

2017 Course and Unit Outlines UNDERGRADUATE DIPLOMAS





2017

Undergraduate Diploma Information

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Forming Faith Hope & Love
2017: Love & Justice

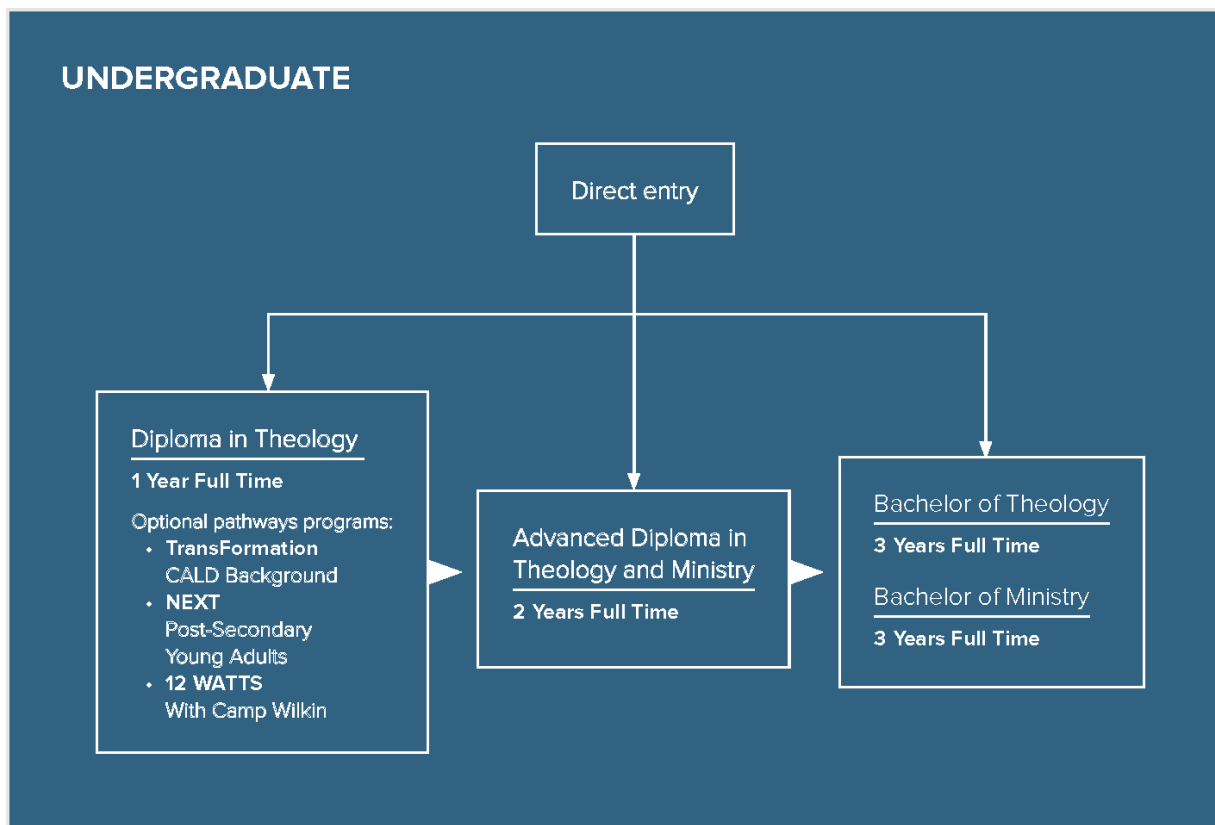
UNDERGRADUATE STUDIES: DIPLOMAS

The units detailed in this handbook are available to be undertaken for credit towards an undergraduate diploma.

For entry to these courses, a pass in the VCE (or equivalent) is required, unless special permission is granted for 'provisional' entry. If previous studies have not been undertaken in English, students will be required to produce evidence of English language proficiency.

The purpose of your study and the depth at which you wish to explore will influence which pathway is right for you.

This material is only a summary. For more details see the University of Divinity website: www.divinity.edu.au.



Diploma in Theology

The Diploma in Theology is an entry-level award, which requires 120 credit points (8 units) and takes a minimum of one year and a maximum of four years to complete. Studies at this level seek to provide an overview of the Bible and an introduction to theological study. A Diploma in Theology prepares students for higher levels of study.

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

Advanced Diploma in Theology and Ministry

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

Course Structure: 240 points (16 units), including at least 1 unit in each of Hebrew Bible, New Testament, Church History and Systematic Theology; and an extra 2 semester units in either or both of Fields B and C. A student who has completed a Diploma in Theology may be granted credit or 120 points towards this award.

DIPLOMA PATHWAYS

The following specialised options are available for completing the Diploma in Theology.

NEXT

NEXT is designed for post-secondary students who are in transition between whatever is now to whatever is... well... next. The program caters for students aged 18 through to their mid-twenties in which spirituality academic study, cultural discernment, purposeful living and just-seeking opportunities are focused towards faith and ministry formation.

NEXT is a unique experience of spiritual formation and personal development tailor-made for emerging and young adults. The Core of NEXT comprises five units toward a Diploma in Theology.

TransFormation

The TransFormation program provides training for Church Leaders from all denominations of non-English speaking backgrounds. It combines study, spiritual growth, worship and community experience which are essential for the formation of Christian leaders. TransFormation is designed to help people overcome the obstacles of time, money and language that have previously prevented them from attending existing courses of college study.

The TransFormation program is open to women and men from culturally and linguistically diverse (CALD) backgrounds who have their Church's support and encouragement. Lectures are in English with time for questions and sharing in your language group where possible.

The Diploma in Theology through TransFormation is offered part-time over 12 Saturdays a year. It generally takes most students four and a half years to complete, however, with extra work capable students can complete their diploma in three years.

Students must show they can successfully complete AL0103W English for Theology before enrolling in any other units offered through TransFormation.

12WATTS

The 12WATTS program has been set up to offer a Gap year to students before entering University or the work place but also for any young person searching after finishing Year 12. This program is run by Baptist Camping Victoria in conjunction with Whitley College and the Victorian Fitness Academy. This course will push you in body, mind and spirit with time for reflection. Students will live with the team at the Anglesea centres and be trained in outdoor activities (Certificate 4 Sport & Recreation; grounds; business admin) and first year diploma of theological study.

12WATTS students can complete five units towards a Diploma in Theology in their first year, and a complete diploma if in the program for two years.

UNDERGRADUATE DIPLOMA UNIT OUTLINES

The following pages detail all undergraduate diploma coursework units offered by Whitley College in 2017.

Please refer to the 2017 timetable on our website for scheduling details.

Units are listed alphabetically/numerically based on the unit code, which follows the structure **FDLxyzW**:

F	Field	A Humanities B Biblical Studies C Christian Thought and History D Theology: Mission and Ministry	
D	Discipline	Humanities	AL Biblical Languages AL Languages ancient and modern AR Religious Studies
		Biblical Studies	BA Old Testament BN New Testament BS Biblical Studies
		Christian Thought and History	CH Church History CT Systematic Theology
		Theology: Mission and Ministry	DA Mission and Ministry DD Spiritual Direction DL Liturgy DM Missiology DP Pastoral Theology and Ministry DS Spirituality DT Moral Theology
L	Level	0 Diploma (undergraduate) 1 Undergraduate Foundational 2 Undergraduate, level 2 3 Undergraduate, level 3 8 Postgraduate Foundational 9 Postgraduate Elective	
xyz	Unit number	x = 7 indicates Online mode	
W	Teaching College	W = Whitley	

Diploma in Theology

The units listed below and detailed on the following pages are available to be undertaken for credit towards a Diploma in Theology.

Full details of course structure, entry requirements and field descriptions are available in the Student Handbook.

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AL0103W English for Theology

Offered: 2017: On ten Saturdays throughout the year: February – November
[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, it is expected that 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.

Prerequisites: This 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 throughout 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: TBA

Recommended Reading:

* = set texts recommended for purchase

Ackroyd, Ruth and David Major. *Shaping the tools: Study skills in theology*. London: Darton, Longman & Todd, 1999

Baptist World Alliance, Study and Research Division. *We Baptists*. Franklin, TN: Providence House, 1999

Dodd, Debbie. *Dictionary of theological terms in simplified English*. Wheaton: EMIS, 2003

Gill, Athol. *Life on the road*. Dandenong, Vic.: UNOH Publishing, 2009

Kelly, Gabrielle. *English for theology*. Adelaide: Australian Theological Forum, 2004

Kelly, Gabrielle and Joy Sandefur. *Bible dictionary: Dictionary of biblical and theological terms*. Hindmarsh, SA: ATF Press, 2008.

Migliore, Daniel L. *Faith seeking understanding: An introduction to Christian theology*. 2nd edn. Grand Rapids: Eerdmans, 2004

Murphy, Raymond. *English grammar in use*. 3rd edn. Cambridge: Cambridge University Press, 2004

BN0146W The Gospel of Luke

Offered: 2017: Intensive - September

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

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

1. Identify the key features of chairing an interactive Bible study.
2. Set the Gospel of Luke within its broader social, political and religious context.
3. Exegete three central passages from Luke's gospel.
4. Develop and demonstrate their skills in applying a range of tools for Biblical interpretations such as dictionaries, commentaries and surveys to a given Scriptural passage.
5. Outline the narrative flow of the Gospel of Luke.

Prerequisites: Nil

Class Time: One week intensive (5 days)

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

Faculty: Mike Esbensen

Recommended Reading:

* = set texts recommended for purchase

Evans, C. *Saint Luke*. London: SCM Press, Philadelphia: Trinity Press International, 1990

Johnson, Luke. *The Gospel of Luke*. Sacra Pagina Series, Harrington D.J. (ed.), Minnesota: Liturgical Press, 1991

Mallison, John. *The small group leader: a manual to develop vital small groups*. Adelaide: Open Book, 1996

Trainor, Michael. *According to Luke: Insights for contemporary pastoral practice*. Melbourne: Collins Dove, 1992

Wright, Tom. *Luke for everyone*. Louisville: Westminster John Knox Press, 2004

BS0131W Engaging the Bible

Offered: 2017: Intensive, February (at Camp Wilkin, Anglesea)
2017: NEXT Program, Semester 1 – 2

This diploma unit introduces students to some of the tools and perspectives employed in the study and interpretation of the Bible, both Old and New Testaments. Emphasis is given to the narrative sweep of Scripture, detailing certain key figures and events within the biblical canon, setting biblical books in context and engaging sympathetically with different forms of biblical literature. Students will employ these perspectives to examine the relevance of the Bible today.

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

1. Outline a brief survey of both the Old and New Testaments including some key events and characters;
2. Recognise different types of biblical literature;
3. Display a developing ability to engage and interpret Biblical texts;
4. Appropriately use tools for Biblical interpretation such as dictionaries, commentaries and surveys;
5. Demonstrate a growing awareness of the role and relevance of the Bible in contemporary life.

Prerequisites: Nil

Class Time: Intensive: 5 days or
NEXT Program: 1½ hours per week (Semester 1 & 2 – whole year)

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

Faculty: Mia Kafieris

Recommended Reading:

* = set texts recommended for purchase

Achtemeier, P C, J B Green and M Meye Thompson, *Introducing the New Testament: Its literature and theology*. Grand Rapids: William B. Eerdmans, 2001.

Brueggemann, W., *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville: Westminster John Knox, 2003.

Coggins, R and J L Houlden (eds.) *A dictionary of biblical interpretation*. London: SCM, 1990.

Collins, R F *Introduction to the New Testament*. London: SCM Press, 1983.

Drane, J *Introducing the Old Testament*. Rev.edn. Oxford: Lion, 2000.

Fee, G D and D K Stuart, *How to read the Bible for all it's worth*. 3rd edn. Grand Rapids: Zondervan, 2003.

Gorman, M.J., *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Peabody: Hendrickson, rev. edn, 2009.

Smith-Christopher, D., *The Old Testament: Our Call to Faith & Justice*. Notre Dame: Ave Maria Press, 2007.

Wright, C.J.H. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids: Zondervan, 2010.

CH0145W Discipleship through the Time Machine

Offered: 2017: Semester 1, Saturday mornings
[Unit offered alternatively as CT0145W]

This unit will focus upon ways in which people throughout history learned to shape their lives around Christian ideas, attitudes and values. It will examine the impact of social, political and cultural factors upon selected individuals' understanding and practice of Christian discipleship. An exploration of their experiences will help shed light upon:

- Life in the early church before Constantine;
- Living in a medieval world;
- The impact of reformation;
- Christianity in the light of modernity;
- Living the Christian faith in a post-modern World.

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

1. Identify different ways in which historical people shaped their lives as Christians from the time of the early church to the present;
2. Evaluate the impact of historical movements upon perceptions and practices of the Christian faith;
3. Demonstrate basic skills in interpreting selected historical sources.

Prerequisites: Nil

Class Time: Four hours per week over 9 sessions

Assessment:	One 1,000 word document study	(20%)
	One 1,000 word tutorial paper	(30%)
	One 2,000 word essay	(50%)

Faculty: Marita Munro

Recommended Reading:

* = set texts recommended for purchase

Bryan, G. McLeod. *Voices in the wilderness: Twentieth Century prophets speak to the new millennium*. Macon, GA: Mercer University Press, 1999.

*Butler Bass, Diana. *A people's history of Christianity*. New York: HarperOne, 2009.

Cox, Harvey. *The Future of faith*. New York: HarperOne, 2009.

Gonzalez, Justo. *The story of Christianity Vols 1 and 2*. New York: HarperOne, 2010.

Grass, Tim. *Modern church history*. London: SCM, 2008.

MacCulloch, Diarmaid, *A history of Christianity*. London: Penguin, 2010.

McLeod, Hugh. *The religious crisis of the 1960s*. Oxford: OUP, 2007.

Noll, Mark A. *Turning points: decisive moments in the history of Christianity*. Grand Rapids, Mich.: Baker Academic, 2012.

CT0010W Living the Biblical Stories

Offered: 2017: Semester 1 – 2 [NEXT program students only]

This is an integrated unit, drawing on input from various theological disciplines. The unit will broadly consider four main areas:

- Personal discipleship and communal formation
- The stories that shape us
- Love and faithfulness in relationships
- Practising justice in every area of life

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

1. Develop a statement of discipleship that includes personal and communal dimensions
2. Demonstrate an understanding of the links between Biblical narratives and their experience of communal and personal stories
3. Reflect theologically upon their practices of love, faithfulness, and justice in everyday life

Prerequisites: Nil

Class Time: 1½ hours per week (Semester 1 & 2 – whole year)

Assessment:	3 x 500 word reflection papers	(50%)
	1 x 500 word class presentation	(20%)
	1 x 1000 word essay	(30%)

Faculty: Mia Kafieris

Recommended Reading:

* = set texts recommended for purchase

Bass, D. C., ed. *Practicing Our Faith: A Way of Life for a Searching People*. San Francisco: Jossey-Bass, 2010.

Benner, D.G. *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. Downers Grove, Illinois: IVP Books, 2004.

Driskill, J.D. *Protestant Spiritual Exercises: Theology, History, and Practice*. Harrisburg: Morehouse Publishing, 1999.

Fiddes, P.S., ed. *Faith in the Centre: Christianity and Culture*. Oxford: Regent's Park College, 2001.

Graham, E., H. Walton and F. Ward. *Theological Reflection: Methods*. London: SCM Press, 2005.

Wilhoit, J. C. *Spiritual Formation as If the Church Mattered: Growing in Christ through Community*. Grand Rapids, Michigan: Baker Academic, 2008.

Wright, C.J.H., *The Mission of God's People : A Biblical Theology of the Church's Mission*. Grand Rapids, Michigan: Zondervan, 2010.

CT0127W Word and Spirit: The Mission of the Church

Offered: 2017: On ten Saturdays through the year, February to November
[Transformation Program students only]

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

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

1. Describe the messianic expectations that preceded Jesus.
2. Differentiate between the main Christologies of the New Testament.
3. Articulate a theology of the Spirit in discipleship and mission.
4. Articulate aspects of the relationship between culture and communication.

Prerequisites: AL0103W English for Theology (NESB)

Class Time: Three-and-a-half hours, on 10 Saturdays through the year

Assessment:	Short paper (750 words)	(25%)
	Short paper (750 words)	(25%)
	Essay (1,500 words)	(50%)

Faculty: Richard Mallaby (Co-ordinator)

Recommended Reading:

* = set texts recommended for purchase

Karkkainen, Veli-Matti. *Christology: A Global Introduction* (Grand Rapids, Michigan, 2003)

Kirk, Andrew. *What is Mission? A theological exploration of Pneumatology* (Fortress Press, Minneapolis, 2000)

McGrath, Alister E. *Theology: The Basics* (Wiley & Blackwell, Chichester, 2015)

Moltmann, Jürgen. *The source of life: The Holy Spirit and the theology of life* (London: SCM, 1997)

Piggin, Stuart. *Evangelical Christianity in Australia: Spirit, Word and world*. Oxford: Oxford University Press, 1996

Smail, Tom. *The Giving Gift: The Holy Spirit in Person* (Hodder & Stoughton, London, 1988)

CT0145W Discipleship through the Time Machine

Offered: 2017: Semester 1, Saturday mornings
[Unit offered alternatively as CH0145W]

This unit will focus upon ways in which people throughout history learned to shape their lives around Christian ideas, attitudes and values. It will examine the impact of social, political and cultural factors upon selected individuals' understanding and practice of Christian discipleship. An exploration of their experiences will help shed light upon:

- Life in the early church before Constantine;
- Living in a medieval world;
- The impact of reformation;
- Christianity in the light of modernity;
- Living the Christian faith in a post-modern World.

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

1. Identify different ways in which historical people shaped their lives as Christians from the time of the early church to the present;
2. Evaluate the impact of historical movements upon perceptions and practices of the Christian faith;
3. Demonstrate basic skills in interpreting selected historical sources.

Prerequisites: Nil

Class Time: Four hours per week over 9 sessions

Assessment:	One 1,000 word document study	(20%)
	One 1,000 word tutorial paper	(30%)
	One 2,000 word essay	(50%)

Faculty: Marita Munro

Recommended Reading:

* = set texts recommended for purchase

Bryan, G. McLeod. *Voices in the wilderness: Twentieth Century prophets speak to the new millennium*. Macon, GA: Mercer University Press, 1999.

*Butler Bass, Diana. *A people's history of Christianity*. New York: HarperOne, 2009.

Cox, Harvey. *The Future of faith*. New York: HarperOne, 2009.

Gonzalez, Justo. *The story of Christianity Vols 1 and 2*. New York: HarperOne, 2010.

Grass, Tim. *Modern church history*. London: SCM, 2008.

MacCulloch, Diarmaid, *A history of Christianity*. London: Penguin, 2010.

McLeod, Hugh. *The religious crisis of the 1960s*. Oxford: OUP, 2007.

Noll, Mark A. *Turning points: decisive moments in the history of Christianity*. Grand Rapids, Mich.: Baker Academic, 2012.

CT0150W Developing Theological Insight

Offered: 2017: Semester 1 – 2 [NEXT program students only]

This unit is an introduction and survey of Christian theology. The variety of Christian belief systems and views are explored with attention given to their social context and historical development. Students are invited to examine their own belief systems and appreciate how past and present contexts have combined to shape them.

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

1. Outline several central areas or themes in the discipline of theology;
2. Recognise the historical development and the impact of social context upon various theological perspectives;
3. Demonstrate understanding of basic skills in reading, reasoning and the critical evaluation of theological arguments;
4. Articulate some important influences in their own approach to theology.

Prerequisites: Nil

Class Time: 1½ hours per week (Semester 1 & 2 – whole year)

Assessment:	One 750 word document study	(25%)
	One 750 word tutorial paper	(25%)
	One 1,500 word essay	(50%)

Faculty: Rowan Lewis

Recommended Reading:

* = set texts recommended for purchase

Ackroyd, R. and D. Major. *Shaping the Tools: Study Skills in Theology*. London: Darton, Longman and Todd, 1999.

Ford, D. *Theology. A Very Short Introduction*. Oxford: Oxford University Press, 1999.

Grenz, S. J. *Created for Community: Connecting Christian Belief with Christian Living*. Grand Rapids: Baker, 1996.

Jenkins, M. *Invitation to Theology*. Downers Grove: InterVarsity Press, 2001.

Jones, B. F. *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*. Grand Rapids: Baker Academic, 2014.

Malone, P. (ed.) *Developing an Australian Theology*. Strathfield: St Pauls Publications, 1999.

McGrath, A. E. *Christian Theology: An Introduction (4th ed)*. Oxford: Blackwell, 2007.

Migliore, D. L. *Faith Seeking Understanding: An Introduction to Christian Theology (2nd ed)*. Grand Rapids: Eerdmans, 2004.

Parratt, J. *A Guide to Doing Theology*. London: SPCK, 1996.

Wright, N. T. *Simply Christian: Why Christianity Makes Sense*. San Francisco: HarperSan Francisco, 2006.

DP0128W Learning in Context

Offered: 2017: On ten Saturdays through the year, February to November
[TransFormation Program students only]

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

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

1. Describe the relevance of life-cycle theory to pastoral leadership.
2. Demonstrate an understanding of contextual issues in mission and spirituality.
3. Articulate some of the multicultural issues facing the church.

Prerequisites: AL0103W English for Theology (NESB)

Class Time: Three-and-a-half hours, on 10 Saturdays through the year

Assessment:

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

Faculty: Richard Mallaby (Co-ordinator)

Recommended Reading:

* = set texts recommended for purchase

Goosen, Gideon C. *Bringing churches together: A popular introduction to ecumenism*. 2nd edn. Geneva: WCC Publications, 2002

Hughes, Philip. *Australian religious communities*. CD-ROM. Nunawading, Vic.: Christian Research Association, 2004

Lane, Patty. *A beginner's guide to crossing cultures: Making friends in a multicultural world*. Downers Grove, IL: InterVarsity Press, 2002

Lartey, Emmanuel Y. *In living color: An intercultural approach to pastoral care and counseling*. 2nd edn. London: Jessica Kingsley, 2003

Law, Eric H F. *The Word at the crossings: Living the good news in a multicontextual community*. St Louis, MO: Chalice Press, 2004

Kirk, J Andrew. *What is mission? Theological explorations*. London: Darton, Longman & Todd, 1999

Turley, Bruce. *Turning points: An invitation to growth and healing*. Melbourne: JBCE, 1985

DP0136W Growing As Leaders, A

Offered: Semester 1, 2017 [Camp Wilkin 12WATTS interns only at Anglesea]

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

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

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

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

Prerequisites: Nil

May not be taken in addition to the former DDP135.30 Growing as Leaders.

Class Time: 12 x 2 hour sessions

Assessment: Pass/Fail only

To obtain a Pass, students must satisfactorily complete the following:

1. Establish a set of goals in the areas of personal development, spiritual formation and the practice of ministry.
2. Maintain a journal of reflections on the internship experience (1,000 words).
3. Present a case study to the peer group (1,000 words).
4. Write a paper on the experience of internship, in particular how this experience has affected their understanding of leadership. This essay may also focus on how the experience of internship has given a sense of clarity in terms of calling and ongoing Christian service (1,000 words).

Faculty: TBA

Recommended Reading:

* = set texts recommended for purchase

Banks, Robert and Bernice M Ledbetter. *Reviewing leadership*. Grand Rapids: Baker Academic, 2004
Blackaby, Henry T and Richard Blackaby. *Spiritual leadership*. Nashville: Broadman and Holman, 2001
Bugbee, Bruce and Don Cousins. *Network participant's guide*. Grand Rapids: Zondervan, 2005
Charlesworth, R. *Staying at the top*. Sydney: Pan MacMillan Australia, 2002
Covey, Stephen R. *Principle-centered leadership*. New York: Simon Schuster, 1992
Greenleaf, Robert K. *Servant leadership*. New York: Paulist Press, 1991
Hybels, Bill. *Interview with Bono*. DVD. Willow Creek Leadership Summit, 2006
Lamb, Jonathan. *Integrity: Leading with God watching*. Nottingham: IVP, 2006
McRae-McMahon, Dorothy. *Daring leadership for the 21st century*. Sydney: ABC Books, 2001
Sinclair, Amanda. *Doing leadership differently*. Clayton Sth, Vic.: Melbourne University Press, 1998

DP0137W Growing As Leaders, B

Offered: Semester 2, 2017 [Camp Wilkin 12WATTS interns only at Anglesea]

This diploma unit, which follows on from *Growing as Leaders, A*, will encourage students to grow as leaders using their experiences as an intern at Camp Wilkin in Anglesea. Students will be required to: set goals in conjunction with their teacher, have regular meetings with a mentor, write a fortnightly journal and engage with weekly classes and peer group meetings. This unit will specifically focus on skills surrounding leadership and self-awareness.

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

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

Prerequisites: DP0136 *Growing as Leaders, A*

May not be taken in addition to the former DP0135 *Growing as Leaders*.

Class Time: 12 x 2 hour sessions

Time Commitment:

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

Assessment: Pass/Fail only

To obtain a Pass, students must satisfactorily complete the following:

1. Establish a set of goals in the areas of personal development, spiritual formation and the practice of ministry.
2. Maintain a journal of reflections on the internship experience (1,000 words).
3. Present a case study to the peer group (1,000 words).
4. Write a paper on the experience of internship, in particular how this experience has affected their understanding of leadership. This essay may also focus on how the experience of internship has given a sense of clarity in terms of calling and ongoing Christian service (1,000 words).

Faculty: TBA

Recommended Reading:

* = set texts recommended for purchase

Banks, Robert and Bernice M Ledbetter. *Reviewing leadership*. Grand Rapids: Baker Academic, 2004
Blackaby, Henry T and Richard Blackaby. *Spiritual leadership*. Nashville: Broadman and Holman, 2001
Bugbee, Bruce and Don Cousins. *Network participant's guide*. Grand Rapids: Zondervan, 2005
Charlesworth, R. *Staying at the top*. Sydney: Pan MacMillan Australia, 2002
Covey, Stephen R. *Principle-centered leadership*. New York: Simon Schuster, 1992
Greenleaf, Robert K. *Servant leadership*. New York: Paulist Press, 1991
Hybels, Bill. *Interview with Bono*. DVD. Willow Creek Leadership Summit, 2006
Lamb, Jonathan. *Integrity: Leading with God watching*. Nottingham: IVP, 2006
McRae-McMahon, Dorothy. *Daring leadership for the 21st century*. Sydney: ABC Books, 2001
Sinclair, Amanda. *Doing leadership differently*. Clayton Sth, Vic.: Melbourne University Press, 1998

DP0139W Caring for Others and Ourselves

Offered: 2017: Intensive - July

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

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

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

Prerequisites: Nil

Class Time: 5 days

Assessment:	Reflective verbatim (750 words)	(25%)
	Case study (750 words)	(25%)
	Thematic essay (1,500 words)	(50%)

Faculty: TBA

Recommended Reading:

* = set texts recommended for purchase

Augsberger, David. *Anger and Assertiveness in Pastoral Care*. Philadelphia: Fortress Press, 1979

Malony, H.N. and Augsburger, D. *Christian Counseling: An Introduction*. Nashville: Abingdon Press, 2007

Palmer, Parker. *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey Bass, 2000

Peterson, Eugene. *Under the unpredictable plant: An exploration in vocational holiness*. Grand Rapids: Wm B. Eerdmans, 1994

Rohr, R. *Everything belongs* New York: Crossroads, 1999

Schneider Corey, Marianne and Gerald Corey. *Becoming a helper*. 4th edn, Pacific Grove: Brooks/ Cole, 2003

Worthington, Everett L. *When someone asks for help: A practical guide to counseling*, Downers Grove: InterVarsity Press, 1982

DP0150W Discipleship and Purposeful Living

Offered: 2017: Semester 1 – 2 [NEXT program students only]

This unit engages students in a process of discipleship formation. It encourages interdependence and constructive life practices that reflect the student's own expression of faith and vocation. Students are introduced to skills and practices that develop self-awareness, self-evaluation, critical thinking and deliberative action. Specific attention is given to the student identifying and developing their own practices and expressions of faith that reflect integrity and authenticity in response to their personal circumstances and relationships.

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

1. Articulate an emerging appreciation of their own life-values and personal identity drawing upon resources from both the social sciences and the Christian tradition;
2. Evaluate a variety of personal, relational and institutional resources necessary for their current and future expression of faith;
3. Identify and engage with spiritual practices that reflect the student's lived priorities and personal faith.

Prerequisites: Nil

Prohibited combinations: DP0151W Discipleship and Purposeful Living (30 points)

Class Time: 1½ hours per week (Semester 1 & 2 – whole year)

Teaching Methods:

In addition to lectures and tutorials, the unit will also utilise small group work and personal coaching to provide students with the opportunity to explore opportunities for personal development, critical reflection as well as engage in action-reflection processes.

Assessment:	Tutorial presentations (3 x 20 minutes)	(33%)
	Journal/reflection papers (1,000 words)	(33%)
	Essay (1,000 words)	(33%)

Pass/Fail only

To obtain a Pass, students must satisfactorily complete the following:

1. An examination and clarification of their personal sense of self. This task may be undertaken in a variety of ways including the development and submission of any or all of the following:
 - a. Personal Timeline
 - b. Personal Identity Statement
 - c. Personal Profile
2. Develop a personal network of support where the student engages a variety of resources that assist their spiritual expression and religious engagement. Such a network might include:
 - a. Committed engagement with a faith community or church
 - b. Regular meetings with one or more mentors
 - c. Constructive engagement with a positive peer group
3. Research and deliberately engage with spiritual practices. This may take the form of:
 - a. Creative expression of their faith in societal or relational contexts
 - b. Personal Practices of faith the student regularly undertakes of their own accord

Students will evidence their engagement with the above tasks through the following:

1. Students are assigned a tutor who will closely attend their journey throughout the year.
2. Participation in a small tutorial group where the above matters are discussed (2 hours per week throughout semester) DUE: Weekly
3. Tutorial presentations reporting their activity (3 X 20 minutes) DUE by negotiation
4. Submission of a journal / reflection papers (Approx. 1000 words) DUE by negotiation
5. Submission of researched essays (Approx. 1000 words) DUE: By negotiation

Faculty: Rowan Lewis

Recommended Reading:

* = set texts recommended for purchase

Clinton, R. *The Making of a Leader*. Colorado Springs, CO: NavPress, 1988

Collins, G. *Christian Coaching: Helping Others Turn Potential into Reality* (2nd Ed.) Colorado Springs, CO: NavPress, 2009

Jones, L.B. *The Path: Creating Your Mission Statement for Work and for Life*. New York, NY : Hyperion, 1998

McNeal, R. *A Work of Heart : Understanding How God Shapes Spiritual Leaders* San Fransisco, CA : Jossey-Bass, 2000

Peace, R. *Spiritual Autobiography: Discovering and Sharing Your Spiritual Story*. Carol Stream, IL: NavPress, 1998

Rima, S. *Leading from the Inside Out: The Art of Self-Leadership*. Grand Rapids, MI : Baker Books, 2000

Smith, H. W. *What Matters Most : The Power of Living Your Values*. New York: Simon & Schuster, 2001.

Stanley, A. *The Principle of the Path: How to Get from Where You Are to Where You Want to Be*. Nashville, TN: Thomas Nelson, 2009

Simon, S. Howe, L. and Kirschenbaum, H. *Values Clarification*. New York, NY: Warner Books, 1995

Sine, C, and Sine, T. *Living on Purpose: Finding God's Best for Your Life*. Grand Rapids, MI: Baker Books, 2000

DP0151W Discipleship and Purposeful Living (30 points)

Offered: 2017: Semester 1 – 2 [NEXT program students only]

This unit engages students in an integrative process of discipleship that encourages interdependent and constructive life practices reflecting the student's own expression of faith. Students are introduced to skills and practices that develop self-awareness, self-evaluation, critical thinking and deliberative action as well as the way these have been embodied in the spiritual practices of historic and contemporary religious groups. Specific attention will be given to students developing, identifying and accessing the various resources that might assist their current and future expression of faith, including spiritual practices, religious engagement and participation within supportive relationships and communities of faith.

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

1. Articulate an emerging appreciation of their own life-values and personal identity drawing upon resources from both the social sciences and the Christian tradition;
2. Identify and engage with spiritual practices that reflect the student's lived priorities and personal faith;
3. Evaluate a variety of personal, relational and institutional resources necessary for their current and future expression of faith.
4. Reflect upon the ways in which their lived priorities reflect personal faith, values and commitment;
5. Define the Christian concept of discipleship and explain its relationship to self-understanding and purposeful living

Prerequisites: Nil

Prohibited combinations: DP0150W Discipleship and Purposeful Living

Unit Value: 30 points

Class Time: 3 hours per week (Semester 1 & 2 – whole year)

Teaching Methods:

In addition to lectures and tutorials, the unit will also utilise small group work, personal coaching, excursions and facilitated spiritual retreats to provide students with the opportunity to explore opportunities for personal development, critical reflection as well as engage in action-reflection processes.

Assessment:	Tutorial presentations (6 x 20 minutes)	(33%)
	Journal/reflection papers (2,000 words)	(33%)
	Essay (2,000 words)	(33%)

Pass/Fail only

To obtain a Pass, students must satisfactorily complete the following:

1. An examination and clarification of their personal sense of self. This task may be undertaken in a variety of ways including the development and submission of any or all of the following:
 - a. Personal Timeline
 - b. Personal Identity Statement
 - c. Personal Profile
2. Develop a personal network of support where the student engages a variety of resources that assist their spiritual expression and religious engagement. Such a network might include:
 - a. Committed engagement with a faith community or church
 - b. Regular meetings with one or more mentors
 - c. Constructive engagement with a positive peer group
3. Research and deliberately engage with spiritual practices. This may take the form of:
 - a. Creative expression of their faith in societal or relational contexts
 - b. Personal Practices of faith the student regularly undertakes of their own accord

4. Submit a paper that explores the interaction between personal faith and Western cultural dynamics of pluralism, especially the multiple expressions of faith and claims to truth that exist within contemporary society. Each student is required to clarify their approach to cultivating personal faith amidst these complex dynamics.

Students will evidence their engagement with the above tasks through the following:

1. Students are assigned a tutor who will closely attend their journey throughout the year.
2. Participation in 3 directed spiritual retreats throughout the year
3. Participation in a small tutorial group where the above matters are discussed (2 hours per week throughout semester) DUE: Weekly
4. Tutorial presentations reporting their activity (6 x 20 minutes) DUE by negotiation
5. Submission of a journal / reflection papers (Approx. 2000 words) DUE by negotiation
6. Submission of researched essays (Approx. 2000 words) DUE by negotiation

Faculty: Rowan Lewis

Recommended Reading:

* = set texts recommended for purchase

Clinton, R. *The Making of a Leader*. Colorado Springs, CO: NavPress, 1988

Collins, G. *Christian Coaching: Helping Others Turn Potential into Reality* (2nd Ed.) Colorado Springs, CO: NavPress, 2009

McLaren, B.D. *Finding Faith : A search for what is real*. Grand Rapids, MI: Zondervan. 1999.

McLaren, B.D. *Finding Faith : A search for what makes sense*. Grand Rapids, MI: Zondervan. 1999.

McNeal, R. *A Work of Heart : Understanding How God Shapes Spiritual Leaders* San Fransisco, CA : Jossey-Bass, 2000

Peace, R. *Spiritual Autobiography: Discovering and Sharing Your Spiritual Story*. Carol Stream, IL: NavPress, 1998

Rima, S. *Leading from the Inside Out: The Art of Self-Leadership*. Grand Rapids, MI : Baker Books, 2000

Smith, K.A. *How (Not) to be Secular : Reading Charles Taylor*. Grand Rapids, MI: Eerdmans. 2014

Stanley, A. *The Principle of the Path: How to Get from Where You Are to Where You Want to Be*. Nashville, TN: Thomas Nelson, 2009

Sine, C, and Sine, T. *Living on Purpose: Finding God's Best for Your Life*. Grand Rapids, MI: Baker Books, 2000

DP0155W Reflective Practice

Offered: 2017: Semester 1 – 2 [NEXT program students only]

This unit draws students into an action-reflection process to encourage critically engaged practice. Drawing upon the student's own experience in a supervised setting of mission, ministry, community or marketplace, the unit will introduce contexts, models and frameworks for theological and critical reflection, placement supervision, spiritual direction and personal maturity. Attention will be given to the evaluation of a range of experiences, situational dilemmas, acute incidents and the effectiveness of planned engagements. Skills of reflective practice, integrated learning, considered action, cultural and contextual appreciation as well as self-awareness will be emphasised

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

1. Reflect theologically on their cultural and contextual setting;
2. Engage in a mission, ministry, community or marketplace setting reflecting the skills and standards of ethical practice required;
3. Plan, implement and evaluate new activities that reflect integration of theoretical and practical learning;
4. Engage in supervisorial relationships.

Prerequisites: Nil

Class Time: Two hours per week

Teaching Methods:

The unit will normally employ an action-reflection process that may utilise some or all of the following delivery mechanisms:

- Theological and practical reflection on at least 96 hours of practice in an approved setting
- Formal placement supervision
- Personal coaching, mentoring and/or spiritual direction
- Small group participation
- Formal in-class instruction

Assessment:	Four 250 word journal entries of reflections	(30%)
	Three 500 word placement reports	(40%)
	One 1,000 word essay	(40%)

Faculty: Joel McKerrow

Recommended Reading:

* = set texts recommended for purchase

Anderson, R.S. *The shape of practical theology: Empowering ministry with theological praxis*. Downers Grove, IL: Inter-Varsity, 2001.

Bevans, S. B. *Models of contextual theology*. Maryknoll, NY: Orbis, 1992.

Green, T. H. *Weeds among the wheat: Discernment, where prayer and action meet*. Notre Dame, IN: Ave Maria, 1984.

Gros, J. *Theological Reflection : Connecting Faith and Life*. Chicago Washington, D.C.: Loyola Press National, 2002.

Killen, P.O. and De Beer, J. *The art of theological reflection*. New York, NY: Crossroad, 1994.

McAlpin, K. *Ministry That Transforms : A Contemplative Process of Theological Reflection*. Collegeville, Minn.: Liturgical Press, 2009.

Pyle, W. T. and Seals, M.A. (Eds.). *Experiencing ministry supervision: A field-based approach*. Nashville, TN.: Broadman and Holman, 1994.

Schreiter, R.J. *Constructing local theologies*. Maryknoll, NY: Orbis, 1985.

Stone, H.W. and Duke, J.O. *How to think theologically*. (2nd ed.). Minneapolis, MN: Fortress, 2006.

DP0156W Reflective Practice 2

Offered: 2017: Semester 1 – 2 [NEXT² program students only]

This unit, which follows on from DP0155W Reflective Practice, offers students taking a second year of practical placement a further opportunity for theological reflection in order to encourage critically engaged practice. This unit will encourage students to apply models and frameworks for theological and critical reflection to the evaluation of a range of experiences, situational dilemmas, acute incidents and the effectiveness of planned engagements. Students will be encouraged to keep a journal. Skills of reflective practice, integrated learning, considered action, cultural and contextual appreciation as well as self-awareness will be emphasised.

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

1. Identify and discuss the theological distinctives implicit in their chosen placement;
2. Integrate theoretical and practical learning in the planning, implementation and evaluation of activities;
3. Proactively engage and reflect upon their supervisory relationships.

Prerequisites: DP0155W Reflective Practice

Class Time: Two hours per week

Teaching Methods:

The unit will normally employ an action-reflection process that may utilise some or all of the following delivery mechanisms:

- Theological and practical reflection on at least 96 hours of practice in an approved setting
- Formal placement supervision
- Personal coaching, mentoring and/or spiritual direction
- Small group participation
- Formal in-class instruction

Assessment:

Two 250 word critical action reflections on journal entries made through the semester	(25%)
Two 500 word placement reports	(25%)
One 1,000 word essay	(25%)
Completion of evaluation protocols, effective engagement and reflection with supervisors (equivalent 1,000 words)	(25%)

Faculty: Joel McKerrow

Recommended Reading:

* = set texts recommended for purchase

Anderson, R.S. *The shape of practical theology: Empowering ministry with theological praxis*. Downers Grove, IL: Inter-Varsity, 2001.

Bevans, S. B. *Models of contextual theology*. Maryknoll, NY: Orbis, 1992.

Green, L. *Let's Do Theology: Resources for Contextual Theology* (2nd Ed.). New York, NY: Mowbray, 2009.

Green, T. H. *Weeds among the wheat: Discernment, where prayer and action meet*. Notre Dame, IN: Ave Maria, 1984.

Gros, J. *Theological Reflection : Connecting Faith and Life*. Chicago Washington, D.C.: Loyola Press National, 2002.

Killen, P.O. and De Beer, J. *The art of theological reflection*. New York, NY: Crossroad, 1994.

Patton, J.H. *From ministry to theology: Pastoral action and reflection*. Eugene, OR: Wipf and Stock Publishers, 2009.

Pyle, W. T. and Seals, M.A. (Eds.). *Experiencing ministry supervision: A field-based approach*. Nashville, TN.: Broadman and Holman, 1994.

Schon, D.A. *The reflective practitioner*. New York, NY: Basic Books, Inc, 1983

Stone, H.W. and Duke, J.O. *How to think theologically*. (2nd ed.). Minneapolis, MN: Fortress, 2006.

DS0002W Experiencing God

Offered: 2017: Semester 1 – 2 [NEXT program students only]

This unit engages students in the investigation and practice of personal and corporate spirituality. Spirituality is approached both broadly as the human exploration of personal meaning and transcendence as well as more specifically in the Christian tradition of the human experience of God in Christ through the Holy Spirit and in the communal life of the Church. Attention is given to assisting students toward developing spiritual practices and supportive contexts that can sustain their ongoing journey that may both personal and communal experiences and practices.

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

1. Appreciate the breadth of experiences, expressions and emphases evident in the Christian encounter of God within Catholic, Orthodox and Protestant traditions;
2. Develop a biblical and theological appreciation of Christian spirituality and the process of spiritual formation;
3. Reflect upon their own encounter with God;
4. Thoughtfully engage new practices of spirituality.

Prerequisites: Nil

Class Time: 1½ hours per week (Semester 1 & 2 – whole year)

Teaching Methods:

The unit will also utilise the practice of spirituality as well as field trips and excursions to provide students with the opportunity to explore various expressions and contexts of spirituality.

Assessment:	Four 250 word journal entries of reflections	(25%)
	One 750 word tutorial paper	(25%)
	One 1,500 word essay	(50%)

Faculty: Rowan Lewis

Recommended Reading:

* = set texts recommended for purchase

- Benner, D. *Sacred companions: The gift of spiritual friendship and direction*. Downers Grove, IL: Inter-Varsity, 2002.
- Boa, Kenneth. *Conformed to His Image : Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids, Mich.: Zondervan, 2001.
- Calhoun, A. A. *Spiritual Disciplines Handbook : Practices That Transform Us*. Downers Grove, Ill.: InterVarsity Press, 2005.
- Cunningham, Lawrence., and Keith J. Egan. *Christian Spirituality : Themes From the Tradition*. New York: Paulist Press, 1996.
- Foster, R. J. *Celebration of discipline: The path to spiritual growth*. (Rev.). San Francisco, CA: Harper and Row, 1988.
- Foster, R.J. *Streams of living water*. San Francisco, CA: Harper and Row, 1999.
- Holt, B.P. *Thirsty for God: A brief history of Christian spirituality*. Minneapolis, MN: Augsburg, 1993.
- Thomas, G. *Sacred pathways: Discover your soul's path to God*. Grand Rapids, MI: Zondervan, 2000.
- Tyson, John R. *Invitation to Christian Spirituality : An Ecumenical Anthology*. New York: Oxford University Press, 1999.
- Willard, D. *The spirit of the disciplines: Understanding how God changes lives*. San Francisco, CA: Harper and Row, 1998.