WHITLEY COLLEGE

2013

Forming Faith Hope & Love
2013: Hope & Mission
POSTGRADUATE

INFORMATION
WHITLEY COLLEGE
‘Equipping Leaders for a Different World’

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A College of the MCD University of Divinity

Provider :  MCD University of Divinity
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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 2013 there is an emphasis—across the whole of college life—on hope and mission.

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 University of Divinity

Whitley College is a College of the MCD University of Divinity.

The MCD University of Divinity (MCD) is Australia's oldest ecumenical theological institution. Established as the Melbourne College of Divinity by an Act of State Parliament in 1910, the MCD today includes Anglican, Baptist, Churches of Christ, Coptic Orthodox, Lutheran, Roman Catholic, Salvation Army and Uniting Church representatives. It also includes a centre for the study of Christian spirituality. In 1993 the MCD was affiliated with The University of Melbourne.

Today the MCD is a university in its own right having become Australia's first specialist university. Its commitment to inter-church co-operation allows each college within the University to be true to its own heritage and commitments.

Whitley College is accredited to teach towards the degrees and diplomas offered by the MCD University of Divinity. 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 University of Divinity is a leading institution when it comes to theological research, and receives substantial research funding from the Australian government.

The contact details for the MCD and the other Colleges are as follows:

MCD University 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
# Colleges of the MCD University of Divinity

<table>
<thead>
<tr>
<th>College Name</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
</tr>
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<tbody>
<tr>
<td>Australian Lutheran College</td>
<td>104 Jeffcott Street</td>
<td>1800 625 193</td>
<td><a href="mailto:alc@alc.edu.au">alc@alc.edu.au</a></td>
<td><a href="http://www.alc.edu.au">www.alc.edu.au</a></td>
</tr>
<tr>
<td>Catherine Booth College (Salvation Army Training College)</td>
<td>303 Royal Parade</td>
<td>(03) 9347 0299</td>
<td><a href="mailto:sttc@aus.salvationarmy.org">sttc@aus.salvationarmy.org</a></td>
<td><a href="http://www.trainingcollege.org.au">www.trainingcollege.org.au</a></td>
</tr>
<tr>
<td>Catholic Theological College</td>
<td>(278 Victoria Parade)</td>
<td>(03) 9412 3333</td>
<td><a href="mailto:ctc@ctc.edu.au">ctc@ctc.edu.au</a></td>
<td><a href="http://www.ctc.edu.au">www.ctc.edu.au</a></td>
</tr>
<tr>
<td>Morling College</td>
<td>120 Herring Rd</td>
<td>(02) 9878 0201</td>
<td><a href="mailto:enquiries@morling.edu.au">enquiries@morling.edu.au</a></td>
<td><a href="http://www.morling.edu.au">http://www.morling.edu.au</a></td>
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<tr>
<td>Sentir Graduate College of Spiritual Formation</td>
<td>99 Studley Park Road</td>
<td>(03) 9854 8110</td>
<td><a href="mailto:registrar@icspf.edu.au">registrar@icspf.edu.au</a></td>
<td><a href="http://www.icspf.edu.au">www.icspf.edu.au</a></td>
</tr>
<tr>
<td>St Athanasius Coptic Orthodox Theological College (SACOTC)</td>
<td>88-154 Park Rd</td>
<td>(03) 9874 0388</td>
<td><a href="mailto:registrar@sacotc.vic.edu.au">registrar@sacotc.vic.edu.au</a></td>
<td><a href="http://www.sacotc.vic.edu.au">http://www.sacotc.vic.edu.au</a></td>
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<tr>
<td>Stirling Theological College (formerly Churches of Christ Theological College)</td>
<td>44-60 Jacksons Road</td>
<td>(03) 9790 1000</td>
<td><a href="mailto:admin@stirling.edu.au">admin@stirling.edu.au</a></td>
<td><a href="http://www.stirling.edu.au">www.stirling.edu.au</a></td>
</tr>
<tr>
<td>United Faculty of Theology</td>
<td>29 College Crescent</td>
<td>(03) 9340 8890</td>
<td><a href="mailto:admin@uft.edu.au">admin@uft.edu.au</a></td>
<td><a href="http://www.uft.edu.au">www.uft.edu.au</a></td>
</tr>
<tr>
<td>Whitley College</td>
<td>271 Royal Parade</td>
<td>(03) 9890 3771</td>
<td><a href="mailto:whitley@whitley.unimelb.edu.au">whitley@whitley.unimelb.edu.au</a></td>
<td><a href="http://www.whitley.unimelb.edu.au">www.whitley.unimelb.edu.au</a></td>
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<td>Yarra Theological Union</td>
<td>(98 Albion Road)</td>
<td>(03) 9890 3771</td>
<td><a href="mailto:admin@yttu.edu.au">admin@yttu.edu.au</a></td>
<td><a href="http://www.ytu.edu.au">www.ytu.edu.au</a></td>
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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 postgraduate degrees of the MCD University of Divinity.

Following changes to the MCD in 2005 and 2012 the constituent colleges are now each Colleges of the MCD University of Divinity.

In 1989 the College opened the Mervyn Himbury Theological Studies Centre at 50 The Avenue (adjacent to the main College building). 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 MCD University of Divinity 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 Diploma in Theology to Doctor of Theology. The most popular are the Bachelor of Theology and the Master of Divinity.
- Join the widely varied student body: women and men, lay students and ordinands, students from all denominations, Australian and international students, young and mature students.
- Study at flexible times: Part-time or full-time, day or evening classes, or in intensive short-term units in February, July, September or November.
- Choose an ecumenical context: Classes can also be taken at other Colleges of the MCD University of Divinity.
- 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 a Diploma in Theology.
- International students can study at Whitley (providing they have the means, obtain a student visa and are accepted by the MCD University of Divinity).
What Studies Can I Do at Whitley?

- You can enrol in a diploma, a Bachelor degree, a Masters degree or a doctorate.
- You can enrol in one unit.
- You can study full-time, part-time, or just one unit a semester in your spare time.
- You can audit a unit (that is, participate, but not do it for credit towards a degree).
- If you already have a degree in another discipline from an accredited tertiary institution (a BA, BSc, BEd, and so on), you can enrol in any undergraduate degree or diploma, or the Graduate Certificate in Theology (GradCertTheol), the Graduate Diploma in Theology (GradDipTheol), the Master of Arts in Theology (MA(Theol)), or the Master of Divinity (MDiv). Students wishing to undertake undergraduate studies should note that there is a separate Handbook setting out all details.
- If you already have a theological degree from another provider, we can talk to you about further studies at an advanced level in the MPhil, MTheol, and MTS degrees, or work at doctoral level in the PhD or DTheol – see the degrees section of this Handbook.
- If you are an audit student, for a reduced fee ($550) for most units, you can attend all the classes and receive all the notes, but not do the assessment for credit.

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

What Does Ordination for Pastoral Leadership Involve?

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

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

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

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

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

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

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

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

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

Details regarding payment of fees is required at the time of enrolment. Fees are payable to the MCD University of Divinity.

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

There are Census dates for each semester. Any withdrawals or adjustments to enrolments must be made before these dates; otherwise full fees are payable.

In addition, please note that for students from a non-English speaking background, there is a language requirement for entry to theological study: the MCD University of Divinity requires an IELTS score of not less than 7.0 or extensive previous education in English. For those who gain entry under this arrangement, Whitley College offers two units of English language study within the Bachelor or Diploma programs which may be taken – but not for postgraduate credit. Whitley also reserves the right to require a student to provide written evidence of their capability in English or not to enrol a student whose English it considers not to be of sufficient standard.

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

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

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

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

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

Undergraduate Degrees and Diplomas
(See Undergraduate Handbook for full details)

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.

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

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

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.

Bachelor of Ministry
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 Ministry offers a sound foundation in the key theological disciplines with a focus on practical ministry with requirements including a Major in Field D, and Sub-Majors in ministry praxis units and in Systematic Theology.

Diploma Programs
(See Undergraduate Handbook for full details)

Advanced Diploma in Theology
This program requires 240 credit points (16 units) and takes a minimum of two years to complete.

General stream: 240 points (16 units), including at least 30 points in each of Biblical Studies and Christian Thought and History; and an extra 30 points in either or both of those fields.

Specialised stream: 240 points (16 units), including at least 30 points in each of Biblical Studies and Christian Thought and History; and an extra 30 points in either or both of those fields; and at least 120 points in one area of specialisation: Pastoral Ministry, Philosophy or Social Justice.

Diploma in Theology
The diploma requires 120 credit points (8 units) and takes a minimum of one year to complete.

General stream: 120 points, including at least 2 semester units in each of Field B (Biblical Studies) and Field C (Christian Thought and History).

Specialised stream: 120 points, including at least 2 semester units in each of Biblical Studies and Christian Thought and History; plus 4 semester units in one area of specialisation: Counselling, Chaplaincy, Pastoral Ministry, Philosophy, Social Justice or Youth Ministry.
Postgraduate Degrees

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

Students may articulate into the coursework masters degrees of Master of Divinity or Master of Arts (Theology).

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

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

Master of Arts in Theology
To enter the Master of Arts, students must be a graduate of a discipline other than theology. The MA(Theol) takes two years full-time or up to six years part-time. It requires 180 points (12 semester units of 15 points).

Three (45 points) of the twelve units must be taken from a list of ‘Foundational units’. These provide basic introduction in Biblical Studies, Church History, Theology, and several areas of Practical Theology; at least five units (75 points) must be Electives and at least one unit (15 points) must be a Capstone unit.
Postgraduate Degrees (continued)

Master of Divinity
The Master of Divinity degree is a graduate-entry first degree in theology. It offers a high level of theological study with an emphasis on breadth and 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, Elective and Capstone units.

The MDiv requires 7 or 8 units in Foundational Studies, Studies (covering certain fields and including two in a biblical language), 8 to 10 Elective units (with at least one in each of Field B, C and D) and at least 15 points as a Capstone unit.

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 standard units (150 points): up to 135 points of Elective units, and at least 15 points of Capstone unit. Students may include up to 30 points of Foundational units where a discipline has not previously been studied. Candidates may study full or part time, for between three and ten semesters.
Research Degrees

Master of Philosophy
This is a postgraduate research degree that can be taken either by major thesis (40,000 words) or by coursework (two 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. This may be taken apart from a course or included as part of one of the coursework degrees: BTheol (Hons) or GradDipTheol or MA(Theol) or MDiv or MTS.

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 recognised degree in theology and a qualifying essay of 12,000 words at Distinction standard or above is required for entry to this degree. This may be taken apart from a course or included as part of one of the coursework degrees: BTheol (Hons) or GradDipTheol or MA(Theol) or MDiv or MTS.

Doctor of Theology
A research doctoral degree awarded by the MCD University of Divinity for a suitable research thesis of up to 100,000 words.

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

Doctor of Philosophy
A research doctorate primarily intended for research 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.

This degree allows for inter-disciplinary research.
# Postgraduate Degree Pathways

**PATHWAY FROM UNDERGRADUATE STUDIES**

**BACHELOR OF THEOLOGY (ALSO BA/BTHEOL)**

- BTheol may also lead to a Master of Theological Studies

**BTheol (Hons)** may articulate directly to MTheol or MPhil

**GRADUATE DIPLOMA IN THEOLOGY (SPECIALISED)**

This consists of 90 points of Elective units and, if articulating to a Masters, includes a 12,000 word essay valued at 30 points.

**MTHEOL OR MPHIL**

- [1] A 40,000 word thesis
- [2] Two Elective units (30 points) plus a 25,000 word thesis

**MTHEOL OR MA**

- DTheol

**PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES**

**GRADUATE DIPLOMA IN THEOLOGY (GENERAL)**

- Six units (90 points) consisting of at least three Foundational units, plus Electives and, if articulating to a Masters, includes a 12,000 word essay valued at 30 points.

**MASTER OF PHILOSOPHY**

- [1] A 40,000 word thesis
- [2] Two Elective units plus a 25,000 word thesis

**GRADUATE DIPLOMA IN THEOLOGY (GENERAL)**

- GradDipTheol may also lead to a Master of Divinity OR Master of Arts (Theol) OR GradDipTheol (Specialised)

**MASTER OF DIVINITY**

Eighteen units (270 points) - Foundational Units : 105-120 points; Elective Units : 105-150 points; Capstone Units : at least 15 points

**GRADUATE DIPLOMA IN THEOLOGY (SPECIALISED)**

This consists of 90 points of Elective Units.

**MASTER OF ARTS (THEOLOGY)**

A degree of 180 points. Foundational Units : at least 45 points. Elective Units : at least 75 points. Capstone Unit : at least 15 points

**MASTER OF THEOLOGICAL STUDIES**

Each of these degrees may articulate to research Masters by completion of a 12,000 word thesis (30 points)

- MTHEOL OR MPHIL

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*Postgraduate Information* 17
Research at Whitley College

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

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

- *Enfleshing Hope: Toward a Christian response to the rise of urban slum and squatter neighbourhoods in the developing world*
  Mr Ashley Barker

  Rev Dr Val Billingham

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

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

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

- *Finding His Voice: The Sermons of F. W. Boreham (1888-1916)*
  Rev David Enticott

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

- *Out of Time, Out of Place: Pastoral & Theological Implications for Parents of Extremely Premature Infants*
  Rev Gary Heard

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

- *Making Theology Accessible: Empowering Christians to do their own Theology*
  Nathan Hunter

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

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

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

- *Tracing Apocalyptic Through Daniel and the Book of the Watchers*
  Mr Nicholas Miller

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

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

- *Ways of being a Multicultural Church*
  Rev Meewon Yang

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

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

Theological studies at Whitley College are not funded like many other tertiary institutions. There is no Commonwealth Government funding to support theological studies institutions.

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

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

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

Postgraduate fees are payable directly to MCD University of Divinity. In 2013 they include:

- Postgraduate Unit (15 pts) $1,794
- Research Essay (30 pts) $3,588
- Part-time doctoral research (pa) $6,100

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

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

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

Doctoral students have their tuition fees are covered under the Federal Government’s Research Training Scheme.

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

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

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

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

Students in any MCD University of Divinity course who are Australian citizens, or hold a permanent humanitarian visa, can 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 Whitley College office by **March 18, 2013,** (or **August 19, 2013**) for second semester new applications). Forms and FEE-HELP *Information 2013* are available from the Whitley College office or from the MCD University of Divinity office. Your fees will be paid to the MCD University of Divinity 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 2013* 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, BMIn, AdvDipTheol, DipTheol) the Government adds a 25% loan fee: a unit costing $1,152 will thus incur a tax liability of $1,440.00. For 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 $49,095 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 University of Divinity 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 2013* booklet
- Visit the *Going to Uni* website at: [www.goingtouni.gov.au](http://www.goingtouni.gov.au)
- Call the FEE-HELP enquiry line on 1800 020 108
Have I Got the Time?

Time and time management are important factors in tertiary study.

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

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

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

- A full-time load for undergraduate courses is four units per semester.
- A full-time load for postgraduate 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 (full-time)?

- Graduate Certificate in Theology – (one semester)
- Graduate Diploma in Theology – (General) (one year)
- Graduate Diploma in Theology (Special) – (one year) with areas of focus in Counselling, Liturgy, Religious Education, Spirituality, Spiritual Direction, Philosophy, Moral Theology, Biblical Studies and Church History

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

Research Masters:
- Master of Philosophy – (two or three semesters after GradDipTheol)
- Master of Theology – (one year after Honours theological degree)

Doctoral research:
- Doctor of Philosophy – (three years)
- Doctor of Theology – (three years)

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

How long is a semester?

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

For Semester 1, 2013:

- Close of enrolments: February 15
- Semester 1 commences: February 25
- Non–teaching period (including Easter): March 23 – April 7
- Last classes: May 31
- Non-teaching period: June 3 - 7
- Examination/Assessments: June 10 - 14
- Publication of Semester 1 results: July 11

For Semester 2, 2013:

- Close of enrolments: July 19
- Semester 2 commences: July 29
- Non–teaching period: September 21 – Oct 6
- Last classes: November 1
- Non-teaching period: November 4 - 8
- Examination/Assessments: November 11 - 15
- Publication of end of year results: December 6

In addition, short intensive units are taught in one or two-week blocks in February, July, September and November and in other configurations throughout the year. Dates for these intensive units are indicated in the course outlines and on the timetable of Intensives and Semi-Intensives (p116).

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 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, wireless internet, 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 Fridays and 12.00 noon to 4.00 pm on Saturdays 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. 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 University of Divinity have the right to use and borrow from the libraries of other Colleges. These libraries are located at the campuses listed on page 7.

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

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

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

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

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

Studies Elsewhere in the MCD University of Divinity
In addition to the facilities and course offerings at Whitley College itself, all students of the college are eligible to undertake studies at other Colleges within the MCD University of Divinity. There are eight other campuses: two in Parkville, one in East Melbourne, one in Box Hill, one in Mulgrave, one in Donvale and one in each of Adelaide and Sydney. 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.

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, Rev Bruce Tudball, and the Registrar 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 MCD University 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 MCD University of Divinity. These rights also apply to all who work and study within Whitley College.

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

Principal of Whitley College    Rev Dr Frank Rees    9340 8010
Dean                           Rev Bruce Tudall      9340 8013
Faculty member                 Rev Dr Marita Munro  9340 8024
External contact person        Ms Deb Mountjoy      0425 783 424

You can be assured that all enquiries will be dealt with in the strictest of confidence. These contact persons can explain to you other procedures available to you.
Right to Privacy
All personal information provided to the MCD University of Divinity (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, e.g., lecturers having a class list with names and emails. No-one associated with the MCD University of Divinity 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 University of Divinity 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 University of Divinity 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 University of Divinity 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 University of Divinity, you are assured that 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 University of Divinity website under ‘Policies and Procedures’.

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

Attendance
Attendance is expected at all lectures, tutorials, seminars and workshops. 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.

Mobile Phones
Class rooms are ‘mobile-free zones’. Please turn off phones during classes.
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 by the Dean to vary this requirement, 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 105-110). Assignments not submitted in the required format may be marked down, especially after the first year of study.

Late Work and Extensions

If students cannot submit assignments by the due date due to unforeseen circumstances, such as illness, bereavement or serious upheaval, they need to apply to their lecturer in writing before the due date for an extension. Disorganisation or busyness are not grounds for an extension. Students need to apply on the Lecturer’s Extension form, on the back of the Assignment Cover Sheet.

All work submitted late without an extension will be penalised according to MCD University of Divinity policy (found in the Academic Conduct Policy, on the Policies and Procedures page at www.mcd.edu.au). Normally, work submitted -

- up to one week late is marked down by a grade (eg. from D to C)
- late by more than a week but less than a month is marked at Pass level only
- late by more than a month is failed.

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 19, 2013. Intensive units commencing earlier or later than semester dates have different Census Dates and you should check these with the Registrar. Fees will be refunded for withdrawals before Census Date. No record of enrolment 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 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 at the time of enrolment 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 MCD University 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), TheolM, PhD, DipEd  
Principal  
Professor of Systematic Theology

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

Frank 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:  [http://www.theoblog.net](http://www.theoblog.net)  
Email:  frees@whitley.unimelb.edu.au

Rev Bruce Tudball  
BA, DipEd, BD(Hons), BEdStuds, GradCertMgt  
Dean of Theological School  
Coursework Coordinator

In his earlier career, Bruce taught Mathematics in both rural and suburban schools. He also tutored in Mathematics at Whitley College before studying theology.

Bruce has extensive experience in educational administration at both secondary and tertiary levels, including at Swinburne University and the MCD University of Divinity.

He has also served as a Baptist pastor, in a variety of situations in Australia and overseas. Together with his wife Pauline, Bruce joined Global Interaction in 2008 and served for two years in the Silk Road Area where Bruce was Interim Team Leader. After returning to Australia, they maintained an active connection with Global Interaction and in 2011 they joined the South Asia team in which they continue to serve part-time.

In addition to his passion for cross-cultural mission and pastoral care, Bruce is committed to ensure that Faculty are supported in their roles and students in their learning.

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

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 lifelong 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.


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 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

Dr Keith Dyer  
TPTC, BA, BTheol, DTheol  
Professor of New Testament

Keith was a Primary Teacher in rural and suburban Victoria, a Youth Leader at Blackburn Baptist Church, and then a teacher for five 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).

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

Dr Ross Langmead  
MA, MEd, BD(Hons), DTHeol  
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 and Dean of the Theological School from 2009 to 2012.

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.

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](http://www.rosslangmead.com).

Email:  
rlangmead@whitley.unimelb.edu.au

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Rev Dr Anne Mallaby  
BA, GradDipEd, BD, MMin, DMinStuds  
Lecturer in Pastoral Studies

Anne Mallaby taught in secondary and TAFE colleges in Victoria and Western Australia before studying theology at The Baptist Theological College of WA. She worked in pastoral ministry in WA and with Services Fellowship International in West Papua, before returning to Victoria and working within Churches of Christ, both in pastoral ministry and theological education.

Anne’s doctorate explored art as theological conversation. Since 2004 she has been in ministry at Box Hill Baptist Church, which has developed an art gallery.

Anne is married to Richard, who is also in ministry at Box Hill, and they have three adult children.

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

Rev Dr Marita Munro
MA, BD, DipEd, TheolM, PhD
Professor of Baptist Studies

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 the Historical Society and serves on its Advisory Board.

Email: mmunro@whitley.unimelb.edu.au

Rev Roslyn Wright
BA, DipEd, GradDipOrgDev, MA(SpDir), MTS
Director of Field Education

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

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. She is President of the Victorian Association for Theological Field Education, and a member of the (international) Association for Theological Field Education. Roslyn is married to Patrick and between them they have four adult children.

Email: rwright@whitley.unimelb.edu.au

Co-ordinator of TransFormation

Rev Jillian Stewart
TPTC, BD, MA
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 is the Principal’s Assistant.

In 2006 – 2007 she served as President of The Baptist Union of Victoria. She is a member of the Baptist Historical Society, the Multicultural Ministry Group and ServeTrust India.

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

Library Manager

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

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 Associate Professor 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.
Visiting Faculty (continued)

**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.

**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  
*Lecturers and co-ordinators 2011-2013 are:*

- Beth Barnett, BMusEd, MDiv(Hons)
- Val Billingham, BA, DipEd, BTh, DipMin, LTh, PhD
- Steve Bradbury, MA(Hons), GradDipTeaching, MA(DevStuds)
- John Capper, BE(Hons), BTh(Hons), DipMin, GradDipSocSc, PhD
- David Chatelier, BTh(Hons), MA(Theol)
- Darren Cronshaw, BA, DipEd, MLitt, AdvDipMin, BTh(Hons), TheolM, DMin, DTheol
- Andrew Curtis, BD, MA, MBA, DipEd, PhD
- Allan Demond, BA, MDiv, ThM, PhD
- Lynne Dyer, BA, DipEd, GradDipEdPsych, BTheol, MEd(TESOL)
- Carolyn Francis, BA(Hons), MDiv
- David Fuller, BTh, MA(Theol)
- Gary Heard, BTheol, PhD
- Simon Holt, DipBibStuds, BTheol, ThM, PhD
- James Lewis, BBSc, GradDipEd, MDiv
- Peter Lewis, BA(Hons), DipEd, BTheol, MTheol, DTheol
- Nathan Nettleton, BTheol(Hons), MTheol
- Bruce Newham, BTheol, DipEd, DipElecEng, MA(Theol), AdvDipMissiollStudies
- David O'Brien, BSc, BED, BD, MTheol
- Albert Peck, BTheol(Hons), AdvDipMin
- Joe Pinkard, BA, AssocDipMin
- William Stent, BAGrSc, DipTropAgric, DipAgricEcon, PhD
- Deborah Storie, BVSc, MSc, GradDipTheol
- David Wilson, LTh, BTh, MA, DMin, DD
- Ji Zhang, BTheol (Hons), MST, PhD
POSTGRADUATE COURSE INFORMATION
GRADUATE DIPLOMA IN THEOLOGY

The Graduate Diploma in Theology (GradDipTheol) comprises six semester units and is designed to be taken in one year of full-time study or up to three years part-time. It is available in two forms:

Graduate Diploma in Theology (General)

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

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

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

### PASTORAL CARE

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA8001W Living the Faith: Spirituality, Vocation and Community</td>
<td>DP9003W Facing Crisis and Transition: Pastoral Care and Worship</td>
</tr>
<tr>
<td>BS8035W Biblical Foundations</td>
<td>Select two of the following:</td>
</tr>
<tr>
<td>DP8001W Theology and Practice of Pastoral Care</td>
<td>• D9042W Responding Pastorally to Critical Issues in Contemporary Ministry</td>
</tr>
<tr>
<td>or</td>
<td>• DP9030W Chaplaincy in Educational Settings</td>
</tr>
<tr>
<td>• One other Foundational unit of choice</td>
<td>• DP9099W Supervised Reading Unit in Pastoral Care</td>
</tr>
</tbody>
</table>

### MISSION

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM8001W Holistic Witness</td>
<td>Select three of the following:</td>
</tr>
<tr>
<td>BS8035W Biblical Foundations</td>
<td>• DM9003W The Church’s Mission for Justice</td>
</tr>
<tr>
<td>CT8001W Beginning Theological Studies</td>
<td>• DM3029W Reimagining Evangelism</td>
</tr>
<tr>
<td></td>
<td>• DM9031W Micah Mandate</td>
</tr>
<tr>
<td></td>
<td>• DM9036W Global Mission Today</td>
</tr>
<tr>
<td></td>
<td>• DM9068W Interfaith Dialogue</td>
</tr>
</tbody>
</table>
### BIBLICAL STUDIES

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
</table>
| • BA8001W Introducing the Hebrew Bible  
  • BN8001W Interpreting the New Testament  
  • CT8001W Beginning Theological Studies or  
  • BS8035W Biblical Foundations  
  • CT8001W Beginning Theological Studies  
  • DT8001W Living the Faith | Select three of the following:  
  • BA9006W War & Peace in Hebrew Bible  
  • BA9002W Justice in the Prophets  
  • BN9042W Revelation  
  • BS9031W Theologies and Practices of Love |

### CHURCH HISTORY

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
</table>
| • BS8035W Biblical Foundations  
  • CT8001W Beginning Theological Studies and one of the following  
  • CH8011W Christianity thru’ Centuries (Early)  
  • CH8012W Christianity thru’ Centuries (Reformation) | Select three of the following:  
  • CH9002W Patterns in the Practice of Christianity  
  • CH9004W History & Theology of Baptist Movement  
  • CH9052W The Anabaptist Vision  
  • CH9025W Bonhoeffer’s Theol in Historical Context |

### CHAPLAINCY

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
</table>
| • DM8001W Holistic Witness  
  • DP8001W Theology and Practice of Pastoral Care  
  • BS8035W Biblical Foundations | Select two of the following  
  • DM9030W Educational Chaplaincy  
  • DM9028W Integrated Chaplaincy Training  
  • DP9003W Facing Crisis and Transition: Pastoral Care and Worship  
  • DP9038W The World of the Child  
  • DM9007W The Multicultural Church |

The Grad DipTheol (General) can articulate into the Master of Divinity (MDiv) degree or the Master of Arts (Theology), abbreviated as MA(Theol), should students wish to take their theological studies further.

It is also possible under certain conditions for students to articulate into the research degree Master of Philosophy (MPhil) if, instead of two coursework units, a research essay of 12,000 words is completed to Distinction standard. See the MCD University of Divinity website for further details.
GRADUATE DIPLOMA IN THEOLOGY (SPECIAL)

The second form that the GradDipTheol takes is a specialised program designed for students who have a prior degree in theology. The GradDipTheol (Special) requires four units in the student's chosen area of specialisation and a further two units chosen from the broad range of graduate offerings. Students may choose this degree either as a highly focussed area of further study or as a pathway into a research degree.

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

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

The GradDipTheol (Special) also provides a pathway into the MA by research. Entrance into a research degree requires the completion of a 12,000 word qualifying essay at Distinction standard or above. The student may wish to complete this essay in addition to the six units required for the GradDipTheol (Special), or do so in place of the final two units of the degree. See the MCD University of Divinity website for further details.
## GRADUATE DIPLOMA IN THEOLOGY
### DEGREE STRUCTURE

This degree is open to candidates with a degree from a recognised university. Beginning with the Graduate Diploma in Theology, students will complete six semester units. At least three of these will be Foundational units (selected from the list opposite) in three Discipline areas across two Fields. Students may also select up to three Elective postgraduate units.

Students may articulate from the GradDipTheol into the MA(Theol) by completing a total of 12 units, including the 6 units that form the GradDipTheol. All students must include a capstone unit. See the section on MA(Theol). Other options are described in the section on MA(Theol).

### Foundational Studies:

**Languages:**
- AL8002W New Testament Greek A
- AL8012W New Testament Greek B
- AL8010W Ruth
- AL8011W Biblical Hebrew

**Biblical Studies:**
- BA8001W Introducing the Hebrew Bible
- BA8010W Ruth
- BN8001W Interpreting the New Testament
- BS8035W Biblical Foundations

**Christian Thought and History:**
- CH8011W Church History: Early
- CH8012W Church History: Reformation
- CT8001W Beginning Theological Studies

**Theology: Mission and Ministry:**
- DA8001W Living the Faith
- DM8001W Holistic Witness
- DM/DS8038W Missional Spirituality
- DP8001W Theology and Practice of Pastoral Care

### Elective Studies:

**Field B:**
- BA9005W Samuel
- BA9006W War and Peace in the Hebrew Bible
- BA9014W Genesis
- BN9003W Luke
- BN9022W Paul: Life and Letters
- BN9042W Revelation
- BN9064W Mission in the New Testament
- BS9009W Salvation

**Field C:**
- CH9052W The Anabaptist Vision
- CT9012W The Spirit of God and the Mission of God
- CT9020W Church: The Quest for Christian Community
- CT9023W Rejoice in Hope

**Field D:**
- DL9003W Pastoral Care in Crisis and Transition
- DL9014W Worship for All Seasons
- DM9026W Pioneering Leadership
- DM9028W Integrated Chaplaincy Training
- DM9030W Chaplaincy in Educational Settings
- DM9031W Micah Mandate
- DM9036W Global Mission
- DM9051W Mission in the Australian Context
- DM9052W The Anabaptist Vision
- DM9057W Towards Reconciliation
- DM9064W Mission in the New Testament
- DM9068W Interfaith Dialogue
- DM9080W Mission Theology
- DP9003W Pastoral Care in Crisis and Transition
- DP9028W Integrated Chaplaincy Training
- DP9030W Chaplaincy in Educational Settings
- DP9036W Clinical Pastoral Education
- DP9060W Transforming Pastoral Leadership
- DP9087W Supervised Theological Field Education
- DP9088W Interfaith Dialogue
- DP9089W Supervised Theological Field Education
- DS9021W Spirituality of Everyday Life
- PRZ17U Research Methodologies (MCD)
The MA(Theol) degree is a coursework postgraduate degree. This degree is open to candidates from a recognised university. Students who have completed a Graduate Diploma may articulate into this course.

Students may exit the MA(Theol) with a GradCertTheol or GradDipTheol if the units they have completed meet the requirements of those courses.

The MA(Theol) may articulate to the Master of Divinity or to the Master of Theological Studies. Students who undertake a 12,000 word research essay in their course at distinction standard or higher may articulate into a research degree.

The MA(Theol) consists of 180 points (12 semester units) with at least 45 points of Foundational units (in three disciplines across at least two Fields), at least 60 points of Elective units and one Capstone unit of at least 15 points.

Students who wish to articulate into a research degree will complete a 12,000 word research essay (30 points) as their Capstone unit.

The degree is normally undertaken over a period of 2 years of full-time study, or 6 years part time.

If the program of study includes a specialisation, at least 60 points of the Elective units must come from the area of specialisation. In this case the degree is awarded with a more specific tag, such as MA (Biblical Studies) or MA (Spirituality).

The areas of specialisation are prescribed by the MCD University of Divinity as follows:

- Biblical Studies
- Church History
- Faith Leadership
- Liturgy
- Moral Theology
- Pastoral Care
- Philosophy
- Social Justice
- Spiritual Direction
- Spirituality

The areas of specialisation are prescribed by the MCD University of Divinity as follows:
The MCD University of Divinity offers the degree called the Master of Divinity (MDiv). It is available through Whitley College.

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

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

The MDiv has been designed to meet part of the requirements for ordination training as well as a strong general degree in theology.

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

An outline of the structure of the degree is shown on the following pages.
MASTER OF DIVINITY - DEGREE STRUCTURE BEGINNING 2013

Students who commenced prior to 2013 may change to this structure, however we suggest that you complete under the old structure especially if you have done 2 or more units of Integrative Studies and you expect to complete by the end of 2015. See page 105 for details. Please consult the Dean, Rev Bruce Tudball.

✦ - offered in 2013

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

In this area, 7 units are required, and an eighth may be taken:
- 2 units must be completed in Biblical Studies;
- 1 unit in Systematic Theology;
- 1 unit in Church History;
- 1 unit in Theology: Mission & Ministry; and
- 2 units in one Biblical Language (Greek or Hebrew)

Elective units allow students to range broadly in their study.

In this area at least 7 but not more than 10 units must be completed, including at least one in each of Fields B, C and D.

Where enrolment options are limited, students may apply to take a Supervised Reading Unit. These are available in most Disciplines and must be arranged through the Dean.

Details at the end of each Discipline in the Handbook (eg BA9099W, BN9099W).

Foundational Studies:

Languages:
- AL8002W New Testament Greek A
- AL8011W Biblical Hebrew
- AL8012W New Testament Greek B
- AL/BA8010W Book of Ruth

Biblical Studies:
- BA8001W Introducing the Hebrew Bible
- BN8001W Interpreting the New Testament
- BS8035W Biblical Foundations

Christian Thought and History:
- CH8002W Patterns in the Practice of Christianity
- CH8011W Church History: Early
- CH8012W Church History: Reformation
- CT6001W Beginning Theological Studies

Theology: Mission and Ministry:
- DA8001W Living the Faith
- DM8001W Holistic Witness
- DM/DS8038W Missional Spirituality
- DP8001W Theology and Practice of Pastoral Care
- DS8002W Patterns in the Practice of Christianity

Elective Studies:

Field B – Biblical Studies:
- BA9002W Justice in the Prophets
- BA9003W Identity, Land and Exile
- BA9005W Samuel
- BA9006W War & Peace in the Hebrew Bible
- BA9014W Genesis
- BA9015W Preaching & Teaching the Old Testament
- BN9001W The Gospel of Mark
- BN9002W Matthew
- BN9003W Luke
- BN9007W Sermon on the Mount
- BN9022W Paul: Life and Letters
- BN9031W First Corinthians
- BN9032W Galatians: Faith and Law
- BN9042W The Book of Revelation
- BN9064W Mission in the New Testament
- BN9094W Mission in the New Testament
- BS9020W The Use of the Bible in Ethics
- BS9009W Salvation
- BS9031W Theologies and Practices of Love

Field C – Christian Thought and History:
- CH9004W History & Theol of the Baptist Movement
- CH9008W Reformation Studies
- CH9025W Bonhoeffer’s Theol in Historical Context
- CH9052W The Anabaptist Vision
- CH9058W Martin Luther King Jr in the Quest etc
- CT9002W Who is Jesus?
- CT9004W History & Theol of Baptist the Movement
- CT9011W Worship & Experience of God
- CT9012W The Spirit of God and the Mission God
Elective Studies cont.
✦ CT9020W Church: Quest for Christian Community
✦ CT9023W Rejoice in Hope
CT9025W Bonhoeffer’s Theol in Hist Context
CT9033W Lives of Faith
CT9041W Children of God
CT9055W Human Life and Human Rights
CT9082W Economics, Justice and Theology
CT9095W Resurrection, Justice, Discipleship

Field D – Theology: Mission and Ministry
DA9006W Lifestyle Ethics
DL9002W Homiletics
✦ DL9003W Facing Crisis and Transition
✦ DL9014W Worship for All Seasons
DM9002W Reconciliation: The Heart of Mission
DM9003W The Church’s Mission for Justice
DM9007W The Multicultural Church
DM9025W Spirituality, Sustain & Discipleship
✦ DM9026W Pioneering Leadership
✦ DM9028W Integrated Chaplaincy Training
✦ DM9030W Chaplaincy in Educatnl Settings
DP9001W Theology and Practice of Pastoral Care
✦ DP9003W Pastoral Care in Crisis and Transition
DP9004W Pastoral Care in Grief and Loss
DP9028W Integrated Chaplaincy Training
DP9030W Chaplaincy in Educatnl Settings
DP9036W Clinical Pastoral Education
DP9038W The World of the Child
DP9041W Children of God
DP9042W Responding Pastorally to Critical Issues
DP9060W Transforming Pastoral Leadership
DP9067W Supervised Theol Field Education
DP9068W Interfaith Dialogue
DP9069W Supervised Theol Field Education
DS9005W Experiencing God
DS9006W Table Spirituality
✦ DS9021W Spirituality of Everyday Life
✦ PRZ17U Research Methodologies (MCD)

Capstone Units:

All students must complete a Capstone Unit of at least 15 points, but no more than 45 points.

A Capstone Unit is one in which the student will integrate and apply his/her learning over the course of study in a way that is focussed and grounded in the student’s context.

There are 3 ways of satisfying this requirement at Whitley:
• An Integrative Essay of 6,000 words (15 points) or 12,000 words (30 points).
• A ministry project and integrative reflection in the units of Supervised Theological Field Education.
• A Research Essay of 12,000 words.

Enrolments in Capstone units must be arranged with the Dean.

Available Capstone units in 2013 are:
DP9067W and DP9069W Supervised Theological Field Education
XE9970W Capstone Unit by Integrative Essay

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

The MTS requires the completion of ten postgraduate units at Level 9 (150 points), including up to 9 Elective units and at least 15 points as a Capstone unit. The degree can be completed in eighteen months of full-time study or longer if part-time.

Students may include up to two Foundational units (Level 8) where the discipline has not previously been studied.

A listing of postgraduate units to be offered throughout the teaching institutions of the MCD University of Divinity in 2013 is provided on the MCD University of Divinity website.
# Master of Theological Studies - Degree Structure

The Master of Theological Studies is a Postgraduate degree consisting of **10 Units** (150 points), one of which must be a Capstone unit of at least 15 points and the rest will be Elective Units.

It can be completed in eighteen months of full-time study or longer if part-time.

Students may include up to 2 Foundational units (Level 8) where the discipline has not previously been studied.

Where enrolment options are limited, students may apply to take a Supervised Reading Unit. These are available in most Disciplines and must be arranged through the Dean.

Details at the end of each Discipline in the Handbook (eg BA9099W, BN9099W).

## Capstone Units:

All students must complete a Capstone Unit of at least 15 points, but no more than 45 points.

A Capstone Unit is one in which the student will integrate and apply his/her learning over the course of study in a way that is focussed and grounded in the student’s context.

Possible ways of satisfying this requirement at Whitley are:

- An Integrative Essay of 6,000 words (15 points) or 12,000 words (30 points).
- A ministry project and integrative reflection in the units of Supervised Theological Field Education.
- A Research Essay of 12,000 words.

Enrolments in Capstone units must be arranged with the Dean.

## Available Capstone units in 2013 are:

- DP9067W and DP9069W Supervised Theological Field Education and
- XE9970W Capstone Unit by Integrative Essay

## All units listed are offered in 2013

### Foundational Units:

**Languages:**
- AL8002W New Testament Greek A
- AL8011W Biblical Hebrew
- AL8012W New Testament Greek B
- AL/BA8010W Book of Ruth

**Biblical Studies:**
- BA8001W Introducing the Hebrew Bible
- BN8001W Interpreting the New Testament
- BS8035W Biblical Foundations

**Christian Thought and History:**
- CH8011W Church History: Early
- CH8012W Church History: Reformation
- CT8001W Beginning Theological Studies

**Theology: Mission & Ministry:**
- DM8001W Holistic Witness
- DM/DS8038W Missional Spirituality
- DA8001W Living the Faith

### Elective Units:

#### Field B:
- BA9005W Samuel
- BA9006W War and Peace in the Hebrew Bible
- BA9014W Genesis
- BN9003W Luke
- BN9022W Paul: Life and Letters
- BN9042W Revelation
- BN9064W Mission in the New Testament
- BS9009W Salvation

#### Field C:
- CH9052W The Anabaptist Vision
- CT9012W The Spirit of God and the Mission of God
- CT9020W Church: The Quest for Christian Community
- CT9023W Rejoice in Hope

#### Field D:
- DL9003W Pastoral Care in Crisis and Transition
- DL9014W Worship for All Seasons
- DM9026W Pioneering Leadership
- DM9028W Integrated Chaplaincy Training
- DM9030W Chaplaincy in Educational Settings
- DM9031W Micah Mandate
- DM9036W Global Mission Today
- DM9051W Mission in the Australian Context
- DM9052W The Anabaptist Vision
- DM9057W Towards Reconciliation
- DM9064W Mission in the New Testament
- DM9068W Interfaith Dialogue
- DM9080W Mission Theology
- DP9001W Theology & Practice of Pastoral Care
- DP9003W Pastoral Care in Crisis and Transition
- DP9028W Integrated Chaplaincy Training
- DP9030W Chaplaincy in Educational Settings
- DP9036W Clinical Pastoral Education
- DP9060W Transforming Pastoral Leadership
- DP9067W Supervised Theological Field Education
- DP9068W Interfaith Dialogue
- DP9069W Supervised Theological Field Education
- DS9021W Spirituality of Everyday Life
- PRZ17U Research Methodologies (MCD)
POSTGRADUATE UNIT OUTLINES

[UNITS IN THIS SECTION ARE LISTED ALPHABETICALLY/NUMERICALLY]

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

UNIT NUMBERING:

COMMENCING WITH 8 = FOUNDATIONAL UNIT
COMMENCING WITH 9 = ELECTIVE OR CAPSTONE UNIT
AL8002W NEW TESTAMENT GREEK A

This unit provides a basic introduction to biblical Greek.

Upon successful completion of this unit, students will be able to:
1. Demonstrate awareness of key grammatical concepts necessary for working in a second language.
2. Identify foundational elements of Greek grammar and syntax.
3. Show familiarity with a basic working Greek vocabulary.
4. Translate selected portions of the Greek New Testament, and Greek to English, English to Greek sentences.
5. Apply an understanding of Greek to the reading of critical commentaries for sermon and teaching preparation.

Assessment: Weekly exercises (40%)
Regular class tests (30%)
A two hour examination (30%)

Faculty: M Munro

Offered: Semester 1, 2013. Mondays: 6.00 – 9.00 pm

Select Bibliography:
* = set texts recommended for purchase
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 equivalent to 2,000 words total (50%)
One two hour examination (50%)

Faculty: V Billingham

Offered: Semester 1, 2013. Tuesdays: 2.00 – 5.00 pm

Select Bibliography:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL8012W NEW TESTAMENT GREEK B

This unit builds on AL8002, a basic introduction to biblical Greek, and introduces intermediate level grammar and vocabulary using a translation-based method (selections from Mark, Romans and Revelation). Students are introduced to the principles of textual criticism.

Upon successful completion of the unit, students will be able to:
1. Demonstrate a more detailed and comprehensive understanding of grammar and syntax.
2. Show evidence of greater reading skills and competence in translation.
3. Indicate knowledge of a more extensive vocabulary and style.
4. Indicate understanding of textual critical issues and demonstrate skills necessary for redactional work with a Greek synopsis.
5. Apply Greek skills to the exegetical task.

AL8002 is a pre-requisite for AL8012. AL8012 provides the foundation for further work in Greek. The combination of AL8002 and AL8012 fulfils the Greek pre-requisites for third level courses in New Testament.

Pre-requisite: AL8002W

Class Time: Three hours per week

Assessment: Weekly exercises (40%)
Regular class tests (30%)
One two-hour examination (30%)

Faculty: K Dyer

Offered: Semester 2, 2013. Mondays: 6.00 – 9.00 pm

Select Bibliography:
* = set texts recommended for purchase


AL8010W 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, it is expected that 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.
5. Undertake postgraduate-level research and demonstrate appropriate exegetical methods and skills in the writing of an exegetical essay.

Pre-requisite: AL8011W and BA8001W (previous AL111.15 and BH101.15)

Class time: Three hours per week

Assessment: Weekly translation exercises equivalent to 2,000 words total) (30%)
One 2,000 word exegetical paper (30%)
One two-hour examination (40%)

Faculty: V Billingham

Tuesdays and Thursdays: 2.00 – 5.00 pm
[Sept 10 & 12; 17 & 19; October 8 & 10; 15 & 17; 22 & 24; 29 & 31]
[Unit offered alternatively as BA8010W]

Select Bibliography:
BA8001W 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.
6. Undertake postgraduate-level research into the Hebrew Bible, and demonstrate this by writing an exegetical paper using appropriate methods and skills.

Class Time: Two hours lectures and one hour tutorial per week
Assessment: One 3,000 word exegetical paper (end semester) (50%)
One 3,000 word essay (mid-semester) (50%)
Faculty: M Brett
Offered: Semester 2, 2013. Wednesdays: 6.00 – 9.00 pm

Select Bibliography:
BA8010W 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, it is expected that 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.
5. Undertake postgraduate-level research and demonstrate appropriate exegetical methods and skills in the writing of an exegetical essay.

Pre-requisite: AL8011W and BA8001W (previous AL111.15 and BH101.15)

Class time: Three hours per week

Assessment:
- Weekly translation exercises equivalent to 2,000 words total) (30%)
- One 2,000 word exegetical paper (30%)
- One two-hour examination (40%)

Faculty: V Billingham

Offered: Semester 2, 2013. Twice weekly for 6 weeks – Sept to Oct. Tuesdays and Thursdays: 2.00 – 5.00 pm
[Sept 10 & 12; 17 & 19; October 8 & 10; 15 & 17; 22 & 24; 29 & 31]
[Unit offered alternatively as AL8010W]

Select Bibliography:
BA9005W SAMUEL

A study of 1 and 2 Samuel, with special attention given to narrative techniques and theological issues. Students will be introduced to hypotheses concerning constituent elements of the text, eg. the Ark Narrative, the Story of David’s Rise, the Succession Narrative, and the portions attributed to Deuteronomistic editing.

Upon successful completion of this unit, students will be able to:
1. Analyse selected theories concerning the compositional history of Samuel.
2. Describe the narrative poetics used in these books.
3. Reflect critically on the representation of human desire and divine response.
4. Analyse the inter-relationship of political motives and theological language.
5. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Pre-requisite: 45 points of Foundational Studies

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

Assessment: One 2,500 word essay (40%)
2,000 words of critical reflection on set readings (40%)
One 1,500 word tutorial paper (20%)

Facility: M Brett

Offered: Semester 2, 2013. Thursdays: 9.30 am – 12.30 pm

Select Bibliography:
________. II Samuel. Grand Rapids: Eerdmans, 2005
Exum, J Cheryl. Tragedy and biblical narrative. Cambridge: CUP, 1992
Linafelt, Tod, T Beal & CV Camp (eds), The fate of King David. London: T&T Clark, 2010
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, it is expected that 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.
5. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Pre-requisite: 45 points of Foundational Studies
Assessment: One exegetical paper of 2,500 words (40%)
One 2,500 word essay (40%)
One tutorial paper of 1,000 words (20%)

Faculty: M Brett
Offered: Semester 1, 2013. Fridays: 9.30 am – 12.30 pm

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
Ollenger, Ben C. Zion, the city of the great king. Sheffield: Sheffield Academic, 1987
BA9014W GENESIS

An examination of the book of Genesis, in light of various critical methods. Attention will be given to literary sources and editing, religious issues, anthropological approaches to the text, and contemporary postcolonial interpretation.

Upon successful completion of this unit, it is expected that students will be able to:
1. Analyse the range of theories relating to sources and editing of the book
2. Discriminate between religious perspectives in Genesis and other theologies in the Hebrew Bible, especially those relating to creation, politics and law
3. Reflect critically on the poetics of the text
4. Discuss the potential of this text in contemporary inter-religious dialogue between Judaism, Christianity and Islam.
5. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Pre-requisite: 45 points of Foundational Studies including BA8001 – Hebrew recommended

Assessment: One exegetical paper of 2,500 words (40%)
One 2,500 word essay (40%)
Critical reflections on reading (1,000 words) (20%)

Faculty: M Brett

Offered: Semester 1, 2013. Mondays: 6.00 – 9.00 pm

Select Bibliography:
Lipton, Diana. Revisions of the night. Sheffield: Sheffield Academic Press, 1999
BA9099W SUPERVISED READING UNIT IN THE HEBREW BIBLE

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 45 points of Foundational Studies including BA8001 – Hebrew recommended. If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: M Brett

Offered: 2013

By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN8001W INTERPRETING THE NEW TESTAMENT

BN8001W provides the introductory unit in New Testament studies and serves as a pre-requisite for all other BN units. After successful completion of the unit, students should be able to:

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

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

Offered: Semester 1, 2013
Saturdays: 9.00 am – 1.00 pm at New Hope Baptist Church
[Mar 2, 9, 16; Apr 20, 27; May 11, 25]

Select Bibliography:
* = set texts recommended for purchase
Moloney, Francis J. Beginning the good news. Homebush: St Paul, 1992
Via, Dan Otto (ed.). Guides to biblical scholarship. (Series of booklets on exegetical methodology), Philadelphia: Fortress Press
BN9003W LUKE

The unit will provide a general introduction to Luke’s Gospel, exploring its theological and literary character, its wider Greco-Roman and Jewish context and connections, and an overview of recent discussions in Lukan studies.

Upon successful completion of this unit, it is expected that students will be able to:
2. Describe and discuss the socio-political and literary context in which the Gospel first circulated.
3. Identify distinctive Lukan Christological, ecclesiological, pneumatological, missiological and eschatological themes and understandings.
4. Demonstrate a capacity to exegate the Lukan text by employing a range of appropriate exegetical methods and resources.
5. Discuss the interpretation, proclamation and implementation of Luke’s Gospel message in meaningful ways in today’s world.
6. Demonstrate an ability to undertake independent and systematic research and writing at postgraduate level.

Pre-requisite: 45 points in Field B (including 30 points in BN)
Class Time: Three hours per week
Assessment: One 1,500 word critical review of readings (25%)
One 3,000 word essay (50%)
One 1,500 word seminar paper (25%)

Faculty: K Dyer

Offered: Semester 1, 2013. Thursdays: 2.00 – 5.00 pm

Select Bibliography:
* = set texts recommended for purchase
BN9022W  PAUL: LIFE AND LETTERS

This unit provides an introduction to the life and writings of the apostle Paul.

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

1. Locate Paul and his contemporaries within first-century Mediterranean cultural, political and religious contexts.
2. Describe and discuss critical issues and scholarship related to the study of Pauline christology, ecclesiology and eschatology.
3. Demonstrate the relevance for Pauline exegesis of letter writing conventions and methods in the first century, and of rhetorical analysis.
4. Describe and discuss critically the nature of Paul’s letters: the relationship between content and context issues of authenticity and integrity, and their relevance for mission and ministry today.
5. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Pre-requisite:  45 points of Foundational Studies

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

Faculty:  K Dyer

Offered:  Semester 2, 2013. Fridays: 9.30 am – 12.30 pm

Select Bibliography:
de Vos, Craig S. Church and community conflicts: The relationships of the Thessalonian, Corinthian and Philippian churches with their wider civic communities. Atlanta: Scholars Press, 1999
Wright, N T. Paul in fresh perspective. Minneapolis: Fortress Press, 2005
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.

Upon successful completion of this unit, it is expected that students will 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, and its history of interpretation.
3. Interpret selected texts illustrative of the distinctive character of the book of Revelation.
4. Analyse and describe the theology of the book of Revelation (Christology, eschatology, ecclesiology, missiology), and its relevance for mission and ministry today.
5. Give a coherent account of the possible social and political setting/s of the book of Revelation.
6. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Pre-requisite: 45 points of Foundational Studies

Assessment:

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<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tr>
<td>One 3,000 word essay</td>
<td>50%</td>
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<tr>
<td>One 1,500 word seminar paper</td>
<td>25%</td>
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<tr>
<td>One 1,500 word critical review of readings</td>
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</tbody>
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Faculty: K Dyer

Offered: Semester 2, 2013. Thursdays: 2.00 – 5.00 pm

Select Bibliography:
* = set texts recommended for purchase


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
BN9064W MISSION IN THE NEW TESTAMENT

This unit explores the diversity of the Church’s missionary nature as reflected in the writings of the New Testament. Contemporary exegetical methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the non-Christian world in which they lived.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the missionary character of Israel’s God and the messianic mission of Jesus as the presupposition of the mission of the church.
2. Describe and locate the mission of the church within 1st century Jewish and Graeco-Roman culture.
3. Outline and critically evaluate the theology and practice of mission in the writings and thought of Paul; the understandings of mission reflected in the Gospels of Mark, Matthew, Luke-Acts, the Fourth Gospel and the Johannine Epistles; and the mission of the church as reflected in other writings of the New Testament such as Ephesians, James, 1 Peter and Revelation (students will have opportunity for a general overview and for specialisation within these texts).
4. Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.
5. Demonstrate an ability to research and write using appropriate methods and forms at postgraduate level.

Pre-requisite: 45 points of Foundational Studies

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

Faculty: D Storie, K Dyer (Co-ordinator)

Offered: Semester 2, 2013. Intensive at Whitley College
[July 15-19 and 22-26; 9.30 am – 1.00 pm]
[Offered alternatively as DM9064W]

Select Bibliography:
* = set texts recommended for purchase
Avis, Paul D L. Church drawing near. London: T&T Clark, 2003
Bailey, Kenneth E. Jesus through Middle Eastern eyes. London: SPCK, 2008
*Bosch, David J. Transforming mission: Maryknoll: Orbis, 1991
Esler, Philip F. The first Christians in their social worlds. London: Routledge, 1994
Langmead, Ross. The word made flesh. Dallas: University Press of America, 2004
BN9099W  SUPERVISED READING UNIT IN THE NEW TESTAMENT

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

**Tailored learning outcomes are also to be proposed and approved.**

Pre-requisite: 45 points of Foundational Studies
If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: K Dyer

Offered: 2013
By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BS8035W BIBLICAL FOUNDATIONS

[Not available within the Master of Divinity]

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

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

Class Time: Three hours per week
Assessment: Two exegetical workshop papers (1,500 words each) (40%)
One 3,000 word essay (60%)
Faculty: M Brett, K Dyer
Offered: Semester 2, 2013. Wednesdays : 9.30 am – 12.30 pm

Select Bibliography:
McKenzie, Steven L and Stephen R Haynes (eds). To each its own meaning. Biblical criticisms and their application, Louisville: WJKP, 1999
Marguerat, Daniel and Yvan Bourquin. How to read Bible stories. London: SCM, 1999
Via, Dan O (ed.). Guides to biblical scholarship. (Series of booklets on exegetical methodology), Philadelphia: Fortress Press
BS9009W SALVATION

This unit surveys various models of salvation in the Bible: exodus narratives, return from exile, social and ecological dimensions of eschatological prophecy, messianism, reconciliation, atonement and resurrection. Key biblical texts will be examined in relation to their cultural and historical contexts, with attention also being given to the hermeneutical relationships between selected biblical models and systematic theology.

Upon successful completion of this unit, students will be able to:
1. Describe a range of models of salvation in the Bible.
2. Rigorously exegete a biblical text related to this theme.
3. Demonstrate awareness of cultural and historical influences in the formation of salvation theologies.
4. Reflect critically on the relevance of these biblical models and theologies for contemporary faith.
5. Demonstrate an ability to engage in interdisciplinary research.

Pre-requisites: 45 points of Foundational Studies including BA8001W and BN8001W
Assessment: One exegetical essay 2,000 words (40%)
One 2,500 word essay (40%)
Critical reflections on set readings (1,500 words) (20%)

Faculty: M Brett, K Dyer

Offered: Semester 1, 2013. Wednesdays: 9.30 am – 12.30 pm

Select Bibliography:
Ford, D F Self and salvation. Cambridge: CUP, 1999
Wright, N T Jesus and the victory of God. Minneapolis: Fortress, 1996
BS9099W SUPERVISED READING UNIT IN BIBLICAL STUDIES

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

*Tailored learning outcomes are also to be proposed and approved.*

Pre-requisite: 45 points of Foundational Studies
If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: M Brett, K Dyer

Offered: 2013
By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
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.
4. Critically evaluate historical evidence and the construction of historical accounts.

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

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

Faculty: M Munro

Offered: Semester 1, 2013. Thursdays: 2.00 – 5.00 pm

Select Bibliography:
* = set texts recommended for purchase
*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.
4. Evaluate the impact of selected historical movements and personalities upon the Church.

Class Time:Seven Saturdays over one semester plus 7 hours of online engagement

Assessment:
Two document studies 1,000 words each (30%)
One 2,500 word essay (40%)
Two half-hour tests (20%)
Participation in online forum (10%)

Faculty: M Munro

Offered: Semester 2, 2013. Wednesdays : 2.00 – 5.00 pm

Select Bibliography:
* = set texts recommended for purchase
Hastings, Adrian (ed.). A world history of Christianity. London, Cassell, 1999
Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
CH9052W  THE ANABAPTIST VISION

This unit examines the origins, evolution and legacy of Sixteenth Century Anabaptism (Radical Reformation). It will explore the emergence of Anabaptism within Switzerland, South Germany, Moravia and the Netherlands, its sociological milieu, relationship to other Reformation movements, forms of protest, spirituality, and geographical spread.

Some of the topics that will be selected are: Anabaptist notions of discipleship, baptism, ethics and community life; use of the Bible; attitudes towards secular authority; the role of women; peace and justice.

Upon successful completion of this unit, students will be able to:
1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation.
2. Critically evaluate a range of Anabaptist sources.
3. Outline key features of the Anabaptist movement and trace its historical development.
4. Explain some of the reasons for diversity among Anabaptists in various parts of the world.
5. Assess the significance of various Anabaptist models of church and faith for contemporary Christian experience.
6. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Pre-requisite: 45 points of Foundational Studies
Class Time: Three hours per week – seminar-based
Assessment: One seminar paper of 1,500 words (25%)
One project report of 1,500 words (25%)
One essay of 3,000 words (50%)
Faculty: M Munro

Offered: Semester 1, 2013. Tuesdays: 6.00 – 9.00 pm
[Unit offered alternatively as DM9052W]

Select Bibliography:
Packull, Werner O. Rereading Anabaptist beginnings. Winnipeg: CNBC, 1991
Williams, George H. The radical reformation, 3rd edn, Kirksville, Mo.: Sixteenth Century, 1992
CH9099W SUPERVISED READING UNIT IN CHURCH HISTORY

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 45 points of Foundational Studies
If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: M Munro

Offered: 2013
By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CT8001W  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.
7. Analyse and evaluate critically extended theological discourse.

Class Time: See below

Assessment:
Whitley Semester 1: A journal of critical reflections: (20%) (not fewer than 8 entries of approximately 250 words)
Three document studies, each 500 words (30%)
One 2,500 word essay (50%)

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

Faculty: F Rees

Offered: Semester 1, 2013. As an Intensive at Whitley College
[February 11-15 and 18-22; 9.30 am – 1.00 pm]

Semester 2, 2013. Saturdays at New Hope Baptist Church
[3 Springfield Road, Blackburn North]
[9.00 am – 1.00 pm – Aug 3, 10, 31; Sep 7; Oct 5, 19; Nov 2]

Select Bibliography:
* = set texts recommended for purchase
Christian reflection on the nature of God’s enduring presence and power has given rise to an articulated pneumatology. Christians also claim that the ongoing mission of God is motivated, led and shaped by the Spirit of God through the people of God. These two streams of thought belong together. This unit develops, in dialogical engagement, a Christian articulation of the Spirit of God and an explication of the Missio Dei. This opens into a critique of past proposals and the development of a creative contribution to thought about a range of issues. These will include examination of such issues as how evangelism and spirituality relate, how liturgical expression is missional, how the spirit of life, of the world, and of God are part of Christian understanding of vocation. At least one of these will be examined in depth. A critical engagement with scripture and the tradition and their use will contribute to the shape of the unit.

Upon successful completion of the unit, students will be able to:
1. Outline the development of Christian pneumatology in the light of historical use of sources.
2. Describe how the Spirit and mission of God are related in historical contexts.
3. Critically articulate the proposals made regarding the relationship between pneumatology and missiology in contemporary theology.
4. Construct and critique conceptual frameworks which nurture missional action in various contexts, with at least one proposal critically researched in detail.

Pre-requisite: 45 points of Foundational Studies including 15 points in each of Systematic Theology and Biblical Studies

Class Time: Three hours per week

Assessment: One survey essay of 1,750 words (30%) One essay/manifesto of 3,750 words (60%) One class presentation (500 word equivalent) (10%)

Faculty: J Capper

Offered: Semester 2, 2013. Tuesdays: 6.00 – 9.00 pm

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

Upon successful completion of the 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.
6. Demonstrate a capacity to research a specific topic in a rigorous, critical and sustained manner.

Pre-requisite: 45 points of Foundational Studies including CT8011W

Class Time: Three hours per week

Assessment: One 4,000 word essay (60%)
One 2,000 word tutorial paper (40%)

Faculty: F Rees

Offered: Semester 2, 2013. Thursdays: 6.00 – 9.00 pm

[Unit cannot be taken in conjunction with previous CT221.15 Ecclesiology]

Select Bibliography:
Fuellenbach, John. Church: Community for the Kingdom. Maryknoll: Orbis, 2002
Husbands, Mark and Treier, Daniel The Community of the Word: Towards an evangelical ecclesiology, Downers Grove, Il: IVP, 2005
Volf, Miroslav. After our likeness: The church as the image of the Trinity. Grand Rapids: Eerdmans, 1998
CT9023W REJOICE IN HOPE

This unit will explore the nature of Christian hope and its related themes including suffering, the problem of evil, resurrection and consummation. It places the doctrine of eschatology in two overlapping contexts:

a) linear worldviews from Plato and Augustine to Barth and Moltmann, and
b) an apocalyptic worldview grounded in the biblical traditions.

The unit uses a combined cognitive-visual teaching method to shape a dialogue between the abstract nature of eschatology and the visual/existential nature of hope in faith communities, drawing upon a range of historical and contemporary works of Christian art.

Upon successful completion of the unit, students will be able to:
1. Explain Christian hope in the context of the biblical traditions.
2. Distinguish the modern approaches to eschatology from biblical apocalyptic worldviews.
3. Demonstrate a capacity as creative interpreters of Christian visual art works relating to the themes of the unit.
5. Demonstrate a capacity to research a specific topic in a rigorous, critical and sustained manner.

Pre-requisites: 45 points of Foundational Studies

Assessment:
One 45 minute class presentation of group research project (Equivalent 1,000 words) (20%)
One critical reflection paper on a film or work of art: 1,500 words (30%)
One 3,500 word essay (50%)

Faculty: J Zhang

Offered: Semester 1, 2013. Wednesdays: 2.00 – 5.00 pm

Select Bibliography:
* = set texts recommended for purchase
Fergusson, David and Marcel Sarot (eds). The future as God’s gift. Edinburgh: T&T Clark, 2009
This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. **(If Capstone)** Demonstrate integration of their theological studies.

Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 45 points of Foundational Studies
   If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: F Rees

Offered: 2013
   By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DA8001W 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. Describe and discuss the richness of learning in community.
5. Demonstrate an ability to undertake independent research at postgraduate level.

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

Assessment: One 1,500 word Work Journal (25%)
             One 1,500 word Case Study (25%)
             One 3,000 word Integration essay (50%)

Faculty: A Mallaby

Offered: Semester 1, 2013. Wednesdays: 6.00 – 9.00 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.

Successful completion of this unit will enable students 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.
4. Research and examine a particular religious ritual, considering the experience of the ritual alongside a critical evaluation of its biblical and theological basis.

Pre-requisite: 45 points of Foundational Studies
Class Time: Three hours per week plus two field trips
Assessment:

- One 3,000 word essay (50%)
- Weekly research question assignments (combined total 1,500 words) (25%)
- One 1,500 word tutorial paper (25%)

Faculty: A Mallaby
Offered: Semester 2, 2013. Tuesdays: 2.00 – 5.00 pm
[Unit offered alternatively as DP9003W]

Select Bibliography:
Colwell, John E. Promise and presence: An exploration of sacramental theology. Milton Keynes: Paternoster, 2005
Marris, Peter. Loss and change. London: Routledge, 1993
This unit aims to provide an exploration of the theology, practice and spirituality of the Christian liturgical year. The unit is based on supervised reading and reflection, focussed 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. Formulate and apply critical criteria for evaluating the liturgical practices and texts associated with particular feasts and seasons.
6. Locate and/or compose resources for the celebration of liturgical feasts and seasons.
7. Demonstrate an ability to research a specific liturgical topic in a critically rigorous manner.

Pre-requisite: 45 points of Foundational Studies

Class Time: Visits to agreed worship services and 12 contact hours with the supervisor.

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

Faculty: N Nettleton

Offered: 2013. By arrangement with the lecturer

[Ideally students should commence work in November 2013 prior to the start of Semester 1 and finish the following June.]

Select Bibliography:
Gross, Bobby. Living the Christian year: Time to inhabit the story of God. Downers Grove IL: IVP, 2009
Webber, Robert E. Ancient-Future time. Grand Rapids: Baker, 2004
Webber, Robert E. The services of the Christian year (Volume 5 of The complete library of Christian worship), Peabody: Hendrickson Publishers, 1993
DM8001W 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.
5. Articulate their own approach to Christian mission.

Assessment:
- One 1,000 word tutorial paper (20%)
- Two 2,500 word essays (each 40%) (80%)

Faculty: R Langmead

Offered: Semester 2, 2013. Tuesdays: 6.00 – 9.00 pm

Select Bibliography:
* = set texts recommended for purchase


Murray, Stuart. *Church after Christendom*. Carlisle, UK: Paternoster, 2005


DM8038W MISSIONAL SPIRITUALITY

This unit explores models of spirituality and sustainability for Christian discipleship and mission in the context of postmodernity. It explores strategies to overcome the sacred/secular divide and discover the presence of God beyond the church. It explores the nature of discipleship as ‘following Jesus into the world’. It investigates spirituality of everyday life and in distinctively Australian contexts. Special topics include: attentiveness and discernment, the role of the Spirit in mission, approaches to sustainability, ‘inner’ contemplative and ‘outer’ engaged spiritual practices, the spirituality of activism, the relationship between worship and mission, and Christian responses to consumerism. It allows students to engage in and reflect on one spiritual practice in depth, encouraging ongoing sustainability in mission.

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

1. Articulate the place of spirituality in the church’s mission
2. Research a local cultural issue and its relevance to spirituality
3. Critically evaluate and apply practices for fostering missional spirituality
4. Set contemporary missional spiritual practices in historical context.
5. Demonstrate developed interpretive responses to spirituality outside the church in Australian society.

Assessment:

- One 3,000 word essay (40%)
- One 1,500 word research project (30%)
- One 1,500 word journal reflection (20%)
- Online tutorial participation x 6 (10%)

Faculty: D Cronshaw

Offered: Semester 2, 2013. Online

[unit offered alternatively as DS8038W]
[unit cannot be taken in conjunction with DM9025W (previous DM325)]

Spirituality, Sustainability and Discipleship

Select Bibliography:

* = set texts recommended for purchase

Augsburger, David W. Dissident discipleship. Grand Rapids: Brazos, 2006

Barker, Ashley. Surrender all: A call to sub-merge with Christ. Melbourne: UNOH, 2005


Fryling, Robert A. The leadership ellipse. Downers Grove: IVP, 2010


DM9026W PIONEERING LEADERSHIP

This unit introduces and critiques a model of pioneering leadership especially suited to new missional contexts. It examines various approaches to organic leadership. Special focus topics include: transformational modes of leadership, the ecology of organisations, leadership in mission movements, the dynamics of relational empowerment, the stages of innovation, leadership issues in church planting and contemporary expressions of prophetic ministry.

Upon successful completion of this unit students will be able to:
1. Demonstrate a critical understanding of a variety of models of leadership
2. Demonstrate an understanding of a ‘living systems’ view of human organisation
3. Articulate a personal approach to leadership which integrates the special focus topics with their ministry practice

Pre-requisites: 45 points in Foundation Studies
Class time: 35 hours over five days
Assessment:
- One book review of 1,500 words (20%)
- One written reflection of 1,500 words (30%)
- One essay of 3,000 words (50%)

Faculty: D Cronshaw (Co-ordinator)

Offered 2013 as an Intensive. September 18-22 : 9.00 am – 5.00 pm
[Baptist Union of Victoria, 1/1193 Toorak Road, Camberwell]

Select Bibliography:
Barker, Ashley. Surrender all. Springvale, Vic.: Urban Neighbours of Hope, 2005
Covey, Stephen R. The seven habits of highly effective people. New York: Simon & Schuster, 1990
Easum, Bill. Leadership on the other side. Nashville: Abingdon, 2000
Gibbs, Eddie. Leadership next. Downers Grove, IL: InterVarsity Press, IL, 2005
Kirkpatrick, Cathy, Mark Pierson and Mike Riddell. The prodigal project. London: SPCK, 2000
Nouwen, Henri J M. In the name of Jesus. London: Darton, Longman & Todd, 1989
DM9028W INTEGRATED CHAPLAINCY TRAINING

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

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

Pre-requisites:

45 points of Foundational Studies

Teaching methods:

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

Assessment:
The subject is marked on a Pass/Fail basis.

Learning agreement & self-evaluation (1,500 words) (25%)
Two 500 word verbatim studies (20%)
Journal reflections of 1,500 words (15%)
One 2,000 word case study (30%)
One 500 word placement report (10%)

Faculty:
D Wilson

Offered:
Semester 1, 2013

Please note special enrolment procedures for this unit
Applications close November 2012 – Orientation December 2012
Classes will move each week to various venues – 6.30 – 10.00 pm
[Unit also offered as DP9028W]

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
DM9030W CHAPLAINCY IN EDUCATIONAL SETTINGS

This unit offers current and prospective practitioners the opportunity to explore and assess 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, 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.
4. Describe models of pastoral care and counselling for varying age groups.
5. Demonstrate understanding of some theoretical frameworks for religious education and its role in multi-faith situations.
6. Critically assess the role of faith-based educational chaplaincy in a secular setting.

Pre-requisite: 45 points of Foundational Studies
Assessment: One 3,000 word essay (50%)
One 2,000 word research report (30%)
One 1,000 word case study (20%)
Faculty: D Fuller

Offered: 2013. As an Intensive at Whitley
[July 8-10 and September 23-25 : 10.00 am – 5.00 pm]
[Unit offered alternatively as DP9030W]

Select Bibliography:
Shepherd, Nick. Schools’ ministry as mission. Cambridge, UK: Grove, 2008
DM9031W THE MICAH MANDATE: INTEGRAL MISSION AND GLOBAL POVERTY

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, Melbourne School of Theology, Stirling College (formerly 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. Make an educational presentation on a current international advocacy campaign.
4. Think strategically regarding the mobilisation of the local church in integral mission.
5. Demonstrate the capacity to research a specific topic in a critically rigorous and sustained manner.

Pre-requisites: 45 points of Foundational Studies

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

Co-ordinator: S Bradbury

Offered: 2013. As an Intensive [July 1 –5 and 8–12 : 9.30 am – 1.00 pm]
[At TEAR Australia, 4 Solwood Lane, Blackburn]

Select Bibliography
- Maggay, Melba Padilla. Transforming society. 2nd ed. Eugene, OR: Wipf and Stock, 2010
- Myers, Bryant L. Walking with the poor: Principles and practices of transformational development. 2nd ed. Maryknoll: Orbis, 2011
DM9036W  GLOBAL MISSION TODAY

This unit explores some of the major trends and challenges in worldwide Christian mission today. Drawing on recent missiological insights, it explores contextualisation, cross-cultural challenges, holistic mission, inter-religious sensitivities, non-traditional models of mission, short-term mission and the role of global exposure trips.

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

Pre-requisites:  45 points of Foundational Studies

Class Time:  Three hours per week

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

Faculty: B Newnham

Offered:  Semester 2, 2013. Thursdays : 6.00 – 9.00 pm

Select Bibliography:
* = set texts recommended for purchase
Shenk, David W. God’s call to mission. Scottsdale, PA: Herald, 1994
DM9051W MISSION IN THE AUSTRALIAN CONTEXT

This unit examines the relationship of gospel and culture by exploring dimensions of Christian mission in Australian contexts. A correlational model of contextual theology, in which theology is in dialogue with cultural voices, will be proposed. Topics will include the following: Australian identity, Indigenous/non-Indigenous relationships, popular sustaining myths, multiculturalism, socio-economic and religious trends and the extent to which there are Australian theologies.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline and analyse selected aspects of Australian culture.
2. Demonstrate the relevance of the gospel to selected Australian contexts.
3. Propose approaches to mission which intentionally engage with aspects of the Australian context.
4. Show awareness of and critique a variety of approaches to contextual theology.

Pre-requisites: 45 points of Foundational Studies
Class Time: Three hours per week
Assessment: One seminar paper of 1,500 words (25%)
One project report of 1,500 words (25%)
One essay of 3,000 words (50%)
Faculty: R Langmead

Offered: Semester 1, 2013. Thursdays: 9.30 am – 12.30 pm
Unit cannot be taken together with previous CT/DM340 ‘Curly Flat' Theology’ (also previously called ‘The Gospel and Australian Culture’)

Select Bibliography:
Goosen, Gideon. Australian theologies: Themes and methodologies into the third millennium. Strathfield, NSW: St Pauls, 2000
Hynd, Doug, James Barr and Gordon Preece, eds. Theology in a third voice. Adelaide: ATF Press, 2006
Mackay, Hugh. Advance Australia—where?: How we’ve changed, why we’ve changed, and what will happen next? Sydney: Hachette Australia, 2007
DM9052W THE ANABAPTIST VISION

This unit examines the origins, evolution and legacy of Sixteenth Century Anabaptism (Radical Reformation). It will explore the emergence of Anabaptism within Switzerland, South Germany, Moravia and the Netherlands, its sociological milieu, relationship to other Reformation movements, forms of protest, spirituality, and geographical spread.

Some of the topics that will be selected are: Anabaptist notions of discipleship, baptism, ethics and community life; use of the Bible; attitudes towards secular authority; the role of women; peace and justice.

Upon successful completion of this unit, students will be able to:
1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation.
2. Critically evaluate a range of Anabaptist sources.
3. Outline key features of the Anabaptist movement and trace its historical development.
4. Explain some of the reasons for diversity among Anabaptists in various parts of the world.
5. Assess the significance of various Anabaptist models of church and faith for contemporary Christian experience.
6. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Pre-requisite: 45 points of Foundational Studies

Class Time: Three hours per week – seminar-based

Assessment:
- One seminar paper of 1,500 words (25%)
- One project report of 1,500 words (25%)
- One essay of 3,000 words (50%)

Faculty: M Munro

Offered: Semester 1, 2013. Tuesdays : 6.00 – 9.00 pm

[Unit offered alternatively as CH9052W]

Select Bibliography:
Packull, Werner O. Rereading Anabaptist beginnings. Winnipeg: CNBC, 1991
Williams, George H. The Radical Reformation, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
This unit considers the theological underpinnings of justice and reconciliation, seen as fundamental to our understanding of God’s purposes in the world. It explores how non-indigenous Australians belong on land acquired unjustly and how to enable people to effect change. It will discuss aspects of reconciliation between Indigenous and non-indigenous peoples—past, present and future—and current government policies such as ‘closing the gap’ and the Northern Territory Intervention, with a view to resetting the relationship.

Upon successful completion of this unit, it is expected that students will be able to:
1. Discuss the major issues involved in Indigenous/non-indigenous relationships in Australia.
2. Identify key biblical texts and traditions which can guide the church’s understanding of Indigenous/non-indigenous relationships in Australia.
3. Identify national and local strategies for resetting our understanding of Indigenous/non-indigenous relationships in Australia.
4. Outline ways in which Australia being founded on unjustly-acquired land affects its national identity.
5. Outline a theological framework for understanding indigenous/non-indigenous relationships in Australia.

Pre-requisite: 45 points of Foundational Studies
Class Time: Three hours per week
Assessment: Tutorial Paper/Presentation of 1,000 words (20%)
One 2,500 word essay (40%)
One 2,500 word essay (40%)
Faculty: P Lewis
Offered: Semester 1, 2013. Thursdays: 6.00 – 9.00 pm

Select Bibliography:
DM9064W MISSION IN THE NEW TESTAMENT

This unit explores the diversity of the Church’s missionary nature as reflected in the writings of the New Testament. Contemporary exegetical methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the non-Christian world in which they lived.

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

1. Describe the missionary character of Israel's God and the messianic mission of Jesus as the presupposition of the mission of the church.
2. Describe and locate the mission of the church within 1st century Jewish and Graeco-Roman culture.
3. Outline and critically evaluate the theology and practice of mission in the writings and thought of Paul; the understandings of mission reflected in the Gospels of Mark, Matthew, Luke-Acts, the Fourth Gospel and the Johannine Epistles; and the mission of the church as reflected in other writings of the New Testament such as Ephesians, James, 1 Peter and Revelation (students will have opportunity for a general overview and for specialisation within these texts).
4. Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.
5. Demonstrate an ability to research and write using appropriate methods and forms at postgraduate level.

Pre-requisite: 45 points of Foundational Studies

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

Faculty: D Storie

Offered: Semester 2, 2013. Intensive at Whitley College
[July 15-19 and 22-26; 9.30 am – 1.00 pm]
[Offered alternatively as BN9064W]

Select Bibliography:
* = set texts recommended for purchase

Avis, Paul D L. Church drawing near. London: T&T Clark, 2003
Bailey, Kenneth E. Jesus through Middle Eastern eyes. London: SPCK, 2008
*Bosch, David J. Transforming mission: Maryknn: Orbis, 1991
Esler, Philip F. The first Christians in their social worlds. London: Routledge, 1994
Langmead, Ross. The word made flesh. Dallas: University Press of America, 2004
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: 45 points of Foundational Studies
[Credit cannot be gained for this unit and the former DM366 Interfaith Dialogue]

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

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

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2013. Thursdays: 9.30 am – 12.30 pm
[Also offered as DP9068W and DR9068W]
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
* = set texts recommended for purchase

Smart, Ninian. The world’s religions. 2nd edn. Cambridge: CUP, 1998
DM9080W CONTEMPORARY MISSION THEOLOGY:
CONTEXT, DIALOGUE AND TRANSFORMATION

This seminar-based unit invites students to critically explore three central themes in contemporary missiology: the interaction of the gospel with culture and context, the role of dialogue in mission and the nature of gospel transformation. It will consider both Western and non-Western contexts and engage with missiologies from a variety of Christian traditions. Students will select one of the themes in framing their essay topic.

Upon successful completion of the unit students will be able to:
1. Demonstrate an informed and critical understanding of major trends in contemporary missiology
2. Develop and defend a nuanced missiological approach to one of the themes considered
3. Articulate principles for contextualising mission.
4. Demonstrate substantial engagement with several standard texts in contemporary missiology

Class time: Three hours a week
Assessment: One 6,000 word essay
(This may incorporate a shorter, non-assessed seminar paper, which is also expected)

Faculty: R Langmead (Co-ordinator) and guest presenters

Offered: Semester 1, 2013. Tuesdays: 6.00 – 9.00 pm

Select Bibliography:
Barnes, Michael. Theology and the dialogue of religions. Cambridge: Cambridge University Press, 2002
Senior, Donald and Carroll Stuhlmueller. The biblical foundations for mission. Maryknoll: Orbis, 1983
This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 45 points of Foundational Studies
If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: R Langmead

Offered: 2013
  By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
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 the course, students will be able to:
1. Identify and describe biblical and theological themes that inform a Christian commitment to pastoral care
2. Engage 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.
4. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Assessment: One 3,000 word essay (50%)
One 1,500 word reading report (25%)
One 1,500 word case study (25%)

Faculty: A Mallaby

Offered: Semester 2, 2013. Wednesdays : 9.30 am – 12.30 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 the course, students will 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.
4. Research and examine a particular religious ritual, considering the experience of the ritual alongside a critical evaluation of its biblical and theological basis.

Pre-requisites: 45 points of Foundational Studies
Assessment: 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: A Mallaby

Offered: Semester 2, 2013. Tuesdays: 2.00 – 5.00 pm
[Unit offered alternatively as DL9003W]

Select Bibliography:
Colwell, John E. *Promise and presence: An exploration of sacramental theology.* Milton Keynes: Paternoster, 2005
Harris, Chris. *Celebrating relevant rituals.* Sydney: E J Dyer, 1992
Willimon, William H. *Worship as pastoral care.* Nashville: Abingdon, 1993
DP9028W INTEGRATED CHAPLAINCY TRAINING

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

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

Pre-requisites: 45 points of Foundational Studies

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

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

Faculty: D Wilson

Offered: Semester 1, 2013 Please note special enrolment procedures
Applications close November – Orientation December 2012
Classes will move each week to various venues – 6.30 – 10.00 pm
[Unit offered alternatively as DM9028W]

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: 45 points of Foundational Studies

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

Faculty: D Fuller

Offered: 2013. As an Intensive at Whitley
[July 8 - 10 and September 23 - 25 : 10.00 am – 5.00 pm]
[Unit offered alternatively as DM9030W]

Select Bibliography:
Shepherd, Nick. Schools’ ministry as mission. Cambridge, UK: Grove, 2008
Clinical Pastoral Education (CPE) is a program of education and formation for the ministry of pastoral care. The program’s methodology utilises the action reflection model of learning. The action component entails the actual provision of pastoral care within a ministry setting. This care acknowledges and attends to the human condition, particularly life’s religious and spiritual dimensions. The reflection component entails the exploration of the ministry experience, the dynamics present, and the theological and spiritual dimensions. This action reflection process is integral to the participants’ understanding and the formation of their pastoral identity and competence.

**Requirements and assessment**
A CPE unit can be completed over a minimum of ten weeks or a maximum period of forty-four weeks and includes a minimum total of 400 hours of supervised learning in pastoral ministry. See Association for Supervised Pastoral Education in Australia’s website (www.aspea.org.au) for further information, including with regard to assessment.

**Credit into MCD University of Divinity courses**
CPE is offered at three levels: Level 1, Advanced Level, Supervisory Level

The guidelines for undergraduate courses and postgraduate courses are different and more credit is possible in degrees with a duration of three years full-time.

The maximum credit points possible for CPE (Level 1, unless otherwise stated) are:
- Diploma in Theology: 15 points
- Bachelor of Theology: 30 points
- Bachelor of Ministry: 30 points for Level 1 CPE, 30 points for Advanced Level CPE
- Graduate Certificate and Graduate Diploma: 15 points
- Master of Divinity: 30 points
- Master of Arts: 15 points
- Master of Arts (Pastoral Care): 15 points for Level 1 CPE, 15 points for Advanced Level CPE
- Master of Theological Studies: 15 points

**Applying to do CPE**
CPE is available at a number of centres in Melbourne.
Students are responsible for making contact with individual centres for application information and forms. For information about providers see the ASPEA website: www.aspea.org.au

**CPE and FEE-HELP**
Students may fund CPE through FEE-HELP if they are on FEE-HELP for their course.
Students who wish to use FEE-HELP for CPE must enrol in the appropriate unit with Whitley’s Registrar at enrolment time.

**Students are responsible for**
- Arranging CPE placements with an accredited provider.
- Notifying the Whitley College office of their acceptance into a CPE program.
- Providing the Whitley College office with a certified copy of the certificate of completion at the end of the program.

Faculty: A Mallaby (Co-ordinator)

Offered: 2013
By arrangement with Faculty
This unit explores skills and issues in congregational leadership. A variety of real life ministry case studies will be presented for students to engage. Through experiential methodology students will identify issues, explore a variety of responses, and engage in critical reflection about the theological and pastoral dimensions of each case. A variety of congregational and pastoral topics will be explored, eg. leadership for change, addressing conflict, gender and power, vision and planning.

Upon successful completion of this unit, students should be able to:
1. Identify the complexities of situations encountered in ministry settings.
2. Demonstrate the use of case study methodology in theological reflection and pastoral response.
3. Critically evaluate a range of personal and institutional issues in ministry practice.
4. Articulate a reflective pastoral response to cases presented.
5. Demonstrate a critical and constructive response to a ministry case study, drawing upon and integrating a range of theological disciplines.

Pre-requisite: At least one Foundational unit in Biblical Studies, Systematic Theology and Pastoral Care

Class Time: Three hours per week

Assessment: Five 600 word case study reflection papers (total 3,000 words) (50%)
One critical essay (3,000 words) (50%)

Faculty: A Mallaby, F Rees

Offered: Semester 1, 2013. Tuesdays : 2.00 – 5.00 pm

Select Bibliography:
Reed, Angela H. Quest for spiritual community: Reclaiming spiritual guidance for contemporary congregations. London: T & T Clark, 2011
Swetland, Kenneth L. Facing messy stuff in the church: Case studies for pastors and congregations. Grand Rapids, Michigan: Kregel, 2005
Supervised Theological Field Education provides a framework of reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, identity and skills impact on a student’s formation for ministry. Students are also required to reflect on the process of learning itself, to think about what and how they learn and the impact of this upon their lives and ministry.

Students are required to engage 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 DP9069W in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours (per semester).

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

1. Demonstrate intentionality in ministry through setting ministry learning and personal development goals
2. Identify core aspects of their operational theology
3. Receive and reflect upon critical and evaluative feedback from members of a congregation or agency
4. Engage in written and verbal self-evaluation with their supervisor, the peer group and the congregational committee
5. Articulate ways in which they identified and worked with the strengths and limitations in both themselves and their ministry situations
6. Demonstrate integration of their knowledge and skills in the various disciplines of theology and how they apply these in professional ministry

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

Pre-requisites: Students should normally have completed two years of full time theological studies or equivalent (Incl. BA8001 or BN8001, CT8001, DP8001 or DT8001)
• Interview and acceptance into the program by the Director of Field Education

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

Additional Activities include:
Reading and preparation for class discussions
Participation in Congregational Committee Meetings
Participation in individual and peer supervision sessions
Submission of regular reports by 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, 2013. Tuesdays: 2.00 – 5.00 pm
• [Must be taken in conjunction with DP9069 in consecutive semesters ie. Sem 1, 2014]

Select Bibliography:
Moon, J Learning journals. 2nd edn. Oxon: Routledge, 2006
DP9068W 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: 45 points of Foundational Studies
[Credit cannot be gained for this unit and the former DM366 Interfaith Dialogue]

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

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

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2013. Thursdays : 9.30 am – 12.30 pm
[Also offered as DM9068.15]
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
* = set texts recommended for purchase
Smart, Ninian. The world’s religions. 2nd edn. Cambridge: CUP, 1998
Supervised Theological Field Education (STFE) provides a framework for reflection, action and the integration of learning. It takes a specific context of ministry and focuses on how the application of skills gained and concepts explored during theological studies are now being integrated and applied. Students are required to reflect on the process of learning itself, to articulate how they learn, and the impact of this upon their theological and personal development. Students are required to engage 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 DP9067W in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours per semester.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate integration of the key features of learning from across all fields undertaken in their study program.
2. Critically engage with learning from biblical studies and systematic theology in questions raised by ministry practice.
3. Synthesise the application of knowledge, learning, and practice in their case studies and essay work.
4. Demonstrate the capacity to reflect upon personal maturity and self-development as a tool of theological integration.
5. Synthesise college learning experiences with the professional world of ministry practice towards preparation for denominational engagement and accountability.

Pre-requisite: 30 points of Foundational or Elective units including DP9067W

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

Assessment: One Goal setting exercise 750 words
One End of semester self-evaluation 750 words
Two class presentations each 750 words
One essay 3,000 words

Additional Activities include:
- Reading and preparation for class discussions
- Participation in individual and peer supervision sessions
- Participation in Congregational Committee Meetings
- Submission of regular reports by the Congregational Committee
- Submission of final evaluation by the Congregational Committee
- End of year evaluation report submitted by the Personal Supervisor
- Satisfactory final evaluation from the Director of Field Education

The subject is marked on a Pass/Fail basis

Faculty: R Wright

Offered: Semester 1, 2013. Tuesdays: 8.30 – 10.30 am
- Interview and acceptance into the program by the Director of Field Education
- Must be taken in conjunction with DP9067W in consecutive semesters (Sem 2, 2014)

Select Bibliography:
Moon, J Learning journals. 2nd edn. Oxon: Routledge, 2006
This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 45 points of Foundational Studies
If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: A Mallaby

Offered: 2013
By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
This unit explores models of spirituality and sustainability for Christian discipleship and mission in the context of postmodernity. It explores strategies to overcome the sacred/secular divide and discover the presence of God beyond the church. It explores the nature of discipleship as ‘following Jesus into the world’. It investigates spirituality of everyday life and in distinctively Australian contexts. Special topics include: attentiveness and discernment, the role of the Spirit in mission, approaches to sustainability, ‘inner’ contemplative and ‘outer’ engaged spiritual practices, the spirituality of activism, the relationship between worship and mission, and Christian responses to consumerism. It allows students to engage in and reflect on one spiritual practice in depth, encouraging ongoing sustainability in mission.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the place of spirituality in the church’s mission
2. Research a local cultural issue and its relevance to spirituality
3. Critically evaluate and apply practices for fostering missional spirituality
4. Set contemporary missional spiritual practices in historical context.
5. Demonstrate developed interpretive responses to spirituality outside the church in Australian society.

**Select Bibliography:**

* = set texts recommended for purchase

- Augsburger, David W. *Dissident discipleship.* Grand Rapids: Brazos, 2006
- Barker, Ashley. *Surrender all: A call to sub-merge with Christ.* Melbourne: UNOH, 2005
- Fryling, Robert A. *The leadership ellipse.* Downers Grove: IVP, 2010
DS9021W SPIRITUALITY OF EVERYDAY LIFE

This unit will explore the connections between spirituality and the issues, contexts and experiences of everyday life. Drawing upon the disciplines of sociology, psychology, biblical studies, theology and history, explorations will be made of contexts such as the home, workplace and neighbourhood, and activities such as eating, sleeping and recreation, with a view to discovering the presence and purposes of God in them.

Successful completion of this unit will enable participants to:
1. Locate and evaluate models of spirituality that embrace the contexts, activities, and relationships of daily life rather than negate or marginalize them.
2. Access and engage with the resources of the Christian tradition - biblical, historical, theological and experiential - and bring these to bear upon the challenges of contemporary life, both personal and communal.
3. Interact with these issues in such a way that their own spirituality is enriched and more thoroughly integrated with their daily lives.
4. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Pre-requisite: 45 points of Foundational Studies

Class time: Three hours per week including lectures, tutorials, field work and shared meals

Assessment: Two 1,500 word reflection papers, integrating assigned reading with prescribed reflective exercises each (20%)
One 3,000 word research paper, interacting with one of the main aspects of every day life covered in the course (60%)

Faculty: S Holt

Offered: 2013. As an Intensive at Collins Street Baptist Church
[February 11 - 15 & 18 - 22; 9.30 am – 1.00 pm]

Select Bibliography:
Dreyer, Elizabeth. Earth crammed with heaven. New York: Paulist, 1994
Ford, David F. The shape of living. Grand Rapids: Baker, 1999
This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.
   Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 45 points of Foundational Studies
If a Capstone unit, at least half of the degree completed

Assessment: One 6,000 word essay

Faculty: A Mallaby

Offered: 2013
By arrangement with Faculty

Select Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
This unit introduces students to contemporary approaches to qualitative and quantitative research methodologies, with a particular focus on those that are most often used in research in areas of theology and ministry. It provides students with tools to select and apply those methodologies in the formulation of a research proposal. The unit outlines the methodological challenges, hermeneutical questions, and new directions for recent theological research, and the responses across various disciplines to those new developments. Students will be introduced to the skills, competencies and technical methods that are needed to conduct and present high quality research, including identifying a research topic, citation and bibliographical protocols, and obtaining ethics clearances.

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

1. Demonstrate a working knowledge of terms, assumptions and approaches to research that are current in selected theological disciplines.
2. Critically evaluate key research methodologies and identify those that are most relevant to their own research topics.
3. Demonstrate a familiarity with research methods and protocols.
4. Demonstrate an appreciation of the nature, purpose, ethical responsibilities and limitations of research in theological disciplines.
5. Critically review scholarly literature relevant to their own research topics.

Exclusions: DT401.15 Research Methods in Practical Theology (WHT)
PABC406 Research Approaches for Theology (UFT)

Courses in which this unit is taught:
BTheol (Hons), GradDipTheol, MTS, MA(Theol), MDiv, MA, MTheol, MEd (Research), PhD, DTheol.

Class Time: Three hours per week
Assessment: One 1,000 word review essay (20%)
One 5,000 word essay (80%)

Faculty: M Lindsay (Co-ordinator)

Offered: Semester 2, 2013. Wednesdays, 6.00 – 9.00 pm at UFT

Recommended Reading:
* = set texts recommended for purchase
*Booth, W et al. The craft of research. 3rd edn, Chicago: Chicago University Press, 2008
Fink, A. *Conducting research literature reviews*. Thousand Oaks: Sage, 2005
**MASTER OF DIVINITY - DEGREE STRUCTURE – PRE 2013**

Students who commenced prior to 2013 may change to the new structure however we suggest that you complete under the old structure, especially if you have done 2 or more units of Integrative Studies and you expect to complete by the end of 2015.

Please consult the Dean, Rev Bruce Tudball.

✦ - offered in 2013

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

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

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

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

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

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

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**Foundational Studies: (F)**

**Languages:**
- AL8002W New Testament Greek A
- AL8011W Biblical Hebrew
- AL8012W New Testament Greek B
- AL/BA8010W Book of Ruth

**Biblical Studies:**
- BA8001W Introducing the Hebrew Bible
- BN8001W Interpreting the New Testament

**Christian Thought and History:**
- CH8011W Church History: Early
- CH8012W Church History: Reformation
- CH8002W Patterns in the Practice of Christianity
- CT8001W Beginning Theological Studies

**Groundwork for Christian Ministry:**
- DA8001W Living the Faith
- DM8001W Holistic Witness

**Integrative Studies: (I)**

**Theology and the Public Realm:**
- CT9095W Resurrection, Justice, Discipleship
- DM9003W The Church’s Mission for Justice
- DS9005W Experiencing God
- DS9006W Table Spirituality
- DS9021W Spirituality of Everyday Life
- DT9006W Lifestyle Ethics

**Hermeneutics and Culture:**
- BA9015W Preaching & Teaching the Old Testament
- BN9064W Mission in the New Testament
- BS9009W Salvation
- BS9031W Theologies and Practices of Love
- CT9055W Human Life and Human Rights
- DM9064W Mission in the New Testament
- DM9065W Understanding Islam
- DS9021W Spirituality of Everyday Life
- DT9006W Lifestyle Ethics

**Worship and Mission of the Church:**
- CT9020W Church: Quest for Christian Community
- CT9082W Economics, Justice and Theology
- DM9002W Reconciliation: The Heart of Mission
- DM9007W The Multicultural Church
- DM9031W Micah Mandate
- DM9032W Faith and the Environment
- DM9036W Global Mission Today

**Faith and Ministry Praxis:**
- DM9032W Faith and the Environment
- DM9036W Global Mission Today
- DP9003W Pastoral Care in Crisis and Transition
- DL9014W Worship for All Seasons

**Integrative Ministry Studies (CPE/STFE):**
- DP9067W Supervised Theol Field Education
- DP9069W Supervised Theol Field Education
**Specialised Studies** provide students with an opportunity to engage in detailed study of specialized theological disciplines.

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

<table>
<thead>
<tr>
<th>Biblical Studies</th>
<th>Christian Thought and History</th>
<th>Christian Life and Ministry</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA9002W Justice in the Prophets</td>
<td>CH9004W History &amp; Theol of the Baptist Movement</td>
<td>DL9002W Homiletics</td>
</tr>
<tr>
<td>BA9003W Identity, Land and Exile</td>
<td>CH9008W Reformation Studies</td>
<td>DM9025W Spirituality, Sustain &amp; Discipleship</td>
</tr>
<tr>
<td>BA9005W Samuel</td>
<td>CH9025W Bonhoeffer’s Theol in Historical Context</td>
<td>DM9028W Pioneering Leadership</td>
</tr>
<tr>
<td>BA9006W War &amp; Peace in the Hebrew Bible</td>
<td>CT9002W Who is Jesus?</td>
<td>DM9032W Integrated Chaplaincy Training</td>
</tr>
<tr>
<td>BA9014W Genesis</td>
<td>CT9004W History &amp; Theol of Baptist the Movement</td>
<td>DM9029W Rejoice in Hope</td>
</tr>
<tr>
<td>BN9001W The Gospel of Mark</td>
<td>CT9011W Worship &amp; Experience of God</td>
<td>DM9030W Reimagining Evangelism</td>
</tr>
<tr>
<td>BN9002W Matthew</td>
<td>CT9012W The Spirit of God and the Mission God</td>
<td>DM9037W The Call to Follow</td>
</tr>
<tr>
<td>BN9003W Luke</td>
<td>CT9020W Church: Quest for Christian Community</td>
<td>DM9051W Mission in the Australian Context</td>
</tr>
<tr>
<td>BN9007W Sermon on the Mount</td>
<td>CT9023W Rejoice in Hope</td>
<td>DM9052W The Anabaptist Vision</td>
</tr>
<tr>
<td>BN9022W Paul: Life and Letters</td>
<td>CT9025W Bonhoeffer’s Theol in Hist Context</td>
<td>CT9020W Church: Quest for Christian Ministry</td>
</tr>
<tr>
<td>BN9031W First Corinthians</td>
<td>CT9033W Lives of Faith</td>
<td>CT9023W Rejoice in Hope</td>
</tr>
<tr>
<td>BN9032W Galatians: Faith and Law</td>
<td>CT9041W Children of God</td>
<td>CT9028W Integrated Chaplaincy Training</td>
</tr>
<tr>
<td>BN9042W The Book of Revelation</td>
<td>CT9055W Human Life and Human Rights</td>
<td>DM9029W Reimagining Evangelism</td>
</tr>
<tr>
<td>BN9094W Socio-Political Analysis of the Gospels</td>
<td>BS9020W The Use of the Bible in Ethics</td>
<td>DM9030W Reimagining Evangelism</td>
</tr>
<tr>
<td>BS9020W The Use of the Bible in Ethics</td>
<td></td>
<td>DM9037W The Call to Follow</td>
</tr>
</tbody>
</table>

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

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

Candidates may complete a minor thesis of 12,000 words (30 points) in this section of the degree. The thesis may be specialized, or of an integrative nature.

The option of the minor thesis is recommended to those wishing to undertake higher level research.

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All postgraduate units have assessment tasks which aggregate to 6,000 words
How to present assignments and cite references at Whitley College

확장된 지식: 

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 and Extensions
If students cannot submit assignments by the due date due to unforeseen circumstances, such as illness, bereavement or serious upheaval, they need to apply to their lecturer in writing before the due date for an extension. Disorganisation or busyness are not grounds for an extension. Students need to apply on the Lecturer's Extension form on the back of Assignment Cover Sheet, available for download from the Whitley website.

All work submitted late without an extension will be penalised according to Melbourne College of Divinity policy (found at www.mcd.edu.au). Normally, work submitted -
• up to one week late is marked down by a grade (eg. from D to C)
• late by more than a week but less than a month is marked at Pass level only
• late by more than a month is failed.

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:

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

Here are some simple guidelines on what each grade means:

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

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

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

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

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

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**


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

Journal article

Newspaper article

Web site

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

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

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


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<br> <http://library.osu.edu/sites/guides/chicagogd.html>.

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


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


Don’t be worried by minor differences between citation systems. In the end, there is room for personal preference as long as the information about your references is presented fully, clearly and consistently.
## Principal Dates for 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY-SEPTEMBER</td>
<td>Intensive Courses Commence  (check all details in intensives timetable following pages)</td>
</tr>
<tr>
<td>5-7</td>
<td>Candidates’ Retreat</td>
</tr>
<tr>
<td>15</td>
<td>Semester 1 Enrolments Close</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Semester 1 Commences</td>
</tr>
<tr>
<td>MARCH</td>
<td>Commencement Service</td>
</tr>
<tr>
<td>18</td>
<td>Semester 1 Census Date</td>
</tr>
<tr>
<td>MARCH-APRIL</td>
<td>Non-Teaching Period (including Easter)</td>
</tr>
<tr>
<td>APRIL</td>
<td>Semester 1 Classes Resume</td>
</tr>
<tr>
<td>25</td>
<td>ANZAC Day Public Holiday</td>
</tr>
<tr>
<td>MAY</td>
<td>MCD University of Divinity Degree Conferral</td>
</tr>
<tr>
<td>MAY</td>
<td>Semester 1 Ends</td>
</tr>
<tr>
<td>JUNE</td>
<td>Non-Teaching Period</td>
</tr>
<tr>
<td>10</td>
<td>Queen's Birthday Public Holiday</td>
</tr>
<tr>
<td>10-14</td>
<td>Examination Week, Semester 1</td>
</tr>
<tr>
<td>JULY</td>
<td>Intensive Courses Commence (check dates)</td>
</tr>
<tr>
<td>1-3</td>
<td>School of Ministry</td>
</tr>
<tr>
<td>11</td>
<td>Publication of Semester 1 Results</td>
</tr>
<tr>
<td>19</td>
<td>Semester 2 Enrolments Close</td>
</tr>
<tr>
<td>JULY</td>
<td>Semester 2 Commences</td>
</tr>
<tr>
<td>AUGUST</td>
<td>Semester 2 Census Date</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Non-Teaching Period</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Semester 2 Classes Resume</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Semester 2 Ends</td>
</tr>
<tr>
<td>2-10</td>
<td>Non-Teaching Period</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Examination Week, Semester 2</td>
</tr>
<tr>
<td>21</td>
<td>Celebrating the Journey 2013</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Publication of end of year results</td>
</tr>
</tbody>
</table>

Principal Dates

113
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
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 - 10.30 am</td>
<td>DP9069W Supervised Theol Field Education</td>
<td>9.30 am - 12.30 pm BS9009W Salvation</td>
<td>9.30 am - 12.30 pm DM9051W Mission in the Australian Context</td>
<td>9.30 am - 12.30 pm BA9006W War &amp; Peace in Hebrew Bible</td>
</tr>
<tr>
<td></td>
<td>Colin Hunter</td>
<td>Mark Brett/Keith Dyer</td>
<td>Ross Langmead</td>
<td>Mark Brett</td>
</tr>
<tr>
<td>11.00 am Chapel</td>
<td></td>
<td>12.40 pm Prayers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 - 5.00 pm</td>
<td>AL8011W Biblical Hebrew Val Billingham</td>
<td>2.00 - 5.00 pm CT9023W Rejoice in Hope Ji Zhang</td>
<td>2.00 - 5.00 pm BN9003W Luke Keith Dyer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DP9060W Transforming Pastoral Leadership Anne Mallaby/Frank Rees</td>
<td></td>
<td>CH8011W Christianity thru' Centuries: Early Marita Munro</td>
<td></td>
</tr>
<tr>
<td>6.00 - 9.00 pm</td>
<td>AL8002W New Testament Greek A Marita Munro</td>
<td>6.00 - 9.00 pm DM9080W Mission Theology Ross Langmead</td>
<td>6.00 - 9.00 pm DA8001W Living the Faith Anne Mallaby</td>
<td>6.00 - 9.00 pm DM9057W Towards Reconciliation Peter Lewis</td>
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<td></td>
<td>BA9014W Genesis Mark Brett</td>
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<td>SATURDAY</td>
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<td></td>
<td>CH9052W/DM9052W The Anabaptist Vision Marita Munro</td>
<td>9.00 am - 1.00 pm BN8001W Interpreting the New Testament Keith Dyer</td>
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<td></td>
</tr>
</tbody>
</table>

▼ New Hope Baptist Church ■ = irregular dates and/or venues + = Collins Street Baptist Church

INTENSIVES:
See page 118 for details
## POSTGRADUATE TIMETABLE
### WHITLEY COLLEGE: THE BAPTIST COLLEGE OF VICTORIA
#### SEMESTER 2, 2013

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<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>
<td>9.30 am - 12.30 pm</td>
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<tr>
<td></td>
<td></td>
<td>DP8001W Theol &amp; Practice of Pastoral Care Anne Mallaby</td>
<td>DM/DP9068W Interfaith Dialogue Ross Langmead/M Confoy</td>
<td>BN9022W Paul: Life and Letters Keith Dyer</td>
</tr>
<tr>
<td></td>
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<td>BS8035W Biblical Foundations Mark Brett/Keith Dyer</td>
<td>BA9005W Samuel Mark Brett</td>
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<tr>
<td>11.00 am Chapel</td>
<td>12.40 pm Prayers</td>
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<tr>
<td>AL/BA8010W Ruth</td>
<td>CH8012W Christianity thru’ Centuries: Reformation Marita Munro</td>
<td>AL/BA8010W Ruth</td>
<td>BN9042W The Book of Revelation Keith Dyer</td>
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<td>Val Billingham</td>
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<td>Val Billingham</td>
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<tr>
<td>DP9003W Pastoral Care in Crisis &amp; Transition Anne Mallaby</td>
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<td>DP9067W Supervised Theol Field Education Roslyn Wright</td>
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<td>6.00 - 9.00 pm</td>
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<tr>
<td>AL8012W New Testament Greek B Keith Dyer</td>
<td>DM8001W Holistic Witness Ross Langmead</td>
<td>BA8001W Introducing the Hebrew Bible Mark Brett</td>
<td>CT9020W Church: The Quest for Christian Community Frank Rees</td>
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</tr>
<tr>
<td>▲ = Baptist Union of Victoria, Hawthorn ▼ = Irregular dates and/or venues ▼ = New Hope Baptist Church ▼ = TEAR, Blackburn ▽ = UFT</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>INTENSIVES:</td>
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<tr>
<td>See page 118 for details</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Unit Number</td>
<td>Title</td>
<td>Lecturer</td>
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<tr>
<td>February 4 – 8</td>
<td>9.00 am – 5.00 pm</td>
<td>DM9099W</td>
<td>Contextual Mission</td>
<td>Bruce Newnham</td>
</tr>
<tr>
<td>February 11 – 15 and</td>
<td>9.30 am – 1.00 pm</td>
<td>CT8001W</td>
<td>Beginning Theological Studies</td>
<td>Frank Rees</td>
</tr>
<tr>
<td>February 18 – 22</td>
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<td></td>
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<tr>
<td>February 11 – 15 and</td>
<td>9.30 am – 1.00 pm</td>
<td>DS9021W</td>
<td>Spirituality of Everyday Life</td>
<td>Simon Holt</td>
</tr>
<tr>
<td>February 18 – 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 2, 9, 16; April 20 &amp; 27; May 11 &amp; 25</td>
<td>9.00 am – 1.00 pm</td>
<td>BN8001W</td>
<td>Interpreting the New Testament</td>
<td>Keith Dyer</td>
</tr>
<tr>
<td>July 1 - 5 and 8 – 12</td>
<td>9.30 am – 1.00 pm</td>
<td>DM9031W</td>
<td>The Micah Mandate: Integral Mission and Global Poverty</td>
<td>Steve Bradbury</td>
</tr>
<tr>
<td>July 15-19 &amp; 22-26</td>
<td>9.30 am – 1.00 pm</td>
<td>BN/DM9064W</td>
<td>Mission in the New Testament</td>
<td>Deborah Storie</td>
</tr>
<tr>
<td>July 8 – 10 and September 23 – 25</td>
<td>10.00 am – 5.00 pm</td>
<td>DM/DP9030W</td>
<td>Chaplaincy in Educational Settings</td>
<td>David Fuller</td>
</tr>
<tr>
<td>Aug 3, 10, 31; Sep 7; Oct 5 and 19; Nov 2</td>
<td>9.00 am – 1.00 pm</td>
<td>CT8001W</td>
<td>Beginning Theological Studies</td>
<td>Frank Rees</td>
</tr>
<tr>
<td>September to November</td>
<td>2.00 – 5.00 pm</td>
<td>AL/BA8010W</td>
<td>Ruth</td>
<td>Val Billingham</td>
</tr>
<tr>
<td>Twice weekly</td>
<td></td>
<td></td>
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<tr>
<td>September 18-22</td>
<td>9.00 am – 5.00 pm</td>
<td>DM9026W</td>
<td>Pioneering Leadership</td>
<td>Darren Cronshaw</td>
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<tr>
<td>October</td>
<td>DL9014W</td>
<td></td>
<td>Worship for All Seasons</td>
<td>Nathan Nettleton</td>
</tr>
<tr>
<td>November/December</td>
<td>DM9007W</td>
<td></td>
<td>Exposure to Cross-Cultural Mission</td>
<td>Whitley College and Global Interaction staff</td>
</tr>
</tbody>
</table>

**ONLINE 2013**

| Semester 2                  | DM/DS9038W         | Missional Spirituality | Darren Cronshaw |
