at Whitley College offers almost limitless possibilities:

- Whitley's Melbourne College of Divinity (MCD) accredited diplomas and degrees are highly respected within Australia and overseas.
- Our graduates have gone on to further studies within the MCD, and in universities and seminaries in Australia and around the world.
- You can take the complete range of theological studies: including biblical languages, biblical studies, church history, systematic theology, pastoral care, mission and evangelism, spirituality, worship, ethics, Christian education and supervised field education.
- Find your own level, taking classes not-for-credit, or completing any program from Associate Diploma in Ministry to Doctor of Theology. The most popular are the Bachelor of Theology and the Master of Divinity.
- Join the widely varied student body: women and men, lay students and ordinands, students from all denominations, Australian and international students, young and mature students.
- Study at flexible times: Part-time or full-time, day or evening classes, or in intensive short-term units in February, July or November.
- Choose an ecumenical context: Classes can also be taken at other Recognised Teaching Institutions (RTIs) of the Melbourne College of Divinity (MCD).
- You can receive Austudy (student living allowance) and FEE-HELP while studying theology at Whitley, if you are eligible.
- Students of non-English-speaking background can take the three-year TransFormation Program on ten Saturdays each year, either not-for-credit or towards an Associate Diploma in Ministry.
- International students can study at Whitley (providing they have the means, obtain a student visa and are accepted by the Melbourne College of Divinity).
What Studies Can I Do at Whitley?

- You can enrol in any one of three diplomas, one Bachelor degree, four Masters degrees or two doctorates!
- You can enrol in one unit.
- You can study full-time, part-time, or just one unit a semester in your spare time.
- You can audit a unit (that is, participate, but not do it for credit towards a degree).
- If you already have a degree in another discipline from an accredited tertiary institution (a BA, BSc, BEd, and so on), you can enrol in either the BTheol, or the Graduate Diploma in Theology (GradDipTheol), or the Master of Divinity (MDiv). Students wishing to undertake undergraduate studies should note that there is a separate Handbook setting out all details.
- If you already have a theological degree from another provider, we can talk to you about further studies at an advanced level in the MA(Theol), MTheol, and MTS degrees, or work at Doctoral level (PhD, DTheol – see the Graduate degrees section of this Handbook.
- If you are an audit student, for a reduced fee ($490) for most units, you can attend all the classes and receive all the notes, but not do the assessment for credit.

You do not have to be sure about whether you will ever complete a degree in order to begin one. The important thing is to start the journey ……

What Does Ordination for Pastoral Leadership Involve?

A detailed account of the pathway to ordained pastoral leadership is available on the Whitley College website (www.whitley.unimelb.edu.au) on the Ministry Formation page.

Those considering ordained pastoral leadership as a vocation are encouraged to make an appointment with either the Principal of Whitley College, Rev Dr Frank Rees, or the Director of Ministries of the Baptist Union of Victoria, to learn about the process and be guided in what to study. This discussion is without commitment but is a helpful beginning to the discernment process.
How Do I Enrol?

**Telephone**
The first step to enrolling at Whitley is to ring for an appointment with a member of the faculty.
The number to ring is (03) 9340 8100.

**Interview**
This personal interview with a member of the faculty is to enable you and us to discover what is the appropriate form of training and study for you.

It is not only a matter of choosing your subjects. We see all our study programs in terms of *formation*. We are interested in what gift or calling is being formed in you: through your experience to date, through your desire to study, and in all the other activities in which you are engaged.

Before coming for the interview, it is wise to read as much of this handbook as you can, as well as the information on our website. This will help you to discern more clearly the appropriate pathway for your studies.

**Documents**
When you come for an interview, it is helpful to bring a number of documents, which we may ask to copy for your file.

1. One is proof of your citizenship: this may be a full birth certificate or your passport.
2. You will also need to bring transcripts of your previous study, such as a degree or diploma, VCE or other qualifications. These may be helpful in applying for some credit, too, if that is appropriate.
3. If you have received an application form or have downloaded it from the website, bring that along as well.
4. Your tax file number is required if you wish to apply for FEE-HELP.

Following the interview, we will send all your signed documentation to the Melbourne College of Divinity for processing, and in due course you will receive notification from that office.

Payment of fees is required at the time of enrolment. **Fees for graduate students are payable to the Melbourne College of Divinity.**

Most importantly: the sooner you make an appointment, the sooner you can begin the journey. Returning students in each year are also urged to seek course advice before re-enrolling.

There are Census dates for each semester. Any withdrawals or adjustments to enrolments must be made before these dates; otherwise full fees are payable, and a result of WD will appear on your transcript.

In addition, please note that for students from a non-English speaking background, there is a language requirement for entry to theological study: the MCD requires an IELTS score of not less than 7.0. For those who gain entry under this arrangement, Whitley College offers two units of English language study within the BTheol or Diploma programs which may be taken – but not for graduate credit.

**International Students**
In compliance with the National Code for Providers of Education for International Students, Whitley College offers international students an orientation session early in first semester to let them know what support is provided for them. As part of their enrolment, and at no extra cost, they can access course advice, study skills training, library orientation, pastoral care, guidance on where to go in an emergency, and information about how to lodge a complaint or appeal.
Which Degree is Right for Me?

The decision about which pathway of study is right for you is in part a matter of discernment: together, we will consider which is the right thing for you to be doing, in light of your gifts and calling together with possible future areas of service or leadership.

Whitley College offers a very wide range of degrees, diplomas and single subjects you might choose to study. Almost all of these pathways connect: you can begin in one area and articulate your studies towards another.

This Handbook is for those who already have an accredited degree and therefore can study at Graduate level (see pages 14-15 for details on Graduate degrees.)

All the undergraduate degree and diploma programs and subjects are explained in detail in a separate handbook. This section gives an overview of the Undergraduate programs for your information.

Undergraduate Degrees and Diplomas

For these, a pass in the VCE is required, unless special permission is granted for ‘provisional’ entry.

Bachelor of Theology

This degree requires 360 points (24 semester units of 15 points each), taking a minimum of three years. A semester unit is usually 3 hours a week for 12 weeks, or the equivalent over a shorter intensive period.

The Bachelor of Theology offers a broad and strong degree in theology, with requirements in all the crucial areas: Bible, History, Theology and Practical Theology. From 2009, the BTheol takes on additional requirements to the old degree. Students who enrolled before 2009 may continue under the old structure.

Bachelor of Theology (Honours)

Students doing well in the BTheol can apply after the half-way mark of their course to enrol in the honours stream. BTheol (Hons) takes an extra year, requiring an extra 60 points (4 semester units) and a 12,000 word honours thesis. Normally, Honours work is done in one discipline, such as New Testament, Systematic Theology, Missiology, etc.

Bachelor of Arts/Bachelor of Theology

A combined Arts/Theology course is available in association with Monash University. Students must apply separately to Monash University and satisfy their entry requirements. A BTheol can still be added to a University of Melbourne Bachelor of Arts, but the theology component needs to be undertaken after the Arts component.

Note: It is possible for students to undertake a Bachelor of Theology part-time, while taking another university degree. Whitley College faculty can assist you in planning your pathway here. In some instances, it is possible to transfer in some credit from another degree program, before its completion.
Diploma Programs

Associate Diploma in Ministry
This course requires students to complete eight units at diploma level and takes a minimum of one year full-time. Two of these units need to be from Field B (Biblical Studies) and two from Field C (Theology and Church History). This course can be taken in conjunction with Baptist Union of Victoria internship, the Camp Wilkin 12 Watts internship and the TransFormation Program.

Diploma in Ministry
This program requires 240 points (16 units). Most of the available units are drawn from the BTheol offerings. This represents two years of full-time study, or longer part time.

A distinctive feature of the Diploma and the Advanced Diploma is that there is no requirement of Majors or Sub-Majors.

Advanced Diploma in Ministry
The requirements and focus here are the same as the Diploma, except that it requires an additional year and 360 points (24 units).

Again, the core units are required, but here the elective choices are 16 units. There is no requirement of Majors or Sub-Majors.
Graduate Degrees

These programs are designed for graduates in another discipline, who wish to undertake some theological study. Just how much study and for what purposes, will influence which pathway is right for you. This material is only a summary. For more details see the Graduate and Postgraduate Handbook or the MCD website.

Graduate Certificate in Theology

The Graduate Certificate in Theology is a very brief introduction to theology at graduate level. It can be done in one semester full-time, or in up to four semesters part-time. It requires just three semester units, taken from the list of Foundational units, and spread over three disciplines (such as New Testament, Old Testament or Systematic Theology) and two Fields (such as Biblical Studies or Christian Thought and History).

Graduate Diploma in Theology

The general GradDipTheol will introduce students to theology at a graduate level. It can be done in one year full-time or in up to three years part-time. It consists of six semester units. Three of these units must be taken from a list of ‘Foundational units’. These provide basic introductions to areas in Biblical Studies, Church History, Theology, and several areas of Practical Theology.

On the basis of these introductory units, students may choose up to three elective units, from a wide range.

It is possible to complete the GradDipTheol by taking only Foundational units. For some students, this is the wise thing to do or may fulfil their purpose of taking a short but challenging program of theological studies.

The Graduate Diploma in Theology is designed to form the basis of a pathway leading to a Master of Arts (if two of the units are taken as a research essay). This pathway offers people who work in another area (such as education, law, public administration, policing, etc.) an opportunity to gain a basic introduction to theology and develop some advanced reflection, and interact with their major area of professional practice.

Graduates in theology can take a Specialised GradDipTheol in Counselling, Liturgy, Religious Education, Spirituality, Spiritual Direction, Philosophy, Moral Theology, Biblical Studies and Church History, or may propose another specialised sequence.

Master of Divinity

The Master of Divinity degree is a graduate-entry first degree in theology, similar to that offered in the American system. It offers a high level of theological study with an emphasis on integrative study. The MDiv takes three years full-time or longer part-time, requiring 270 points (18 semester units of 15 points).

Like the BTheol, the MDiv degree offers a broad and challenging engagement with theological studies, across the full range of disciplines. It includes biblical, historical, systematic and practical theological work.

Unlike the BTheol, the MDiv does not focus in ‘Majors’, but rather in different forms of study: Foundational, Integrative and Specialised.

The MDiv requires 7 units in Foundational Studies, 2 must be in a biblical language; 4 units in Integrative Studies and 7 units in Specialised Studies.
Details of all these degrees are available on the Melbourne College of Divinity website.

The basic requirements for each degree are as follows:

**Master of Theological Studies**

The MTS is open to candidates holding the MCD BTheol, BD or MDiv degrees, or equivalent qualifications and requires the completion of 150 credit points (ten standard units): 120 points at graduate level, 30 at postgraduate level. Candidates may study full or part time, for between three and ten semesters.

**Master of Arts (Theology) by coursework**

To enter the Master of Arts, a student must complete the Graduate Diploma in Theology (as above) and either complete an essay of 12,000 words (at an acceptable standard) instead of two of the elective coursework units, or do this essay in addition to those units.

The Master of Arts is a twelve to eighteen month graduate degree, or longer part-time. It requires either six postgraduate units, or four postgraduate units and a 12,000 word essay.

**Master of Arts (Theology) by research**

A postgraduate research degree which can be taken either by major thesis (40,000 words) or by coursework (2 postgraduate units) and a 25,000 word thesis).

A qualifying essay of 12,000 words at Distinction standard or above is required for entry to this degree.

The MA (Research) may upgrade or articulate to an MCD doctoral program.

**Master of Theology**

A postgraduate research degree which can be taken either by major thesis (40,000 words) or by coursework (2 postgraduate units) and a 25,000 word thesis).

A qualifying essay of 12,000 words at Distinction standard or above is required for entry to this degree.

The MTHeol may upgrade or articulate to an MCD doctoral program.

**Doctor of Theology**

A research doctoral degree awarded by the MCD for a suitable research thesis of about 100,000 words.

Students need to have a recognised Masters degree in an appropriate theological discipline (at H2A level), or the equivalent, to qualify for entry to the doctoral programme.

**Doctor of Philosophy**

A research doctorate primarily intended for Masters graduates with sufficient foundation to engage with a theological discipline at a doctoral level. It consists of a thesis of up to 100,000 words.

*Students who wish to pursue research at postgraduate level, should in the first instance make an appointment with the Registrar (03 9340 8100) to see the Research Co-ordinator.*
# Postgraduate Degree Pathways

## Pathway from Undergraduate Studies

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<th>BTheol (also BA/BTheol)</th>
<th>BTheol may also lead to a Master of Theological Studies</th>
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<tr>
<td><strong>BTheol (Hons)</strong> may articulate directly to MTheol or MA</td>
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<tr>
<td><strong>Graduate Diploma in Theology (Specialised)</strong></td>
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<tr>
<td>This consists of 90 points at graduate level and, if articulating to a Masters, includes a 12,000 word essay valued at 30 points.</td>
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<tr>
<td><strong>MTheol or MA</strong></td>
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<tr>
<td>[1] A 40,000 word thesis, or</td>
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<tr>
<td>[2] Two Level 4 units (30 points) plus a 25,000 word thesis</td>
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<tr>
<td><strong>DTTheol</strong></td>
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## Pathways for Graduates in Other Disciplines

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<th>MTheol or MA</th>
<th>GradTheol may also lead to a Master of Theological Studies</th>
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<tr>
<td><strong>Graduate Diploma in Theology (General)</strong></td>
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<tr>
<td>Six units (90 points) consisting of at least three Foundational units, plus electives at Level 3 and, if articulating to a Masters, includes a 12,000 word essay valued at 30 points.</td>
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<tr>
<td><strong>MA (Theol)</strong></td>
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<tr>
<td>[1] A 40,000 word thesis or</td>
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<tr>
<td>[2] Two Level 4 units plus a 25,000 word thesis. or</td>
<td></td>
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<tr>
<td>[3] Four Level 4 units plus a 12,000 word minor thesis. or</td>
<td></td>
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<tr>
<td>[4] Six Level 4 units</td>
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<tr>
<td><strong>DTTheol</strong></td>
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<table>
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<tr>
<th>MTheol or MA</th>
<th>GradTheol may also lead to a Master of Divinity</th>
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<tr>
<td><strong>MDiv</strong></td>
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<tr>
<td>Consists of eighteen units (270 points) - 105 points of Foundational Studies; and 60 points of Integrative Studies; and 105 points of Specialised Studies which may include 12,000 word essay valued at 30 points</td>
<td></td>
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<td>↓</td>
<td></td>
</tr>
<tr>
<td><strong>MDiv(Hons)</strong></td>
<td></td>
</tr>
<tr>
<td>Two Specialised units at Level 4 plus 12,000 word essay. Articulation directly to a research Masters, or with 1st class Honours to PhD.</td>
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</tbody>
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Graduate Information 16
Research at Whitley College

Whitley has a long-standing commitment to the nurturing of scholars, teachers and ministry practitioners to serve the needs of the church both in Australia and other parts of the world. Recent graduates have returned to significant ministries in places as far afield as India, Korea, Singapore, Myanmar, Thailand, Samoa, rural Australia and suburban Melbourne. Whitley is also the home of the Syriac Language Research Centre, directed by Rev Dr Terry Falla and Rev Beryl Turner, which undertakes significant research into the early Syriac Gospels (see the links under Research on the Whitley website for full details of the SLRC and for further research projects not listed below).

Some of the research projects that Whitley faculty have supervised or are currently supervising include:

- Incarnation and Transformation: Good News Christian minorities can share with their slum and squatter neighbours
  Mr Ashley Barker

  Rev Dr Val Billingham

- Priestly Christology and the Gospel of Mark
  Dr Mark Cheeseman

- The shaping of things now: Mission and innovation in four emerging churches in Melbourne
  Rev Dr Darren Cronshaw

- Reading the Kingdom teaching of Jesus in Matthew from the context of Myanmar
  Dr Ner Dah, from the Karen community and Karen Baptist Theological Seminary in Myanmar

- Learning to preach: Engaging the insights of Donald Schön for a new pedagogy of homiletic education
  Rev Dr Allan Demond, New Hope Baptist Church

  Rev David Enticott

- Nomos (Law) in context: Philo, Galatians and the Bengali Bible
  Rev Dr Pratap Chandra Gine, Serampore College

- The influence of Teilhard de Chardin on contemporary ecological theology, with particular reference to the work of Thomas Berry
  Ms Deborah Guess

- Disarming the Bible-Bashers: Claiming the Bible for Australian abuse victims
  Dr Fiona Hill

- 1 Corinthians 1-4: A Social and rhetorical analysis from a Korean-Confucian context
  Rev Dr Oh-Young Kwon

- Ethnic tensions in Persian-period Yehud: a Samoan, postcolonial hermeneutic
  Dr Peniamina Leota

- The transformation of Chin society: The effect of the gospel in the life of the Hakha Chin in Burma
  Rev Japheth Lian

- Nyar-U (Fish-paste): Towards a Karen contextual theology
  Rev Aung Khaing Nyunt

- Sports Chaplaincy: a theological and pastoral exploration of the role of Sports Chaplains in Australia
  Rev Grant Stewart, Mitcham Baptist Church and Chaplain for Melbourne Storm

- Reading Mark with a vulgar mind: Applying Bakhtinian categories to Markan characterisation
  Major Dr Geoff Webb

- Contours of an Australian Christology
  Rev Geoff Wraight, Westgate Baptist Community

- Ways of being a Multicultural Church:
  Rev Meewon Yang

- Envisioning peace and justice: A Christian perspective on social reconciliation in Nagaland
  Inotoli Zhimomi, from Nagaland, who taught in Karen refugee camps before coming to Australia.

In addition to providing quality supervision, Whitley is committed to ensuring a context and community that encourages and values advanced research in theology. Through its extensive library resources, dedicated study areas and IT resources, and calendar of research seminars, the College seeks to foster a community of learning where intellectual rigour and spirituality flow together.
What Does It Cost?

Theological studies at Whitley College are not like university degrees, in that there is no Commonwealth Government funding to support these institutions at undergraduate level.

Student fees, gifts and support from the churches, and bequests from previous generations are the main sources of funding which sustain this enterprise.

Student fees are set each year by the Melbourne College of Divinity and are uniform across all the teaching colleges.

Fees are charged on the basis of a ‘unit fee’, which covers the teaching for one unit of study for one semester. This fee is all-inclusive: it covers tuition, library usage, student facilities and students’ tea and coffee during breaks.

Graduate fees are payable directly to Melbourne College of Divinity. In 2011 they include:

- Graduate Unit (15 pts) $1,308
- Postgraduate Unit (15 pts) $1,308
- Research Essay (30 pts) $2,616
- Full-time doctoral research (pa) $10,018
- Part-time doctoral research (pa) $5,054

In due course Melbourne College of Divinity passes a portion of these fees to Whitley College for your tuition.

A full schedule of fees for Postgraduate Degrees and Ministry Studies is set out at the MCD website.

As the Melbourne College of Divinity is funded for research purposes by the Federal Government, research students are eligible for a range of scholarships (including Australian postgraduate awards). Some funding is also available for students to present papers at conferences in Australia and overseas. See the MCD website for application forms and details.

Once doctoral students have had their thesis proposal approved by a confirmation panel their tuition fees are covered under the Federal Government's Research Training Scheme.

Notes on Austudy

1. Austudy is presently available for students registered as undertaking the Bachelor of Theology degree, the Advanced Diploma in Ministry, the Diploma in Ministry and for a combination of these awards. Austudy is not normally available to students undertaking graduate awards.

2. Further information is available from CentreLink offices, listed in the Melbourne White Pages.

Notes on Abstudy

Assistance is available to Aboriginal and Islander students under the Abstudy scheme. Abstudy benefits are largely the same as Austudy, but with the following additions:

(a) The income test is different;
(b) A book allowance is paid each year;
(c) A living allowance may be payable on a second degree.
Fee-Help
(Higher Education Loan Program)

Students in any Melbourne College of Divinity (MCD) course who are Australian citizens, or hold a permanent humanitarian visa, can now have their tuition fees met by a loan from the Commonwealth Government. The scheme – brought in under the Higher Education Support Act (2003) – is called the Higher Education Loan Program: FEE-HELP for short.

To apply for a FEE-HELP loan, you must fill in the Government form and send it to the MCD office by March 18, 2011 (or August 12, 2011 for second semester new applications). Forms and FEE-HELP Information 2011 are available from the Whitley College office or from the MCD office. Your fees will be paid to the MCD by the Commonwealth, and Whitley College will receive payment for your classes and library use.

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

a) The Government requires that, before you sign the FEE-HELP form, you must read the FEE-HELP information 2011 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.

b) For undergraduate courses (BTheol, AdvDipMin, DipMin, AssocDipMin) the Government adds a 20% loan fee: a unit costing $981 will thus incur a tax liability of $1,177.20. For graduate and postgraduate courses (GradCert, GradDips, Masters, Doctorates) no further charge applies.

c) You must provide your Tax File Number in order to apply for a FEE-HELP loan (see further below).

d) Your loan is repaid through the tax system. When your income reaches $44,911 (the 2010/11 figure) you pay a proportion back with your tax. The higher your income, the higher the repayment proportion, starting at 4%. Voluntary early repayments over $500 receive a discount of 10%. Your FEE-HELP tax liability goes up by CPI on June 1st each year, but in ‘real dollar’ terms does not increase. If someone with a FEE-HELP debt dies, only the repayment due in that tax year is billed: the rest is cancelled.

The administration at the MCD and Whitley offices take your right to privacy seriously and only use information you provide for the purpose for which it was given.

For further information:
- Read the FEE-HELP information 2011 booklet
- Visit the Going to Uni website at: www.goingtouni.gov.au
- Call the FEE-HELP enquiry line on 1800 020 108
Have I Got The Time?

Time and time management are important factors in tertiary study. Theological study requires more than class time: it also involves space in your life for personal reflection and the integration of what you gain in the classroom and the library.

Classes at Whitley College are specifically organised for a commuter student body, most of whom are part-time. Thus, most classes are arranged in three hour blocks. You come to college for the lectures and tutorials in one three-hour session.

In addition to these three class hours, it is generally expected that students will devote another five to six hours per week, to that unit of study. So if you take two units, you will have six hours of classes and we recommend a further twelve hours of reading, study, work on assignments, etc.

- A full-time load for undergraduate courses is four units per semester.
- A full-time load for graduate courses is three units per semester.
- A full-time load for postgraduate courses is two units per semester.

For the purposes of Austudy, a full-time load may be between six and eight units in one year. However, a full-time student who takes fewer than the maximum load may find that they have not completed the degree before the Austudy support runs out.

How long does the degree take to complete (full-time)?

- Graduate Diploma in Theology (General) (one year)
- Graduate Diploma in Theology (Special) (one year) with areas of focus in — Counselling, Liturgy, Religious Education, Spirituality, Spiritual Direction, Philosophy, Moral Theology, Biblical Studies and Church History
- Graduate Diploma in Counselling (one year, usually taken over two)
- Graduate Diploma in Ministry (one year)

Coursework Masters:
- Master of Divinity (three years after first non-theological degree)
- Master of Divinity (Honours) (three years after first non-theological degree)
- Master of Arts (Theology) – (two or three semesters after GDT)
- Master of Theological Studies (three semesters after BTheol or MDiv)

Research Masters:
- Master of Arts (research mode) – (two or three semesters after GDT)
- Master of Theology (one year after Honours theological degree)

Doctoral research:
- Doctor of Philosophy (three years – allows for inter-disciplinary research)
- Doctor of Theology (three years)

[NOTE: Part-time time limits are normally double the full-time limit]

How long is a semester?

Each semester involves 12 weeks of classes, with a non-teaching period somewhere within the semester. After the 12 weeks of classes, there is another non-teaching week before examinations are held or some final assignments are due.
When Do Classes Begin?

For Semester 1, 2011:

- Close of enrolments: February 18
- First classes: February 28
- Non-teaching period (including Easter): April 18 – 29
- Last classes: June 3
- Non-teaching period: June 6 – 10
- Examination/Assessments: June 13 - 17
- Publication of Semester 1 results: July 14

For Semester 2, 2011:

- Close of enrolments: July 15
- First classes: July 25
- Non-teaching period: September 19 - 30
- Last classes: October 28
- Non-teaching period: October 31 – November 4
- Examination/Assessments: November 7 - 11
- Publication of end of year results: December 8

In addition, short intensive units are taught in one or two-week blocks in February, July, September and November and in other configurations. Dates for these intensive units are indicated in the course outlines and on the timetable pages.

Class Times:

Unless otherwise indicated on the timetable, class times are as follows:

- Morning classes: 9.30 am to 12.30 pm
- Afternoon classes: 2.00 pm to 5.00 pm
- Evening classes: 6.00 pm to 9.00 pm

On Tuesdays during semester, College worship is held at 11.00 am in the Chapel in the main circular building. On Wednesdays and Thursdays during semester, College Prayers take place from 12.40 till 1.00 pm in the Newnham Room on the first floor of the Mervyn Himbury Theological Studies Centre.

Lunch is available in the dining room from 12.30 pm until 1.30 pm. It is necessary to purchase a ticket earlier in the day from the administration office in the main building, adjacent to the library.
What Facilities Does Whitley College Offer?

The Campus
The campus of Whitley College offers a range of teaching and learning environments within the Mervyn Himbury Theological Studies Centre. These facilities include the Grigg Lecture Theatre, several large seminar rooms, and a number of smaller class rooms, tutorial rooms, sitting rooms for small groups, and a prayer room.

All rooms are well-equipped, and data projectors, screens, CD/DVD players, televisions, internet access points, whiteboards and overhead projectors are available.

The Library
The Geoffrey Blackburn Library, built in 2001 and featuring state-of-the-art systems and digital technology, has a strong and comprehensive collection of books and journals supporting all the foundational and specialist areas of theological studies offered through Whitley College.

The Library provides students with access to a huge range of other libraries and online resources, as well as the expert assistance of library staff, who are theologically trained.

Special strengths of the library include its collections in biblical studies, mission and the Australian context, as well as the Baptist Historical Collection.

Within the library, there are four major areas for quiet study, including a number of study carrels equipped with power supply and internet access points. The library is also served by a wireless network open to users.

Opening hours for the library are advertised within the College. In general, the library is open 9.00 am to 6.00 pm Monday to Friday in teaching weeks, (with later closing times on some days and earlier on Friday), while closing time is 5.00 pm on the days of non-teaching weeks during semester. The times of opening can vary depending upon the teaching timetable, and special events such as the School of Ministry, conferences and intensives. Saturday opening may be offered during teaching weeks. Check the advertised hours around College or via the catalogue home page on the website.

Students must apply to the Librarian for a borrowing card.

In addition to the Whitley College library, all theological students within the MCD have the right to use and borrow from the libraries of other Recognised Teaching Institutions. These libraries are located at the campuses listed on page 7.

The library catalogue is available online through the Whitley web site. A combined MCD library catalogue (MCDcat) is also available online at http://www.mcdcat.edu.au/mcd.

Adjacent to the library is the students' computer lab, which is shared with the residential community of Whitley College — university students living in the college buildings and undertaking studies at the University of Melbourne. The computer lab has computers and printers for student use.

Internet Access
All students may apply through the theological office or library for a Whitley network account, which gives them free wireless internet access on campus, a Whitley email address, access to online resources provided as part of their studies, and use of computers and printing (paying per page) in the computer laboratory. A form agreeing to conditions of use needs to be signed.
What Facilities Does Whitley College Offer? (continued)

Theological Students’ Common Room
Students are welcome to use the Theological Students’ Common Room whenever the college is open. Facilities in the Common Room include a toaster, fridge and microwave oven, used by many students to prepare a light meal before an afternoon or evening class. Tea and coffee (Fair Trade), milk and biscuits are always there too.

Bicycle Parking
A locked bicycle parking shed next to the Common Room, with a shower nearby, is provided for staff and student use. Apply at the Theological Office for a key to be issued. The College encourages students to cycle.

Studies Elsewhere in the MCD
In addition to the facilities and course offerings at Whitley College itself, all students of the college are eligible to undertake studies at other institutions within the MCD. There are five other campuses: two in Parkville, one in East Melbourne, one in Box Hill and one in Mulgrave. The course offerings of these institutions represent an enormous range of studies, in breadth, depth and diversity of Christian perspectives. Whitley College values these wider ecumenical relationships and regards this opportunity for our students to access such a breadth of offerings as one of our strengths. We encourage all students to consider taking at least one unit at another college, as part of their program of study with us.

A comprehensive list of all units offered by other institutions within the MCD is available from the office and in the Students’ Common Room. You can enrol for units at another institution through Whitley College.

Pastoral Care
Pastoral Care is a crucial ingredient in our life as a Christian community. Whitley College has many experienced pastors on its staff. Should you require assistance at any time, feel free to approach a member of the Faculty, who will either be able to help you or to guide you to someone who can.

We recognise that studying theology can be confronting and can raise difficult questions about faith, the Bible and life.

Please don't suffer in silence if you find the questions are causing you confusion or anxiety. You are welcome to speak with any member of Faculty about issues your studies are raising for you.

Alternatively, the Dean, Dr Ross Langmead, and the Registrar, Ms Rosemary Dillon, have contact details of trusted pastoral advisers from neighbouring churches, if you prefer to speak with someone outside the College in a pastoral context.

If there are more serious matters such as harassment or discrimination, see the information on the next few pages about your rights.

If your concerns are to do with personal issues which may require professional counselling, you are entitled to access the Melbourne University Student Counselling Service. The Service advises that students make contact by phone or in person rather than by email.

Melbourne University Student Counselling Service (Wellbeing Services)
Telephone:  (03) 8344 6927, 8344 6928
Freecall for rural students:  1800 671 559
http://www.services.unimelb.edu.au/counsel

Location: Level 2, 138 Cardigan Street, Carlton
Opening Hours:
  9 am - 6 pm Tuesday, Wednesday and Thursday
  9 am - 5 pm Monday & Friday
For emergencies out of hours, see:
http://www.services.unimelb.edu.au/counsel/emergencies/
What Are My Rights and Obligations as a Student?

Our Commitment to You

Whitley College is committed to providing the highest quality of educational opportunity for all our students.

We aim, within the limits of our resources, to provide the best facilities, courses and educational processes.

We maintain strong relationships with partner colleges within the Melbourne College of Divinity to ensure a still wider circle of opportunity.

We aim also to provide a safe place for students' self-expression, in intellectual and personal growth. Consequently we require of all students and staff a fundamental respect for the privacy and safety of each other. Together, we provide each person with the opportunity to work, learn and grow.

On the next page is a statement of students' rights as affirmed across the whole of the Melbourne College of Divinity. These rights also apply to all who work and study within Whitley College.

If for any reason you feel that these rights have not been honoured, the people to contact are:

Principal of Whitley College  Rev Dr Frank Rees  9340 8010
Dean  Dr Ross Langmead  9340 8021
Faculty member  Rev Dr Marita Munro  9340 8024
External contact person  Ms Deb Mountjoy  0425 783 424

You can be assured that all enquiries will be dealt with in the strictest of confidence. These contact persons can explain to you other procedures available to you.
MCD Students' Rights

Right to Privacy
All personal information provided to the MCD (including your college) will be treated in confidence, and only used for the purpose for which it was given. Your file and computer database entries are only accessed by people who are entitled to do so, eg. lecturers having a class list with names and emails. No-one associated with the MCD is permitted to share your personal information with anyone not entitled to it.

Right to the Highest Standards of Teaching and Learning
In order to protect the high academic standing of your MCD 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.

Right to be Treated Fairly
The right to be treated fairly is applicable to all academic and administrative matters. If you have a grievance about an administrative procedure or academic issue, you have five working days (longer for some serious matters) to lodge a complaint with the Dean of your college or with the MCD Registrar. You will not be disadvantaged by doing this, and in most cases can expect a resolution within ten working days.

Right to Be Safe, and to Feel Safe
Students have the right to be and feel safe in MCD environments. Harassment in any form – spiritual, sexual or discriminatory (eg. on the grounds of race, gender, ethnicity, disability, theological outlook) is wrong, and not permitted. Procedures are in place to deal promptly with situations which may arise. If anyone should wish to file a complaint they should contact one of the people listed above.

Once you have commenced a degree or diploma with the MCD, you are assured that MCD educational and financial resources are in place to see you through to its completion. If the highly unlikely situation arises that the MCD 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 MCD.

Detailed policies and procedures governing these matters can be found on the MCD website, www.mcd.edu.au under 'Policies and Procedures'.

In addition to these rights, there are also obligations of all student members of the Whitley community.

Attendance
Attendance at all lectures, tutorials, seminars and workshops is compulsory. You are required to attend at least 80% of all classes in order to be permitted to pass. Students who fail to meet this attendance requirement will automatically fail, unless written approval is granted by the Dean, for example on the basis of a medical certificate.

Overseas students and all students receiving any form of assistance, including FEE-HELP, bursaries or scholarships, should note that the government requires evidence of attendance. Failure to comply with attendance requirements may lead to the cancellation of a visa, as well as to penalties for Whitley College staff.

Sending an Apology
If for any reason you are unable to attend a class, you should send an apology to your class teacher, usually by phone to the theological office or by email. If through unavoidable circumstances you find on the day of the class you cannot attend, an urgent message may be sent to the Whitley College office, to be passed on to the class teacher.

Punctuality
Attendance on time is a fundamental courtesy. So, too, is the submission of forms, enrolments, and other necessary applications. The College community can only proceed effectively when students assist the staff in this way.
Assessment

Students enrolled in a unit are required to complete all the assessment tasks for that unit and in the sequence in which they are set. Unless permission is granted to vary this requirement, by the Dean, students will not be permitted to sit for the final examination in a unit, or to submit the major essay or assignment, when previous assignments remain outstanding.

It is also essential to stress that assignments must be submitted on time. These are part of the continuing educational process of the unit. Maintaining the flow of the unit in this way contributes to the learning process.

Presentation of Assignments

There are clear guidelines for the presentation and format of assignments. These are explained in detail in this handbook - ‘Presentation of Assignments’ (page 110). Assignments not submitted in the required format may be marked down, especially after the first year of study.

Gender Inclusive Language

Whitley College seeks to be a genuinely inclusive community. Language which excludes women is, for many members of the community, a difficulty and undermines this objective. It is a requirement of the College that gender inclusive language is used in all teaching, written presentations and class presentations. This requirement applies to references to human beings, but does not prescribe language for God. Further information is provided in the ‘Presentation of Assignments’ information.

Withdrawal from a Class

If for some unforeseen reason you need to withdraw from a unit, it is essential that you first discuss this matter with your class teacher or, if necessary, the Dean. You also need to notify the Registrar so that the appropriate administrative procedures are carried out.

Withdrawal from a unit may be done without penalty, but only if this takes place before the Census dates for each semester, March 18 and August 12, 2011. In this case, fees will be refunded. No record of enrolment for those units will be recorded on transcripts. Approved withdrawals up to four weeks before the end of the semester will be recorded on transcripts as ‘WD’.

All withdrawals in the last four weeks of the semester will be recorded automatically as ‘Fails’, unless determined otherwise by the Faculty. Students who do not notify the Registrar or Dean of their intention to withdraw and who do not complete the requirements for a unit will be regarded as having failed and a Fail will be entered on their transcripts.

Applying for Credit

You can apply for credit into some degree programs. This may be for degrees already completed or for units undertaken at another (non-MCD) institutions, such as a university. You should seek advice from a member of faculty before assuming that you will receive credit - especially before undertaking such a unit.

Then, to apply for credit, you should complete the relevant form, available from the Whitley College office and submit it to the office. Applications for credit must be made before August if you hope to receive that credit within the current academic year.

Intention to Complete your Degree

Students planning to complete the degree in the current year should notify the Registrar. The Melbourne College of Divinity will contact you regarding the process which leads to your graduation.
Who Are My Teachers?

Rev Dr Frank Rees  
BA(Hons), MA, BD(Hons), TheolM, PhD, DipEd  
Principal  
Professor of Systematic Theology

Frank Rees studied Philosophy at the University of Melbourne and theology at Whitley. He served in a number of suburban pastorates in Melbourne, then undertook doctoral studies at Manchester. For seven years he was minister of the Hobart Baptist Church. Frank is a member of the Ashburton Baptist Church.

Frank represents the Baptist Union of Victoria on the Council of the Melbourne College of Divinity and has served as President of the MCD. Previously he has served as President of the Australian and New Zealand Association of Theological Schools.

Frank is a member of the International Commission on Doctrine and Christian Unity, within the Baptist World Alliance.

Frank's teaching and research interests include contemporary approaches to christology and ecclesiology, and contextual theologies.

Frank is married to Merilyn, and they have three adult children.

Blog: www.theoblog.net  
Email: frees@whitley.unimelb.edu.au

Dr Ross Langmead  
MA, MEd, BD(Hons), DTheol  
Dean  
Professor of Missiology

Ross Langmead trained as a school teacher before doing further study in philosophy of religion (at the University of Melbourne), religious studies (at Lancaster, UK), theology (at Whitley College) and missiology (through the Melbourne College of Divinity). He researched ways churches could respond to their context, published in the *Western Suburbs Conference Report* (Baptist Union of Victoria, 1978). From 1980 to 1992 he was a lay pastor on the team at Westgate Baptist Community, where he is still a member.

He was appointed Whitley College’s first lecturer in mission studies in 1993 and then Professor in 1998. He was director of the School of World Mission from 2000 to 2006. He has been Dean of the Theological School since 2009.

Ross’s doctoral study was on incarnational mission and was published in *The Word Made Flesh* (2004). He also edited *Re-imagining God and Mission* (2007), on contextual mission in Australia, and has published numerous articles and reviews, particularly on mission theology, reconciliation, ecotheology and multiculturalism. He is the founding secretary of the Australian Association for Mission Studies and convenor of the Melbourne-based Mission Studies Network.
Who Are My Teachers? (continued)

He serves on the editorial board of the *Australian Journal of Mission Studies*. He is a member of the International Association for Mission Studies, the Australian Society for the Study of Religion and the Anabaptist Network in Australia and New Zealand.

Ross is a composer of many congregational songs. The music for most of them (as well as the full-text of most of Ross’s published articles) can be downloaded from www.rosslangmead.com.

Email: rlangmead@whitley.unimelb.edu.au

Dr Keith Dyer  
TPTC, BA, BTheol, DTheol  
Coursework Co-ordinator  
Professor of New Testament  

Keith was a Primary Teacher in rural and suburban Victoria, a Youth Leader at Blackburn Baptist Church, and then taught for 5 years in the Solomon Islands at Su'u Secondary School, before returning to Australia and theological studies at Whitley College.

He went on to Doctoral studies in New Testament with Rev Dr Athol Gill, and then taught for three years at the Baptist Theological Seminary, Rüschlikon, in Switzerland, before coming back to Whitley in 1994. He is the author of *The Prophecy on the Mount (Mk 13)* (1998) and co-editor of *Resurrection and Responsibility* (2009).

Through his speaking engagements and involvement in local churches, Keith is passionate about encouraging open, analytical and interactive group Bible study. He is married to Lynne, has four sons, and is a member of Box Hill Baptist Church. Keith was the Chair of the Academic Board of the Melbourne College of Divinity (2006–09) and is now a member of the Coursework Studies Committee.

Email: kdyer@whitley.unimelb.edu.au

Dr Mark Brett  
BA, MDiv, PhD  
Research Co-ordinator  
Professor of Old Testament  

Mark grew up in Papua New Guinea, which formed the foundation for a life-long exploration of the relationship between culture and theology.

He studied philosophy and history at Queensland University (BA), but through studying at Princeton Seminary (MDiv) with many students from the Two-Thirds World, he discovered a passion for the Hebrew Bible. After completing his PhD at the University of Sheffield, he taught for several years at Lincoln Theological College in England.

Who Are My Teachers? (continued)

He has been an executive editor of the interdisciplinary journal Biblical Interpretation (published in Leiden), and currently serves on the editorial boards of Pacifica (Melbourne), the Journal for the Study of the Old Testament (London) and The Bible and Critical Theory (Melbourne). He is a member of Brunswick Baptist Church and was the Policy Officer at Native Title Services Victoria, 2005-2008. He is married to Ilsa Hampton and has three children. He is a member of Brunswick Baptist Church.

Email: mbrett@whitley.unimelb.edu.au

Rev Dr Marita Munro
MA, BD, DipEd, TheolM, PhD
Lecturer in Church History, Lecturer in Greek

Marita is an ordained Baptist minister who served in inner-city churches and the House of the Gentle Bunyip for several years. A trained secondary school teacher, she has also taught in Melbourne schools.

After completing studies at the International Baptist Seminary, Rüschlikon, Switzerland, in 16th Century Anabaptists, she commenced lecturing at Whitley College in 1992. Her recently completed doctoral thesis on Victorian Baptists; 1960-2000 was undertaken through The University of Melbourne’s School of Historical Studies.

Marita chairs the Victorian Baptist Union’s Pastoral Leadership Selection Committee and serves on its Advisory Board and Historical Society Executive.

Email: mmunro@whitley.unimelb.edu.au

Rev Jillian Stewart
MA, BD, TPTC
Co-ordinator of TransFormation Program

Jillian has been a student and a teacher in both Australia and India. She was a secondary school teacher and a Chaplain at Carey Baptist Grammar for 19 years. For 9 years she was pastor of the Auburn Baptist Church, a multicultural church that included three congregations of diverse people groups.

Jillian has been the Co-ordinator of the TransFormation Program since its commencement in 2003 and was recently appointed Principal’s Assistant.

She has active interests in gardening, music, football and theatre – and people. In 2006-2007 she served as President of The Baptist Union of Victoria.

Email: jstewart@whitley.unimelb.edu.au
Rev Roslyn Wright
BA, DipEd, GradDipOrgDev, MA(SpDir), MTS
Director of Field Education

Prior to theological studies, Roslyn worked in a number of different areas: primary education, adult employment training, industrial chaplaincy, and spirituality. She was a founding member of Westgate Baptist Community, then worked on the joint pastoral team at North Carlton and Church of the Pilgrim before serving as pastoral leader at Rosanna Baptist Church. Since her appointment to Whitley she has returned as a member to Westgate and co-ordinates the worship committee.

Roslyn began formal studies in spirituality at the Heart of Life Spirituality Centre in 1994 and later joined their staff working as a supervisor, spiritual director and course facilitator. She has commenced studies towards a PhD focussing on the supervision of ordination candidates. She is President of the Victorian Association for Theological Field Education, and a member of the (international) Association for Theological Field Education. Roslyn is married to Patrick and between them they have four adult children.

Email: rwright@whitley.unimelb.edu.au

Ms Lorraine Mitchell
DipLib, BTheol
Library Manager

Lorraine studied Librarianship in Ballarat, and has worked in a variety of library and administrative roles. Starting out in a suburban municipal library, she soon moved to specialist libraries in Papua New Guinea and the Australian Government Analytical Laboratories. In 1986 she joined the ANZ Bank and managed an economics and finance corporate library until 2001. Lorraine completed her BTheol at Whitley in 2002, joined the library staff part-time in 2005, and was appointed Library Manager at the beginning of 2009. She has worked as an administrator for the Zadok Institute and Box Hill Baptist, was a member of the Whitley College Council 2002-2004, and is a member of Box Hill Baptist Church.

Email: lmitchell@whitley.unimelb.edu.au
Who Are My Teachers? (continued)

Distinguished Professors

Rev Dr Ken Manley, BA, DPhil
Former Principal of Whitley College (1987–2000) and lecturer in Church History at Burleigh, Morling and Whitley Colleges. Author of From Woolloomooloo to ‘Eternity’: A history of Australian Baptists.

Rev Dr Bruce Rumbold, MSc, PhD, BD(Hons), PhD
Former Professor of Pastoral Studies at Whitley College (1986-2001), now Senior Lecturer in the School of Public Health and Director for Palliative Care at Latrobe University. Author of Helplessness and hope: Pastoral care in terminal illness.

Research Scholars

Rev Dr Terry Falla, MA, PhD and Rev Beryl Turner, BTh, PhD (cand.)
Working on a five volume Key to the Peshitta Gospels, and founders of the International Syriac Language Project.

Visiting Faculty

Rev Dr Keith Clements, MA(Cantab), MA(Oxon), BD, PhD
Taught at Bristol Baptist College and Bristol University before serving with the Council of Churches for Britain and Ireland and as General Secretary of the Council of European Churches. Author of What freedom? The persistent challenge of Dietrich Bonhoeffer, Learning to speak: The church’s voice in public affairs and others.

Professor Paul Dekar, AB, MDiv, AM, PhD
Emeritus Professor of Church History and Mission at Memphis Theological Seminary. Author of For the healing of the nations: Baptist peacemakers, Holy boldness: Practices of an evangelistic lifestyle and others.

Rev Dr Graeme Garrett, BSc, BD(Hons), PhD
Professorial Associate at Charles Sturt University, former Lecturer in Theology at St Mark’s National Theological College, Canberra, and former Professor of Systematic Theology at Whitley College. Author of God matters: Conversations in theology and others.

Rev Dr Thorwald Lorenzen, BA, LTh, BD, ThM, Dr.theol
Professor of Theology at Charles Sturt University and former Professor of Systematic Theology and Ethics at International Baptist Theological Seminary, Rüschlikon. Author of Resurrection and discipleship and others.

Rev Dr Francesca Nuzzolese, BD, TheolIM, ThD
Associate Professor of Spiritual Formation and Pastoral Care at Palmer Theological Seminary, Philadelphia.
Who Are My Teachers? (continued)

Dr Stuart Murray Williams, LLB(Hons), PhD
Director of Urban Expression, UK. Chair of the UK Anabaptist Network. Former Director of Church Planting and Evangelism at Spurgeon's College, London. Author of *Church planting: Laying foundations* and *Post-Christendom* and others.

Adjunct Faculty

Stacey Aslangul, BTheol, GradDipTheol
Beth Barnett, BMusEd
Val Billingham, BA, DipEd, BTh, DipMin, LTh, PhD
Steve Bradbury, MA(Hons), GradDipTeaching, MA(DevStuds)
David Chatelier, BTh(Hons), MA(Theol)
Mark Cheeseman, BSc, BEng, BTh, ThM, PhD
Darren Cronshaw, BA, DipEd, MLitt, AdvDipMin, BTh(Hons), TheolM, DMin, DTheol
Allan Demond, BA, MDiv, ThM, PhD
Lynne Dyer, BA, DipEd, GradDipEdPsych, BTheol, MEd(TESOL)
David Enticott, BComm, GradDipBus, AssDipMin, BTheol, MTheol
Carolyn Francis, BA(Hons), MDiv
David Fuller, BTh, MA(Theol)
Kevin Giles, ThD
Matt Glover, BSc(Hons), BTheol
Fiona Hill, BA, BTheol, PhD
Simon Holt, DipBibStuds, BTheol, ThM, PhD
David Horsey, BTh, BAppSc, AdvDipMin, DipEd
Janine Hunter, BA, BTheol(Hons)
Nathan Hunter, BA, BTheol(Hons)
Bill Leng, BEng(Hons), BD, MA(Hons)
James Lewis, BBSc, GradDipEd, MDiv
Tim Lewis, MA(Mus), GradDipEd(Primary), BTheol, PhD(cand.)
Anne Mallaby, BA, GradDipEd, BD, MMin, DMinSt
Nathan Nettleton, BTheol(Hons), MTheol
Bruce Newnham, BTheol, DipEd, DipElecEng, MA(Theol), AdvDipMissiolStudies
David O’Brien, BSc, BEd, BD, MTheol
Albert Peck, BTheol(Hons), AdvDipMin
Graham Roberts, BAcc, GradDipEd, BTheol(Hons)
Grattan Savage, BA, MA(PastoralTheol), MA(UrbanMin), MA(Theol)
William Stent, PhD(Economics)
Deborah Storie, BVSc, MSc, GradDipTheol, PhD(cand.)
Jude Waldron, BMus(Hons), MDiv
Val Webb, BA, BSc, PhD
Anne Wilkinson-Hayes, BSc(Hons), BA(Hons), DipPastoralStuds, MTh
David Wilson, LTh, BTh, MA, DMin, DD
GRADUATE AND POSTGRADUATE COURSE INFORMATION
The Graduate Diploma in Theology (GradDipTheol) comprises six semester units and is designed to be taken in one year of full-time study or up to three years part-time. It is available in two forms:

**Graduate Diploma in Theology (General)**

This relatively short and flexible program is designed to introduce students to theology at a graduate level and is open to all those who have a prior degree in another discipline. The six units required include at least three **foundational units** across three disciplines—basic introductions to areas such as Biblical Studies, Church History, Theology, and several areas of Practical Theology—and up to three **elective units** selected from a broad range of graduate offerings.

It is possible to complete the degree by taking only foundational units. For some students, this provides a suitably broad, accessible and introductory program of theological study.

At Whitley, we have also designed a number of specialisations within the structure of the GradDipTheol (General) that give students the opportunity to undertake a more focussed program of study in an area of interest. These are provided in Biblical Studies, Chaplaincy, History, Mission, Spirituality and Pastoral Care. Here is how they might look.

### PASTORAL CARE

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PE/DT101 Living the Faith: Spirituality, Vocation and Community</td>
<td>• PE/DP303 Facing Crisis and Transition: Pastoral Care and Worship</td>
</tr>
<tr>
<td>• PE/DP301 Theology and Practice of Pastoral Care</td>
<td>Select two of the following:</td>
</tr>
<tr>
<td>• PE/BS335.15 Biblical Foundations or One other foundational unit of choice</td>
<td>• PE/DP341 Children of God</td>
</tr>
<tr>
<td></td>
<td>• PE/DP330 Chaplaincy in Educational Settings</td>
</tr>
<tr>
<td></td>
<td>• PE/DP399 Supervised Reading Course in Pastoral Care</td>
</tr>
</tbody>
</table>

### MISSION

<table>
<thead>
<tr>
<th>Foundational units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PE/DM101 Holistic Witness</td>
</tr>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
</tr>
<tr>
<td>• PE/CT101 Beginning Theological Studies</td>
</tr>
</tbody>
</table>

Select three of the following:

- • PE/DM303 The Church’s Mission for Justice
- • PE/DM329 Reimagining Evangelism
- • PE/DM331 Micah Mandate
- • PE/DM336 Global Mission Today
- • PE/DM368 Interfaith Dialogue
### BIBLICAL STUDIES

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PE/BH101 Introducing the Hebrew Bible</td>
<td>Select three of the following:</td>
</tr>
<tr>
<td>• PE/BN101 Interpreting the New Testament</td>
<td>PE/BS306 War &amp; Peace in Hebrew Bible</td>
</tr>
<tr>
<td>• PE/CT101 Beginning Theological Studies</td>
<td>PE/BH302 Justice in the Prophets</td>
</tr>
<tr>
<td>or</td>
<td>PE/BN342 Revelation</td>
</tr>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
<td>PE/BS331 Theologies and Practices of Love</td>
</tr>
<tr>
<td>• PE/DT101 Living the Faith</td>
<td></td>
</tr>
</tbody>
</table>

Select three of the following:
- PE/BS306 War & Peace in Hebrew Bible
- PE/BH302 Justice in the Prophets
- PE/BN342 Revelation
- PE/BS331 Theologies and Practices of Love

### CHURCH HISTORY

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
<td>Select three of the following:</td>
</tr>
<tr>
<td>• PE/CT101 Beginning Theological Studies</td>
<td></td>
</tr>
<tr>
<td>and one of the following</td>
<td></td>
</tr>
<tr>
<td>• PE/CH111 Christianity thru’ Centuries (Early)</td>
<td></td>
</tr>
<tr>
<td>• PE/CH112 Christianity thru’ Centuries (Reformation)</td>
<td></td>
</tr>
</tbody>
</table>

Select three of the following:
- CH302 Patterns in the Practice of Christianity
- CH304 History & Theology of Baptist Movement
- CH305 History & Theol of Salvation Army
- CH325 Bonhoeffer’s Theol in Historical Context

### CHAPLAINCY

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PE/DM101 Holistic Witness</td>
<td>Select two of the following</td>
</tr>
<tr>
<td>• PE/DP301 Theology and Practice of Pastoral Care</td>
<td></td>
</tr>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following:
- PE/DP303 Facing Crisis and Transition: Pastoral Care and Worship
- PE/DP341 Children of God
- PE/DM307 The Multicultural Church

Academically, the GradDipTheol (General) can articulate into the Master of Divinity (MDiv) degree should students wish to take their theological studies further. It can also articulate into the MA (Theology) if, instead of two coursework units, a research essay of 12,000 words is completed.
The second form that the *GradDipTheol* takes is a specialised program designed for students who have a prior degree in theology. The *GradDipTheol (Special)* requires four units in the student's chosen area of specialization and a further two units chosen from the broad range of graduate offerings. Students may choose this degree either as a highly focussed area of further study or as a pathway into a research degree.

Within the structure of the *GradDipTheol (Special)*, the MCD has approved a number of specialist degrees in the fields of Counselling, Liturgy, Religious Education, Spirituality, Spiritual Direction, Philosophy, Moral Theology, Biblical Studies and Church History, or may propose another specialised sequence. These designations are formally recognised in the name of the award, such as the *Graduate Diploma in Spiritual Direction*. Details of each of these programs are provided on the MCD website.

Academically, the *GradDipTheol (Special)* can articulate into the Master of Arts (Theology) and the Master of Theological Studies—both Masters by coursework degrees.

The *GradDipTheol (Special)* also provides a pathway into the MA by research. Entrance into a research degree requires the completion of a 12,000 word qualifying essay at Distinction standard or above. The student may wish to complete this essay in addition to the six units required for the *GradDipTheol (Special)*, or do so in place of the final two units of the degree.
This degree is open to candidates with a degree from a recognised university.

Beginning with the Graduate Diploma in Theology, students will complete six semester units. At least three of these will be Foundational units (selected from the list opposite) in three discipline areas across two Fields, with up to three elective units chosen from Level 3 units with GradDipTheol assessment requirements (totalling 6,000 words in each unit).

Articulation to an MA requires a 12,000 word research essay (worth 30 points) which may replace two of the elective units.

<table>
<thead>
<tr>
<th>Foundational Studies: Languages:</th>
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<tbody>
<tr>
<td>PE/AL102.15 New Testament Greek A</td>
</tr>
<tr>
<td>PE/AL112.15 New Testament Greek B</td>
</tr>
<tr>
<td>PE/AL111.15 Biblical Hebrew</td>
</tr>
<tr>
<td>PE/AL210.15 Ruth</td>
</tr>
<tr>
<td>PE/AL300.15 New Testament Greek A (UFT)</td>
</tr>
<tr>
<td>PE/AL301.15 New Testament Greek B (UFT)</td>
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</table>

<table>
<thead>
<tr>
<th>Biblical Studies:</th>
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<tbody>
<tr>
<td>PE/BH101.15 Introducing the Hebrew Bible</td>
</tr>
<tr>
<td>PE/BH210.15 Ruth</td>
</tr>
<tr>
<td>PE/BN101.15 Interpreting the New Testament</td>
</tr>
<tr>
<td>PE/BS335.15 Biblical Foundations</td>
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<table>
<thead>
<tr>
<th>Christian Thought and History:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE/CH111.15 Church History: Early</td>
</tr>
<tr>
<td>PE/CH112.15 Church History: Reformation</td>
</tr>
<tr>
<td>PE/CT101.15 Beginning Theological Studies</td>
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<thead>
<tr>
<th>Theology: Mission and Ministry:</th>
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</thead>
<tbody>
<tr>
<td>PE/DM101.15 Holistic Witness</td>
</tr>
<tr>
<td>PE/DT101.15 Living the Faith</td>
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<table>
<thead>
<tr>
<th>Third Level Units: (Specialised)</th>
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<tbody>
<tr>
<td>Field B:</td>
</tr>
<tr>
<td>PE/BH302.15 Justice in the Prophets</td>
</tr>
<tr>
<td>PE/BH306.15 War and Peace in the Hebrew Bible</td>
</tr>
<tr>
<td>PE/BN302.15 Matthew</td>
</tr>
<tr>
<td>PE/CT308.15 Fndtns of Wesleyan Holiness Tradition</td>
</tr>
<tr>
<td>PE/BN331.15 First Corinthians</td>
</tr>
<tr>
<td>PE/BN342.15 Revelation</td>
</tr>
<tr>
<td>PE/BN395.15 Resurrection, Justice and Discipleship</td>
</tr>
<tr>
<td>PE/BN396.15 A Narrative Study of the Gospel of Mark</td>
</tr>
<tr>
<td>PE/BS331.15 Theologies and Practices of Love</td>
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<tr>
<th>Field C:</th>
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<tbody>
<tr>
<td>PE/CH325.15 Bonhoeffer's Theol in Historical Context</td>
</tr>
<tr>
<td>PE/CT320.15 Church</td>
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<tr>
<td>PE/CT325.15 Bonhoeffer's Theol in Historical Context</td>
</tr>
<tr>
<td>PE/CT341.15 Children of God</td>
</tr>
<tr>
<td>PE/CT355.15 Human Life and Human Rights</td>
</tr>
<tr>
<td>PE/CT382.15 Economics, Justice and Theology</td>
</tr>
<tr>
<td>PE/CT395.15 Resurrection, Justice and Discipleship</td>
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<tr>
<th>Field D:</th>
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<tbody>
<tr>
<td>PE/DE355.15 Human Life and Human Rights</td>
</tr>
<tr>
<td>PE/DL303.15 Pastoral Care in Crisis and Transition</td>
</tr>
<tr>
<td>PE/DL314.15 Worship and Time</td>
</tr>
<tr>
<td>PE/DM303.15 The Church’s Mission for Justice (Online)</td>
</tr>
<tr>
<td>PE/DM328.15 Integrated Chaplaincy Training</td>
</tr>
<tr>
<td>PE/DM330.15 Chaplaincy in Educational Settings</td>
</tr>
<tr>
<td>PE/DM331.15 Micah Mandate</td>
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<tr>
<td>PE/DM329.15 Reimagining Evangelism</td>
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<tr>
<td>PE/DM336.15 Global Mission Today</td>
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<tr>
<td>PE/DM368.15 Interfaith Dialogue</td>
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<tr>
<td>PE/DP301.15 Theology and Practice of Pastoral Care</td>
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<tr>
<td>PE/DP330.15 Chaplaincy in Educational Settings</td>
</tr>
<tr>
<td>PE/DP341.15 Children of God</td>
</tr>
<tr>
<td>PE/DP367.15 Supervised Theological Field Education</td>
</tr>
<tr>
<td>PE/DP377.15 Supervision Foundations</td>
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<tr>
<td>PE/DP368.15 Interfaith Dialogue</td>
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<tr>
<td>PE/DR368.15 Interfaith Dialogue</td>
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</tbody>
</table>
MASTER OF ARTS BY COURSEWORK

An MA may be taken either by research, or by coursework. The MA by research may articulate to a PhD, and the MA by coursework may articulate to the Master of Divinity or to the Master of Theological Studies.

There are two different ways to undertake an MA by coursework:
• six semester units at level 4 (90 points)
  or
• four semester units (60 points), plus a 12,000 word essay (30 points)

The degree is normally undertaken over a period of 18 months of full-time study, or 3 years part time.

If the coursework MA does not have a specific area of specialisation, then the degree awarded is called the MA (Theology). If the program of study includes a specialisation, then the degree is awarded with a more specific tag, such as MA (Biblical Studies) or MA (Spirituality).

The areas of specialisation are prescribed by the MCD as follows:
1. Biblical Studies
2. Church History
3. Counselling
4. Educational Chaplaincy
5. Faith Leadership
6. Liturgy
7. Missiology
8. Moral Theology
9. Pastoral Care
10. Philosophy
11. Religious Education
12. Social Justice
13. Spiritual Direction
14. Spirituality
15. Systematic Theology

The requirements for a specialised MA:

If a candidate is enrolled in a specialised MA, then at least two-thirds of the degree (60 points at 4th level) must be taken in one of these prescribed areas of specialisation, as approved by the Research Coordinator at Whitley College.
The Melbourne College of Divinity offers a degree called the Master of Divinity (MDiv). It is available through Whitley College.

The MDiv is a graduate entry degree. That is, it is designed for people who have a degree in a discipline other than theology who now wish to begin studying theology.

As a Masters degree, the studies will be more challenging and the assessment tasks more extensive than undergraduate studies, though many of the introductory units will cover similar areas.

The MDiv has been designed as a vehicle for ordination training as well as a strong general degree in theology.

Most of the ordination requirements for the Baptist Union of Victoria can be completed within the structure of the MDiv.

An outline of the structure of the degree is shown on the following pages.
### Foundational Studies

**Foundational Studies** provide a basic introduction to the disciplines and fields of theological study and lay the foundations for further work.

In this area, 105 points are required: (7 units)
- 30 points must be completed in Biblical Studies;
- 30 points in Theology and Church History;
- 15 points in ‘Groundwork for Christian Ministry’ and 30 points in one Biblical Language (Greek or Hebrew)

| Foundational Studies: (F) Languages: |
|-------------------------------|-------------------|
| MD/AL102.15 New Testament Greek A |
| MD/AL300.15 New Testament Greek A (UFT) |
| MD/AL111.15 Biblical Hebrew |
| MD/AL112.15 New Testament Greek B |
| MD/AL301.15 New Testament Greek B (UFT) |
| MD/AL/BH210.15 Book of Ruth |
| MD/AL/BN336.15 Further Readings in NT Greek |

<table>
<thead>
<tr>
<th>Biblical Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD/BH101.15 Introducing the Hebrew Bible</td>
</tr>
<tr>
<td>MD/BN101.15 Interpreting the New Testament</td>
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<table>
<thead>
<tr>
<th>Christian Thought and History:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD/CH111.15 Church History: Early</td>
</tr>
<tr>
<td>MD/CH112.15 Church History: Reformation</td>
</tr>
<tr>
<td>MD/CH302.15 Patterns in Practice of Christianity</td>
</tr>
<tr>
<td>MD/CT101.15 Beginning Theological Studies</td>
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<table>
<thead>
<tr>
<th>Groundwork for Christian Ministry:</th>
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<tbody>
<tr>
<td>MD/DM101.15 Holistic Witness</td>
</tr>
<tr>
<td>MD/DP301.15 Theol &amp; Practice of Pastoral Care</td>
</tr>
<tr>
<td>MD/DT101.15 Living the Faith</td>
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</table>

### Integrative Studies

**Integrative Studies** build on this foundation by taking up questions of methodology in such a way as to encourage a holistic view of theological disciplines.

In this area, 60 points are required: (4 units)

Units are to be selected across the following possible foci:
- Theology and the Public Realm
- Hermeneutics and Culture
- Worship and Mission of the Church
- Faith Ministry Praxis
- Integrative Ministry Studies

In the case of CPE/STFE, 15 points will be credited to Integrative Studies and 15 points to Specialised Studies.

<table>
<thead>
<tr>
<th>Integrative Studies: (I) Theology and the Public Realm:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD/BN/CT395.15 Resurrectn, Justice, Discipleship</td>
</tr>
<tr>
<td>MD/DE305.15 Ethics in the Marketplace</td>
</tr>
<tr>
<td>MD/DE306.15 Lifestyle Ethics</td>
</tr>
<tr>
<td>MD/DM303.15 The Church’s Mission for Justice</td>
</tr>
<tr>
<td>MD/DS305.15 Experiencing God</td>
</tr>
<tr>
<td>MD/DS306.15 Table Spirituality</td>
</tr>
<tr>
<td>MD/DS321.15 Spirituality of Everyday Life</td>
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<table>
<thead>
<tr>
<th>Hermeneutics and Culture:</th>
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<tbody>
<tr>
<td>MD/BN364.15 Mission in the New Testament</td>
</tr>
<tr>
<td>MD/BN365.15 Reading in Communities</td>
</tr>
<tr>
<td>MD/BS309.15 Salvation</td>
</tr>
<tr>
<td>MD/BS331.15 Theologies and Practices of Love</td>
</tr>
<tr>
<td>MD/CH311.15 Evangelicalism &amp; Fundamentalism</td>
</tr>
<tr>
<td>MD/CT/DE355.15 Human Life and Human Rights</td>
</tr>
<tr>
<td>MD/DM364.15 Mission in the New Testament</td>
</tr>
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<td>MD/DM365.15 Understanding Islam</td>
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<table>
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<tr>
<th>Worship and Mission of the Church:</th>
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<tbody>
<tr>
<td>MD/CT320.15 Church</td>
</tr>
<tr>
<td>MD/CT332.15 Faith and the Environment</td>
</tr>
<tr>
<td>MD/CT382.15 Economics, Justice &amp; Theology</td>
</tr>
<tr>
<td>MD/DM302.15 Reconciliation: Heart of Mission</td>
</tr>
<tr>
<td>MD/DM307.15 The Multicultural Church</td>
</tr>
<tr>
<td>MD/DM331.15 Micah Mandate</td>
</tr>
<tr>
<td>MD/DM332.15 Faith and the Environment</td>
</tr>
<tr>
<td>MD/DM336.15 Global Mission Today</td>
</tr>
<tr>
<td>MD/DM343.15 New Missional Communities</td>
</tr>
<tr>
<td>MD/DP333.15 Leadership for Ministry &amp; Mission</td>
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<table>
<thead>
<tr>
<th>Faith and Ministry Praxis:</th>
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</thead>
<tbody>
<tr>
<td>MD/DE301.15 Theology &amp; Practice of Worship</td>
</tr>
<tr>
<td>MD/DE303.15 Facing Crisis and Transition</td>
</tr>
<tr>
<td>MD/DL311.15 Worship &amp; Experience of God</td>
</tr>
<tr>
<td>MD/DL312.15 Promises, Vows and Covenants</td>
</tr>
<tr>
<td>MD/DL314.15 Worship and Time</td>
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<thead>
<tr>
<th>Integrative Ministry Studies (CPE/STFE):</th>
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</thead>
<tbody>
<tr>
<td>MD/DP338.30 Supervised Pastoral Education</td>
</tr>
<tr>
<td>MD/DP367.15 Supervised Theol Field Education</td>
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<tr>
<td>MD/DP377.15 Supervision Foundations</td>
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</tbody>
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Graduate Information
Specialised Studies provide students with an opportunity to engage in detailed study of specialized theological disciplines.

In this area, 105 points are required: (7 units). All candidates are required to specialise in one of the three fields listed below, by completing at least 60 points from that field. Fields of specialisation:

**Biblical Studies**
Old Testament; New Testament; combinations of these.

**Christian Thought and History**
Church History; Systematic Theology; Ethics; Theology and Philosophy; combinations of these.

**Christian Life and Ministry**
Pastoral Theology; Spirituality; Liturgical Studies; Missiology; Christian Education; combinations of these.

Study of a second biblical or related language (Greek, Hebrew or Latin) is permitted in this section of the degree.

Candidates who major in Biblical Studies will be required to take at least two units from other Fields.

Candidates may complete a minor thesis of 12,000 words (30 points) in this section of the degree. The thesis may be specialized, or of an integrative nature. The option of the minor thesis is recommended to those wishing to undertake higher level research.

Specialised Studies: (S)
Any third level BTheol unit, with assessment adjusted, in consultation with the Dean.

**Biblical Studies:**
◆ MD/BH302.15 Justice in the Prophets
  MD/BH303.15 Identity, Land and Exile
  MD/BH305.15 Samuel
◆ MD/BH306.15 War & Peace in the Hebrew Bible
  MD/BH314.15 Genesis - The Book of Beginnings
  MD/BN301.15 The Gospel of Mark
◆ MD/BN302.15 Matthew
  MD/BN303.15 Luke
  MD/BN307.15 Sermon on the Mount
  MD/BN322.15 Life and Letters
  ◆ MD/BN311.15 First Corinthians
  ◆ MD/BN342.15 The Book of Revelation
  ◆ MD/BN388.15 The Historical Jesus
  MD/BN394.15 Gospel in Context
◆ MD/BN396.15 Narrative Study of Gospel of Mark
MD/BS320.15 The Use of the Bible in Ethics

**Christian Thought and History:**
MD/CH301.15 Evangelicalism & Fundamentalism
MD/CH304.15 Hist & Theol of Baptist Movement
MD/CH305.15 History of the Salvation Army
MD/CH308.15 Reformation Studies
MD/CH312.15 Protestant Christianity
MD/CH319.15 Agents of Reconciliation
◆ MD/CH325.15 Bonhoeffer's Theol in Hist Context
MD/CT302.15 Who is Jesus?
MD/CT304.15 Hist & Theol of Baptist Movement
◆ MD/CT308.15 Foundtns of Wesleyan Holiness Tradition
MD/CT311.15 Worship & Experience of God
MD/CT314.15 Thinking About God
MD/CT316.15 God: The Story So Far
MD/CT319.15 Agents of Reconciliation
MD/CT323.15 The God of Hope
◆ MD/CT325.15 Bonhoeffer's Theol in Hist Context
◆ MD/CT341.15 Children of God

**Christian Life and Ministry:**
MD/DE320.15 The Use of the Bible in Ethics
MD/DL302.15 Homiletics
MD/DM307.15 The Multicultural Church
◆ MD/DM328.15 Integrated Chaplaincy Training
◆ MD/DM329.15 Reimagining Evangelism
◆ MD/DM330.15 Chaplaincy in Educatnl Settings
MD/DM341.15 Reflection for Mission
◆ MD/DM388.15 Interfaith Dialogue
MD/DP302.15 Pastoral Care in Crisis and Growth
MD/DP304.15 Pastoral Care in Grief and Loss
◆ MD/DP328.15 Integrated Chaplaincy Training
◆ MD/DP330.15 Chaplaincy in Educatnl Settings
MD/DP338.15 The World of the Child
◆ MD/DP341.15 Children of God
MD/DP360.30 Exploring Ministry
◆ MD/DP/DR/368.15 Interfaith Dialogue

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All graduate units have assessment tasks which aggregate to 6,000 words
The Master of Theological Studies (MTS) is a coursework degree open to students who have completed a BTheol, BD or MDiv degree. The MTS is characterized by its flexibility and is especially suitable for those preparing for pastoral ministry who have already completed a degree in theology.

The MTS requires the completion of eight graduate units and two postgraduate units. It can be completed in eighteen months of full time study or longer if part time.

A listing of postgraduate units to be offered throughout the teaching institutions of the MCD in 2011 is provided on page 103.

To meet the requirements of the MTS, a student may include one or more of the following elements:

• a supervised ministry placements (up to two units);
• a supervised synthesis of 12,000 words of an interdisciplinary nature (two units), and an oral examination based on the synthesis (one unit);
• an oral examination of up to one and a half hours (three units);
• a research essay of 12,000 words (two units).
## Master of Theological Studies - Degree Structure

The Master of Theological Studies requires the completion of eight graduate units (at third level) and two postgraduate units (at fourth level). It can be completed in eighteen months of full-time study or longer if part-time.

The requirements of the MTS may include one or more of the following elements:

- supervised ministry placements (up to two units);
- a supervised synthesis of 12,000 words of an interdisciplinary nature (two units), and
- an oral examination based on the synthesis (one unit);
- an oral examination of up to one and a half hours (three units);
- a research essay of 12,000 words (two units).

### Hebrew Bible
- MT/BH302.15 Justice in the Prophets
- MT/BH306.15 War and Peace in the Hebrew Bible

### New Testament
- MT/BN302.15 Matthew
- MT/BN331.15 First Corinthians
- MT/BN342.15 The Book of Revelation
- MT/BN395.15 Resurrection, Justice and Discipleship
- MT/BN396.15 A Narrative Study of the Gospel of Mark

### Biblical Studies
- MT/CH331.15 Theologies and Practices of Love

### Church History
- MT/CH325.15 Bonhoeffer’s Theology in Historical Context

### Systematic Theology
- MT/CT308.15 Fndtns of the Wesleyan Holiness Tradition
- MT/CT325.15 Bonhoeffer’s Theology in Historical Context
- MT/CT341.15 Children of God
- MT/CT355.15 Human Life and Human Rights
- MT/CT382.15 Economics, Justice and Theology
- MT/CT395.15 Resurrection, Justice and Discipleship

### Ethics
- MT/DE355.15 Human Life and Human Rights

### Liturgy/Worship
- MT/DL303.15 Pastoral Care in Crisis and Transition
- MT/DL314.15 Worship and Time

### Missiology
- MT/DM303.15 The Church’s Mission for Justice (Online)
- MT/DM328.15 Integrated Chaplaincy Training
- MT/DM329.15 Reimagining Evangelism
- MT/DM330.15 Chaplaincy in Educational Settings
- MT/DM331.15 Micah Mandate
- MT/DM336.15 Global Mission Today
- MT/DM368.15 Interfaith Dialogue

### Pastoral Care and Counselling
- MT/DP301.15 Theol & Practice of Pastoral Care
- MT/DP303.15 Pastoral Care in Crisis and Transition
- MT/DP328.15 Integrated Chaplaincy Training
- MT/DP330.15 Chaplaincy in Educational Settings
- MT/DP336.15 Supervised Pastoral Education
- MT/DP341.15 Children of God
- MT/DP367.15 Supervised Theological Field Education
- MT/DP368.15 Interfaith Dialogue
- MT/DP377.15 Supervision Foundations

### Spirituality

### Fourth Level Units at Whitley
- BN/BN/BS/CH/CT/DM/DP Supervised Reading Units
- BN495.15 Resurrection, Justice and Discipleship
- CT495.15 Resurrection, Justice and Discipleship
- DP467.15 Supervised Theological Field Education
- DP477.15 Supervision Foundations
- DT401.15 Research Methods

A complete list of Fourth Level Units at other RTIs appears on page 103 of this Handbook

All graduate units have assessment tasks which aggregate to 6,000 words
GRADUATE UNIT OUTLINES

[UNITS IN THIS SECTION ARE LISTED ALPHABETICALLY/NUMERICALLY]

CODES FOR THE COURSEWORK DEGREES ARE AS FOLLOWS AND APPEAR BEFORE EACH UNIT NUMBER TO INDICATE WHICH OF THE GRADUATE DEGREES IT MAY BE APPLIED TO

PE = GRADUATE DIPLOMA IN THEOLOGY
MD = MASTER OF DIVINITY
MT = MASTER OF THEOLOGICAL STUDIES
This unit introduces students to the original language of the New Testament. It provides sufficient knowledge of the vocabulary, grammar and syntax to enable them to begin to translate and interpret the New Testament from the Greek text. Several short passages from the New Testament will be translated. Some attention will also be given to other writings in Greek that were important for early Christians, such as the Septuagint or non-NT Christian texts from the first and second centuries.

Upon successful completion of this unit, it is expected that students will be able to:
1. Translate fairly simple sentences and passages from New Testament Greek into English.
2. Translate simple sentences from English into New Testament Greek.
3. Know the meaning of words that occur frequently in the New Testament.
5. Apply their knowledge of Greek to the exegesis of passages in the New Testament.
6. Translate simple passages from other Greek texts important to early Christians.

Class Time: Three hours per week (plus optional one-hour weekly tutorial)

Assessment:
- Weekly tests (25%)
- Two short homework exercises (15%)
- Two further homework exercises on non-NT Greek texts (10%)
- A two hour examination (50%)

Faculty: C Playoust

Offered: Semester 1, 2011 [At UFT, 29 College Crescent, Parkville]

Select Bibliography:
This unit continues on from AL300. It provides further instruction in Greek syntax, grammar and vocabulary, using the same textbook as in the previous semester. About a third of the unit will be devoted to the translation of extended portions of the Greek New Testament (eg. chapters from 1 John), prepared in advance by the students. These selected passages will be studied for syntactical grammatical analysis and translation into English, but also to see how engaging with a biblical text in its original language can assist in its interpretation. Furthermore, there will be some opportunities to translate passages from other writings in Greek that were important for early Christians.

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

1. Translate moderately difficult sentences and passages from NT Greek into English.
2. Translate fairly simple sentences from English into NT Greek.
3. Demonstrate an increasingly wide NT Greek vocabulary.
4. Analyse the grammar and syntax of moderately difficult sentences in NT Greek.
5. Apply their knowledge of Greek to the exegesis of lengthy NT passages.
6. Translate fairly simple passages from other Greek texts important to early Christians.

Pre-requisites: Successful completion of AL300 New Testament Greek A (or equivalent, with permission of the lecturer)

Class Time: Three hours per week (plus optional one-hour weekly tutorial)

Assessment: Weekly tests (25%)
Two short homework exercises (15%)
Two further homework exercises on non-NT Greek texts (10%)
A two hour examination (50%)

Faculty: C Playoust

Offered: Semester 2, 2011 [At UFT, 29 College Crescent, Parkville]

Select Bibliography:


This unit is designed to consolidate and develop the language skills gained in AL300 and AL301: New Testament Greek A and B. The unit concentrates on using these skills for the purposes of translation, textual analysis and exegesis.

The first half of the unit focuses on translation of a variety of passages from the Greek New Testament and on the role of textual criticism in New Testament study. The second half of the unit focuses on translation of Paul’s letter to the Galatians and on the exegetical issues that are raised by engagement with the Greek text of the letter.

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

1. Demonstrate enhanced understanding of Greek grammar, building on skills and knowledge acquired in pre-requisite units.
2. Translate portions of the New Testament with the help of lexical aids, including the whole of Paul’s letter to the Galatians.
3. Articulate and use the basic principles of textual criticism, and identify the main families of manuscripts and textual traditions for the New Testament.
4. Use their knowledge of Greek grammar to exegete New Testament texts.

Pre-requisites: AL300 New Testament Greek A
AL301 New Testament Greek B or equivalents

Class Time: Three hours per week

Assessment: Weekly translation exercises (equiv of 1,500 words)(30%)
One 1,500 word exegetical seminar paper (30%)
One 2,500 word essay on an aspect of textual criticism, translation theory or Greek grammar (40%)

Faculty: T Gaden, S Winter

Offered: Semester 1, 2011
[Also offered as BN336.15 - At UFT, 29 College Crescent, Parkville]

Select Bibliography:


Dunn, J D G. The epistle to the Galatians. Blacks; London: A&C Black, 1993


Longenecker, R N. Galatians. WBC 41; Dallas: Word, 1997


Parker, David C. The living text of the gospels. Cambridge: Cambridge University Press, 1997

Porter, Stanley E. Idioms of the Greek New Testament. 2nd edn. BLG 2; Sheffield: Sheffield Academic, 1994

An introduction to biblical Hebrew, designed to provide a basic linguistic awareness of the language and the ability to use lexical aids and commentaries. We will develop a working knowledge of the language, covering essential grammar and vocabulary, in conjunction with the translation of Old Testament texts.

Upon successful completion of this unit, students will be able to:
1. Demonstrate a basic knowledge of the grammar of the Hebrew language.
2. Use lexical aids and commentaries.
3. Translate simple Old Testament texts.

Class time: Three hours per week

Assessment: Weekly translation and vocabulary exercises (50%)
One two hour examination (50%)

Faculty: V Billingham

Offered: Semester 1, 2011

Select Bibliography:

Dictionaries:

Grammars:
This unit is designed primarily as a continuation course in biblical Hebrew, although it will also cover exegetical issues. Apart from work in grammar and textual criticism, we will look at issues of translation and the date of Ruth from a linguistic perspective. The examination will reflect the emphases of the chosen Field - A or B.

Upon successful completion of this unit, students will be able to:

1. Translate and exegete selected passages from the book of Ruth.
2. Discuss text-critical issues in the book of Ruth.
3. Demonstrate a sound knowledge of Hebrew grammar and syntax.
4. Discuss the linguistic evidence for the date of writing of the book of Ruth.

Pre-requisite: MDiv: AL111.15 and BH101.15

Class time: Three hours per week

Assessment: Weekly translation exercises (30%)
One 1,000 word exegetical paper (30%)
One two hour examination (40%)

Faculty: V Billingham

Offered: Semester 2, 2011
[Also offered as BH210.15]

Select Bibliography:
This unit is designed to consolidate and develop the language skills gained in AL100 and AL 201: New Testament Greek A and B. The unit concentrates on using these skills for the purposes of translation, textual analysis and exegesis.

The first half of the unit focuses on translation of a variety of passages from the Greek New Testament and on the role of textual criticism in New Testament study. The second half of the unit focuses on translation of Paul’s letter to the Galatians and on the exegetical issues that are raised by engagement with the Greek text of the letter.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate enhanced understanding of Greek grammar, building on skills and knowledge acquired in pre-requisite units.
2. Translate portions of the New Testament with the help of lexical aids, including the whole of Paul’s letter to the Galatians.
3. Articulate and use the basic principles of textual criticism, and identify the main families of manuscripts and textual traditions for the New Testament.
4. Use their knowledge of Greek grammar to exegete New Testament texts.

Pre-requisites: AL100 New Testament Greek A
AL201 New Testament Greek B or equivalents

Class Time: Three hours per week

Assessment: Weekly translation exercises (equiv 1,500 words) (30%)
One 1,000 word exegetical seminar paper (30%)
One 2,500 word essay on an aspect of textual criticism, translation theory or Greek grammar (40%)

Faculty: T Gaden, S Winter

Offered: Semester 1, 2011
[Also offered as BN336.15 - At UFT, 29 College Crescent, Parkville]

Select Bibliography:
Dunn, J D G. The Epistle to the Galatians. Blackas; London: A&C Black, 1993
Longenecker, R N. Galatians. WBC 41; Dallas: Word, 1990
Porter, Stanley E. Idioms of the Greek New Testament. 2nd edn. BLG 2; Sheffield: Sheffield Academic, 1994
This unit aims to introduce the student to the diversity of Hebrew traditions, by exploring a number of themes that run through the Hebrew Bible; explore the possible relationships between these themes and different historical, geographical and traditional contexts; develop an awareness of modern schools of study, as well as the history of research into the Hebrew Bible; develop a familiarity with exegetical tools and methods, using problem-based learning.

Upon successful completion of this unit, the students will be able to:
1. Describe the historical and social world of the Hebrew Bible.
2. Demonstrate a working familiarity with a range of interpretive approaches to the Hebrew Bible.
3. Effectively use the tools for biblical interpretation: lexicons, dictionaries, commentaries, journals, monographs and primary sources.
4. Develop and summarize an awareness of and appreciation for the history of Hebrew Bible research and a variety of interpretive approaches current in biblical scholarship.
5. Support theological and hermeneutical applications of the Hebrew Bible to their current context.

Class Time: Two hours lectures and one hour tutorial per week
Assessment: One 3,000 word exegetical paper (50%)
            One 3,000 word essay (50%)
Faculty: M Brett
Offered: Semester 2, 2011

Select Bibliography:
This unit is designed primarily as a continuation course in biblical Hebrew, although it will also cover exegetical issues. Apart from work in grammar and textual criticism, we will look at issues of translation and the date of Ruth from a linguistic perspective. The examination will reflect the emphases of the chosen Field - A or B.

Upon successful completion of this unit, students will be able to:

1. Translate and exegete selected passages from the book of Ruth.
2. Discuss text-critical issues in the book of Ruth.
3. Demonstrate a sound knowledge of Hebrew grammar and syntax.
4. Discuss the linguistic evidence for the date of writing of the book of Ruth.

Pre-requisite: MDiv: AL111.15 and BH101.15

Class time: Three hours per week

Assessment:
- Weekly translation exercises (30%)
- One 1,000 word exegetical paper (30%)
- One two hour examination (40%)

Faculty: V Billingham

Offered: Semester 2, 2011
[Also offered as AL210.15]

Select Bibliography:
This unit will introduce the concepts of justice in the teaching of Israel’s prophets, giving attention to key prophetic texts in their historical and social contexts. The focus for exegetical studies will be texts selected from Amos, Isaiah and Jeremiah. The relevance of these texts will be discussed in relation to the dynamic biblical dialogue about the nature of sin, the role of law, and the impact of social and economic change on Israel’s understanding of divine will.

Upon successful completion of this unit, it is expected that students will be able to demonstrate:
1. A detailed knowledge of selected prophetic texts on the theme of justice.
2. A critical awareness of the social, economic, religious issues underlying these texts.
3. An ability to work with a variety of approaches to the interpretation of biblical texts.
4. A critical appreciation of the variety of biblical concepts of justice.
5. An ability to reflect theologically on the inner-biblical dialogue between prophecy and law.

Pre-requisite: MDiv: 45 points in Foundational Studies
Class Time: Two hours lectures and one hour tutorial per week
Assessment: One 2,000 word exegetical paper (40%)
Critical responses to set readings (1,500 words) (20%)
One 2,500 word essay (40%)

Faculty: M Brett
Offered: Semester 1, 2011

Select Bibliography:
Chapman, S B. The law and the prophets. Tübingen: Mohr/Siebeck, 2000
PE/MD/MT BH306.15 WAR AND PEACE IN THE HEBREW BIBLE

A study of key texts on war and peace selected from Exodus, Deuteronomy, Joshua, Judges, Samuel, and Isaiah. Attention will be given to the theological influences and implications of these texts.

Upon successful completion of this unit, students will be able to:
1. Describe selected scholarly theories about human and divine participation in biblical representations of war.
2. Rigorously exegete a biblical text related to the themes of war or peace.
3. Reflect critically on the concept of genocide and its applicability in understanding Deuteronomy 20 and Joshua's conquest narratives.
4. Analyse the biblical background to notions of ‘just war’ and pacifism.

Pre-requisite: MDiv: 45 points in Foundational Studies

Class Time: Two hours lectures and one hour tutorial per week.

Assessment:
- One exegetical paper of 2,500 words (40%)
- One 2,500 word essay (40%)
- One tutorial paper of 1,200 words (20%)

Faculty: M Brett

Offered: Semester 2, 2011

Select Bibliography:
Decosse, David E. But was it just? Reflections on the morality of the Persian Gulf War. New York: Doubleday, 1992
Dever, William G. Who were the Israelites and where did they come from? Grand Rapids: Eerdmans, 2003
Hobbs, T R. A time for war. Wilmington: Glazier, 1989
Kang, Sa Moon. Divine war in the Old Testament and in the ancient near east. Berlin: de Gruyter, 1989
Ollenberger, Ben C. Zion, the city of the great king. Sheffield: Sheffield Academic, 1987
PE/MD BN101.15 INTERPRETING THE NEW TESTAMENT

BN101.15 provides the introductory unit in New Testament studies and serves as a pre-requisite for all other BN units. After successful completion of the unit, students should be able to:

1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, their place in the development of the canon, their theological outlook.
2. Demonstrate an awareness of the historical and social world of the New Testament era.
3. Use appropriate interpretive approaches to the New Testament in the writing of an exegetical essay.
4. Access and use the tools of New Testament interpretation: lexicons, dictionaries, commentaries, primary sources, on-line resources, and others.
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application.

Class Time: Three hours per week
Assessment: Three 1,000 word workshop papers (60%)
One exegetical essay of 3,000 words (40%)
Faculty: K Dyer
Offered: Semester 1, 2011

Select Bibliography:
Via, Dan Otto (ed.). Guides to biblical scholarship. (Series of booklets on exegetical methodology), Philadelphia: Fortress Press
PE/MD/MT BN302.15 MATTHEW

This unit will provide a general introduction to Matthew’s Gospel, including its literary and theological character, the likely provenance of the Gospel, and an overview of recent trends in Matthean studies.

At successful completion of this unit students will be able to:
1. Appreciate the history of interpretation of Matthew’s Gospel.
2. Describe and discuss the likely socio-political and cultural provenance of the community that gave rise to Matthew’s Gospel.
3. Appreciate the literary structure and content of Matthew’s Gospel.
4. Demonstrate a capacity to exegete the Matthean text competently, employing a range of appropriate exegetical methodologies.
5. Identify distinctive Matthean christological, ecclesiological, pneumatological, missiological and eschatological understandings.
6. Discuss ways in which the proclamation of the First Gospel can provide meaning in contemporary Australian society.

Pre-requisite: MDiv: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment: One 3,000 word essay (50%)
One 1,500 word seminar papers (25%)
One 1,500 word monograph review (25%)

Faculty: K Dyer

Offered: Semester 1, 2011

Select Bibliography:
Power, Mark A. *God with us*. Minneapolis: Fortress, 1995
PE/MD/MT BN331.15 FIRST CORINTHIANS

This unit explores Paul’s interaction with the Corinthian community, with a focus on First Corinthians and on the social and historical background to that interaction. Students will become more aware of the complexities of Paul’s relationship with the Corinthian house churches; the dialogical and rhetorical structure of the letters; the underlying social, political and cultural factors shaping the exchanges; and the christological, ethical, ecclesiological, pneumatological, and eschatological themes that emerge.

The unit will build on the skills of exegesis (historical-critical and socio-rhetorical methods) and encourage students in the task of applying their findings to the life and mission of the church today.

Upon successful completion of this unit, it is expected that students will be able to:
1. Give an informed account of the history of interpretation of First Corinthians.
2. Describe and discuss the socio-political and rhetorical context in which the letter first circulated.
3. Analyse the christological, ethical, ecclesiological, pneumatological, missiological and eschatological themes and understandings in First Corinthians.
4. Demonstrate a capacity to exegete selected texts in First Corinthians by employing a range of appropriate exegetical methods and resources.
5. Discuss the interpretation and application of Paul’s ethics and ecclesiology in meaningful ways in today’s world.
6. Demonstrate an ability to undertake independent research at Graduate level.

Pre-requisite: MDiv: 45 points in New Testament

Class time: Three hours per week

Assessment:
- One 1,500 word seminar paper (25%)
- One 1,500 word critical review of readings (25%)
- One 3,000 word exegetical paper (50%)

Faculty: K Dyer

Offered: Semester 2, 2011

Select Bibliography:
- Collins, Raymond F. First Corinthians (SP), Collegeville: Liturgical Press, 1999
- De Vos, Craig S. Church and community conflicts: The relationships of the Thessalonian, Corinthian and Philippian churches with their wider civic communities (SBLDS 168), Atlanta: Scholars Press, 1999
- Fee, Gordon D. The first epistle to the Corinthians (NICNT), Grand Rapids: Eerdmans, 1987
- Horrell, David G. Solidarity and difference: A contemporary reading of Paul’s ethics. London: T&T Clark, 2005
- Thiselton, Anthony C. The first epistle to the Corinthians: A commentary on the Greek text. Grand Rapids: Eerdmans, 2000

GradDip : Specialised Unit : Field B
MDiv : Specialised Unit : Biblical Studies
MTS : New Testament
This unit is designed to consolidate and develop the language skills gained in AL300 and AL301: New Testament Greek A and B. The unit concentrates on using these skills for the purposes of translation, textual analysis and exegesis.

The first half of the unit focuses on translation of a variety of passages from the Greek New Testament and on the role of textual criticism in New Testament study. The second half of the unit focuses on translation of Paul’s letter to the Galatians and on the exegetical issues that are raised by engagement with the Greek text of the letter.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate enhanced understanding of Greek grammar, building on skills and knowledge acquired in pre-requisite units.
2. Translate portions of the New Testament with the help of lexical aids, including the whole of Paul’s letter to the Galatians.
3. Articulate and use the basic principles of textual criticism, and identify the main families of manuscripts and textual traditions for the New Testament.
4. Use their knowledge of Greek grammar to exegesis New Testament texts.

Pre-requisites: AL100 New Testament Greek A
AL201 New Testament Greek B or equivalents

Class Time: Three hours per week
Assessment: Weekly translation exercises (equiv of 1,500 words) (30%)
One 1,500 word exegetical seminar paper (30%)
One 2,500 word essay on an aspect of textual criticism, translation theory or Greek grammar (40%)

Faculty: T Gaden, S Winter

Offered: Semester 1, 2011
[Also offered as AL336.15 - At UFT, 29 College Crescent, Parkville]

Select Bibliography:
Betz, H D. *Galatians.* Hermeneia; Philadelphia: Fortress, 1979
Dunn, J D G. *The epistle to the Galatians.* Blacks; London: A&C Black, 1993
Longenecker, R N. *Galatians.* WBC 41; Dallas: Word, 1990
THE BOOK OF REVELATION

This unit explores the literary context and socio-political location of the Revelation of Jesus Christ to the seer John, prior to a study of themes in the text such as Christology, eschatology, discipleship, mission and prophetic witness.

After successful completion of this unit, students should be able to:
1. Apply exegetical methods to the text of Revelation and demonstrate this in the preparation of tutorial papers and essays.
2. Describe the development and character of Jewish and Christian apocalyptic literature.
3. Interpret selected texts illustrative of the distinctive character of the book of Revelation.
5. Give a coherent account of the possible social and political setting/s of the book of Revelation.

The study may be on the English or the Greek text. If done in Greek the passages studies in exegesis will be approximately two-thirds of those done in English.

Pre-requisite: MDiv: 45 points in Foundational Studies

Class time: Three hours per week

Assessment:
- One 3,000 word essay (50%)
- Two 1,500 word seminar papers (50%)

Faculty: K Dyer

Offered: Semester 2, 2011

Select Bibliography:
Hemer, Colin J. The letters to the seven churches of Asia in their setting. Sheffield: JSOT Press, 1986
Howard-Brook, Wes and Anthony Gwyther. Unveiling Empire. Reading Revelation then and now. Maryknoll: Orbis Books 1999
This seminar-based unit offers the opportunity to investigate theological implications and Biblical foundations of resurrection faith. This unit may be taken for credit in New Testament or Systematic Theology.

Upon successful completion of the unit, students will be able:
1. To discuss critically the scriptural foundations and epistemological consequences of Resurrection faith.
2. To articulate a range of interpretative models of the resurrection of Jesus.
3. To explain and discuss critically the theological and Christological implications of these models.
4. To formulate and explain the implications of resurrection faith for contemporary Christian life and witness, with a specific focus on discipleship and justice.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class time: This course will be offered as a semi-intensive during Semester 2, involving six weekend sessions [Friday evening (3 hours) and Saturday (3 hours)]

Assessment: Two 500 word critical reflections on readings (20%)
One 2,000 word seminar paper (30%)
One 3,000 word essay (50%)

Faculty: T Lorenzen, K Dyer (Co-ordinator)

Offered: Semester 2, 2011. As a Semi-Intensive
Friday evenings 6.00 – 9.00 pm; and
Saturday mornings 9.30 am – 12.30 pm
August 5-6, 12-13, 19-20; October 14-15, 21-22, 28-29
[Unit also offered as CT395.15]

Select Bibliography:
This unit offers the opportunity to study various narrative approaches to Mark’s Gospel. Students will explore the literary conventions and devices used by Mark, including characterisation, dialogue and the use of irony. The class will examine reader-response methods, structuralist and post-structuralist readings and ideological approaches to the text.

Upon successful completion of the unit, students will be able to:

1. Display evidence of research skills in the area of narrative criticism.
2. Discuss critically the debate concerning Markan genre.
3. Articulate a range of reading strategies in relation to Mark’s gospel.
4. Evaluate critically the hermeneutical foundations of various approaches within literary critical theory (as they relate to gospel studies).
5. Employ effectively literary critical tools in exegesis of specific texts in Mark.

Pre-requisite: MDiv: 45 points in Foundational Studies

Assessment:
- One 3,000 word essay (50%)
- One 1,500 word critical review of readings (25%)
- One 1,500 word class seminar paper (25%)

Faculty: G Webb

Offered: 2011. As an Intensive at Salvation Army Training College [February 7 – 18; 9.30 am – 12.30 pm]

Select Bibliography:
This unit will explore the biblical theologies of love, and their ethical implications, within the cultural contexts of the ancient world. The focus will be on the themes of love of neighbour and enemy, sexuality and intimacy, election and covenant. The relevance of these themes within modern and postmodern societies will also be discussed, with some reference to contemporary visual arts and music.

After successful completion of this unit, students will be able to:
1. Interpret selected texts from the Deuteronomistic History or the Holiness Code or the Song of Songs, in relation to their cultural context.
2. Interpret selected texts from the Sermon on the Mount or 1 Corinthians or the Johannine letters or the Lukan parables, in relation to their cultural context.
3. Analyse the hermeneutical relevance of biblical love traditions in relation to the student’s own cultural context.

Pre-requisite: MDiv: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- One 1,500 word seminar paper (25%)
- Critical reviews totalling 1,500 words (25%)
- One 3,000 word essay (50%)

Faculty: M Brett and K Dyer

Offered: Semester 1, 2011

Select Bibliography:
This is a graduate-level, one semester introduction to the Bible and its interpretation. The unit will be organised around four groups of biblical texts from both testaments — stories of origins, stories of crisis, stories of salvation and stories of the Torah and the Way.

Upon successful completion of this unit, students will be able to:

1. Describe the historical and social world of the Biblical traditions.
2. Demonstrate a working familiarity with a range of interpretive approaches in exegesis.
3. Effectively use a range of tools for Biblical interpretation, such as lexicons, dictionaries, commentaries, journals, monographs, Bible software and primary sources.
4. Develop and articulate an awareness of and appreciation for the history of Biblical research and a variety of theological perspectives current in biblical scholarship, and demonstrate this in the writing of an essay.

Class Time: Three hours per week
Assessment: Two exegetical workshop papers (1,500 words each) (40%)
One 3,000 word essay (60%)
Faculty: M Brett and K Dyer
Offered: Semester 1, 2011

Select Bibliography:
McKenzie, Steven L and Stephen R Haynes (eds). To each its own meaning. Biblical criticisms and their application, Louisville: WJKP, 1999
Marguerat, Daniel and Yvan Bourquin. How to read Bible stories. London: SCM, 1999
Via, Dan O (ed.). Guides to biblical scholarship. (Series of booklets on exegetical methodology), Philadelphia: Fortress Press
A reading course for advanced students majoring in Hebrew Bible, New Testament or Biblical Studies may be available. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking a reading unit will be required to meet with the supervisor at least monthly.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed, critical perspective on their chosen area of the Bible.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

Pre-requisite: 75 points in Biblical Studies

Assessment:
- Total of 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

Faculty: M Brett, K Dyer

Offered: 2011
By arrangement with Faculty
PE/MD CH111.15 CHRISTIANITY THROUGH THE CENTURIES: FROM THE EARLY CHURCH TO THE MIDDLE AGES

This unit will introduce students to some of the key themes in the development of the church from the second to the fifteenth century. Topics will include the spread of Christianity, the apostolic tradition, church-state relations; ‘heresy’, dissent and schism, Constantine and the ‘Triumph of Christianity’, monasticism, the rise of the papacy, Christian society, the Medieval church, Wycliffe and Hus.

Upon successful completion of this unit, students will be able to:
1. Identify and outline key aspects of the Christian story from early to medieval times.
2. Demonstrate basic skills in interpreting historical documents.
3. Discuss the contribution of the study of church history to the development of Christian identity.

Class Time: Two hours lectures and one hour tutorial each week

Assessment:
- Two document studies 1,000 words each (30%)
- One 2,500 word essay (40%)
- One 1,500 word tutorial paper (30%)

Faculty: M Munro

Offered: Semester 2, 2011

Select Bibliography:
- Hamman, Adalbert G. How to read the church fathers. London: SCM, 1993
- Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
This unit will introduce students to the main features of the development of Western Christianity from the late Middle Ages to the present. Topics will include 16th century reformation movements, 17th century Puritanism and Pietism, the impact of enlightenment and revolution upon the church, the development of Christianity in North America and Australia and the rise of modern missionary and ecumenical movements.

Upon successful completion of this unit students will be able to:
1. Outline some key aspects of the Christian story in the west from the 16th century to the present day.
2. Identify some of the social, political and cultural factors influencing the development of Christianity.
3. Demonstrate basic skills in interpreting selected historical documents.

Class Time: Two hours lectures and one hour tutorial each week

Assessment: Two document studies 1,000 words each (30%)
One 2,500 word essay (40%)
One 1,500 word tutorial paper (30%)

Faculty: M Munro

Offered: Semester 2, 2011

Select Bibliography:
Hastings, Adrian (ed.). A world history of Christianity, London, Cassell, 1999
Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
Beginning with his early philosophical theology and concluding with his radical prison writings, this unit will explore the dynamic interaction between Bonhoeffer's leading theological ideas and his engagement with the changing religious, social and political context of Hitler's Third Reich.

Upon successful completion of this unit, students will be able to:
1. Articulate an holistic understanding of Bonhoeffer’s often controversial theology.
2. Outline the major influences upon Bonhoeffer’s theology.
3. Explain the relationship between Bonhoeffer’s theology and his ecclesial and political engagements.
4. **Level 3:** Articulate an understanding of the mutual significance of systematic theology and church history, showing how this understanding is applicable to other cases in both disciplines.

**Pre-requisite:** MDiv: 45 points in Foundational Studies

**Assessment:**
- One 1,500 word tutorial paper (25%)
- One 1,500 word book review (25%)
- One 3,000 word essay (50%)

**Faculty:** K Clements

**Offered:** 2011. **As an Intensive**

*[February 14-18 and 21-25, 9.30 am to 1.00 pm]*

*[Also offered as CT325.15]*

**Select Bibliography:**
Clements, Keith. *Bonhoeffer and Britain.* London: Churches Together in Britain and Ireland, 2006
Pugh, Jeffrey C. *Religionless Christianity: Dietrich Bonhoeffer in troubled times.* (London: T&T Clark, 2008
This is a reading unit for advanced students majoring in Church History. The area of specialisation will be chosen in consultation with the Faculty supervisor. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking the course will be required to meet with the supervisor at least monthly.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed, critical perspective on their chosen area of Church History.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

Pre-requisite: 75 points in Church History (or equivalent)
Assessment: Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

Faculty: M Munro

Offered: Semester 2, 2011
By arrangement with Faculty
This unit provides an introduction to the nature and scope of theological studies, enabling students to identify the skills necessary for reading, thinking, and writing during their study of theology.

On the completion of this unit, students will be able to:
1. Describe the broad fields of theological studies and how they relate to one another.
2. Outline several central areas or themes in the discipline of theology.
3. Identify a number of critical events and persons in the history of Christian thought.
4. Articulate some important influences in their own approach to theology.
5. Demonstrate the ability to use library resources for theological study.
6. Demonstrate understanding of basic skills in reasoning and the critical evaluation of theological arguments.

Class Time: Two hours lectures and one hour tutorial per week

Assessment:
A journal of critical reflections: (20%)
(not fewer than 8 entries of approximately 250 words)
Three document studies, each 500 words (30%)
One 2,500 word essay (50%)

Faculty: F Rees

Offered: 2011. As an Intensive
[February 14-18 and 21-25; 9.30 am–1.00 pm]
[May not be taken in addition to CT111.15]

Select Bibliography:
This unit provides students with a comprehensive study of the foundations of 18th century theological developments that gave rise to Wesleyan theology. It will introduce students to: the antecedents of Wesleyan theology – Anglican, Eastern Orthodox and Pietist influences; key elements of Wesley’s ‘Quadrilateral’ (scripture, tradition, reason, experience); the New Testament basis (central doctrines) of Wesley is – universal grace, conversion, Christian perfection, the inner testimony of the Spirit; its setting within ecumenical theological thought, and its developments to the present.

Upon successful completion of this unit, students will be able to:
1. Articulate the basis of Wesleyan theology and its development.
2. Outline the main ideas originating from Wesley and major Wesleyan scholars.
3. Critically analyse source materials in the subject.
4. Demonstrate a broad knowledge of the historical context in which Wesleyan theology emerged as a discrete strand of theological thought.
5. Demonstrate a critical understanding of the major themes of Wesleyan theology and their significance for subsequent theological thought.
6. Articulate the significance of Wesleyan thought for contemporary theological discussion.

Pre-requisite: MDiv: 45 points in Foundational Studies

Assessment:
- One 1,500 word class seminar paper (25%)
- One 1,500 word critical review of readings (25%)
- One 3,000 word essay (50%)

Faculty: G Webb

Offered: 2011. As an Intensive Salvation Army Training College
[June 6-10 and 13-17; 9.30 am – 12.30 pm]

Select Bibliography:
PE/MD/MT CT320.15 CHURCH: THE QUEST FOR CHRISTIAN COMMUNITY

This unit will explore aspects of the nature and mission of the church in the contemporary world.

Upon successful completion of this unit, students will be able to:
1. Articulate a theology of the Church, drawing upon New Testament sources relating to the preaching and mission of Jesus and the nature of Christian community.
2. Explain the implications of classic images of the Church, such as Body of Christ, People of God, Temple of the Spirit.
3. Evaluate, on theological criteria, a number of contemporary models of the Church.
4. Outline and discuss a theology of sacraments and ordinances, specifically baptism and the Lord’s Supper.
5. Discuss critically the ‘priesthood’ of all Christians and the nature of ‘ordained ministry’ in relation to the mission and life of the church community.

Pre-requisite: MDiv: 45 points in Foundational Studies including CT111.15 or CT101.15

Assessment:
- One 3,000 word essay (40%)
- One 1,500 word tutorial paper (30%)
- Two half-hour class tests (30%)

Faculty: F Rees

Offered: Semester 2, 2011

Select Bibliography:
- Fuellenbach, John. Church: Community for the Kingdom. Maryknoll: Orbis, 2002
- Volf, Miroslav. After our likeness: The church as the image of the Trinity. Grand Rapids: Eerdmans, 1998
Beginning with his early philosophical theology and concluding with his radical prison writings, this unit will explore the dynamic interaction between Bonhoeffer’s leading theological ideas and his engagement with the changing religious, social and political context of Hitler’s Third Reich.

Upon successful completion of this unit, students will be able to:
1. Articulate an holistic understanding of Bonhoeffer’s often controversial theology.
2. Outline the major influences upon Bonhoeffer’s theology.
3. Explain the relationship between Bonhoeffer’s theology and his ecclesial and political engagements.
4. Level 3: Articulate an understanding of the mutual significance of systematic theology and church history, showing how this understanding is applicable to other cases in both disciplines.

Pre-requisite: MDiv: 45 points in Foundational Studies

Assessment: One 1,500 word tutorial paper (25%)
One 1,500 word book review (25%)
One 3,000 word essay (50%)

Faculty: K Clements

Offered: 2011. As an Intensive
[February 14-18 and 21-25, 9.30 am to 1.00 pm]
[Also offered as CH325.15]

Select Bibliography:
Pugh, Jeffrey C. Religionless Christianity: Dietrich Bonhoeffer in troubled times. London: T&T Clark, 2008
This unit will explore theological perspectives on the child from the Church Fathers, the Reformers, the Child Theology Movement and contemporary feminist theologians, on issues such as baptism, sin, conversion and the significance of the child in theological inquiry. It will serve as a theological foundation for pastoral care, chaplaincy and congregational ministry with children and families.

Upon successful completion of the unit students will be able to:
1. Describe a range of understandings of the child in theology.
2. Critically analyse the prevailing approach to the theology of children in their denomination or ministry context.
3. Demonstrate a greater awareness of the impact of their theological understanding of the child on their practice.
4. Outline and defend their own approach to the theology of children.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class time: Two hours lectures and one hour tutorial per week

Assessment: One 1,000 word tutorial paper (20%)
One 2,000 word research project (30%)
One 3,000 word essay (50%)

Faculty: B Barnett, F Rees

Offered: Semester 2, 2011
[Also offered as DP341.15]

Select Bibliography:
Theology Today, 56.4 (January 2000)
This unit will explore perspectives on human life and human dignity, including the theological idea of humans as *Imago Dei* and Jesus Christ as true humanity. These theological foundations will then lead to a consideration of the basis and protection of human rights, with specific focus on issues such as freedom of conscience, torture, religious freedom and the rights of the child.

Upon successful completion of this unit students will be able to
1. Outline and explain biblical and theological foundations for an understanding of human life.
2. Explain the nature of human sin, drawing upon biblical and theological sources.
3. Relate the concept of human rights both to the understanding of human life and of human sin.
4. Explain the nature and history of human rights, with specific regard to issues such as torture, religious freedom and the rights of the child.
5. Articulate the specific contribution of Christian faith to the necessity and protection of human rights.
6. Demonstrate an ability to undertake independent research at graduate level.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class time: Twelve three-hour classes Friday evenings and Saturday mornings

Assessment: One 1,500 word tutorial paper (25%)
One 1,500 word book review (25%)
One 3,000 word essay (50%)

Faculty: T Lorenzen

Offered: Semester 1, 2011. As a Semi Intensive
Friday evenings: 6.00 – 9.00 pm; and
Saturday mornings: 9.30 am – 12.30 pm
Mar 18-19, 25-26; April 1-2; May 13-14, 20-21, 27-28
[Also offered as DE355.15]

Select Bibliography:
Pannenberg, Wolfhart. *Anthropology in theological perspective*, Edinburgh: T&T Clark, 1999
This unit aims to equip students with the resources to understand a variety of economic models and to formulate a theological critique of these. The unit will embody a dialogue between the approaches of an economist and a theologian. The relationship between society and the economy will be considered and theological resources such as economic language in the Scriptures, economic models in Scripture and early Christianity, and contemporary Christian social teaching will be explored. In particular, theological critique will be directed to current neo-liberal economic models, bearing in mind issues of distributive justice and economic policy.

Upon successful completion of this unit, it is expected that students will be able to:
1. Analyse the underlying assumptions of selected economic models.
2. Describe the economic dimensions of biblical language and ethics.
3. Articulate the similarities and differences between ancient imperial economies and contemporary capitalism.
4. Discuss the role of Scripture in formulating critiques between ancient imperial economies and contemporary capitalism.
5. Demonstrate a knowledge of selected contemporary Christian teaching on economic justice.

Pre-requisites: MDiv: 45 points in Foundational Studies

Assessment:
- One tutorial paper of 1,000 words (15%)
- One seminar paper of 2,000 words (35%)
- One essay of 3,000 words (50%)

Faculty: M Brett and W Stent

Offered: Semester 2, 2011

Select Bibliography:
Smith, Adam.. *An inquiry into the nature and causes of the wealth of nations 1776*. Ed. Edwin Cannan, London: Methuen,1904
PE/MD/MT CT395.15 RESURRECTION, JUSTICE AND DISCIPLESHIP

This seminar-based unit offers the opportunity to investigate theological implications and Biblical foundations of resurrection faith. This unit may be taken for credit in New Testament or Systematic Theology.

Upon successful completion of the unit, students will be able to:
1. Discuss critically the scriptural foundations and epistemological consequences of Resurrection faith.
2. Articulate a range of interpretative models of the resurrection of Jesus.
3. Explain and discuss critically the theological and Christological implications of these models.
4. Formulate and explain the implications of resurrection faith for contemporary Christian life and witness, with a specific focus on discipleship and justice.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class time: This course will be offered as a semi-intensive during Semester 2, involving six weekend sessions [Friday evening (3 hours) and Saturday (3 hours)]

Assessment: Two 500 word critical reflections on readings (20%)
One 2,000 word seminar paper (30%)
One 3,000 word essay (50%)

Faculty: T Lorenzen

Offered: Semester 2, 2011. As a Semi-Intensive
Friday evenings 6.00 – 9.00 pm; and Saturday mornings 9.30 am – 12.30 pm
August 5-6, 12-13, 19-20; October 14-15, 21-22, 28-29
[Unit also offered as BN395.15]

Select Bibliography:
This is a supervised reading unit for advanced students majoring in Systematic Theology. The area of specialisation will be one of particular interest in recent Systematic Theology research and will be chosen in consultation with the Faculty supervisor. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Coordinator. Students taking the course will be required to meet with the supervisor at least monthly.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed, critical perspective on their chosen area of Systematic Theology.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

Pre-requisite: 75 points in Systematic Theology

Assessment:
- Total of 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

Faculty: F Rees

Offered: 2011
By arrangement with Faculty
This unit will explore perspectives on human life and human dignity, including the theological idea of humans as *Imago Dei* and Jesus Christ as true humanity. These theological foundations will then lead to a consideration of the basis and protection of human rights, with specific focus on issues such as freedom of conscience, torture, religious freedom and the rights of the child.

Upon successful completion of this unit students will be able to
1. Outline and explain biblical and theological foundations for an understanding of human life.
2. Explain the nature of human sin, drawing upon biblical and theological sources.
3. Relate the concept of human rights both to the understanding of human life and of human sin.
4. Explain the nature and history of human rights, with specific regard to issues such as torture, religious freedom and the rights of the child.
5. Articulate the specific contribution of Christian faith to the necessity and protection of human rights.
6. Demonstrate an ability to undertake independent research at graduate level.

**Pre-requisites:** MDiv: 45 points in Foundational Studies

**Class time:** Twelve three-hour classes on Friday evenings and Saturday mornings

**Assessment:**
- One 1,500 word tutorial paper (25%)
- One 1,500 word book review (25%)
- One 3,000 word essay (50%)

**Faculty:** T Lorenzen

**Offered:** Semester 1, 2011. As a Semi-Intensive
- Friday evenings: 6.00 – 9.00 pm; and
- Saturday mornings: 9.30 am – 12.30 pm
- Mar 18-19, 25-26; April 1-2; May 13-14, 20-21, 27-28
- [Also offered as CT355.15]

**Select Bibliography:**
- Pannenberg, Wolfhart. *Anthropology in theological perspective,* Edinburgh: T&T Clark, 1999
PE/MD/MT DL303.15 FACING CRISIS AND TRANSITION: PASTORAL CARE AND WORSHIP

This unit explores the connections between pastoral care and worship through experiences of crisis and change. In particular, it considers the rituals and sacraments of the church as pastoral response.

Upon successful completion of this unit students should be able to:

1. Articulate experiences of crisis and transition common to contemporary Australian society and church life.
2. Identify and evaluate critically biblical and theological themes that inform a pastoral response to these experiences.
3. Engage theologically and practically with the central rituals and sacraments of the church—including infant dedications, weddings, funerals, baptisms and communion—as ministries of pastoral care.

Pre-requisite: MDiv: 45 points in Foundational Studies

Class Time: Two hours of lectures and a one hour tutorial per week

Assessment:
- One 3,000-word essay (50%)
- Weekly submission of research question Assignments (combined total 1,000-words) (20%)
- One 1,000-word tutorial paper (20%)
- One 1,000-word book review (10%)

Faculty: S Holt and N Nettleton

Offered: Semester 1, 2011
[Unit also offered as DP303.15]

Select Bibliography:
Colwell, J E Promise and presence: An exploration of sacramental theology. Milton Keynes: Paternoster, 2005
Marris, P Loss and change. London: Routledge, 1993
Willimon, W H Worship as pastoral care. Nashville: Abingdon, 1993
This unit aims to provide an introductory exploration of the theology, practice and spirituality of the Christian liturgical year. The unit is based on supervised reading and reflection, focused around the individual student's participation in worship services on particular occasions throughout the church year. Students will be required to meet with the teacher on a regular basis for guidance and discussion.

Successful completion of this unit will enable students to:
1. Articulate a liturgical theology of time.
2. Describe the origins and present shape of the liturgical year.
3. Discuss the theological meanings associated with seasons and feast days of the liturgical year.
4. Explain the relationship between the practice of liturgical time and natural seasons, secular calendars, and customary anniversaries.
5. Outline the structure of the Revised Common Lectionary and describe the way it relates biblical material to the seasons of the church year.
6. Formulate and apply critical criteria for evaluating the liturgical practices and texts associated with particular feasts and seasons.
7. Locate and/or compose resources for the celebration of liturgical feasts and seasons.

Pre-requisite: MDiv: 45 points in Foundational Studies

Class Time: 12 visits to agreed worship services and 12 contact hours with the supervisor. Ideally students should commence work in November and finish the following June.

Assessment: One diary of 2,000 words (20%)
Two essays of 2,000 words (80%)

Faculty: N Nettleton

Offered: 2011
By arrangement with the lecturer

Select Bibliography:
Colwell, J E The rhythm of doctrine, Milton Keynes: Paternoster, 2007
Webber, Robert E. Ancient-Future time. Grand Rapids: Baker, 2004
PE/MD DM101.15 HOLISTIC WITNESS: INTRODUCTION TO MISSION

An introduction to the church’s mission, seen holistically as bearing Good News in word and deed. This unit will explore biblical and theological perspectives for mission; Christianity and culture; and the practice of mission in local and cross-cultural settings.

Upon successful completion of this unit students will be able to:
1. Outline the biblical and theological basis for Christian mission.
2. Articulate the meaning of holistic mission.
3. Discuss clearly several major current issues in missiology.
4. Develop strategies for local mission and evangelism.

Class Time: Two hours lectures and one hour tutorial per week

Assessment: One theological reflection of 1,000 words (20%)
Two 2,500 word essays each (40%)

Faculty: R Langmead

Offered: Semester 2, 2011

Select Bibliography:
PE/MD/MT DM303.15 THE CHURCH’S MISSION FOR JUSTICE (ONLINE)

This unit examines the biblical and theological basis for justice-seeking as part of the mission of the church; explores the relationship between evangelism, social action and environmental action; and allows students to explore in depth several Australian and contemporary global justice issues, encouraging practical action as an outcome.

This unit is offered online only, with no face-to-face classes. It is a form of accompanied learning, involving frequent online engagement with other students and the teacher, following set dates. There are six fortnightly sessions. Each session consists of guided reading from the set texts, additional reading resources and some lesson notes, together with an online tutorial and reflection tasks. Students will be expected to contribute to the tutorial discussions in each session.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the place of justice-seeking in the church’s mission.
2. Outline and evaluate several approaches to justice seeking in the church.
3. Research a local or global justice issue.
4. Give an educational presentation on the church’s response to a justice issue.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class Time: Expected 12 personal study hours per week

Assessment: Level 2:

- One 2,500 word essay (40%)
- One 2,000 word research project (30%)
- One slide presentation with notes (equivalent to 1,000 words) (20%)
- Online tutorial participation (10%)

Faculty: R Langmead

Offered: Semester 1, 2011. Online

Select Bibliography:
Franklin, James (ed.). Life to the full: Rights and social justice in Australia. Ballan, Vic.: Connor Court, 2007
This unit explores Christian chaplaincy using a combination of classroom learning and supervised experiential learning (a practicum) in a chaplaincy placement. In the classroom students will consider a variety of chaplaincy models in contexts such as schools, hospitals, prisons, industry, tertiary education, the police force, the defence forces and sport. The focus—through supervision, group and individual reflection—will be upon integrating skills, understanding and identity in contexts of pastoral care and missional engagement beyond the gathered church.

Upon successful completion of this unit students will be able to:
1. Articulate several models of chaplaincy in a variety of contexts.
2. Engage in theological reflection in depth on ministry and mission experience.
3. Demonstrate an advanced ability for critical reflection on their identity and role in pastoral care.
4. Receive evaluative feedback from supervisors and peers.

Pre-requisites: A placement (120 hrs), weekly field supervision and integration supervision, plus two hours per week for (13 weeks) of class and one hour per week of group work (both usually at chaplaincy sites). Supervisors will be chosen from those trained to the standards of the Victorian Association for Theological Field Education.

Assessment: The subject is marked on a Pass/Fail basis.
- Learning agreement & self-evaluation (1,500 words) (25%)
- Two 500 word verbatim studies (20%)
- Journal reflections of 1,500 words (15%)
- One 2,000 word case study (30%)
- One 500 word placement report (10%)

Faculty: D Wilson

Offered: Semester 1, 2011

Select Bibliography:
- De Revere, David W et al. Chaplaincy in law enforcement. 2nd edn. Springfield, IL: C C Thomas, 2005
- Neff, Blake J. A pastor’s guide to interpersonal communication: The other six days. NY: Haworth, 2006
- Pierce, Dennis W. Prison ministry: Hope behind the wall. New York: Haworth, 2006
- Stevens, R Paul. The other six days: Vocation, work, and ministry in biblical perspective. Grand Rapids: Eerdmans, 2000

Please note special enrolment procedures for this unit
Applications close December 3 – Orientation December 8 2010
Classes will move each week to various venues – 6.30 – 10.00 pm
[Unit also offered as DP228/328.15]
PE/MD/MT DM329.15 REIMAGINING EVANGELISM

This unit considers new ways of engaging in local mission in a postmodern and multicultural society.

It explores: a theology of evangelism; evangelistic engagement with some contemporary expressions of spirituality; holistic evangelism and life in community; spiritual journey and conversion; principles for evaluating evangelism; and the development of various paradigms of evangelism. The unit involves a negotiated ministry context that provides opportunity for reflective engagement.

Upon successful completion of this unit students will be able to:
1. Outline a biblical and theological basis for evangelism.
2. Critically evaluate models of personal evangelism.
3. Demonstrate a critical understanding what effective and responsible evangelism might look like in the Australian context.
4. Assess and develop approaches to evangelism for the local church and other ministry contexts.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class time: 35 hours (in five full days spread over three weekends throughout the semester)

Assessment: One 1,500 word book review (20%)
One 1,500 word class paper (30%)
One 3,000 word report (50%)

Faculty: D Cronshaw

Offered: Semester 1, 2011
[Fri 25 Mar and Sat 26 Mar-(9 am-9 pm); Sun 27 Mar-(9 am-3.30 pm) at Belgrave Heights; Fri 29 Apr and Fri 27 May-(9.30 am-5 pm) at Auburn Baptist Church]

Select Bibliography:
Kinast, Robert L. What are they saying about theological reflection? New York: Paulist, 2000
PE/MD/MT DM330.15 CHAPLAINCY IN EDUCATIONAL SETTINGS

This unit offers current and prospective practitioners the opportunity to explore the practice and theology of chaplaincy in a range of educational settings, from primary to tertiary, state and private. Ecumenical in flavour, the unit is jointly offered by the Australian College of Ministries, Bible College of Victoria (Melbourne School of Theology), Harvest Bible College, Presbyterian Theological College, Reformed Theological College, Ridley Melbourne, Tabor Victoria and Whitley College in association with Access Ministries.

Upon successful completion of this unit, students will be able to:

1. Construct a theology for chaplaincy in a pluralist educational institution.
2. Explain how context strongly influences the way chaplaincy is practised.
3. Show a working knowledge of some key issues relating to the health and spirituality of children, adolescents and young adults.
5. Describe models of pastoral care and counselling for varying age groups.

Pre-requisite: MDiv: 45 points in Foundational Studies

Assessment: One 3,000 word essay (50%)
One 2,000 word research report (30%)
One 1,000 word case study (20%)

Faculty: D Fuller, R Langmead (Co-ordinator)

Offered: Semester 1, 2011
[NOTE DATES: Unit commences 23rd February and will have a 3 week break over Easter]
[Unit also offered as DP330.15]

Select Bibliography:
Shepherd, Nick. Schools’ ministry as mission. Cambridge, UK: Grove, 2008
This unit examines selected biblical texts on the themes of poverty, wealth, justice and compassion as a way of exploring Christian responses to the needs of marginalised people in a globalised world. It will examine the situations of the global poor, refugees and asylum seekers. It will introduce the themes of power, trade, debt, gender, advocacy and the role of NGOs. There will be a focus on the potential of the church as an agent of transformation, using the Micah Challenge campaign as an example. The unit is jointly offered by Whitley College, the Bible College of Victoria, the Churches of Christ Theological College and Tabor Victoria in association with TEAR Australia.

Upon successful completion of this unit students will be able to:
1. Understand and explain dimensions of an integral mission response to the needs of the global marginalised.
2. Articulate the theological convictions that underlie such a response.
3. Think strategically regarding the mobilisation of the local church in integral mission.
4. Make an educational presentation on a current international advocacy campaign.

Pre-requisites: MDiv: 45 points in Foundational Studies

Assessment: One 3,000 word essay (50%)
One educational resource, 1,500 words or equivalent (30%)
One 1,500 word book review (20%)

Co-ordinator: S Bradbury

Offered: 2011. As an Intensive [June 27-July 1 & July 4-8]
[TEAR Australia, 4 Solwood Lane, Blackburn]

Select Bibliography
Chester, Tim. Justice, mercy and humility: Integral mission and the poor, Carlisle, Paternoster, 2002
Gordon, Graham. What if you got involved? Carlisle, Paternoster, 2004
Haugen, Gary A. Good news about injustice. Downers Grove: InterVarsity Press, 1999
Maggay, Melba P Transforming society. 2nd edn. Quezon City, Philippines: ISACC, 2004
Myers, Bryant L. Walking with the poor. Maryknoll: Orbis, 1999
This unit explores some of the major trends and challenges in worldwide Christian mission today. Drawing on recent missiological insights, it explores contextualisation, cross-cultural challenges, holistic mission, inter-religious sensitivities, non-traditional models of mission, short-term mission and the role of global exposure trips.

Upon successful completion of the unit students will be able to:
1. Outline the major trends in global mission today.
2. Critically evaluate the missiological approach of a mission agency.
3. Defend an approach to contextual mission selected from a range of approaches.
4. Outline and defend a framework for mission in a particular cross-cultural context.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment: One 1,000 word tutorial paper (20%)
Two 2,500 word essays (80%)

Faculty: R Langmead

Offered Semester 1, 2011

Select Bibliography:
Shenk, David W. God’s call to mission. Scottsdale, PA: Herald, 1994
This unit will introduce students to living faiths other than Christianity, particularly Hinduism, Buddhism, Judaism and Islam. It will also consider theological and ministerial issues which arise for Christians engaging with people from other faiths and cultures.

The unit can be taken with a focus on mission, ministry or religious education. Students will focus on the process of dialogue and understandings of spirituality within various faiths. Participants will visit several centres of worship, and will engage in interfaith dialogue as a field project.

Upon successful completion of this unit students will be able to:
1. More deeply understand their own faith tradition.
2. Outline the theological foundations and spirituality of at least one other world religion.
3. Educate or minister more effectively in their own context and culture.
4. Engage dialogically with believers of another faith.

Pre-requisite: MDiv: 45 points in Foundational Studies
[Credit cannot be gained for this unit and the former DM366 Interfaith Dialogue]

Class time: Two hours lectures and one hour tutorial per week

Assessment:
One 1,500 word tutorial paper (25%)
One 1,500 word field work report (25%)
One 3,000 word essay (50%)

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2011
[Also offered as DP268/368.15 and DR268/368.15]
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
Smart, Ninian. The world’s religions. 2nd edn. Cambridge: CUP, 1998
PE/MD  DM399.15/30  SUPERVISED READING UNIT IN MISSIOLOGY

This is a reading unit for advanced students majoring in missiology. The area of specialisation will be one of particular interest in recent missiology research and will be chosen in consultation with a Faculty supervisor. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking the course will be required to meet with the supervisor at least monthly.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed, critical perspective on their chosen area of missiology.
2. Relate the chosen area to recent literature in missiology.
3. Compose an extended argument on a single topic.

Pre-requisite: 75 points in Missiology

Assessment: Total of 6,000 words for 15 points
Total of 12,000 words for 30 points

Faculty: R Langmead

Offered: 2011
By arrangement with Faculty
This unit provides an exploration of the biblical, theological and practical aspects of pastoral care as an expression of Christian life and ministry. Particular emphasis is given to biblical models of care, theological understandings of personhood and pastoral identity, and specific pastoral skills essential to the good practice of caring ministries.

Upon successful completion of this unit students will be able to:
1. Identify and describe biblical and theological themes that inform a Christian commitment to pastoral care.
2. Engage thoughtfully with contemporary issues and challenges that impact upon the ministry of care.
3. Draw upon personal experience and basic helping-skills as tools in the effective practice of pastoral care in daily life.

Class Time: Three hours per week
Assessment: One 3,000 word essay (50%)
One 1,500 word reading report (25%)
One 1,500 word case study (25%)

Faculty: A Mallaby

Offered: 2011. As an Intensive [4-8 and 11-15 July; 9.30 am–1.00 pm]

Select Bibliography:
This unit explores the connections between pastoral care and worship through experiences of crisis and change. In particular, it considers the rituals and sacraments of the church as pastoral response.

Upon successful completion of this unit students should be able to:
1. Articulate experiences of crisis and transition common to contemporary Australian society and church life.
2. Identify and evaluate critically biblical and theological themes that inform a pastoral response to these experiences.
3. Engage theologically and practically with the central rituals and sacraments of the church—including infant dedications, weddings, funerals, baptisms and communion—as ministries of pastoral care.

Pre-requisite: MDiv: 45 points in Foundational Studies
Class Time: Three hours per week
Assessment:
- One 3,000-word essay (50%)
- Weekly submission of research question assignments (combined total 1,000-words) (20%)
- One 1,000-word tutorial paper (20%)
- One 1,000-word book review (10%)

Faculty: S Holt and N Nettleton

Offered: Semester 1, 2011
[Unit also offered as DL303.15]

Select Bibliography:
Marris, Peter. Loss and change. London: Routledge, 1993
PE/MD/MT DP328.15 INTEGRATED CHAPLAINCY TRAINING

This unit explores Christian chaplaincy using a combination of classroom learning and supervised experiential learning (a practicum) in a chaplaincy placement. In the classroom students will consider a variety of chaplaincy models in contexts such as schools, hospitals, prisons, industry, tertiary education, the police force, the defence forces and sport. The focus—through supervision, group and individual reflection—will be upon integrating skills, understanding and identity in contexts of pastoral care and missional engagement beyond the gathered church.

Upon successful completion of this unit students will be able to:
1. Articulate several models of chaplaincy in a variety of contexts.
2. Engage in theological reflection in depth on ministry and mission experience.
3. Demonstrate an advanced ability for critical reflection on their identity and role in pastoral care.
4. Receive evaluative feedback from supervisors and peers.

Pre-requisites: MDiv: 45 points in Foundational Studies

Teaching methods: A placement (120 hrs), weekly field supervision and integration supervision, plus two hours per week (for 13 weeks) of class and one hour per week of group work (both usually at chaplaincy sites). Supervisors will be chosen from those trained to the standards of the Victorian Association for Theological Field Education.

Assessment: The subject is marked on a Pass/Fail basis.
Learning agreement & self-evaluation (1500 words) (25%)
Two 500 word verbatim studies (20%)
Journal reflections of 1,500 words (15%)
One 2,000 word case study (30%)
One 500 word placement report (10%)

Faculty: D Wilson

Offered: Semester 1, 2011 Please note special enrolment procedures
Applications close December 3 – Orientation December 8 2010

Classes will move each week to various venues – 6.30 – 10.00 pm
[Unit also offered as DM328.15]

Select Bibliography:
De Revere, David W et al. Chaplaincy in law enforcement. 2nd edn. Springfield, IL: C C Thomas, 2005
Neff, Blake J. A pastor’s guide to interpersonal communication: The other six days. NY: Haworth, 2006
Pierce, Dennis W. Prison ministry: Hope behind the wall. New York: Haworth, 2006
Stevens, R Paul. The other six days: Vocation, work, and ministry in biblical perspective. Grand Rapids: Eerdmans, 2000
This unit offers current and prospective practitioners the opportunity to explore the practice and theology of chaplaincy in a range of educational settings, from primary to tertiary, state and private. Ecumenical in flavour, the unit is jointly offered by the Australian College of Ministries, Bible College of Victoria (Melbourne School of Theology), Harvest Bible College, Presbyterian Theological College, Reformed Theological College, Ridley Melbourne, Tabor Victoria and Whitley College in association with Access Ministries.

Upon successful completion of this unit, students will be able to:
1. Construct a theology for chaplaincy in a pluralist educational institution.
2. Explain how context strongly influences the way chaplaincy is practised.
3. Show a working knowledge of some key issues relating to the health and spirituality of children, adolescents and young adults.
5. Describe models of pastoral care and counselling for varying age groups.

Pre-requisite: MDiv: 45 points in Foundational Studies

Assessment:
- One 3,000 word essay (50%)
- One 2,000 word research report (30%)
- One 1,000 word case study (20%)

Faculty: D Fuller, R Langmead (Co-ordinator)

Offered: Semester 1, 2011
[NOTE DATES: Unit commences 23rd February and will have a 3 week break over Easter]
[Unit also offered as DM330.15]

Select Bibliography:
Shepherd, Nick. Schools’ ministry as mission. Cambridge, UK: Grove, 2008
Supervised Pastoral Education (SPE), also known as Clinical Pastoral Education (CPE), uses an action/reflection method of learning. Students are given the opportunity to minister under supervision and to reflect with their peers and supervisor upon their experiences. Reflection focuses on the significance of their ministry for themselves as pastors and as persons; the effectiveness of ministry for the people to whom care is offered; the nature of the students' relationships with peers in ministry and colleagues in other helping professions; and theological perspectives upon human need.

Upon satisfactory completion of the unit, students will be able to:
1. Exercise intentionality in ministry through goal setting.
2. Reflect theologically on ministry experience through engagement in personal and peer supervision using sources and methods gained during the course of the unit.
3. Identify core aspects of their operational theology and ministry identity.
4. Receive critical and evaluative feedback from supervisors, peers and a field committee.
5. Engage in self-evaluation through the experiences of evaluation by the student, the supervisor, the peer group and the field committee.

Pre-requisite: 45 points in Foundational Studies including 15 points in Pastoral Studies. It is preferable that SPE be taken after some biblical and theological units have also been completed.

NOTE: Consult Faculty to clarify the points available for different awards.

Programs available:
SPE programs are offered by at least ten centres in Melbourne, and recognised programs are also available in other States. The majority of these are hospital-based, but there are also programs which offer supervision of work done in the parish or in industrial chaplaincy. Many programs require a full-time commitment over a period of several months, but extended part-time programs are also available.

Credit for this subject is given for successful completion of a basic quarter of SPE at a centre accredited by the Association of Supervised Pastoral Education in Australia (ASPEA). A basic quarter is a minimum of 400 hours supervised experience; that is, ten weeks full-time. Part-time programs meet these requirements over a 20- or 30-week period.

A brochure listing accredited centres is available from the Faculty members, and students should check with them before committing themselves to a program for which they wish to claim credit.

Enrolment:
Students are responsible for applying to the SPE program of their choice, and payment of the appropriate fees for that program. Upon acceptance in a program, students should enrol for the subject DP336.30. An administrative fee is charged.

Assessment:
Each program will have its own assessment requirements. To obtain credit, each student will be expected to provide to the Faculty member listed below:
1. Evidence that he or she has completed a course of SPE of at least 400 hours duration at a centre, and under supervision, accredited by ASPEA.
2. A brief reflection statement concerning the continuing impact of SPE learning upon his or her ministry. An interview with the Faculty member may also be required. The subject is marked on a Pass/Fail basis only.

Faculty: R Wright (Co-ordinator)

Offered: 2011. By arrangement with Faculty
This unit will explore theological perspectives on the child from the Church Fathers, the Reformers, the Child Theology Movement and contemporary feminist theologians, on issues such as baptism, sin, conversion and the significance of the child in theological inquiry. It will serve as a theological foundation for pastoral care, chaplaincy and congregational ministry with children and families.

Upon successful completion of the unit students will be able to:
1. Describe a range of understandings of the child in theology.
2. Critically analyse the prevailing approach to the theology of children in their denomination or ministry context.
3. Demonstrate a greater awareness of the impact their theological understanding of the child has on their practice.
4. Outline and defend their own approach to the theology of children.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class time: Two hours of lectures and a one hour tutorial per week

Assessment: One 1,000 word tutorial paper (20%)
One 2,000 word research project (30%)
One 3,000 word essay (50%)

Faculty B Barnett, F Rees (Co-ordinator)

Offered Semester 2, 2011
[Also offered as CT341.15]

Select Bibliography:
Theology Today, 56.4 (January 2000)
PE/MD/MT DP367.15 SUPERVISED THEOLOGICAL FIELD EDUCATION

Supervised Theological Field Education (STFE) provides a framework for reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, skills and identity impact on a student's formation for ministry. Students are required to be engaged in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP368.15 in consecutive semesters).

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate intentionality in ministry through setting ministry learning and personal development
2. Identify core aspects of their operational theology
3. Receive critical and evaluative feedback from members of a congregation or agency
4. Engage in self-evaluation with their supervisor, the peer group and the congregational committee

Class Time: 12 weeks of Peer Group sessions (two hours)
   - 6 Personal supervision sessions, approximately 1 hour each
   - 3 Congregational Committee meetings, approximately 1.5 hrs each

Pre-requisites: Students should normally have completed two years of full time theological studies or equivalent (Incl. BH101 or BN101, CT101, DP101 or DT101)

Assessment: One Goal Setting exercise 1,000 words
One Serving and Learning Covenant 300 words
One Supervision Covenant 200 words
One End of semester self-evaluation 1,000 words
Two class presentations of case studies/verbatims each 1,250 words

Additional Activities include:
- Participation in Congregational Committee Meetings
- Participation in individual and peer supervision sessions
- Regular reports from the Congregational Committee
- Satisfactory evaluation from the Director of Field Education

The subject is marked on a Pass/Fail basis

Faculty: R Wright

Offered: Semester 2, 2011
- Interview and acceptance into the program by the Director of Field Education
- Must be taken in conjunction with DP368 in consecutive semesters - Sem 1, 2012

Select Bibliography:
This unit will introduce students to living faiths other than Christianity, particularly Hinduism, Buddhism, Judaism and Islam. It will also consider theological and ministerial issues which arise for Christians engaging with people from other faiths and cultures.

The unit can be taken with a focus on mission, ministry or religious education. Students will focus on the process of dialogue and understandings of spirituality within various faiths. Participants will visit several centres of worship, and will engage in interfaith dialogue as a field project.

Upon successful completion of this unit students will be able to:
1. More deeply understand their own faith tradition.
2. Outline the theological foundations and spirituality of at least one other world religion.
3. Educate or minister more effectively in their own context and culture.
4. Engage dialogically with believers of another faith.

Pre-requisite: MDiv: 45 points in Foundational Studies  
[Credit cannot be gained for this unit and the former DP366 Interfaith Dialogue]

Class time: Two hours lectures and one hour tutorial per week

Assessment: One 1,500 word tutorial paper (25%)  
One 1,500 word field work report (25%)  
One 3,000 word essay (50%)

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2011  
[Also offered as DM368.15 and DR368.15]  
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
Smart, Ninian. The world’s religions. 2nd edn. Cambridge: CUP, 1998
PE/MD/MT DP377.15 SUPERVISION FOUNDATIONS

This unit provides a framework for reflection, action and learning in the ministry of supervision. It seeks to equip pastoral practitioners to work as supervisors for ordination candidates and other ministers-in-formation. The theory and practice of supervision will be explored through group work and theoretical input. Group work will offer the opportunity to practise supervision with class peers and receive constructive feedback. Theoretical input will address goal setting; case studies and evaluation with ordination candidates; developing feedback and intervention skills; and an introduction to key psychological aspects such as projection, power, and ethics in supervision.

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

1. Demonstrate skills in supervision practice.
2. Demonstrate an understanding of the structures of supervision for ministers-in-formation, particularly goal setting, case studies and evaluations.
3. Apply the principles of evaluation and feedback in supervision.
4. Articulate an understanding of the dynamics of power in supervision, and implement this understanding in providing a safe and ethical pastoral practice of supervision.
5. Demonstrate integration of their theological understanding with their supervision praxis in a final essay.

Pre-requisite: Students will have successfully completed Supervised Theological Field Education (DP367 & DP368) OR the equivalent during their professional development in ministry practice. In addition, they will need to complete an application form and be interviewed by the Director of Field Education.

Class Time: Nine sessions of four hours

Assessment: Group participation - active engagement in peer group supervision sessions – 10% self-assessed, 10% group assessed (after each group session each person will give themselves a score out of 10 for their own participation and a score out of 10 for the participation of each of their peers. These scores will be recorded by the tutor and averaged to give the final mark.) (20%)
Four Case Study reflections (750 words each) (40%)
One 2,500 word Integration Essay (40%)

Faculty: R Wright

Offered: 2011. [Mar 17; Apr 7 & 28; May 19; Jun 9 & 23; Jul 21; Aug 11; Sep 1]

Select Bibliography:
This is a reading unit for advanced students majoring in Pastoral Studies. The area of specialisation will be one of particular interest in recent Pastoral Studies research and will be chosen in consultation with the Faculty supervisor. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking the course will be required to meet with the supervisor at least monthly.

On successful completion of this unit, students will be able to:
1. Undertake a literature search on a specific topic of pastoral studies.
2. Compare and contrast the approaches to the topic taken by a variety of authors.
3. Articulate a personal theological response to the topic.
4. Develop skills for guided research on a specific topic.

Pre-requisite: 75 points in Pastoral Studies
Assessment: Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit
Faculty: R Wright
Offered: 2011
By arrangement with Faculty
PE/MD/MT DR368.15 INTERFAITH DIALOGUE

This unit will introduce students to living faiths other than Christianity, particularly Hinduism, Buddhism, Judaism and Islam. It will also consider theological and ministerial issues which arise for Christians engaging with people from other faiths and cultures.

The unit can be taken with a focus on mission, ministry or religious education. Students will focus on the process of dialogue and understandings of spirituality within various faiths. Participants will visit several centres of worship, and will engage in interfaith dialogue as a field project.

Upon successful completion of this unit students will be able to:
1. More deeply understand their own faith tradition.
2. Outline the theological foundations and spirituality of at least one other world religion.
3. Educate or minister more effectively in their own context and culture.
4. Engage dialogically with believers of another faith.

Pre-requisite: MDiv: 45 points in Foundational Studies
[Credit cannot be gained for this unit and the former DR366 Interfaith Dialogue]

Class time: Two hours lectures and one hour tutorial per week

Assessment: One 1,500 word tutorial paper (25%)
One 1,500 word field work report (25%)
One 3,000 word essay (50%)

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2011
[Also offered as DM368.15 and DP368.15]
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
Smart, Ninian. The world’s religions. 2nd edn. Cambridge: CUP, 1998
PE/MD DS399.15/30 SUPERVISED READING UNIT IN SPIRITUALITY

This is an advanced reading unit for students majoring in Spirituality. The area of focus will be one of particular interest to the student, with reference to the most current research within the field, and chosen in consultation with the Faculty supervisor. The bibliography, forms of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. A student taking the course is required to meet at least monthly with the supervisor.

On successful completion of this unit, students will be able to:
1. Undertake a literature search on a specific topic in spirituality.
2. Compare and contrast the approaches to the topic.
3. Articulate a substantive personal theological response to the topic.
4. Demonstrate advanced skills for guided research.

Pre-requisite: 75 points in Spirituality

Assessment: Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

Faculty: R Wright

Offered: 2011
By arrangement with Faculty
With the underlying purpose of making spiritual formation and the disciplines of discernment and self-discovery explicit to the educational experience from the students’ first year of study, this unit is designed to provide participants with the basic skills and resources to make life-giving connections between theology and the practice of faith.

Successful completion of this unit will enable students to:
1. Explore their own sense of self, vocation and ministry vision.
2. Appreciate the contours and possibilities of the major sub-disciplines of practical theology.
3. Utilize models of theological reflection that integrate theory, experience and practice.
4. Experience the richness of learning in community.

Class time: Two hours of lectures and a one hour tutorial per week

Assessment:
1. One 1,000 work Journal (20%)
2. One 1,500 Case Study (20%)
3. One 3,000 word Integration essay (60%)

Faculty: R Wright

Offered: Semester 1, 2011

Select Bibliography:
# MELBOURNE COLLEGE OF DIVINITY - FOURTH LEVEL UNITS

*Details in RTI Handbooks or Websites*

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BH/BN/BS/CH/CT/DM/DP499.15/30 SUPERVISED READING UNITS

These are reading units that can be developed for advanced students (in MDiv(Hons), MTS or MA), majoring in one of the following:

- Hebrew Bible (Old Testament)  Mark Brett
- New Testament  Keith Dyer
- Biblical Studies  Mark Brett/Keith Dyer
- Church History  Marita Munro
- Systematic Theology  Frank Rees
- Missiology  Ross Langmead
- Pastoral Studies  Roslyn Wright

The area of specialisation will be one of particular interest in recent research and will be chosen in consultation with the Faculty supervisor. The bibliography, form of assessment and student learning outcomes will be determined by the supervisor and approved by the Melbourne College of Divinity Chair of Examiners in the appropriate field. Students taking the units will be required to meet with the supervisor at least monthly.

Assessment: One 6,000 word essay for 15 points credit
One 12,000 word essay for 30 points credit

Offered: 2011
By arrangement with Faculty
BN495.15 RESURRECTION, JUSTICE AND DISCIPLESHIP

This seminar-based unit offers the opportunity to investigate theological implications and biblical foundations of resurrection faith. This unit may be taken for credit in New Testament or Systematic Theology.

Upon successful completion of the unit, students will be able:
1. To discuss critically the scriptural foundations and epistemological consequences of Resurrection faith.
2. To articulate a range of interpretative models of the resurrection of Jesus.
3. To explain and discuss critically the theological and Christological implications of these models.
4. To formulate and explain the implications of resurrection faith for contemporary Christian life and witness, with a specific focus on discipleship and justice.

Class time: This course will be offered as a semi-intensive during Semester 2, involving six weekend sessions [Friday evening (3 hours) and Saturday (3 hours)]

Assessment: One 6,000 word essay (100%)

Faculty: T Lorenzen

Offered: Semester 2, 2011. As a Semi-Intensive
Friday evenings 6.00 – 9.00 pm; and
Saturday mornings 9.30 am – 12.30 pm
August 5-6, 12-13, 19-20; October 14-15, 21-22, 28-29
[Unit also offered as CT495.15]

Select Bibliography:
CT495.15 RESURRECTION, JUSTICE AND DISCIPLESHIP

This seminar-based unit offers the opportunity to investigate theological implications and biblical foundations of resurrection faith. This unit may be taken for credit in New Testament or Systematic Theology.

Upon successful completion of the unit, students will be able:
1. To discuss critically the scriptural foundations and epistemological consequences of Resurrection faith.
2. To articulate a range of interpretative models of the resurrection of Jesus.
3. To explain and discuss critically the theological and Christological implications of these models.
4. To formulate and explain the implications of resurrection faith for contemporary Christian life and witness, with a specific focus on discipleship and justice.

Class time: This course will be offered as a semi-intensive during Semester 2, involving six weekend sessions [Friday evening (3 hours) and Saturday (3 hours)]

Assessment: One 6,000 word essay (100%)

Faculty: T Lorenzen, K Dyer (Co-ordinator)

Offered: Semester 2, 2011. As a Semi-Intensive
Friday evenings 6.00 – 9.00 pm; and Saturday mornings 9.30 am – 12.30 pm
August 5-6, 12-13, 19-20; October 14-15, 21-22, 28-29
[Unit also offered as BN495.15]

Select Bibliography:
Supervised Theological Field Education (STFE) provides a framework for reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, skills and identity impact on a student's formation for ministry. Students are also required to reflect on the process of learning itself, to think about what and how they learn and the impact of this upon their ministry work and life. Students are required to be engaged in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters. The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours (per semester).

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate intentionality in ministry through setting ministry learning and personal development goals.
2. Identify core aspects of their operational theology.
3. Receive critical and evaluative feedback from members of a congregation or agency.
4. Engage in self-evaluation with their supervisor, the peer group and the congregational committee.
5. Articulate ways in which they identified and worked with the strengths and limitations in both themselves and their ministry situations.

Class Time: 12 weeks of Peer Group sessions (two hours)
       6 Personal supervision sessions, approximately 1 hour each
       3 Congregational Committee meetings, approximately 1.5 hrs

Assessment: Two class presentations each 1,500 words
One Goal setting exercise 1,000 words
One Serving and Learning Covenant 300 words
One Supervision Covenant 200 words
One End of semester self-evaluation 1,500 words

Additional Activities include:
Reading and preparation for class discussions
Participation in Congregational Committee Meetings
Participation in individual and peer supervision sessions
Regular reports from the Congregational Committee
Satisfactory evaluation from the Director of Field Education
The subject is marked on a Pass/Fail basis

Interview and acceptance into the program by the Director of Field Education
The unit must be taken in conjunction with DP468.15 in consecutive semesters

Faculty: R Wright

Offered: Semester 2, 2011

Select Bibliography:
Wright, R H *Supervised theological field education handbook*. Melbourne: Whitley College, 2010
DP477.15 SUPERVISION FOUNDATIONS

This unit provides a framework for reflection, action and learning in the ministry of supervision. It seeks to equip pastoral practitioners to work as supervisors for ordination candidates and other ministers-in-formation. The theory and practice of supervision will be explored through group work and theoretical input. Group work will offer the opportunity to practise supervision with class peers and receive constructive feedback. Theoretical input will address goal setting; case studies and evaluation with ordination candidates; developing feedback and intervention skills; and an introduction to key psychological aspects such as projection, power, and ethics in supervision.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate skills in supervision practice.
2. Demonstrate an understanding of the structures of supervision for ministers-in-formation, particularly goal setting, case studies and evaluations.
3. Apply the principles of evaluation and feedback in supervision.
4. Articulate an understanding of the dynamics of power in supervision, and implement this understanding in providing a safe and ethical pastoral practice of supervision.
5. Demonstrate integration of their theological understanding with their supervision praxis in a final essay.
6. Give evidence in their essay of an integrative critique of current research in ministry supervision.

Pre-requisite: Students will have successfully completed Supervised Theological Field Education (DP267/367 and DP268/368) OR the equivalent during their professional development in ministry practice. In addition, they will need to complete an application form and be interviewed by the Director of Field Education.

Assessment:
Group participation - active engagement in peer group supervision sessions – 10% self-assessed, 10% group assessed (after each group session each person will give themselves a score out of 10 for their own participation and a score out of 10 for the participation of each of their peers. These scores will be recorded by the tutor and averaged to give the final mark.) (20%)
Four Case Study reflections (750 words each) (40%)
One 3,000 word Integration Essay (40%)

Faculty: R Wright

Offered: 2011 [Mar 17; Apr 7 & 28; May 19; Jun 9 & 23; Jul 21; Aug 11; Sep 1]

Select Bibliography:
DT401.15 RESEARCH METHODS

This seminar unit will cover the following topics:
(a) An introduction to the contemporary debate on practical theology and to methodological problems in practical theology.
(b) An overview of social science research methodologies with particular attention to their application in practical theology research.
(c) Developing systematic approaches to theological reflection.
(d) Specific applications in selected sub-disciplines of practical theology - congregational studies, liturgics, missiology, pastoral care, religious education

On successful completion of this unit students will be able to:
1. Apply qualitative and quantitative research methods to research projects in practical theology.
2. Employ a variety of models and methods in the process of theological reflection on ministry experience.
3. Understand the place of practical theology within the spectrum of theological disciplines.

[The unit is intended for MTheol, MMin qualifying candidates and candidates taking MTheol by coursework. Candidates are expected to develop and implement some aspects of a research project during the semester in which the unit is taken.]

Class Time: Six hours per session over six weeks
Assessment: One theory essay of 2,000 words (40%)
One research essay of 4,000 words (60%)
Candidates may elect to submit separate essays or to combine these requirements in a single 6,000 word essay

Faculty: D Cronshaw

Offered: Semester 2, 2011
At Auburn Baptist Church, 597 Burwood Road, Hawthorn
[July 25; August 8 & 22; September 5; October 24 & 31; 9:30 am - 4:30 pm]

Select Bibliography:
Veling, Terry A. Practical theology: On earth as it is in heaven. Maryknoll: Orbis, 2005
How to present assignments and cite references at Whitley College

❖ Lecturers give guidance
Your lecturers will guide you on what to do and when you need to submit your assignments. If you are in doubt about what is expected, ask your lecturer.

❖ Submitting assignments
You need to submit two typed copies with good margins all round and lines at space-and-a-half or double-spaced.

During office hours you can hand in your assignments at the Theological Office. Fill in a cover sheet (copies are available in the Theological Common Room) and staple one to each copy of your assignment.

Outside office hours you can put your assignments in the slot at the right-hand side of the glass doors at the rear entrance to the Theological Studies Centre.

Assignments are not accepted by email or fax.

❖ Late assignments
If you hand an assignment in late it will be marked down. If it is more than two weeks late the lecturer may not accept it.

You may ask for a short extension from the lecturer if you have good reasons. You must do this before the due date. If the lecturer agrees, it should be noted on the cover sheet, with a signature from the lecturer. You may be asked for a medical certificate or other documentation.

If your study is seriously interrupted and you seek an extension beyond the end of semester, apply in writing to the Dean for a ‘Dean’s extension’, explaining the extraordinary circumstances. You must do this before the due date. If a Dean’s extension is granted, the latest date for submission is four weeks after the end of the exam week of the semester. Your transcript will appear with an ‘E’ on it until your work is marked.

❖ Plagiarism
Plagiarism is using the work of others without giving them the credit. In tertiary study it is seen as stealing from others and is taken very seriously. At Whitley a student who plagiarises will fail the unit immediately.

To avoid plagiarism:
• If you use someone else’s words (that is, quote someone), use quotation marks or an indented paragraph and cite where it came from, including the page number.
• If you use your own words to summarise someone else’s ideas, cite where the material came from, including the page number.
• If you structure your essay the same way as another person’s essay, article or book, acknowledge it.
• If you get anything from the Internet, quote it or cite it just as you would a book or article.
Inclusive language

It is Whitley policy to use inclusive language in both teaching and assignments.

It is not hard to use ‘humankind’ instead of ‘mankind’, and so on. Sometimes using the plural helps. For example:

‘Disciples are wise to nourish their spiritual health’ instead of
‘The disciple is wise to nourish his spiritual health’.

It is up to students whether they use or avoid male pronouns for God. It is also up to students whether to leave sexist language in quotations or to make them inclusive. An example of acceptable editing follows, using square brackets:

As Paul Tillich says, ‘Theology is about [humankind’s] ultimate concern’.

If you find it difficult to use inclusive language, consult a guide.

Grades

At Whitley you will receive written feedback on each assignment, as one element of the overall learning process.

As part of the Melbourne College of Divinity, the body which grants the degrees and diplomas, Whitley teachers also give grades. You will get a grade for each assignment and one for the unit overall. This is what the grades refer to in percentage terms:

- **Fail (F)**: less than 50%
- **Pass (P)**: 50 to 64%
- **Credit (C)**: 65 to 74%
- **Distinction (D)**: 75 to 84%
- **High Distinction (HD)**: 85% or more

Here are some simple guidelines on what each grade means:

- **F**: Inadequate understanding of the subject; little knowledge of the area; little insight or reading in evidence.  
  *Doesn’t even know what the questions are.*

- **P**: Adequate understanding of information concerning the subject, but little critical awareness or insight shown.  
  *Knows what the questions are.*

- **C**: Competent grasp of information on the subject, plus an awareness of some important themes and critical issues.  
  *Knows some of the major answers to the questions.*

- **D**: Clear grasp of information and major themes, plus an ability to offer constructive comment on these themes and critical issues.  
  *Able to critique the major answers.*

- **HD**: As for D, but showing in addition an ability to integrate the insights from contemporary resources, tradition and personal experience.  
  *Able to provide some answers of their own.*

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1 Whitley library has these:  
*What did I say? Using non-discriminatory language* (Parkville, Vic.: University of Melbourne, 1996);  
*Nancy A Hardesty, Inclusive language in the Church* (Atlanta, GA: John Knox, 1987);  
Clearly other factors come into play as well. Answering a question which is not quite the question asked will attract a lower grade. An assignment in which part of the task is completed well but another has been ignored or treated inadequately will also attract a lower grade. Sufficiently poor expression or poor presentation (such as a missing bibliography or footnotes) may warrant a lower grade. Poor spelling or grammar begins to be marked down when the marker can’t understand what the student is getting at.

◊ Citing References

There are two main ways to cite references in your assignments, the footnote system and the author-date system. It doesn’t matter which you choose. And there are many variations on these two basic ways as well.

Here they will be presented very simply, using illustrations. You will find more detail in style guides, both in book form and on nearly every university’s web site.²

1 The footnote system

Footnotes are very common in theology. When you refer to someone’s work—let’s say Richard Bauckham’s book on the Bible and mission³— you insert a footnote number (as in this sentence) and give the details in a footnote (at the bottom of the page) or an endnote (at the end of the assignment). This should be easy on a computer. If you refer to the same work again—let’s say Bauckham’s book⁴—a shortened citation is enough (as in footnote 4 below). (‘Ibid.’ and ‘op. cit.’ are used less these days and are a bit complicated, but you may use them.)

At the end of the assignment you put all the cited references in a list called a bibliography.

Some footnote examples

Here are some examples of footnotes for different types of references:

Simple book

Book with more publishing information
Bruce Duncan, Ending hunger: How far can we go?, Catholic Social Justice Series, No. 51 (North Sydney: Australian Catholic Social Justice Council, 2005).

Edited book

² See, for example, the guides at University of Melbourne, ‘Introduction to citation’, <http://www.lib.unimelb.edu.au/sg/document/cit_introt.html>.
⁴ Bauckham, Bible and mission.
Book section (chapter in an edited book)
Joe Remenyi, ‘What is development?’ in Key issues in development, eds. Damien Kingsbury et al (Basingstoke, UK: Palgrave Macmillan, 2004), 22-44.

Journal article

Newspaper article

Web site

Email message
Joan Smith, <jsmith@unimelb.edu.au>, ‘Theology and universities’, Private email message to Joe Bloggs, <jbloggs@hotmail.com>, 15 February 2006.

Unpublished paper or manuscript
Athol Gill, ‘No justice without reconciliation’, Sermon preached at St Martin's Community Church, Collingwood, Melbourne, 1989.

A bibliography (in the footnote system)
Here is the bibliography which corresponds to the above footnote examples. A bibliography is always in alphabetical order (by surname of the first author). Notice how the entries vary a little from footnotes with their name order, full-stops and lack of brackets.


Smith, Joan. <jsmith@unimelb.edu.au>. ‘Theology and universities’. Private email message to Joe Bloggs, <jbloggs@hotmail.com>. 15 February 2006.

2 The author-date system

The author-date system is very common in the social sciences and is quite acceptable in theology. It uses brief citations in the text, such as ‘(Jones 2005: 82-84)’ and lists the full details only in the reference list at the end. Footnotes are used only rarely, to explain something.

Common sense rules are followed for the sake of economy. For example, if the author has just been mentioned, only the date of their work is cited: ‘Gehring (2004) explores house churches in the first century.’

In-text citation

Here are some examples of citing references in the text using the author-date method. Notice how the different situations are handled:

Teilhard saw spirit and matter almost as if they were the inside and outside of things (Santmire 1985: 160; McDonagh 1986: 79).

In exploring biblical notions of peace Mark Brett (2003) applies them practically.

Deacy’s 2005 book on faith and film broke new ground.

‘Redemption’ is a much contested term these days (Davis, Kendall and O’Collins 2004). To begin with it is a metaphor from another time (Davis et al 2004: 12).

Is mission best done together as Christians (World Council of Churches 1999)? It is arguable that unity in mission has never been more important (WCC 1999: 255).

There is a rapidly changing context for discipleship (P Johnson 2002) which calls for innovative approaches (D Johnson 2004).

The views of Australians on religion need to be analysed carefully (Hughes 2004a, 2004b).

Pronouncing the ‘shahadah’ is central to identifying as a Muslim (‘The Islam Page’).
A reference list (in the author-date system)

Here is a reference list which corresponds to the in-text citations used above. Note that the date comes early. A reference list is always arranged alphabetically (by the first author's surname).


Further information on citation

There are many guides to citation on the Internet. Whitley recommends the ‘Chicago style’, which allows either footnotes or author-date citation. One example of a good guide to the Chicago style is that of Ohio State University, at <http://library.osu.edu/sites/guides/chicagogd.html>.

If you have more detailed questions, the Chicago style is laid out in a book in the Whitley library edited by Kate Turabian and others:


The Whitley library also has an excellent book for answering nearly every question about style and use of words:


Don’t be worried by minor differences between citation systems. In the end, there is room for personal preference as long as the information about your references is presented fully, clearly and consistently.
<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Event Description</th>
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<td>February</td>
<td>7-10</td>
<td>Candidates’ Retreat</td>
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<td>7-14</td>
<td>Intensive Courses Commence (check dates)</td>
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<td>18</td>
<td>Semester 1 Enrolments Close</td>
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<td>February</td>
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<td>Semester 1 Commences</td>
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<td>March</td>
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<td>Semester 1 Census Date</td>
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<td>April</td>
<td>18-29</td>
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<td>Public Holiday for Anzac Day</td>
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<td>May</td>
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<td>Semester 1 Classes Resume</td>
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<td>12</td>
<td>MCD Conferral (Wilson Hall) (TBC)</td>
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<td>June</td>
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<td>Semester 1 Ends</td>
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<td>6-10</td>
<td>Non-Teaching Period</td>
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<td>13-18</td>
<td>Examination Week, Semester 1</td>
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<td>Queen’s Birthday Public Holiday</td>
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<td>27-29</td>
<td>School of Ministry</td>
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<td>JUNE 6/July 4</td>
<td>14</td>
<td>Intensive Courses Commence</td>
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<td></td>
<td>15</td>
<td>Publication of Semester 1 Results</td>
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<tr>
<td>July</td>
<td>25</td>
<td>Semester 2 Commences</td>
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<td>August</td>
<td>12</td>
<td>Semester 2 Census Date</td>
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<td>Sept</td>
<td>19-30</td>
<td>Non-Teaching Period</td>
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<td>October</td>
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<td>Semester 2 Classes Resume</td>
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<td>October</td>
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<td>31-Nov 4</td>
<td>Non-Teaching Period</td>
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<td>November</td>
<td>7-11</td>
<td>Examination Week, Semester 2</td>
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<tr>
<td>December</td>
<td>8</td>
<td>Publication of End of Year Results</td>
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</tbody>
</table>
1. God of truth and wisdom's source
   Enlighten us we pray.
   May we love you as we learn
   For as the prophets say:
   Through the mercy of God,
   Those who are wise
   Turning others to walk with our God,
   To righteousness and justice,
   Shall shine with the brightness of the sky,
   Bring light like the stars above for ever.

2. Looking back we praise your name
   For those who saw and heard.
   May we see more light and truth
   Break forth, become your Word.
   Help us stir up your church,
   Sound out the call,
   Turning others to walk with our God,
   To righteousness and justice,
   To follow the Spirit into joy
   Exploring the way ahead together.

3. As we share the things we learn
   With all who walk the Way,
   May the range of truth and love
   Become our food each day.
   May our message be bold,
   Spoken with love,
   Turning others to walk with our God
   To righteousness and justice,
   To take up the cross of Christ our Lord,
   To live in the love of God for ever.

Based on the College motto from Dan 12:3
### WHITLEY COLLEGE: THE BAPTIST COLLEGE OF VICTORIA
#### SEMESTER 1, 2011

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>10.00 am - 1.00 pm AL100/300.15▼</td>
<td>9.30 am - 12.30 pm BN101.15 Interpreting the New Testament</td>
<td>9.30 am - 12.30 pm BS331.15 Theologies and Practices of Love</td>
<td>9.30 am - 12.30 pm BN202/302.15 Matthew</td>
<td>9.30 am - 12.30 pm</td>
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<tr>
<td>New Testament Greek A Catherine Playoust</td>
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<td>Mark Brett/Keith Dyer</td>
<td>Keith Dyer</td>
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<td>AL/BN336.15▼</td>
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<td>Further Readings in NT Greek Tim Gaden/Sean Winter</td>
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<tr>
<td>11.00 am Chapel</td>
<td>12.40 pm Prayers</td>
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<tr>
<td>2.00 – 5.00 pm AL111.15</td>
<td>2.00 – 5.00 pm (GradDip/GradCert only)</td>
<td>1.00 – 5.00 pm Supervision Foundations</td>
<td>2.00 – 5.00 pm</td>
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<tr>
<td>Biblical Hebrew Val Billingham</td>
<td>Biblical Foundations Mark Brett/Keith Dyer</td>
<td>Roslyn Wright</td>
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<tr>
<td>DL/DP203/303.15</td>
<td>Past Care in Crisis and Transition Simon Holt/Nathan Nettleton</td>
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<tr>
<td>6.00 – 9.00 pm BH202/302.15</td>
<td>6.00 – 9.00 pm DM236/336.15 Global Mission Today</td>
<td>6.00 – 9.00 pm DM/DP230/330.15 ■ Chaplaincy in Eductnl Settings David Fuller</td>
<td>6.00 – 9.00 pm CT/DE255/355.15 ■ Human Life and Human Rights Thorwald Lorenzen (see dates and times)</td>
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<tr>
<td>Justice in the Prophets Mark Brett</td>
<td>Ross Langmead</td>
<td>Integrated Chaplaincy Training</td>
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<td>David Wilson</td>
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<td>Living the Faith Roslyn Wright</td>
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<td>▼ = UFT</td>
<td>♦ = Salvation Army Training College</td>
<td>■ = irregular dates and or venues</td>
<td>* = Special requirements</td>
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</tr>
</tbody>
</table>

**INTENSIVES: FEBRUARY:**

- CT101.15 Beginning Theological Studies [February 14-18 and 21-25; 9.30 am – 1.00 pm]
- CH/CT225/325.15 Bonhoeffer’s Theology in Historical Context [February 14-25; 9.30 am – 1.00 pm]
- ▼BN396.15 A Narrative Study of the Gospel of Mark [February 7–11 and 14-18; 9.30 am – 12.30 pm]
- CT/DE255/355.15 Human Life and Human Rights [Mar 18-19, 25-26; April 1-2; May 13-14, 20-21, 27-28]
- DM229/329.15 Reimagining Evangelism [Mar 25 & 26 27 Mar-at Belgrave Heights (Surrender 11); Apr 29 and May 27 at Auburn Baptist Church]

**WEEKENDS:**

- CT/DE255/355.15 Human Life and Human Rights Thorwald Lorenzen (see dates and times)

**ONLINE:**

- DM203/303.15 The Church’s Mission for Justice
# WHITLEY COLLEGE: THE BAPTIST COLLEGE OF VICTORIA
## SEMESTER 2, 2011

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<tr>
<td>9.30 am - 12.30 pm</td>
<td><strong>8.30 – 10.30 am</strong></td>
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<tr>
<td>AL201/301.15 ▼</td>
<td>DP267/367.15 Supervised Theol Field Education Roslyn Wright</td>
<td>CT220/320.15 Church: Frank Rees</td>
<td>DM/DP/DR268/368.15 Interfaith Dialogue Ross Langmead/Maryanne Confoy</td>
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<tr>
<td>New Testament Greek B Catherine Playoust</td>
<td>9.30 am – 12.30 pm</td>
<td>BH101.15 Intro to the Hebrew Bible Mark Brett</td>
<td>BN231/331.15 First Corinthians Keith Dyer</td>
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<tr>
<td><strong>9.30 am – 1.00 pm</strong> DT401.15 ■ Research Methods Darren Cronshaw</td>
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<td>11.00 am Chapel</td>
<td>12.40 pm Prayers</td>
<td>12.40 pm Prayers</td>
</tr>
<tr>
<td>2.00 - 4.30 pm DT401.15 (cont) ■ Research Methods</td>
<td><strong>2.00 - 5.00 pm</strong></td>
<td><strong>2.00 - 5.00 pm</strong></td>
<td><strong>1.00 - 5.00 pm</strong></td>
<td><strong>2.00 - 5.00 pm</strong></td>
</tr>
<tr>
<td>DP467.15 Supervised Theol Field Education Roslyn Wright</td>
<td>CH112.15 Christianity through Centuries: Reformation Marita Munro</td>
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<tr>
<td><strong>6.00 - 9.00 pm</strong> CT382.15 Economics, Justice and Theology Mark Brett</td>
<td><strong>6.00 - 9.00 pm</strong> CT/DP241/341.15 Children of God Beth Barnett/Frank Rees</td>
<td><strong>6.00 - 9.00 pm</strong> CH111.15 Christianity through Centuries: Early Marita Munro</td>
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<td><strong>6.00 - 9.00 pm</strong> CT/DP241/341.15 Children of God Beth Barnett/Frank Rees</td>
<td><strong>6.00 - 9.00 pm</strong> DM101.15 Holistic Witness Ross Langmead</td>
<td><strong>6.00 - 9.00 pm</strong> BN/CT395/495.15 Resurrection, Justice and Discipleship Thorwald Lorenzen (see dates below)</td>
<td><strong>6.00 - 9.00 pm</strong></td>
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</tbody>
</table>

**▼ = UFT**  **= Salvation Army**  **■ = Irregular dates/venues**  **❋ = Special enrolment requirements**

**INTENSIVES:**

- **JUNE:** ▼CT208/308.15 Foundations of the Wesleyan Holiness Tradition [June 6-10 and 13-17; 9.30 am – 12.30 pm]
- **JULY:** DM231/331.15 Micah Mandate [Jun 27–July 8 – TEAR, Blackburn]
- **WEEKENDS:** BN/CT395/495.15 Resurrection, Justice and Discipleship [Fri: 6.00 – 9.00 pm; Sat: 9.30 am – 12.30 pm - Aug 5-6, 12-13, 19-20 and Oct 14-15, 21-22, 28-29]