UNDERGRADUATE

INFORMATION
WHITLEY COLLEGE

‘Equipping Leaders for a Different World’

Principal: Rev Dr Frank Rees
Dean: Rev Bruce Tudball
Coursework Co-ordinator: Rev Bruce Tudball
Research Co-ordinator: Dr Mark Brett
Registrar: Ms Melissa Berger

Postal Address:

271 Royal Parade
PARKVILLE VIC 3052

Enquiries/Registrar: (03) 9340 8100
Facsimile: (03) 9349 4241
Email: whitley@whitley.unimelb.edu.au
Website: http://www.whitley.unimelb.edu.au

ABN: 24 526 782 466

A College of the MCD University of Divinity

Provider: MCD University of Divinity
Provider Code: 01037A
TABLE OF CONTENTS

Who, Why, What, Where:
Welcome to Whitley ........................................... 5
MCD University of Divinity ................................. 6
Colleges ....................................................... 7
A Brief History of Whitley College ........................ 8
Why Choose Whitley? ......................................... 9
What Studies Can I Do at Whitley? ......................... 10
How Do I Enrol? ............................................. 11
Which Degree is Right for Me? .............................. 12-15
What Does Ordination for Pastoral Leadership Involve? .. 16
What Does it Cost? ........................................... 17
Information about FEE-HELP ................................ 18
Austudy/Abstudy ............................................. 19
Have I Got the Time? ......................................... 20
When Do Classes Begin? ..................................... 21
What Facilities Does Whitley College Offer? .............. 22-23
What Are My Rights and Obligations as a Student? ....... 24
MCD Students’ Rights ........................................ 25-26
Who Are My Teachers? ...................................... 27-32
Adjunct Faculty .............................................. 32

Bachelor of Theology:
Degree Structure ............................................ 34-39
Field A Index .................................................. 40-46
Field B Index .................................................. 47-61
Field C Index .................................................. 62-71
Field D Index .................................................. 72-105

Diplomas
Information ..................................................... 107
Course Structure ............................................. 108-109
Index of Units ............................................... 110
Diploma Units ................................................ 111-116

Presentation of Assignments:
How to present assignments and cite references .......... 117-122

General Information:
College Hymn ................................................ 123
2013 Principal Dates ....................................... 124
2013 Timetable of Intensives and Semi-Intensives ....... 125
2013 Timetables ............................................. 126-127
Map of Whitley College .................................... 128

Whitley College 2013
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 is a College of the MCD University of Divinity.

The MCD University of Divinity 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. In 2012 it became Australia's first University of Specialisation. Today the MCD is a theologically diverse institution committed to inter-church co-operation. This allows each college to be true to its own heritage and commitments.

Whitley College is accredited to teach towards the degrees and diplomas offered by the MCD 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 University of Divinity and 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>Contact Details</th>
</tr>
</thead>
</table>
| Australian Lutheran College                                                  | 104 Jeffcott Street                           | Tel: 1800 625 193  
Email: alc@alc.edu.au  
Website: www.alc.edu.au                                       |
| Catherine Booth College (Salvation Army Training College)                    | 303 Royal Parade                              | Tel: (03) 9347 0299  
Email: sttc@aus.salvationarmy.org  
Website: www.trainingcollege.org.au                                   |
| Catholic Theological College                                                | (278 Victoria Parade)                        | Tel: (03) 9412 3333  
Email: ctc@ctc.edu.au  
Website: www.ctc.edu.au                                                  |
| Morling College The Baptist Bible and Theological College of NSW & ACT       | 120 Herring Rd                                | Tel: (02) 9878 0201  
Email: enquiries@morling.edu.au  
Website: http://www.morling.edu.au                                     |
| Sentir Graduate College of Spiritual Formation                              | 99 Studley Park Road                          | Tel: (03) 9854 8110  
Email: mailto:registrar@icspf.edu.au  
Website: www.icspf.edu.au                                                 |
| St Athanasius Coptic Orthodox Theological College (SACOTC)                  | 88-154 Park Rd                                | Tel: (03) 9874 0388  
Email: registrar@sacotc.vic.edu.au  
Website: http://www.sacotc.vic.edu.au                                   |
| Stirling Theological College (formerly Churches of Christ Theological College) | 44-60 Jacksons Road                           | Tel: (03) 9790 1000  
Email: admin@stirling.edu.au  
Website: www.stirling.edu.au                                              |
| United Faculty of Theology                                                   | 29 College Crescent                           | Tel: (03) 9340 8890  
Email: admin@uft.edu.au  
Website: www.uft.edu.au                                                   |
| Whitley College The Baptist College of Victoria                              | 271 Royal Parade                              | Tel: (03) 9890 3771  
Email: whitley@whitley.unimelb.edu.au  
Website: www.whitley.unimelb.edu.au                                     |
| Yarra Theological Union                                                      | (98 Albion Road)                              | Tel: (03) 9890 3771  
Email: admin@ytu.edu.au  
Website: www.ytu.edu.au                                                   |
A Brief History of Whitley College

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

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

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

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

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

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

- If you have the VCE or equivalent, or are a mature age student, you can enrol in:
  Bachelor of Theology (BTheol)
  Bachelor of Ministry (BMin)
  Advanced Diploma in Theology (AdvDipTheol)
  Diploma in Theology (DipTheol)

- If you have arrived in Australia with a first language other than English, you can enrol in the Saturday TransFormation classes, which can be part of your Diploma studies. Or if your English is good enough for degree level work, you can enrol in our two English for Theological Studies units in order to prepare you for your studies.
- 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, Graduate Diploma in Theology, GradDipTheol, Master of Arts in Theology, MA(Theol), or the Master of Divinity, MDiv. Students wishing to undertake postgraduate studies should note that there is a separate handbook setting out all details.

- If you already have a theological degree from another provider, we can talk to you about further studies at an advanced level in the MA(Theol), MTheol, and MTS degrees, or work at doctoral level in the PhD or DTheol – see the postgraduate degrees section of this handbook on pages 14-15. A separate handbook for graduate degrees is published each year.

- If you are an audit student, for a reduced fee, ($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 …..
How Do I Enrol?

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

Interview
This personal interview with a member of the faculty is to enable you and us to discover what is the appropriate form of training and study for you. It is not only a matter of choosing your subjects. We see all our study programs in terms of formation. We are interested in what gift or calling is being formed in you: through your experience, so far, through your desire to study and in all the other activities in which you are engaged. Before coming for the interview, it is wise to read as much of this handbook as you can, as well as the information on our website. This will help you to discern more clearly the appropriate pathway for your studies.

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

1. One is proof of your citizenship: this may be a full birth certificate or your passport, 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, you may be asked to wait a brief time (not more than a few weeks) before we can offer you a place. In some instances this can happen more quickly.

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

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

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

In addition, please note that for students from a non-English-speaking background, there is a language requirement for entry to theological study at Whitley College: the MCD University of Divinity requires an IELTS score of not less than 6.5 (a minimum of 6.0 in each area) 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. Whitley College 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 a sufficient standard.

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

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

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

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

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

Undergraduate Degrees and Diplomas

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

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

The Bachelor of Theology offers a broad and strong degree in theology, with requirements in all the crucial areas: Bible, History, Theology and Practical Theology.

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

A Major requires progressive study, from first level through to third levels. (There are detailed explanations of these requirements in this book. See pages 34-39).

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

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

Bachelor of Theology (Honours)
Students doing well in the BTheol can apply after the half-way mark of their course to enrol in the honours stream. BTheol(Hons) takes an extra year, requiring an extra 60 points (4 semester units) and a 12,000 word honours thesis. Normally, Honours work is done in one discipline, such as New Testament, Systematic Theology, Missiology, etc. The level of Honours awarded is determined by the Coursework Studies Committee on the basis of the overall results in the research essay and the honours units. A student who does not obtain at least 70% may be awarded the Pass degree. Students interested in the possibility of Honours should discuss this with the Coursework Studies Co-ordinator, Rev Bruce Tudball.
Undergraduate Degrees and Diplomas (continued)

**Bachelor of Arts/Bachelor of Theology**
A combined Arts/Theology course is available in association with Monash University. Students must apply separately to Monash University and satisfy their entry requirements.

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

**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**

**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 2 semester units in each of Biblical Studies and Christian Thought and History; and an extra 2 semester units in either or both of those fields.
Specialised stream: 240 points (16 units), including at least 2 semester units in each of Biblical Studies and Christian Thought and History; and an extra 2 semester units in either or both of those fields; and at least 8 semester units 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.
If students complete 8 units within the BTheol or BMin (with 2 units each in Field B and C)—that is, with all units at least at Level 1—they may exit with a Diploma in Theology.
If students complete 8 units with at least some in the diploma-only program, as is usual in TransFormation or an internship—that is, with some or all units at Level 0—with 2 units each in field B and C, they may be awarded a Diploma in Theology.
Postgraduate Degrees
(Full details set out in Postgraduate Handbook)

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 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 postgraduate 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.

Master of Arts in Theology MA(Theol)
To enter the Master of Arts, students must be a graduate of some discipline other than theology. The MA(Theol) takes two years full-time or up to 6 years part-time. It requires 180 points (12 semester units of 15 points).

Three 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 5 units (75 points) must be Electives and at least one unit must be a Capstone unit.

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 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 (covering certain fields and including two in a biblical language), 8 or 9 Elective units (with at least one in each of Field B, C and D) and at least 15 points as a Capstone unit.
Postgraduate Degrees (continued)

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), including at least one Capstone unit. Students may include up to 30 points of Foundational units where the 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).
The MPhil may upgrade or articulate to an MCD doctoral program.

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

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

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

Student fees are set each year by the MCD University of Divinity and are uniform across all the 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, tea and coffee during breaks and usually any reading packs provided.

Undergraduate and postgraduate upfront fees are payable to MCD University of Divinity at the time of enrolment. Payment details must be completed on the enrolment form.

Fees for 2013 are as follows:
Undergraduate Unit Fee $1,152
Audit Fee $550

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

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

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

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

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

A full schedule of fees for postgraduate degrees is set out in the Whitley College Postgraduate Handbook and on the MCD University of Divinity website.
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 15, 2013 (or August 16, 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. 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 (the 2013 figure) you pay a proportion back with your tax. The higher your income, the higher the repayment proportion, starting at 4%. Voluntary early repayments over $500 receive a discount of 10%. Your FEE-HELP tax liability goes up by CPI on June 1st each year, but in ‘real dollar’ terms does not increase. If someone with a FEE-HELP debt dies, only the repayment due in that tax year is billed: the rest is cancelled.

The administration offices at the MCD University of Divinity and Whitley 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
• Call the FEE-HELP enquiry line on 1800 020 108
Notes on Austudy

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

2. Austudy has advised that the Bachelor of Theology degree is a three year course and that full-time study is classed as undertaking 8 units per year (4 units per semester). Normally Austudy will only be granted for the three years allowed to complete the degree.

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

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

5. When applying for Austudy, students must state that they are undertaking studies towards the degree of Bachelor of Theology (or another degree or diploma) of the Melbourne College of Divinity at the Whitley College campus. Whitley College office will provide students with a letter of confirmation of enrolment, on request, to accompany their application to Centrelink. The Centrelink office only recognises the Melbourne College of Divinity—not Whitley College—as an education provider for Austudy purposes.

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


Notes on Abstudy

Assistance is available to Aboriginal and Islander students under the Abstudy scheme. Abstudy benefits are largely the same as Austudy, but with the following additions:
(a) The income test is different;
(b) A book allowance is paid each year;
(c) A living allowance may be payable towards a second degree.
Have I Got the Time?

Time and time management are important factors in tertiary study.

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

Classes at Whitley College are specifically 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, and work on assignments.

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?

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

How long is a semester?

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

For Semester 1, 2013:

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close of enrolments</td>
<td>February 15</td>
</tr>
<tr>
<td>Semester 1 commences</td>
<td>February 25</td>
</tr>
<tr>
<td>Census date</td>
<td>March 18</td>
</tr>
<tr>
<td>Non–teaching period (including Easter)</td>
<td>March 23 – April 7</td>
</tr>
<tr>
<td>Last classes</td>
<td>May 31</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>June 3 - 7</td>
</tr>
<tr>
<td>Examination/Assessments</td>
<td>June 10 - 14</td>
</tr>
<tr>
<td>Publication of Semester 1 results</td>
<td>July 11</td>
</tr>
</tbody>
</table>

For Semester 2, 2013:

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close of enrolments</td>
<td>July 19</td>
</tr>
<tr>
<td>Semester 2 commences</td>
<td>July 29</td>
</tr>
<tr>
<td>Census date</td>
<td>August 19</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>September 21 – Oct 6</td>
</tr>
<tr>
<td>Last classes</td>
<td>November 1</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>November 4 - 8</td>
</tr>
<tr>
<td>Examination/Assessments</td>
<td>November 11 - 15</td>
</tr>
<tr>
<td>Publication of end of year results</td>
<td>December 6</td>
</tr>
</tbody>
</table>

In addition, short intensive units are taught in one or two-week blocks in February, July, September and November and in other configurations throughout the year. Dates for these intensive units are indicated in the course outlines and on the timetable of Intensives and Semi-Intensives (p125).

Class Times:

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

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning classes</td>
<td>9.30 am to 12.30 pm</td>
</tr>
<tr>
<td>Afternoon classes</td>
<td>2.00 pm to 5.00 pm</td>
</tr>
<tr>
<td>Evening classes</td>
<td>6.00 pm to 9.00 pm</td>
</tr>
</tbody>
</table>

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, some 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 Thursdays, 11.00 am – 4.00 pm and 12.00 to 4.00 pm on Saturdays in teaching weeks, (with later closing times on some), 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 of this book.

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

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

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

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

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

Studies Elsewhere in the MCD 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 offering coursework: two in Parkville, one in East Melbourne, one in Box Hill, one in Mulgrave, one in Donvale and one in each of Sydney and Adelaide. 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
Freecall for rural students:  1800 671 559
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:
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       (03) 9340 8010
Dean                                Rev Bruce Tudball       (03) 9340 8013
Faculty member                      Rev Dr Marita Munro     (03) 9340 8024
External contact person            Ms Deb Mountjoy          0425 783 424

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

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 117-122). 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 busy-ness 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
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 life-long exploration of the relationship between culture and theology.

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


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

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 doctoral thesis on Victorian Baptists from 1960 to 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 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 Newnham, BTheol, DipEd, DipElecEng, MA(Theol), AdvDipMissiolStudies
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
BACHELOR PROGRAMS

INFORMATION
Bachelor of Theology Information
### Field A:

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

### Field B:

**Core Requirements:**

- **Old Testament** - 30 points (2 units)
- **New Testament** - 30 points (2 units)

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

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

<table>
<thead>
<tr>
<th>First Level</th>
<th>Second Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL1002W New Testament Greek A</td>
<td>BA2005W Samuel</td>
</tr>
<tr>
<td>AL1003W English for Theol Studies (NESB)</td>
<td>BA2006W War and Peace in the Hebrew Bible</td>
</tr>
<tr>
<td>AL1004W Oral Communication (NESB)</td>
<td>BA2014W Genesis</td>
</tr>
<tr>
<td>AL1011W Biblical Hebrew</td>
<td>BA2010W Ruth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL2010W Ruth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS2009W Salvation</td>
</tr>
</tbody>
</table>

### Field C:

**Core Requirements:**

- **Church History** - 30 points (2 units)
- **Systematic Theology** - 60 points (4 units)

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

<table>
<thead>
<tr>
<th>First Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH1011W Church History (Early)</td>
</tr>
<tr>
<td>CH1012W Church History (Reformation)</td>
</tr>
<tr>
<td>CT1001W Beginning Theological Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH2052W The Anabaptist Vision</td>
</tr>
<tr>
<td>CT2012W The Spirit of God &amp; the Mission of God</td>
</tr>
<tr>
<td>CT2020W Church: The Question for Christian Community</td>
</tr>
<tr>
<td>CT2023W Rejoice in Hope</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH3052W The Anabaptist Vision</td>
</tr>
<tr>
<td>CH3099W Supervised Reading in Church History</td>
</tr>
<tr>
<td>CT3012W The Spirit of God &amp; the Mission of God</td>
</tr>
<tr>
<td>CT3020W Church: The Question for Christian Community</td>
</tr>
<tr>
<td>CT3023W Rejoice in Hope</td>
</tr>
<tr>
<td>CT3099W Supervised Reading in Systematic Theology</td>
</tr>
</tbody>
</table>
**Field D: Theology: Mission and Ministry:**

The Bachelor of Ministry requires a major study in one discipline in Field D.

<table>
<thead>
<tr>
<th>First Level:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DA1001W Living the Faith</td>
<td></td>
</tr>
<tr>
<td>DM101W Holistic Witness</td>
<td></td>
</tr>
<tr>
<td>DM1007W Exposure to Cross-Cultural Mission</td>
<td></td>
</tr>
<tr>
<td>DM1019W Contextual Mission</td>
<td></td>
</tr>
<tr>
<td>DM1020W Church Planting</td>
<td></td>
</tr>
<tr>
<td><strong>Second Level:</strong></td>
<td></td>
</tr>
<tr>
<td>DL2014W Worship for All Seasons</td>
<td></td>
</tr>
<tr>
<td>DM2019W Contextual Mission</td>
<td></td>
</tr>
<tr>
<td>DM2026W Pioneering Leadership</td>
<td></td>
</tr>
<tr>
<td>DM2028W Integrated Chaplaincy Training</td>
<td></td>
</tr>
<tr>
<td>DM2030W Chaplaincy in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>DM2031W The Micah Mandate:</td>
<td></td>
</tr>
<tr>
<td>DM2036W Global Mission Today</td>
<td></td>
</tr>
<tr>
<td>DM2051W Mission in the Australian Context</td>
<td></td>
</tr>
<tr>
<td>DM2052W The Anabaptist Vision</td>
<td></td>
</tr>
<tr>
<td>DM2057W Towards Reconciliation</td>
<td></td>
</tr>
<tr>
<td>DM2064W Mission in the New Testament</td>
<td></td>
</tr>
<tr>
<td>DM2068W Interfaith Dialogue</td>
<td></td>
</tr>
<tr>
<td>DP2001W Theology and Practice of Pastoral Care</td>
<td></td>
</tr>
<tr>
<td>DP2003W Pastoral Care in Crisis and Transition</td>
<td></td>
</tr>
<tr>
<td>DP2028W Integrated Chaplaincy Training</td>
<td></td>
</tr>
<tr>
<td>DP2030W Chaplaincy in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>DP2036W Clinical Pastoral Education (CPE)</td>
<td></td>
</tr>
<tr>
<td>DP2067W Supervised Theological Field Education</td>
<td></td>
</tr>
<tr>
<td>DP2068W Interfaith Dialogue</td>
<td></td>
</tr>
<tr>
<td>DP2069W Supervised Theological Field Education</td>
<td></td>
</tr>
<tr>
<td>DP2099W Supervised Reading Unit in Pastoral Studies</td>
<td></td>
</tr>
<tr>
<td>DS2021W Spirituality of Everyday Life</td>
<td></td>
</tr>
<tr>
<td>DS2038W Missional Spirituality</td>
<td></td>
</tr>
<tr>
<td><strong>Third Level:</strong></td>
<td></td>
</tr>
<tr>
<td>DL3014W Worship for All Seasons</td>
<td></td>
</tr>
<tr>
<td>DM3019W Contextual Mission</td>
<td></td>
</tr>
<tr>
<td>DM3026W Pioneering Leadership</td>
<td></td>
</tr>
<tr>
<td>DM3028W Integrated Chaplaincy Training</td>
<td></td>
</tr>
<tr>
<td>DM3030W Chaplaincy in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>DM3031W The Micah Mandate:</td>
<td></td>
</tr>
<tr>
<td>DM3036W Global Mission Today</td>
<td></td>
</tr>
<tr>
<td>DM3051W Mission in the Australian Context</td>
<td></td>
</tr>
<tr>
<td>DM3052W The Anabaptist Vision</td>
<td></td>
</tr>
<tr>
<td>DM3057W Towards Reconciliation</td>
<td></td>
</tr>
<tr>
<td>DM3064W Mission in the New Testament</td>
<td></td>
</tr>
<tr>
<td>DM3068W Interfaith Dialogue</td>
<td></td>
</tr>
<tr>
<td>DM3099W Supervised Reading Unit in Missiology</td>
<td></td>
</tr>
<tr>
<td>DP3001W Theology and Practice of Pastoral Care</td>
<td></td>
</tr>
<tr>
<td>DP3003W Pastoral Care in Crisis and Transition</td>
<td></td>
</tr>
<tr>
<td>DP3028W Integrated Chaplaincy Training</td>
<td></td>
</tr>
<tr>
<td>DP3030W Chaplaincy in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>DP3036W Clinical Pastoral Education (CPE)</td>
<td></td>
</tr>
<tr>
<td>DP3067W Supervised Theological Field Education</td>
<td></td>
</tr>
<tr>
<td>DP3068W Interfaith Dialogue</td>
<td></td>
</tr>
<tr>
<td>DP3069W Supervised Theological Field Education</td>
<td></td>
</tr>
<tr>
<td>DP3099W Supervised Reading Unit in Pastoral Studies</td>
<td></td>
</tr>
<tr>
<td>DS3021W Spirituality of Everyday Life</td>
<td></td>
</tr>
<tr>
<td>DS3038W Missional Spirituality</td>
<td></td>
</tr>
<tr>
<td>DS3099W Supervised Reading in Spirituality</td>
<td></td>
</tr>
</tbody>
</table>
### DEGREE CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Languages/Humanities</th>
<th>BN</th>
<th>BA</th>
<th>CH</th>
<th>CT</th>
<th>DL</th>
<th>DM</th>
<th>DP</th>
<th>DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXAMPLE OF REQUIREMENT FOR TWO MAJORS AND ONE SUB-MAJOR

<table>
<thead>
<tr>
<th>Languages/Humanities</th>
<th>BN</th>
<th>BA</th>
<th>CH</th>
<th>CT</th>
<th>DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXAMPLE OF REQUIREMENT FOR TWO MAJORS AND ONE SUB-MAJOR

<table>
<thead>
<tr>
<th>Languages/Humanities</th>
<th>BN</th>
<th>BA</th>
<th>CH</th>
<th>CT</th>
<th>DM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIELD D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXAMPLE OF CORE REQUIREMENT FOR TWO MAJORS PLUS CREDIT POINTS

<table>
<thead>
<tr>
<th>CREDIT 60 POINTS FOR PREVIOUS STUDY</th>
<th>MAJOR - Biblical Studies</th>
<th>MAJOR - Systematic Theology</th>
<th>SUB-MAJOR - Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BN1001 BA1001</td>
<td>CH1011 CT1001</td>
<td>DA1001</td>
</tr>
<tr>
<td></td>
<td>BN2 BA2</td>
<td>CH1012 CT1/2</td>
<td>DM1/2</td>
</tr>
<tr>
<td></td>
<td>BN3 BA3</td>
<td>CH1012 CT2</td>
<td>DM2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CH1012 CT2/3</td>
<td>DM2/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DP/DS1/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN</td>
<td>BA</td>
<td>CH</td>
<td>CT</td>
</tr>
<tr>
<td>BN</td>
<td>BA</td>
<td>CH</td>
<td>CT</td>
</tr>
<tr>
<td>BN</td>
<td>BA</td>
<td>CH</td>
<td>CT</td>
</tr>
<tr>
<td>BN</td>
<td>BA</td>
<td>CH</td>
<td>CT</td>
</tr>
</tbody>
</table>
Bachelor Programs

Bachelor of Theology
3 years full-time
Up to 9 years part-time

Structure
360 points
24 units at BTheol level
2 Majors
1 Sub-Major
2 Minors

Core Requirements
Three sub-major sequences – with 2 articulating to major sequence
30 pts Lev 1 & 30 pts Lev 2:
-30 pts Old Testament
-30 pts New Testament
-60 pts Systematic Theology
-60 pts Mission & Ministry (Field D) or
-60 pts Humanities (Field A)
Two minor sequences (30 pts) in one discipline:
- Church History and
- Any one discipline
A further 60 points from one or more disciplines

Credits
• Maximum 240 points for BTheol studies at other institutions.
• Maximum 60 points for degree from an Australian university.
• Maximum 60 points for units from degree other than theology or ministry, deemed equivalent in content to BTheol studies.
• Maximum 240 points for equivalent studies towards an incomplete ministry or theology degree.
• Other credits determined by the Board.

Pathways
⇒ Graduate Diploma in Theology (Specialised)
⇒ Master of Theological Studies
⇒ BTheol (Hons)
⇒ Master of Theology
⇒ Master of Arts

OVERVIEW OF BACHELOR OF THEOLOGY REQUIREMENTS

FIELD A
- AL1002
- AL1012
- AL1011
- AL2010
- Languages/Humanities

FIELD B
- BN1001
- BN1/2
- BA1001
- BA1/2
- New Testament
- Old Testament

FIELD C
- CH1011
- CH1012
- CT1001
- CT1/2
- CT2
- CT
- Church History
- Theology

FIELD D
- DM1001 OR
- DA1001
- DM1/2
- DP1/2
- DP2
- Pastoral Studies
- DM2
- DS1/2
- DS
- Spirituality
- DM2/3
- DS1/2
- DT
- Missiology

A further 60 points (4 units) from one or more Disciplines
# Bachelor of Ministry

**Structure**
- 3 years full-time
- 9 years part-time
- Double degree: BTheol/BMin
- Or MDiv/BMin – up to 180 pts may be held in common.
- Minimum 4.5 years duration of both double degrees

**Core Requirements**
- **Major:**
  - 90 pts in 1 discipline in Fld D incl max of 30 pts at Level 1 and min of 30 pts at Level 3
- **Sub-Major:**
  - 60 pts Ministry praxis units eg. CPE, STFE
- **Sub-Major:**
  - 60 pts in Bib Studs incl min 30 pts at Level 2 or 3 and incl minor sequences in OT and NT
- **Sub-Major:**
  - 60 pts in Systematic Theology including minimum 30 pts at Level 2 or 3
- **Minor:**
  - 30 pts in Church History

**Credits**
- Maximum 240 points for BMin studies at other institutions.
- Maximum 60 points for degree from an Australian university.
- Maximum 60 points for units from degree other than theology or ministry, deemed equivalent in content to BMin studies.
- Maximum 240 points for equivalent studies towards an incomplete ministry or theology degree.
- Other credits determined by the Board.

**Overviews of Bachelor of Ministry Requirements**

<table>
<thead>
<tr>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
</tr>
</thead>
</table>
| **SUB-MAJOR**
  - BN1001
  - BN1/2 | **MINOR**
  - CH1011
  - CH1012 | **SUB-MAJOR**
  - CT1001
  - CT1/2
  - CT2
  - CT2/3 | **MAJOR OR MAJOR**
  - DM1001
  - DM1/2
  - DM2
  - DM3 | **PLUS**
  - SUB-MAJOR
  - MINISTRY PRAXIS UNITS
    - DP2/3036
    - DP3067
    - DP3069

<table>
<thead>
<tr>
<th>BN</th>
<th>BA</th>
<th>CH</th>
<th>CT</th>
<th>DM</th>
<th>DP</th>
</tr>
</thead>
</table>

**Pathways**
- GradDipTheol (Specialised)
- Master of Theological Studies
- Master of Divinity
- Master of Arts (Theol)

**Credits**
- Maximum 240 points for BMin studies at other institutions.
- Maximum 60 points for degree from an Australian university.
- Maximum 60 points for units from degree other than theology or ministry, deemed equivalent in content to BMin studies.
- Maximum 240 points for equivalent studies towards an incomplete ministry or theology degree.
- Other credits determined by the Board.

**Overviews of Bachelor of Ministry Requirements**

<table>
<thead>
<tr>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
</tr>
</thead>
</table>
| **SUB-MAJOR**
  - BN1001
  - BN1/2 | **MINOR**
  - CH1011
  - CH1012 | **SUB-MAJOR**
  - CT1001
  - CT1/2
  - CT2
  - CT2/3 | **MAJOR OR MAJOR**
  - DM1001
  - DM1/2
  - DM2
  - DM3 | **PLUS**
  - SUB-MAJOR
  - MINISTRY PRAXIS UNITS
    - DP2/3036
    - DP3067
    - DP3069

<table>
<thead>
<tr>
<th>BN</th>
<th>BA</th>
<th>CH</th>
<th>CT</th>
<th>DM</th>
<th>DP</th>
</tr>
</thead>
</table>

**Credits**
- Maximum 240 points for BMin studies at other institutions.
- Maximum 60 points for degree from an Australian university.
- Maximum 60 points for units from degree other than theology or ministry, deemed equivalent in content to BMin studies.
- Maximum 240 points for equivalent studies towards an incomplete ministry or theology degree.
- Other credits determined by the Board.

**Overviews of Bachelor of Ministry Requirements**

<table>
<thead>
<tr>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
</tr>
</thead>
</table>
| **SUB-MAJOR**
  - BN1001
  - BN1/2 | **MINOR**
  - CH1011
  - CH1012 | **SUB-MAJOR**
  - CT1001
  - CT1/2
  - CT2
  - CT2/3 | **MAJOR OR MAJOR**
  - DM1001
  - DM1/2
  - DM2
  - DM3 | **PLUS**
  - SUB-MAJOR
  - MINISTRY PRAXIS UNITS
    - DP2/3036
    - DP3067
    - DP3069

<table>
<thead>
<tr>
<th>BN</th>
<th>BA</th>
<th>CH</th>
<th>CT</th>
<th>DM</th>
<th>DP</th>
</tr>
</thead>
</table>

**Credits**
- Maximum 240 points for BMin studies at other institutions.
- Maximum 60 points for degree from an Australian university.
- Maximum 60 points for units from degree other than theology or ministry, deemed equivalent in content to BMin studies.
- Maximum 240 points for equivalent studies towards an incomplete ministry or theology degree.
- Other credits determined by the Board.

**Overviews of Bachelor of Ministry Requirements**

<table>
<thead>
<tr>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
</tr>
</thead>
</table>
| **SUB-MAJOR**
  - BN1001
  - BN1/2 | **MINOR**
  - CH1011
  - CH1012 | **SUB-MAJOR**
  - CT1001
  - CT1/2
  - CT2
  - CT2/3 | **MAJOR OR MAJOR**
  - DM1001
  - DM1/2
  - DM2
  - DM3 | **PLUS**
  - SUB-MAJOR
  - MINISTRY PRAXIS UNITS
    - DP2/3036
    - DP3067
    - DP3069

<table>
<thead>
<tr>
<th>BN</th>
<th>BA</th>
<th>CH</th>
<th>CT</th>
<th>DM</th>
<th>DP</th>
</tr>
</thead>
</table>

**Credits**
- Maximum 240 points for BMin studies at other institutions.
- Maximum 60 points for degree from an Australian university.
- Maximum 60 points for units from degree other than theology or ministry, deemed equivalent in content to BMin studies.
- Maximum 240 points for equivalent studies towards an incomplete ministry or theology degree.
- Other credits determined by the Board.
Every year at Whitley we offer Biblical Hebrew, New Testament Greek and English for Theological Studies as Field A units. One Biblical language is required for the Master of Divinity, but language units are not required for the Bachelor of Theology degree unless you wish to major in Hebrew Bible or in New Testament studies.

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

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

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

(✦ Indicates units offered in 2013)

Humanities

✦ AL1002W New Testament Greek A
✦ AL1003W English for Theological Studies (NESB)
✦ AL1004W Oral Communication for Theological Studies (NESB)
✦ AL1011W Old Testament Hebrew
✦ AL1012W New Testament Greek B
✦ AL2010W Ruth

OTHER DISCIPLINES

Arrangements may be made through the Dean for studies in Literature, Philosophy, Psychology and Sociology to be undertaken at other Recognised Teaching Institutions of MCD or at other tertiary institutions.
This unit provides a basic introduction to biblical Greek.

Upon successful completion of this unit, students will be able to:
1. Demonstrate 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 small, selected portions of the Greek New Testament
5. Apply a limited understanding of Greek to the reading of critical commentaries for sermon and teaching preparation.

Class Time: Three hours per week
Assessment: Weekly exercises (40%)
            Regular class tests (30%)
            One two hour examination (30%)
Faculty: M Munro
Offered: Semester 1, 2013. Mondays: 6.00 – 9.00 pm

Select Bibliography:
* = set texts recommended for purchase
AL1003W  ENGLISH FOR THEOLOGICAL STUDIES

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

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

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

Class Time: Three hours per week

Assessment:
- One 1,000 word essay (in class) (20%)
- One 2,000 word essay (30%)
- One 20 minute oral examination (30%)
- One written language test (20%)

Faculty: L Dyer

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

Recommended Reading:
Murphy, Raymond. English grammar in use. Cambridge: CUP, 2003
AL1004W ORAL COMMUNICATION

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

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

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

Class Time: Three hours per week

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

Faculty: L Dyer

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

Recommended Reading:
**AL1011W BIBLICAL HEBREW**

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

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

Class time: Three hours per week

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

Faculty: V Billingham

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

Select Bibliography:
* = set texts recommended for purchase

**Dictionaries:**

**Grammars:**
AL1012W NEW TESTAMENT GREEK B

This unit builds on AL1002W, 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 this 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.

AL1012.15 provides the foundation for further work in Greek. The combination of AL1002 and AL1012 fulfils the Greek pre-requisites for third level courses in New Testament.

Pre-requisite: AL1002W
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
This unit is designed primarily as a continuation course in biblical Hebrew, although it will also cover exegetical issues. Apart from work in grammar and textual criticism, we will look at issues of translation and the date of Ruth from a linguistic perspective. The examination will reflect the emphases of the chosen Field - A or B.

Upon successful completion of this unit, students will be able to:
1. Translate and exegete selected passages from the book of Ruth.
2. Discuss text-critical issues in the book of Ruth.
3. Demonstrate a sound knowledge of Hebrew grammar and syntax.
4. Discuss the linguistic evidence for the date of writing of the book of Ruth.

Pre-requisite: AL1011W and BA1001W (previous AL111.15 and BH101.15)

Class time: Three hours per week

Assessment:
Weekly translation exercises (equivalent to 1,500 words total) (30%)
One 1,000 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]

Select Bibliography:
* = set texts recommended for purchase
FIELD B - BIBLICAL STUDIES

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

All students in the BTheol and BMin degrees must do BA1001W *Introducing the Hebrew Bible* and BN1001W *Interpreting the New Testament*, plus one more unit in each discipline (at second level). This means that all students automatically complete a sub-major in Biblical Studies (60 points, or 4 units, including 2 at second level).

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

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

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

<table>
<thead>
<tr>
<th>HEBREW BIBLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✦BA1001W</td>
<td>Introducing the Hebrew Bible</td>
</tr>
<tr>
<td>BA2/3002W</td>
<td>Justice in the Prophets</td>
</tr>
<tr>
<td>BA2/3003W</td>
<td>Identity, Land and Exile</td>
</tr>
<tr>
<td>✦BA2/3005W</td>
<td>Samuel</td>
</tr>
<tr>
<td>✦BA2/3006W</td>
<td>War and Peace in the Hebrew Bible</td>
</tr>
<tr>
<td>BA2010W</td>
<td>Ruth</td>
</tr>
<tr>
<td>✦BA2/3014W</td>
<td>Genesis - The Book of Beginnings</td>
</tr>
<tr>
<td>BA3015W</td>
<td>Preaching and Teaching in the Old Testament</td>
</tr>
<tr>
<td>✦BA3099W</td>
<td>Supervised Reading Unit in Hebrew Bible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW TESTAMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✦BN1001W</td>
<td>Interpreting the New Testament</td>
</tr>
<tr>
<td>BN2/3001W</td>
<td>The Gospel of Mark</td>
</tr>
<tr>
<td>BN2/3002W</td>
<td>Matthew</td>
</tr>
<tr>
<td>✦BN2/3003W</td>
<td>Luke</td>
</tr>
<tr>
<td>BN2/3007W</td>
<td>The Sermon on the Mount</td>
</tr>
<tr>
<td>✦BN2/3022W</td>
<td>Paul: Life and Letters</td>
</tr>
<tr>
<td>BN2/3031W</td>
<td>First Corinthians</td>
</tr>
<tr>
<td>BN2/3032W</td>
<td>Galatians: Faith and Law</td>
</tr>
<tr>
<td>✦BN2/3042W</td>
<td>The Book of Revelation</td>
</tr>
<tr>
<td>✦BN2/3064W</td>
<td>Mission in the New Testament</td>
</tr>
<tr>
<td>BN2/3065W</td>
<td>Reading in Christian Communities</td>
</tr>
<tr>
<td>BN3088W</td>
<td>The Jesus of History and Gospel</td>
</tr>
<tr>
<td>BN3094W</td>
<td>Gospel in Context</td>
</tr>
<tr>
<td>BN3095W</td>
<td>Resurrection, Justice and Discipleship</td>
</tr>
<tr>
<td>✦BN3099W</td>
<td>Supervised Reading Unit in New Testament</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIBLICAL STUDIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✦BS2/3009W</td>
<td>Salvation</td>
</tr>
<tr>
<td>BS3020W</td>
<td>The Use of the Bible in Ethics</td>
</tr>
<tr>
<td>BS3031W</td>
<td>Theologies and Practices of Love</td>
</tr>
<tr>
<td>✦BS3099W</td>
<td>Supervised Reading Unit in Biblical Studies</td>
</tr>
</tbody>
</table>
BA1001W 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 summarise an awareness of and appreciation for the history of Hebrew Bible research and a variety of interpretive approaches current in biblical scholarship.
5. Support theological and hermeneutical applications of the Hebrew Bible to their current context.

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

Select Bibliography:
BA2005W / BA3005W 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.

On the 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. Level 3: Analyse the inter-relationship of political motives and theological language.

Pre-requisite: BA1001W (previous BH101.15)
Class Time: Two hours lectures and one hour tutorial per week

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

Level 3: One 2,500 word essay (40%)
2,000 words of critical reflection on set readings (40%)
One 1,500 word tutorial paper (20%)

Faculty: 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
Flanagan, James W. David’s social drama. Sheffield: Almond, 1988
Linaffelt, Tod, T Beal & C V Camp (eds). The fate of King David. London: T&T Clark, 2010
BA2006W / BA3006W WAR AND PEACE IN THE HEBREW BIBLE

A study of key texts on war and peace selected from Exodus, Deuteronomy, Joshua, Judges, Samuel, and Isaiah. Attention will be given to the theological 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 war.
2. Rigorously exegete a biblical text related to the themes of war or peace.
3. Analyse the biblical background to notions of ‘just war’ and pacifism.
4. **Level 3**: Reflect critically on the concept of genocide and its applicability in understanding Deuteronomy 20 and Joshua’s conquest narratives.

Pre-requisite: Level 2: BA1001W (previous BH101.15)
Level 3: 45 points in Field B with 30 points in Hebrew

Assessment:

<table>
<thead>
<tr>
<th>Level 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One 1,500 word exegetical paper</td>
<td>(40%)</td>
</tr>
<tr>
<td></td>
<td>One 2,000 word essay</td>
<td>(40%)</td>
</tr>
<tr>
<td></td>
<td>One 1,000 word tutorial paper</td>
<td>(20%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One 2,000 word exegetical paper</td>
<td>(40%)</td>
</tr>
<tr>
<td></td>
<td>One 2,000 word essay</td>
<td>(40%)</td>
</tr>
<tr>
<td></td>
<td>One 1,500 word tutorial paper</td>
<td>(20%)</td>
</tr>
</tbody>
</table>

Faculty: M Brett

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

Select Bibliography:
Dever, William G. *Who were the Israelites and where did they come from?* Grand Rapids: Eerdmans, 2003
Kang, Sa Moon. *Divine war in the Old Testament and in the ancient near east*. Berlin: de Gruyter, 1989
Ollenberger, Ben C. *Zion, the city of the great king*. Sheffield: Sheffield Academic, 1987
This unit is designed primarily as a continuation course in biblical Hebrew, although it will also cover exegetical issues. Apart from work in grammar and textual criticism, we will look at issues of translation and the date of Ruth from a linguistic perspective. The examination will reflect the emphases of the chosen Field - A or B.

Upon successful completion of this unit, students will be able to:
1. Translate and exegete selected passages from the book of Ruth.
2. Discuss text-critical issues in the book of Ruth.
3. Demonstrate a sound knowledge of Hebrew grammar and syntax.
4. Discuss the linguistic evidence for the date of writing of the book of Ruth.

Pre-requisite: AL1011W and BA1001W (previous AL111.15 and BH101.15)

Class time: Three hours per week

Assessment: Weekly translation exercises (equivalent to 1,500 words total) (30%)
One 1,000 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 AL2010W]

Select Bibliography:
BA2014W / BA3014W 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. **(Level 3)** Evaluate the implications of competing critical methods.

Pre-requisite: 45 points in Field B; Hebrew recommended

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

- **Level 3**: One 2,500 word exegetical paper (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:**
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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

Pre-requisite: Eligibility to undertake third level study in Hebrew Bible

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

Faculty: M Brett

Offered: 2013
By arrangement with Faculty

Bibliography: Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN1001W INTERPRETING THE NEW TESTAMENT

BN1001W 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: Two 500 word workshop papers (30%)
One essay of 2,000 words (40%)
One one-hour examination (during class time) (30%)

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
BN2003W / BN3003W 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:

1. Describe and discuss the socio-political and literary context in which the Gospel first circulated.
2. Identify distinctive Lukan Christological, ecclesiological, pneumatological, missiological and eschatological themes and understandings.
3. Demonstrate a capacity to exegete the Lukan text by employing a range of appropriate exegetical methods and resources.

Pre-requisite:  
Level 2: BN1001W  
Level 3: 30 points in New Testament

Assessment:  
Level 2: One 1,500 word critical review of readings (30%)  
One 2,500 word essay (50%)  
One 1,000 word tutorial paper (20%)

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

Faculty: K Dyer

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

Select Bibliography:

* = set texts recommended for purchase


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 mission and ministry today.
5. **Level 3**: Give an informed account of the history of interpretation of key Pauline texts and themes.

**Pre-requisite:** Level 2: BN1001W (or equivalent)

**Level 3:** 30 points in BA/BN

**Assessment:**

**Level 2:**
- One 2,000 word essay (thematic) (50%)
- One 1,000 word tutorial paper (exegetical) (20%)
- One 1,500 word critical review of readings (30%)

**Level 3:**
- One 3,000 word essay (50%)
- One 1,500 word seminar papers (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
BN2042W / BN3042W THE BOOK OF REVELATION

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

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. Interpret selected texts illustrative of the distinctive character of the book of Revelation.
3. Analyse and describe the theology of the book of Revelation (Christology, eschatology, ecclesiology, missiology), and its relevance for mission and ministry today.
4. Give a coherent account of the possible social and political setting/s of the book of Revelation.
5. Level 3: Describe the development and character of Jewish and Christian apocalyptic literature, and its history of interpretation.

Pre-requisite: Level 2: English text - BN1001W (previous BN101.15)
Greek text – New Testament Greek and BN1001W

Level 3: 45 points in New Testament and 15 points in New Testament Greek

Assessment: Level 2: One 2,000 word essay (50%)
One 1,000 word tutorial paper (20%)
One 1,500 word critical review of readings (30%)

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

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
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. **Level 3:** Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.

Pre-requisite:  
Level 2: English text - BN1001W and DM1001W (previous BN101.15 and DM101.15)  
Level 3: 45 points in Field B and DM1001W

**Assessment:**  
Level 2:  
- One 2,000 word essay (50%)  
- One 1,000 word tutorial paper (20%)  
- One 1,500 word critical review of readings (30%)  
Level 3:  
- 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 DM2064W/3064W]

**Select Bibliography:**

* = set texts recommended for purchase

*Bosch, David J. *Transforming mission*: Maryknoll: Orbis, 1991
Esler, Philip F. *The first Christians in their social worlds*. London: Routledge, 1994
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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed, critical perspective on their chosen area of the New Testament.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.
Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: Eligibility to undertake third level study in New Testament

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

Faculty: K Dyer

Offered: 2013
By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BS2009W / BS3009W  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.

Pre-requisite: BH1001W and BN1001W (previous BH101.15 and BN101.15)

Class Time: Three hours per week; lectures and seminars

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

Level 3: One exegetical paper of 2,000 words (40%)
One 2,500 word essay (40%)
Critical reflections on readings (1,500 words) (20%)

Faculty: M Brett, K Dyer

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

Select Bibliography:
Ford, David F. Self and salvation. Cambridge: CUP, 1999
Green, Joel B. Salvation. St Louis: Chalice, 2003
Wright, Nicholas T. Jesus and the victory of God. Minneapolis: Fortress, 1996
BS3099W  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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed, critical perspective on their chosen area of Biblical Studies.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.
Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: Eligibility to undertake third level study in Biblical Studies

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

Faculty: M Brett, K Dyer

Offered: 2013
By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
FIELD C - CHRISTIAN THOUGHT AND HISTORY

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

All students beginning the BTheol or BMin should enrol in CT1001W Beginning Theological Studies in their first year (as well as DT1001W Living the Faith). Either of the first level Church Histories may be taken first (CH1011W Early Church or CH1012W Reformation), but remember that all BTheol and BMin students must complete 2 units in each of the CT and CH disciplines.

(✦ Indicates units offered in 2013)

CHURCH HISTORY

✦ CH1011W Christianity through the Centuries: Early
✦ CH1012W Christianity through the Centuries: Reformation
CH2/3002W Patterns in the Practice of Christianity
CH2/3004W History and Theology of the Baptist Movement
CH2/3008W Reformation Studies
CH2/3019W Agents of Reconciliation
CH2/3025W Bonhoeffer’s Theology in Historical Context
✦ CH2/3052W The Anabaptist Vision
CH2/3058W Martin Luther King Jr in the Quest of the Beloved Community
✦ CH3099W Supervised Reading Unit in Church History

SYSTEMATIC THEOLOGY

✦ CT1001W Beginning Theological Studies
CT2/3002W Who Is Jesus?
CT2/3004W History and Theology of the Baptist Movement
✦ CT2/3012W The Spirit of God and the Mission of God
CT2/3019W Agents of Reconciliation
✦ CT2/3020W Church: The Quest for Christian Community
✦ CT2/3023W Rejoice in Hope
CT2/3025W Bonhoeffer’s Theology in Historical Context
CT2/3033W Lives of Faith
CT2/3041W Children of God: Theological Foundations for Ministry with Children
CT2/3055W Human Life and Human Rights
CT3051W Hermeneutics and Culture
CT3082W Economics, Justice and Theology
CT3095W Resurrection, Justice and Discipleship
✦ CT3099W Supervised Reading Unit in Systematic Theology
CH1011W  CHRISTIANITY THROUGH THE CENTURIES:  
FROM THE EARLY CHURCH TO THE MIDDLE AGES

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

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

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

Assessment:  Two document studies 500 words each  (25%)
             One 2,000 word essay  (50%)
             Two half hour class tests  (25%)

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
CH1012W CHRISTIANITY THROUGH THE CENTURIES: FROM THE REFORMATION TO MODERN TIMES

This unit will introduce students to the main features of the development of Western Christianity from the late Middle Ages to the present. Topics will include 16th century reformation movements, 17th century Puritanism and Pietism, the impact of enlightenment and revolution upon the church, the development of Christianity in North America and Australia and the rise of modern missionary and ecumenical movements.

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

Class Time: Three hours per week
Assessment: Two document studies 500 words each (20%)
One 2,000 word essay (50%)
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
Shelley, Bruce L. *Church history in plain language*. Waco: Word, 1995
CH2052W / CH3052W 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.

At the 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. Outline key features of the Anabaptist movement and trace its historical development.
3. Demonstrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience.
4. Level 3: Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

Pre-requisite: Level 2: 15 points in CH (and DM1001W if part of a DM Major)
Level 3: 45 points in CH or 45 points in DM

Class Time: Three hours per week

Assessment: Level 2: One tutorial paper of 1,000 words (25%)
One book review of 1,000 words (25%)
One essay of 2,500 words (50%)

Level 3: One tutorial paper of 1,500 words (25%)
One book review 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 DM2052W / DM3052W]

Select Bibliography:
Packull, Werner O. Rereading Anabaptist beginnings. Winnipeg: CNBC, 1991
Williams, George H. The radical reformation, 3rd edn, Kirksville, Mo.: Sixteenth Century, 1992
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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

Pre-requisite: Eligibility to undertake third level study in Church History
Assessment: Total of 6,000 words for 15 points credit
                        Total of 12,000 words for 30 points credit
Faculty:                 M Munro
Offered:                 2013
                        By arrangement with Faculty
Bibliography: Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CT1001W BEGINNING THEOLOGICAL STUDIES

This unit provides an introduction to the nature and scope of theological studies, enabling students to identify the skills necessary for reading, thinking, and writing during their study of theology.

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

Class Time: See below

Assessment:

Whitley Semester 1:
- A journal of critical reflections: (20%)
- (not fewer than 8 entries of approximately 200 words)
- Three document studies, each 500 words (30%)
- One 1,500 word essay (50%)

New Hope Semester 2:
- A journal of critical reflections (online): (20%)
- (not fewer than 8 entries of approximately 200 words)
- Three document studies, each 500 words (30%)
- One 1,500 word essay (50%)

Faculty: F Rees

Offered:
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 and creative contribution to thought about a range of issues such 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. Scripture and the tradition and their interaction 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.
2. Describe how the Spirit and mission of God are related in historical contexts: Level 3: (with reference to at least one particular instance.)
3. Critically articulate the relationship between pneumatology and missiology in contemporary theology.
4. Construct conceptual frameworks which nurture missional action in various contexts.

Pre-requisite: Level 2: One Foundational unit in Systematic Theology and in Biblical Studies
Level 3: 45 points in Systematic Theology

Class Time: Two hours lectures and one hour tutorial

Assessment: Level 2: Survey Essay: Historical survey of history of mission and pneumatology (1,500 words) (30%)
One 3,000 word essay (60%)
One seminar presentation (equivalent 500 words) (10%)

Level 3: Survey Essay: Historical survey of history of mission and pneumatology (1,750 words) (30%)
One 3,000 word essay (60%)
One seminar presentation (equivalent 500 words) (10%)

Faculty: J Capper

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

Select Bibliography:
CT2020W / CT3020W CHURCH: THE QUEST FOR CHRISTIAN COMMUNITY

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

Upon successful completion of the unit, students will be able to:
2. Outline and discuss a theology of sacraments and ordinances, specifically baptism and the Lord's Supper.
3. Discuss critically the 'priesthood' of all Christians and the nature of 'ordained ministry' in relation to the mission and life of the church community.
4. Level 3: Evaluate, on theological criteria, a number of contemporary models of the Church.

Pre-requisite: CT1011 or CT1001W

Class Time: Three hours per week

Assessment: Level 2: One 2,000 word essay (40%)
One 1,500 word tutorial paper (30%)
Two half-hour class tests (30%)

Level 3: One 2,500 word essay (40%)
One 1,500 word tutorial paper (30%)
Two half-hour class tests (30%)

Faculty: F Rees

Offered: Semester 2, 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
Volf, Miroslav. After our likeness: The church as the image of the Trinity. Grand Rapids: Eerdmans, 1998
CT2023W / CT3023W  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 school of 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. **Level 3:** Demonstrate a capacity to research a specific topic in a rigorous, critical and sustained manner.

Pre-requisites: Level 2: 15 points in Systematic Theology
Level 3: 30 points in Systematic Theology

Assessment:
Level 2: A 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 2,500 word essay (50%)

Level 3: A 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
CT3099W SUPERVISED READING UNIT IN SYSTEMATIC THEOLOGY

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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

Pre-requisite: Eligibility to undertake third level study in Systematic Theology

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

Faculty: F Rees

Offered: 2013
By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
FIELD D - MORAL AND PRACTICAL THEOLOGY

This Field encompasses:

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

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

All students beginning the BTheol or BMin should enrol in DT1001W Living the Faith, at the earliest opportunity (together with CT1001W Beginning Theological Studies).

DM1001W Holistic Witness: Introduction to Mission is the other introductory unit available in Field D, specific to mission students.

(*) Indicates units offered in 2013

PRACTICAL THEOLOGY
◆ DA1001W Living the Faith: Spirituality, Vocation and Community

LITURGICAL STUDIES
◆ DL2/3001W Theology and Practice of Christian Worship
◆ DL2/3002W Homiletics
◆ DL2/3003W Facing Crisis and Transition: Pastoral Care and Worship
◆ DL2/3014W Worship for All Seasons

MISIOLOGY
◆ DM1001W Holistic Witness: Introduction to Mission
◆ DM1007W Exposure to Cross-Cultural Mission
◆ DM1/2019W Contextual Mission
◆ DM1/2020W Church Planting
◆ DM1/2024W New Paradigms for Missional Church
◆ DM2/3002W Reconciliation: The Heart of Mission
◆ DM2/3003W The Church’s Mission for Justice (Online)
◆ DM2/3007W The Multicultural Church
◆ DM2/3025 Spirituality, Sustainability and Discipleship
◆ DM2/3026W Pioneering Leadership
◆ DM2/3028W Integrated Chaplaincy Training
◆ DM2/3029W Reimagining Evangelism
◆ DM2/3030W Chaplaincy in Educational Settings
◆ DM2/3031W Micah Mandate: Seeking Justice for the Global Marginalised
◆ DM2/3032W Faith and the Environment
◆ DM2/3036W Global Mission Today
◆ DM2/3043W New Missional Communities
◆ DM2/3051W Mission in the Australian Context
◆ DM2/3052W The Anabaptist Vision
◆ DM2/3056W Community Development
◆ DM2/3057W Towards Reconciliation
◆ DM2/3058W Martin Luther King Jr in the Quest of the Beloved Community
◆ DM2/3065W Understanding Islam
◆ DM2/3068W Interfaith Dialogue
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM3041W</td>
<td>Reflection for Mission</td>
</tr>
<tr>
<td>✦ DM3099W</td>
<td>Supervised Reading Unit in Missiology</td>
</tr>
<tr>
<td><strong>PASTORAL STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>DP1/2010W</td>
<td>Youth Ministry</td>
</tr>
<tr>
<td>✦ DP2/3001W</td>
<td>Theology and Practice of Pastoral Care</td>
</tr>
<tr>
<td>✦ DP2/3003W</td>
<td>Facing Crisis and Transition: Pastoral Care and Worship</td>
</tr>
<tr>
<td>DP2/3004W</td>
<td>Pastoral Care in Grief and Loss, Living and Dying</td>
</tr>
<tr>
<td>✦ DP2/3028W</td>
<td>Integrated Chaplaincy Training</td>
</tr>
<tr>
<td>✦ DP2/3030W</td>
<td>Chaplaincy in Educational Settings</td>
</tr>
<tr>
<td>✦ DP2/3036W</td>
<td>Clinical Pastoral Education</td>
</tr>
<tr>
<td>DP2/3038W</td>
<td>World of the Child</td>
</tr>
<tr>
<td>DP2/3041W</td>
<td>Children of God</td>
</tr>
<tr>
<td>DP2/3042W</td>
<td>Responding Pastorally to Critical Issues in Contemp Ministry</td>
</tr>
<tr>
<td>✦ DP2/3060W</td>
<td>Exploring Ministry through Case Studies</td>
</tr>
<tr>
<td>✦ DP2/3067W</td>
<td>Supervised Theological Field Education</td>
</tr>
<tr>
<td>✦ DP2/3068W</td>
<td>Interfaith Dialogue</td>
</tr>
<tr>
<td>✦ DP2/3069W</td>
<td>Supervised Theological Field Education</td>
</tr>
<tr>
<td>✦ DP3099W</td>
<td>Supervised Reading Unit in Pastoral Studies</td>
</tr>
<tr>
<td><strong>RELIGIOUS EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>✦ DR2/3068</td>
<td>Interfaith Dialogue</td>
</tr>
<tr>
<td><strong>SPIRITUALITY</strong></td>
<td></td>
</tr>
<tr>
<td>DS2/3005W</td>
<td>Experiencing God: Spirituality in the Christian Tradition</td>
</tr>
<tr>
<td>DS2/3006W</td>
<td>Table Spirituality: Hospitality, Community and Mission</td>
</tr>
<tr>
<td>DS2/3008W</td>
<td>Spirituality: Transforming Life</td>
</tr>
<tr>
<td>✦ DS2/3021W</td>
<td>Spirituality of Everyday Life</td>
</tr>
<tr>
<td>✦ DS2/3028W</td>
<td>Missional Spirituality (Online)</td>
</tr>
<tr>
<td>✦ DS3099W</td>
<td>Supervised Reading Unit in Spirituality</td>
</tr>
</tbody>
</table>
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.

Co-requisites: This unit is designed to be taken in conjunction with CT1001W Beginning Theological Studies

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

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

Faculty: 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.

On the successful completion of this unit, 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. **Level 3:** Analyse critical concerns of pastoral care as it relates to the worship life of the church.

**Pre-requisite:** Level 2: DA1001W
Level 3: 30 points in Field D, including DA1001W

**Class Time:** Three hours per week

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

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

**Faculty:** A Mallaby

**Offered:** **Semester 2, 2013.** Tuesdays: 2.00 – 5.00 pm
[Unit offered alternatively as DP2003W/DP3003W]

**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
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.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the origins and present shape of the liturgical year.
2. Discuss the theological meanings associated with seasons and feast days of the liturgical year.
3. Explain the relationship between the practice of liturgical time and natural seasons, secular calendars, and customary anniversaries.
4. Formulate and apply critical criteria for evaluating the liturgical practices and texts associated with particular feasts and seasons.
5. **Level 2**: Locate and/or compose resources for the celebration of liturgical feasts and seasons.
6. **Level 3**: Articulate a liturgical theology of time.

**Pre-requisite:** DA1001W

**Assessment:**

- **Level 2:**
  - One critical journal of 2,000 words (30%)
  - One essay of 2,000 words (50%)
  - Annotated folio of texts (500 words) (20%)

- **Level 3:**
  - One critical journal 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:**

- Stookey, Laurence H. *Calendar: Christ's time for the church*. Nashville: Abingdon, 1996
- Webber, Robert E. *The services of the Christian year (Volume 5 of The complete library of Christian worship)*, Peabody: Hendrickson Publishers, 1993
DM1001W  HOLISTIC WITNESS: INTRODUCTION TO MISSION

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

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

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

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

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
DM1007W  EXPOSURE TO CROSS-CULTURAL MISSION

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

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

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

Advance notice: A Whitley/Global Interaction ‘Global Xposure’ trip to China is planned for late November and early December 2013

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

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

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

Faculty: R Langmead

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

Offered: 2013
By arrangement with Faculty

Select Bibliography:
Bradshaw, Bruce. Bridging the gap: Evangelism, development and shalom. Monrovia, CA: MARC, 1993
Escobar, Samuel. A time for mission. Leicester, UK: Inter-Varsity Press, 2004
Lane, Patty. A beginner’s guide to crossing cultures: Making friends in a multicultural world. Downers Grove, IL: Intervarsity Press, 2002
DM1019W / DM2019W CONTEXTUAL MISSION

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

Upon successful completion of this unit students will be able to:
1. Demonstrate appreciation of cultural difference.
2. Outline several ways of engaging respectfully with people of other faiths.
3. Show basic understanding of a Muslim, Buddhist or Aboriginal cultural context.
4. Summarise several major trends in global mission.

Class time: Eight hours per day for five days
Assessment: Level 1: One 2,000 word essay (50%)
One 30 minute educational presentation (30%)
1,000 words of reflection on readings (20%)

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

Faculty: B Newnham

Offered: 2013. As an Intensive at Whitley College
[February 4 - 8: 9.00 am -5.00 pm]

Select Bibliography:
Parshall, Phil. Inside the community: Understanding Muslims through their tradition. Grand Rapids: Baker, 1994
DM1020W / DM2020W CHURCH PLANTING

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

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

Pre-requisites: Level 2: Two units in Field B or C, or DM1001W if part of a Missiology Major

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

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

Faculty: D Chatelier

Offered: 2013. As an Intensive at Whitley College 
[February 22 – 25 - 9.00 am – 5.00 pm : plus Mar 11 & 25 – 6.00 – 9.00 pm]

Select Bibliography:
DM2026W / DM3026W 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:
Level 2: 30 points in Fields B, C or D; DM1001W if part of a Missiology major.
Level 3: 45 points in missiology.

Class time: 35 hours over five days

Assessment: Level 2: One book review of 1,000 words (20%)
One written reflection of 1,500 words (30%)
One essay of 2,000 words (50%)
Level 3: One book review of 1,500 words (20%)
One written reflection of 1,500 words (30%)
One essay of 2,500 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 Burwood Road, Hawthorn]

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
DM2028W / DM3028W INTEGRATED CHAPLAINCY TRAINING

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

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

Pre-requisites: Level 2: 30 points in DM, CT or Field B. DM1001 required for a DM major.
Level 3: 45 points in Missiology

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

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

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

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

Faculty: D R Wilson

Offered: Semester 1, 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 offered alternatively as DP2028W/3028W]

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
DM2030W / DM3030W  CHAPLAINCY IN EDUCATIONAL SETTINGS

This unit offers current and prospective practitioners the opportunity to explore the practice and theology of chaplaincy in a range of educational settings, from primary to tertiary, state and private. Ecumenical in flavour, the unit is jointly offered by the Australian College of Ministries, 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. **Level 3**: Demonstrate understanding of some theoretical frameworks for religious education and its role in multi-faith situations.

Pre-requisite:  Level 2: 30 points in Fields B, C or D
DM1001W required if part of a major or sub-major
Level 3: 45 points in Missiology

Class Time:  Thirty six hours over six days

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

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

Faculty:  D Fuller

Offered:  **2013. As an Intensive at Whitley**
[July 8-10 and September 23-25 : 10.00 am – 5.00 pm]
[Unit offered alternatively as DP2030W/3030W]

Select Bibliography:
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. Level 3: Think strategically regarding the mobilisation of the local church in integral mission.

Pre-requisites: 30 points in DM, CT or Field B. DM1001W if part of a Missiology major

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

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

Faculty: S Bradbury

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

Select Bibliography:
Grant, Jamie A and Dewi A Hughes, eds. Transforming the world? The gospel and social responsibility. Nottingham: Intervarsity Press, 2009
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
DM2036W / DM3036W  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.

Pre-requisites: Level 2: 30 points in DM or CT or Field B. DM1001W is required if part of a major or sub-major
Level 3: 45 points in Missiology

Class time: Three hours per week

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

Faculty: B Newnham

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

Select Bibliography:
* = set texts recommended for purchase


DM2038W / DM3038W 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. **Level 3:** Set contemporary missional spiritual practices in historical content.

Pre-requisite: **Level 2:** 30 points in Fields B, C or D
DM1001W or its equivalent required if part of a Missiology major

Class Time: Online

**Assessment:** **Level 2:**
- One 2,000 word essay (40%)
- One 1,500 word research project (30%)
- One 1,000 word journal reflection (20%)
- Online tutorial participation (x6) (10%)

**Level 3:**
- One 3,000 word essay (40%)
- One 1,500 word research project (30%)
- One 1,500 word journal reflection (20%)
- Online tutorial participation (x6) (10%)

Faculty: D Cronshaw

**Offered:** Semester 2, 2013. Online.
[This unit offered alternatively as DS2038W/3038W]
[Unit cannot be taken in conjunction with DM9025W (previous DM/225/325) 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
DM2051W / DM3051W 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. Level 3: Show awareness of a variety of approaches to contextual theology.

Pre-requisites: Level 2: 30 points in DM or CT or Field B. 
DM1001W Holistic witness (previous DM101.15) required if part of a DM major
Level 3: 45 points in DM

Class Time: Three hours per week

Assessment: Level 2: One seminar paper of 1,500 words (30%) 
One project report of 1,000 words (20%) 
One 2,500 word essay (50%)
Level 3: One seminar paper of 1,500 words (30%) 
One project report of 1,000 words (20%) 
One 3,000 word essay (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
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.

At the 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. Outline key features of the Anabaptist movement and trace its historical development.
3. Demonstrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience.
4. Level 3: Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

Pre-requisite: Level 2: 15 points in CH (and DM1001W if part of a DM Major)
Level 3: 45 points in CH or 45 points in DM

Class Time: Three hours per week

Assessment: Level 2: One tutorial paper of 1,000 words (25%)
One book review of 1,000 words (25%)
One essay of 2,500 words (50%)
Level 3: One tutorial paper of 1,500 words (25%)
One book review 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 CH2052W / CH3052W]

Select Bibliography:
Packull, Werner O. Rereading Anabaptist beginnings. Winnipeg: CNBC, 1991
TOWARDS RECONCILIATION: A THEOLOGICAL UNDERSTANDING OF THE RELATIONSHIP BETWEEN INDIGENOUS AND NON-INDIGENOUS AUSTRALIANS

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. **Level 3:** Outline a theological framework for understanding Indigenous/non-indigenous relationships in Australia.

Pre-requisite: 30 points in DM or CT or Field B
DM1001W or equivalent if part of a DM Major or Sub-Major

Class Time: Three hours per week

Assessment: **Level 2:** Tutorial Paper/Presentation of 1,000 words (20%)
Project Report of 1,500 words (30%)
One 2,000 word essay (50%)

**Level 3:** Tutorial Paper/Presentation of 1,000 words (20%)
Project Report of 1,500 words (30%)
One 2,500 word essay (50%)

Faculty: P Lewis

**Offered:** Semester 1, 2013. Thursdays: 6.00 – 9.00 pm

**Select Bibliography:**
DM2064W / DM3064W 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. Level 3: Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.

Pre-requisite: Level 2: English text - BN1001W and DM1001W (previous BN101.15 and DM101.15)  
Level 3: 45 points in Field B and DM1001W

Assessment: Level 2: One 2,000 word essay (50%)  
One 1,000 word tutorial paper (20%)  
One 1,500 word critical review of readings (30%)  
Level 3: 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 BN2064W/3064W]

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
DM2068W / DM3068W INTERFAITH DIALOGUE

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

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

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

Pre-requisite: 30 points in Missiology, Pastoral Care or Field B
[Credit cannot be gained for this unit and the former DM266/366 Interfaith Dialogue]

Class time: Three hours per week

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

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

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2013. Thursdays: 9.30 am – 12.30 pm
[Also offered as DP/DR2068W/3068W]
[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
DM3099W SUPERVISED READING UNIT IN MISSIOLOGY

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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

Upon successful completion of this unit students will be able to:
1. Demonstrate an informed, critical perspective on their chosen area of Missiology.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.
Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: Eligibility to undertake third level study in Missiology

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

Faculty: R Langmead

Offered: 2013
By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DP2001W / DP3001W THEOLOGY AND PRACTICE OF PASTORAL CARE

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

Upon successful completion of 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.

Pre-requisite:
Level 2: DA 1001W or its equivalent
Level 3: 30 points in Field D, including DA1001W or its equivalent

Assessment:
Level 2: One 2,000 word essay (50%)
One 1,000 word reading report (25%)
One 1,000 word case study (25%)
Level 3: One 3,000 word essay (50%)
One 1,500 word reading report (25%)
One 1,500 word case study (25%)

Faculty: A Mallaby

Offered: 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.

Pre-requisite: Level 2: DA1001W or its equivalent
Level 3: 30 points in Field D, including DA1001W or its equivalent

Assessment: Level 2: One 2,000 word essay (50%)
Weekly research question assignments (combined total 1,000 words) (25%)
One 1,000 word tutorial paper (25%)
Level 3: One 3,000 word essay (50%)
Weekly research question assignments (combined total 1,000 words) (20%)
One 1,000 word tutorial paper (20%)
One 1,000 word book review (10%)

Faculty: A Mallaby

Offered: Semester 2, 2013. Tuesdays: 2.00 – 5.00 pm
[Unit offered alternatively as DL2003W/DL3003W]

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
DP2028W / DP3028W INTEGRATED CHAPLAINCY TRAINING

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

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

Pre-requisites: Level 2: 30 points in DP, CT or Field B. DA1001 required for a DP major
Level 3: 45 points in Pastoral Care

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

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

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

Faculty: D R Wilson

Offered: Semester 1, 2013 Please note special enrolment procedures
Applications close December – Orientation December 2012
Classes will move each week to various venues – 6.30 – 10.00 pm
[Unit offered alternatively as DM2028W/3028W]

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
DP2030W / DP3030W CHAPLAINCY IN EDUCATIONAL SETTINGS

This unit offers current and prospective practitioners the opportunity to explore the practice and theology of chaplaincy in a range of educational settings, from primary to tertiary, state and private. Ecumenical in flavour, the unit is jointly offered by the Australian College of Ministries, 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. Level 3: Demonstrate understanding of some theoretical frameworks for religious education and its role in multi-faith situations.

Pre-requisite: Level 2: 30 points in Fields B, C or D
DM1001W required if part of a major or sub-major
Level 3: 45 points in Missiology

Class Time: Thirty six hours over six days

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

Faculty: D Fuller

Offered: 2013. As an Intensive at Whitley
[July 8-10 and September 23-25 : 10.00 am – 5.00 pm]
[Unit offered alternatively as DM2030W/3030W]

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 issues 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. Level 3: Analyse the pastoral response with reference to three academic sources.

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

Class Time: Three hours per week

Assessment:
Level 2: Five 500 word case study reflection papers (2,500 words) (50%)
One critical essay (2,000 words) (50%)

Level 3: Five 500 word case study reflection papers (2,500 words) (50%)
One critical essay (2,500 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 for 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 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 DP2069W/DP3069W 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 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. **Level 3:** Articulate how the processes of reflective practice have contributed to their formation for ministry.

Pre-requisite: Interview and acceptance into the program by the Director of Field Education

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

Pre-requisites: • Students should normally have completed two years of full time theological studies or equivalent (Including BH1001 or BN1001, CT1001, DP1001 or DT1001)

Assessment:

<table>
<thead>
<tr>
<th>Level 2</th>
<th>One Goal Setting exercise</th>
<th>1,000 words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Serving and Learning Covenant</td>
<td>300 words</td>
</tr>
<tr>
<td></td>
<td>One Supervision Covenant</td>
<td>200 words</td>
</tr>
<tr>
<td></td>
<td>One End of semester self-evaluation</td>
<td>1,000 words</td>
</tr>
<tr>
<td></td>
<td>Two class presentations of case studies/verbatims</td>
<td>each 1,250 words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>One Goal Setting exercise</th>
<th>1,250 words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Serving and Learning Covenant</td>
<td>300 words</td>
</tr>
<tr>
<td></td>
<td>One Supervision Covenant</td>
<td>200 words</td>
</tr>
<tr>
<td></td>
<td>One End of semester self-evaluation</td>
<td>1,250 words</td>
</tr>
<tr>
<td></td>
<td>Two class presentations of case studies/verbatims</td>
<td>each 1,500 words</td>
</tr>
</tbody>
</table>

**Levels 2 and 3:**

Additional Activities include:
 participation in Congregational Committee Meetings
 participation in individual and peer supervision sessions
 regular reports from the Congregational Committee
 satisfactory evaluation from the Director of Field Education

*The subject is marked on a Pass/Fail basis*

Faculty: R Wright

**Offered:** Semester 2, 2013. Tuesdays: 8.30 – 10.30 am

[Must be taken in conjunction with DP2069W/3069W in consecutive semesters ie. Sem 1, 2014]

**Select Bibliography:**


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

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

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

Pre-requisite: 30 points in Missiology, Pastoral Care or Field B
[Credit cannot be gained for this unit and the former DM266/366 Interfaith Dialogue]

Class time: Three hours per week

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

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

Faculty: R Langmead, M Confoy

Offered: Semester 2, 2013. Thursdays: 9.30 am – 12.30 pm
[Also offered as DM2068W/DM3068W]
[Offered jointly with the United Faculty of Theology]

Select Bibliography:
* = set texts recommended for purchase

Supervised Theological Field Education 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 engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters.

This unit must be taken in conjunction with DP2067W/DP3067W in consecutive semesters.

Upon satisfactory completion of the two units, students will be able to:
1. Demonstrate intentionality in ministry through setting ministry learning and personal development goals.
2. Identify core aspects of their operational theology.
3. Receive critical and evaluative feedback from members of a congregation or agency.
4. Engage in written and verbal self-evaluation with their supervisor, the peer group and the congregational committee.
5. Demonstrate the integration of their theological understanding and their ministry praxis in a final essay.
6. **Level 3:** Articulate how the processes of reflective practice have contributed to their formation for ministry.

Pre-requisites: • Satisfactory completion of DP2067/3067 (Previously DP267/367) in preceding semester

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:

<table>
<thead>
<tr>
<th>Level 2</th>
<th></th>
<th>Level 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Goal Setting exercise</td>
<td>750 words</td>
<td>One Goal Setting exercise</td>
</tr>
<tr>
<td></td>
<td>One End of semester self-evaluation</td>
<td>750 words</td>
<td>One End of semester self-evaluation</td>
</tr>
<tr>
<td></td>
<td>Two class presentations of case studies/verbatims</td>
<td>each 750 words</td>
<td>Two class presentations of case studies/verbatims</td>
</tr>
<tr>
<td></td>
<td>One essay</td>
<td>2,000 words</td>
<td>One essay</td>
</tr>
</tbody>
</table>

Levels 2 and 3:

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

The subject is marked on a Pass/Fail basis.

Faculty: R Wright

Offered: Semester 1, 2013. Tuesdays: 8.30 – 10.30 am

Select Bibliography:
DP3099W SUPERVISED READING UNIT IN PASTORAL 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: Eligibility to undertake third level study in Pastoral Studies

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

Faculty: A Mallaby

Offered: 2013
         By arrangement with Faculty

Bibliography: Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DS2021W / DS3021W 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. Level 3: Articulate their own critical response to the core issues identified in the unit.

Pre-requisite: DA1001W (previous DT101.15)

Assessment:

Level 2: Two 1,000 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%)

Level 3: 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 and 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 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:

5. Articulate the place of spirituality in the church’s mission
6. Research a local cultural issue and its relevance to spirituality
7. Critically evaluate and apply practices for fostering missional spirituality
8. Level 3: Set contemporary missional spiritual practices in historical context.

Pre-requisite: Level 2: 30 points in Fields B, C or D
DM1001W or its equivalent required if part of a Missiology major

Class Time: Online

Assessment: Level 2: One 2,000 word essay (40%)
One 1,500 word research project (30%)
One 1,000 word journal reflection (20%)
Online tutorial participation (x6) (10%)

Level 3:
One 3,000 word essay (40%)
One 1,500 word research project (30%)
One 1,500 word journal reflection (20%)
Online tutorial participation (x6) (10%)

Faculty: D Cronshaw

Offered: Semester 2, 2013. Online.

[This unit offered alternatively as DM2038W/3038W]
[Unit cannot be taken in conjunction with DM9025W (previous D325) 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
DS3099W  SUPERVISED READING UNIT IN SPIRITUALITY

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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: Eligibility to undertake third level study in Spirituality

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

Faculty: A Mallaby

Offered: 2013
        By arrangement with Faculty

Bibliography: Bibliography to be developed by student in consultation with supervisor and submitted for approval.
ADVANCED DIPLOMA IN THEOLOGY

DIPLOMA IN THEOLOGY
The MCD University of Divinity approved the awards of Advanced Diploma in Theology and Diploma in Theology in 2010. Units in the Bachelor of Theology form the basis of the Advanced Diploma in Theology and Diploma in Theology.

Students who expect to complete the the Advanced Diploma in Theology or the Diploma in Theology should submit an 'Intention to Complete' form to the Registrar.

The Advanced Diploma in Theology will be awarded to students who have successfully completed 240 points (16 units), at any level, including 15 points (1 unit) in each of Old Testament, New Testament, Church History and Systematic Theology, and an additional 30 points (2 units) in Field B and/or Field C.

The Diploma in Theology (specialised stream) will be awarded to students who have successfully completed 120 points (8 units) at any level, including 30 points (2 units) in each of Field B and Field C, and 60 points (4 units) of study within the discipline chosen for specialisation. Specialisations currently approved are:
- Counselling
- Chaplaincy
- Pastoral Ministry
- Philosophy
- Social Justice
- Youth Ministry

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

The program offers training towards an Diploma in Theology from the MCD University of Divinity for those who want to extend their studies.

The Diploma in Theology (general stream) will be awarded to students who have successfully completed 120 points (8 units) at any level, including 30 points (2 units) in each of Field B and Field C, and 60 points (4 units) from offerings in Fields A, B, C or D.
### ADVANCED DIPLOMA IN THEOLOGY

<table>
<thead>
<tr>
<th>Advanced Diploma in Theology</th>
<th>Structure</th>
<th>Core Requirements</th>
<th>Credits</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years full-time</td>
<td>240 points 16 units at BTheol level</td>
<td>2 units Biblical Studies 2 units Christian Thought &amp; History 2 extra units in either/both of these Fields <strong>Specialised stream:</strong> Plus 8 units in one of the areas: Pastoral Ministry, Philosophy or Social Justice [AdvDipPastMin; AdvDipPhil; AdvDipSocJ]</td>
<td>240 points 16 units at BTheol level</td>
<td>→ BTheol or BMin Maximum 240 points credit into BTheol or BMin, provided core requirements of BTheol or BMin are met</td>
</tr>
</tbody>
</table>

### OVERVIEW OF ADVANCED DIPLOMA IN THEOLOGY REQUIREMENTS

<table>
<thead>
<tr>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN1001 AND BN1/2 OR BN</td>
<td>BA1001 AND BA1/2 OR BH</td>
<td>CH1011 AND CH1/2 OR CH</td>
<td>CT1001 AND CT1/2 OR CT</td>
</tr>
</tbody>
</table>

Specialised Stream: 8 units Pastoral Ministry (AdvDipPastMin) 8 units Philosophy (AdvDipPhil) 8 units Social Justice (AdvDipSocJ)

PLUS Elective units: 150 pts (10 units) at any level in any Discipline OR 120 pts (8 units) in Specialised Discipline plus 30 pts in any Field/Discipline - BTheol units only
### DIPLOMA IN THEOLOGY

<table>
<thead>
<tr>
<th>Diploma in Theology</th>
<th>Structure</th>
<th>Core Requirements</th>
<th>Credits</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year full-time 3 years part-time</td>
<td>120 points 8 semester units</td>
<td><strong>General stream:</strong> 2 units Biblical Studies 2 units Christian Thought &amp; History 4 units Elective</td>
<td>• Maximum 30 points for equivalent studies towards an incomplete degree in theology or ministry.  • Other credits determined by the Board.</td>
<td>→ BTheol or BMin  Maximum 120 points credit into BTheol or BMin, provided core requirements of BTheol or BMin are met</td>
</tr>
</tbody>
</table>

#### Core Requirements

**General stream:**
- 2 units Biblical Studies
- 2 units Christian Thought & History
- 4 units Elective

**Specialised stream:**
- Plus 4 units in one of the areas: Counselling, Chaplaincy, Pastoral Ministry, Philosophy, Social Justice or Youth Ministry [DipCouns; DipChap; DipPastMin; DipPhil; DipSocJ; DipYouthMin]

#### Credits

- Maximum 30 points for equivalent studies towards an incomplete degree in theology or ministry.
- Other credits determined by the Board.

### OVERVIEW OF DIPLOMA IN THEOLOGY REQUIREMENTS

<table>
<thead>
<tr>
<th>FIELD A</th>
<th>FIELD B</th>
<th>FIELD C</th>
<th>FIELD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN1001</td>
<td>BA1001</td>
<td>CH1011/2</td>
<td>CT1001</td>
</tr>
<tr>
<td>BN</td>
<td>BA</td>
<td>CH</td>
<td>CT</td>
</tr>
</tbody>
</table>

Specialised Stream:
- Four units in one of the following Disciplines:
  - Counselling (DipCouns)
  - Chaplaincy (DipChap)
  - Pastoral Ministry (DipPastMin)
  - Philosophy (DipPhil)
  - Social Justice (DipSocJ)
  - Youth Ministry (DipYouthMin)

PLUS Elective units: 60 pts (4 units) at any level in any Discipline – BTheol units only
OR
60 pts (4 units) in Specialised Discipline – BTheol units only
DIPLOMA UNITS

(† Indicates units offered in 2013)

INTERNSHIP PROGRAM:
[See Internship Handbook for enrolment details]

†BN0146W Gospel of Luke
†BS0138W Biblical Perspectives
CH0132W The Big Questions: Key Figures and Events in Church History
CT0137W 21st Century Jesus
DM0134W Evangelism Outside the Box
DP0136W Growing as Leaders
†DP0139W Caring for Others and Ourselves
DP0146W Practical Ministry Awareness

TRANSFORMATION DIPLOMA PROGRAM:
[For NESB students only]

†AL0103W English for Theology
†BS0130W God and World in Biblical Perspective
†CH0131W Baptist Identity and the Story of the Church
CH0121W The Church Then and Now
CT0124.15 Christian Experience of God and the World
CT0127.15 Word and Spirit: The Mission of the Church
DP0128.15 Learning in Context
DP0129.15 Leadership in Community and Worship
AL0103W  ENGLISH FOR THEOLOGY

[For students in the TransFormation Program only]

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

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

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

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

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

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

Faculty: J Stewart

Offered: 2013. On ten Saturdays through the year : Feb–Nov

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

This unit is an introduction to Luke’s Gospel that has an emphasis on identifying and interacting with the major themes of the Book. This subject will also have a practical component that will provide skills in terms of presenting sermons, Bible studies and discussions based on Luke’s gospel.

Upon successful completion of this unit students will be able to:
1. Identify the key features of chairing an interactive Bible study.
2. Set the Gospel of Luke within its broader social, political and religious context.
4. Develop and demonstrate their skills in applying a range of tools for Biblical interpretation such as dictionaries, commentaries and surveys to a given Scriptural passage.

Assessment:
- One 750 word exegetic exercise (25%)
- One 750 word Bible study presentation (25%)
- One 1,500 word thematic essay (50%)

Faculty: D Storie

Offered: 2013. As an Intensive at Camp Wilkin [July 1 -5 : 9 am – 5 pm]

Recommended Reading:
BS0130W GOD AND THE WORLD IN BIBLICAL PERSPECTIVE

[For students in the TransFormation Program only]

This unit explores biblical perspectives on the experience of God and God’s involvement with the world. Particular attention is given to biblical understandings of who God is, the creator God and the saving God. The relevance of culture to biblical understandings of God and to our own understanding will also be explored.

Upon successful completion of this unit students will be able to:
1. Outline a biblical and theological basis for seeing God as creator, redeemer and transformer.
2. Demonstrate awareness of the cultures in which the Bible was written.
3. Identify some of the implications of these ideas, in individual and collective experience.

Pre-requisite: This unit is offered to students from a non-English-speaking background only.

Assessment: One short paper of 750 words (25%)
One Bible study of 750 words (25%)
One essay of 1,500 words (50%)

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

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

Offered: 2013. On ten Saturdays through the year: Feb–Nov

Select Bibliography
BS0138W BIBLICAL PERSPECTIVES FOR CHRISTIAN LIVING

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

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

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

Faculty: B Barnett

Offered: 2013. As an Intensive [February 11 – 15 : 9 am – 5 pm]

Recommended Reading: [yet to be modified in format]
This unit introduces the story of the Anabaptist and Baptist movements within the history of the Christian church, with a focus on Baptist worship, congregational identity and leadership.

Upon successful completion of the unit students will be able to:
1. Describe the factors leading to, and main tenets of, the Radical Reformation.
2. Plan a congregational meeting in accordance with Baptist principles.
3. Articulate the main features of Baptist belief and practice.
4. Outline an approach to leadership in congregational conflict.

Pre-requisite: The unit is for non-English-speaking background (NESB)

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

Assessment: Two short papers of 500 words (15% each) (30%)
Two essays of 1,000 words (35% each) (70%)

Faculty: J Stewart and other Whitley Faculty

Offered: 2012. On ten Saturdays through the year: Feb-Nov

Select Bibliography:
Baptist World Alliance, Study and Research Division. We Baptists. Franklin, TN: Providence House, 1999
Bebbington, David W. Baptists through the centuries: A history of a global people. Waco, TX: Baylor University Press, 2010
Ellis, Christopher J. Gathering: A theology and spirituality of worship in the Free Church tradition. London: SCM, 2004
Chatfield, Graeme, ed. Leadership and Baptist church governance. Sydney: Morling Press, 2005
DP0139W CARING FOR OTHERS AND OURSELVES

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

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

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

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

Faculty: G Heard

Offered: 2013. As an Intensive at Camp Wilkin
[ September 23 - 27 : 9.00 am - 5.00 pm]

Recommended Reading:
Worthington, Everett L. When someone asks for help: A practical guide to counselling. Downers Grove: InterVarsity Press, 1982
How to present assignments and cite references at Whitley College

♢ Lecturers give guidance

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

♢ Submitting assignments

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

During office hours you can hand in your assignments at the Theological Office. Fill in a cover sheet (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 unless prior arrangements are made with the lecturer.

♢ 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 web site.

All work submitted late without an extension will be penalised according to MCD University 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Inadequate understanding of the subject; little knowledge of the area; little insight or reading in evidence. <strong>Doesn’t even know what the questions are.</strong></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Adequate understanding of information concerning the subject, but little critical awareness or insight shown. <strong>Knows what the questions are.</strong></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>Competent grasp of information on the subject, plus an awareness of some important themes and critical issues. <strong>Knows some of the major answers to the questions.</strong></td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>Clear grasp of information and major themes, plus an ability to offer constructive comment on these themes and critical issues. <strong>Able to critique the major answers.</strong></td>
<td></td>
</tr>
<tr>
<td>High Distinction</td>
<td>As for D, but showing in addition an ability to integrate the insights from contemporary resources, tradition and personal experience. <strong>Able to provide some answers of their own.</strong></td>
<td></td>
</tr>
</tbody>
</table>

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 website.\(^2\)

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 mission\(^3\)—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 book\(^4\)—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**


---

\(^2\) See, for example, the guides at University of Melbourne, ‘Introduction to citation’, <http://www.lib.unimelb.edu.au/sg/document/cit_introt.html>.


\(^4\) Bauckham, *Bible and mission*. 
Book section (chapter in an edited book)
Joe Remenyi, ‘What is development?’ in Key issues in development, eds. Damien Kingsbury et al (Basingstoke, UK: Palgrave Macmillan, 2004), 22-44.

Journal article

Newspaper article

Web site

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

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

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


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

2 The author-date system

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

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

In-text citation

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

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

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

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

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

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

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

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

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

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


Further information on citation

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

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


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


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

Ad iustitiam (To Righteousness)

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
## PRINCIPAL DATES FOR 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEBRUARY-SEPTEMBER</strong></td>
<td><strong>INTENSIVE COURSES COMMENCE</strong> (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><strong>FEBRUARY</strong></td>
<td><strong>SEMESTER 1 COMMENCES</strong></td>
</tr>
<tr>
<td>25</td>
<td>SEMESTER 1 COMMENCES</td>
</tr>
<tr>
<td><strong>MARCH</strong></td>
<td><strong>COMMENCEMENT SERVICE</strong></td>
</tr>
<tr>
<td>5</td>
<td>SEMESTER 1 CENSUS DATE</td>
</tr>
<tr>
<td><strong>MARCH-APRIL</strong></td>
<td><strong>NON-TEACHING PERIOD</strong> (INCLUDING EASTER)</td>
</tr>
<tr>
<td>23- APR 7</td>
<td>SEMESTER 1 CLASSES RESUME</td>
</tr>
<tr>
<td><strong>APRIL</strong></td>
<td><strong>ANZAC DAY PUBLIC HOLIDAY</strong></td>
</tr>
<tr>
<td>8</td>
<td>SEMESTER 1 CLASSES RESUME</td>
</tr>
<tr>
<td>25</td>
<td>ANZAC DAY PUBLIC HOLIDAY</td>
</tr>
<tr>
<td><strong>MAY</strong></td>
<td><strong>MCD UNIVERSITY OF DIVINITY DEGREE CONFERRAL</strong></td>
</tr>
<tr>
<td>2</td>
<td>MCD UNIVERSITY OF DIVINITY DEGREE CONFERRAL</td>
</tr>
<tr>
<td><strong>MAY</strong></td>
<td><strong>SEMESTER 1 ENDS</strong></td>
</tr>
<tr>
<td>31</td>
<td>SEMESTER 1 ENDS</td>
</tr>
<tr>
<td><strong>JUNE</strong></td>
<td><strong>NON-TEACHING PERIOD</strong></td>
</tr>
<tr>
<td>3-7</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><strong>JULY</strong></td>
<td><strong>INTENSIVE COURSES COMMENCE</strong> (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><strong>JULY</strong></td>
<td><strong>SEMESTER 2 COMMENCES</strong></td>
</tr>
<tr>
<td>29</td>
<td>SEMESTER 2 COMMENCES</td>
</tr>
<tr>
<td><strong>AUGUST</strong></td>
<td><strong>SEMESTER 2 CENSUS DATE</strong></td>
</tr>
<tr>
<td>19</td>
<td>SEMESTER 2 CENSUS DATE</td>
</tr>
<tr>
<td><strong>SEPTEMBER</strong></td>
<td><strong>NON-TEACHING PERIOD</strong></td>
</tr>
<tr>
<td>21-OCT 6</td>
<td>SEMESTER 2 CLASSES RESUME</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
<td><strong>SEMESTER 2 ENDS</strong></td>
</tr>
<tr>
<td>7</td>
<td>SEMESTER 2 CLASSES RESUME</td>
</tr>
<tr>
<td>1</td>
<td>SEMESTER 2 ENDS</td>
</tr>
<tr>
<td>2-10</td>
<td>NON-TEACHING PERIOD</td>
</tr>
<tr>
<td><strong>NOVEMBER</strong></td>
<td><strong>EXAMINATION WEEK, SEMESTER 2</strong></td>
</tr>
<tr>
<td>11-15</td>
<td>EXAMINATION WEEK, SEMESTER 2</td>
</tr>
<tr>
<td>21</td>
<td>CELEBRATING THE JOURNEY 2013</td>
</tr>
<tr>
<td><strong>DECEMBER</strong></td>
<td><strong>PUBLICATION OF END OF YEAR RESULTS</strong></td>
</tr>
<tr>
<td>6</td>
<td>PUBLICATION OF END OF YEAR RESULTS</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>February 11 - 15</td>
<td>9.00 am – 5.00 pm</td>
</tr>
<tr>
<td>February 4 – 8</td>
<td>9.00 am – 5.00 pm</td>
</tr>
<tr>
<td>February 11 – 15 and</td>
<td>9.30 am – 1.00 pm</td>
</tr>
<tr>
<td>February 18 – 22</td>
<td></td>
</tr>
<tr>
<td>February 11 – 15 and</td>
<td>9.30 am – 1.00 pm</td>
</tr>
<tr>
<td>February 22 – 25 (incl 2</td>
<td>9.00 am – 5.00 pm</td>
</tr>
<tr>
<td>evenings of March 11 and 25</td>
<td>9.00 am – 5.00 pm &amp; 6.00 pm – 9.00 pm on 11th &amp; 25th</td>
</tr>
<tr>
<td>July 1 – 5</td>
<td>9.00 am – 5.00 pm</td>
</tr>
<tr>
<td>July 15-19 &amp; 22-26</td>
<td>9.30 am – 1.00 pm</td>
</tr>
<tr>
<td>July 8 – 10 and September 23 – 25</td>
<td>10.00 am – 5.00 pm</td>
</tr>
<tr>
<td>August 3, 10, 31; Sep 7; Oct 5 and 19; Nov 2</td>
<td>9.00 am – 1.00 pm</td>
</tr>
<tr>
<td>September to November</td>
<td>2.00 – 5.00 pm</td>
</tr>
<tr>
<td>September 18 -22</td>
<td>9.00 am – 5.00 pm</td>
</tr>
<tr>
<td>September 23 – 27</td>
<td>9.00 am – 5.00 pm</td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 8.30 - 10.30 am | DP2069W/3069W  
Supervised Theol Field Education  
Colin Hunter | 9.30 am - 12.30 pm  
BS2009W/3009W  
Salvation  
Mark Brett/Keith Dyer | 9.30 am - 12.30 pm  
DM2051W/3051W  
Mission in the Australian Context  
Ross Langmead | 9.30 am - 12.30 pm  
BA2006W/3006W  
War & Peace in Hebrew Bible  
Mark Brett |
| 11.00 am Chapel | 12.40 pm Prayers | 2.00 - 5.00 pm  
AL1011W  
Biblical Hebrew  
Val Billingham | 2.00 - 5.00 pm  
BN2003W/3003W  
Luke  
Keith Dyer | |
| 6.00 - 9.00 pm | 6.00 - 9.00 pm | 6.00 - 9.00 pm | 6.00 - 9.00 pm | Saturday |
| AL1002W  
New Testament Greek A  
Marita Munro | CH/DM2052W/3052W  
The Anabaptist Vision  
Marita Munro | DA1001W  
Living the Faith  
Anne Mallaby | DM2057W/3057W  
Towards Reconciliation  
Peter Lewis |
| BA2014W/3014W  
Genesis  
Mark Brett | | | | NEW HOPE CHURCH  
9.00 am - 1.00 pm  
BN1001W  
Interpreting the New Testament  
Keith Dyer |

INTENSIVES:
FEBRUARY:  
- BS0138W  
  Biblical Perspectives (B Barnett) Intensive at Whitley College [February 11-15]
- DM1019/2019W  
  Contextual Mission (B Newnham) Intensive at Whitley College [February 4 - 8 : 9.00 am – 5.00 pm]
- CT1001W  
  Beginning Theological Studies (F Rees) [Feb 11-15 & 18-22, 9.30 am - 1.00 pm]
- DM1020/2020W  
  Church Planting (D Chatelier) Intensive at Whitley College [Feb 22-25 (incl 2 day conference) plus Monday evenings, Mar 11 & 25]
- DS2021/3021W  
  Spirituality of Everyday Life (S Holt) Intensive at Collins Street Church [Feb 11-15 and 18-22, 9.30 am - 1.00 pm]
MARCH-MAY:  
- BN1001W  
  Interpreting the New Testament (K Dyer) - Semi-Intensive at New Hope Church –  
  [Mar 2, 9, 16; Apr 20 & 27; May 11 & 25 : 9.00 am - 1.00 pm]
## UNDERGRADUATE 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><strong>8.30 - 10.30 am</strong>&lt;br&gt;DP2067W/3067W Supervised Theol Field Education &lt;br&gt;Roslyn Wright</td>
<td><strong>9.30 am - 12.30 pm</strong>&lt;br&gt;DP2001W/3001W Theol &amp; Practice of Pastoral Care &lt;br&gt;Anne Mallaby</td>
<td><strong>9.30 am - 12.30 pm</strong>&lt;br&gt;DM/DP2068W/3068W Interfaith Dialogue &lt;br&gt;Ross Langmead/M Confoy &lt;br&gt;BA2005W/3005W Samuel &lt;br&gt;Mark Brett</td>
<td><strong>9.30 am - 12.30 pm</strong>&lt;br&gt;BWN2022W/3022W Paul: Life and Letters &lt;br&gt;Keith Dyer</td>
<td></td>
</tr>
<tr>
<td>11.00 am Chapel</td>
<td><strong>12.40 pm Prayers</strong></td>
<td><strong>2.00 - 5.00 pm</strong>&lt;br&gt;AL/BA2010W Ruth &lt;br&gt;Val Billingham</td>
<td><strong>2.00 - 5.00 pm</strong>&lt;br&gt;AL/BA2010W Ruth &lt;br&gt;Val Billingham</td>
<td><strong>2.00 - 5.00 pm</strong>&lt;br&gt;BWN2042W/3042W The Book of Revelation &lt;br&gt;Keith Dyer</td>
</tr>
<tr>
<td><strong>6.00 - 9.00 pm</strong>&lt;br&gt;AL1012W New Testament Greek B &lt;br&gt;Keith Dyer</td>
<td><strong>6.00 - 9.00 pm</strong>&lt;br&gt;DM1001W Holistic Witness &lt;br&gt;Ross Langmead &lt;br&gt;CT2012W/3012W The Spirit of God and the Mission of God &lt;br&gt;John Capper</td>
<td><strong>6.00 - 9.00 pm</strong>&lt;br&gt;BA1001W Introducing the Hebrew Bible &lt;br&gt;Mark Brett</td>
<td><strong>6.00 - 9.00 pm</strong>&lt;br&gt;CT2020W/3020W Church: The Quest for Christian Community &lt;br&gt;Frank Rees</td>
<td></td>
</tr>
</tbody>
</table>

**NEW HOPE CHURCH**  
**SATURDAY**  
**9.00 am - 1.00 pm**<br>BN1012W New Testament Greek B <br>Keith Dyer  
**1.30 - 5.00 pm**<br>CT2012W/3012W The Spirit of God and the Mission of God <br>John Capper  
**6.00 - 9.00 pm**<br>BN2042W/3042W The Book of Revelation <br>Keith Dyer  

**ONLINE:**  
DM/DS2038W/3038W Missional Spirituality (D Cronshaw)

▲ = Baptist Union of Victoria, Hawthorn  
■ = Irregular dates and/or venues  
★ = Diploma unit only  
● = Campus Wilkin  
✪ = New Hope Baptist Church  
TEAR, Blackburn

**INTENSIVES:**  
**JULY:**  
● BN0146W The Gospel of Luke (D Storie) – Intensive at Wilkin, Anglesea [July 1 – 5 : 9.00 am – 5.00 pm]  
★ DM2031W/3031W Micah Mandate (S Bradbury) - Intensive at TEAR, 4 Solwood Place, Blackburn [July 1 - 12]  
**JULY & SEPT:**  
★ DM/CT2030W/3030W Chaplaincy in Educational Settings – Intensive at Whitley - [July 8-10 and September 23-25, 10.00 am - 5.00 pm]  
**JULY-NOV:**  
★ CT1001W Beginning Theological Studies (F Rees) - Semi-Intensive at New Hope-[Aug 3,10,31; Sep 7; Oct 5&19; Nov 2 : 9.00 am-1.00 pm]  
**SEPTEMBER:**  
★ DM2026W/3026W Pioneering Leadership (D Cronshaw) – Intensive at BUV, 1/1193 Burwood Road, Hawthorn [Sept 18-22 : 9.00 am - 5.00 pm]  
★ DP0139W Caring for Others and Ourselves (G Heard) – Intensive at Camp Wilkin, Anglesea [Sept 23 – 27 : 9.00 am – 5.00 pm]  
**OCTOBER:**  
★ DL2014W/3014W Worship for All Seasons (N Nettleton) - Study of the Christian liturgical calendar. Enrol October for following year  
**NOV/DEC:**  
★ DM1007W Exposure to Cross-Cultural Mission [Whitley/GIA trip to China - 2-3 weeks]  
**ONLINE:**  
★ DM/DS2038W/3038W Missional Spirituality (D Cronshaw)
Map of Whitley College