UNDERGRADUATE

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: 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: 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 (RTIs) 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 modules 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).

The rest of this handbook explains the options in detail, but basically:

• If you have the VCE or equivalent, or are a mature age student, you can enrol in:
  Bachelor of Theology (BTheol)
  Diploma in Ministry (DipMin)
  Advanced Diploma in Ministry (AdvDipMin)
  Associate Diploma in Ministry (AssocDipMin)

• If you have arrived in Australia with a first language other than English, you can enrol in the Saturday TransFormation classes, which can be part of your Diploma studies. Or if your English is good enough for degree level work, you can enrol in our two English for Theological Studies units in order to prepare you for the BTheol.

• 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 Certificate in Theology (GradCertTheol), Graduate Diploma in Theology (GradDipTheol), or the Master of Divinity (MDiv). Students wishing to undertake graduate 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 in the PhD or DTheol – see the graduate degrees section of this handbook on pages 14-15. A separate handbook for graduate degrees is published each year.

• 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 …..
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, so far, 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 necessary 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, you may be asked to wait a brief time (not more than a few weeks) before we can offer you a place. In some instances this can happen more quickly.

Enrolment depends upon being offered a place by the Dean. Then you will need to fill in the appropriate form to register for your units. This depends upon which degree you are taking—all this can be sorted when you meet with the faculty member at the first interview, or at a shorter subsequent interview.

Payment of fees is required at the time of enrolment.

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.

In addition, please note that for students from a non-English-speaking background, there is a language requirement for entry to theological study at Whitley College: the MCD requires an IELTS score of not less than 6.5 (a minimum of 6.0 in each area). For those who gain entry under this arrangement, Whitley College offers two units of English language study within the BTheol or Diploma programs.

Students from a non-English-speaking background who are unable to meet this language requirement are advised to undertake the TransFormation Program, which is designed especially for this purpose.

**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 the 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.

In this handbook, all the undergraduate degree and diploma programs and subjects are explained in detail. Here we offer a simple outline of each degree or diploma, indicating the basic character of each of these, and the purposes for which they might be most suitable.

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 took on additional requirements to the old degree. Students who enrolled before 2009 may continue under the old structure.

The degree now requires at least two Major sequences and one Sub-Major, including at least a Sub-Major in Biblical Studies, Systematic Theology and Field D (Mission and Ministry), and a Minor sequence in Church History.

A Major requires progressive study, from first level through to third levels. (There are detailed explanations of these requirements in this book. See pages 33-37.)

This balanced approach means that graduates have both a breadth in understanding and a strong focus in an area of their choosing.

Graduates of another discipline may take the BTheol and receive some credit for their previous study, thus reducing the total requirements.

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. The level of Honours awarded is determined by the Coursework Studies Committee on the basis of the overall results in the research essay and the honours units. A student who does not obtain at least 70% may be awarded the Pass degree. Students interested in the possibility of Honours should discuss this with the Coursework Studies Co-ordinator, Dr Keith Dyer.
Undergraduate Degrees and Diplomas (continued)

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.

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.

Full details of the subjects offered are set out in this Handbook.

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 no Majors or Sub-Majors are required.

The Diploma requires 8 core units: 4 in Biblical Studies, 2 in Church History and 2 in Systematic Theology. The remaining 8 units may (for example) be all in Practical Theology. For many diploma students this is the area of their strongest interest.

The Diploma in Ministry is ideal for students who wish to engage in some breadth of study, but do no wish to take units at an advanced level.

Advanced Diploma in Ministry
The requirements and focus here are the same as for the Diploma, except that it requires and additional year and 360 points (24 units) and takes a minimum of three years.

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

Details of all these degrees are available on the websites of Whitley College and the Melbourne College of Divinity.

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 ten semester units (150 points), eight at graduate level and two 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 may be required for entry to this degree.

**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 program.

**Doctor of Philosophy**
A research doctorate primarily intended for Masters graduates in disciplines other than theology, with sufficient foundation to engage with a theological discipline at a doctoral level. It consists of a thesis of up to 100,000 words.
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.
What Does It Cost?

The Commonwealth Government does not fund theological teaching as it does other university courses, so student fees, support from the churches and bequests are the only sources of funding which sustain us financially.

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

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, tea and coffee during breaks and usually any reading packs provided.

Undergraduate fees are payable directly to Whitley College at the time of enrolment.

**Fees for 2011 are as follows:**
- Undergraduate Unit Fee $981
- Audit Fee $490

**Upfront Payment**
All theological fees will normally be paid by the commencement of the semester.

**Exceptional Arrangements**
Any requests for changes in arrangements for payment of fees (such as payment by instalments) are to be in writing and must be formally approved by the Dean prior to enrolment.

**Enrolment**
It is expected that formal enrolment will be completed prior to commencement of the semester. If fees have not been paid in full or an arrangement approved for payment by instalments within three weeks of the commencement of the semester, enrolment will be cancelled.

**Re-enrolments**
No student will be enrolled for a new semester or a new year where their fees are outstanding except by specific approval of the Dean.

**Recommendations for Graduation and Ordination**
Students will not be recommended for graduation or ordination where fees are outstanding. Nor will transcripts of results be issued.

A full schedule of fees for graduate and postgraduate degrees is set out in the Whitley College Graduate and Postgraduate Handbook and on the MCD website.
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
Notes on Austudy

1. Austudy, a student living allowance provided to eligible students by the Australian Government, is presently available for students registered as undertaking the Bachelor of Theology degree, the Advanced Diploma in Ministry, the Diploma in Ministry, the Associate Diploma in Ministry, and for a combination of these awards. Austudy is not normally available to students undertaking graduate awards.

2. Austudy has advised that the Bachelor of Theology degree is a three year course and that full-time study is classed as undertaking 8 units per year (4 units per semester). Normally Austudy will only be granted for the three years allowed to complete the degree. A combined Bachelor of Theology/Advanced Diploma in Ministry is deemed to be a five year course, while a combined Bachelor of Theology/Diploma in Ministry is a four year course.

3. Students who undertake only 3 units a semester will still get Austudy under the 75% provision, however, these students will normally only get finance for the three years allowed to complete the degree (even though more units are still required to complete the degree).

4. The 75% provision is to allow for student 'drop-out', i.e. a student undertaking a full-time load and then dropping out of one or two subjects due to 'overload'. If a student is doing only 3 units per semester and drops out of one, full-time Austudy will no longer be applicable, and the student will be required to refund all fees received during the affected period.

5. When applying for Austudy, students must state that they are undertaking studies towards the degree of Bachelor of Theology of the Melbourne College of Divinity at the Whitley College campus. Whitley College office will provide students with a letter of confirmation of enrolment, on request, to accompany their application to Centrelink. The CentreLink office does not recognise the constituent colleges as education providers for Austudy purposes.

6. Austudy undertakes an 'audit' of students towards the end of each semester (i.e., they ask MCD to tell them how many units are actually being undertaken at that time). They will also be advised if students do not comply with the regulations of the course in which they are enrolled.


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 towards a second degree.
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 organized 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, and work on assignments.

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

Each degree has a maximum length:
  • The Bachelor of Theology is a three year, full-time degree program, or six years part-time.
  • The maximum length of study is nine calendar years from the time of beginning study. Extensions may be granted, upon application and in exceptional circumstances only.
  • Similarly the Master of Divinity is a three year program, six years part-time, with a maximum of nine calendar years.
  • Students who choose not to study for any period during their degree must apply for leave of absence, to ‘stop the clock ticking’.

**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:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close of enrolments</td>
<td>February 18</td>
</tr>
<tr>
<td>First classes</td>
<td>February 28</td>
</tr>
<tr>
<td>Non–teaching period (including Easter)</td>
<td>April 18 – 29</td>
</tr>
<tr>
<td>Last classes</td>
<td>June 3</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>June 6 – 10</td>
</tr>
<tr>
<td>Examination/Assessments</td>
<td>June 13 - 17</td>
</tr>
<tr>
<td>Publication of Semester 1 results</td>
<td>July 14</td>
</tr>
</tbody>
</table>

## For Semester 2, 2011:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close of enrolments</td>
<td>July 15</td>
</tr>
<tr>
<td>First classes</td>
<td>July 25</td>
</tr>
<tr>
<td>Non–teaching period</td>
<td>September 19 - 30</td>
</tr>
<tr>
<td>Last classes</td>
<td>October 28</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>October 31 – November 4</td>
</tr>
<tr>
<td>Examination/Assessments</td>
<td>November 7 - 11</td>
</tr>
<tr>
<td>Publication of end of year results</td>
<td>December 8</td>
</tr>
</tbody>
</table>

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 of this book.

The library catalogue is available on line through the Whitley web site. A combined MCD library catalogue (MCDcat) is also available online at 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       (03) 9340 8010
Dean                              Dr Ross Langmead         (03) 9340 8021
Faculty member                    Rev Dr Marita Munro      (03) 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' (pages 124-129). 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.

Withdrawing 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?

Whitley Faculty

Rev Dr Frank Rees
BA (Hons), MA, BD(Hons), TheoM, 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

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**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

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**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
Who Are My Teachers? (continued)

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:  
wright@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:  
mitchell@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, TheolM, 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), AdvDipMissioStudies
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, BVSoc, 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
BACHELOR OF THEOLOGY

INFORMATION
# Bachelor of Theology - Degree Structure

## MCD Regulations for the Degree

Students should familiarize themselves with the full details of the Regulations and Working Principles for the BTheol degree (available at their website: [www.mcd.edu.au](http://www.mcd.edu.au))

- The degree consists of a minimum of 360 points (24 semester units worth 15 points each).
- Candidates must complete two majors, and one sub-major.
- A major is a progressive course of study of 90 points in a discipline, e.g., BH, BN, BS, CH, CT, etc., with at least 30 points (2 units) at third level.
- A sub-major is a progressive course of study of 60 points (4 units) with at least 30 points (2 units) at second level.
- A minor sequence is 30 points in one discipline.
- A sub-major can be completed in any of the Fields of study, but must at least be undertaken in Biblical Studies, Systematic Theology and a discipline in Mission and Ministry (Field D) – two of which must become majors.
- Unless otherwise determined (e.g., because of credit for units at other tertiary institutions) the course of study shall extend over not less than three years and not more than nine years.

## Numbering System for Units

The numbering systems for each unit indicates:

- **Field and Discipline within the Field**
- **Level of study**
- **Specific content**
- **Number of points**

The Field or area of study is indicated by the first letter - A, B, C or D.

The second letter indicates the Discipline with the Field; e.g.,

- **Field A**: Language, History
- **Field B**: New Testament, Hebrew Bible, Scripture
- **Field C**: History, Theology
- **Field D**: Ethics, Liturgy, Missiology, Pastoral Studies, Religious Education, Spirituality

The first numeral indicates level of study - 1, 2, or 3.

The second and third numeral distinguishes the unit from other units at the same level in specific disciplines.

The numerals following the decimal point indicate the number of points for the unit. 15 points represents one semester unit, 30 points a full year or two semester units.

Eg: BN201.15 is a Field B unit in New Testament at (2) second level - 15 points.

## BA/BTheol

Monash University, in association with the Melbourne College of Divinity, offers the above combined course. Each institution is independent of the other and it is necessary for students to apply separately for admission to each institution.

To be selected into the Arts component of the combined degree students need to satisfy the pre-requisite requirements of the Victorian Tertiary Admissions Centre (VTAC). Monash University has appropriate course requirements.

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.

## BTheol (Honours)

Students may apply for candidature within the Honours programme in a particular discipline or combination of disciplines. All requirements of the BTheol (Pass) are to be met, except that up to 210 points (14 units) may be taken from the Field to which the chosen discipline belongs. The Honours degree comprises 420 points (28 units), consisting of a final Honours year (of four third level units and an Honours thesis of 10,000 - 12,000 words) in addition to the pass degree programme. For full details see the MCD website.

Application should be made in consultation with the Dean.

Students wishing to undertake Honours must ensure that their enrolment for specified units is at Honours level, so that the appropriate examining and grading can proceed.

The normal MCD grading scale applies.

In order for the degree to be awarded with Honours, candidates are normally required to achieve an overall standard of 70% or higher, with the Honours thesis weighted at 60%, and the coursework 40%, of the total.
Bachelor of Theology

### OFFERED IN 2021

#### Field A:

No more than 120 points (8 units) can be taken in Field A

#### First Level:
- AL100.15 New Testament Greek A
- AL103.15 English for Theol Studies (NESB)
- AL104.15 Oral Communication (NESB)
- AL111.15 Biblical Hebrew

#### Second Level:
- AL201.15 New Testament Greek B
- AL210.15 Ruth

#### Third Level:
- AL336.15 Further Readings in NT Greek

#### Field B:

**Core Requirements:**
- Old Testament: 30 points (2 units)
- New Testament: 30 points (2 units)

This means all students complete at least a Biblical Studies sub-major.

No more than 180 points (12 units) in this Field

Study towards an Old Testament major requires two units at each level in BH, with expected proficiency in Hebrew language.

Study towards a New Testament major requires two units at each level in BN, with expected proficiency in New Testament Greek language.

Study towards a Biblical Studies major requires two units at each level with at least one at third level from each of Old and New Testament disciplines.

#### First Level:
- BH101.15 Intro to the Hebrew Bible
- BN101.15 Interpreting the New Testament

#### Second Level:
- BH202.15 Justice in the Prophets
- BH206.15 War and Peace in the Hebrew Bible
- BH210.15 Ruth
- BN202.15 Matthew
- BN231.15 First Corinthians
- BN242.15 The Book of Revelation

#### Third Level:
- BH302.15 Justice in the Prophets
- BH306.15 War and Peace in the Hebrew Bible
- BH399.15/30 Supervised Reading Unit in Old Test
- BN302.15 Matthew
- BN331.15 First Corinthians
- BN336.15 Further Readings in NT Greek
- BN342.15 The Book of Revelation
- BN395.15 Resurrection, Justice, Discipleship
- BN396.15 A Narrative Study of Gospel of Mark
- BS331.15 Theologies and Practices of Love
- BS398.15 Conference Study in Biblical Studies
- BS399.15/30 Supervised Reading in Biblical Studies

#### Field C:

**Core Requirements:**
- Church History: 30 points (2 units)
- Systematic Theology: 30 points (2 units)

No more than 180 points (12 units) in this Field

Study towards a Church History major requires two units at each level in CH.

Study towards a Systematic Theology major requires two units at each level in CT.

All students starting a BTheol after January 2009 must complete a minor sequence (2 units) in Church History and a sub-major (4 units) in Systematic Theology.

#### First Level:
- CH111.15 Church History (Early)
- CH112.15 Church History (Reformation)
- CT101.15 Beginning Theological Studies

#### Second Level:
- CH225.15 Bonhoeffer’s Theol in Historical Context
- CT208.15 Foundations of Wesleyan Holiness Trad
- CT220.15 Church
- CT225.15 Bonhoeffer’s Theol in Historical Context
- CT241.15 Children of God
- CT255.15 Human Life and Human Rights

#### Third Level:
- CH320.15 Church
- CH325.15 Bonhoeffer’s Theol in Historical Context
- CH398.15 Conference Study in Church History
- CH399.15/30 Supervised Reading in Church History
- CT208.15 Foundations of Wesleyan Holiness Trad
- CT320.15 Church
- CT325.15 Bonhoeffer’s Theol in Historical Context
- CT341.15 Children of God
- CT355.15 Human Life and Human Rights
- CT382.15 Economics, Justice and Theology
- CT395.15 Resurrection, Justice & Discipleship
- CT398.15 Conference Study in Systematic Theology
- CT399.15/30 Supervised Reading in Syst Theology
### Field D:

**Core Requirements:**
Practical Theology - 60 points (4 units) as a sub-major in one discipline.

No more than 180 points (12 units) in this Field

Majors and sub-majors may be taken in the disciplines within Field D, eg Missiology (DM), Pastoral Studies (DP), Spirituality (DS).

### OFFERED IN 2011

#### First Level:
- DM101.15 Holistic Witness
- DM107.15 Exposure to Cross-Cultural Mission
- DM119.15 Contextual Mission
- DM120.15 Church Planting
- DT101.15 Living the Faith

#### Second Level:
- DE255.15 Human Life and Human Rights
- DL203.15 Pastoral Care in Crisis & Transition
- DL214.15 Worship and Time
- DM203.15 The Church’s Mission for Justice
- DM219.15 Contextual Mission
- DM220.15 Church Planting
- DM228.15 Integrated Chaplaincy Training
- DM229.15 Reimagining Evangelism
- DM230.15 Chaplaincy in Educational Settings
- DM231.15 Micah Mandate
- DM236.15 Global Mission Today
- DM268.15 Interfaith Dialogue
- DP201.15 Theol & Practice of Pastoral Care
- DP203.15 Pastoral Care in Crisis & Transition
- DP228.15 Integrated Chaplaincy Training
- DP230.15 Chaplaincy in Educational Settings
- DP241.15 Children of God
- DP236.30 Supervised Pastoral Education
- DP267.15 Supervised Theol Field Education
- DP268.15 Interfaith Dialogue
- DR268.15 Interfaith Dialogue

#### Third Level:
- DE355.15 Human Life and Human Rights
- DL303.15 Pastoral Care in Crisis & Transition
- DL314.15 Worship and Time
- DM303.15 The Church’s Mission for Justice
- DM328.15 Integrated Chaplaincy Training
- DM329.15 Reimagining Evangelism
- DM330.15 Chaplaincy in Educational Settings
- DM331.15 Micah Mandate
- DM336.15 Global Mission Today
- DM368.15 Interfaith Dialogue
- DM398.15 Conference Study in Missiology
- DM399.15/30 Supervised Reading in Missiology
- DP301.15 Theol & Practice of Pastoral Care
- DP303.15 Pastoral Care in Crisis & Transition
- DP328.15 Integrated Chaplaincy Training
- DP330.15 Chaplaincy in Educational Settings
- DP341.15 Children of God
- DP367.15 Supervised Theol Field Education
- DP368.15 Interfaith Dialogue
- DP398.15 Conference Study in Pastoral Studies
- DP399.15/30 Supervised Reading in Pastl Studies
- DR368.15 Interfaith Dialogue
- DS399.15/30 Supervised Reading in Spirituality
- DT398.15 Integrating Theological Study
# BTHEOL Structure for Students Enrolled Before 2009

## Degree Core Requirements

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### Example of Core Requirement – One Major and Two Sub-Majors

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### Example of Core Requirement – Two Majors

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### Example of Core Requirement – Two Majors Plus Credit Points

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### Credit 60 Points for Previous Study

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### Example

- Major: Biblical Studies
- Sub-Major: CH
- Sub-Major: CT
- Major: Biblical Studies
- Sub-Major: CH
- Sub-Major: CT

Bachelor of Theology
### BTHEOL Structure for Students Enrolling from 2009

#### Degree Core Requirements

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#### Example of Requirement for Two Majors and One Sub-Majors

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#### Example of Requirement – Two Majors and One Sub-Major

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#### Example of Core Requirement – Two Majors Plus Credit Points

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<th>CREDIT 60 Points for Previous Study</th>
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Bachelor of Theology 37
FIELD A - HUMANITIES

Every year at Whitley we offer Biblical Hebrew, New Testament Greek and English for Theological Studies as Field A units. One Biblical language is required for the Master of Divinity, but language units are not required for the Bachelor of Theology degree unless you wish to major in Hebrew Bible or in New Testament studies.

The English units are for those from a non-English-speaking background (NESB/ESL). They will introduce you to new vocabulary that you will need for theological studies, and to study and writing skills that will help you with your assignments and presentations.

Field A is also the area in which you are most likely to gain credit for your past studies — typically, 60 points (or 4 units) for a tertiary degree such as a BA, BSc, BEd, and so on. This credit counts towards your overall BTheol requirement for 360 points (24 units), but does not usually count towards majors or sub-majors.

It is possible, however, to have a Field A Major in such disciplines as Philosophy, Psychology, Sociology, Anthropology or a language (modern or ancient). This would most likely involve you studying at another institution as well as at Whitley, and it would be necessary to complete another major in Field B, C or D to take out the BTheol degree.

(✦ Indicates units offered in 2011)

Humanities

✦AL100.15 New Testament Greek A
✦AL103.15 English for Theological Studies (NESB)
✦AL104.15 Oral Communication for Theological Studies (NESB)
✦AL111.15 Old Testament Hebrew
✦AL201.15 New Testament Greek B
✦AL210.15 Ruth
✦AL336.15 Further Readings in New Testament Greek

OTHER DISCIPLINES

Arrangements may be made through the Dean for studies in Literature, Philosophy, Psychology and Sociology to be undertaken at other Recognised Teaching Institutions of MCD or at other tertiary institutions.
AL100.15 NEW TESTAMENT GREEK A

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.

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.

Class Time: A two-day pre-sessional class.
Three hours per week (optional 1 hour tutorial for 10 weeks)

Assessment: Weekly class tests (30%)
Two short homework exercises (20%)
A two hour examination (50%)

Faculty: C Playoust

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

Select Bibliography:
AL103.15 ENGLISH FOR THEOLOGICAL STUDIES

An introduction to the use of English as the medium for studying theology, with special emphasis on critical reading and analysis and the preparation of formal written papers.

Upon successful completion of this unit, students will be able to:
1. Understand and use the specialised terminology of biblical and theological study (in both academic and colloquial style, and recognizing figurative language and allusions to the Bible)
2. Apply the techniques and styles of written composition for academic purposes
3. Make use of appropriate reference materials
4. Undertake critical reading of scholarly argumentation
5. Incorporate critical methods into their essay-writing at first year level, correctly documenting arguments from the Bible and primary historical sources, and using correct conventions in quotation and cross-referencing
6. Make oral presentations in appropriate language and style
7. Pronounce key terminology correctly

Pre-requisites: Non-English Speaking Background students who have not undertaken tertiary studies in English. A written and oral test will be given in the first week of class to assess whether students have an adequate level of English.

Class Time: Three hours per week
Assessment: One 1,000 word essay (in class) (20%)
One 2,000 word essay (30%)
One 20 minute oral examination (30%)
One written language test (20%)

Faculty: L Dyer

Offered: Semester 1, 2011

Recommended Reading:
Murphy, Raymond. English grammar in use. Cambridge: CUP, 2003
AL104.15 ORAL COMMUNICATION FOR THEOLOGICAL STUDIES

An introduction to the use of oral English as an essential skill in studying theology, with special emphasis on critical listening and use of verbal and non-verbal skills in oral presentations.

Upon successful completion of this unit, students will be able to:
1. Understand, pronounce and use the specialised terminology of biblical and theological study
2. Listen critically to lecture and narrative material and engage in critical discussions
3. Recognize and name the different oral genres used in lectures, seminars, case-studies, preaching, worship and liturgy
4. Engage in group and one-to-one discussions
5. Prepare and read a tutorial paper
6. Make oral presentations in appropriate language and style.

Pre-requisites: Non-English Speaking Background students who have not undertaken tertiary studies in English. A written and oral test will be given in the first week of class to assess whether students have an adequate level of English.

Class Time: Three hours per week

Assessment:
- One 1,000 word tutorial paper (30%)
- One 20 minute oral examination (30%)
- Two prepared speaking tasks (1,000 words) (20%)
- Two aural comprehension tests (20%)

Faculty: L Dyer

Offered: Semester 2, 2011

Recommended Reading:
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 continues on from AL100. 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.

Upon successful completion of the unit, 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.

Pre-requisite: AL100.15 New Testament Greek A (or equivalent)
Class Time: Three hours per week
Assessment:
Weekly class tests (30%)
Two short homework exercises (20%)
One two hour examination (50%)

Faculty: C Playoust

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

Select Bibliography:
AL210.15 RUTH

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: 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
[Unit offered alternatively as BH210.15]

Select Bibliography:
Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
This unit is designed to consolidate and develop the language skills gained in AL100 and AL201: 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: AL100.15 and AL201.15 (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 [At UFT, 29 College Crescent, Parkville]
[Also offered as BN336.15]

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


FIELD B - BIBLICAL STUDIES

This Field comprises Hebrew Bible (or 'Old Testament studies' — all the BH units), New Testament studies (the BN units) and Biblical Studies (the BS units, which involve thematic studies over both testaments). At Whitley we aim to immerse ourselves in the text: to learn about interpreting the Bible by doing it, rather than focus primarily on what others might say about the text.

All students in the BTheol degree must do BH101 Introducting the Hebrew Bible and BN101 Interpreting the New Testament, plus one more unit in each discipline (at second level). This means that all BTheol students at Whitley automatically complete a sub-major in Biblical Studies (60 points, or 4 units, including 2 at second level).

You may then go on to build a major sequence in Hebrew Bible (but you should complete Hebrew language studies before tackling the two third level units) or in New Testament (where NT Greek is required for third level); or in Biblical Studies, which involves an equal mix of BH and BN. Biblical Studies units (BS) may also be included in these major sequences.

Our Whitley offerings in Field B are a mix of specialist studies (Genesis, Mark, Revelation, and so on) and thematic studies (Salvation, Mission in the New Testament, and so on). We encourage you to make sure your degree includes a balance of traditions and themes. We do not offer units on every text, particularly where excellent units are readily available 10 minutes' walk away at the United Faculty of Theology (on Psalms, Romans and John, for example). Please also consider these possibilities when you finalize your study timetable.

Please note Biblical Language pre-requisites for third level Biblical Studies units.

(✦ Indicates units offered in 2011)

HEBREW BIBLE
✦BH101.15 Introducing the Hebrew Bible
✦BH2/302.15 Justice in the Prophets
BH2/303.15 Identity, Land and Crisis
BH2/305.15 Samuel
✦BH2/306.15 War and Peace in the Hebrew Bible
✦BH210.15 Ruth
BH314.15 Genesis - The Book of Beginnings
✦BH399.15/30 Supervised Reading Unit in Hebrew Bible

NEW TESTAMENT
✦BN101.15 Interpreting the New Testament
BN2/301.15 Gospel of Mark
✦BN2/302.15 Matthew
BN2/303.15 Luke
BN2/307.15 The Sermon on the Mount
BN2/322.15 Paul: Life and Letters
✦BN2/331.15 First Corinthians
BN2/332.15 Galatians: Spirit, Freedom and Law
✦BN336.15 Further Readings in NT Greek
✦BN2/342.15 The Book of Revelation
BN2/364.15 Mission in the New Testament
BN2/365.15 Reading in Christian Communities
BN388.15 The Jesus of History and Gospel
BN394.15 Gospel in Context
✦BN395.15 Resurrection, Justice and Discipleship
✦BN396.15 A Narrative Study of the Gospel of Mark
✦BN399.15/30 Supervised Reading Unit in New Testament

BIBLICAL STUDIES
BS2/309.15 Salvation
BS320.15 The Bible and Ethics
✦BS331.15 Theologies and Practices of Love
✦BS398.15 Conference Study in Biblical Studies
✦BS399.15/30 Supervised Reading Unit in Biblical Studies
BH101.15 INTRODUCING THE HEBREW BIBLE

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; exploring the possible relationships between these themes and different historical, geographical and traditional contexts; developing an awareness of modern schools of study, as well as the history of research into the Hebrew Bible; developing 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 2,000 word essay (mid-semester) (50%)
                   One 2,000 word exegetical paper (end semester) (50%)
Faculty: M Brett

Offered: Semester 2, 2011

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:  
Level 2: BH101.15 (or equivalent)  
Level 3: 30 points in Hebrew Bible

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

Assessment:  
Level 2:  
One 1,500 word exegesis (40%)  
Critical responses to set readings 1,500 words (20%)  
One 2,000 word essay (40%)

Level 3:  
One 2,000 word exegesis (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  
BH206/306.15 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: Level 2: BH101.15
Level 3: 45 points in Field B with 30 points in Hebrew Bible

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

Assessment:
Level 2: One exegetical paper of 1,500 words (40%)
One 2,000 word essay (40%)
One tutorial paper of 750 words (20%)

Level 3: One exegetical paper of 2,000 words (40%)
One 2,000 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
Lind, Millard. Yahweh is a warrior. Scottdale: Herald, 1980
Ollenberger, Ben C. Zion, the city of the great king. Sheffield: Sheffield Academic, 1987
BH210.15 RUTH

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: AL111.15 and BH101.15
Assessment: Weekly translation exercises (30%)
One 1,000 word exegetical paper (30%)
One two hour examination (40%)
Faculty: V Billingham
Offered: Semester 2, 2011
(This unit also offered as AL210.15)

Select Bibliography:
Campbell, Edward F Ruth. Garden City: Doubleday, 1975
This is a reading unit for advanced students majoring in Hebrew Bible. 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 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 Hebrew 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 5,000 words for 15 points credit
              Total of 10,000 words for 30 points credit

Faculty: M Brett

Offered: 2011
          By arrangement with Faculty
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
5. Show an appreciation of the relationship of the New Testament to the texts and message of the Old Testament
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: Two 500 word workshop papers (30%)
One essay of 2,000 words (40%)
One one hour examination (30%)
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
BN202/302.15 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: Level 2: BN101.15
Level 3: 30 points in BN

Class Time: Three hours per week

Assessment: Level 2:
One 2,500 word essay (40%)
One 1,000 word tutorial paper (20%)
One two hour examination (40%)

Level 3:
One 3,000 word essay (50%)
One 1,500 word seminar paper (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
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.

Pre-requisites: Level 2: BN101.15 (or equivalent)
Level 3: 45 points in Biblical Studies (incl 30 points in BN)

Class Time: Three hours per week
Assessment: Level 2: One 1,000 word tutorial paper (25%)
One critical review of readings (1,000 words) (25%)
One 3,000 word exegetical paper (50%)
Level 3: One 1,500 word tutorial paper (25%)
One critical review of readings (1,500 words) (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
Hays, Richard B. First Corinthians (Interpretation), Louisville: John Knox Press, 1997
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
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: Level 2: English text – BN101.15
Greek text – New Testament Greek and BN101.15
Level 3: 45 points in New Testament and 15 points NT Greek

Class time: Three hours per week

Assessment: Level 2: One 2,000 word essay (40%)
One 1,000 word tutorial paper (30%)
One two-hour examination (30%)
Level 3: 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
BN336.15 FURTHER READINGS IN NEW TESTAMENT GREEK

This unit is designed to consolidate and develop the language skills gained in AL100 and AL201: 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: AL100.15 and AL201.15 (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 [At UFT, 29 College Crescent, Parkville] [Also offered as AL336.15]

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, 1990


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

BN395.15 RESURRECTION, JUSTICE AND DISCIPLESHIP

This seminar-based unit offers the opportunity to investigate biblical foundations, theological implications and the social and ethical consequences 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-requisite: 45 points in CT and 30 in BN
[This unit cannot be taken for credit together with BN/CT2/324.15]

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 1,500 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:
BN396.15 A NARRATIVE STUDY OF THE GOSPEL OF MARK

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: 45 points in Field B

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 7-11 and 14-18; 9.30 am to 12.30 pm]

Select Bibliography:
This is a reading unit for advanced students majoring in New Testament. The area of specialisation will be chosen in consultation with the Faculty advisor. 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 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 New Testament.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

Pre-requisite: 75 points in New Testament (or equivalent)

Assessment: Total of 5,000 words for 15 points credit
Total of 10,000 words for 30 points credit

Faculty: K Dyer

Offered: 2011
By arrangement with Faculty
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: 45 points in Field B

Class Time: Three hours per week

Assessment:
- One 1,500 word seminar paper (25%)
- Critical reviews totalling 1,500 words (25%)
- One 2,000 word essay (50%)

Faculty: M Brett and K Dyer

Offered: Semester 1, 2011

Select Bibliography:
BS398.15 CONFERENCE STUDY IN BIBLICAL STUDIES

This unit offers advanced students the opportunity to study a specific theme in biblical studies through participation in a scholarly conference addressing that theme.

Students wishing to undertake this unit will be required to submit a proposal indicating:
• the conference they will attend
• assessment procedures to be followed; and
• a short bibliography, as negotiated with a course supervisor

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.

Approval of the course proposal, by the Whitley College Course Co-ordinator must be granted prior to the commencement of the course.

Pre-requisite: 45 points in Biblical Studies

Assessment: Prior to the conference:
One 2,500 word paper, to be offered at the conference (50%)
OR
Two 1,500 word book reviews (50%)

After the conference:
One 3,000 word essay, reflecting critically upon the conference theme (50%)

Faculty: M Brett, K Dyer

Offered: 2011
By arrangement with Faculty
BS399.15/30  SUPERVISED READING UNIT IN BIBLICAL STUDIES

This is a reading unit for advanced students majoring in Biblical Studies. The area of specialisation will be chosen in consultation with the Faculty advisor. 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 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 (or equivalent)

Assessment: Total of 5,000 words for 15 points credit
              Total of 10,000 words for 30 points credit

Faculty: M Brett, K Dyer

Offered: 2011
         By arrangement with Faculty
FIELD C - CHRISTIAN THOUGHT AND HISTORY

This Field comprises Systematic Theology (all the CT units), and Church History (the CH units). Here you can explore and analyse the story of human engagement with God and the world. Don’t think that this is just a ‘theoretical and historical’ field of study — all theology and history at Whitley is engaged study, and related to present and future realities as well as past traditions.

All students beginning the BTheol should enrol in CT101 Beginning Theological Studies in their first year (as well as DT101 Living the Faith). Either of the first level Church Histories may be taken first (CH111 Early Church or CH112 Reformation), but remember that all BTheol students must complete 2 units in the CT and 2 in the CH disciplines.

(✦ Indicates units offered in 2011)

CHURCH HISTORY

✦ CH111.15 Christianity through the Centuries: Early
✦ CH112.15 Christianity through the Centuries: Reformation
CH1/216.15 Writing on the Walls: Meaning in Religious Art
CH2/302.15 Patterns in the Practice of Christianity
CH2/304.15 History and Theology of the Baptist Movement
CH2/305.15 History and Theology of the Salvation Army
CH2/308.15 Reformation Studies
CH2/319.15 Agents of Reconciliation
✦ CH2/325.15 Bonhoeffer’s Theology in Historical Context
CH2/355.15 In the Public Sphere: The Word Taking Flesh
✦ CH398.15 Conference Study in Church History
✦ CH399.15/30 Supervised Reading Unit in Church History

SYSTEMATIC THEOLOGY

✦ CT101.15 Beginning Theological Studies
CT1/210.15 Spirit of the Living God
CT1/215.15 Women and Theology
CT1/216.15 Writing on the Walls: Meaning in Religious Art
CT2/302.15 Who Is Jesus?
CT2/304.15 History and Theology of the Baptist Movement
CT2/306.15 No Other Foundation: Christology after Modernity
✦ CT2/308.15 Foundations of the Wesleyan Holiness Tradition
CT2/319.15 Agents of Reconciliation
✦ CT2/320.15 Church: The Quest for Christian Community
CT2/321.15 Ecclesiology: Issues and Perspectives
CT2/323.15 God of Hope
✦ CT2/325.15 Bonhoeffer’s Theology in Historical Context
CT2/332.15 Faith and the Environment
✦ CT2/341.15 Children of God: Theological Foundations for Ministry with Children
✦ CT2/355.15 Human Life and Human Rights
CT314.15 Thinking About God
CT316.15 God: The Story So Far
CT351.15 Hermeneutics and Culture
✦ CT382.15 Economics, Justice and Theology
✦ CT395.15 Resurrection, Justice and Discipleship
✦ CT398.15 Conference Study in Systematic Theology
✦ CT399.15/30 Supervised Reading Unit in Systematic Theology
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:
1. Two document studies 500 words each (25%)
2. One 2,000 word essay (50%)
3. Two half hour class tests (25%)

Faculty: M Munro

Offered: Semester 2, 2011

Select Bibliography:
*Comby, Jean. How to read church history*. Vol 1, London: SCM, 1985
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 500 words each (25%)
One 2,000 word essay (50%)
Two half hour class tests (25%)

Faculty: M Munro

Offered: Semester 2, 2011

Select Bibliography:
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: Level 2: 15 points in CH and in CT
Level 3: For CH credit: 45 points in CH and 30 points in CT
For CT credit: 45 points in CT and 30 points in CH

Assessment: Level 2: One 1,000 word tutorial paper (25%)
One 1,000 word book review (25%)
One 2,000 word essay (50%)
Level 3: One 1,000 word tutorial paper (25%)
One 1,000 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 CT225/325.15]

Select Bibliography:
Pugh, Jeffrey C. Religionless Christianity: Dietrich Bonhoeffer in troubled times. (London: T&T Clark, 2008
This unit offers advanced students the opportunity to study a specific theme in Church History through participation in a scholarly conference addressing that theme.

Students wishing to undertake this unit will be required to submit a proposal indicating:
• the conference they will attend
• assessment procedures to be followed; and
• a short bibliography, as negotiated with a course supervisor.

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.

Approval of the course proposal, by the Whitley College Coursework Co-ordinator must be granted prior to the commencement of the course.

Pre-requisite: 45 points in Church History

Assessment:

Prior to the conference:
One 2,500 word paper, to be offered at the conference (50%)
OR
Two 1,500 word book reviews (50%)

After the conference:
One 3,000 word essay, reflecting critically upon the conference theme (50%)

Faculty: M Munro

Offered: 2011*
By arrangement with Faculty
CH399.15/30  SUPERVISED READING UNIT IN CHURCH HISTORY

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 Coursework Co-ordinator. Students taking the 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 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 5,000 words for 15 points credit
Total of 10,000 words for 30 points credit

Faculty: M Munro

Offered: Semester 2, 2011
By arrangement with Faculty
CT101.15  BEGINNING THEOLOGICAL STUDIES

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 200 words)
Three document studies, each 500 words (30%)
One 1,500 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: Level 2: BN101.15 and CT101.15
Level 3: 45 points in Systematic Theology

Assessment: Level 2
One 1,500 word class seminar paper (25%)
One 1,000 word critical review of readings (25%)
One 2,500 word essay (50%)
Level 3:
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:
Davies, Rupert E. What Methodists believe. London: Epworth, 1988
Yuill, C. We need saints. London: Campfield Press, 1988
CT220.15/320.15 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: CT111.15 or CT101.15
[Note: This unit cannot be taken for credit in addition to CT221.15, Ecclesiology: Issues and Perspectives]

Assessment: Level 2: One 2,000 word essay (40%)
One 1,500 word tutorial paper (30%)
Two half-hour class tests (30%)
Level 3: One 2,500 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
CT225/325.15 BONHOEFFER’S THEOLOGY IN HISTORICAL CONTEXT

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:**
- **Level 2:** 15 points in CH and in CT;
- **Level 3:**
  - For CH credit: 45 points in CH and 30 points in CT
  - For CT credit: 45 points in CT and 30 points in CH

**Assessment:**
- **Level 2:**
  - One 1,000 word tutorial paper (25%)
  - One 1,000 word book review (25%)
  - One 2,000 word essay (50%)
- **Level 3:**
  - One 1,000 word tutorial paper (25%)
  - One 1,000 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 CH225/325.15]

**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 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.

Pre-requisites: 30 points in DP or CT
CT101 is required if part of a CT Major
DT101 is required if part of a DP Major

Class Time: Three hours a week for twelve weeks.

Assessment: Level 2:
One 1,000 word tutorial paper (20%)
One 1,500 word research project (30%)
One 2,000 word essay (50%)

Level 3:
One 1,000 word tutorial paper (20%)
One 1,500 word research project (30%)
One 2,500 word essay (50%)

Faculty: B Barnett, F Rees

Offered Semester 2, 2011
[Also offered as DP241/341.15]

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. **Level 3:** Articulate the specific contribution of Christian faith to the necessity and protection of human rights.

Pre-requisites:

- **Level 2:** CT101.15 (or equivalent)
- **Level 3:** CT101.15 and an additional unit in Christology

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

Assessment:

- **Level 2:**
  - One 1,000 word tutorial paper (20%)
  - One 1,500 word book review (30%)
  - One 2,000 word essay (50%)
- **Level 3:**
  - 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 DE255/355.15]

**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. Discuss the role of Scripture in formulating critiques of economic policy and in exploring alternative economic models;
4. Demonstrate a knowledge of selected contemporary Christian teaching on economic justice.

Pre-requisites: One unit Old Testament, one unit New Testament and 2 units Systematic Theology, including one at 2nd level.

Assessment: One tutorial paper of 1,000 words (15%)
One seminar paper of 1,500 words (35%)
One essay of 2,500 words (50%)

Faculty: M Brett, W Stent

Offered: Semester 2, 2011

Select Bibliography:
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-requisite: 45 points in CT and 30 in BN
[This unit cannot be taken for credit together with BN/CT2/324.15]

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 1,500 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 BN395.15]

Select Bibliography:
CT398.15 CONFERENCE STUDY IN SYSTEMATIC THEOLOGY

This unit offers advanced students the opportunity to study a specific theme in systematic theology through participation in a scholarly conference addressing that theme.

Students wishing to undertake this unit will be required to submit a proposal indicating:
• the conference they will attend
• assessment procedures to be followed; and
• a short bibliography, as negotiated with a course supervisor

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.

Approval of the course proposal, by the Whitley College Coursework Co-ordinator must be granted prior to the commencement of the course.

Pre-requisite: 45 points in Systematic Theology

Assessment: Prior to the conference:
One 2,500 word paper, to be offered at the conference (50%)
OR
Two 1,500 word book reviews (50%)

After the conference:
One 3,000 word essay, reflecting critically upon the conference theme (50%)

Faculty: F Rees

Offered: 2011*
By arrangement with Faculty
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 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 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 5,000 words for 15 points credit
Total of 10,000 words for 30 points credit

Faculty: F Rees

Offered: 2011
By arrangement with Faculty
**FIELD D - MORAL AND PRACTICAL THEOLOGY**

This Field encompasses:

- Ethics (all the DE units);
- Liturgical Studies (the DL units, including Facing Crisis and Transition);
- Missiology (DM units, Chaplaincy, Global Mission, Holistic Witness);
- Pastoral Studies (DP units, including Facing Crisis and Transition);
- Religious Education (DR units, including Interfaith Dialogue);
- Spirituality (DS units);
- Practical Theology (DT units, reflecting on and introducing methods used across this Field of study); and
- Youth Ministry (DP units involving youth studies and ministry).

Students who have undertaken teacher training may be eligible for provisional credit (2 units in first level Religious Education) if they undertake a further 2 units at second level, giving them a DR Sub-Major.

All students beginning the BTheol should enrol in DT101.15 Living the Faith, at the earliest opportunity (together with CT101.15 Beginning Theological Studies). DM101.15 Holistic Witness: Introduction to Mission is the other introductory unit available in Field D, specific to mission students.

(† Indicates units offered in 2011)

### ETHICS
- DE111.15 Ethical Issues in Congregational Context
- DE2/305.15 Ethics in the Marketplace
- DE2/306.15 Lifestyle Ethics
- †DE2/355.15 Human Life and Human Rights
- DE320.15 The Use of the Bible in Ethics

### LITURGICAL STUDIES
- DL2/301.15 Theology and Practice of Christian Worship
- DL2/302.15 Homiletics
- †DL2/303.15 Facing Crisis and Transition: Pastoral Care and Worship
- †DL2/314.15 Worship and Time

### MISSIOLOGY
- †DM101.15 Holistic Witness: Introduction to Mission
- †DM107.15 Exposure to Cross-Cultural Mission
- †DM1/219.15 Contextual Mission
- †DM1/220.15 Church Planting
- DM2/302.15 Reconciliation: The Heart of Mission
- †DM2/303.15 The Church's Mission for Justice (Online)
- DM2/307.15 The Multicultural Church
- DM2/312.15 Anthropology for Christian Mission
- †DM2/328.15 Integrated Chaplaincy Training
- †DM2/329.15 Reimagining Evangelism
- †DM2/330.15 Chaplaincy in Educational Settings
- †DM2/331.15 Micah Mandate: Seeking Justice for the Global Marginalised
- DM2/332.15 Faith and the Environment
- †DM2/336.15 Global Mission Today
- DM2/343.15 New Missional Communities
**MISSIOLOGY (CONTINUED)**
- DM2/355.15 In the Public Sphere: The Word Taking Flesh
- DM2/365.15 Understanding Islam
- DM2/368.15 Interfaith Dialogue
- DM341.15 Reflection for Mission
- DM398.15 Conference Study in Missiology
- DM399.15/30 Supervised Reading Unit in Missiology

**PASTORAL STUDIES**
- DP1/210.15 Youth Ministry
- DP2/301.15 Theology and Practice of Pastoral Care
- DP202.15 Building Christian Community
- DP2/303.15 Facing Crisis and Transition: Pastoral Care and Worship
- DP2/304.15 Pastoral Care in Grief and Loss, Living and Dying
- DP2/328.15 Integrated Chaplaincy Training
- DP2/330.15 Chaplaincy in Educational Settings
- DP2/333.15 Leadership for Ministry and Mission
- DP2/334.15 Ministry Foundations
- DP2/335.15 Management for Ministry
- DP236.30 Supervised Pastoral Education (CPE)
- DP2/341.15 The World of the Child
- DP2/360.30 Exploring Ministry through Case Studies
- DP2/367.15 Supervised Theological Field Education
- DP2/368.15 Interfaith Dialogue
- DP398.15 Conference Study in Pastoral Studies
- DP399.15/30 Supervised Reading Unit in Pastoral Studies

**RELIGIOUS EDUCATION**
- DR2/368.15 Interfaith Dialogue

**SPIRITUALITY**
- DS2/305.15 Experiencing God: Spirituality in the Christian Tradition
- DS2/306.15 Table Spirituality: Hospitality, Community and Mission
- DS2/321.15 Spirituality of Everyday Life
- DS399.15/30 Supervised Reading Unit in Spirituality

**PRACTICAL THEOLOGY**
- DT101.15 Living the Faith: Spirituality, Vocation and Community
- DT398.15 Integrating Theological Study
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. At third level: Articulate the specific contribution of Christian faith to the necessity and protection of human rights.

Pre-requisites:

- Level 2: CT101.15 (or equivalent).
- Level 3: CT101.15 and a unit in Christology.

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

Assessment:

- Level 2:
  - One 1,000 word tutorial paper (20%)
  - One 1,500 word book review (30%)
  - One 2,000 word essay (50%)

- Level 3:
  - 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 CT255/355.15]

Select Bibliography:

- Pannenborg, Wolfhart. *Anthropology in theological perspective*, Edinburgh: T&T Clark, 1999
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. Identify experiences of crisis and transition common to contemporary Australian society.
2. Evaluate 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: Level 2: DT101.15
Level 3: 30 points in Field D, including DT101.15

Class Time: Two hours of lectures and a one hour tutorial per week
Assessment: Level 2: One 2,000-word essay (50%)
Weekly research question assignments (combined total 1,000-words) (25%)
One 1,000-word tutorial paper (25%)
Level 3: One 3,000-word essay (50%)
Weekly 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 offered alternatively as DP203/303.15]

Select Bibliography:
Marris, Peter. Loss and change. London: Routledge, 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:  
Level 2: DT101  
Level 3: DT101 and 15 points in Liturgical 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:  
Level 2: One diary of 2,000 words (30%)  
One essay of 2,000 words (50%)  
Annotated folio of texts (20%)

Level 3: 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:


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 of lectures and a one hour tutorial per week

Assessment:
One tutorial paper of 1,000 words (20%)
One 1,500 word essay (40%)
One 90 minute examination (40%)

Faculty: R Langmead

Offered: Semester 2, 2011

Select Bibliography:
DM107.15 EXPOSURE TO CROSS-CULTURAL MISSION

The unit gives opportunity to reflect missiologically on a supervised group visit of at least two weeks' length to a field of mission outside Australia. Trips sponsored by various mission agencies may qualify as the basis for this unit, with the approval of the co-ordinator, if:

a. Students meet with the co-ordinator to be briefed on the process of theological reflection and cross-cultural observation;
b. The trip leader is acceptable to, and briefed by, the co-ordinator;
c. There are briefing and debriefing sessions totalling at least ten hours; and
d. During the exposure trip students live in a cross-cultural context, interacting with local people, observing or serving on a daily basis and meeting for group discussion daily.

It is expected that upon successful completion of this unit students will be able to:
1. Identify several examples of where another culture is ‘different but not inferior’.
2. Evaluate the missiological approach of a cross-cultural mission agency.
3. Discuss some of the issues of gospel and culture.
4. Outline and analyse their own responses to being in another culture.

Time commitment:
Group briefings and a briefing by the co-ordinator
At least two weeks living in a cross-cultural situation, involving daily group discussion.

Teaching methods:
Briefings, immersion in another culture, background reading.

Assessment:
One 1,500 word essay (50%)
1,500 words selected from journal (25%)
One 1,000 word book review (25%)

Faculty: R Langmead

Cost:
The cost of the trip is additional to the normal unit fee

Offered: 2011

By arrangement with Faculty

Select Bibliography:
Bradshaw, Bruce. Bridging the gap: Evangelism, development and shalom. Monrovia, CA: MARC, 1993
Lane, Patty. A beginner’s guide to crossing cultures: Making friends in a multicultural world. Downers Grove, IL: Intervarsity Press, 2002
DM119/219.15 CONTEXTUAL MISSION

Designed as training for cross-cultural Christian mission, this unit examines what is involved in sharing the gospel in ways which are culturally appropriate and which lead to indigenous communities of faith. Among the topics considered are the theology of contextualisation, encouraging local theologies, models of incarnational ministry, sharing faith with ‘unreached people groups’, dialogue and evangelism in Muslim and Buddhist contexts, Aboriginal contextualisation, and ethical, strategic and practical issues in global mission today.

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

1. Demonstrate appreciation of cultural difference.
2. Outline several ways of engaging respectfully with people of other faiths.
3. Show basic understanding of a Muslim, Buddhist or Aboriginal cultural context.
4. Summarise several major trends in global mission.

Class time: Eight hours per day for five days

Assessment: Level 1:
- One 2,000 word essay (50%)
- One 30 minute educational presentation (30%)
- 1,000 words of reflection on readings (20%)

Level 2:
- One 2,000 word essay (50%)
- One 30 minute educational presentation (25%)
- 1,500 words of reflection on readings (25%)

Faculty: B Newnham

Offered: 2011. As an Intensive. [February 7-11, 2011; 9.00 am-5.00 pm and March 17, 2.00 – 4.00 pm]
[Global Interaction, 597 Burwood Road, Hawthorn]

Select Bibliography:
Parshall, Phil. Inside the community: Understanding Muslims through their tradition. Grand Rapids: Baker, 1994
DM120/220.15 CHURCH PLANTING

This unit is an introduction to the theology and practice of planting of new churches. The focus will be on a contextual approach to evangelism, missional incarnation and community development, seeking signs of the kingdom of God in local communities. It will cover topics such as models of church planting, reading the community, approaching new housing areas, how to begin, leadership, missional ecclesiology and contextualisation. Students will draw learning from stories of recently begun new churches/missional communities.

Upon successful completion of this unit students will be able to:
1. Articulate the strengths and weaknesses of different models of church planting.
2. Demonstrate their understanding of a contextual approach to church planting.
3. Analyse the demographics of a local area or people group.
4. Outline how they would go about establishing a new faith community.

Pre-requisites: Level 2: Two units in Field B or C, or DM101 if part of a Missiology Major

Assessment: Level 1: One 1,500 word essay (40%)
One 1,500 word analysis of a local area (35%)
One 1000 word reflection on a new church (25%)
Level 2: One 2,000 word essay (45%)
One 1,500 word analysis of a local area (30%)
One 1,000 word reflection on a new church (25%)

Faculty: D Chatelier (Co-ordinator), S Murray-Williams

Offered: 2011. As an Intensive
[Fri 18 February 9 am-5 pm; Sat 19 February 9 am-9.30 pm;
Sun 20 February 9 am-4 pm; Mon 21 Feb 9 am-5 pm;
and Thur 10 & 24 March from 6.00 to 9.00 pm]

Select Bibliography:
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. Research a local or global justice issue.
3. Give an educational presentation on the church’s response to a justice issue.

Pre-requisites: 30 points in DM or CT or Field B. DM101 or equivalent is required if part of a Major or Sub-Major

Class Time: Expected 9 personal study hours per week

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

Level 3: One 2,500 word essay (40%) One 1,500 word research project (30%) An educational 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
DM228/328.15 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 on ministry and mission experience.
3. Demonstrate the ability for critical reflection on their identity and role in pastoral care.
4. Receive evaluative feedback from supervisors and peers.

Pre-requisites: Level 2: 30 points in DM, CT or Field B. DM101 required for a DM major.
Level 3: 45 points in Missiology

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.

Level 2: Learning agreement and self-evaluation (1,500 wds) (30%)
Two 500 word verbatim studies (20%)
Journal reflections of 1500 words (20%)
One 1,000 word case study (20%)
One 500 word placement report (10%)

Level 3: Learning agreement and self-evaluation (1,500 wds) (30%)
Two 500 word verbatim studies (20%)
Journal reflections of 1500 words (20%)
One 1,500 word case study (20%)
One 500 word placement report (10%)

Faculty: D R Wilson

Offered: Semester 1, 2011

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]

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
DM229/329.15 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.

Pre-requisites: 30 points in Fields B, C or D. DM101 if part of a Missiology major. Credit cannot be gained for both the former DM103 and this unit.

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

Assessment: Level 2: One 1,000 word book review (20%) One 1,500 word class paper (30%) One 2,000 word report (50%)
Level 3: One 1,000 word book review (20%) One 1,500 word class paper (30%) One 2,500 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; and 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
DM230/330.15 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: Level 2: 30 points in Fields B, C or D
DM101 required if part of a major or sub-major
Level 3: 45 points in Missiology

Class Time: Three hours per week

Assessment:
Level 2:
- One 2,000 word essay (50%)
- One 1,500 word research report (30%)
- One 1,000 word case study (20%)

Level 3:
- One 2,500 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 DP230/330.15]

Select Bibliography:
Shepherd, Nick. Schools’ ministry as mission. Cambridge, UK: Grove, 2008
DM231/331.15  MICAH MANDATE: SEEKING JUSTICE FOR THE GLOBAL MARGINALISED

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. Explain important 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: 30 points in DM, CT or Field B. DM101 if part of a Missiology major

Assessment: Level 2:
One 2,000 word essay (40%)
One educational resource, 1500 wds or equivalent (40%)
One 1,000 word book review (20%)

Level 3:
One 2,500 word essay (40%)
One educational resource, 1500 wds or equivalent (40%)
One 1,000 word book review (20%)

Faculty: 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.

Pre-requisites: Level 2: 30 points in DM or CT or Field B. DM101 is required if part of a major or sub-major
Level 3: 45 points in Missiology

Class time: Three hours a week for twelve weeks.

Assessment: Level 2: One 1,000 word tutorial paper (20%)
One 1,500 word research project (30%)
One 2,000 word essay (50%)
Level 3: One 1,000 word tutorial paper (20%)
One 1,500 word research project (30%)
One 2,500 word essay (50%)

Faculty: R Langmead

Offered: Semester 1, 2011

Select Bibliography:
Shenk, David W. God’s call to mission. Scottsdale, PA: Herald, 1994
DM268/368.15 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: 30 points in Missiology, Pastoral Care or Field B
[Credit cannot be gained for this unit and the former DM266/366 Interfaith Dialogue]

Class time: Three hours per week

Assessment: Level 2:
One 1,000 word tutorial paper (25%)
One 1,000 word field work report (25%)
One 2,500 word essay (50%)

Level 3:
One 1,000 word tutorial paper (25%)
One 1,500 word field work report (25%)
One 2,500 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
This unit offers advanced students the opportunity to study a specific theme in missiology through participation in a scholarly conference addressing that theme.

Students wishing to undertake this unit will be required to submit a proposal indicating:
• the conference they will attend
• assessment procedures to be followed; and
• a short bibliography, as negotiated with a course supervisor

Approval of the course proposal, by the Whitley College Course Co-ordinator must be granted prior to the commencement of the course.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed critical perspective on the theme of, and presentations at, a scholarly conference.
2. Relate the theme of the conference to recent literature in the area.
3. (If presenting a paper) Write a scholarly paper worthy of presentation at a conference.

Pre-requisite: 45 points in Missiology

Assessment:
Prior to the conference:
One 2,500 word paper, to be offered at the conference (50%)
OR
Two 1,500 word book reviews (50%)

After the conference:
One 3,000 word essay, reflecting critically upon the conference theme (50%)

Faculty: R Langmead

Offered: 2011
By arrangement with Faculty
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 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 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 5,000 words for 15 points
Total of 10,000 words for 30 points
Faculty: R Langmead
Offered: 2011
By arrangement with Faculty
DP201/301.15 THEOLOGY AND PRACTICE OF PASTORAL CARE

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.

Pre-requisite:  
Level 2: DT101.15 or its equivalent  
Level 3: 30 points in Field D, including DT101.15 or its equivalent

Assessment:  
Level 2: One 2,000 word essay (50%)  
One 1,000 word reading report (25%)  
One 1,000 word case study (25%)

Level 3: 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. Identify experiences of crisis and transition common to contemporary Australian society.
2. Evaluate 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: Level 2: DT101.15
Level 3: 30 points in Field D, including DT101.15

Class Time: Three hours per week

Assessment: Level 2: One 2,000-word essay (50%)
Weekly research question assignments (combined total 1,000-words) (25%)
One 1,000-word tutorial paper (25%)

Level 3: One 3,000-word essay (50%)
Weekly 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, N Nettleton

Offered: Semester 1, 2011
[Unit offered alternatively as DL203/303.15]

Select Bibliography:
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 on ministry and mission experience.
3. Demonstrate the ability for critical reflection on their identity and role in pastoral care.
4. Receive evaluative feedback from supervisors and peers.

Pre-requisites:
- Level 2: 30 points in DP, CT or Field B. DT101 required for a DP major
- Level 3: 45 points in Pastoral Care

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.
- Level 2:
  - Learning agreement and self-evaluation (1,500 wds) (30%)
  - Two 500 word verbatim studies (20%)
  - Journal reflections of 1,500 words (20%)
  - One 1,000 word case study (20%)
  - One 500 word placement report (10%)
- Level 3:
  - Learning agreement and self-evaluation (1,500 wds) (30%)
  - Two 500 word verbatim studies (20%)
  - Journal reflections of 1,500 words (20%)
  - One 1,500 word case study (20%)
  - One 500 word placement report (10%)

Faculty: D R 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 DM228/328.15]

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: Level 2: 30 points in Fields B, C or D; DM101 required if part of a major or sub-major
Level 3: 45 points in Missiology

Assessment: Level 2: One 2,000 word essay (50%)
One 1,500 word research report (30%)
One 1,000 word case study (20%)
Level 3: One 2,500 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 DM230/330.15]

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

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 member, and students should check before committing themselves to a program for which they wish to claim BTheol 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 DP236.30. A fee is charged to cover the teaching component of this unit charged by the Melbourne College of Divinity.

Assessment:
Each program will have its own assessment requirements. To obtain BTheol 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.

Pre-requisites: 30 points in DP or CT
CT101 is required if part of a CT major
DT101 is required if part of a DP major

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

Assessment: Level 2: One 1,000 word tutorial paper (20%) One 1,500 word research project (30%) One 2,000 word essay (50%)
Level 3: One 1,000 word tutorial paper (20%) One 1,500 word research project (30%) One 2,500 word essay (50%)

Faculty B Barnett, F Rees (Co-ordinator)

Offered Semester 2, 2011
[Also offered as CT241/341.15]

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 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 DP268/368 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 (Including BH101 or BN101, CT101, DP101 or DT101)

Assessment:
Level 2: One Goal Setting exercise 750 words
         One Serving and Learning Covenant 300 words
         One Supervision Covenant 200 words
         One End of semester self-evaluation 750 words
         Two class presentations of case studies/verbatims each 1,000 words

Level 3: 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 DP268/368 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: 30 points in Missiology, Pastoral Care or Field B
[Credit cannot be gained for this unit and the former DP266/366 Interfaith Dialogue]

Class time: Three hours per week

Assessment: Level 2:
One 1,000 word tutorial paper (25%)
One 1,000 word field work report (25%)
One 2,500 word essay (50%)

Level 3:
One 1,000 word tutorial paper (25%)
One 1,500 word field work report (25%)
One 2,500 word essay (50%)

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2011
[Also offered as DM268/368.15 and DR268/368.15]
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
Dupuis, Jacques. Christianity and the religions: From confrontation to dialogue.
Maryknoll: Orbis, 2002
Smart, Ninian. The world’s religions. 2nd edn. Cambridge: CUP, 1998
DP398.15 CONFERENCE STUDY IN PASTORAL STUDIES

This unit offers advanced students the opportunity to study a specific theme in pastoral studies through participation in a scholarly conference addressing that theme.

Students wishing to undertake this unit will be required to submit a proposal indicating:
• the conference they will attend
• assessment procedures to be followed; and
• a short bibliography, as negotiated with a course supervisor

Approval of the course proposal, by the Chair of Examiners of Field D must be granted prior to the commencement of the course.

On successful completion of this unit, students will be able to:
1. Evaluate the content of material presented at a conference.
2. Compare and contrast the conference presentations with other literature in the field.
3. Articulate a personal theological response to the conference theme.
4. Develop skills for guided research on a specific topic.

Pre-requisite: 45 points in Pastoral Studies

Assessment: Prior to the conference:
One 2,500 word paper, to be offered at the conference (50%)
OR
Two 1,500 word book reviews (50%)

After the conference:
One 3,000 word essay, reflecting critically upon the conference theme (50%)

Faculty: R Wright

Offered: 2011*
By arrangement with Faculty
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 unit 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 5,000 words for 15 points credit
Total of 10,000 words for 30 points credit

Faculty: R Wright

Offered: 2011
By arrangement with Faculty
DR268/368.15 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: 30 points in Missiology, Pastoral Care or Field B
[Credit cannot be gained for this unit and the former DR266/366 Interfaith Dialogue]

Class time: Three hours per week

Assessment: Level 2: One 1,000 word tutorial paper (25%)
One 1,000 word field work report (25%)
One 2,500 word essay (50%)

Level 3: One 1,000 word tutorial paper (25%)
One 1,500 word field work report (25%)
One 2,500 word essay (50%)

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2011
[Also offered as DM268/368.15 and DP268/368.15]
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
Smart, Ninian. The world’s religions. 2nd edn. Cambridge: CUP, 1998
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 unit 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 5,000 words for 15 points credit
Total of 10,000 words for 30 points credit

Faculty:  R Wright

Offered:  2011
By arrangement with Faculty
DT101.15 LIVING THE FAITH: SPIRITUALITY, VOCATION AND COMMUNITY

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.

Co-requisites: This unit is designed to be taken in conjunction with CT101.15 Beginning Theological Studies

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

Assessment: One 1,000 word Journal (25%)
One 1,000 word Case Study (25%)
One 2,000 word Integration essay (50%)

Faculty: R Wright

Offered: Semester 1, 2011

Select Bibliography:
DT398.15 INTEGRATING THEOLOGICAL STUDY

This is an interdisciplinary supervised reading course allowing students to integrate their previous study by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing.

Intended for students nearing completion of the BTheol, this unit encourages students to reflect critically on what they have learnt in their theological studies; to outline how their sense of calling in ministry or mission has developed; and, selecting from issues which currently animate them in their theological journey, to integrate them in an interdisciplinary manner and in essay form.

The essay may be supplemented by other forms of expression subject to approval by the Chair of Examiners of Field D. Students will be required to meet with their supervising faculty member at least monthly and to develop their bibliography with the approval of the supervisor.

Upon successful completion of this unit students will be able to:
1. Integrate their theological learning so far, using a metaphor of their choosing.
2. Draw on various disciplines in an integrative manner to express their perspective.
3. Identify their passion in theology, mission or ministry.
4. Relate their own theological journey to recent scholarly literature.

Pre-requisite: 300 points in the degree
Assessment: One essay of 5,000 words or equivalent
Faculty: R Langmead or F Rees
Offered: 2011
By arrangement with Faculty

Select Bibliography:
ASSOCIATE DIPLOMA IN MINISTRY

DIPLOMA IN MINISTRY

ADVANCED DIPLOMA IN MINISTRY
The Melbourne College of Divinity approved the awards of Advanced Diploma in Ministry and Diploma in Ministry from 1995, and the Associate Diploma in Ministry in 2007. Units in the Bachelor of Theology form the basis of the Advanced Diploma in Ministry and Diploma in Ministry.

Students who expect to complete the Associate Diploma in Ministry, the Diploma in Ministry or the Advanced Diploma in Ministry should submit an ‘Intention to Complete’ form to the Registrar.

**The Associate Diploma in Ministry**
This requires students to complete eight subjects at diploma level. Two of these units need to be from Field B (Biblical Studies) and two from Field C (Theology and Church History). In 2011 this course will be run in conjunction with the Baptist Union of Victoria internship and the 12 Watts internship of Camp Wilkin.

**The Diploma in Ministry** will be awarded to students who have successfully completed 16 units at any level. Six of these units must be taken in Fields B and C with at least one unit taken in each of Old Testament, New Testament, Systematic Theology and Church History.

**The Advanced Diploma in Ministry** will be awarded to students who have successfully completed 24 units, at any level, including 2 units in each of Old Testament, New Testament, Church History and Systematic Theology.

**TransFormation Program**
TransFormation is a leadership training program for people from a non-English speaking background.

The program offers training towards an Associate Diploma in Ministry from the Melbourne College of Divinity for those who want to extend their studies.
## Diploma Units Offered in 2011

### Transformation Diploma Program:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DB103.15</td>
<td>English for Theology</td>
</tr>
<tr>
<td>DB127.15</td>
<td>Word and Spirit: The Mission of the Church</td>
</tr>
<tr>
<td>DB128.15</td>
<td>Learning in Context</td>
</tr>
</tbody>
</table>

### Associate Diploma in Ministry

### Diploma in Ministry

### Advanced Diploma in Ministry

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBN147.15</td>
<td>The Gospel of Luke (Online)</td>
</tr>
<tr>
<td>DBS138.15</td>
<td>Biblical Perspectives for Christian Living</td>
</tr>
<tr>
<td>DDP136.15</td>
<td>Growing as Leaders Part A</td>
</tr>
<tr>
<td>DDP137.15</td>
<td>Growing as Leaders Part B</td>
</tr>
<tr>
<td>DDP139.15</td>
<td>Caring for Others and Ourselves</td>
</tr>
<tr>
<td>DDP140.15</td>
<td>Caring for Others and Ourselves (Online)</td>
</tr>
<tr>
<td>DDP144.30</td>
<td>Practical Ministry Awareness A</td>
</tr>
<tr>
<td>DDS133.15</td>
<td>Spirituality, Lifestyle and Helping Skills</td>
</tr>
</tbody>
</table>
DB103.15 ENGLISH FOR THEOLOGY

[For students in the TransFormation Program only]

An introduction to the use of English as the medium for studying theology, with special emphasis on critical reading and analysis and the preparation of formal written papers.

Upon successful completion of this unit, students will be able to:
1. Articulate ideas with clarity and confidence, demonstrating skills in dialogue, pronunciation, grammar and comprehension.
2. Understand and use the specialised terminology of biblical and theological study.
3. Apply the techniques and styles of written composition for academic purposes, including use of appropriate reference materials.
4. Undertake critical reading of scholarly argumentation.
5. Incorporate critical methods into their essay-writing at diploma level.
6. Make oral presentations in appropriate language and style.

Pre-requisites: The unit is for non-English-speaking background (NESB) students who have not undertaken tertiary studies in English

Class time: Three-and-a-half hours, on ten Saturdays through the year

Assessment: One 800 word paper (15%)
One 1,200 word essay (35%)
One 15 minute presentation (20%)
One written language test (20%)
Contribution to class oral activities (10%)

Faculty: J Stewart

Offered: May to November 2011

Recommended reading:
Baptist World Alliance, Study and Research Division. We Baptists. Franklin, TN: Providence House, 1999
Murphy, Raymond. English grammar in use. 3rd edn. Cambridge: Cambridge University Press, 2004

Diploma only unit
DB127.15 WORD AND SPIRIT: THE MISSION OF CHRIST

[For students in the TransFormation Program only]

Designed for students whose first language is not English, this unit provides an introduction to christology and pneumatology with specific reference to the mission of God in Jesus and continuing in the churches.

Upon successful completion of this unit, students will be able to:
1. Describe the messianic expectations which preceded Jesus.
2. Differentiate between the main christologies of the New Testament.
3. Articulate a theology of the Spirit in discipleship and mission.
4. Demonstrate an understanding of the relationship between culture and communication.

Assessment: Two papers each of 750 words each (25%)
One 1,500 word essay (50%)

Class time: Three and a half hours per month on ten Saturdays through the year

Faculty: J Stewart (Co-ordinator) and other Whitley Faculty

Offered: February to November, 2011

Select Bibliography
DB128.15 LEARNING IN CONTEXT

[For students in the TransFormation Program only]

Designed for students whose first language is not English, this unit reflects on the importance of context for learning and leadership. Students will be made aware of diversity and of the contextual nature of faith, pastoral care and leadership. The contextual dimensions to be outlined in basic terms are the historical, cultural, life-cycle, ecumenical and missional.

Upon successful completion of this unit, students will be able to:
1. Describe the relevance of life-cycle theory to pastoral leadership.
2. Demonstrate an understanding of contextual issues in mission and spirituality.

Pre-requisites: None. Students cannot gain credit for this unit and the former DB128.10 Learning in Context.

Assessment:
- One case study of 1,000 words (30%)
- One reflective paper of 1,250 words (35%)
- One book review of 1,250 words (35%)

Class time: Three and a half hours per month on ten Saturdays through the year.

Faculty: J Stewart (Co-ordinator) and other Whitley Faculty

Offered: February to November, 2011

Select Bibliography
Lane, Patty. A beginner’s guide to crossing cultures: Making friends in a multicultural world. Downers Grove, IL: Intervarsity Press, 2002
Law, Eric H F. The Word at the crossings: Living the good news in a multicontextual community. St Louis, MO: Chalice Press, 2004
This unit is an introduction to Luke’s Gospel that has an emphasis on identifying and interacting with the major themes of the book. This subject will also have a practical component that will provide skills in terms of presenting sermons, Bible studies and discussions based on Luke’s Gospel.

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

1. Identify the key features of leading an interactive Bible study.
2. Set the Gospel of Luke within its broader social, political and religious context.
4. Develop and demonstrate their skills in applying a range of tools for biblical interpretation such as dictionaries, commentaries and surveys to a given Scriptural passage.

Teaching Method:
Six online sessions, of mini-lectures and introductions to reading assignments, encouraging the student to progress from reading to reacting, reflecting and writing with ongoing online reflections and short written assignments for each component.

Assessment:
Five essays of 400 words each dealing with the reading assignments for that component each (10%)
Final thematic essay of 2,000 words (50%)

Faculty: N Hunter

Offered: Semester 2, 2011 (Online)

Recommended Reading:
This unit introduces biblical studies and considers how the Bible might still speak to Christian life today. Biblical themes such as theology-as-story, creation and the call to community will be outlined. Narratives from both Testaments will be brought into dialogue with contemporary cinema and art in order to demonstrate the relevance of a critical understanding of these themes for contemporary Christians.

Upon successful completion of this unit, students will be able to:
1. Give an account of the development and basic types of biblical texts.
2. Demonstrate an ability to explore the question of how the Bible is relevant for today.
3. Demonstrate basic analytical skills in theological reflection on biblical texts.
4. Apply selected biblical perspectives to contemporary issues.

Assessment:
- One 750 word Old Testament thematic exercise (25%)
- One 750 word New Testament thematic exercise (25%)
- One 1,500 word essay (50%)

Faculty: F Rees, M Brett, K Dyer, R Langmead

(Subject to MCD accreditation)

Recommended Reading: [yet to be modified in format]
DDP136.15 GROWING AS LEADERS A

This unit will encourage students to grow as leaders using their experiences as an intern (either at Camp Wilkin in Anglesea, or in an approved mission or ministry setting). Students will be required to: set goals in conjunction with their teacher, have regular meetings with a mentor, write a fortnightly journal and engage with weekly classes and peer group meetings. This unit will specifically focus on skills surrounding leadership and self-awareness.

Upon successful completion of this unit students will be able to:
1. Set goals which are both manageable and realistic.
2. Demonstrate an awareness of spiritual gifts as listed in the Scriptures and knowledge of their own sense of gifting and calling.
3. Show awareness of their own strengths, skills, abilities and weaknesses and apply it to their current position.
4. Demonstrate an understanding of material related to effective communication techniques.

The unit will require theological and practical reflection on at least 96 hours of practice in an approved ministry or mission context, and attendance at twelve 2-hour classes.

Pre-requisites: None. May not be taken in addition to the former DDP135.30 Growing as Leaders.

Assessment: Pass/ Fail only.
To obtain a Pass, students must satisfactorily complete the following:
- Establish a set of goals in the areas of personal development, spiritual formation and the practice of ministry.
- Maintain a journal of reflections on the internship experience (1,000 words).
- Present a case study to the peer group (1,000 words).
- Write a paper on the experience of internship, in particular how this experience has affected their understanding of leadership. This essay may also focus on how the experience of internship has given a sense of clarity in terms of calling and ongoing Christian service (1,000 words).

Faculty: J Lewis (Camp Wilkin); To be confirmed (Whitley)

Offered: 2011. Semester 1: Camp Wilkin interns (weekly classes in Anglesea during Sem 1, at times arranged between lecturer and interns)
Semesters 1 and 2: Baptist Union of Victoria/Whitley interns (fortnightly classes at Whitley College)

Select Bibliography:
- Bugbee, Bruce and Don Cousins. Network participant's guide. Grand Rapids: Zondervan, 2005
- Charlesworth, R. Staying at the top. Sydney: Pan MacMillan Australia, 2002
- Hybels, Bill. Interview with Bono. DVD. Willow Creek Leadership Summit, 2006
This unit, which follows on from Part A, will encourage students to grow as leaders using their experiences as an intern at Camp Wilkin in Anglesea. Students will be required to: set goals in conjunction with their teacher, have regular meetings with a mentor, write a fortnightly journal and engage with weekly classes and peer group meetings. This unit will specifically focus on skills surrounding leadership and self-awareness.

Upon successful completion of this unit students will be able to:
1. Show awareness of their own strengths, skills, abilities and weaknesses and apply it to their current position.
2. Give an overview of the different types of leadership literature.
3. Outline at least three different biblical understandings of leadership.
4. Critically evaluate at least three different models and concepts of leadership.
5. Identify areas that might cause stress in working in teams and identify strategies for managing conflict and stress.

The unit will require theological and practical reflection on at least 96 hours of practice in an approved ministry or mission context, and attendance at twelve 2 hour classes.

Pre-requisites: DDP136.15 Growing as Leaders, A. May not be taken in addition to the former DDP135.30 Growing as Leaders.

Assessment: Pass/ Fail only.
To obtain a Pass, students must satisfactorily complete the following:
Establish a set of goals in the areas of personal development, spiritual formation and the practice of ministry.
Maintain a journal of reflections on the internship experience (1,000 words).
Present a case study to the peer group (1,000 words).
Write a paper on the experience of internship, in particular how this experience has affected their understanding of leadership. This essay may also focus on how the experience of internship has given a sense of clarity in terms of calling and ongoing Christian service (1,000 words).

Faculty: J Lewis

Offered: Semester 2, 2011 [Camp Wilkin interns only - weekly classes during Semester 2 in Anglesea]

Select Bibliography:
Bugbee, Bruce and Don Cousins. Network participant's guide. Grand Rapids: Zondervan, 2005
Charlesworth, R. Staying at the top. Sydney: Pan MacMillan Australia, 2002
Hybels, Bill. Interview with Bono. DVD. Willow Creek Leadership Summit, 2006
DDP139.15 CARING FOR OTHERS AND OURSELVES

This unit explores the pastoral dimensions of grief and loss, marriage and family and interpersonal relationships. The unit has a special focus on the development of effective helping skills and healthy boundaries, the management of conflict and vocational self-awareness. The unit is undergirded by a biblical and theological approach to the discipline of pastoral care.

It is expected that upon successful completion of this unit the student will be able to:

1. Develop and practise a variety of pastoral helping skills that will assist them as they seek to work with young people.
2. Demonstrate an ability to write and present verbatim reports.
3. Show a biblical and critical awareness of key issues related to pastoral themes, such as: family systems, coping with grief and loss, and conflict management.
4. Engage thoughtfully with issues that impinge upon a pastoral carer, including: setting and maintaining boundaries, handling conflict and having healthy ministry practice.

Class Time: Three hours per week

Assessment:
- One 750 word reflective verbatim (25%)
- One 750 word case study. (25%)
- One 1,500 word thematic essay (50%)

Faculty: A Peck

Offered: Semester 1, 2011

Select Bibliography:
DDP140.15 CARING FOR OTHERS AND OURSELVES (ONLINE)

This unit explores the pastoral dimensions of grief and loss, marriage and family and interpersonal relationships. The unit has a special focus on the development of effective helping skills and healthy boundaries, the management of conflict and vocational self-awareness. The unit is undergirded by a biblical and theological approach to the discipline of pastoral care.

It is expected that upon successful completion of this unit students will be able to:
1. Demonstrate an ability to write and present verbatim reports.
2. Show a biblical and critical awareness of key issues related to pastoral themes, such as: family systems, coping with grief and loss, and conflict management.
3. Engage thoughtfully with issues that impinge upon a pastoral carer, including: setting and maintaining boundaries, handling conflict and having healthy ministry practice.

Teaching Method:
Six online sessions, of mini-lectures and introductions to reading assignments, encouraging the student to progress from reading to reacting, reflecting and writing with ongoing online reflections and short written assignments for each component.

Assessment:
Five essays of 400 words each dealing with the reading assignments for that component each (10%)
Final thematic essay of 2,000 words (50%)

Faculty: A Peck

Offered: Semester 1, 2011

Select Bibliography:
DDP144.30 PRACTICAL MINISTRY AWARENESS A

The aim of this year-long unit is to encourage students to grow as interns using their ministry experiences (in an approved church setting). This partly online based unit will specifically focus on skills surrounding pastoral leadership, basic counselling skills, spiritual gifts and self-awareness.

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

1. Demonstrate an awareness of spiritual gifts and knowledge of their own sense of gifting and calling.
2. Show awareness of their own strengths, skills, abilities and weaknesses and apply them to their current position.
3. Give an overview of the different types of church structures and approaches to ministry within at least three different ministry settings.
4. Compare and contrast the challenges and opportunities of Christians ministering in a post-modern context.
5. Demonstrate an understanding of material related to effective communication techniques.

Class Time: Lectures from visiting ministry speakers, field trips and ministry workshops, amounting to 72 contact hours.

Assessment: Two 1,500 word essays (50%)
Two 1,000 word reflections on field trips to various ecumenical and Baptist ministries throughout Victoria (30%)
One 1,000 word integrative essay (20%)

Faculty: To be confirmed

Offered: Semesters 1 and 2, 2011

Select Bibliography:
DDS133.15 SPIRITUALITY, LIFESTYLE AND HELPING SKILLS

This unit will explore a variety of approaches to spirituality. It will examine a range of tools for self-awareness, to assist in the growth and development of students. The course will also detail different understandings of pastoral care and Christian ministry, with a particular focus on working with adolescents.

It is expected that upon successful completion of this unit students will be able to:
1. Understand and apply a range of ideas and practices that will help with daily spiritual growth.
2. Practise a variety of helping and pastoral skills that will assist them as they seek to work with young people.
3. Develop a working knowledge of the Myers-Briggs personality test as a way of understanding themselves and others more adequately.

Class Time: The unit will be taught via a combination of lectures and tutorials

Assessment: One 750 word selection from journal (25%)
One 1,500 word thematic essay on ministry (50%)

Faculty: J Lewis

Offered: 2011. As a residential Intensive at Camp Wilkin. July 4 to 8

Select Bibliography:
Breen, Mike and Walt Kallestad. The passionate church: The art of life-changing discipleship. Eastbourne, UK: Kingsway, 2005
Worthington, Everett L. When someone asks for help: A practical guide to counselling. Downers Grove: InterVarsity Press, 1982
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.¹

✧ 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>F &lt; 50%</td>
</tr>
<tr>
<td>Pass</td>
<td>P 50 to 64%</td>
</tr>
<tr>
<td>Credit</td>
<td>C 65 to 74%</td>
</tr>
<tr>
<td>Distinction</td>
<td>D 75 to 84%</td>
</tr>
<tr>
<td>High Distinction</td>
<td>HD 85% or more</td>
</tr>
</tbody>
</table>

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.

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


Edited book


---


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.

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


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:

Turabian, Kate L, et al. A manual for writers of research papers, theses, and dissertations. 7th edn. Chicago: University of Chicago Press, 2007. (Found in the library at 808.02 TUR)

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.
## Principal Dates for 2011

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February</td>
<td>8-10</td>
<td>Candidates’ Retreat</td>
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<td>7-14</td>
<td>Intensive Courses Commence (check dates)</td>
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<tr>
<td>March</td>
<td>18</td>
<td>Semester 1 Enrolments Close</td>
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<tr>
<td>February</td>
<td>28</td>
<td>Semester 1 Commences</td>
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<tr>
<td>March</td>
<td>18</td>
<td>Semester 1 Census Date</td>
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<tr>
<td>April</td>
<td>18-29</td>
<td>Non-Teaching Period (including Easter)</td>
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<td>26</td>
<td>Public Holiday for Anzac Day</td>
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<tr>
<td>May</td>
<td>2</td>
<td>Semester 1 Classes Resume</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>MCD Conferral (Wilson Hall) (TBC)</td>
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<tr>
<td>June</td>
<td>3</td>
<td>Semester 1 Ends</td>
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<td>6-10</td>
<td>Non-Teaching Period</td>
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<td></td>
<td>13-18</td>
<td>Examination Week, Semester 1</td>
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<td></td>
<td>13</td>
<td>Queen’s Birthday Public Holiday</td>
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<td></td>
<td>27-29</td>
<td>School of Ministry</td>
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<tr>
<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>
</tr>
<tr>
<td>July</td>
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<td>Semester 2 Commences</td>
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<tr>
<td>August</td>
<td>12</td>
<td>Semester 2 Census Date</td>
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<tr>
<td>Sept</td>
<td>19-30</td>
<td>Non-Teaching Period</td>
</tr>
<tr>
<td>October</td>
<td>3</td>
<td>Semester 2 Classes Resume</td>
</tr>
<tr>
<td>October</td>
<td>28</td>
<td>Semester 2 Ends</td>
</tr>
<tr>
<td></td>
<td>31-Nov 4</td>
<td>Non-Teaching Period</td>
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<tr>
<td>November</td>
<td>7-11</td>
<td>Examination Week, Semester 2</td>
</tr>
<tr>
<td>December</td>
<td>8</td>
<td>Publication of End of Year Results</td>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 am - 1.00 pm AL100/300.15▼ New Testament Greek A Catherine Playoust AL/BN336.15▼ Further Readings in NT Greek Tim Gaden/Sean Winter</td>
<td>9.30 am - 12.30 pm BN101.15 Interpreting the New Testament Keith Dyer</td>
<td>9.30 am - 12.30 pm BS331.15 Theologies and Practices of Love Mark Brett/Keith Dyer</td>
<td>9.30 am - 12.30 pm BN202/302.15 Matthew Keith Dyer</td>
<td>9.30 am - 12.30 pm AL103.15 English for Theol Studies Lynne Dyer</td>
</tr>
<tr>
<td>11.00 am Chapel</td>
<td>12.40 pm Prayers</td>
<td>12.40 pm Prayers</td>
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<tr>
<td>2.00 – 5.00 pm DDP144.30 ♦ Practical Ministry Awareness A</td>
<td>2.00 – 5.00 pm AL111.15 Biblical Hebrew Val Billingham DL/DP203/303.15 Past Care in Crisis and Transition Simon Holt/Nathan Nettleton DDP139.15 ♦ Caring for Ourselves and Ourselves Albert Peck</td>
<td>2.00 – 5.00 pm BS335.15 (GradDip/GradCert only) Biblical Foundations Mark Brett/Keith Dyer</td>
<td>1.00 – 5.00 pm DP377/477.15 ♦ Supervision Foundations Roslyn Wright</td>
<td>2.00 – 5.00 pm</td>
</tr>
<tr>
<td>6.00 - 9.00 pm BH202/302.15 Justice in the Prophets Mark Brett</td>
<td>6.00 - 9.00 pm DM236/336.15 Global Mission Today Ross Langmead</td>
<td>6.00 - 9.00 pm DM/DP230/330.15 ■ Chaplaincy in Educnl Settings David Fuller DM/DP228/328.15 ■ ♦ Integrated Chaplaincy Training David Wilson DT101.15 Living the Faith Roslyn Wright</td>
<td>6.00 - 9.00 pm CT/DE255/355.15 ■ Human Life and Human Rights Thorwald Lorenzen (see dates below)</td>
<td></td>
</tr>
</tbody>
</table>

▼ = UFT  ▼ = Salvation Army Training College ▲ = Global Interaction, Hawthorn  ■ = irregular dates and or venues  ♦ = Diploma unit only  * = Special requirements

**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]
-.DB138.15 Biblical Perspectives for Christian Living [February 14-18]
- DM119/219.15 Contextual Mission [February 7-11 : 9 am – 5 pm - Global Interaction, Hawthorn]

**WEEKENDS:**
- DM120/220.15 Church Planting [Fri 18 February 9 am-5 pm; Sat 19 February 9 am-9.30 pm; Sun 20 February 9 am-4 pm; Mon 21 Feb 9 am-5 pm; and Thur 10 & 24 March from 6.00 to 9.00 pm]
- DM229/329.15 Reimagining Evangelism [Fri 25 Mar and Sat 26 Mar-(9 am-9 pm); Sun 27 Mar-(9 am-3.30 pm) at Belgrave Heights (Surrender 11; Fri 29 Apr and Fri 27 May (9.30 am-5 pm) at Auburn Baptist Church]

**ONLINE:**
- DM203/303.15 The Church’s Mission for Justice
<table>
<thead>
<tr>
<th>MONDAY</th>
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<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 am - 12.30 pm</td>
<td>8.30 – 10.30 am</td>
<td>9.30 am - 12.30 pm</td>
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<td>9.30 am - 12.30 pm</td>
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<tr>
<td>AL201/301.15 ▼ New Testament Greek B Catherine Playoust</td>
<td>DP267/367.15 Supervised Theol Field Education Roslyn Wright</td>
<td>CT220/320.15 Church: Frank Rees BH101.15 Intro to the Hebrew Bible Mark Brett</td>
<td>DM/DP/DR268/368.15 Interfaith Dialogue Ross Langmead/Maryanne Confoy</td>
<td>AL104.15 Oral Communication Lynne Dyer</td>
</tr>
<tr>
<td>9.30 am – 1.00 pm DT401.15 ▼ Research Methods Darren Cronshaw</td>
<td>11.00 am Chapel</td>
<td>12.40 pm Prayers</td>
<td>12.40 pm Prayers</td>
<td>2.00 - 5.00 pm</td>
</tr>
<tr>
<td>2.00 – 5.00 pm DDP144.30 ❁ Practical Ministry Awareness A Val Billingham</td>
<td>AL/BH210.15▼ Ruth</td>
<td>2.00 - 5.00 pm BN242/342.15 The Book of Revelation</td>
<td>2.00 - 5.00 pm DP377/477.15 (cont) ▼ ▲ Supervision Foundations</td>
<td>2.00 - 5.00 pm</td>
</tr>
<tr>
<td>DT401.15 (cont) ▼ Research Methods</td>
<td>20.00 - 4.30 pm</td>
<td>CH112.15 Christianity through Centuries: Reformation</td>
<td>BH206/306.15 War and Peace in the Hebrew Bible</td>
<td></td>
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<tr>
<td>6.00 - 9.00 pm CT382.15 Economics, Justice and Theology Mark Brett</td>
<td>6.00 - 9.00 pm CT/DP241/341.15 Children of God Beth Barnett/Frank Rees</td>
<td>6.00 - 9.00 pm CH111.15 Christianity through Centuries: Early Marita Munro</td>
<td>6.00 - 9.00 pm BN/CT395/495.15 ▲ Resurrection, Justice and Discipleship Thorwald Lorenzen</td>
<td>6.00 - 9.00 pm</td>
</tr>
</tbody>
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INTENSIVES:  
JUNE:  ▲CT208/308.15 Foundations of the Wesleyan Holiness Tradition [June 6-10 and 13-17; 9.30 am – 12.30 pm]  
      DM231/331.15 Micah Mandate [Jun 27–July 8 – TEAR, Blackburn]  
      DP2/301.15 Theology and Practice of Pastoral Care [July 4-8 & 11-15; 9.30 am – 12.30 pm]  
      DDS133.15 Spirituality, Lifestyle and Helping Skills [July 4 – 8 – Camp Wilkin]  
      BN/CT395/495.15 ▲ Resurrection, Justice and Discipleship Thorwald Lorenzen (see dates below)

WEEKENDS:  BN/CT/395/495.15 Resurrection, Justice and Discipleship

ONLINE:  DBN147.15 Luke