WHITLEY COLLEGE

2012

Forming Faith Hope & Love
2012: Faith & Ministry
GRADUATE AND POSTGRADUATE INFORMATION
WHITLEY COLLEGE

‘Equipping Leaders for a Different World’

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A Recognised Teaching Institution of the Melbourne College of Divinity

Provider: Melbourne College of Divinity
Provider Code: 01037A
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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.

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Rev Dr Frank Rees  
Principal, Whitley College
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

Graduate Information
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 short-term units 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).

If you already have a degree in another discipline from an accredited tertiary institution (a BA, BSc, BEd, and so on), you can enrol in either the BTheol, or the Graduate Diploma in Theology (GradDipTheol), or the Master of Divinity (MDiv). Students wishing to undertake undergraduate studies should note that there is a separate Handbook setting out all details.

- If you already have a theological degree from another provider, we can talk to you about further studies at an advanced level in the MA(Theol), MTheol, and MTS degrees, or work at Doctoral level (PhD, DTheol – see the Graduate degrees section of this Handbook.

- If you are an audit student, for a reduced fee ($550) for most units, you can attend all the classes and receive all the notes, but not do the assessment for credit.

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

What Does Ordination for Pastoral Leadership Involve?

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

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

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

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

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

1. One is proof of your citizenship: this may be a full birth certificate or your passport.
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, we will send all your signed documentation to the Melbourne College of Divinity for processing, and in due course you will receive notification from that office.
Details regarding payment of fees is required at the time of enrolment. Fees for graduate students are payable to the Melbourne College of Divinity.

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

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

In addition, please note that for students from a non-English speaking background, there is a language requirement for entry to theological study: the MCD requires an IELTS score of not less than 7.0 or extensive previous education in English. For those who gain entry under this arrangement, Whitley College offers two units of English language study within the Bachelor or Diploma programs which may be taken – but not for graduate credit.

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

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

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

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

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

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

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

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

The Bachelor of Theology offers a broad and strong degree in theology, with requirements in all the crucial areas: Bible, History, Theology and Practical Theology. From 2009, the BTheol takes on additional requirements to the old degree. Students who enrolled before 2009 may continue under the old structure.

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

Bachelor of Arts/Bachelor of Theology
A combined Arts/Theology course is available in association with Monash University. Students must apply separately to Monash University and satisfy their entry requirements. A BTheol can still be added to a University of Melbourne Bachelor of Arts, but the theology component needs to be undertaken after the Arts component.
Note: It is possible for students to undertake a Bachelor of Theology part-time, while taking another university degree. Whitley College faculty can assist you in planning your pathway here. In some instances, it is possible to transfer in some credit from another degree program, before its completion.

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

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

**Diploma Programs**
*(See Undergraduate Handbook for full details)*

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

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

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

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

General stream: 120 points, including at least 2 semester units in each of 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

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 website.

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 150 credit points (ten standard units): 120 points at graduate level, 30 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.
# Postgraduate Degree Pathways

## Pathway from Undergraduate Studies

- **BTheol (also BA/BTheol) ➔**

  - **BTheol (Hons) may articulate directly to MTheol or MA**

- **Graduate Diploma in Theology (Specialised)**
  
  This consists of 90 points at graduate level and, if articulating to a Masters, includes a 12,000 word essay valued at 30 points.

- **MTheol or MA**
  
  - [1] A 40,000 word thesis,
  
  - [2] Two Level 4 units (30 points) plus a 25,000 word thesis

- **MDIV**
  
  GradDipTheol may also lead to a Master of Divinity

## Pathways for Graduates in Other Disciplines

- **Graduate Diploma in Theology (General) ➔**

  - Six units (90 points) consisting of at least three Foundational units, plus electives at Level 3 and, if articulating to a Masters, includes a 12,000 word essay valued at 30 points.

- **MA (Theol)**
  
  - [1] A 40,000 word thesis
  
  - [2] Two Level 4 units plus a 25,000 word thesis
  
  - [3] Four Level 4 units plus a 12,000 word minor thesis
  
  - [4] Six Level 4 units

- **MDiv**

  Consists of eighteen units (270 points) - 105 points of Foundational Studies; and 60 points of Integrative Studies; and 105 points of Specialised Studies which may include 12,000 word essay valued at 30 points

- **MDiv(Hons)**

  Two Specialised units at Level 4 plus 12,000 word essay.

  Articulation directly to a research Masters, or with 1st class Honours to PhD.
Research at Whitley College

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

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

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

- **The Earth Mourns/Dries Up in Jeremiah 4:23-38.**
  Rev Dr Val Billingham

- **Priestly Christology and the Gospel of Mark**
  Dr Mark Cheeseman

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

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

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

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

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

- **The influence of Teilhard de Chardin on contemporary ecological theology, with particular reference to the work of Thomas Berry**
  Ms Deborah Guess

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

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

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

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

- **Nyar-U (Fish-paste): Towards a Karen contextual theology**
  Rev Aung Khaing Nyunt

- **Sports Chaplaincy: a theological and pastoral exploration of the role of Sports Chaplains in Australia**
  Rev Grant Stewart, Mitcham Baptist Church and Chaplain for Melbourne Storm

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

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

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

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

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

Theological studies at Whitley College are not like university degrees, in that there is no Commonwealth Government funding to support these institutions at undergraduate level.

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

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

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

Graduate fees are payable directly to Melbourne College of Divinity. In 2012 they include:

- Graduate Unit (15 pts) $1,518
- Postgraduate Unit (15 pts) $1,570
- Research Essay (30 pts) $3,036
- Full-time doctoral research (pa) $11,624
- Part-time doctoral research (pa) $5,812

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

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

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

Once doctoral students have had their thesis proposal approved by a confirmation panel their tuition fees are covered under the Federal Government’s Research Training Scheme.

Notes on Austudy

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

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

Notes on Abstudy

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

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

Students in any 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 your income, the higher the repayment proportion, starting at 4%. Voluntary early repayments over $500 receive a discount of 10%. Your FEE-HELP tax liability goes up by CPI on June 1st each year, but in ‘real dollar’ terms does not increase. If someone with a FEE-HELP debt dies, only the repayment due in that tax year is billed: the rest is cancelled.

The administration at the MCD and Whitley offices take your right to privacy seriously and only use information you provide for the purpose for which it was given.

For further information:
- Read the FEE-HELP Information 2012 booklet
- Visit the Going to Uni website at: www.goingtouni.gov.au
- Call the FEE-HELP enquiry line on 1800 020 108
Have I Got the Time?

Time and time management are important factors in tertiary study.

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

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

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

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

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

How long does the degree take to complete (full-time)?

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

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

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

Doctoral research:
- Doctor of Philosophy (three years – allows for inter-disciplinary research)
- Doctor of Theology (three years)

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

How long is a semester?

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

For Semester 1, 2012:

- Close of enrolments: February 17
- First classes: February 27
- Non–teaching period (including Easter): April 2 – April 13
- Last classes: June 2
- Non-teaching period: June 4 - 8
- Examination/Assessments: June 11 - 15
- Publication of Semester 1 results: July 12

For Semester 2, 2012:

- Close of enrolments: July 13
- First classes: July 23
- Non–teaching period: September 17 - 28
- Last classes: October 26
- Non-teaching period: October 29 – November 2
- Examination/Assessments: November 5 - 9
- Publication of end of year results: December 6

In addition, short intensive units are taught in one or two-week blocks in February, July, September and November and in other configurations throughout the year. Dates for these intensive units are indicated in the course outlines and on the timetable 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 noon to 4.00 pm on Saturdays in teaching weeks, (with later closing times on some days and earlier on Friday), while closing time is 5.00 pm on the days of non-teaching weeks during semester. The times of opening can vary depending upon the teaching timetable, and special events such as the School of Ministry, conferences and intensives. Check the advertised hours around College or via the catalogue home page on the website.

Students must apply to the Librarian for a borrowing card.

In addition to the Whitley College library, all theological students within the MCD 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.

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

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

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

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

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

Studies Elsewhere in the MCD
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
http://www.services.unimelb.edu.au/counsel

Location: Level 2, 138 Cardigan Street, Carlton
Opening Hours:
9 am - 6 pm Tuesday, Wednesday and Thursday
9 am - 5 pm Monday & Friday
For emergencies out of hours, see:
http://www.services.unimelb.edu.au/counsel/emergencies/
What Are My Rights and Obligations as a Student?

Our Commitment to You

Whitley College is committed to providing the highest quality of educational opportunity for all our students.

We aim, within the limits of our resources, to provide the best facilities, courses and educational processes.

We maintain strong relationships with partner colleges within the Melbourne College of Divinity to ensure a still wider circle of opportunity.

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

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

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

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

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

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

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

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

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

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

Detailed policies and procedures governing these matters can be found on the MCD website, 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' (page 104). 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) institutions, such as a university. You should seek advice from a member of faculty before assuming that you will receive credit - especially before undertaking such a unit.

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

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

Whitley Faculty

Rev Dr Frank Rees
BA(Hons), MA, BD(Hons), 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 pastorate 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 1982 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: 1960-2000 was undertaken through The University of Melbourne’s School of Historical Studies.

Marita chairs the Victorian Baptist Union’s Pastoral Leadership Selection Committee and the Historical Society and serves on its Advisory Board.  

Email: mmunro@whitley.unimelb.edu.au

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

Roslyn began formal studies in spirituality at the Heart of Life Spirituality Centre in 1994 and later joined their staff working as a supervisor, spiritual director and course facilitator. She has commenced studies towards a PhD. She is President of the Victorian Association for Theological Field Education, and a member of the (international) Association for Theological Field Education. Roslyn is married to Patrick and between them they have four adult children.

Email: rwright@whitley.unimelb.edu.au
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
Professorial Associate at Charles Sturt University, former Lecturer in Theology at St Mark’s National Theological College, Canberra, and former Professor of Systematic Theology at Whitley College. Author of *God matters: Conversations in theology* and others.

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

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

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

Adjunct Faculty
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), AdvDipMissiolStudies
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, BVS, 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
GRADUATE AND POSTGRADUATE COURSE INFORMATION
The Graduate Diploma in Theology (GradDipTheol) comprises six semester units and is designed to be taken in one year of full-time study or up to three years part-time. It is available in two forms:

**Graduate Diploma in Theology (General)**

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

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

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

### PASTORAL CARE

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PE/DT101 Living the Faith: Spirituality, Vocation and Community</td>
<td>• PE/DP303 Facing Crisis and Transition: Pastoral Care and Worship Select two of the following:</td>
</tr>
<tr>
<td>• PE/DP301 Theology and Practice of Pastoral Care</td>
<td>• PE/DP341 Children of God</td>
</tr>
<tr>
<td>• PE/BS335.15 Biblical Foundations or One other foundational unit of choice</td>
<td>• PE/DP330 Chaplaincy in Educational Settings</td>
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<td></td>
<td>• PE/DP399 Supervised Reading Course in Pastoral Care</td>
</tr>
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</table>

### MISSION

<table>
<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
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<tbody>
<tr>
<td>• PE/DM101 Holistic Witness</td>
<td>Select three of the following:</td>
</tr>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
<td>• PE/DM303 The Church’s Mission for Justice</td>
</tr>
<tr>
<td>• PE/CT101 Beginning Theological Studies</td>
<td>• PE/DM329 Reimagining Evangelism</td>
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<td>• PE/DM331 Micah Mandate</td>
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<tr>
<td></td>
<td>• PE/DM336 Global Mission Today</td>
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<td>• PE/DM368 Interfaith Dialogue</td>
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## BIBLICAL STUDIES

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<thead>
<tr>
<th>Foundational units</th>
<th>Elective Units</th>
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</thead>
<tbody>
<tr>
<td>• PE/BH101 Introducing the Hebrew Bible</td>
<td>Select three of the following:</td>
</tr>
<tr>
<td>• PE/BN101 Interpreting the New Testament</td>
<td>PE/BS306 War &amp; Peace in Hebrew Bible</td>
</tr>
<tr>
<td>• PE/CT101 Beginning Theological Studies</td>
<td>PE/BH302 Justice in the Prophets</td>
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<tr>
<td>or</td>
<td>PE/BN342 Revelation</td>
</tr>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
<td>PE/BS331 Theologies and Practices of Love</td>
</tr>
<tr>
<td>• PE/DT101 Living the Faith</td>
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</table>

## CHURCH HISTORY

<table>
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<th>Elective Units</th>
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</thead>
<tbody>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
<td>Select three of the following:</td>
</tr>
<tr>
<td>• PE/CT101 Beginning Theological Studies</td>
<td>CH302 Patterns in the Practice of Christianity</td>
</tr>
<tr>
<td>and one of the following</td>
<td>CH304 History &amp; Theology of Baptist Movement</td>
</tr>
<tr>
<td>• PE/CH111 Christianity thru’ Centuries (Early)</td>
<td>CH305 History &amp; Theol of Salvation Army</td>
</tr>
<tr>
<td>• PE/CH112 Christianity thru’ Centuries (Reformation)</td>
<td>CH325 Bonhoeffer’s Theol in Historical Context</td>
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## CHAPLAINCY

<table>
<thead>
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<th>Foundational units</th>
<th>Elective Units</th>
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</thead>
<tbody>
<tr>
<td>• PE/DM101 Holistic Witness</td>
<td>Select two of the following:</td>
</tr>
<tr>
<td>• PE/DP301 Theology and Practice of Pastoral Care</td>
<td>PE/DP303 Facing Crisis and Transition: Pastoral Care and Worship</td>
</tr>
<tr>
<td>• PE/BS335 Biblical Foundations</td>
<td>PE/DP341 Children of God</td>
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<tr>
<td></td>
<td>PE/DM307 The Multicultural Church</td>
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<tr>
<td></td>
<td>PE/DM330 Educational Chaplaincy</td>
</tr>
<tr>
<td></td>
<td>PE/DM328.15 Integrated Chaplaincy Training</td>
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</tbody>
</table>

Academically, the GradDipTheol (General) can articulate into the Master of Divinity (MDiv) degree should students wish to take their theological studies further. It can also articulate into the MA (Theology) if, instead of two coursework units, a research essay of 12,000 words is completed.
Graduate Diploma in Theology (Special)

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

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

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

The GradDipTheol (Special) also provides a pathway into the MA by research. Entrance into a research degree requires the completion of a 12,000 word qualifying essay at Distinction standard or above. The student may wish to complete this essay in addition to the six units required for the GradDipTheol (Special), or do so in place of the final two units of the degree.
This degree is open to candidates with a degree from a recognised university.

Beginning with the Graduate Diploma in Theology, students will complete six semester units. At least three of these will be Foundational units (selected from the list opposite) in three discipline areas across two Fields, with up to three elective units chosen from Level 3 units with GradDipTheol assessment requirements (totaling 6,000 words in each unit).

Articulation to an MA requires a 12,000 word research essay (worth 30 points) which may replace two of the elective units.

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### Foundational Studies:

**Languages:**
- PE/AL102.15 New Testament Greek A
- PE/AL112.15 New Testament Greek B
- PE/AL111.15 Biblical Hebrew
- PE/AL310.15 Ruth

**Biblical Studies:**
- PE/BH101.15 Introducing the Hebrew Bible
- PE/BH310.15 Ruth
- PE/BN101.15 Interpreting the New Testament
- PE/BS335.15 Biblical Foundations

**Christian Thought and History:**
- PE/CH111.15 Church History: Early
- PE/CH112.15 Church History: Reformation
- PE/CT101.15 Beginning Theological Studies

**Theology: Mission and Ministry:**
- PE/DM101.15 Holistic Witness
- PE/DT101.15 Living the Faith

### Third Level Units: (Specialised)

#### Field B:
- PE/BH303.15 Identity, Land and Exile
- PE/BH315.15 Preaching & Teaching in the Old Test
- PE/BN301.15 The Gospel of Mark
- PE/BN332.15 Galatians: Faith and Law
- PE/BS320.15 The Use of the Bible in Ethics

#### Field C:
- PE/CH302.15 Patterns in the Practice of Christianity
- PE/CH304.15 History & Theology of Baptist Churches
- PE/CH319.15 Agents of Reconciliation
- PE/CH358.15 Martin Luther King Jr in the Quest etc
- PE/CT302.15 Who is Jesus?
- PE/CT304.15 History & Theology of Baptist Churches
- PE/CT319.15 Agents of Reconciliation
- PE/CT333.15 Lives of Faith

#### Field D:
- PE/DE320.15 The Use of the Bible in Ethics
- PE/DL301.15 Theology & Practice of Christian Worship
- PE/DL302.15 Homiletics
- PE/DL314.15 Worship and Time
- PE/DM307.15 Multicultural Church
- PE/DM325.15 Spirituality, Sustainability & Discipleship
- PE/DM328.15 Integrated Chaplaincy Training
- PE/DM330.15 Chaplaincy in Educational Settings
- PE/DM331.15 Micah Mandate
- PE/DM336.15 Global Mission Today
- PE/DM356.15 Community Development
- PE/DM357.15 Towards Reconciliation
- PE/DM358.15 Martin Luther King Jr in the Quest etc
- PE/DM365.15 Understanding Islam
- PE/DP304.15 Pastoral Care in Grief and Loss
- PE/DP328.15 Integrated Chaplaincy Training
- PE/DP330.15 Chaplaincy in Educational Settings
- PE/DP338.15 World of the Child
- PE/DP342.15 Pastoral Care in Life (Awaiting accreditation)
- PE/DP367.15 Supervised Theological Field Education
- PE/DP369.15 Supervised Theological Field Education
- PE/DS306.15 Table Spirituality
- PE/DS308.15 Spirituality: Transforming Life
- PRZ17 Research Methodologies (MCD)
MASTER OF ARTS BY COURSEWORK

An MA may be taken either by research, or by coursework. The MA by research may articulate to a PhD, and the MA by coursework may articulate to the Master of Divinity or to the Master of Theological Studies.

There are two different ways to undertake an MA by coursework:

- six semester units at level 4 (90 points)
- four semester units (60 points), plus a 12,000 word essay (30 points)

The degree is normally undertaken over a period of 18 months of full-time study, or 3 years part time.

If the coursework MA does not have a specific area of specialisation, then the degree awarded is called the MA (Theology). If the program of study includes a specialisation, then the degree is awarded with a more specific tag, such as MA (Biblical Studies) or MA (Spirituality).

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

- Biblical Studies
- Church History
- Educational Chaplaincy
- Faith Leadership
- Liturgy
- Moral Theology
- Philosophy
- Religious Education
- Spiritual Direction
- Spirituality

The requirements for a specialised MA:

If a candidate is enrolled in a specialised MA, then at least two-thirds of the degree (60 points at 4th level) must be taken in one of these prescribed areas of specialisation, as approved by the Research Coordinator at Whitley College.
The Melbourne College of Divinity offers a degree called the Master of Divinity (MDiv). It is available through Whitley College.

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

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

The MDiv has been designed as a vehicle for ordination training as well as a strong general degree in theology.

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

An outline of the structure of the degree is shown on the following pages.
**Foundational Studies** provide a basic introduction to the disciplines and fields of theological study and lay the foundations for further work.

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

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

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

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

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

**Foundational Studies: (F)**

<table>
<thead>
<tr>
<th>Languages:</th>
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<tbody>
<tr>
<td>✦ MD/AL102.15 New Testament Greek A</td>
</tr>
<tr>
<td>✦ MD/AL111.15 Biblical Hebrew</td>
</tr>
<tr>
<td>✦ MD/AL112.15 New Testament Greek B</td>
</tr>
<tr>
<td>✦ MD/AL/BH210.15 Book of Ruth</td>
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<table>
<thead>
<tr>
<th>Biblical Studies:</th>
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</thead>
<tbody>
<tr>
<td>✦ MD/BH101.15 Introducing the Hebrew Bible</td>
</tr>
<tr>
<td>✦ MD/BN101.15 Interpreting the New Testament</td>
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</table>

<table>
<thead>
<tr>
<th>Christian Thought and History:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✦ MD/CH111.15 Church History: Early</td>
</tr>
<tr>
<td>✦ MD/CH112.15 Church History: Reformation</td>
</tr>
<tr>
<td>✦ MD/CH302.15 Patterns in Practice of Christianity</td>
</tr>
<tr>
<td>✦ MD/CT101.15 Beginning Theological Studies</td>
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**Groundwork for Christian Ministry:**

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<tbody>
<tr>
<td>✦ MD/DM101.15 Holistic Witness</td>
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<tr>
<td>✦ MD/DT101.15 Living the Faith</td>
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</table>

**Integrative Studies: (I)**

<table>
<thead>
<tr>
<th>Theology and the Public Realm:</th>
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</thead>
<tbody>
<tr>
<td>MD/BN/CT395.15 Resurrectn, Justice, Disciplsh</td>
</tr>
<tr>
<td>MD/DE305.15 Ethics in the Marketplace</td>
</tr>
<tr>
<td>MD/DE306.15 Lifestyle Ethics</td>
</tr>
<tr>
<td>MD/DM303.15 The Church’s Mission for Justice</td>
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<tr>
<td>MD/DS305.15 Experiencing God</td>
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<tr>
<td>✦ MD/DS306.15 Table Spirituality</td>
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<tr>
<td>MD/DS321.15 Spirituality of Everyday Life</td>
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<table>
<thead>
<tr>
<th>Hermeneutics and Culture:</th>
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<tbody>
<tr>
<td>✦ MD/BH315.15 Preaching &amp; Teaching the OT</td>
</tr>
<tr>
<td>MD/BN364.15 Mission in the New Testament</td>
</tr>
<tr>
<td>MD/BN365.15 Reading in Communities</td>
</tr>
<tr>
<td>MD/BS309.15 Salvation</td>
</tr>
<tr>
<td>MD/BS331.15 Theologies and Practices of Love</td>
</tr>
<tr>
<td>MD/CH311.15 Evangelicalism &amp; Fundamentalism</td>
</tr>
<tr>
<td>MD/CT/DE355.15 Human Life and Human Rights</td>
</tr>
<tr>
<td>MD/DM364.15 Mission in the New Testament</td>
</tr>
<tr>
<td>✦ MD/DM365.15 Understanding Islam</td>
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<thead>
<tr>
<th>Worship and Mission of the Church:</th>
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<tbody>
<tr>
<td>MD/CT320.15 Church</td>
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<tr>
<td>MD/CT332.15 Faith and the Environment</td>
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<tr>
<td>MD/CT382.15 Economics, Justice &amp; Theology</td>
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<tr>
<td>MD/DM302.15 Reconciliation: Heart of Mission</td>
</tr>
<tr>
<td>✦ MD/DM307.15 The Multicultural Church</td>
</tr>
<tr>
<td>✦ MD/DM331.15 Micah Mandate</td>
</tr>
<tr>
<td>✦ MD/DM332.15 Faith and the Environment</td>
</tr>
<tr>
<td>✦ MD/DM336.15 Global Mission Today</td>
</tr>
<tr>
<td>MD/DM343.15 New Missional Communities</td>
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<tr>
<td>MD/DP333.15 Leadership for Ministry &amp; Mission</td>
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<thead>
<tr>
<th>Faith and Ministry Praxis:</th>
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<tbody>
<tr>
<td>✦ MD/DL301.15 Theology &amp; Practice of Worship</td>
</tr>
<tr>
<td>MD/DL/DP303.15 Facing Crisis and Transition</td>
</tr>
<tr>
<td>MD/DL311.15 Worship &amp; Experience of God</td>
</tr>
<tr>
<td>MD/DL312.15 Promises, Vows and Covenants</td>
</tr>
<tr>
<td>✦ MD/DL314.15 Worship and Time</td>
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<tr>
<th>Integrative Ministry Studies (CPE/STFE):</th>
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<tbody>
<tr>
<td>✦ MD/DP336.30 Supervised Pastoral Education</td>
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<td>✦ MD/DP367.15 Supervised Theol Field Education</td>
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<tr>
<td>✦ MD/DP369.15 Supervised Theol Field Education</td>
</tr>
<tr>
<td>MD/DP377.15 Supervision Foundations</td>
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</tbody>
</table>
Specialised Studies provide students with an opportunity to engage in detailed study of specialized theological disciplines.

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

Fields of specialisation:

**Biblical Studies**
- Old Testament; New Testament; combinations of these.

**Christian Thought and History**
- Church History; Systematic Theology; Ethics; Theology and Philosophy; combinations of these.

**Christian Life and Ministry**
- Pastoral Theology; Spirituality; Liturgical Studies; Missiology; Christian Education; combinations of these.

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

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

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

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

### Specialised Studies: (S)

<table>
<thead>
<tr>
<th>Biblical Studies:</th>
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<tbody>
<tr>
<td>MD/BH302.15 Justice in the Prophets</td>
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<tr>
<td>MD/BH303.15 Identity, Land and Exile</td>
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<tr>
<td>MD/BH305.15 Samuel</td>
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<tr>
<td>MD/BH306.15 War &amp; Peace in the Hebrew Bible</td>
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<tr>
<td>MD/BH314.15 Genesis - The Book of Beginnings</td>
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<tr>
<td>MD/BN301.15 The Gospel of Mark</td>
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<tr>
<td>MD/BN302.15 Matthew</td>
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<tr>
<td>MD/BN303.15 Luke</td>
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<td>MD/BN307.15 Sermon on the Mount</td>
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<tr>
<td>MD/BN322.15 Paul: Life and Letters</td>
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<td>MD/BN331.15 First Corinthians</td>
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<tr>
<td>MD/BN332.15 Galatians: Faith and Law</td>
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<td>MD/BN342.15 The Book of Revelation</td>
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<td>MD/BN388.15 The Historical Jesus</td>
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<td>MD/BN394.15 Gospel in Context</td>
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<td>MD/BN396.15 Narrative Study of Gospel of Mark</td>
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<th>Christian Thought and History:</th>
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All graduate units have assessment tasks which aggregate to 6,000 words
MASTER OF THEOLOGICAL STUDIES

The Master of Theological Studies (MTS) is a coursework degree open to students who have completed a BTheol, BD or MDiv degree. The MTS is characterized by its flexibility and is especially suitable for those preparing for pastoral ministry who have already completed a degree in theology.

The MTS requires the completion of eight graduate units and two postgraduate units. It can be completed in eighteen months of full time study or longer if part time.

A listing of postgraduate units to be offered throughout the teaching institutions of the MCD in 2011 is provided on page 103.

To meet the requirements of the MTS, a student may include one or more of the following elements:

- a supervised ministry placements (up to two units);
- a supervised synthesis of 12,000 words of an interdisciplinary nature (two units), and an oral examination based on the synthesis (one unit);
- an oral examination of up to one and a half hours (three units);
- a research essay of 12,000 words (two units).
MASTER OF THEOLOGICAL STUDIES - DEGREE STRUCTURE

The Master of Theological Studies requires the completion of eight graduate units (at third level) and two postgraduate units (at fourth level). It can be completed in eighteen months of full-time study or longer if part-time.

The requirements of the MTS may include one or more of the following elements:

• supervised ministry placements (up to two units);
• a supervised synthesis of 12,000 words of an interdisciplinary nature (two units), and
• an oral examination based on the synthesis (one unit);
• an oral examination of up to one and a half hours (three units);
• a research essay of 12,000 words (two units).

All units listed are offered in 2012

Hebrew Bible
MT/BH303.15 Identity, Land and Exile
MT/BH315.15 Preaching & Teaching the Old Testament

New Testament
MT/BN301.15 The Gospel of Mark
MT/BN332.15 Galatians: Faith and Law

Biblical Studies
MT/BS320.15 The Use of the Bible in Ethics

Church History
MT/CH302.15 Patterns in the Practice of Christianity
MT/CH304.15 Hist & Theology of Baptist Churches
MT/CH319.15 Agents of Reconciliation
MT/CH358.15 Martin Luther King Jr in the Quest etc

Systematic Theology
MT/CT302.15 Who is Jesus?
MT/CT304.15 Hist & Theology of Baptist Churches
MT/CT319.15 Agents of Reconciliation
MT/CT333.15 Lives of Faith

Ethics
MT/DE320.15 The Use of the Bible in Ethics

Liturgy/Worship
MT/DL301.15 Theol & Practice of Christian Worship
MT/DL302.15 Homiletics
MT/DL314.15 Worship and Time

Missiology
MT/DM307.15 Multicultural Church
MT/DM325.15 Spirituality, Sustainability & Discipleship
MT/DM328.15 Integrated Chaplaincy Training
MT/DM329.15 Reimagining Evangelism
MT/DM330.15 Chaplaincy in Educational Settings
MT/DM331.15 Micah Mandate
MT/DM336.15 Global Mission Today
MT/DM356.15 Community Development
MT/DM357.15 Towards Reconciliation
MT/DM358.15 Martin Luther King Jr in the Quest etc
MT/DM365.15 Understanding Islam

Pastoral Care and Counselling
MT/DP304.15 Pastoral Care in Grief and Loss
MT/DP328.15 Integrated Chaplaincy Training
MT/DP330.15 Chaplaincy in Educational Settings
MT/DP336.15 Supervised Pastoral Education
MT/DP338.15 World of the Child
MD/DP342.15 Pastoral Care in Life (Awaiting accreditation)
MT/DP367.15 Supervised Theological Field Education
MT/DP369.15 Supervised Theological Field Education

Spirituality
MT/DS306.15 Table Spirituality
MT/DS308.15 Spirituality: Transforming Life

Fourth Level Units at Whitley
BH/BN/BS/CH/CT/DM/DP Supervised Reading Units
DP467.15 Supervised Theological Field Education
DP469.15 Supervised Theological Field Education
PRZ17 Research Methodologies (MCD)

A complete list of Fourth Level Units at other RTIs appears on page 100 of this Handbook

All graduate units have assessment tasks which aggregate to 6,000 words
GRADUATE UNIT OUTLINES

[UNITS IN THIS SECTION ARE LISTED ALPHABETICALLY/NUMERICALLY]

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

PE = GRADUATE DIPLOMA IN THEOLOGY
MD = MASTER OF DIVINITY
MT = MASTER OF THEOLOGICAL STUDIES
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.
5. Apply a limited understanding of Greek to the reading of critical commentaries for sermon and teaching preparation.

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

Faculty: M Munro

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

Select Bibliography:
PE/MD 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:
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.

AL102.15 is a pre-requisite for AL112.15. AL112.15 provides the foundation for further work in Greek. The combination of AL102.15 and AL112.15 fulfil 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: MDiv: 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:
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; explore the possible relationships between these themes and different historical, geographical and traditional contexts; develop an awareness of modern schools of study, as well as the history of research into the Hebrew Bible; develop 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 3,000 word exegetical paper (50%)
          One 3,000 word essay (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: MDiv: 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 AL210.15]

Select Bibliography:
PE/MD/MT BH303.15 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: MDiv: 45 points in Foundational Studies

Assessment: One 2,000 word exegetical paper (30%)
One 3,000 word essay (50%)
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
BH315.15 PREACHING AND TEACHING THE OLD TESTAMENT

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.
6. Reflect hermeneutically on biblical studies in relation to other theological disciplines.

Pre-requisite: Two Foundational units in Biblical Studies

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:
Brueggemann, Walter. The word militant: Preaching a decentering word. Minneapolis: Augsburg, 2010
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. Aldershot: Ashgate, 2005
BN101.15 provides the introductory unit in New Testament studies and serves as a pre-requisite for all other BN units. After successful completion of the unit, students should be able to:

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

Class Time: Three hours per week
Assessment: Three 1,000 word workshop papers (60%)
One exegetical essay of 3,000 words (40%)
Faculty: K Dyer
Offered: Semester 1, 2012
Tuesdays: 9.30 am – 12.30 pm at Booth College (SATC)

Select Bibliography:
Mooney, Francis J. *Beginning the Good News.* Homebush: St Paul, 1992
Via, Dan Otto (ed.). *Guides to biblical scholarship.* (Series of booklets on exegetical methodology), Philadelphia: Fortress Press
PE/MD/MT BN301.15 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: MDiv: 45 points in Field B (including 30 points in BN)

Class Time: Three hours per week

Assessment: One 3,000 word essay (50%)
Two 1,500 word seminar papers (50%)

Faculty: K Dyer

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

Select Bibliography:
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.
6. Demonstrate an ability to undertake independent research at Graduate level.

Pre-requisite:
Foundation level NT studies (or equivalent)
(plus NT Greek for those studying the Greek text)

Assessment:
One 1,500 word seminar paper (20%)
One critical review of readings (1,500 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:
Gorman, Michael J. *Apostle of the crucified Lord: A theological introduction to Paul and his letters.* Grand Rapids: Eerdmans, 2004
Horrel, David G. *Solidarity and difference: A contemporary reading of Paul's ethics.* London: T & T Clark, 2005
PE/MD/MT 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.
5. Assess approaches to ethical questions for the local church and other ministry contexts.

Pre-requisites: 45 points in Field B; 15 points in Systematic Theology
Assessment: One exegetical essay 2,000 words (30%)
              One hermeneutical essay 3,000 words (50%)
              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
PE/MĐ BH/BN/BS 399.15/30
SUPERVISED READING UNITS IN THE BIBLE

A reading course for advanced students majoring in Hebrew Bible, New Testament or Biblical Studies may be available. 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 a reading 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
Assessment: Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit
Faculty: M Brett, K Dyer
Offered: 2012
By arrangement with Faculty
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 1,000 words each (30%)
- One 2,500 word essay (40%)
- One 1,500 word tutorial paper (30%)

Faculty: M Munro

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

Select Bibliography:
- Hamman, Adalbert G. How to read the church fathers. London: SCM, 1993
- Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
PE/MD CH112.15 CHRISTIANITY THROUGH THE CENTURIES: FROM THE REFORMATION TO MODERN TIMES

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

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

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

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

Faculty: M Munro

Offered: Semester 2, 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
**PE/MD/MT CH302.15 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.

Upon successful 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.

**Class Time:** Three hours per week – seminar-based

**Assessment:**
- 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
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: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- 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 CT304.15]

Select Bibliography:
Bebbington, David (ed.). *The gospel in the world.* Carlisle: Paternoster, 2002
*Lumpkin, William L (ed.). *Baptist confessions of faith.* Valley Forge: Judson, 1959
McBeth, H Leon (ed.). *A sourcebook for Baptist heritage.* Nashville: Broadman, 1990
Petras, Michael (ed.). *Australian Baptists past and present.* Sydney: BHS, 1988
Randall, Ian M et al. *Baptist identities: International studies from the seventeenth to the twentieth century.* Milton Keynes, MK: Paternoster, 2006
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. Articulate both the objectives and means of church involvement in two specific social conflicts.
4. Demonstrate an awareness of how a theological understanding of reconciliation can interact with social, political and cultural realities.
5. Articulate the implications of the above for the theology and praxis of mission today.

Pre-requisites: MDiv: Foundational units in Church History & in Systematic Theol
Assessment: One 1,500 word tutorial paper (25%)
One 1,500 word book review (25%)
One 3,000 word essay (50%)
Faculty: K Clements
Offered: 2012. As an Intensive
[February 13-17 and 20-24; 9.30 am – 1.00 pm]
[Unit offered alternatively as CT319.15]

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, and on developing a personal perspective on the Christian practice of non-violence.

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. Outline the relevance of King’s life for Christians today.

Pre-requisites: MDiv: 45 points in Foundational Studies

Assessment: One book review of 1,500 words (25%)
               Seminar presentation (equiv of 1,500 words) (25%)
               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 DM358.15]

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 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 Course Co-ordinator. Students taking the course 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 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

Faculty: M Munro

Offered: 2012
By arrangement with Faculty
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 250 words)
Three document studies, each 500 words (30%)
One 2,500 word essay (50%)

Faculty: F Rees

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

Select Bibliography:
PE/MD/MT CT302.15 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 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.

Class Time: 12 weekly sessions of 2 hours lectures and one hour tutorial
Assessment: One 1,500 word tutorial paper (30%)
Journal of critical reflections upon reading (1,500 words) (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
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: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- 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 CH304.15]

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
PE/MD/MT CT319.15 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. Articulate both the objectives and means of church involvement in two specific social conflicts.
4. Demonstrate an awareness of how a theological understanding of reconciliation can interact with social, political and cultural realities.
5. Articulate the implications of the above for the theology and praxis of mission today.

Pre-requisites: MDiv: Foundational units in Church History & in Systematic Theol

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

Faculty: K Clements

Offered: 2012. As an Intensive
[February 13-17 and 20-24; 9.30 am – 1.00 pm]
[Unit offered alternatively as CH319.15]

Select Bibliography:
Forrester, Duncan B. Apocalypse now? Reflections on faith in a time of terror. Aldershot: Ashgate 2005
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.
5. Identify critical issues in the use of life stories as a source of theology.

Pre-requisite: MDiv: 45 points in Foundational Studies

Assessment:
- One 1,500 word book review (20%)
- One 1,000 word seminar paper (20%)
- One 3,500 word essay (60%)

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
Young, Frances M. *Face to face*. Edinburgh: T & T Clark, 1990
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 course 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 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

Faculty: F Rees

Offered: 2012
- By arrangement with Faculty
PE/MD/MT 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.
5. Assess approaches to ethical questions for the local church and other ministry contexts.

Pre-requisites: 45 points in Field B; 15 points in Systematic Theology
Assessment: One exegetical essay 2,000 words (30%)
One hermeneutical essay 3,000 words (50%)
Critical reflections on set readings 1,000 words (20%)
Faculty: M Brett and K Dyer
Offered: Semester 1, 2012. Thursdays: 2.00 – 5.00 pm
[Unit offered alternatively as BS320.15]

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
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 interrelationship 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: 45 points in Foundational Studies
[Exclusion from this unit for students who have already completed DL101.15]

Class Time: Three hours per week plus two field trips

Assessment: 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:
Hughes, Graham. Worship as meaning. Cambridge Uni Press, 2003
Hustad, Donald P. True worship: Reclaiming the wonder and majesty. Carol Stream: Hope, 1998
Saliers, Don E. Worship as theology. Nashville: Abingdon, 1994
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

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

Faculty: A Demond

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

Select Bibliography:
Elliott, Mark B. Creative styles of preaching. Louisville: John Knox Press, 2000
Quicke, Michael J. 360 degree preaching: Hearing, speaking and living the word. Grand Rapids: Baker Academic, 2003
Rose, Lucy A. Sharing the word. Louisville: John Knox Press, 1997
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: MDiv: 45 points in Foundational 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: 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:
Webber, Robert E. *Ancient-future time*. Grand Rapids: Baker, 2004
PE/MD 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.
5. Articulate their own approach to Christian mission.

Assessment: 
One 1,000 word tutorial paper (20%)
Two 2,000 word essays (60%)
Participation in online forum (20%)

Faculty: R Langmead

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

Select Bibliography:
* = set texts recommended for purchase
Murray, Stuart. *Church after Christendom*. Carlisle, UK: Paternoster, 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-requisite: 45 points in Foundational Studies

Assessment:

- One 1,500 word tutorial paper (20%)
- One 1,500 word research project (30%)
- One 3,000 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
PE/MD/DM325.15  SPIRITUALITY, SUSTAINABILITY AND DISCIPLESHIP

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: MDiv: 45 points in Foundational Studies

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

Faculty: D Cronshaw (Co-ordinator)

Offered 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
PE/MD/MT DM328.15 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 in depth on ministry and mission experience.
3. Demonstrate an advanced ability for critical reflection on their identity and role in pastoral care.
4. Receive evaluative feedback from supervisors and peers.

Pre-requisites: MDiv: 45 points in Foundational Studies

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

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

Faculty: D Wilson

Offered: Semester 1, 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 also offered as DP328.15]

Select Bibliography:
Clinebell, Howard J Jr. Basic types of pastoral counselling. 2nd edn. Nashville:
    Abingdon, 1984
De Revere, David W et al. Chaplaincy in law enforcement. 2nd edn. Springfield, IL: C C
    Thomas, 2005
Holst, Lawrence E (ed.). Hospital ministry: The role of the chaplain today. Eugene, OR:
    Wipf & Stock, 2007
Killen, Patricia O’Connell and John de Beer. The art of theological reflection. New York:
    Crossroad, 1994
Neff, Blake J. A pastor’s guide to interpersonal communication: The other six days. NY:
    Haworth, 2006
Olson, Richard P. Ask anything: A pastoral theology of inquiry. New York: 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
Weaver, John. Outside-in: Theological reflections on life. Macon, GA: Smyth & Helwys,
    2006
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: MDiv: 45 points in Foundational Studies

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

Faculty: D Fuller, 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 DP330.15]

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. Understand and explain 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: MDiv: 45 points in Foundational Studies

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

Co-ordinator: 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
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.
4. Outline and defend a framework for mission in a particular cross-cultural context.

Pre-requisites:
MDiv: 45 points in Foundational Studies

Class Time:
Thirty six hours over 4 weekends

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

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:
*Myers, Bryant L. *The changing shape of world mission.* Monrovia, CA: MARC, 1993
Shenk, David W. *God’s call to mission.* Scottsdale, PA: Herald, 1994
PE/MD/MT DM356.15 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. Identify ways in which local community development can learn from global contexts.
6. Articulate a range of community development models.

Pre-requisites: MDiv: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment: One essay of 2,500 words (40%)
One essay of 2,000 words (35%)
One tutorial presentation of 1,500 words (25%)

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
TOWARDS RECONCILIATION: A THEOLOGICAL UNDERSTANDING OF THE RELATIONSHIP BETWEEN INDIGENOUS AND NON-INDIGENOUS AUSTRALIANS

This unit considers the theological underpinnings of justice and reconciliation, seen as fundamental to our understanding of God’s purposes in the world. It explores how non-indigenous Australians belong on land acquired unjustly and how to enable people to effect change. It will discuss aspects of reconciliation between Indigenous and non-indigenous peoples—past, present and future—and current government policies such as ‘closing the gap’ and the Northern Territory Intervention, with a view to resetting the relationship.

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

1. Discuss the major issues involved in Indigenous/non-indigenous relationships in Australia.
2. Identify key biblical texts and traditions which can guide the church’s understanding of Indigenous/non-indigenous relationships in Australia.
3. Identify national and local strategies for resetting our understanding of Indigenous/non-indigenous relationships in Australia.
4. Outline ways in which Australia being founded on unjustly-acquired land affects its national identity.
5. Outline a theological framework for understanding indigenous/non-indigenous relationships in Australia.

Pre-requisite: MDiv : 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- Tutorial Paper/Presentation of 1,000 words (20%)
- One 2,500 word essay (40%)
- One 2,500 word essay (40%)

Faculty: P Lewis

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

Select Bibliography:
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, and on developing a personal perspective on the Christian practice of non-violence.

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. Outline the relevance of King’s life for Christians today.

Pre-requisites: MDiv: 45 points in Foundational Studies

Assessment:
- One book review of 1,500 words (25%)
- Seminar presentation (equiv of 1,500 words) (25%)
- 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 CH358.15]

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 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: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- 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 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: MDiv: 45 points in Foundational Studies

Assessment: To be negotiated, selecting from:
- A paper to be presented at the conference
- Essay(s)
- Book Reviews
and totalling 6,000 words

Faculty: R Langmead

Offered: 2012
By arrangement with Faculty
PE/MD 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 course 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 6,000 words for 15 points
Total of 12,000 words for 30 points

Faculty: R Langmead

Offered: 2012
By arrangement with Faculty
DP304.15 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 (i.e. her own personal experience and beliefs about grief and loss) as well as a helping professional (i.e. 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: MDiv : 45 points in Foundational Studies

Assessment: 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:
PE/MD/MT DP328.15 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 in depth on ministry and mission experience.
3. Demonstrate an advanced ability for critical reflection on their identity and role in pastoral care.
4. Receive evaluative feedback from supervisors and peers.

Pre-requisites: MDiv: 45 points in Foundational Studies

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

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

Faculty: D Wilson

Offered: Semester 1, 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 DM328.15]

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
**PE/MD/MT DP330.15 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: MDiv: 45 points in Foundational Studies

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

Faculty: D Fuller, 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 DM330.15]

Select Bibliography:
MD/MT DP336.15/30 SUPERVISED PASTORAL EDUCATION

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

NOTE: Consult Faculty to clarify the points available for different awards.

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 members, and students should check with them before committing themselves to a program for which they wish to claim 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 DP336.30. An administrative fee is charged.

Assessment:
Each program will have its own assessment requirements. To obtain 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
PE/MD/MT DP338.15 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 and its implications for the life and mission of the church. Drawing upon the histories of children in church and mission as well as 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 mission to 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. Articulate a theology of the child.
2. Demonstrate an informed appreciation for the world of children.
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: MDiv: 45 points in Foundational Studies, including DT101.15

Class Time: Three hours per week

Assessment:
- One 3,000 word essay or ministry project (60%)
- One 1,500 word field-trip report (20%)
- One 1,500 word ministry resource review (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 DP369.15 in consecutive semesters).

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

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

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

Assessment: One Goal Setting exercise 1,000 words One Serving and Learning Covenant 300 words One Supervision Covenant 200 words One End of semester self-evaluation 1,000 words Two class presentations of case studies/verbatims each 1,250 words

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

The subject is marked on a Pass/Fail basis

Faculty: R Wright

Offered: Semester 2, 2012. Tuesdays: 8.30 – 10.30 am • 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 DP367.15).

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. 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.
7. Demonstrate the integration of their theological understanding and their ministry praxis in a final essay.

**Pre-requisite:** DP367.15 (the unit must be taken in conjunction with DP367 in consecutive semesters)

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

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

**Additional Activities include:**
- Participation in Congregational Committee Meetings
- Participation in Supervision sessions
- End of year evaluation by the Personal Supervisor
- Regular reports and final evaluation by the Congregational Committee
- Satisfactory final 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
- Interview and acceptance into the program by the Director of Field Education
- Must be taken in conjunction with DP367 in consecutive semesters – (Sem 2, 2011)

**Select Bibliography:**
- Wright, R H *Supervised theological field education handbook*. Melbourne: Whitley College, 2010
PE/MD 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 course 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 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

Faculty: A Mallaby

Offered: 2012
By arrangement with Faculty
PE/MD/MT DS306.15 TABLE SPIRITUALITY: HOSPITALITY, COMMUNITY AND MISSION

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: MDiv : 45 points in Foundational Studies

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

Assessment: One 1,500 word reflection/tutorial paper (20%)
One 1,500 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 & 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
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.
6. Demonstrate a capacity to integrate the disciplines of biblical studies, practical and systematic theology.
7. Evaluate the relevance of their theological learning to their lived experience.

Pre-requisite: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment: One 1,500 word book report (20%) One 1,500 word reflective summary of journal (30%) One 3,000 word essay (50%)

Faculty: R Wright

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

Select Bibliography:
* = set texts recommended for purchase


PE/MD 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 course 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 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

Faculty: R Wright

Offered: 2012
By arrangement with Faculty
PE/MD DT101.15 LIVING THE FAITH: SPIRITUALITY, VOCATION & 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.

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

Assessment:
- One 1,000 work Journal (20%)
- One 1,500 Case Study (20%)
- One 3,000 word Integration essay (60%)

Faculty: A Mallaby

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

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<tr>
<td>PDS408</td>
<td>Discernment and Election in the Spiritual Exercises</td>
<td>2-ICSPF</td>
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<tr>
<td>PDS425</td>
<td>Key Meditations and Rules in the Spiritual Exercises</td>
<td>2-ICSPF</td>
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<tr>
<td>PDS405/406</td>
<td>Spiritual Exercises: Theory/Spiritual Exercises: Practice</td>
<td>1&amp;2-ICSPF</td>
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<tr>
<td>PDS410</td>
<td>Supervised Retreat Direction</td>
<td>1&amp;2-ICSPF</td>
</tr>
<tr>
<td>PDS415</td>
<td>Weeks of the Spiritual Exercises</td>
<td>Int-ICSPF</td>
</tr>
<tr>
<td>PDS430</td>
<td>Art of Reconciliation</td>
<td>1-ICSPF</td>
</tr>
<tr>
<td>PDS435</td>
<td>Intro to the Supervision of Spiritual Direction</td>
<td>Int-ICSPF</td>
</tr>
<tr>
<td>PDS445</td>
<td>Supervision and the Discernment of Spirits</td>
<td>Int-ICSPF</td>
</tr>
<tr>
<td>PDS455</td>
<td>Peer and Group Supervision</td>
<td>Int-ICSPF</td>
</tr>
</tbody>
</table>

With appropriate approval, students may also undertake Supervised Reading Units at postgraduate level (ie. Level 4) (see following pages).
DP469.15 SUPERVISED THEOLOGICAL FIELD EDUCATION

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 also required to reflect on the process of learning itself, to think about what and how they learn and the impact of this upon their ministry work and life. 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 DP467.15 in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours (per semester).

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate intentionalidad in ministry through setting ministry learning and personal development goals.
2. Identify core aspects of their operational theology.
3. Receive critical and evaluative feedback from members of a congregation or agency.
4. Engage in self-evaluation with their supervisor, the peer group and the congregational committee.
5. Articulate ways in which they identified and worked with the strengths and limitations in both themselves and their ministry situations.
6. Demonstrate integration of their theological understanding with their ministry praxis in a final essay.

Pre-requisite: DP467.15 (in consecutive semesters)

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 hours each

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

Additional activities include:
Reading and preparation for class discussions
Participation in Congregational Committee meetings
Participation in individual and peer supervision sessions
Regular reports and final evaluation by the Congregational Committee
End of year evaluation by the Personal Supervisor
Satisfactory final evaluation from the Director of Field Education

The subject is marked on a Pass/Fail basis

Faculty: R Wright

Offered: Semester 1, 2012. Tuesdays, 2.00 – 4.00 pm
• Interview and acceptance into the program by the Director of Field Education
• Must be taken in conjunction with DP467 in consecutive semesters (Sem 2, 2011)

Select Bibliography:
**PRZ17 RESEARCH METHODOLOGIES (MCD)**

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

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

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

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

Courses in which this unit is taught:
- BTheol (Hons), GradDipTheol, MTS, MA (Theol), MDiv, MA, MTheol, MEd (Research), PhD, DTheol. For the purposes of the MDiv this is a Specialised (Postgraduate) unit.

**Class Time:** Three hours per week

**Assessment:**
- One 1,000 word review essay (20%)
- One 5,000 word essay (80%)

**Faculty:** M Lindsay (Co-ordinator)

**Offered:** Semester 2, 2012. Wednesdays, 5.30 – 8.30 pm at UFT

**Recommended Reading:**

* = set texts recommended for purchase

- Fink, A. *Conducting research literature reviews*. Thousand Oaks: Sage, 2005
BH/BN/BS/CH/CT/DM/DP499.15/30 SUPERVISED READING UNITS

These are reading units that can be developed for advanced students (in MDiv(Hons), MTS or MA), majoring in one of the following:

- Hebrew Bible (Old Testament) Mark Brett
- New Testament Keith Dyer
- Biblical Studies Mark Brett/Keith Dyer
- Church History Marita Munro
- Systematic Theology Frank Rees
- Missiology Ross Langmead
- Pastoral Studies Anne Mallaby

The area of specialisation will be one of particular interest in recent research and will be chosen in consultation with the Faculty supervisor. The bibliography, form of assessment and student learning outcomes will be determined by the supervisor and approved by the Melbourne College of Divinity Chair of Examiners in the appropriate field. Students taking the units will be required to meet with the supervisor at least monthly.

Assessment:
- One 6,000 word essay for 15 points credit
- One 12,000 word essay for 30 points credit

Offered:
- 2012
- By arrangement with Faculty
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
◊ 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 Range</th>
</tr>
</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** Inadequate understanding of the subject; little knowledge of the area; little insight or reading in evidence.
  
  *Doesn’t even know what the questions are.*

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

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

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

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

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

◊ Citing References

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

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

1 The footnote system

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

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

Some footnote examples

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

Simple book

Book with more publishing information

Edited book

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

Journal article

Newspaper article

Web site

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

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

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

Gill, Athol. ‘No justice without reconciliation’. Sermon preached at St Martin’s Community Church, Collingwood. Melbourne, 1989.
Smith, Joan. <jsmith@unimelb.edu.au>. ‘Theology and universities’. Private email message to Joe Bloggs, <jbloggs@hotmail.com>. 15 February 2006.

2 The author-date system

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

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

In-text citation

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

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

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

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

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

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

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

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

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

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


Further information on citation

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

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


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


Don’t be worried by minor differences between citation systems. In the end, there is room for personal preference as long as the information about your references is presented fully, clearly and consistently.
## PRINCIPAL DATES FOR 2012

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tr>
<td>FEBRUARY</td>
<td>6-9</td>
<td>INTENSIVE COURSES COMMENCE (CHECK DATES)</td>
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<td>17</td>
<td>SEMESTER 1 ENROLMENTS CLOSE</td>
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<td>FEBRUARY</td>
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<td>SEMESTER 1 COMMENCES</td>
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<td>MARCH</td>
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<td>COMMENCEMENT SERVICE</td>
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<td>SEMESTER 1 CENSUS DATE</td>
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<td>23</td>
<td>STAFF AND STUDENTS' DAY RETREAT</td>
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<td>APRIL</td>
<td>2-15</td>
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<td>SEMESTER 1 CLASSES RESUME</td>
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<td>25</td>
<td>ANZAC DAY PUBLIC HOLIDAY</td>
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<td>MAY</td>
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<td>MCD CONFERRAL (WILSON HALL)</td>
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<td>JUNE</td>
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<td>SEMESTER 1 ENDS</td>
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<td>4-8</td>
<td>NON-TEACHING PERIOD</td>
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<td>QUEEN’S BIRTHDAY PUBLIC HOLIDAY</td>
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<td>11-15</td>
<td>EXAMINATION WEEK, SEMESTER 1</td>
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<td>25-27</td>
<td>SCHOOL OF MINISTRY</td>
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<td>JULY</td>
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<td>INTENSIVE COURSES COMMENCE (CHECK DATES)</td>
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<tr>
<td></td>
<td>13</td>
<td>SEMESTER 2 ENROLMENTS CLOSE</td>
</tr>
<tr>
<td>JULY</td>
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<td>SEMESTER 2 COMMENCES</td>
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<td>AUGUST</td>
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<td>ANNUAL MISSION LECTURE</td>
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<td>10</td>
<td>SEMESTER 2 CENSUS DATE</td>
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<td>SEPT</td>
<td>17-28</td>
<td>NON-TEACHING PERIOD</td>
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<tr>
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<td>26</td>
<td>SEMESTER 2 ENDS</td>
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<tr>
<td>NOVEMBER</td>
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<td>EXAMINATION WEEK, SEMESTER 2</td>
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<td>NOVEMBER</td>
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<td>END OF YEAR CELEBRATION</td>
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<tr>
<td>DECEMBER</td>
<td>6</td>
<td>PUBLICATION OF END OF YEAR RESULTS</td>
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### WHITLEY COLLEGE: THE BAPTIST COLLEGE OF VICTORIA

#### ALL UNIT OFFERINGS - SEMESTER 1, 2012

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY/SATURDAY</th>
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</thead>
<tbody>
<tr>
<td>8.30 – 10.30 am DP269/369.15 Supervised Theol Field Education Roslyn Wright</td>
<td>9.30 am - 12.30 pm CT101.15 Beginning Theological Studies Frank Rees</td>
<td>9.30 am - 12.30 pm DT101.15 Living the Faith Anne Mallaby</td>
<td>[FRIDAY 9.30 am - 12.30 pm AL103.15 English for Theol Studies Lynne Dyer]</td>
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<tr>
<td>9.30 am - 12.30 pm BN101.15 (SA) Interpreting the New Testament Keith Dyer</td>
<td>11.00 am Chapel</td>
<td>12.40 pm Prayers</td>
<td>[SATURDAY NEW HOPE CHURCH 9.00 am – 1.00 pm DM101.15 [\n\ ndash; Holistic Witness Ross Langmead]</td>
<td></td>
</tr>
<tr>
<td>11.00 am Chapel</td>
<td>2.00 – 5.00 pm AL102.15 New Testament Greek A Marita Munro</td>
<td>2.00 – 5.00 pm BS/DE320.15 The Use of the Bible in Ethics Keith Dyer</td>
<td>[FRIDAY/SATURDAY WHITLEY FRI - 6.00 - 9.00 pm and SAT - 9.30 am – 1.00 pm DM236/336.15 Global Mission Bruce Newnham]</td>
<td></td>
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<tr>
<td>2.00 – 4.00 pm DP469.15 Supervised Theol Field Education Roslyn Wright</td>
<td>2.00 – 5.00 pm CH/CT204/304.15 History &amp; Theol of Baptist Churches Marita Munro</td>
<td>2.00 – 5.00 pm CH111.15 Christianity thru' Centuries: Early Marita Munro</td>
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<tr>
<td>2.00 – 5.00 pm AL111.15 Biblical Hebrew Val Billingham</td>
<td>6.00 - 9.00 pm CH/CT219/319.15 Agents of Reconciliation (K Clements) – Intensive – [Feb 13-17 and 20-24; 9.30 am – 1.00 pm]</td>
<td>6.00 - 9.00 pm DM256/356.15 Community Development Andrew Curtis</td>
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<tr>
<td>6.00 - 9.00 pm CH/CT204/304.15 History &amp; Theol of Baptist Churches Marita Munro</td>
<td>6.00 - 9.00 pm DM206/306.15 Table Spirituality (S Holt) Intensive at Collins Street Church [Feb 13-17 and 20-24; 9.30 am – 1.00 pm]</td>
<td>6.00 - 9.00 pm DM101.15 Holistic Witness (R Langmead) – Semi-Intensive at New Hope Church – [Mar 3, 17 &amp; 31; Apr 14 &amp; 28; May 12 &amp; 26 : 9.00 am – 1.00 pm]</td>
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<td>6.00 - 9.00 pm DM236/336.15 Global Mission (B Newnham) – Fri 6.00 – 9.00 pm &amp; Sat 9.00 am – 4.30 pm; [Feb 24 &amp; 25; March 23 &amp; 24; April 20 &amp; 21; May 18 &amp; 19]</td>
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<td>6.00 - 9.00 pm DM256/356.15 Community Development Andrew Curtis</td>
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**INTENSIVES:**

- **JANUARY:**
  - DM119/219.15 Contextual Mission (B Newnham) – Intensive at GIA, 597 Burwood Road, Hawthorn [February 13-17]  
- **FEBRUARY:**
  - ▲ DM119/219.15 Contextual Mission (B Newnham) Intensive at GIA, 597 Burwood Road, Hawthorn [February 13-17]
  - ▼ 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]

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<tr>
<th>MONDAY</th>
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<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY/SATURDAY</th>
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<tbody>
<tr>
<td>8.30 – 10.30 am</td>
<td>8.30 – 10.30 am</td>
<td>9.30 am - 12.30 pm</td>
<td>9.30 am - 12.30 pm</td>
<td>9.30 am - 12.30 pm</td>
</tr>
<tr>
<td>11.00 am Chapel</td>
<td>11.00 am Chapel</td>
<td>12.40 pm Prayers</td>
<td>12.40 pm Prayers</td>
<td>AL104.15 Oral Communication Lynne Dyer</td>
</tr>
<tr>
<td>6.00 - 9.00 pm</td>
<td>6.00 - 9.00 pm</td>
<td>6.00 - 9.00 pm</td>
<td>6.00 - 9.00 pm</td>
<td>FRIDAY/SATURDAY</td>
</tr>
<tr>
<td>BH203/303.15 Identity, Land and Exile Mark Brett</td>
<td>DL202/302.15 Homiletics Allan Demond</td>
<td>DM257/357.15 Towards Reconciliation Peter Lewis</td>
<td>CH202/302.15 Patterns in Practice of Christianity Marita Munro</td>
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</tr>
<tr>
<td>5.30 – 8.30 pm (UFT)</td>
<td>5.30 – 8.30 pm (UFT)</td>
<td>DM265/365.15 Understanding Islam David O’Brien</td>
<td>CT233/333.15 Lives of Faith Frank Rees</td>
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<td>6.00 - 9.00 pm World of the Child Beth Barnett/Jude Waldron</td>
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<td>NEW HOPE CHURCH</td>
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<td>CH112.15 Christianity thru’ Centuries: Reformation Marita Munro</td>
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<td>CT233/333.15 Lives of Faith Frank Rees</td>
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**INTENSIVES:**

**JULY:**
- DM231/331.15 Micah Mandate (S Bradbury) – Intensive at TEAR, 4 Solwood Place, Blackburn [July 2 – 13]
- DP204/304.15 Pastoral Care in Grief and Loss (F Nuozolese) – Intensive – [July 9-13 and 16-20, 9.30 am – 1.00 pm]
- 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]
- 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 & 6 & 19 & 20]
- 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]

**SEPTEMBER:**
- DM225/325.15 Spirituality, Sustainability and Discipleship (D Cronshaw) – Intensive – [September 15-19]
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