UNDERGRADUATE

INFORMATION
WHITLEY COLLEGE

‘Equipping Leaders for a Different World’

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A Recognised Teaching Institution of the Melbourne College of Divinity

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Welcome to Whitley College

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

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

Some of Whitley’s emphases are:

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

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

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

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

- Faith and Ministry
- Hope and Mission
- Love and Justice

In 2012 there is an emphasis—across the whole of college life—on faith and ministry.

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

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

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

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

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

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

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

The MCD is a leading institution when it comes to theological research, and receives substantial research funding from the Australian government.

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

Melbourne College of Divinity
21 Highbury Grove
KEW VIC 3101

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

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

**Australian Lutheran College**
104 Jeffcott Street
NORTH ADELAIDE SA 5006
Tel: 1800 625 193 Fax: (08) 8267 7350
Email: alc@alc.edu.au
Website: www.alc.edu.au

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

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

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

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

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

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

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

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

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

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

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

Following changes to the MCD in 2005 the constituent colleges are now each Recognised Teaching Institutions (RTIs) of the MCD.

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

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

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

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

Theological study at Whitley College offers almost limitless possibilities:

- Whitley’s Melbourne College of Divinity (MCD) accredited diplomas and degrees are highly respected within Australia and overseas.
- Our graduates have gone on to further studies within the MCD, and in universities and seminaries in Australia and around the world.
- You can take the complete range of theological studies: including biblical languages, biblical studies, church history, systematic theology, pastoral care, mission and evangelism, spirituality, worship, ethics, Christian education and supervised field education.
- Find your own level, taking classes not-for-credit, or completing any program from 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 Recognised Teaching Institutions (RTIs) of the Melbourne College of Divinity (MCD).
- You can receive Austudy (student living allowance) and FEE-HELP while studying theology at Whitley, if you are eligible.
- Students of non-English-speaking background can take the three-year TransFormation Program on ten Saturdays each year, either not-for-credit or towards a Diploma in Theology.
- International students can study at Whitley (providing they have the means, obtain a student visa and are accepted by the Melbourne College of Divinity).
What Studies Can I Do at Whitley?

• You can enrol in any one of two diplomas, two Bachelor degrees, four Masters degrees or two doctorates!

• You can enrol in one unit.

• You can study full-time, part-time, or just one unit a semester in your spare time.

• You can audit a unit (that is, participate, but not do it for credit towards a degree).

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

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

• 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), or the Master of Divinity (MDiv). Students wishing to undertake graduate studies should note that there is a separate handbook setting out all details.

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

• If you are an audit student, for a reduced fee, ($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.
2. You will also need to bring transcripts of your previous study, such as a degree or diploma, VCE or other qualifications. These may be helpful in applying for some credit, too, if that is appropriate.
3. If you have received an application form or have downloaded it from the website, bring that along as well.
4. Your tax file number is required if you wish to apply for FEE-HELP.

Following the interview, you may be asked to wait a brief time (not more than a few weeks) before we can offer you a place. In some instances this can happen more quickly.

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

Payment of fees is required at the time of enrolment.

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

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

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

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

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

A Major requires progressive study, from first level through to third levels. (There are detailed explanations of these requirements in this book. See pages 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, Dr Keith Dyer.
Undergraduate Degrees and Diplomas (continued)

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

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

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 Biblical Studies and 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.
Graduate Degrees
(Full details set out in Graduate/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 Graduate and Postgraduate Handbook or the MCD website.

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

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

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

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

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

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

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

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

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

The MDiv requires 7 units in Foundational Studies, of which two must be in a biblical language; 4 units in Integrative Studies; and 7 units in Specialised Studies.
Postgraduate Degrees

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

The basic requirements for each degree are as follows:

**Master of Theological Studies**
The MTS is open to candidates holding the MCD BTheol, BD or MDiv degrees, or equivalent qualifications, and requires the completion of ten semester units (150 points), eight at graduate level and two at postgraduate level. Candidates may study full or part time, for between three and ten semesters.

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

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

**Master of Arts (Theology) by research**
A postgraduate research degree which can be taken either by major thesis (40,000 words) or by coursework (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, as part of a BTheol (Hons) or GradDipTheol (or in addition to the GradDipTheol).

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

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

A recognised degree in theology and a qualifying essay of 12,000 words at Distinction standard or above is required for entry to this degree, as part of a BTheol (Hons) or GradDipTheol (or in addition to the GradDipTheol).

**Doctor of Theology**
A research doctoral degree awarded by the MCD 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.
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, to learn about the process and be guided in what to study. This discussion is without commitment but is a helpful beginning to the discernment process.
What Does It Cost?

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

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

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

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

**Fees for 2012 are as follows:**
- Undergraduate Unit Fee $1,098
- 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 approved by the Dean prior to enrolment.

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

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

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

A full schedule of fees for graduate and postgraduate degrees is set out in the Whitley College Graduate and Postgraduate Handbook and on the MCD website.
Fee-Help
(Higher Education Loan Program)

Students in any Melbourne College of Divinity (MCD) course who are Australian citizens, or hold a permanent humanitarian visa, can 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 16, 2012 (or August 10, 2012 for second semester new applications). Forms and FEE-HELP Information 2012 are available from the Whitley College office or from the MCD office. Your fees will be paid to the MCD by the Commonwealth, and Whitley College will receive payment for your classes and library use.

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

a) The Government requires that, before you sign the FEE-HELP form, you must read the FEE-HELP Information 2012 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 $1,098 will thus incur a tax liability of $1,372.50. For graduate and postgraduate courses (GradCert, GradDips, Masters, Doctorates) no further charge applies.

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

d) Your loan is repaid through the tax system. When your income reaches $47,196 (the 2012 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 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 2012 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 graduate awards.

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

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

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

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

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

How long does the degree take to complete?

Each degree has a maximum length:
• The Bachelor of Theology 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, 2012:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close of enrolments</td>
<td>February 17</td>
</tr>
<tr>
<td>First classes</td>
<td>February 27</td>
</tr>
<tr>
<td>Non–teaching period (including Easter)</td>
<td>April 2 – April 13</td>
</tr>
<tr>
<td>Last classes</td>
<td>June 2</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>June 4 – 8</td>
</tr>
<tr>
<td>Examination/Assessments</td>
<td>June 11 – 15</td>
</tr>
<tr>
<td>Publication of Semester 1 results</td>
<td>July 12</td>
</tr>
</tbody>
</table>

### For Semester 2, 2012:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close of enrolments</td>
<td>July 13</td>
</tr>
<tr>
<td>First classes</td>
<td>July 23</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>September 17 – 28</td>
</tr>
<tr>
<td>Last classes</td>
<td>October 26</td>
</tr>
<tr>
<td>Non-teaching period</td>
<td>October 29 – November 2</td>
</tr>
<tr>
<td>Examination/Assessments</td>
<td>November 5 – 9</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 pages.

### Class Times:

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

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

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

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

The Campus

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

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

The Library

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

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

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

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

Opening hours for the library are advertised within the College. In general, the library is open 9.00 am to 6.00 pm Monday to Fridays and 12.00 to 4.00 pm on Saturdays in teaching weeks, (with later closing times on some days and earlier on Friday), while closing time is 5.00 pm on the days of non-teaching weeks during semester. The times of opening can vary depending upon the teaching timetable, and special events such as the School of Ministry, conferences and intensives. Check the advertised hours around College or via the catalogue home page on the website.

Students must apply to the Librarian for a borrowing card.

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

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

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

Internet Access

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

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

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

Studies Elsewhere in the MCD
In addition to the facilities and course offerings at Whitley College itself, all students of the college are eligible to undertake studies at other institutions within the MCD. There are six other campuses: two in Parkville, one in East Melbourne, one in Box Hill, one in Mulgrave and one in 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.

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

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

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

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

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

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

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

Melbourne University Student Counselling Service (Wellbeing Services)
Telephone: (03) 8344 6927, 8344 6928
Freecall for rural students: 1800 671 559
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 Melbourne College of Divinity to ensure a still wider circle of opportunity.

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

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

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

Principal of Whitley College        Rev Dr Frank Rees            (03) 9340 8010
Dean                               Dr Ross Langmead             (03) 9340 8021
Faculty member                     Rev Dr Marita Munro          (03) 9340 8024
External contact person            Ms Deb Mountjoy              0425 783 424

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

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

Right to the Highest Standards of Teaching and Learning
In order to protect the high academic standing of your MCD degree or diploma, all forms of cheating, plagiarism or other academic fraud (including illegitimate use of internet resources) are strictly forbidden, and anyone found engaging in them faces serious consequences. To assist with this, you are required to state on each assignment that it is your own work.

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

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

Once you have commenced a degree or diploma with the MCD, you are assured that MCD educational and financial resources are in place to see you through to its completion. If the highly unlikely situation arises that the MCD cannot deliver a course for which you have paid fees, these will be refunded, or you can transfer to another provider, nominated for this purpose by the MCD.

Detailed policies and procedures governing these matters can be found on the MCD website 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.
MCD Students' Rights (continued)

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 120-125). Assignments not submitted in the required format may be marked down, especially after the first year of study.

Late Work and Extensions  Note that the policies below take effect in 2012
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, available from the office, the Whitley web site downloads page or the MCD web site. All work submitted late without an extension will be penalised according to Melbourne College 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 16 and August 10, 2012. In this case, fees will be refunded. 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 (non-MCD) institution, such as a university. You should seek advice from a member of faculty before assuming that you will receive credit — especially before undertaking such a unit.

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

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

Whitley Faculty

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

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. He has been Dean of the Theological School since 2009.

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

He serves on the editorial board of the Australian Journal of Mission Studies. He is a member of the International Association for Mission Studies, the Australian Society for the Study of Religion and the Anabaptist Network in Australia and New Zealand. Ross is a composer of many congregational songs. The music for most of them (as well as the full-text of most of Ross’s published articles) can be downloaded from www.rosslangmead.com.

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

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

Keith was a Primary Teacher in rural and suburban Victoria, a Youth Leader at Blackburn Baptist Church, and then 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) and is now Deputy Chair of the Coursework Studies Committee.

Email: kdyer@whitley.unimelb.edu.au

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

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

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


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
Who Are My Teachers? (continued)

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: mallabyx@connexus.net.au

Rev Dr Marita Munro  
MA, BD, DipEd, TheolM, PhD  
Lecturer in Church History, Lecturer in Greek  
Marita is an ordained Baptist minister who served in inner-city churches and the House of the Gentle Bunyip for several years. A trained secondary school teacher, she has also taught in Melbourne schools. After completing studies at the International Baptist Seminary, Rüschlikon, Switzerland, in 16th Century Anabaptists, she commenced lecturing at Whitley College in 1992. Her recently completed doctoral thesis on Victorian Baptists 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 has commenced studies towards a PhD. She is President of the Victorian Association for Theological Field Education, and a member of the (international) Association for Theological Field Education. Roslyn is married to Patrick and between them they have four adult children.

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

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

Library Manager

Ms Lorraine Mitchell
DipLib, BTheol
Library Manager

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

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

Distinguished Professors

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

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

Research Scholars

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

Visiting Faculty

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

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

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

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

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

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

Adjunct Faculty

Lecturers and co-ordinators 2009-2012 are:

Beth Barnett, BMusEd, MDiv(Hons)
Julia Beaumont, BA
Val Billingham, BA, DipEd, BTh, DipMin, LTh, PhD
Steve Bradbury, MA(Hons), GradDipTeaching, MA(DevStuds)
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)
Kevin Giles, ThD
Fiona Hill, BA, BTheol, PhD, GradDipPastCare
Simon Holt, DipBibStuds, BTheol, ThM, PhD
Janine Hunter, BA, BTheol(Hons)
Nathan Hunter, BA, BTheol(Hons), MTheol
Bill Leng, BEng(Hons), BD, MA(Hons)
James Lewis, BBSc, GradDipEd, MDiv
Peter Lewis, BA(Hons), DipEd, BTheol, MTheol, DTheol
Tim Lewis, MA(Mus), GradDipEd(Primary), BTheol, PhD(cand.)
Nathan Nettleton, BTheol(Hons), MTheol
Bruce Newnham, BTheol, DipEd, DipElecEng, MA(Theol), AdvDipMissio1Studies
David O’Brien, BSc, BEd, BD, MTheol
Albert Peck, BTheol(Hons), AdvDipMin
Joe Pinkard, BA, AssocDipMin
Graham Roberts, BAcc, GradDipEd, BTheol(Hons), MTheol
Steve Roggero, BA, BTheol, DMin(cand.)
William Stent, PhD(Economics)
Deborah Storie, BVSc, MSc, GradDipTheol, PhD(cand.)
Jude Waldron, BMus(Hons), MDiv
Anne Wilkinson-Hayes, BSc(Hons), BA(Hons), DipPastoralStuds, MTh
David Wilson, LTh, BTh, MA, DMin, DD
## Bachelor Degree Structure

### MCD Regulations for the Bachelor of Theology Degree

Students should familiarize themselves with the full details of the Regulations and Working Principles for the Bachelor of Theology degree (available on the [MCD website](https://www.mcd.edu.au)).

- The degree consists of a minimum of 360 points (24 semester units worth 15 points each).
- Candidates must complete three sub-major sequences in Biblical Studies (including minor sequences in each Testament), Systematic Theology, and either; Field D, or Field A.
- Two sub-majors must articulate to majors.
- Two minor sequences: in Church History and any one discipline.
- 60 points from one or more disciplines.
- At least 60 points must be included from Field D.
- A major is a progressive course of study of 90 points in a discipline, eg. BH, BN, BS, CH, CT, etc., with at least 30 points (2 units) at level 3 and no more than 30 points at level 1.
- A sub-major is a progressive course of study of 60 points (4 units) with at least 30 points (2 units) at level 2.
- A minor sequence is 30 points in one discipline.
- Unless otherwise determined (eg because of credit for units at other tertiary institutions) the course of study shall extend over not less than three years and not more than nine years.

### Numbering System for Units

The numbering systems for each unit indicates:

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

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

The second letter indicates the Discipline with the Field; eg.

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

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

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

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

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

### Bachelor of Arts/Bachelor of Theology

Monash University, in association with the Melbourne College of Divinity, offers the above combined course. Each institution is independent of the other and it is necessary for students to apply separately for admission to each institution. To be selected into the Arts component of the combined degree students need to satisfy the pre-requisite requirements of the Victorian Tertiary Admissions Centre (VTAC).

Monash University has appropriate course requirements.

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

### Bachelor of Theology (Honours)

Students may apply for candidate within the Honours programme in a particular discipline or combination of disciplines. Normally the requirement for entry to the Honours programme is a BTheol (Pass) or equivalent, with a Distinction average in the discipline chosen for Honours. All requirements of the BTheol (Pass) are to be met, except that up to 210 points (14 units) may be taken from the Field to which the chosen discipline belongs. The Honours degree comprises 420 points (28 units), consisting of a final Honours year (of four level 3 units and an Honours thesis of 12,000 words) in addition to the pass degree programme. For full details see the [MCD website](https://www.mcd.edu.au).

Application should be made in consultation with the Dean.

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

The normal MCD grading scale applies.

### Bachelor of Ministry

The Bachelor of Ministry degree consists of 360 points (24 units) made up as follows:

- A major in one discipline in Field D, that is 90 points (6 units), including 30 points at level 3 and no more than 30 points at level 1 not including supervised ministry praxis units.
- 60 points (4 units) (sub-major) in Biblical Studies including at least 30 points at level 2 or higher and including minor sequences in each of Old Testament and New Testament.
- 60 points (4 units) (sub-major) of ministry praxis units, eg. Clinical Pastoral Education, Supervised Theological Field Education or other supervised practice.
- A major in Systematic Theology including at least 30 points at level 2 or higher.
- 30 points in Church History (minor).
- 60 points of electives from Fields A, B, C or D.
- At least 60 points of the degree must be taken at level 3. For students taking double degrees BTheol/BMin or MDiv/BMin, up to 180 points may be held in common between the two degrees.
<table>
<thead>
<tr>
<th>Field A:</th>
<th>Field B:</th>
<th>Field C:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OFFERED IN 2012</strong></td>
<td><strong>First Level:</strong></td>
<td><strong>First Level:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>AL102.15 New Testament Greek A</strong></td>
<td><strong>BH101.15 Intro to the Hebrew Bible</strong></td>
</tr>
<tr>
<td></td>
<td><strong>AL103.15 English for Theol Studies (NESB)</strong></td>
<td><strong>BN101.15 Interpreting the New Testament</strong></td>
</tr>
<tr>
<td></td>
<td><strong>AL104.15 Oral Communication (NESB)</strong></td>
<td><strong>First Level:</strong></td>
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<tr>
<td></td>
<td><strong>AL111.15 Biblical Hebrew</strong></td>
<td><strong>Second Level:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>AL112.15 New Testament Greek B</strong></td>
<td><strong>BH203.15 Identity Land and Exile</strong></td>
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<tr>
<td><strong>Field B:</strong></td>
<td><strong>Second Level:</strong></td>
<td><strong>Second Level:</strong></td>
</tr>
<tr>
<td><strong>Core Requirements:</strong></td>
<td><strong>BH210.15 Ruth</strong></td>
<td><strong>BH210.15 Ruth</strong></td>
</tr>
<tr>
<td>Old Testament - 30 points (2 units)</td>
<td><strong>BN201.15 The Gospel of Mark</strong></td>
<td><strong>BN201.15 The Gospel of Mark</strong></td>
</tr>
<tr>
<td>New Testament - 30 points (2 units)</td>
<td><strong>BN32.15 Galatians: Faith and Law</strong></td>
<td><strong>BN32.15 Galatians: Faith and Law</strong></td>
</tr>
<tr>
<td>No more than 180 points (12 units) in this Field</td>
<td><strong>Third Level:</strong></td>
<td><strong>Third Level:</strong></td>
</tr>
<tr>
<td>Study towards an Old Testament major requires two units at each level in BH, with expected proficiency in Hebrew language. Study towards a New Testament major requires two units at each level in BN, with expected proficiency in New Testament Greek language. Study towards a Biblical Studies major requires two units at each level with at least one at level 3 from each of Old and New Testament disciplines.</td>
<td><strong>BH303.15 Identity Land and Exile</strong></td>
<td><strong>BH303.15 Identity Land and Exile</strong></td>
</tr>
<tr>
<td></td>
<td><strong>BH315.15 Preaching &amp; Teaching the Old Testament</strong></td>
<td><strong>BH315.15 Preaching &amp; Teaching the Old Testament</strong></td>
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<tr>
<td></td>
<td><strong>BH399.15/30 Supervised Reading Unit in Old Testament</strong></td>
<td><strong>BH399.15/30 Supervised Reading Unit in Old Testament</strong></td>
</tr>
<tr>
<td></td>
<td><strong>BN301.15 The Gospel of Mark</strong></td>
<td><strong>BN301.15 The Gospel of Mark</strong></td>
</tr>
<tr>
<td></td>
<td><strong>BN32.15 Galatians: Faith and Law</strong></td>
<td><strong>BN32.15 Galatians: Faith and Law</strong></td>
</tr>
<tr>
<td></td>
<td><strong>BN399.15/30 Supervised Reading Unit in New Testament</strong></td>
<td><strong>BN399.15/30 Supervised Reading Unit in New Testament</strong></td>
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<tr>
<td></td>
<td><strong>BS320.15 The Use of the Bible in Ethics</strong></td>
<td><strong>BS320.15 The Use of the Bible in Ethics</strong></td>
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<td><strong>BS398.15 Conference Study in Biblical Studies</strong></td>
<td><strong>BS398.15 Conference Study in Biblical Studies</strong></td>
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<tr>
<td></td>
<td><strong>BS399.15/30 Supervised Reading in Biblical Studies</strong></td>
<td><strong>BS399.15/30 Supervised Reading in Biblical Studies</strong></td>
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<td><strong>Field C:</strong></td>
<td><strong>First Level:</strong></td>
<td><strong>First Level:</strong></td>
</tr>
<tr>
<td><strong>Core Requirements:</strong></td>
<td><strong>CH111.15 Church History (Early)</strong></td>
<td><strong>CH111.15 Church History (Early)</strong></td>
</tr>
<tr>
<td>Church History - 30 points (2 units)</td>
<td><strong>CH112.15 Church History (Reformation)</strong></td>
<td><strong>CH112.15 Church History (Reformation)</strong></td>
</tr>
<tr>
<td>Systematic Theology - 60 points (4 units)</td>
<td><strong>CT101.15 Beginning Theological Studies</strong></td>
<td><strong>CT101.15 Beginning Theological Studies</strong></td>
</tr>
<tr>
<td>No more than 180 points (12 units) in this Field</td>
<td></td>
<td><strong>Second Level:</strong></td>
</tr>
<tr>
<td>Study towards a Church History major requires two units at each level in CH. Study towards a Systematic Theology major requires two units at each level in CT. All students starting a BTheol after January 2009 must complete a minor sequence (2 units) in Church History and a sub-major (4 units) in Systematic Theology.</td>
<td></td>
<td><strong>Second Level:</strong></td>
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<tr>
<td></td>
<td><strong>CH202.15 Patterns in the Practice of Christianity</strong></td>
<td><strong>CH202.15 Patterns in the Practice of Christianity</strong></td>
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<td></td>
<td><strong>CH204.15 History &amp; Theology of Baptist Churches</strong></td>
<td><strong>CH204.15 History &amp; Theology of Baptist Churches</strong></td>
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<td><strong>CH219.15 Agents of Reconciliation</strong></td>
<td><strong>CH219.15 Agents of Reconciliation</strong></td>
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<td></td>
<td><strong>CH258.15 Martin Luther King Jr in the Quest etc</strong></td>
<td><strong>CH258.15 Martin Luther King Jr in the Quest etc</strong></td>
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<tr>
<td></td>
<td><strong>CT202.15 Who is Jesus?</strong></td>
<td><strong>CT202.15 Who is Jesus?</strong></td>
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<tr>
<td></td>
<td><strong>CT204.15 History &amp; Theology of Baptist Churches</strong></td>
<td><strong>CT204.15 History &amp; Theology of Baptist Churches</strong></td>
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<tr>
<td></td>
<td><strong>CT219.15 Agents of Reconciliation</strong></td>
<td><strong>CT219.15 Agents of Reconciliation</strong></td>
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<td></td>
<td><strong>CT233.15 Lives of Faith</strong></td>
<td><strong>CT233.15 Lives of Faith</strong></td>
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<td></td>
<td><strong>Third Level:</strong></td>
<td><strong>Third Level:</strong></td>
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<td><strong>CH302.15 Patterns in the Practice of Christianity</strong></td>
<td><strong>CH302.15 Patterns in the Practice of Christianity</strong></td>
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<tr>
<td></td>
<td><strong>CH304.15 History &amp; Theology of Baptist Churches</strong></td>
<td><strong>CH304.15 History &amp; Theology of Baptist Churches</strong></td>
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<tr>
<td></td>
<td><strong>CH319.15 Agents of Reconciliation</strong></td>
<td><strong>CH319.15 Agents of Reconciliation</strong></td>
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<tr>
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<td><strong>CH358.15 Martin Luther King Jr in the Quest etc</strong></td>
<td><strong>CH358.15 Martin Luther King Jr in the Quest etc</strong></td>
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<tr>
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<td><strong>CH398.15 Conference Study in Church History</strong></td>
<td><strong>CH398.15 Conference Study in Church History</strong></td>
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<td></td>
<td><strong>CH399.15/30 Supervised Reading in Church History</strong></td>
<td><strong>CH399.15/30 Supervised Reading in Church History</strong></td>
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<tr>
<td></td>
<td><strong>CT302.15 Who is Jesus?</strong></td>
<td><strong>CT302.15 Who is Jesus?</strong></td>
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<td></td>
<td><strong>CT304.15 History &amp; Theology of Baptist Churches</strong></td>
<td><strong>CT304.15 History &amp; Theology of Baptist Churches</strong></td>
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<td><strong>CT319.15 Agents of Reconciliation</strong></td>
<td><strong>CT319.15 Agents of Reconciliation</strong></td>
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<td><strong>CT333.15 Lives of Faith</strong></td>
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<td><strong>CT398.15 Conference Study in Systematic Theology</strong></td>
<td><strong>CT398.15 Conference Study in Systematic Theology</strong></td>
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<td><strong>CT399.15/30 Supervised Reading in Systematic Theology</strong></td>
<td><strong>CT399.15/30 Supervised Reading in Systematic Theology</strong></td>
</tr>
</tbody>
</table>
## Field D: Theology: Mission and Ministry:

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

### First Level:
- DM101.15 Holistic Witness
- DM107.15 Exposure to Cross-Cultural Mission
- DM119.15 Contextual Mission
- DM124.15 New Paradigms for Missional Church
- DT101.15 Living the Faith

### Second Level:
- DL201.15 Theology & Practice of Christian Worship
- DL202.15 Homiletics
- DL204.15 Worship and Time
- DM207.15 Multicultural Church
- DM219.15 Contextual Mission
- DM224.15 New Paradigms for Missional Church
- DM225.15 Spirituality, Sustainability & Discipleship
- DM228.15 Integrated Chaplaincy Training
- DM230.15 Chaplaincy in Educational Settings
- DM231.15 Micah Mandate
- DM236.15 Global Mission Today
- DM256.15 Community Development
- DM257.15 Towards Reconciliation
- DM258.15 Martin Luther King Jr in the Quest etc
- DM265.15 Understanding Islam
- DP204.15 Pastoral Care in Grief and Loss
- DP228.15 Integrated Chaplaincy Training
- DP230.15 Chaplaincy in Educational Settings
- DP235.15 Supervised Pastoral Education (CPE)
- DP241.15 Pastoral Care in Life
- DP267.15 Supervised Theol Field Education
- DP269.15 Supervised Theol Field Education
- DS206.15 Table Spirituality
- DS208.15 Spirituality: Transforming Life

### Third Level:
- DE320.15 The Use of the Bible in Ethics
- DL301.15 Theology & Practice of Christian Worship
- DL302.15 Homiletics
- DL314.15 Worship and Time
- DM307.15 Multicultural Church
- DM325.15 Spirituality, Sustainability & Discipleship
- DM328.15 Integrated Chaplaincy Training
- DM330.15 Chaplaincy in Educational Settings
- DM331.15 Micah Mandate
- DM336.15 Global Mission Today
- DM338.15 Community Development
- DM357.15 Towards Reconciliation
- DM358.15 Martin Luther King Jr in the Quest etc
- DM365.15 Understanding Islam
- DM398.15 Conference Study in Missiology
- DM399.15/30 Supervised Reading in Missiology
- DP304.15 Pastoral Care in Grief and Loss
- DP328.15 Integrated Chaplaincy Training
- DP330.15 Chaplaincy in Educational Settings
- DP338.15 World of the Child
- DP342.15 Pastoral Care in Life
- DP367.15 Supervised Theol Field Education
- DP369.15 Supervised Theol Field Education
- DP398.15 Conference Study in Pastoral Studies
- DP399.15/30 Supervised Reading in Pastl Studies
- DS306.15 Table Spirituality
- DS308.15 Spirituality: Transforming Life
- DS399.15/30 Supervised Reading in Spirituality
- DT398.15 Integrating Theological Study
## Bachelor of Theology

### Degree Core Requirements

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

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

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

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

<table>
<thead>
<tr>
<th>MAJOR - New Testament</th>
<th>MAJOR - Systematic Theology</th>
<th>SUB-MAJOR - Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN101</td>
<td>CH111</td>
<td>DT101</td>
</tr>
<tr>
<td>BN1/2</td>
<td>CT101</td>
<td>DS1/2</td>
</tr>
<tr>
<td>BH1/2</td>
<td>CT1/2</td>
<td>DS2/3</td>
</tr>
<tr>
<td>BN2</td>
<td>CT2</td>
<td>DS2/3</td>
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<tr>
<td>BN2/3</td>
<td>CT2/3</td>
<td></td>
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<tr>
<td>BN3</td>
<td>CT3</td>
<td></td>
</tr>
<tr>
<td>BN3</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>DM1</td>
<td>CH111</td>
<td>DT101</td>
<td></td>
</tr>
<tr>
<td>DM1</td>
<td>CT101</td>
<td>DS1/2</td>
<td></td>
</tr>
<tr>
<td>DM2</td>
<td>CT1/2</td>
<td>DS2</td>
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<tr>
<td>DM3</td>
<td>CT2</td>
<td>DS2/3</td>
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<td>DM3</td>
<td>CT2/3</td>
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<td></td>
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<tr>
<td>DM3</td>
<td>CT3</td>
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<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>MAJOR - Biblical Studies</th>
<th>MAJOR - Systematic Theology</th>
<th>SUB-MAJOR - Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN101</td>
<td>CH111</td>
<td>DT101</td>
</tr>
<tr>
<td>BN1/2</td>
<td>CT101</td>
<td>DS1/2</td>
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<tr>
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<tr>
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<tr>
<td>BN3</td>
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<td></td>
</tr>
<tr>
<td>BN3</td>
<td>CT3</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>MAJOR - Biblical Studies</th>
<th>MAJOR - Systematic Theology</th>
<th>SUB-MAJOR - Spirituality</th>
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</thead>
<tbody>
<tr>
<td>BN101</td>
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<td>DT101</td>
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<tr>
<td>BN1/2</td>
<td>CT101</td>
<td>DS1/2</td>
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<tr>
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<td>CT1/2</td>
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<td>CT2/3</td>
<td></td>
</tr>
<tr>
<td>BN3</td>
<td>CT3</td>
<td></td>
</tr>
</tbody>
</table>

## Bachelor of Theology

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# Bachelor of Theology

**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

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## Overview of Bachelor of 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>AL102</td>
<td>BN101</td>
<td>CH111</td>
<td>DM101 OR DT101</td>
</tr>
<tr>
<td>AL112</td>
<td>BN1/2</td>
<td>CH112</td>
<td>DM1/2 OR DP1/2</td>
</tr>
<tr>
<td>AL111</td>
<td>BH101</td>
<td>CT101</td>
<td>DM2 OR DP1/2</td>
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<td>AL210</td>
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<td>Languages/Humanities</td>
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<td>Church History</td>
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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

**Major**
- 24 units at BTheol level
- 1 Major
- 3 Sub-Majors

**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.

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

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## Overview of Bachelor of Ministry Requirements

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<th>FIELD A</th>
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| **SUB-MAJOR**
  - BN101
  - BN1/2
| **MINOR**
  - CH111
  - CH112
| **SUB-MAJOR**
  - CT101
  - CT1/2
  - CT2
  - CT2/3
| **MAJOR OR MAJOR**
  - DM101
  - DM1/2
  - DM2
  - DM2
  - DM3
  - DM3
  - DM3
  - DP1
| **PLUS**
- SUB-MAJOR
- MINISTRY PRAXIS UNITS
  - DP2/336.30
  - DP367
  - DP368

**PLUS Elective units: 60 pts (4 units) in any Field/Discipline – BTheol units only**
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 2012)

Humanities

✦ AL102.15 New Testament Greek A
✦ AL103.15 English for Theological Studies (NESB)
✦ AL104.15 Oral Communication for Theological Studies (NESB)
✦ AL111.15 Old Testament Hebrew
✦ AL112.15 New Testament Greek B
✦ AL210.15 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.
AL102.15 NEW TESTAMENT GREEK A

This unit provides a basic introduction to biblical Greek.

Upon successful completion of this unit, students will be able to:
1. Demonstrate 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%)
            A two hour examination (30%)
Faculty: M Munro

Offered: Semester 1, 2012. Wednesdays: 2.00 - 5.00 pm

Select Bibliography:
AL103.15 ENGLISH FOR THEOLOGICAL STUDIES

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

Upon successful completion of this unit, students will be able to:
1. Understand and use the specialised terminology of biblical and theological study (in both academic and colloquial style, and recognizing figurative language and allusions to the Bible).
2. Apply the techniques and styles of written composition for academic purposes
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, 2012. Fridays: 9.30 am - 12.30 pm

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

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

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

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

Class Time: Three hours per week

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

Faculty: L Dyer

Offered: Semester 2, 2012. Fridays: 9.30 am – 12.30 pm

Recommended Reading:
AL111.15 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, 2012. Tuesdays: 2.00 – 5.00 pm

Select Bibliography:

Dictionaries:

Grammars:
AL112.15 NEW TESTAMENT GREEK B

This unit reviews and develops further skills learned in AL102.15.

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

AL112.15 provides the foundation for further work in Greek. The combination of AL102.15 and AL112.15 fulfils the Greek pre-requisites for third level courses in New Testament.

Pre-requisite: AL102.15

Class Time: Three hours per week

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

Faculty: K Dyer

Offered: Semester 2, 2012. Wednesdays: 2.00 – 5.00 pm

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

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

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

Pre-requisite: AL111.15 and BH101.15

Class time: Three hours per week

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

Faculty: V Billingham

Offered: Semester 2, 2012. Tuesdays: 2.00 – 5.00 pm

[Unit offered alternatively as BH210.15]

Select Bibliography:
Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
FIELD B - BIBLICAL STUDIES

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

All students in the BTheol and BMin degrees must do BH101 Introducing the Hebrew Bible and BN101 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 two third level units) or in New Testament (where NT Greek is required for third level); or in Biblical Studies, which involves an equal mix of BH and BN. Biblical Studies units (BS) may also be included in these major sequences.

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

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

✦ Indicates units offered in 2012

### HEBREW BIBLE

| BH101.15 | Introducing the Hebrew Bible |
| BH2/302.15 | Justice in the Prophets |
| BH2/303.15 | Identity, Land and Exile |
| BH2/305.15 | Samuel |
| BH2/306.15 | War and Peace in the Hebrew Bible |
| BH210.15 | Ruth |
| BH315.15 | Preaching and Teaching in the Old Testament |
| BH314.15 | Genesis - The Book of Beginnings |
| BH399.15/30 | Supervised Reading Unit in Hebrew Bible |

### NEW TESTAMENT

| BN101.15 | Interpreting the New Testament |
| BN2/301.15 | The Gospel of Mark |
| BN2/302.15 | Matthew |
| BN2/303.15 | Luke |
| BN2/307.15 | The Sermon on the Mount |
| BN2/322.15 | Paul: Life and Letters |
| BN2/331.15 | First Corinthians |
| BN2/332.15 | Galatians: Faith and Law |
| BN2/342.15 | The Book of Revelation |
| BN2/364.15 | Mission in the New Testament |
| BN2/365.15 | Reading in Christian Communities |
| BN388.15 | The Jesus of History and Gospel |
| BN394.15 | Gospel in Context |
| BN395.15 | Resurrection, Justice and Discipleship |
| BN399.15/30 | Supervised Reading Unit in New Testament |

### BIBLICAL STUDIES

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

This unit aims to introduce the student to the diversity of Hebrew traditions, by exploring a number of themes that run through the Hebrew Bible; exploring the possible relationships between these themes and different historical, geographical and traditional contexts; developing an awareness of modern schools of study, as well as the history of research into the Hebrew Bible; developing a familiarity with exegetical tools and methods, using problem-based learning.

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

Class Time: Two hours lectures and one hour tutorial per week
Assessment: One 2,000 word essay (mid-semester) (50%)
One 2,000 word exegetical paper (end semester) (50%)
Faculty: M Brett

Offered: Semester 2, 2012. Wednesdays: 9.30 am – 12.30 pm

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

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

Pre-requisite: AL111.15 and BH101.15
Assessment:
- Weekly translation exercises (30%)
- One 1,000 word exegetical paper (30%)
- One two hour examination (40%)
Faculty: V Billingham
Offered: Semester 2, 2012. Tuesdays: 2.00 – 5.00 pm
Select Bibliography:
BH203/303.15 IDENTITY, LAND AND EXILE

A study of selected texts relating to the themes of land and exile in biblical theology. The unit will bring exegetical reflections into dialogue with contemporary Australian issues of ecology, social identity, spirituality of dispossession and a theology of hope.

Upon successful completion of this unit, students will be able to:
1. Distinguish between the attitudes to land in Deuteronomy and Leviticus.
2. Describe a range of responses to the exile in the Old Testament.
3. Articulate similarities and differences between prophetic theologies of hope.
4. Discuss selected exegetical issues in relation to contemporary debates about ecology, the spirituality of dispossession, or Australian missiology.

Pre-requisite: Level 2: BH101.15  Level 3: 30 points in BH

Assessment: Level 2: One 1,500 word exegetical paper (40%)
One 2,000 word essay (40%)
One 750 word tutorial paper (which may form the basis of the essay) (20%)

Level 3: One 2,000 word exegetical paper (40%)
One 2,000 word essay (40%)
One 1,000 word tutorial paper (20%)

Faculty: M Brett

Offered: Semester 2, 2012. Mondays: 6.00 – 9.00 pm

Select Bibliography:
Fager, Jeffrey A. Land tenure and the Biblical jubilee. Sheffield: JSOT, 1993
Habel, Norman. The land is mine: Six biblical land ideologies. Minneapolis: Fortress, 1995
Smith-Christopher, Daniel L. A biblical theology of exile. Minneapolis: Fortress, 2002
Weinfeld, Moshe. The promise of the land. Berkeley: University of California, 1992
Wright, Christopher J. God’s people in God’s land. Grand Rapids: Eerdmans, 1990
This unit will explore the practices of preaching and teaching the Hebrew Bible/Old Testament in a range of community contexts. Attention will be given to the challenge of balancing historical considerations in biblical studies with the uses of scripture in the church, especially in freshly enabling the practice of faith. The uses of the Hebrew Bible in Christian traditions of worship, social engagement, and the arts, will also be considered.

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

1. Simplify and communicate complex exegesis of biblical texts, with particular attention to the genres of the Hebrew Bible.
2. Demonstrate critical theological engagement with the intersection between exegesis and a variety of reading communities today.
3. Analyse the appropriation of biblical material in the arts.
4. Demonstrate theological understanding of the implications of sharing scripture with Judaism.
5. Use scripture responsibly when considering a public issue in the context of preaching.

Pre-requisite: 30 points in Hebrew Bible

Assessment: Critical analysis of set readings 2,000 words (30%)
One 2,000 word sermon text (30%)
One 2,000 word essay (40%)

Faculty: F Hill, M Brett (Co-ordinator)

Offered: Semester 1, 2012.
Mondays: 6.00 – 9.00 pm at Syndal Baptist Church

Select Bibliography:
Fewell, Danna N. *The children of Israel: Reading the Bible for the sake of our children*. Nashville: Abingdon, 2003
Smith-Christopher, Daniel L. *The Old Testament: Our call to faith and justice*. Notre Dame: Ave Maria Press, 2005
Wallace, Howard N. *Words to God, words from God: The Psalms in the prayer and preaching of the church*. Aldershot: Ashgate, 2005
This is a reading unit for advanced students majoring in Hebrew Bible. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking the unit will be required to meet with the supervisor at least monthly.

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

Pre-requisite: 75 points in Biblical Studies

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

Faculty: M Brett

Offered: 2012
By arrangement with Faculty
BN101.15 INTERPRETING THE NEW TESTAMENT

BN101.15 provides the introductory unit in New Testament studies and serves as a prerequisite 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 (30%)
Faculty: K Dyer
Offered: Semester 1, 2012
Tuesdays: 9.30 am – 12.30 pm at Booth College (SATC)

Select Bibliography:
Via, Dan Otto (ed.). Guides to biblical scholarship. (Series of booklets on exegetical methodology), Philadelphia: Fortress Press
BN201/301.15 THE GOSPEL OF MARK

Employing a range of exegetical tools this unit will invite students to explore a range of interpretive approaches to the Gospel of Mark. Particular emphasis will be placed on the way in which an understanding of Christian community, mission and ethics is revealed in the narrative.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify and evaluate the history of interpretation of the Gospel of Mark.
2. Appreciate the likely socio-political and cultural provenance of the community that gave rise to the Gospel of Mark.
3. Display evidence of historical-critical analytical skills.
4. Display evidence of skills in narrative analysis.
5. Display evidence of research skills in the area of New Testament studies.
6. Display oral communication skills.
7. Show evidence of being able to make the transition from text to life particularly in terms of theological, hermeneutical and homiletical application.

Pre-requisite: Level 2: BN101.15
Level 3: 45 points in Field B (including 30 points in BN)

Assessment: Level 2: One 2,000 word essay (40%)
             One 1,000 word book review (30%)
             One 1,000 word tutorial paper (30%)
Level 3: One 3,000 word essay (50%)
             Two 1,000 word seminar papers (50%)

Faculty: K Dyer

Offered: Semester 1, 2012. Wednesdays: 6.00 – 9.00 pm

Select Bibliography:
Myers, Ched. *Binding the strong man. A political reading of Mark’s story of Jesus.* Maryknoll: Orbis, 1988
BN232/332.15 GALATIANS: FAITH AND LAW

This unit explores Paul’s interaction with the Galatian communities, with a focus on the rhetorical analysis of Paul’s letter to the Galatians and plausible reconstructions of the social and political contexts giving rise to the letter. Students will become more aware of the issues surrounding Paul’s relationship with the Galatians and the ‘agitators’; the rhetorical structure of the letter; the underlying social, political and cultural factors shaping Paul’s response to the Galatian problems; and the christological, ethical, ecclesiological and missiological themes that emerge.

The unit will develop further the skills of exegesis (historical-critical, social scientific and rhetorical methods) and encourage students in the task of applying their findings to the life and mission of the church today.

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

1. Give an informed account of the recent history of interpretation of Galatians.
2. Describe and discuss plausible socio-political and rhetorical contexts in which the letter first circulated.
3. Analyse the christological, ethical, ecclesiological and missiological themes and understandings in Galatians.
4. Demonstrate a capacity to exegete selected texts in Galatians by employing a range of appropriate exegetical methods and resources.
5. Discuss the interpretation and application of Paul’s ethics and ecclesiology in meaningful ways in today’s world.

Pre-requisite: Level 2: BN101 (or equivalent)
Level 3: 45 points in BH/BN
(plus NT Greek for those studying the Greek Text)

Assessment:
Level 2: One 1,500 word tutorial paper (20%)
One critical review of readings (1,000 words) (20%)
One 2,000 word exegetical paper (60%)

Level 3: One 1,500 word seminar paper (20%)
One critical review of readings (1,000 words) (20%)
One 3,000 word exegetical paper (60%)

Faculty: K Dyer

Offered: Semester 2, 2012. Thursdays: 9.30 am – 12.30 pm

Select Bibliography:
Horrel, David G. Solidarity and difference: A contemporary reading of Paul’s ethics. London: T & T Clark, 2005
This is a reading unit for advanced students majoring in New Testament. The area of specialisation will be chosen in consultation with the Faculty advisor. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking the unit will be required to meet with the supervisor at least monthly.

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

1. Demonstrate an informed, critical perspective on their chosen area of the New Testament.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

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

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

Faculty: K Dyer

Offered: 2012
By arrangement with Faculty
BS320.15 THE USE OF THE BIBLE IN ETHICS

The unit will examine a broad range of approaches to the use of the Bible in ethics. A number of case studies will illustrate the diversity of biblical material as it relates to particular ethical topics (such as war, human rights, abortion, wealth and poverty, issues concerning gender and sexuality). In exploring hermeneutical analogies, consideration will be given to the similarities and differences between biblical cultures and our own multicultural contexts. Attention will also be paid to the ways in which Biblical models may play a role in public life.

Upon successful completion of this unit, students will be able to:
1. Articulate the differences between a range of hermeneutical approaches to the Bible.
2. Demonstrate an understanding of the diversity of biblical ethics.
3. Reflect critically on the cultural dimensions of hermeneutics.
4. Analyze the key issues at stake in a particular ethical case study.

Pre-requisites: 45 points in Field B; 15 points in Systematic Theology
Assessment:
- One exegetical essay 2,000 words (40%)
- One hermeneutical essay 2,000 words (40%)
- Critical reflections on set readings 1,000 words (20%)

Faculty: M Brett, K Dyer

Offered: Semester 1, 2012. Thursdays: 2.00 – 5.00 pm

[Unit offered alternatively as DE320.15]

Select Bibliography:
Horrell, David G. *Solidarity and difference: A contemporary reading of Paul’s ethics*. London: T & T Clark International, 2005
Spohn, William C. *What are they saying about scripture and ethics?* New York: Paulist, rev.edn 1995
Wright, Christopher J. *Old Testament ethics for the people of God*. Leicester: IVP, 2004
BS398.15 CONFERENCE STUDY IN BIBLICAL STUDIES

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

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

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

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

Pre-requisite: 45 points in Biblical Studies

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

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

Faculty: M Brett, K Dyer

Offered: 2012
By arrangement with Faculty
This is a reading unit for advanced students majoring in Biblical Studies. The area of specialisation will be chosen in consultation with the Faculty advisor. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking the unit will be required to meet with the supervisor at least monthly.

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

Pre-requisite: 75 points in Biblical Studies (or equivalent)

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

Faculty: M Brett, K Dyer

Offered: 2012
         By arrangement with Faculty
FIELD C - CHRISTIAN THOUGHT AND HISTORY

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

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

(✦ Indicates units offered in 2012)

CHURCH HISTORY

✦ CH111.15 Christianity through the Centuries: Early
✦ CH112.15 Christianity through the Centuries: Reformation
CH1/216.15 Writing on the Walls: Meaning in Religious Art
✦ CH2/302.15 Patterns in the Practice of Christianity
✦ CH2/304.15 History and Theology of the Baptist Movement
CH2/305.15 History and Theology of the Salvation Army
CH2/308.15 Reformation Studies
✦ CH2/319.15 Agents of Reconciliation
CH2/325.15 Bonhoeffer’s Theology in Historical Context
CH2/355.15 In the Public Sphere: The Word Taking Flesh
✦ CH2/358.15 Martin Luther King Jr in the Quest of the Beloved Community
✦ CH398.15 Conference Study in Church History
✦ CH399.15/30 Supervised Reading Unit in Church History

SYSTEMATIC THEOLOGY

✦ CT101.15 Beginning Theological Studies
CT1/210.15 Spirit of the Living God
CT1/215.15 Women and Theology
CT1/216.15 Writing on the Walls: Meaning in Religious Art
✦ CT2/302.15 Who Is Jesus?
✦ CT2/304.15 History and Theology of the Baptist Movement
CT2/306.15 No Other Foundation: Christology after Modernity
CT2/308.15 Foundations of the Wesleyan Holiness Tradition
✦ CT2/319.15 Agents of Reconciliation
CT2/320.15 Church: The Quest for Christian Community
CT2/321.15 Ecclesiology: Issues and Perspectives
CT2/323.15 God of Hope
CT2/325.15 Bonhoeffer’s Theology in Historical Context
CT2/332.15 Faith and the Environment
✦ CT2/333.15 Lives of Faith
CT2/341.15 Children of God: Theological Foundations for Ministry with Children
CT2/355.15 Human Life and Human Rights
CT314.15 Thinking About God
CT316.15 God: The Story So Far
CT351.15 Hermeneutics and Culture
CT382.15 Economics, Justice and Theology
CT395.15 Resurrection, Justice and Discipleship
✦ CT398.15 Conference Study in Systematic Theology
✦ CT399.15/30 Supervised Reading Unit in Systematic Theology
This unit will introduce students to some of the key themes in the development of the church from the second to the fifteenth century. Topics will include the spread of Christianity, the apostolic tradition, church-state relations; ‘heresy’, dissent and schism, Constantine and the ‘Triumph of Christianity’, monasticism, the rise of the papacy, Christian society, the Medieval church, Wycliffe and Hus.

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

Class Time: Two hours lectures and one hour tutorial each week
Assessment:
- 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, 2012. Thursdays: 2.00 – 5.00 pm

Select Bibliography:
*Comby, Jean. How to read church history. Vol 1, London: SCM, 1985
Hamman, Adalbert G. How to read the church fathers. London: SCM, 1993
Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
This unit will introduce students to the main features of the development of Western Christianity from the late Middle Ages to the present. Topics will include 16th century reformation movements, 17th century Puritanism and Pietism, the impact of enlightenment and revolution upon the church, the development of Christianity in North America and Australia and the rise of modern missionary and ecumenical movements.

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

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

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, 2012. Saturdays at New Hope Church, Blackburn
[Jul 28; Aug 11 & 25; Sep 8; Oct 6 & 20; Nov 3 : 9.00 am – 1.00 pm]

Select Bibliography:
* = set texts recommended for purchase
Hastings, Adrian (ed.). A world history of Christianity. London, Cassell, 1999
Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
CH202/302.15 PATTERNS IN THE PRACTICE OF CHRISTIANITY

This unit will explore ways in which historical people learned to shape their lives around Christian ideas, attitudes and values. The main focus of study will be a range of classic manuals of devotion but other historical sources, including sermons, liturgies, visual images and hymns will be briefly noted.

At the completion of this unit, students will be able to:
1. Recognise and evaluate the kinds of historical evidence available for discovering how historical people shaped their lives as Christians.
2. Employ appropriate hermeneutical methods for reading and evaluating historical devotional manuals.
3. Assess the role of visual images in shaping historical Christians’ devotional practices.
4. Determine the relevance of devotional manuals and traditional Christian practices for contemporary expressions of the Christian faith.

Pre-requisite:  Level 2: 15 points in Church History  
Level 3: 45 points in Church History

Class Time: Three hours per week; seminar-based

Assessment:  
Level 2:  
- Literature summaries (20%)
  - One seminar paper of 1,500 words (30%)
  - One essay of 2,000 words (50%)

Level 3:  
- Literature summaries (20%)
  - Two seminar papers of 1,500 words (40%)
  - One essay of 3,000 words (40%)

Faculty: M Munro

Offered:  Semester 2, 2012. Thursdays: 6.00 – 9.00 pm

Select Bibliography:
Jensen, Robin M. *Face to face: Portraits of the divine in early Christianity*. Minneapolis: Fortress Press, 2004
Matheson, Peter. *The imaginative world of the reformation*, Edinburgh: T&T Clark, 2000
This unit is designed to introduce students to the main features of Baptist history and beliefs. It will examine Baptist origins and developments within its historical context and give attention to the implications of the Baptist heritage for contemporary faith and practice.

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

1. Identify the main political, social and cultural factors that gave rise to the Baptist movement.
2. Outline key features of the Baptist heritage and trace its historical development throughout the world.
3. Explain some of the reasons for diversity among Baptist in Britain, North America, Australia and selected parts of the world.
4. Critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. Make informed decisions about the influence of Baptist history and belief upon their personal and professional lives.

Pre-requisite: Level 2: 15 points in Church History
   Level 3: 45 points in Church History

Class Time: Three hours per week

Assessment: Level 2: One 2,500 word essay (60%)
     One 1,500 word tutorial paper (40%)
   Level 3: One 4,000 word essay (60%)
     One 2,000 word tutorial paper (40%)

Faculty: M Munro

Offered: Semester 1, 2012. Tuesdays: 6.00 – 9.00 pm
[Unit offered alternatively as CT204/304.15]

Select Bibliography:

*Beasley-Murray, Paul. Radical believers: the Baptist way of being the church. Didcot: Baptist Union, 1992
Bebbington, David (ed.). The gospel in the world. Carlisle: Paternoster, 2002
*Lumpkin, William L (ed.). Baptist confessions of faith. Valley Forge: Judson, 1959
Petras, Michael (ed.). Australian Baptists past and present. Sydney: BHS, 1988
Wardin, Albert W (ed.). Baptists around the world. Nashville: Broadman and Holman, 1995
Wright, Nigel G. Free church, free state: The positive Baptist vision. Milton Keynes, UK: Paternoster, 2005
CH219/319.15  AGENTS OF RECONCILIATION: THE CHURCHES AND SOCIAL CONFLICT

By examining a series of 20th century and contemporary case-studies, this unit will explore how churches have responded to situations of social conflict, both international and within societies, and how far they have sought to move beyond their own implication in the conflicts to a ministry of justice and reconciliation.

Upon successful completion of the unit, students will be able to:
1. Describe various past and contemporary conflicts, from the geo-political level to the Australian and regional context.
2. Critically assess how churches perceive social conflicts, past and present, and their own involvement in them.
3. Demonstrate an awareness of how a theological understanding of reconciliation can interact with social, political and cultural realities.
4. Articulate the implications of the above for the theology and praxis of mission today.

Pre-requisites: CT101.15 and 15 points in Church History

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

Level 3:
- One 1,000 word tutorial paper (20%)
- One 1,000 word book review (20%)
- One 3,000 word essay (60%)

Faculty: K Clements

Offered: 2012. As an Intensive
[February 13-17 and 20-24; 9.30 am – 1.00 pm]
[Unit offered alternatively as CT219/319.15]

Select Bibliography:
Forrester, Duncan B. Apocalypse now? Reflections on faith in a time of terror, Aldershot: Ashgate 2005
Reference will also be made to relevant chapters in A history of the ecumenical movement (Geneva: WCC), Volumes 1 (1967), 2 (1970) and 3 (2004)
An examination of the background, life and legacy of Dr Martin Luther King Jr. There is a focus on “Beloved community”, by which King expressed his dream of God’s coming realm as a global model for mission.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the background and major events of Martin Luther King Jr’s life.
2. Evaluate King’s contribution within the United States and worldwide.
3. Articulate the place of nonviolence and reconciliation as practices of Christian faith.
4. Especially Level 3: Outline the relevance of King’s life for Christians today.

Pre-requisites: 30 points in DM or CH or CT or biblical studies
DM101 or equivalent if part of a major or sub-major

Assessment: Level 2: One book review of 1,500 words (30%)
             Tutorial presentation (equiv of 1,000 words) (20%)
             One essay of 2,500 words (50%)
Level 3: One book review of 1,500 words (30%)
         Tutorial presentation (equiv of 1,000 words) (20%)
         One essay of 3,000 words (50%)

Faculty: P Dekar

Offered: 2012. As an Intensive
[September 17-21 and 24-28; 9.30 am to 1.00 pm]
[Unit offered alternatively as DM258/358.15]

Select Bibliography:
* = set texts recommended for purchase:
Carson, Clayborne and Kris Shepard (eds). A call to conscience: The landmark speeches of Dr Martin Luther King, Jr. Grand Central, 2002. CD-ROM also available
Carson, Clayborne and Peter Holloran (eds). A knock at midnight: Inspiration from the great sermons of Martin Luther King, Jr. London: Abacus, 1999. CD-ROM also available
Clayborne, Carson (ed.). The autobiography of Martin Luther King, Jr. London: Abacus, 2000
This unit offers advanced students the opportunity to study a specific theme in Church History through participation in a scholarly conference addressing that theme.

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

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

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

Pre-requisite: 45 points in Church History

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

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

Faculty: M Munro

Offered: 2012
By arrangement with Faculty
CH399.15/30  SUPERVISED READING UNIT IN CHURCH HISTORY

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

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

Pre-requisite: 75 points in Church History (or equivalent)
Assessment: Total of 5,000 words for 15 points credit
             Total of 10,000 words for 30 points credit
Faculty: M Munro
Offered: 2012
         By arrangement with Faculty
CT101.15 BEGINNING THEOLOGICAL STUDIES

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

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

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

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

Faculty: F Rees

Offered: Semester 1, 2012. Wednesdays: 9.30 am – 12.30 pm

Select Bibliography:
John Knox, 1998
CT202/302.15 WHO IS JESUS?

This unit will explore biblical, historical and contemporary responses to the question, 'Who is Jesus?' Students will be invited to investigate the answers offered by a range of people personally encountered, both within and beyond the Christian community. Content offered within the course will provide a critical survey of the main areas of christological thinking. In their essays, students will formulate their own theological responses.

Upon successful completion of the unit, students will be able to:
1. Identify a range of issues concerning the significance of Jesus in the contemporary world.
2. Articulate the distinctive Christological emphases of several New Testament sources.
3. Explain the theological issues at stake in the development of the historic credal formulations and critically evaluate these formulations.
4. Outline and evaluate critically a number of understandings of atonement and the meaning of salvation, with particular reference to the death and resurrection of Jesus.
5. Articulate their own critical theological response to the core issues identified in the unit.

Pre-requisite: Level 2: CT101.15
Level 3: 45 points in Systematic Theology

Class Time: Two hours lectures and one hour tutorial

Assessment: Level 2: One 1,500 tutorial paper (30%)
Journal of critical reflections upon reading (20%)
One 2,500 word essay (50%)

Level 3: One 1,500 tutorial paper (30%)
Journal of critical reflections upon reading (20%)
One 3,000 word essay (50%)

Faculty: F Rees

Offered: Semester 2, 2012. Wednesdays: 9.30 am – 12.30 pm

Select Bibliography:
Bockmuehl, Markus N A. *This Jesus. Martyr, Lord, Messiah.* Edinburgh: T&T Clark, 1994
Johnson, Elizabeth A. *Consider Jesus.* New York: Crossroad, 1994
*Placher, William C. Jesus the Savior,* Louisville: Westminster John Knox, 2001
This unit is designed to introduce students to the main features of Baptist history and beliefs. It will examine Baptist origins and developments within its historical context and give attention to the implications of the Baptist heritage for contemporary faith and practice.

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

1. Identify the main political, social and cultural factors that gave rise to the Baptist movement.
2. Outline key features of the Baptist heritage and trace its historical development throughout the world.
3. Explain some of the reasons for diversity among Baptist in Britain, North America, Australia and selected parts of the world.
4. Critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. Make informed decisions about the influence of Baptist history and belief upon their personal and professional lives.

Pre-requisite: Level 2: 15 points in Systematic Theology  
Level 3: 45 points in Systematic Theology

Class Time: Three hours per week

Assessment: Level 2: One 2,500 word essay (60%)  
One 1,500 word tutorial paper (40%)

Level 3: One 4,000 word essay (60%)  
One 2,000 word tutorial paper (40%)

Faculty: M Munro

Offered: Semester 1, 2012. Tuesdays: 6.00 – 9.00 pm  
[Unit offered alternatively as CH204/304.15]

Select Bibliography:
*Beasley-Murray, Paul. Radical believers: the Baptist way of being the church. Didcot: Baptist Union, 1992*

Bebbington, David (ed.). The gospel in the world. Carlisle: Paternoster, 2002


*Lumpkin, William L (ed.). Baptist confessions of faith. Valley Forge: Judson, 1959*


Petras, Michael (ed.). Australian Baptists past and present. Sydney: BHS, 1988


Wardin, Albert W (ed.). Baptists around the world. Nashville: Broadman and Holman, 1995


Wright, Nigel G. Free church, free state: The positive Baptist vision. Milton Keynes, UK: Paternoster, 2005
By examining a series of 20th century and contemporary case-studies, this unit will explore how churches have responded to situations of social conflict, both international and within societies, and how far they have sought to move beyond their own implication in the conflicts to a ministry of justice and reconciliation.

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

1. Describe various past and contemporary conflicts, from the geo-political level to the Australian and regional context.
2. Critically assess how churches perceive social conflicts, past and present, and their own involvement in them.
3. Demonstrate an awareness of how a theological understanding of reconciliation can interact with social, political and cultural realities.
4. Articulate the implications of the above for the theology and praxis of mission today.

Pre-requisites: CT101.15 and 15 points in Church History

Assessment: Level 2: One 1,000 word tutorial paper (25%) One 1,000 word book review (25%) One 2,500 word essay (50%) Level 3: One 1,000 word tutorial paper (20%) One 1,000 word book review (20%) One 3,000 word essay (60%)

Faculty: K Clements

Offered: 2012. As an Intensive [February 13-17 and 20-24; 9.30 am – 1.00 pm] [Unit offered alternatively as CH219/319.15]

Select Bibliography:

Reference will also be made to relevant chapters in *A history of the ecumenical movement* (Geneva: WCC), Volumes 1 (1967), 2 (1970) and 3 (2004)
CT233/333.15 LIVES OF FAITH

This unit will examine the character of Christian faith as evident in the life stories of a number of theologians. It will draw specifically upon the methodology of James W McClendon to identify how the life-experience of these theologians has influenced their distinctive approach to theology and Christian faith. It will also provide opportunity for each student to explore the theological significance of their own life story.

Upon successful completion of this unit, it is expected that students will be able to:
1. Explain critically McClendon’s methodology for using biography as theology.
2. Apply that methodology in the study of several biographies.
3. Outline and discuss the character of faith as seen in the life and work of one major theologian.
4. (Especially Level 3): Identify possible implications for their own lives, as a source for theological reflection.

Pre-requisite:  
Level 2:  15 points in Systematic Theology  
Level 3:  45 points in Systematic Theology

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

Level 3:  One 1,500 word book review (30%)  
One 1,000 word seminar paper (20%)  
One 3,000 word essay (50%)

Faculty:  F Rees

Offered:  Semester 2, 2012. As a Semi-Intensive  
[Friday evenings 6.00 – 9.00 pm & Saturdays 9.30 am to 12.30 pm]  
[Aug 3 & 4 and 24 & 25; Oct 5 & 6 and 19 & 20]

Select Bibliography:
* = set texts recommended for purchase

Brown, Robert M. Gustavo Guttierez, Maryknoll: Orbis, 1990
Young, Frances M. Face to face. Edinburgh: T & T Clark, 1990
CT398.15 CONFERENCE STUDY IN SYSTEMATIC THEOLOGY

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

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

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

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

Pre-requisite: 45 points in Systematic Theology

Assessment:

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

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

Faculty: F Rees

Offered: 2012
By arrangement with Faculty
This is a supervised reading unit for advanced students majoring in Systematic Theology. The area of specialisation will be one of particular interest in recent Systematic Theology research and will be chosen in consultation with the Faculty supervisor. The bibliography, form of assessment and student outcomes will be determined by the supervisor and approved by the Whitley College Course Co-ordinator. Students taking the unit will be required to meet with the supervisor at least monthly.

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

Pre-requisite: 75 points in Systematic Theology

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

Faculty: F Rees

Offered: 2012
By arrangement with Faculty
FIELD D - MORAL AND PRACTICAL THEOLOGY

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

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

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

(Indicates units offered in 2012)

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

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

MISSIOLOGY
†DM101.15 Holistic Witness: Introduction to Mission
†DM107.15 Exposure to Cross-Cultural Mission
†DM1/219.15 Contextual Mission
DM1/220.15 Church Planting
†DM1/224.15 New Paradigms for Missional Church
DM2/302.15 Reconciliation: The Heart of Mission
DM2/303.15 The Church's Mission for Justice (Online)
†DM2/307.15 The Multicultural Church
DM2/312.15 Anthropology for Christian Mission
†DM2/325.15 Spirituality, Sustainability and Discipleship
DM2/326.15 Pioneering Leadership
†DM2/328.15 Integrated Chaplaincy Training
DM2/329.15 Reimagining Evangelism
†DM2/330.15 Chaplaincy in Educational Settings
†DM2/331.15 Micah Mandate: Seeking Justice for the Global Marginalised
DM2/332.15 Faith and the Environment
†DM2/336.15 Global Mission Today
DM2/343.15 New Missional Communities
Missiology (continued)

- DM2/355.15 In the Public Sphere: The Word Taking Flesh
- DM2/356.15 Community Development
- DM2/357.15 Towards Reconciliation
- DM2/358.15 Martin Luther King Jr in the Quest of the Beloved Community
- DM2/365.15 Understanding Islam
- DM2/368.15 Interfaith Dialogue
- DM341.15 Reflection for Mission
- DM398.15 Conference Study in Missiology
- DM399.15/30 Supervised Reading Unit in Missiology

Pastoral Studies

- DP1/210.15 Youth Ministry
- DP2/301.15 Theology and Practice of Pastoral Care
- DP202.15 Building Christian Community
- DP2/303.15 Facing Crisis and Transition: Pastoral Care and Worship
- DP2/304.15 Pastoral Care in Grief and Loss, Living and Dying
- DP2/342.15 Pastoral Care for Life (Awaiting accreditation – details later)
- DP2/328.15 Integrated Chaplaincy Training
- DP2/330.15 Chaplaincy in Educational Settings
- DP2/333.15 Leadership for Ministry and Mission
- DP2/334.15 Ministry Foundations
- DP2/335.15 Management for Ministry
- DP236.30 Supervised Pastoral Education (CPE)
- DP2/338.15 World of the Child
- DP2/341.15 Children of God
- DP2/342.15 Pastoral Care in Life
- DP2/360.30 Exploring Ministry through Case Studies
- DP2/367.15 Supervised Theological Field Education
- DP2/368.15 Interfaith Dialogue
- DP2/369.15 Supervised Theological Field Education
- DP398.15 Conference Study in Pastoral Studies
- DP399.15/30 Supervised Reading Unit in Pastoral Studies

Religious Education

- DR2/368.15 Interfaith Dialogue

Spirituality

- DS2/305.15 Experiencing God: Spirituality in the Christian Tradition
- DS2/306.15 Table Spirituality: Hospitality, Community and Mission
- DS2/308.15 Spirituality: Transforming Life
- DS2/321.15 Spirituality of Everyday Life
- DS399.15/30 Supervised Reading Unit in Spirituality

Practical Theology

- DT101.15 Living the Faith: Spirituality, Vocation and Community
- DT398.15 Integrating Theological Study
DE320.15 THE USE OF THE BIBLE IN ETHICS

The unit will examine a broad range of approaches to the use of the Bible in ethics. A number of case studies will illustrate the diversity of biblical material as it relates to particular ethical topics (such as war, human rights, abortion, wealth and poverty, issues concerning gender and sexuality). In exploring hermeneutical analogies, consideration will be given to the similarities and differences between biblical cultures and our own multicultural contexts. Attention will also be paid to the ways in which Biblical models may play a role in public life.

Upon successful completion of this unit, students will be able to:
1. Articulate the differences between a range of hermeneutical approaches to the Bible.
2. Demonstrate an understanding of the diversity of biblical ethics.
3. Reflect critically on the cultural dimensions of hermeneutics.
4. Analyze the key issues at stake in a particular ethical case study.

Prerequisites: 45 points in Field B; 15 points in Systematic Theology
Assessment:
- One exegetical essay 2,000 words (40%)
- One hermeneutical essay 2,000 words (40%)
- Critical reflections on set readings 1,000 words (20%)

Faculty: M Brett, K Dyer
Offered: Semester 1, 2012. Thursdays: 2.00 – 5.00 pm
[Unit offered alternatively as BS320.15]
DL201/301.15 THEOLOGY AND PRACTICE OF CHRISTIAN WORSHIP

This unit provides a broad introduction to the theology and practice of Christian worship. Successful completion of this unit will enable students to:

1. Summarise the major features of the biblical and documentary witness to early Christian worship practices.
2. Describe the most prevalent forms of Christian worship and explain the theologies that shape them.
3. Identify models for integrating a congregation’s worship life with its practices of evangelism, Christian education, spiritual formation, pastoral care, ethics, and social action.
4. Identify the component parts of a worship service and discuss their inter-relationship and their place in an overall theology of worship.
5. Discuss the distinctive uses of time, space, action, music and text in Christian worship.
6. Formulate and apply criteria for evaluating worship services and materials.

Pre-requisite: Level 2: 15 points in CT or Field D
   Level 3: 45 points in CT or Field D
   [Exclusion from this unit for students who have already completed DL101.15]

Class Time: Three hours per week plus two field trips

Assessment: Level 2: One 1,200 word worship evaluations folio (20%)
               One 1,800 word research assignment with oral presentation (40%)
               One 1,500 word essay (40%)

   Level 3: One 1,200 word worship evaluations folio (15%)
               One 2,500 word research assignment with oral presentation (45%)
               One 2,000 word essay (40%)

Faculty: N Nettleton

Offered: Semester 1, 2012. Tuesdays: 2.00 – 5.00 pm

Select Bibliography:
Hustad, Donald P. *True worship: Reclaiming the wonder and majesty*. Carol Stream: Hope, 1998
Senn, Frank C. *New creation: A liturgical worldview*. Minneapolis: Fortress, 2000
This unit provides an introduction to the theology and practice of Christian preaching. It examines the nature of preaching and the place of the sermon in the service of worship.

Attention is given to discussing the role of the preacher, including such issues as authority, motivation and the ethics of persuasion. The activity of the listeners in the preaching experience will also be examined. The course will address matters of preparation, including consideration of the context, the selection and responsible interpretation of texts and themes and the adoption of appropriate structures, styles, images and illustrations.

Participants in the course will learn about the principles of public speaking including the use of the voice, body and personality in effective preaching. In addition to lectures, the presentation of sermons and action-reflection activities will give practical opportunities for learning through preaching and hearing.

Upon successful completion of this unit students will be able to:
1. Articulate a basic theology of preaching and the principles of public speaking.
2. Demonstrate a growing competence in preparing, presenting and evaluating sermons.
3. Discuss an appropriate treatment of texts, images and structures in relation to the context of the preaching event.

Pre-requisites: BN101.15 and CT101.15

Class Time: Three hours of lectures and workshops fortnightly

Assessment: Level 2: One 1,000 word book review (10%) Three sermon presentations and critique (2,500 words) (60%) Homiletic exercises (2,500 words) (30%)

Level 3: One 1,000 word book review (10%) Three sermon presentations and critique (2,500 words) (60%) Homiletic exercises (3,500 words) (30%)

Faculty: A Demond

Offered: Semester 2, 2012. Tuesdays: 6.00 – 9.00 pm

Select Bibliography:
Childers, Jana (ed.). *Birthing the sermon: women preachers on the creative process*. St Louis: Chalice Press, 2001
Noren, Carol M. *The woman in the pulpit*. Nashville: Abingdon Press, 1991
Quicke, Michael J. *360 degree preaching: Hearing, speaking and living the word*. Grand Rapids: Baker Academic, 2003
This unit aims to provide an introductory exploration of the theology, practice and spirituality of the Christian liturgical year. The unit is based on supervised reading and reflection, focused around the individual student's participation in worship services on particular occasions throughout the church year. Students will be required to meet with the teacher on a regular basis for guidance and discussion.

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

Pre-requisite:  
Level 2: DT101  
Level 3: DT101 and 15 points in Liturgical Studies

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

Assessment:  
Level 2: One diary of 2,000 words (30%)  
One essay of 2,000 words (50%)  
Annotated folio of texts (20%)

Level 3: One diary of 2,000 words (20%)  
Two essays of 2,000 words (80%)

Faculty: N Nettleton

Offered: 2012
By arrangement with the lecturer

Select Bibliography:
DM101.15 HOLISTIC WITNESS: INTRODUCTION TO MISSION

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

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

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

Assessment:
- One 1,000 word tutorial paper (20%)
- One 1,500 word essay (35%)
- Participation in online forum (20%)
- One 60 minute examination (25%)

Faculty: R Langmead

Offered: Semester 1, 2012 - Saturdays at New Hope Church, Blackburn
[Mar 3, 17 and 31; Apr 14 and 28; May 12 and 26 : 9.00 am – 1.00 pm]

Select Bibliography:
* = set texts recommended for purchase


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


DM107.15 EXPOSURE TO CROSS-CULTURAL MISSION

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

a. Students meet with the co-ordinator to be briefed on the process of theological reflection and cross-cultural observation;

b. The trip leader is acceptable to, and briefed by, the co-ordinator;

c. There are briefing and debriefing sessions totalling at least ten hours; and

d. During the exposure trip students live in a cross-cultural context, interacting with local people, observing or serving on a daily basis and meeting for group discussion daily.

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

1. Identify several examples of where another culture is ‘different but not inferior’.

2. Evaluate the missiological approach of a cross-cultural mission agency.

3. Discuss some of the issues of gospel and culture.

4. Outline and analyse their own responses to being in another culture.


Time commitment: Group briefings and a briefing by the co-ordinator.

At least two weeks living in a cross-cultural situation, involving daily group discussion.

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

Assessment: One 1,500 word essay (50%)

1,500 words selected from journal (25%)

One 1,000 word book review (25%)

Faculty: R Langmead

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

Offered: 2012

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


DM119/219.15 CONTEXTUAL MISSION

Designed as training for cross-cultural Christian mission, this unit examines what is involved in sharing the gospel in ways which are culturally appropriate and which lead to indigenous communities of faith. Among the topics considered are the theology of contextualisation, encouraging local theologies, models of incarnational ministry, sharing faith with ‘unreached people groups’, dialogue and evangelism in Muslim and Buddhist contexts, Aboriginal contextualisation, and ethical, strategic and practical issues in global mission today. 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: 2012. As two separate Intensives in February and September at Global Interaction, 597 Burwood Road, Hawthorn  
[February 13 - 17 or September 24 - 28 : 9.00 am -5.00 pm]

Select Bibliography:
Parshall, Phil. Inside the community: Understanding Muslims through their tradition. Grand Rapids: Baker, 1994
This unit will introduce the paradigm shifts required for the church to take an intentionally missional stance in a Western cultural context. It will explore the implications of postmodernity for mission. It will assess the missional effectiveness of the paradigms of the early church and of Christendom. It will propose a paradigm for the emerging missional church, involving examination of the nature of the church and its mission as well as contemporary Western approaches to mission.

Upon successful completion of this unit students will be able to:
1. Articulate some of the significant features of postmodernity and their implications for mission.
2. Demonstrate an understanding of missional ecclesiology.
3. Outline and assess several models of the contemporary missional church.

Pre-requisites and exclusions:
For DM124, no pre-requisites.
For DM224, 30 points in Fields B, C or D; DM101 if part of a missiology major. Students may not obtain credit for both DM124/224 and DM243/343 New Missional Communities.

Class Time: 35 hours over five days
Assessment: Level 1: One 1,000 word book review (20%)
One 1,500 word essay (40%)
One 1,500 word research project (40%)
Level 2: One 1,000 word book review (20%)
One 1,500 word essay (40%)
One 2,000 word research project (40%)

Faculty: D Cronshaw (Co-ordinator)

Offered 2012. As a Residential Intensive (location to be confirmed)
[January 16 - 20 : Accommodation costs additional to the unit fee]
[Contact darren.cronshaw@buv.com.au for details]

Select Bibliography:
Barker, Ashley J. Surrender all: Sub-merging with Christ. Springvale, Vic.: Urban Neighbours of Hope, 2005
This unit outlines a multicultural vision of the Kingdom of God and explores what it means for the church to work toward this vision in ministry and mission in multicultural Australia.

Upon successful completion of this unit students will be able to:
1. Articulate a multicultural vision for the church.
2. Explain the origin, nature and challenges of multiculturalism in Australia.
3. Identify several models for the local multicultural church.
4. Outline the major challenges facing migrant ethnic churches.
5. Demonstrate awareness of cross-cultural issues in ministry and mission.

Pre-requisites: 30 points in DM or CT or Field B
DM101.15 is required if part of a major or sub-major

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

Faculty: R Langmead

Offered: Semester 1, 2012. Tuesdays: 6.00 – 9.00 pm

Select Bibliography:
Habel, Norman C (ed.). *Religion and multiculturalism in Australia*. Adelaide: AASR, 1992
Law, Eric H.F. *The wolf shall dwell with the lamb: A spirituality for leadership in a multicultural community*. St Louis, MO: Chalice Press, 1993
DM225/325.15  SPIRITUALITY, SUSTAINABILITY AND DISCIPLESHP

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’. Special topics include: the role of the Spirit in mission, approaches to sustainability, the spirituality of activism, the relationship between worship and mission and a Christian response to consumerism.

Upon successful completion of this unit students will be able to:
1. Articulate a spirituality for mission-oriented discipleship.
2. Outline and critically assess models that integrate worship and mission.
3. Develop and explain a personal approach to spirituality and sustainable discipleship.

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

Class time: 35 hours over five days

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

Faculty: D Cronshaw (Co-ordinator)

Offered 2012. As an Intensive (location to be confirmed)
[September 15–19]
[Contact darren.cronshaw@buv.com.au for details]

Select Bibliography:
Barker, Ashley J. Surrender all. Springvale, Vic.: Urban Neighbours of Hope, 2005
Rutba House, School(s) for conversion: 12 marks of a new monasticism. Eugene, OR: Cascade, 2005
Yaconelli, Mike. Messy spirituality. Grand Rapids: Zondervan, 2002
Yancey, Philip. Rumours of another world. Grand Rapids: Zondervan, 2004
DM228/328.15 INTEGRATED CHAPLAINCY TRAINING

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

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

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

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

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

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

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

Faculty: D R Wilson

Offered: Semester 1, 2012

Please note special enrolment procedures for this unit
Applications close December 2 – Orientation December 7 2011
Classes will move each week to various venues – 6.30 – 10.00 pm
[Unit offered alternatively as DP228/328.15]

Select Bibliography:
De Revere, David W et al. Chaplaincy in law enforcement. 2nd edn. Springfield, IL: C C Thomas, 2005
Neff, Blake J. A pastor’s guide to interpersonal communication: The other six days. NY: Haworth, 2006
Pierce, Dennis W. Prison ministry: Hope behind the wall. New York: Haworth, 2006
Stevens, R Paul. The other six days: Vocation, work, and ministry in biblical perspective. Grand Rapids: Eerdmans, 2000
DM230/330.15 CHAPLAINCY IN EDUCATIONAL SETTINGS

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

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

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

Class Time: 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, R Langmead (Co-ordinator)

Offered: 2012. As a Semi-Intensive
        [July 9-11 and September 24-26 : 10.00 am – 5.00 pm]
        [Unit offered alternatively as DP230/330.15]

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

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

Pre-requisites: 30 points in DM, CT or Field B. DM101 if part of a Missiology major
Assessment: Level 2: One 2,000 word essay (40%)
               One educational resource, 1500 wds or equivalent (40%)
               One 1,000 word book review (20%)
Level 3: One 2,500 word essay (40%)
               One educational resource, 1500 wds or equivalent (40%)
               One 1,000 word book review (20%)

Faculty: S Bradbury
Offered: 2012. As an Intensive [July 2 – 13 – 9.30 am – 1.00 pm]
         [At TEAR Australia, 4 Solwood Lane, Blackburn]

Select Bibliography:
Fowler, Alan F. *Striking a balance.* London: Earthscan, 1997
Gordon, Graham. *What if you got involved?*, Carlisle, Paternoster, 2004
Haugen, Gary A. *Good news about injustice.* Downers Grove: InterVarsity Press, 1999
Maggay, Melba P. *Transforming society.* 2nd edn. Quezon City, Philippines: ISACC, 2004
Myers, Bryant L. *Walking with the poor.* Maryknoll: Orbis, 1999
This unit explores some of the major trends and challenges in worldwide Christian mission today. Drawing on recent missiological insights, it explores contextualisation, cross-cultural challenges, holistic mission, inter-religious sensitivities, non-traditional models of mission, short-term mission and the role of global exposure trips.

Upon successful completion of the unit students will be able to:
1. Outline the major trends in global mission today.
2. Critically evaluate the missiological approach of a mission agency.
3. Defend an approach to contextual mission selected from a range of approaches.

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

Class time: Thirty six hours over 4 weekends

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, R Langmead (Co-ordinator)

Offered: Semester 1, 2012. As a Semi-Intensive
Friday evenings 6.00 – 9.00 pm; and Saturdays 9.30 am – 4.30 pm
[Feb 24 and 25; March 23 and 24; April 20 and 21; May 18 and 19]

Select Bibliography:
Shenk, David W. God’s call to mission. Scottsdale, PA: Herald, 1994
DM256/356.15 COMMUNITY DEVELOPMENT

This unit explores the processes of community development from the perspective of the local church while drawing on lessons to be learnt from experiences in the Two-thirds World. It will cover topics such as the evolution of the theory and practice of development, the biblical mandate and models for healthy community, the relationship between church and the wider community, causes of poverty (local and global), needs-based and asset-based development, and the core principles of community organizing, development and empowerment. Case studies from diverse contexts will comprise a significant component of the unit.

Upon successful completion of this unit, it is expected that students will be able to:
1. Give reasons for seeing community development as a core activity of the local church.
2. Outline the dynamics of poverty and marginalisation.
3. Analyse the structure and dynamics of a local community.
4. Design a community development initiative.
5. Especially Level 3: Identify ways in which local community development can learn from global contexts.

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

Class Time: Three hours per week

Assessment: Level 2: One book review of 1,000 words (20%)
One tutorial presentation of 1,500 words (30%)
One 2,500 word essay (50%)

Level 3: One book review of 1,000 words (20%)
One tutorial presentation of 1,500 words (30%)
One 3,000 word essay (50%)

Faculty: A Curtis

Offered: Semester 1, 2012. Thursdays: 6.00 – 9.00 pm

Select Bibliography:
Dudley, Carl S. Community ministry: New challenges, proven steps to faith-based initiatives. Herndon, VA: The Alban Institute, 2002
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.

Pre-requisite: 30 points in DM or CT or Field B
DM101 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 2, 2012. Wednesdays: 6.00 – 9.00 pm

Select Bibliography:
DM258/358.15 MARTIN LUTHER KING JR IN THE QUEST OF THE BELOVED COMMUNITY

An examination of the background, life and legacy of Dr Martin Luther King Jr. There is a focus on “Beloved community”, by which King expressed his dream of God’s coming realm as a global model for mission.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the background and major events of Martin Luther King, Jr’s life.
2. Evaluate King’s contribution within the United States and worldwide.
3. Articulate the place of nonviolence and reconciliation as practices of Christian faith.
4. Especially Level 3: Outline the relevance of King’s life for Christians today.

Pre-requisites: 30 points in DM or CH or CT or biblical studies
DM101 or equivalent if part of a major or sub-major

Assessment:

Level 2:
- One book review of 1,500 words (30%)
- Tutorial presentation (equiv of 1,000 words) (20%)
- One essay of 2,500 words (50%)

Level 3:
- One book review of 1,500 words (30%)
- Tutorial presentation (equiv of 1,000 words) (20%)
- One essay of 3,000 words (50%)

Faculty: P Dekar

Offered: As an Intensive
[September 17-21 and 24-28; 9.30 am to 1.00 pm]
[Unit offered alternatively as CH258/358.15]

Select Bibliography:
* = set texts recommended for purchase:
Carson, Clayborne and Kris Shepard (eds). A call to conscience: The landmark speeches of Dr Martin Luther King, Jr. Grand Central, 2002. CD-ROM also available
Carson, Clayborne and Peter Holloran (eds). A knock at midnight: Inspiration from the great sermons of Martin Luther King, Jr. London: Abacus, 1999. CD-ROM also available
Clayborne, Carson (ed.). The autobiography of Martin Luther King, Jr. London: Abacus, 2000
DM265/365.15 UNDERSTANDING ISLAM

This unit will introduce students to Islam by studying its historical development and examining its worldview. Students will have the opportunity to listen to a Muslim teacher and visit a mosque. The assessment will include dialogue with a Muslim. Particular attention will be given to the dominant Muslim worldview: Folk Islam; Muslim apologetics; the role of the Quran and the hadith; Christian-Muslim relations; and Islam in Australia. The unit will focus mainly on Sunni Islam, with some reference to Shiite and Sufi expressions.

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

1. Outline the basics of Islamic history, beliefs and practices.
2. Identify aspects of the dominant Muslim worldview and evaluate their outworking in Islamic thought and practice.
3. Demonstrate an understanding of Muslim points of view and articulate a Christian response.

Pre-requisite:
Level 2: 30 points in DM or CT or Field B
DM101.15 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: D O’Brien, R Langmead (Co-ordinator)

Offered: Semester 2, 2012. Thursdays: 6.00 – 9.00 pm

Select Bibliography:
Parshall, Phil. *Inside the community: Understanding Muslims through their tradition*. Grand Rapids: Baker, 1994
DM398.15 CONFERENCE STUDY IN MISSIOLOGY

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

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

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

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

Pre-requisite: 45 points in Missiology

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

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

Faculty: R Langmead

Offered: 2012
By arrangement with Faculty
DM399.15/30 SUPERVISED READING UNIT IN MISSIOLOGY

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

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

Pre-requisite: 75 points in Missiology

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

Faculty: R Langmead

Offered: 2012
By arrangement with Faculty
DP204/304.15 PASTORAL CARE IN GRIEF AND LOSS, LIVING AND DYING

This unit provides pastoral education about the inevitability of loss, the importance of grief, and the phenomenon of dying as part of the process of living. Teaching will be grounded in spiritual, theological, cultural and scientific resources, and will engage the student as a person (ie. his/her own personal experience and beliefs about grief and loss) as well as a helping professional (ie. pastoral skills needed to care of others). Subjects covered will include issues of death and dying, grief processes, senses of meaning and purpose, and the importance and nature of hope for individuals, families and communities dealing with loss.

Upon successful completion of the course, students will be able to:
1. Demonstrate greater self-awareness and an understanding of their own losses and personal grieving styles, as well as a greater sense of compassion regarding the losses suffered by those in their care.
2. Appreciate the complexity and potentially devastating effects of repeated and/or unresolved losses and grief in their own lives and the lives of those in their care.
3. Articulate clinically and theologically the processes of grieving, mourning and bereavement associated with loss and dying.
4. Develop pastoral care strategies to guide others in times of crisis, trauma, and loss, both in individual and congregational settings.

Pre-requisite: Level 2: DT 101  
Level 3: DT 101 plus 15 points in Pastoral Studies

Assessment: Level 2: One 2,000 word portfolio of action/reflection exercises (50%)  
One 2,500 word essay (50%)
Level 3: One 3,000 word portfolio of action/reflection exercises (50%)  
One 3,000 word essay (50%)

Faculty: F Nuzzolese

Offered: 2012. As an Intensive  
[July 9-13 and 16-20; 9.30 am – 1.00 pm]

Select Bibliography:
DP228/328.15 INTEGRATED CHAPLAINCY TRAINING

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

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

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

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

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

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

Faculty: D R Wilson

Offered: Semester 1, 2012 Please note special enrolment procedures
Applications close December 2–Orientation December 7 2011
Classes will move each week to various venues – 6.30 – 10.00 pm
[Unit offered alternatively as DM228/328.15]

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

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

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

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

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

Offered: 2012. As a Semi-Intensive
[July 9 - 11 and September 24 - 26 : 10.00 am – 5.00 pm]
[Unit offered alternatively as DM230/330.15]

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

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

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

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

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

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

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

Enrolment:
Students are responsible for applying to the SPE program of their choice, and payment of the appropriate fees for that program. Upon acceptance in a program, students should enrol for the subject DP236.30. A fee is charged to cover the teaching component of this unit charged by the Melbourne College of Divinity.

Assessment:
Each program will have its own assessment requirements. To obtain BTheol credit, each student will be expected to provide to the Faculty member listed below:

1. Evidence that he or she has completed a course of SPE of at least 400 hours duration at a centre, and under supervision, accredited by ASPEA.
2. A brief reflection statement concerning the continuing impact of SPE learning upon his or her ministry. An interview with the Faculty member may also be required. The subject is marked on a Pass/Fail basis only.

Faculty: R Wright (Co-ordinator)

Offered: 2012
By arrangement with Faculty
DP238/338.15 THE WORLD OF THE CHILD:  
AN INTRODUCTION TO CHILDREN’S MINISTRY

This unit explores theologically and pastorally the nature and practice of ministry with children. Drawing upon theologies of personhood, church, mission and formation, participants will consider the social, developmental and spiritual world of the child and how these factors impact upon ministry with and for children and their families. Special focus will be given to the ethical and legal demands of safe practice in ministry with children.

Upon successful completion of this unit, students should be able to:
1. Demonstrate an informed appreciation for the world of children
2. Articulate a theology of the child
3. Assess models of mission and pastoral care with children and their families, including the evaluation of the ethical and legal demands of safe practice
4. Identify and develop educational tools sensitive to the formation of children.

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

Class Time: Three hours per week

Assessment: Level 2: One 2,000 word essay or ministry project (50%)
One 1,000 word field-trip report (25%)
One 1,000 word tutorial paper (25%)

Level 3: One 3,000 word essay or ministry project (40%)
One 1,000 word field-trip report (20%)
One 1,000 word ministry resource review (20%)
One 1,000 word tutorial paper (20%)

Faculty: B Barnett (Co-ordinator), J Waldron

Offered: Semester 2, 2012. Mondays: 6.00 – 9.00 pm

Select Bibliography:
Supervised Theological Field Education (STFE) provides a framework for reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, skills and identity impact on a student's formation for ministry. Students are required to be engaged in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP268/368 in consecutive semesters).

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

Pre-requisite: Interview and acceptance into the program by the Director of Field Education
Must be taken in conjunction with DP269/369 in consecutive semesters (Sem 1, 2013)

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

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

Assessment:

<table>
<thead>
<tr>
<th>Level 2</th>
<th>One Goal Setting exercise</th>
<th>750 words</th>
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</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>750 words</td>
</tr>
<tr>
<td></td>
<td>Two class presentations of case studies/verbatims</td>
<td>each 1,000 words</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</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>
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<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>

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

- Interview and acceptance into the program by the Director of Field Education
- Must be taken in conjunction with DP369 in consecutive semesters - Sem 1, 2013

Select Bibliography:
Wright, Roslyn H. *Supervised theological field education handbook*. Melbourne: Whitley College, 2009
Supervised Theological Field Education (STFE) provides a framework for reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, skills and identity impact on a student's formation for ministry. Students are required to be engaged in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP267/367 in the preceding semester).

Upon satisfactory completion of the two units, students will be able to:
1. Demonstrate intentionality in ministry through setting ministry learning and personal development.
2. Reflect theologically on ministry experience through engagement in personal and peer supervision using sources and methods gained during the course of the unit.
3. Identify core aspects of their operational theology.
4. Demonstrate the importance of their ministry identity.
5. Receive critical and evaluative feedback from members of a congregation or agency.
6. Engage in self-evaluation with their supervisor, the peer group and the congregational committee.

Pre-requisites:
- Satisfactory completion of DP267/367.15 in preceding semester (Sem 2, 2011)
- Interview and acceptance 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

Assessment:
- Level 2:
  - One Goal Setting exercise 500 words
  - One End of semester self-evaluation 500 words
  - Two class presentations of case studies/verbatims each 750 words
  - One essay 1,500 words
- Level 3:
  - One Goal Setting exercise 750 words
  - One End of semester self-evaluation 750 words
  - Two class presentations of case studies/verbatims each 750 words
  - One essay 2,000 words

The subject is marked on a Pass/Fail basis.

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, 2012. Tuesdays: 8.30 – 10.30 am

Select Bibliography:
- Wright, Roslyn H. *Supervised theological field education handbook*. Melbourne: Whitley College, 2010
This unit offers advanced students the opportunity to study a specific theme in pastoral studies through participation in a scholarly conference addressing that theme.

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

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

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

Pre-requisite: 45 points in Pastoral Studies

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

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

Faculty: A Mallaby

Offered: 2012
By arrangement with Faculty
DP399.15/30  SUPERVISED READING UNIT IN PASTORAL STUDIES

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

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

Pre-requisite: 75 points in Pastoral Studies
Assessment: Total of 5,000 words for 15 points credit
Total of 10,000 words for 30 points credit
Faculty: A Mallaby
Offered: 2012
By arrangement with Faculty
This unit explores the significance of the shared meal to the Christian experience of faith. Drawing upon perspectives of theology, biblical studies, missiology, sociology and psychology, we will consider the central role eating together plays in the Christian tradition of hospitality, the nature of Christian community, and as metaphor and method in the mission of the church. Throughout, participants will be encouraged to consider the daily routines, rituals and rites of passage celebrated at the table as rich resources for spiritual formation, both individually and corporately.

Successful completion of this unit will enable participants to:
1. Engage with and bring into conversation biblical, historical, and contemporary perspectives on a ritual of daily life.
2. Explore and critique dominant patterns of social and familial interaction, expressions of community, and cultural norms and practices.
3. Draw more effectively upon the daily routines, rituals and rites of passage celebrated at the table as rich resources for spiritual formation.

Pre-requisite: 30 points in Field D
Class time: Three hours per week including lectures, tutorials, field work and shared meals
Assessment: Level 2: One 1,000 word reflection/tutorial paper (25%)
One 1,000 word film response paper (25%)
One 2,000 word essay (50%)
Level 3: One 1,000 word reflection/tutorial paper (20%)
One 1,000 word film response paper (20%)
One 3,000 word essay (60%)
Faculty: S Holt
Offered: 2012. As an Intensive at Collins Street Baptist Church
[February 13 - 17 and 20 - 24; 9.30 am – 1.00 pm]

Select Bibliography:
Capon, Robert F. The supper of the lamb. Doubleday, 1969
Luard, Elizabeth. Sacred Food: Cooking for spiritual nourishment. MQ Publications, 2001
Miles, Sara. Take this bread: a radical conversion. Ballantine, 2007
Pohl, Christine D. Making room: Recovering hospitality as a Christian tradition. Eerdmans, 1999
DS208/308.15 SPIRITUALITY: TRANSFORMING LIFE

This unit explores the integration of spirituality with the practice and theology of ministry. Students will be introduced to a range of theoretical and experiential tools with which to explore the inward or contemplative and outward movements of the spiritual journey, the art and craft of discernment, and the significance of their personal identity in shaping their ministry practice.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a personal ministry identity.
2. Describe and explore the relationship between identity and a personal sense of vocation, giftedness and service.
3. Identify and analyse critical elements that enhance or restrict their spiritual growth.
4. Demonstrate the use of various resources and disciplines in the support and sustenance of their spiritual life for ongoing ministry.
5. Formulate and explain the interrelationship between the contemplative and the practical dimensions of ministry.

Pre-requisite: Students should normally have completed 60 points across fields B, C and D

Class Time: Three hours per week

Assessment: Level 2:
- One 1,000 word book report (20%)
- One 1,000 word reflective summary of journal (30%)
- One 2,000 word essay (50%)

Level 3:
- One 1,500 word book report (20%)
- One 1,500 word reflective summary of journal (30%)
- One 2,500 word essay (50%)

Faculty: R Wright

Offered: Semester 2, 2012. Tuesdays: 2.00 – 5.00 pm

Select Bibliography:
* = set texts recommended for purchase
Bass, Dorothy C (ed.). Practicing our faith: A way of life for a searching people. 2nd edn
San Francisco: Jossey-Bass, 2010
Borg, Marcus J. The heart of Christianity: Rediscovering a life of faith. San Francisco:
HaperSanFrancisco, 2003
Driskill, Joseph D. Protestant spiritual exercises: Theology history and practice.
Harrisburg: Morehouse Publishing, 1999
**Marcuson, Margaret J. Leaders who last: Sustaining yourself and your ministry. New
York: Seabury Books, 2009
Mulholland, M. Robert. The deeper journey: Discovering your true self. Downers Grove,
Nouwen, Henri J M. Reaching out: The three movements of the spiritual life. Glasgow:
Fount Paperbacks, 1980
**Palmer, Parker J. Let your life speak: Listening for the voice of vocation. San Francisco:
Jossey-Bass, 2000
Peck, M. Scott. The road less travelled and beyond: Spiritual growth in and age of anxiety.
London: Rider, 1997
Silf, Margaret. Taste and see: Adventuring into prayer. London: Darton, Longman and
Todd, 1999
DS399.15/30  SUPERVISED READING UNIT IN SPIRITUALITY

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

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

Pre-requisite: 75 points in Spirituality

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

Faculty: R Wright

Offered: 2012
By arrangement with Faculty
DT101.15 LIVING THE FAITH:
SPIRITUALITY, VOCATION AND COMMUNITY

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

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

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

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

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

Faculty: A Mallaby

Offered: Semester 1, 2012. Thursdays: 9.30 am – 12.30 pm

Select Bibliography:
DT398.15 INTEGRATING THEOLOGICAL STUDY

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

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

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

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

Pre-requisite: 300 points in the degree
Assessment: One essay of 5,000 words or equivalent
Faculty: R Langmead or F Rees
Offered: 2012
By arrangement with Faculty

Select Bibliography:
ADVANCED DIPLOMA IN THEOLOGY

DIPLOMA IN THEOLOGY
The Melbourne College 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 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 Associate Diploma in Ministry from the Melbourne College of Divinity for those who want to extend their studies.

The Associate Diploma in Ministry will be awarded to students who have successfully completed 120 points (8 units) at either BTheol level or diploma-only level (Transformation units), 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</td>
<td>2 units Biblical Studies&lt;br&gt;2 units Christian Thought &amp; History&lt;br&gt;2 extra units in either/both of these Fields</td>
<td></td>
<td>→ BTheol or BMin</td>
</tr>
<tr>
<td></td>
<td>16 units at BTheol level</td>
<td></td>
<td></td>
<td>Maximum 240 points credit into BTheol or BMin, provided core requirements of BTheol or BMin are met</td>
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</table>

**Specialised stream:**
Plus 8 units in one of the areas: Pastoral Ministry, Philosophy or Social Justice [AdvDipPastMin; AdvDipPhil; AdvDipSocJ]  

<table>
<thead>
<tr>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN101 AND BH101</td>
<td>CH111 AND CT101</td>
<td>CH1/2 OR CT1/2</td>
<td>CH1/2 OR CT1/2</td>
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<tr>
<td>BN1/2 OR BH1/2</td>
<td>BN BH</td>
<td>CH CT</td>
<td></td>
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</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

### Structure
- **Diploma in Theology**
  1 year full-time
  3 years part-time
- **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]

### Core Requirements
- **General stream:**
  - 8 semester units
- **Specialised stream:**
  - 4 units in one of the areas:

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

### Pathways
- Maximum 120 points credit into BTheol or BMin, provided core requirements of BTheol or BMin are met.

### 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>
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<tbody>
<tr>
<td>BN101</td>
<td>BH101</td>
<td>CH111/2</td>
<td>CT101</td>
</tr>
<tr>
<td>BN</td>
<td>BH</td>
<td>CH</td>
<td>CT</td>
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</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 OFFERED IN 2012

(♦ Indicates units offered in 2012)

TRANSFORMATION DIPLOMA PROGRAM:

♦DAL103.15 English for Theology
♦DCH121.15 The Church Then and Now
DCT124.15 Christian Experience of God and the World
DCH125.05 Baptist Identity and Leadership (To be revised)
DCH125.05 Baptists and the Story of the Church (To be revised)
DCT127.15 Word and Spirit: The Mission of the Church
DDP128.15 Learning in Context
♦DDP129.15 Leadership in Community and Worship
DAL103.15 ENGLISH FOR THEOLOGY

[For students in the TransFormation Program only]

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

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

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

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

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

Faculty: J Stewart

Offered: 2012. 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
DCH121.15  THE CHURCH, THEN AND NOW

[For students in the TransFormation Program only]

This unit provides an introductory survey of the origins, theology and mission of the church, with specific reference to Baptist perspectives on these themes.

Upon successful completion of this unit students will be able to:
1. Identify several biblical images of the church.
2. Describe central elements in the history and theology of the Baptist movement.
3. Articulate their understanding of the role and mission of the church today.
4. Explain simply some biblical and theological perspectives on baptism and the Lord’s Supper.

Assessment:  
One 1,500 word essay (60%)
One 1,000 word Bible study (20%)
One 1,000 word tutorial paper (20%)

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

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

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

Select Bibliography


DDP129.15 LEADERSHIP IN COMMUNITY AND WORSHIP

[For students in the TransFormation Program only]

This unit provides a basic introduction to aspects of pastoral leadership, including care of a congregation, the development of its mission and leading worship.

Upon successful completion of the unit students will be able to:
1. Identify key principles of pastoral care within a congregation.
2. Formulate a plan for the development of their own congregation’s mission activities.
3. Prepare and evaluate a service of worship for a specific congregation and occasion.
4. Prepare and evaluate a sermon on a given topic or theme.

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: One 1,000 word paper outlining a program; for pastoral care of your congregation (25%)
One 1,000 word paper defining the mission statement as developed with the leadership of your church (25%)
Order of Service, annotated with explanation (25%)
Sermon text of 1,000 words (25%)

Faculty: J Stewart and other Whitley Faculty

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

Select Bibliography:
Drury, Keith. The wonder of worship: Why we worship the way we do. Indianapolis, IN: Wesleyan, 2002
Guthrie, Clifton F. From pew to pulpit: A beginner’s guide to preaching. Nashville: Abingdon, 2005
How to present assignments and cite references at Whitley College

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

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

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

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

Assignments are not accepted by email or fax.

◇ Late assignments and Extensions Note that the policies below take effect in 2012
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, available from the office, the Whitley web site downloads page or the MCD web site.

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

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

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

It is Whitley policy to use inclusive language in both teaching and assignments. It is not hard to use ‘humankind’ instead of ‘mankind’, and so on. Sometimes using the plural helps. For example:

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

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

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

If you find it difficult to use inclusive language, consult a guide.¹

Grades

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Fail</td>
<td>F</td>
<td>less than 50%</td>
</tr>
<tr>
<td>Pass</td>
<td>P</td>
<td>50 to 64%</td>
</tr>
<tr>
<td>Credit</td>
<td>C</td>
<td>65 to 74%</td>
</tr>
<tr>
<td>Distinction</td>
<td>D</td>
<td>75 to 84%</td>
</tr>
<tr>
<td>High Distinction</td>
<td>HD</td>
<td>85% or more</td>
</tr>
</tbody>
</table>

Here are some simple guidelines on what each grade means:

F \hspace{1cm} Inadequate understanding of the subject; little knowledge of the area; little insight or reading in evidence.
   \hspace{1cm} *Doesn’t even know what the questions are.*

P \hspace{1cm} Adequate understanding of information concerning the subject, but little critical awareness or insight shown.
   \hspace{1cm} *Knows what the questions are.*

C \hspace{1cm} Competent grasp of information on the subject, plus an awareness of some important themes and critical issues.
   \hspace{1cm} *Knows some of the major answers to the questions.*

D \hspace{1cm} Clear grasp of information and major themes, plus an ability to offer constructive comment on these themes and critical issues.
   \hspace{1cm} *Able to critique the major answers.*

HD \hspace{1cm} As for D, but showing in addition an ability to integrate the insights from contemporary resources, tradition and personal experience.
   \hspace{1cm} *Able to provide some answers of their own.*

Clearly other factors come into play as well. Answering a question which is not quite the question asked will attract a lower grade. An assignment in which part of the task is completed well but another has been ignored or treated inadequately will also attract a lower grade. Sufficiently poor expression or poor presentation (such as a missing bibliography or footnotes) may warrant a lower grade. Poor spelling or grammar begins to be marked down when the marker can't understand what the student is getting at.

**Citing References**

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

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

1 **The footnote system**

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

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

**Some footnote examples**

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

**Simple book**


**Book with more publishing information**


**Edited book**


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


⁴ Bauckham, *Bible and mission*. 122
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.


Remenyi, Joe. 'What is development?' In Key issues in development, eds. Damien Kingsbury et al. Basingstoke, UK: Palgrave Macmillan, 2004. 22-44.
Smith, Joan. <jsmith@unimelb.edu.au>. 'Theology and universities'. Private email message to Joe Bloggs, <jbloggs@hotmail.com>. 15 February 2006.

2 The author-date system

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

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

In-text citation

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

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

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

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

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

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

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

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

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

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


Further information on citation

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

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

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

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


Don’t be worried by minor differences between citation systems. In the end, there is room for personal preference as long as the information about your references is presented fully, clearly and consistently.
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
<table>
<thead>
<tr>
<th></th>
<th>Principal Dates for 2012</th>
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<tbody>
<tr>
<td><strong>FEBRUARY</strong></td>
<td><strong>INTENSIVE COURSES COMMENCE</strong> <em>(CHECK DATES)</em></td>
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<tr>
<td></td>
<td>6-9                                        Candidates' Retreat</td>
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<td>17                                         <strong>SEMESTER 1 ENROLMENTS CLOSE</strong></td>
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<td><strong>MARCH</strong></td>
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<td><strong>APRIL</strong></td>
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<td><strong>STAFF AND STUDENTS’ DAY RETREAT</strong></td>
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<td><strong>NON-TEACHING PERIOD</strong> (INCLUDING EASTER)**</td>
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<td><strong>SEMESTER 1 CLASSES RESUME</strong></td>
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<td><strong>MAY</strong></td>
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<td><strong>QUEEN’S BIRTHDAY PUBLIC HOLIDAY</strong></td>
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<td><strong>EXAMINATION WEEK, SEMESTER 1</strong></td>
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<td><strong>JULY</strong></td>
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<td><strong>JULY</strong></td>
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<td><strong>AUGUST</strong></td>
<td><strong>ANNUAL MISSION LECTURE</strong></td>
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<td><strong>OCTOBER</strong></td>
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<td><strong>NOVEMBER</strong></td>
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<td><strong>DECEMBER</strong></td>
<td><strong>EXAMINATION WEEK, SEMESTER 2</strong></td>
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<tr>
<td></td>
<td><strong>END OF YEAR CELEBRATION</strong></td>
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<tr>
<td><strong>DECEMBER</strong></td>
<td><strong>PUBLICATION OF END OF YEAR RESULTS</strong></td>
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<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
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| 8.30 – 10.30 am  
DP269/369.15  
Supervised Theol Field Education  
Roslyn Wright  
9.30 am - 12.30 pm  
BN101.15 (SA)  
Interpreting the New Testament  
Keith Dyer | 9.30 am - 12.30 pm  
CT101.15  
Beginning Theological Studies  
Frank Rees | 9.30 am - 12.30 pm  
DT101.15  
Living the Faith  
Anne Mallaby | FRIDAY  
9.30 am - 12.30 pm  
AL103.15  
English for Theol Studies  
Lynne Dyer |
| 11.00 am Chapel | 12.40 pm Prayers | 12.40 pm Prayers |  |
| 2.00 – 4.00 pm  
DP469.15  
Supervised Theol Field Education  
Roslyn Wright  
2.00 – 5.00 pm  
AL111.15  
Biblical Hebrew  
Val Billingham  
DL201/301.15  
Theol & Practice of Christn Worship  
Nathan Nettleton | 2.00 - 5.00 pm  
AL102.15  
New Testament Greek A  
Marita Munro | 2.00 – 5.00 pm  
BS/DE320.15  
The Use of the Bible in Ethics  
Keith Dyer  
CH111.15  
Christianity thru’ Centuries: Early  
Marita Munro |  |
| 6.00 - 9.00 pm  
BH315.15  
SYNDAL BAPTIST CHURCH  
Preaching and Teaching the Old Testament  
Mark Brett/Fiona Hill | 6.00 - 9.00 pm  
CH/CT204/304.15  
History & Theol of Baptist Churches  
Marita Munro  
DM207/307.15  
Multicultural Church  
Ross Langmead | 6.00 - 9.00 pm  
BN201/301.15  
The Gospel of Mark  
Keith Dyer  
DM/DP228/328.15  
Integrated Chaplaincy Training  
David Wilson | 6.00 - 9.00 pm  
DM256/356.15  
Community Development  
Andrew Curtis |
| 6.00 - 9.00 pm | 6.00 - 9.00 pm | 6.00 - 9.00 pm |

**INTENSIVES:**  
**JANUARY:**  
DM124/224.15  
New Paradigms for Missional Church (D Cronshaw) – Residential Intensive (location to be confirmed); [Jan 16–20]  
**FEBRUARY:**  
▲ DM119/219.15  
Contextual Mission (B Newnham) – Intensive at GIA, 597 Burwood Road, Hawthorn [February 13-17];  
FEB - MAY  
■ DM236/336.15  
Global Mission (B Newnham) – Fri 6.00 – 9.00 pm & Sat 9.00 am – 4.30 pm;  
[Feb 24 & 25; March 23 & 24; April 20 & 21; May 18 & 19]  
CH/CT219/319.15 Agents of Reconciliation (K Clements) – Intensive – [Feb 13-17 and 20-24; 9.30 am – 1.00 pm]  
DS206/306.15  
Table Spirituality (S Holt) – Intensive at Collins Street Church [Feb 13-17 and 20-24; 9.30 am – 1.00 pm]  
**MARCH-MAY:**  
▼ ■ DM101.15  
Holistic Witness (R Langmead) – Semi-Intensive at New Hope Church –  
[Mar 3, 17 & 31; Apr 14 & 28; May 12 & 26 : 9.00 am – 1.00 pm]
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY/SATURDAY</th>
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<tbody>
<tr>
<td>8.30 – 10.30 am</td>
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<td>9.30 am - 12.30 pm</td>
<td>9.30 am - 12.30 pm</td>
<td>FRIDAY 9.30 am - 12.30 pm</td>
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<tr>
<td>11.00 am Chapel</td>
<td>2.00 - 5.00 pm</td>
<td>2.00 - 5.00 pm</td>
<td>2.00 - 5.00 pm</td>
<td>SATURDAY NEW HOPE CHURCH 9.00 am – 1.00 pm</td>
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<td>6.00 – 9.00 pm</td>
<td>FRIDAY/SATURDAY WHITLEY FRI - 6.00 - 9.00 pm and SAT - 9.30 am – 1.00 pm</td>
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<td>CT233/333.15 Lives of Faith Frank Rees</td>
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</tbody>
</table>

**INTENSIVES:**
- JULY: DM231/331.15 Micah Mandate (S Bradbury) – Intensive at TEAR, 4 Solwood Place, Blackburn [July 2 – 13]
- DM204/304.15 Pastoral Care in Grief and Loss (F Nuzzolese) – Intensive – [July 9-13 and 16-20, 9.30 am – 1.00 pm]
- JULY-SEPT: DM/DP230/330.15 Chaplaincy in Educational Settings – Intensive – [July 9-11 and September 24-26, 10.00 am – 5.00 pm]
- JULY-NOV: CH112.15 Christianity thru’ Centuries: Reformation (M Munro) – Semi-Intensive at New Hope Church – [Jul 28; Aug 11 & 25; Sep 8; Oct 6 & 20; Nov 3 : 9.00 am – 1.00 pm]
- AUG-SEPT: CT233/333.15 Lives of Faith (F Rees) – Semi-Intensive; [Fri 6.00 - 9.00 pm & Sat 9.30 am-12.30 pm) Aug 3 & 4 & 24 & 25; Oct 5 & 5 & 19 & 20
- SEPTEMBER: DM119/219.15 Contextual Mission (B Newnham) – Intensive at GIA, 597 Burwood Road, Hawthorn – [September 24-28]
- CH/DM2/358.15 Martin Luther King Jr in the Quest of the Beloved Community (P Dekar) – Intensive – [Sept 17-21 and 24-28; 9.30 am – 1.00 pm]
- DM225/325.15 Spirituality, Sustainability and Discipleship (D Cronshaw) – Intensive (venue to be determined) – [September 15 – 19]
Map of Whitley College