2020 Postgraduate Handbook

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WELCOME TO WHITLEY

A warm welcome to Whitley College, where we are committed to formation through theological education. We 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.

Our Mission
Grounded in the story of Jesus Christ and committed to faithful living and practical expressions of God’s activity in the world, Whitley College is a culturally diverse community of learners in theology. Shaped by the Bible, and informed by our Baptist heritage, we engage with contemporary challenges of churches and the world by equipping people through theological studies and research for various contexts of service.

Our Vision
For more than 150 years Whitley College has been forming men and women for Christian life and service. Through rigorous engagement with the Biblical narrative and its application to local and global contexts, Whitley College has created an adaptive learning environment that is relevant for, and consistent with, Christian living, both within and beyond churches and faith communities.

Drawing from this foundation, Whitley continues to shape responsible theological learning and reflection, focused on the complex interaction between culture, church and faithful living. The experience of studying theology at Whitley integrates our:

- Knowing – authentic theological understanding
- Being – personal formation and growth
- Doing – responsible living

Forming Christian Disciples in Faith, Hope and Love
From diploma to doctoral level, our 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, within 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 and men in Christian leadership.

Who Studies at Whitley?
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.

We strongly encourage every student to see their study as the reflective part of a life of action and commitment. Integration of faith and life is the key.

We 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.
WHITLEY COLLEGE AND THE UNIVERSITY OF DIVINITY

Whitley College is a College of the University of Divinity.

The University of Divinity is Australia’s oldest ecumenical theological institution, having been established as the Melbourne College of Divinity by an Act of State Parliament in 1910. The University of Divinity in 2012 began operating as a university in its own right, becoming Australia’s first specialist university.

Today the University of Divinity includes Anglican, Baptist, Churches of Christ, Coptic Orthodox, Lutheran, Roman Catholic, Salvation Army and Uniting Church representatives. Its commitment to inter-church co-operation allows each college within the University to be true to its own heritage and commitments. In 2015 the University of Divinity approved a ten-year Strategic Plan, ‘Growing in Partnership’, to build on its foundations by creating a strong and vibrant network of partnerships in order to deliver its Vision and Mission:

**University of Divinity Vision**

Together we empower our learning community to address the issues of the contemporary world through critical engagement with Christian theological traditions.

**University of Divinity Mission**

We fulfil our vision through:

- excellence in learning, teaching, and research,
- stewardship of our resources, and
- engagement with the churches and community in Australia and internationally.

We demonstrate how to live in unity with diversity.

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

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

**University of Divinity Contact Details**

Office of the Vice-Chancellor
University of Divinity
21 Highbury Grove, KEW VIC 3101
Tel: +61 3 9853 3177
Email: enquiries@divinity.edu.au
Web: www.divinity.edu.au
ABN 95 290 912 141    CRICOS Provider 01037A

The University Badge

The University Badge represents its Vision, Mission, and collegiate identity. The Badge is a star, formed by a constellation of open books. The star is a biblical symbol that appears in the heavens to point wise ones on earth towards the Christ. It is also an Australian symbol, as shown by the federal star and the Southern Cross on the Australian flag.

The books which make up the star represent wisdom, and are open to critical interpretation. The gathering of these many parts into a whole expresses the collegiate shape of the University.

The gold represents excellence. The distinctive accent is red, representing passion and sacrifice which facilitate and flow from the study of divinity.

The constellation of books creates two stars, one on the outside and one on the inside, illustrating the University’s commitment to tradition and innovation. Through critical study, the University brings ancient truths into dialogue with the issues of the contemporary world.
## Colleges of the University of Divinity

<table>
<thead>
<tr>
<th>College Name</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Lutheran College</strong></td>
<td>104 Jeffcott Street</td>
<td>+61 8 7120 8200</td>
<td><a href="mailto:alc@alc.edu.au">alc@alc.edu.au</a></td>
<td><a href="http://www.alc.edu.au">www.alc.edu.au</a></td>
</tr>
<tr>
<td><strong>Catholic Theological College</strong></td>
<td>278 Victoria Parade</td>
<td>+61 3 9412 3333</td>
<td><a href="mailto:ctc@ctc.edu.au">ctc@ctc.edu.au</a></td>
<td><a href="http://www.ctc.edu.au">www.ctc.edu.au</a></td>
</tr>
<tr>
<td><strong>Eva Burrows College</strong></td>
<td>100 Maidstone Street</td>
<td>+61 3 9847 5400</td>
<td><a href="mailto:enquiries@ebc.edu.au">enquiries@ebc.edu.au</a></td>
<td><a href="http://www.evaburrowscollege.edu.au">www.evaburrowscollege.edu.au</a></td>
</tr>
<tr>
<td><strong>Jesuit College of Spirituality</strong></td>
<td>175 Royal Parade</td>
<td>+61 3 9448 8276</td>
<td><a href="mailto:enquiries@jcs.edu.au">enquiries@jcs.edu.au</a></td>
<td><a href="http://www.jcs.edu.au">www.jcs.edu.au</a></td>
</tr>
<tr>
<td><strong>Morling College (HDR only)</strong></td>
<td>120 Herring Road</td>
<td>+61 2 9878 0201</td>
<td><a href="mailto:enquiries@morling.edu.au">enquiries@morling.edu.au</a></td>
<td><a href="http://www.morling.edu.au">www.morling.edu.au</a></td>
</tr>
<tr>
<td><strong>Pilgrim Theological College</strong></td>
<td>29 College Crescent</td>
<td>+61 3 9340 8800</td>
<td><a href="mailto:study@pilgrim.edu.au">study@pilgrim.edu.au</a></td>
<td><a href="http://www.pilgrim.edu.au">www.pilgrim.edu.au</a></td>
</tr>
<tr>
<td><strong>St Athanasius College</strong></td>
<td>PO Box 1153</td>
<td>+61 3 8872 8452</td>
<td><a href="mailto:info@sac.edu.au">info@sac.edu.au</a></td>
<td><a href="http://www.sac.edu.au">www.sac.edu.au</a></td>
</tr>
<tr>
<td><strong>Stirling Theological College</strong></td>
<td>44-60 Jackson’s Road</td>
<td>+61 3 9790 1000</td>
<td><a href="mailto:admin@stirling.edu.au">admin@stirling.edu.au</a></td>
<td></td>
</tr>
<tr>
<td><strong>Trinity College Theological School</strong></td>
<td>Old Warden’s Lodge</td>
<td>+61 3 9348 7127</td>
<td><a href="mailto:tcts@trinity.edu.au">tcts@trinity.edu.au</a></td>
<td><a href="http://www.trinity.unimelb.edu.au/theological-school">www.trinity.unimelb.edu.au/theological-school</a></td>
</tr>
<tr>
<td><strong>Whitley College</strong></td>
<td>50 The Avenue</td>
<td>+61 3 9340 8100</td>
<td><a href="mailto:whitley@whitley.edu.au">whitley@whitley.edu.au</a></td>
<td><a href="http://www.whitley.edu.au">www.whitley.edu.au</a></td>
</tr>
<tr>
<td><strong>Yarra Theological Union</strong></td>
<td>98 Albion Road</td>
<td>+61 3 9890 3771</td>
<td><a href="mailto:admin@ytu.edu.au">admin@ytu.edu.au</a></td>
<td><a href="http://www.ytu.edu.au">www.ytu.edu.au</a></td>
</tr>
</tbody>
</table>
A BRIEF HISTORY OF WHITLEY COLLEGE

Whitley College has been offering theological education in Victoria since 1891, originally as The Baptist College of Victoria, and since 1965 as Whitley College in Parkville. In 2018 the College embarked on a new era, following the closure and disposal of the Residential College in Royal Parade, remodelling the facilities in the Mervyn Himbury Theological Studies Centre in The Avenue to transition the College into the future.

Whitley College is an agency of the Baptist Union of Victoria, and is a key partner in the education and equipping of leaders. Originally focused solely on the training of pastors for ordained ministry in what would later become the Baptist Union of Victoria, Whitley College now educates people from all walks of life, recognising the contribution of theological discourse to a wide range of endeavours.

Formal courses of study are available from Diploma level through to postgraduate research at Doctoral level, enabling students to find a level and a pathway appropriate to their interests and pursuits. Alongside formal academic programs, Whitley offers educational formation opportunities tailored to respond to a variety of contexts.

Baptist Camping Victoria interns at Camp Wilkin engage in diploma studies at Whitley as part of their formation. TransFormation offers a leadership and education program for people from culturally and linguistically diverse contexts. Young adults and school leavers discover an intentional learning and formation program with NEXT and NEXT2. The NAIITS: An Indigenous Learning Community program offers graduate theological studies responding to theology through Indigenous eyes. Our partnership with The WellSpring Centre brings a range of study options at post-graduate level in the areas of Spirituality and Spiritual Direction.

Whitley’s faculty and staff bring particular gifts and emphases to theological education. Professor Mark Brett is currently serving as the editor of the Journal of Biblical Literature. Intercultural studies, History, the Arts and theology are all served by a team that is passionate and experienced in their fields.

COLLEGE HYMN

Ad Iustitiam (To Righteousness)

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.

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.

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.

Written by Ross Langmead for the centenary year of Whitley College, 1991
Based on the College motto from Dan 12:3
WHY CHOOSE WHITLEY COLLEGE?

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

We offer programs that integrate practice and theory across a range of theological disciplines.

There are many good reasons to study at Whitley...

- **Accredited diplomas and degrees awarded by the University of Divinity** are highly respected within Australia and overseas. Many graduates have gone on to further studies within Australia and around the world.

- **A complete range of theological studies**: biblical languages, biblical studies, church history, systematic theology, pastoral care, mission and evangelism, spirituality, worship, ethics, Christian education and supervised field education.

- **Highly qualified and respected faculty** who contribute to the theological conversation through publications and research, as well as quality teaching and practical ministry engagement.

- **Find a level appropriate to your own stage of life**: Diploma, Bachelor, Graduate Diploma, Master, Doctorate or take a single class for interest-only as an audit student.

- **Strong research culture**, with Whitley being a leading research College in the University of Divinity. Research graduates are applying their learning in diverse settings – inside the church and in the wider community – in Australia and overseas.

- **Flexible study options**: day, weekend or evening classes, online or via live streaming, part-time or full-time, whole semester units or intensive modules.

- **Diverse student body**: women and men, lay students and ordinands, students from all denominations, Australian and international students, young and mature students, and from diverse cultural backgrounds.

- **A Baptist College in an ecumenical context**: study selected units at other Colleges of the University of Divinity and include them in your degree.

- **Affordable**: Australian citizens and holders of a permanent humanitarian visa may defer the payment of fees through the Australian government FEE-HELP loan scheme. Eligible students can also receive Austudy (student living allowance).

- **International students are welcome**. Please note early application dates and specific entry requirements apply, including those related to English language, student visa and financial means.

- **Pathways tailored to suit particular groups**:
  
  - TransFormation for non-English-speaking background students
  - NEXT for 18–25 year-old emerging adults
  - BaseCamp internship at Camp Wilkin, Anglesea, combining outdoor education and ministry
  - NAIITS: An Indigenous Learning Community exploring theology from an Indigenous perspective
  - WellSpring, for those seeking to be formed as Spiritual Directors
**PROFILE OF A WHITLEY GRADUATE**

To give some clarity to the purpose of a Whitley education, the following profile of a Whitley graduate articulates the formation we aim to nurture in graduates of the college:

Whitley College is a learning community that seeks to develop graduates with the following qualities, characteristics, and capabilities. Whitley graduands are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Qualities and Capabilities</th>
</tr>
</thead>
</table>
| **Shaped by Formational and Self-critical Learning** | • Formed by the diverse resources of the Christian tradition, and thereby equipped for service and witness in the world  
• Willing to engage in self-appraisal, and to welcome constructive feedback from supervisors and peers  
• Responsible for the development of one’s own vocation, in the context of God’s mission, in the lifelong journey of learning |
| **Interculturally and Internationally Aware** | • Welcoming of and interacting with the diverse cultural backgrounds, languages, and traditions that comprise the College community, and the wider Australian community in its regional contexts  
• Committed to working for reconciliation with Indigenous Australians  
• Mindful of under-resourced communities in the Asia-Pacific region with whom we engage in mutual learning and witness |
| **Seeking Integrity and Integration** | • Pursuing comprehensive knowledge of one or more disciplines, undertaken throughout their program of study, accredited against national and international standards  
• Demonstrating an ability to understand and to engage intelligently with a variety of alternative viewpoints, and to integrate learning across disciplines  
• Valuing academic freedom, critical rigour, and creative research methods, while seeking application in the practices of faith |
| **Appreciative of the Baptist Ethos** | • Embodying the freedoms and responsibilities characteristic of Baptist traditions  
• Committed to personal and social transformation arising from fresh interpretations of Holy Scripture  
• Active in critical solidarity with other religious traditions in the ways of God |
| **Socially and Contextually Responsible** | • Caring for others, and for the world which is our common home  
• Responsive to contemporary challenges facing the Christian community, and the wider public locally and globally  
• Engaging constructively in purposeful debate and action |
RESEARCH AT WHITLEY COLLEGE

Whitley maintains 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.

A commitment to academic integrity and rigorous research is valued as an important aspect of leadership and faith within the wider community. Students, practitioners and faculty are committed to understanding and engaging with what God is doing in the world.

The faculty at Whitley are all engaged in their own research and publication, as well as supporting and supervising research students in their projects. They are regularly involved in presenting papers at international and local conferences, and are highly respected in the field. Whitley is delighted that Professor Mark Brett is the editor of the Journal of Biblical Literature.

In addition to providing quality supervision, Whitley is committed to ensuring a context and community that encourages and values advanced research in theology. Whitley offers several scholarships for higher research students to ensure the advancement of relevant and current ongoing research output.

Through its library resources, study areas and IT resources, the College seeks to foster a community of learning where intellectual rigour and spirituality are seen as essential partners. A series of research seminars is offered each year, with emerging scholars presenting papers alongside experienced researchers. In addition, Research Methodologies is an important part of preparation for Research.

Associate Professor Darrell Jackson is the Director of Research at Whitley. He works closely with the University of Divinity’s Graduate School of Research to ensure that research students are supported in their endeavours. In addition, he facilitates the development of a vibrant research culture.
**TEACHING FACULTY**

**Rev Professor René Erwich**  
MTh, PhD, CPE-supervisor  
**Principal**  
**Professor of Practical Theology**  
Born in The Netherlands, René is an ordained Baptist minister who has worked both as a pastor in a variety of churches as well as a theologian, teacher and leader in diverse college and teaching settings. René is a man with an evident love for Jesus, love for people, love for the church and that the church might be healthy and effective in its mission. He is committed to academic excellence and passionate about training people for pastoral leadership – ensuring that education and training are contextualised and applied to real life and ministry situations.

With a Master of Theology and a PhD from Utrecht University (Practical Theology, ecclesiology), René has taught in a variety of educational institutions and been the supervisor of PhD and other degree level students since 1999. The institutions include the International Baptist Theological Seminary (Prague, Czech Republic); The Free University in Amsterdam, and until mid-2017 Ede Christian University (research professor). He is regularly engaged by churches and colleges around the world for teaching and for assistance with strategic planning for outreach and for health.

Email: rerwich@whitley.edu.au

**Rev Dr Anne Mallaby**  
BA, GradDipEd, BD, MMin, DMInStuds  
**Academic Dean**  
**Lecturer in Pastoral and Ministry Studies**  
Anne has been in church-based ministry for over thirty years, working in Western Australia, Papua (Indonesia) and Victoria. Working closely with her husband, Richard, they have sought to creatively respond to the various ministry contexts, developing local ministries that included an art gallery. She is passionate about the intersection between the arts and theology, and the ways in which we respond to the world meaningfully through the arts. This has led to the intentional inclusion of the arts as a key partner in theological education.

Anne has worked in theological education for many years, particularly involved in the formational processes for ministers and church leaders. This has recently continued abroad, as they returned to Papua to offer encouragement and input in the growth and development of the next generation of leaders there.

An avid gardener, sailor, musician, there is always much to do with her three adult children and grandchildren.

Email: amallaby@whitley.edu.au
Professor Mark Brett
BA, MDiv, PhD
Professor of Hebrew Bible
Professor Mark Brett teaches Hebrew Bible and ethics. He was raised in Papua New Guinea, which has yielded a lifelong interest in the cultural contexts of education and biblical studies.

His PhD on hermeneutical philosophy was published as Biblical Criticism in Crisis? (Cambridge University Press, 1991), and his subsequent research has focused on ethnicity and postcolonial studies. During 2005–2008, he also worked for an Aboriginal organization in developing new frameworks for the negotiation of native title claims within the state of Victoria. In 2019 Mark was appointed as General Editor of the Journal of Biblical Literature, the first non-North American to serve in this position.

Mark is a member of Brunswick Baptist Church.

Email: mbrett@whitley.edu.au

Rev Dr Ian Dicks
DipMin, BA BibStuds, PhD
Lecturer in Intercultural Studies
Ian has lived and worked cross-culturally in Malawi for 22 years with Global Interaction, where he has been mentoring people in contextual methods of leadership, community engagement, worship and pastoral care. Ian is also the senior editor in the Ciyawo-English Dictionary Project in Malawi, which is producing a bilingual learner’s dictionary in Ciyawo & English. Ian also works as a language and culture consultant with Global Interaction, helping to facilitate cross-cultural workers in language and culture acquisition for engagement in contextual ministry and development.

At Whitley College Ian works as a lecturer in Intercultural Studies with a focus on education and training for engagement in contextual ministry locally in Australia and internationally. Ian’s areas of experience and interest are least-reached communities; culture, language and worldview; contextual engagement, and the intercultural competencies required for work and ministry in diverse socio-cultural and religious contexts.

Email: idicks@whitley.edu.au

Assoc Professor Keith Dyer
TPTC, BA, BTheol, DTheol
Associate Professor of New Testament
Keith was a Primary Teacher in rural and suburban Victoria, a Youth Leader at Blackburn Baptist Church, and then taught for 5 years in the Solomon Islands for the South Sea Evangelical Church 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 published his thesis as The Prophecy on the Mount (Mark 13).

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 a member of the Research Committee of the University of Divinity.

Email: kdyer@whitley.edu.au

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Rev Dr Jason Goroncy
BEd, BTheol, ADipMin, PhD

Senior Lecturer in Systematic Theology
Jason is an ordained minister with the Baptist Union of Victoria and the Presbyterian Church of Aotearoa New Zealand, and teaches in the area of systematic theology at Whitley College.

He previously served as a pastor in Baptist and Uniting churches, as a lecturer at the Koh Lo Traw Theological College (Thailand), as a lecturer and Dean of the Knox Centre for Ministry and Leadership in New Zealand, and as Chair of the Church and Society Working Group for the World Communion of Reformed Churches.

Jason is the author of *Hallowed be Thy Name: The Sanctification of All in the Soteriology of P.T. Forsyth* (T&T Clark, 2013), and the editor of *Descending on Humanity and Intervening in History: Notes from the Pulpit Ministry of P.T. Forsyth* (Pickwick Publications, 2013), and *Tikkun Olam – To Mend the World: A Confluence of Theology and the Arts* (Pickwick Publications, 2014). He is currently writing books on P.T. Forsyth, on a theology of death, as well as editing the *T&T Clark Companion to the Doctrine of Creation*.

Email: jgoroncy@whitley.edu.au

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Rev Assoc Professor Darrell Jackson
BA(Hons), ThD

Director of Research
Darrell grew up in the Isle of Man and was ordained to Baptist ministry in 1989. Educated at London School of Theology, the University of Birmingham and the University of Gloucestershire, he has lectured at Bristol Baptist College; the International Baptist Theological Seminary, Prague; Redcliffe College, UK; Tabor College, Adelaide; Morling College, Sydney; and a number of US Universities and Seminaries.

Darrell’s ministry experience includes pastoral ministry followed by eleven years of ministry within the Baptist Union GB, including eight as the National Mission Advisor. He was the Executive Researcher for the Conference of European Churches and the founding Director of the Nova Research Centre, Redcliffe College. He has been involved in full-time theological education for almost fifteen years.

He is Secretary of the Australian Association of Mission Studies, a Mission Commission Associate of the World Evangelical Alliance, an editor of VISTA, and is a Board member of European Christian Mission International.

His wife, Beth, is the Lead Pastor of St Ives Baptist Church, NSW.

Email: djackson@whitley.edu.au

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Mia Kafieris
MA (Theol Studs)

Lecturer in the NEXT Program

Email: mkafieris@whitley.edu.au
Rowan Lewis
BCom(Hons), MCS, CertIV TAA, PhD (Candidate)

Team Leader NEXT Young Adults Program
Rowan has been focused upon questions of spiritual formation and faith development in young people for almost two decades. Having begun his professional life as a tutor and research assistant at Monash University, he completed a Master in Christian Studies from Regent College, Vancouver. Following a number of years as a youth and young adults pastor, Rowan established Tabor College’s youth work program and coordinated Year in the Son. As Team Leader of Whitley College’s NEXT program, Rowan works to provide emerging and young adults with a unique experience of personal development and spiritual formation within an accredited setting. He is also engaged in PhD research, exploring the experiences of young people amidst a faith transition or crisis and the constructive responses we can make as companions, ministries and institutions.

Together with his wife Kirra, Rowan lives in Melbourne with three energetic young children who keep life suitably animated.

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Rev Dr Richard Mallaby
BSc(Agric), BD, MEnvSc, DMinStuds

Co-ordinator of TransFormation Program
Richard is an in-home-care chaplain with Baptcare in Victoria, and the coordinator of TransFormation, a 3-year training program provided by the Baptist Union of Victoria and Whitley College for pastors and lay leaders of LOTE churches.

Richard has been involved in community development, pastoral ministry, ministry formation and cross-cultural ministry for more than thirty years and holds degrees in agriculture and divinity, a master in environmental science, and a doctorate in eco-theology entitled “Children in the Natural World: a theological reflection upon encounter and wonder”.

Richard lived with his family in Indonesia for seven years. His growing interest in therapeutic landscapes and garden design in general, along with the use of sculpture in the landscape, reflects his desire to promote healing and spiritual awareness through engagement within the Natural World. He enjoys gardening and sailing. Married to Anne, they have 3 adult children, and grandchildren.

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Dr Lynn Moresi
BBibStud, GradDipSD, MMin, DMin

Lecturer in Pastoral Studies
Lynn has more than 30 years experience in Pastoral Ministry, particularly in the areas of Preaching, Teaching and Pastoral leadership. She has also taught at various Theological Colleges since 2001, both as a faculty member and also as an adjunct lecturer. Lynn travels regularly in Australia and overseas where she works with Pastors and Leaders in establishing Faith Formation ‘stories’ and equipping them to navigate seasons of suffering, doubt and spiritual darkness. Lynn completed her Doctoral Studies at Fuller Seminary with Father Richard Rohr as one of her supervisors. Lynn is a registered Spiritual Director, a Marriage Celebrant and an Enneagram Trainer. She is married with two adult children.

Email: lmoresi@whitley.edu.au
Rev Dr Marita Munro  
BA, DipEd, BD, MTh, MA, PhD  
Professor of Baptist Studies  
Lecturer in Church History

Marita originates from Queensland where she grew up at Annerley Baptist. After BA studies at the University of Queensland she moved to Whitley College in 1975 to study theology and was ordained with the Victorian Baptist Union (BUV) in 1978.

Marita has served in Melbourne’s inner city, including the House of the Gentle Bunyip Christian Community and Clifton Hill Baptist. A qualified secondary school teacher she taught in two Melbourne high schools. After completing post graduate studies in Anabaptist studies and Human Rights at the International Baptist Seminary, Rüschlikon, Switzerland, she was appointed Lecturer in New Testament Greek and Church History with the Evangelical Theological Association and joined Whitley’s faculty in 1995. Her PhD research with the University of Melbourne’s History Department explored the history of Victorian Baptists from 1960 to 2000.

Marita serves on a number of BUV committees and is President of its Historical Society. A member of Collins Street Baptist, she enjoys walking, following the Hawthorn Football Club, reading, music and spending time with friends and family.

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Dr Siu Fung Wu  
BSc(Hons), MSc, BA, MPhil, PhD  
Lecturer in New Testament Studies

Originally from East Asia, Siu Fung has been in Australia since the late 1980s. He worked in IT for years before joining the pastoral team of a church in Melbourne, where he provided pastoral care and leadership development for about a dozen small groups and their leaders. He also founded the intercultural ministry in the church.

Siu Fung then worked in the advocacy team of an aid and development organisation for almost seven years. He has a heart for the poor and oppressed. His upbringing in a low-income urban area in East Asia has a profound impact on his life. The place he grew up is still one of the poorest districts in that city and many are still struggling to make ends meet.

He was a visiting lecturer at two theological colleges before teaching at Whitley. He loves the Scripture, for it has been an essential part of his life ever since he came to faith in Christ as a teenager. He loves discussing the implications of the gospel with students from different social locations and cultural settings. Siu Fung attended Anglican, Pentecostal and independent churches, but has been a member of Baptist churches for almost two decades.

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DISTINGUISHED PROFESSORS

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

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

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.

Rev Dr Richard Kidd
Former principal of Northern Baptist College, Manchester, UK. His special interests all begin with the phrase "Theology and ..."; to which can be added "... art", "... science", "... disability" and "... Christian education". He is joint author of God and the Art of Seeing: visual resources for a journey of faith and other works.

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.
ADJUNCT FACULTY

- Rev Dr Peter Bentley, GDTh, MA, BTheol, DipEng, PhD
- Rev Dr Val Billingham, BA, DipEd, BTh, DipMin, LTh, PhD
- Rev Dr Merry Blair, BTheol (Hons), DipMin, DTheol
- Rev Luke Bowen, BTh, MA (Pastoral Care)
- Steve Bradbury, MA(Hons), GradDipTeaching, MA(DevStuds)
- Dr Cornelius A. Buller, Dip Ag, BRS, BA, MA, PhD
- Rev Dr Marc Chan, PhD, GradDipMin, BDivHons, GradDipBus, BScHons
- Joyce Choi, BA, MTeach
- Rev Dr Val Billingham, BA, DipEd, BTh, MA, PhD
- Rev Dr Merryl Blair, BTheol (Hons), DipMin, DTheol
- Rev Luke Bowen, BTh, MA (Pastoral Care)
- Steve Bradbury, MA(Hons), GradDipTeaching, MA(DevStuds)
- Dr Cornelius A. Buller, Dip Ag, BRS, BA, MA, PhD
- Rev Dr Marc Chan, PhD, GradDipMin, BDivHons, GradDipBus, BScHons
- Joyce Choi, BA, MTeach
- Dr Jonathan Cornford, BA(Hons), PhD
- Rev Dr Darren Cronshaw, BA, DipEd, MLitt, AdvDipMin, BTh(Hons), TheolM, DMin, DTheol
- Rev Dr Allan Demond, BA, MDiv, ThM, PhD
- Lynne Dyer, BA, DipEd, GradDipEdPsych, BTheol, MEd(TESOL)
- Rev Stephen Field, BTheol, MA(Theol) (research candidate)
- Rev Carolyn Francis, BA(Hons), MDiv
- Dr Gene L. Green, AB, MA, PhD
- Rev Dr Simon Holt, DipBibStuds, BTheol, ThM, PhD
- Janine Hunter, BTheol(Hons), BA, GradDipTeach
- Rev Asher Kirby, MTHS
- Rev Dr Geoff Leslie, DMin, BTheol, BAHons, DipEd, PhD
- Dr Terry LeBlanc, BSc, BA, MDiv, PhD, DD (h.c.)
- Rev Dr Tim McCowan, BArch, BTheol, DMin, PhD
- Joel McKerrow, MA(VocPrac), BTh(MinSt), BA, CertIV T&A
- Dr John McNeill, BA(Hons) MDiv, MEd, MA, PhD
- Rev Andy Mitchell, BA(IS), MA(CS)
- Rev Dr Christopher Page, BA, GradDipTheol, MRE, MEd, EdD
- Rev Albert Peck, BTheol(Hons), AdvDipMin, PhD (candidate)
- Stephen Said, BMissionSt, GDMiss, MPhil (candidate)
- Dr Deborah Storie, BVSc, MSc, GradDipTheol, PhD
- Rev Jun Tan, MDiv, MTHeol (Crswk)
- Megan Turton, BA Hons, LLB, PhD(candidate)
- Dr Michael Varney, BSc(Hons), PhD, GradDipTheol
- Rev Jude Waldron, BMus (Hons), MDiv
- Rev Dr David Wilson, LTh, BTh, MA, DMin, DD
- Rev Roslyn Wright, BA, DipEd, GradDipOrgDev, MA(SpDir), MTS
- Rev Meewon Yang, MTHeol, BTheol, DipMin, DipCommunityDev, CertSpirDir
- Dr Danny Zacharias, BA (Bib Studs), MDiv, MA(Theol), PhD
WHAT STUDIES CAN I UNDERTAKE AT WHITLEY COLLEGE?

Whatever your background, area of theological interest, or desired pathway we believe Whitley College has relevant study options for you. All units offered are accredited with the University of Divinity and can contribute towards the achievement of a formal qualification, such as a Diploma, Bachelor degree, or a Master’s Degree. Doctoral level research studies are also possible. Your starting point towards a particular qualification depends on the previous study (and in certain circumstances work experience) you have undertaken. The following sections provide detailed course information, but in summary:

If you have the VCE or equivalent, and meet the English requirements, you may apply for admission to:
- Bachelor of Theology
- Bachelor of Ministry
- Advanced Diploma in Theology and Ministry
- Diploma in Theology (mature age entry available if you don’t have VCE)

If you have arrived in Australia with a first language other than English and have the support of your local church, you can enrol in the TransFormation program. This is scheduled over ten Saturdays throughout the year and may form the beginning of your Diploma studies. Alternatively, if your English meets the required standards for degree level work, you can enrol in our English for Theological Studies unit to prepare you for your degree studies.

If you already have an undergraduate (Bachelor) degree in any discipline from a recognised higher education institution, you may apply for admission to any of the graduate coursework awards, including:
- Graduate Certificates (in Theology, Divinity, and certain specialisations)
- Graduate Diplomas (in Theology, Divinity and certain specialisations)
- Coursework Master Degrees (Theology, specialisations, or a Master of Divinity)

You are also eligible to enrol in any undergraduate degree or diploma, if that is what you prefer.

If you have already obtained a theological degree from another provider, it is possible to undertake further studies at an advanced level in the Master of Theology (Coursework) or – subject to meeting entry requirements – undertake research at Master (MPhil, MTheol) or Doctoral level (PhD or DTheol).

If you are not seeking formal recognition for studies, you can participate in one or more units as an audit student, attending classes and receiving notes, but not undertaking the assessment for credit.

You do not have to be sure about your ultimate academic destination in order to begin studies. The important thing is to start the journey. Course structures are flexible to suit the particular needs and interests of students.
WHICH COURSE 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 determine the best combination of units for you to be doing in light of your gifts and calling, as well as possible future areas of service or leadership.

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

Options to consider are detailed below under the following headings:

- Specialised Pathway Programs
- Undergraduate Award Courses
- Postgraduate Coursework Awards
- Higher Degrees by Research
- Non-award Studies

SPECIALISED PATHWAY: ORDINATION FOR PASTORAL LEADERSHIP

Ordination within the Baptist Union of Victoria (BUV) is a process of discernment of God’s call and affirmation of that call. It begins within a local church and continues through the collective body of the Baptist Union.

As the Baptist College of Victoria, Whitley College provides opportunity to complete the studies necessary for ordination, but ordination involves much more than academic studies at Whitley.

The basic requirements for ordination centre on a process of formation, which includes academic, spiritual and practical formation. This process takes place over a number of years, depending on the individual’s background, previous study, potential and gifting. In addition, ordination is not the end of this process. All pastoral leaders within the Baptist Union of Victoria are expected to be engaged in continuous learning and ongoing formation.

The Ordination Pathways Group of the BUV oversees the ordination pathway. Questions about ordination can be initially addressed through the BUV website: www.buv.com.au/resources/ordination. If you would like to arrange a meeting with the Head of Ordination, Rev Debbie Campbell, please email debbie.campbell@buv.com.au or telephone: 03 9880 6100.

If you wish to discuss the academic requirements for ordination, contact the Dean of Whitley College. These academic requirements vary according to the situation of each candidate, and their prior learning. The general pattern involves completing a degree in theology, either a BTheol or an MDiv, with major studies in Bible, Pastoral Ministry, and Christian Thought and History. There are specific units required of ordinands, and the overall requirement may amount to slightly more than the actual degree.

Applicants who have studied or are studying at other institutions will receive recognition for those studies. Applicants who are graduates in theology or ministry may also be given the opportunity to study at postgraduate level, to complete an ordination pathway.

All pathways to ordination require engagement with practical ministry placements and reflection upon that ministry practice. These placements are arranged in conversation between the BUV, the candidate and the College. Where a candidate is already in a ministry situation, further experience may be encouraged.
**SPECIALISED PATHWAYS: DIPLOMA**

**NEXT: Emerging and Young Adults**

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

NEXT is a unique experience of spiritual formation and personal development tailor-made for emerging and young adults. The Core of NEXT comprises seven units toward a Diploma in Theology, completed over one year, 2½ days per week. Students may choose to complete one additional elective unit in the same or subsequent year to complete their Diploma.

Academic Admission Requirements/Course Structure/Duration are the same as the Diploma in Theology. Additional interview processes apply. For more details go to [www.next.asn.au](http://www.next.asn.au).

**TransFormation: CALD Church Leaders**

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

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

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

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

**Baptist Camping Victoria BaseCamp Internship**

The Baptist Camping Victoria (BCV) BaseCamp Internship program is a 12-month live-in program with a focus on equipping young people with leadership qualities, life skills and tertiary qualifications. BCV want these young people to develop a clear picture about their future God-given calling, all while living, studying, and having a bunch of fun on the BCV camp sites.

The internship is a partnership between Baptist Camping Victoria, Go Tafe, and Whitley College. Over the course of the year the Interns will study to attain a Certificate IV in Outdoor Recreation, as well as five units towards a Diploma in Theology, delivered as three intensives and two regular tutorial classes. Students are encouraged to complete three additional units in the subsequent year(s) to complete their Diploma in Theology.

There are many opportunities for the Interns to get involved in ministry through local churches, as well as through Alignment Ministry Camps, where BCV partners with various ministries in the work they are doing.

**SPECIALISED PATHWAYS: POSTGRADUATE**

**WellSpring: Spirituality and Spiritual Direction**
WellSpring is an ecumenical Christian spirituality centre, fostering a contemplative awareness of the presence of God and encouraging people to explore what this means for them in all of life.

Whitley College and WellSpring have combined to offer units in spirituality: WellSpring students will be Whitley students and Whitley students can undertake studies through the WellSpring Centre.

**Indigenous Theology: NAIITS**
At the initiation of and in partnership with Australian Indigenous leaders, and in conjunction with NAIITS: An Indigenous Learning Community, Whitley is privileged to offer a unique opportunity to study the Bible, theology and ministry from an Indigenous perspective, taught by Indigenous scholars.

Traditionally, Indigenous People did not talk about spirituality or faith, nor did they build complex theologies. They simply lived what they believed. It was expected that one would live in such a way as to acknowledge and honour their Creator. Theology was practice!

In the 21st century, much has changed. We still focus our energies on helping people walk out life in a good way. Now however, it is a path centred in the person, work, life, teaching, death and resurrection of Jesus that is also rooted in Indigenous cultures and histories. Whether in the development of new theologies or in our forums for dialogue and teaching, it is this understanding that we speak of as our path toward wholeness.

The NAIITS units provide opportunity to:

- Learn about the Bible when reading it using the insights of an Indigenous Perspective
- Discover perspectives on history and church history from the experience and perspective of Indigenous peoples
- Engage in the process of doing theology led by Indigenous Scholars
- Reflect on the implications for ministry practice, not only amongst Indigenous communities but in all of our church and ministry contexts
**UNDERGRADUATE AWARD COURSES**

Entry to undergraduate award courses requires a pass in the VCE (or equivalent), unless special permission is granted for ‘probationary’ entry at Diploma level for persons aged 21 or greater.

Students will be required to produce evidence of English language proficiency, unless all secondary schooling was completed in English. For more details please refer to the English Language Requirements in the Admissions Policy of the University of Divinity.

The purpose of your study and the depth at which you wish to explore will influence which pathway is right for you. Our Dean will assist you in considering the available options and selecting a suitable starting point.

Should your circumstances change following commencement, it is possible to take leave of absence from your studies for up to two semesters or, if you have completed sufficient units, you may be able to exit with a lower level award.

Whitley is a teaching college of the University of Divinity and is accredited to offer the undergraduate award courses outlined on the following pages. The course information provided in this handbook is a summary only; full details of awards, including admission requirements are available on the University of Divinity website: http://divinity.edu.au/study/our-courses/.

**UNDERGRADUATE DIPLOMAS**

**Diploma in Theology**

This entry-level award introduces students to the key theological disciplines of Biblical Studies and Christian Thought and History. This may be extended by further study in those disciplines or by electives in the area of practical ministry studies.

A Diploma in Theology prepares students for higher levels of study. Students who have completed a Diploma in Theology with the University of Divinity may be granted credit of up to 144 points towards a Bachelor of Theology or Bachelor of Ministry.

*Admission Requirements*: VCE (or equivalent) (Mature age entry option also available)

*Course Structure*: 8 units of 18 points each (144 credit points) including at least 2 units (36 points) in each of Field B (Biblical Studies) and Field C (Christian Thought and History)

*Duration*: 1 year (minimum) to 4 years (maximum)


**Advanced Diploma in Theology and Ministry**

This award builds on the Diploma in Theology by enabling students to deepen their understanding of the key theological disciplines of Biblical Studies and Christian Thought and History and in Ministry. This is extended by further study in those disciplines and in the area of practical ministry studies.

An Advanced Diploma in Theology and Ministry further prepares students for higher levels of study. Students who have completed an Advanced Diploma in Theology and Ministry with the University of Divinity may continue their studies in a Bachelor of Theology or Bachelor of Ministry.

*Admission Requirements*: VCE (or equivalent)

*Course Structure*: 16 units of 18 points each (288 credit points) including at least 1 unit (18 points) in each of Hebrew Bible, New Testament, Church History and Systematic Theology; and an extra 2 units (36 points) in Field B and/or Field C.

A student who has completed a Diploma in Theology with the University of Divinity may be granted credit of up to 144 points (8 units) towards this award.

*Duration*: 2 years (minimum) to 8 years (maximum)

UNDERGRADUATE DEGREES

Bachelor of Ministry
This award prepares students for the practice of ministry. It establishes foundations for ministry through the study of scriptures, theological traditions, historical and contemporary contexts. It requires concentrated study in ministry praxis. The Bachelor of Ministry provides a foundation for graduates to understand and articulate their identity and place in the world.

Admission Requirements: VCE (or equivalent)

Course Structure:
24 units of 18 points each (432 points) comprising:
- 4 units (72 points) in Biblical Studies, including at least 1 unit (18 points) in each Testament
- 2 units (36 points) in Church History (CH)
- 4 units (72 points) in Systematic Theology (CT)
- 2 units (36 points) in Field D (Theology: Mission and Ministry)
- 4 praxis units (72 points) in Field D (praxis units combine ministry practice with theological reflection)
- A further 8 units (144 points)

Note:
- No more than 12 units (216 points) can be taken at level 1; and
- At least 6 units (108 points) must be taken at level 3 (of which at least 2 units (36 points) must come from Field D).
- A student who has completed a Diploma in Theology with the University of Divinity may be granted credit of up to 144 points (8 units) towards this award.

Duration: 3 years (minimum) to 9 years (maximum)
Course Regulations: http://divinity.edu.au/course/bachelor-of-ministry/

Bachelor of Theology
This award critically examines life and faith through the study of scriptures, theological traditions and historical contexts. It aims to broaden self-understanding and facilitate cultural engagement. The Bachelor of Theology assists students to develop knowledge across broad areas of theology and depth in particular areas of interest. It develops research and communication skills, and prepares graduates for further theological study. Graduates have both a breadth in understanding and a strong focus in an area of their choosing.

Admission Requirements: VCE (or equivalent)

Course Structure:
24 units of 18 points each (432 points) comprising:
- 4 units (72 points) in Biblical Studies, including at least 1 unit (18 points) in each Testament
- 2 units (36 points) in Church History
- 4 units (72 points) in Systematic Theology
- 2 units (36 points) in Field D (Theology: Mission and Ministry)
- A further 12 units (216 points)

Note:
- No more than 12 units (216 points) can be taken at level 1; and
- At least 6 units (108 points) must be taken at level 3 (of which at least 2 units (36 points) must come from either Field B or Systematic Theology [CT]).
- A student who has completed a Diploma in Theology with the University of Divinity may be granted credit of up to 8 units (144 points) towards this award.
- Students who already hold another degree may be eligible to receive some credit for their previous study, thus reducing the total study requirements for the degree.

Duration: 3 years (minimum) to 9 years (maximum)
Course Regulations: https://divinity.edu.au/courses/bachelor-of-theology/
Bachelor of Theology/Bachelor of Ministry

Students are able to combine study for the Bachelor of Theology and Bachelor of Ministry degrees. In addition to completing the requirements for both degrees as outlined above, the combined degree:

- Must include a total of 576 points (32 units)
- Must not include more than 14 units (252 points) at level 1
- Must include at least 8 units (144 points) at level 3 including:
  - at least 2 units (36 points) in Field D; and
  - at least 2 units (36 points) in either Field B or Systematic Theology (CT)

Combining Studies in Theology with another degree

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 previous study.

It is also possible for units at Whitley to be included as part of degree studies undertaken at another university, and for studies taken at another university to be included in your Bachelor degree. Speak to the Dean if you would like to explore this further.

Undergraduate Units

Please refer to the Whitley College 2020 Undergraduate Student Handbook for details of all units offered in 2020 suitable for inclusion in courses at undergraduate level – Diploma (Level 0) and Degree (Levels 1, 2 and 3).

For up-to-date scheduling details, please refer to the 2020 timetable on our website.

Postgraduate Coursework Awards

Entry to postgraduate award courses requires prior completion of a recognised undergraduate degree or, in some cases, equivalent professional experience. Postgraduate study in theology may be taken even if your previous studies have been completed in another discipline.

Students will be required to produce evidence of English language proficiency, unless sufficient prior studies have been completed in English. For more details please refer to the English Language Requirements in the Admissions Policy of the University of Divinity.

The purpose of your study and the depth at which you wish to explore will influence which pathway is right for you. Our Dean will assist you in considering the available options and selecting a suitable starting point.

Should your circumstances change following commencement, it is possible to take leave of absence from your studies for up to two semesters or, if you have completed sufficient units, you may be able to exit with a lower level award.

Whitley is a teaching college of the University of Divinity and is accredited to offer the postgraduate award courses outlined on the following pages. The course information provided in this handbook is a summary only; full details awards, including admission requirements, are available on the University of Divinity website: http://divinity.edu.au/study/our-courses/.

Graduate Certificate and Graduate Diploma courses may be undertaken as award courses in their own right. They can also provide exit points for students who commence, but find they are unable to complete a Master’s degree.
**GRADUATE CERTIFICATES**

**Graduate Certificate in Divinity**
This award allows students to explore areas of interest in divinity and its associated disciplines. It serves as an introduction to the broad field of study of theology or philosophy and disciplines that are associated with them.

**Admission Criteria:** Undergraduate degree (Professional experience entry option also available)

**Course Structure:** 3 units of 24 points (72 points) at level 8 or 9 in any Field

**Duration:** 1 semester (minimum) to 2 years (maximum)

**Course Regulations:** [http://divinity.edu.au/course/graduate-certificate-in-divinity/](http://divinity.edu.au/course/graduate-certificate-in-divinity/)

**Graduate Certificate in Research Methodology**
This award equips students to apply sophisticated research skills to complex issues such as the development of a research proposal, gathering of and conceptual processing of research material, and the presentation of a research artefact, such as a dissertation.

**Admission Criteria:** Undergraduate degree in theology, or an approved equivalent

**Course Structure:** 3 units of 24 points each (72 points), comprising:
- Research Methodologies unit (24 points)
- 16,000-word Research Essay (48 points)

**Duration:** 1 semester (minimum) to 2 years (maximum)

**Course Regulations:** [http://divinity.edu.au/course/graduate-certificate-research-methodology/](http://divinity.edu.au/course/graduate-certificate-research-methodology/)

Completion of this award, with a Distinction level grade for the research essay, may qualify a student to apply for entry into a Research Master’s Degree.

**Graduate Certificate in Spirituality**
This award allows students to understand personal spiritual experience through introductory study of themes and approaches in Christian spirituality. It serves as a foundation for further study in spirituality or spiritual direction. Graduates are able to articulate insights for Christian practice and identity.

**Admission Criteria:** Undergraduate degree (Professional experience entry option also available)

**Course Structure:** 3 units of 24 points each (72 points), comprising:
- DS9201W Art of Contemplative Practice (24 points); and
- 2 units (48 points) in Spirituality or Spiritual Direction

**Duration:** 1 semester (minimum) to 2 years (maximum)

**Course Regulations:** [http://divinity.edu.au/course/graduate-certificate-spirituality/](http://divinity.edu.au/course/graduate-certificate-spirituality/)

**Graduate Certificate in Theology**
This award qualifies students in theological study by developing or deepening their knowledge and skills in theological disciplines. It serves as a foundation for further study and a means of critically engaging Christian thought and traditions. Graduates are able to articulate insights for Christian life and social engagement.

**Admission Criteria:** Undergraduate degree (Professional experience entry option also available)

**Course Structure:** 3 Foundational (level 8) units of 24 points each (72 points), spread over:
- three disciplines (e.g. New Testament; Old Testament; Systematic Theology) and two Fields (e.g. Biblical Studies; Christian Thought and History)

**Duration:** 1 semester (minimum) to 2 years (maximum)

GRADUATE DIPLOMAS

Graduate Diploma in Divinity
This award allows students to explore multiple areas of interest in divinity and its associated disciplines or to engage with one or two areas in depth. It serves as a foundation for study of theology or philosophy and disciplines that are associated with them.

Admission Criteria: Undergraduate degree, or an approved equivalent

Course Structure: 6 units of 24 points each (144 points) at level 8 or 9 in any Field.

Duration: 1 year (minimum) to 3 years (maximum)

Course Regulations: http://divinity.edu.au/course/graduate-diploma-divinity/

Graduate Diploma in Pastoral Care
This award provides students with the opportunity and skills for reflective and critical engagement in the conversation between the texts of human experience, contemporary culture, ministry or service or wider societal context, and Christian scriptures and tradition. The purpose of this engagement is to encourage the development of relevant, flexible strategies for effective pastoral mission and practice in partnership with all those who seek to serve the world through individual or systemic practice.

Admission Criteria: Undergraduate degree, or an approved equivalent, and successful completion of a unit in Clinical Pastoral Education

Course Structure: 6 units of 24 points each (144 points) comprising:
- 2 units (48 points) in Pastoral Theology and Ministry Studies;
- a (double) unit of Clinical Pastoral Education worth 48 points; and
- a further 2 units (48 points).

Duration: 1 year (minimum) to 3 years (maximum)

Course Regulations: http://divinity.edu.au/course/graduate-diploma-pastoral-care/

Graduate Diploma in Spiritual Direction
This award provides formation for the ministry of spiritual direction. Students explore the dynamics of Christian spirituality through reflection on their personal experience and integration of this with insights from the literature. Graduates are equipped for the ministry of spiritual direction in the particular tradition.

The program is delivered in partnership with the WellSpring Centre, Ashburton.

Admission Criteria: Undergraduate degree, or an approved equivalent

Course Structure: 6 units of 24 points each (144 points) comprising:
- DS9201W Art of Contemplative Practice (24 points);
- DD8202W Art of Spiritual Direction 1 (double unit – 48 points);
- DD8203W Art of Spiritual Direction 2 (double unit – 48 points); and
- a further 1 unit (24 points).

Duration: 1 year (minimum) to 3 years (maximum)

Course Regulations: http://divinity.edu.au/course/graduate-diploma-spiritual-direction/
**Graduate Diploma in Spirituality**

This award allows students to explore their own spiritual experience in light of theological scholarship in spirituality. It provides a substantial foundation for further study. Graduates are able to articulate insights for Christian practice and identity.

The program is delivered in partnership with the WellSpring Centre, Ashburton.

**Admission Criteria:** Undergraduate degree, or an approved equivalent

**Course Structure:** 6 units of 24 points each (144 points) comprising:

- 4 units (96 points) in Spirituality; and
- a further 2 units (48 points)

**Duration:** 1 year (minimum) to 3 years (maximum)

**Course Regulations:** [http://divinity.edu.au/course/graduate-diploma-spirituality/](http://divinity.edu.au/course/graduate-diploma-spirituality/)

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**Graduate Diploma in Theology**

This award allows students to explore areas of interest in theology. It provides a substantial foundation for further study and a means of engaging Christian thought and traditions. Graduates are able to articulate insights for Christian practice and identity.

**Admission Criteria:** Undergraduate degree, or an approved equivalent

**Course Structure:** 6 units of 24 points each (144 points) including:

- at least 3 Foundational (level 8) units (72 points), spread over three disciplines (e.g. New Testament; Old Testament; Systematic Theology) and two Fields (e.g. Biblical Studies; Christian Thought and History)

**Duration:** 1 year (minimum) to 3 years (maximum)


It is possible to complete the Graduate Diploma in Theology by taking only Foundational units. For some students, this may fulfil their purpose of taking a short but challenging program of theological studies.

Students may articulate from the Graduate Diploma in Theology into coursework Master’s degrees: Master of Divinity, Master of Arts; or Master of Theological Studies, depending on their previous study. The Graduate Diploma in Theology is also designed to form the basis of a pathway leading to research in the Master of Philosophy (if two of the units are undertaken as a research essay).
MASTER DEGREES

Master of Divinity
The Master of Divinity is a primary theological degree for students with a degree in another area. The Master of Divinity enables students to apply an advanced body of knowledge in divinity and its associated disciplines in ministry contexts. Students broaden their knowledge and skills to prepare them for professional practice and further learning.

Admission Criteria: Undergraduate degree

Course Structure: 18 units of 24 points each (432 points) including:
- at least 7 and not more than 8 units (168 – 192 pts) in Foundational (level 8) units, including:
  - 2 units (48 pts) in at least one biblical or associated language;
  - 2 units (48 pts) in Field B;
  - 2 units (48 pts) in Field C;
  - 1 unit (24 pts) in Field D; and
- at least 7 and not more than 10 units (168 – 240 pts) in Elective (level 9) units, including:
  - one unit (24 pts) in Field B;
  - one unit (24 pts) in Field C;
  - one unit (24 pts) in Field D; and
- either one Capstone unit (at least 24 pts) or RQ9748M Minor Thesis (48 pts)

Duration: 3 years (minimum) to 9 years (maximum)

Course Regulations: http://divinity.edu.au/course/master-of-divinity/

Master of Pastoral Care
This award enables students to apply an advanced body of knowledge and skill in pastoral care in relation to broader theological studies. Students broaden their knowledge and skills and deepen their engagement with select areas of study to prepare themselves for professional practice and further learning.

Admission Criteria: Undergraduate degree, or an approved equivalent

Course Structure: 12 units of 24 points each (288 points) comprising:
- 4 Foundational (level 8) units (96 pts) comprised of:
  - 2 units (48 pts) in Biblical Studies;
  - 1 unit (24 pts) in Systematic Theology;
  - 1 unit (24 pts) in Pastoral Theology and Ministry Studies;
- 4 Elective (level 9) units (96 pts) in Pastoral Theology and Ministry Studies;
- 2 Praxis units (48 pts);
- either one Capstone unit (at least 24 pts) in Pastoral Theology and Ministry Studies, or RQ9748M Minor Thesis (48 pts); and
- further Foundational, Elective, Praxis or Capstone units.

Duration: 2 years (minimum) to 6 years (maximum)

Course Regulations: http://divinity.edu.au/course/master-pastoral-care/
Master of Spiritual Direction
This award enables students to acquire advanced knowledge of the theological and scriptural foundations of approaches to spiritual direction in the Christian tradition, and to apply this knowledge in professional practice.

Admission Criteria: Undergraduate degree, or an approved equivalent
Course Structure: 12 units of 24 points each (288 points) comprising:
- 4 Foundational (level 8) units (96 pts) in Spiritual Direction;
- 1 Foundational (level 8) unit (24 pts) in Biblical Studies;
- 1 Foundational (level 8) unit (24 pts) in Systematic Theology, or Church History;
- 4 Elective (level 9) or Praxis units (96 pts) in Spiritual Direction, Spirituality, and Pastoral Theology and Ministry Studies;
- either one Capstone unit (at least 24 pts) in Spiritual Direction, or RQ9748M Minor Thesis (48 pts); and
- further Foundational, Elective, Praxis or Capstone units in Spiritual Direction and Spirituality.
Duration: 2 years (minimum) to 6 years (maximum)

Master of Spirituality
This award enables students to acquire advanced understanding of the theological and spiritual foundations of spirituality, spiritual practice and spiritual growth, and to apply this knowledge of spiritual principles to individual and community life in the Christian tradition.

Admission Criteria: Undergraduate degree, or an approved equivalent
Course Structure: 12 units of 24 points each (288 points) comprising:
- 4 Foundational (level 8) units (96 pts) in three disciplines from at least two fields, including 2 units (48 pts) in Spirituality;
- 4 Elective (level 9) units (96 pts) in Spirituality;
- 1 Elective unit (24 pts) in any discipline;
- either one Capstone unit (at least 24 pts) in Spirituality, or RQ9748M Minor Thesis (48 pts); and
- further Foundational, Elective, Praxis or Capstone units; provided that at least 8 units (192 pts) are taken in the discipline of Spirituality.
Duration: 2 years (minimum) to 6 years (maximum)

Master of Theological Studies
This award enables students to apply an advanced body of knowledge in theology and its associated disciplines. Students broaden their knowledge and skills and deepen their engagement with select areas of study to prepare them for professional practice and further learning.

Admission Criteria: Undergraduate degree
Course Structure: 12 units of 24 points each (288 points) comprising:
- 3 Foundational (level 8) units (72 pts) in three disciplines from at least two Fields;
- 5 Elective (level 9) units (120 p);
- either one Capstone unit (at least 24 pts) or RQ9748M Minor Thesis (48 pts); and
- further Foundational, Elective, Praxis or Capstone units.
Duration: 2 years (minimum) to 6 years (maximum)
Master of Theology (Coursework)

The Master of Theology (Coursework) is open to candidates holding BTheol, BMin, BD or MDiv degrees, or equivalent qualifications from accredited institutions.

This award enables students with an undergraduate degree in theology or ministry to apply an advanced body of knowledge in theology and its associated disciplines. Students deepen their engagement with select areas of study to prepare them for professional practice and further learning.

Admission Criteria: Bachelor of Theology, or Bachelor of Ministry, or Master of Divinity, or an equivalent theological qualification (a Graduate Certificate or Graduate Diploma does not satisfy the admission requirements for this award)

Course Structure: 10 units of 24 points each (240 points) comprising:
- up to 2 Foundational (level 8) units (max. 48 pts) in any discipline;
- either one Capstone unit (at least 24 pts) or RQ9748M Minor Thesis (48 pts); and
- further Elective, Praxis or Capstone units.

Duration: 3 semesters (minimum) to 5 years (maximum)


Postgraduate Coursework Units

All postgraduate units (Levels 8 and 9) offered in 2020 are listed in detail in the second portion of this handbook: see 2020 Units List and Outlines: Postgraduate (Levels 8, 9)

For up-to-date scheduling details, please refer to the 2020 timetable on our website.
HIGHER DEGREES BY RESEARCH

Entry to a research degree requires evidence of capacity for research, usually measured by a qualifying research essay or minor thesis of 12,000 words graded at Distinction standard or above. This can be undertaken as a stand-alone unit, or included as part of a coursework degree. Alternatively, a Graduate Certificate in Research Methodologies is available as a good preparation for entry into a research degree.

Master of Philosophy

This higher degree by research in divinity or one or more of its associated disciplines and is designed for individuals who bring a foundation within this disciplinary range. It requires preparation of a thesis of up to 40,000 words.

Course regulations: https://www.divinity.edu.au/study/our-courses/master-of-philosophy/

Master of Theology (Research)

This higher degree by research in divinity is designed for individuals who bring a foundation in divinity. It requires preparation of a thesis of up to 40,000 words.

In addition to having completed a research essay or thesis of at least 12,000 words at, or above Distinction standard, admission to this degree requires prior completion with a 75% average of a relevant Master’s degree by coursework, Graduate Diploma, or a four-year undergraduate degree with honours.

Course regulations: https://www.divinity.edu.au/study/our-courses/master-of-theology-research/

Doctor of Theology

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

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

Course regulations: https://www.divinity.edu.au/study/our-courses/doctor-of-theology/

Doctor of Philosophy

A research doctorate primarily intended for research Master’s degree graduates in disciplines other than theology, with sufficient foundation to engage with a theological discipline at a doctoral level. It consists of a thesis of up to 100,000 words. This degree allows for inter-disciplinary research.

Course regulations: https://www.divinity.edu.au/study/our-courses/doctor-of-philosophy/
**NON-AWARD STUDIES**

**Audit**
One of the possibilities for people who are curious about all sorts of theological questions is to access our learning environment as an audit student. That means you can attend classes, download study materials and participate in classroom activities without the need to fulfil the assessment requirements to earn credit towards an academic award. For a small fee this extraordinary opportunity provides professional development and further learning opportunities.

As an audit student, your details will be included in the University of Divinity database so that you will be able to access any online resources for your unit(s) through ARK. Please note, however, that you will not have any results recorded and it is not possible to obtain any academic credit for units completed as an audit student.

**Single Subject Enrolment**
It is possible to enrol for academic credit in a single unit of study. This can be a good option if you want to experience the rigour of fully engaging with a unit of study, including completing all assessment, but do not want to commit to a full award course. The results for studies undertaken this way remain on your student record and may be credited towards a future award course – subject to limits of time and appropriate academic level.

Tuition fees for single subject enrolment must be paid up-front; FEE-HELP is not available.
DO I HAVE THE TIME?

Time availability 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 which require attendance at the college for the lectures and tutorials in one three-hour session per week. Whitley is also committed to finding more flexible ways of engaging with theological study, through online learning, live streaming, and structuring units around shorter or more condensed time frames (intensives).

In addition to class hours, it is generally expected that, for every hour of class, students will devote another three to four hours outside class to that unit of study. So if you take two units, you will have six hours of classes and we recommend a further 18 – 24 hours of reading, study, work on assignments, etc. If you study full-time, you will need to devote the equivalent of a full-time working week to your studies over the 16 weeks of semester.

A full-time load for undergraduate courses is four units (18 points each) per semester

- For each unit, allow 150 hours: 36 hours of class time plus 115 hours of study.

A full-time load for postgraduate courses is three units (24 points each) per semester.

- For each unit, allow 200 hours: 36 hours of class time plus 164 hours of study.

How long is a semester?

Each semester is effectively 16 weeks: 12 weeks of classes + 2 weeks non-teaching period (mid-semester) plus 2 weeks completing final assessment. For specific dates, check the Key Dates page at the end of this handbook.

Class Times

Standard semester and class times are as follows:

| Semester 1: | 24 February to 29 May 2020 (followed by Study/Exam period to 12 June 2020) |
| Semester 2: | 27 July to 30 October 2020 (followed by Study/Exam period to 13 November 2020) |
| 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 |

Unit start dates and class times vary between units. To ensure you know when your classes commence, please check the current Timetable in the Study section of our website.

Timetable

The Whitley College timetable is available on our website (in the Study section) and on the noticeboards at the College. Please check to ensure you are accessing the most recent version of the timetable.

The timetable comprises six sections:

- Semester 1: Intensive Units (intensive units commencing before or during Semester 1)
- Semester 1: Weekly Classroom Units
- Semester 2: Intensive Units (intensive units commencing before, during, or after Semester 2)
- Semester 2: Weekly Classroom Units
- Online Units (Semester 1 and 2)
- Specialist Programs (NEXT; TransFormation; BCV Internship)

Cancellation of Units

Whitley College reserves the right to amend or cancel scheduled units. A unit may be cancelled, for example, due to insufficient enrolments or other unexpected circumstances. Enrolled students will be advised at the earliest opportunity of any cancellations or changes, and their enrolment amended as required to ensure they do not incur a financial penalty.
WHAT DOES IT COST?

Tuition fees are set each year by the University of Divinity and are uniform across all the teaching colleges. Fees are charged on the basis of a ‘unit fee’, which covers the teaching for one unit of study. This fee is all-inclusive: it covers tuition, library usage, and student facilities.

Tuition fees are payable upfront directly to University of Divinity before the start of the unit, or through FEE-HELP.

Australian citizens and holders of a permanent humanitarian visa may defer the payment of fees through the Australian Government FEE-HELP loan scheme. Tuition fees are paid by the government, and debited to a loan account. Students are not required to begin repaying the accumulated loan debt until their taxable income rises above the compulsory repayment threshold. Please see www.studyassist.gov.au for more information.

2020 Tuition Fees

- $1,704 Undergraduate Unit (per standard 18 point unit)
- $2,640 Postgraduate Unit (per standard 24 point unit)
- $6,144 Master’s Research (per full-time semester)
- $9,192 Doctoral Research (per full-time semester)

Further detailed information and a full schedule of fees is available from the University of Divinity website.

Scholarships and Financial Assistance

The University has limited bursary funds available to students suffering from financial hardship. Please discuss your circumstances with the Dean as early as possible, as application deadlines apply. For further information, consult the Bursary Policy and Bursary Application form.

The University of Divinity offers government-funded research scholarships on a competitive basis to eligible Higher Degree by Research (HDR) students. See the University of Divinity website for details.

International students who are granted a student visa have permission to work while studying in Australia. Limits apply to the allowable hours of both paid and voluntary work, as study must be the first priority. Please refer to the Australian Government information on the website of the Department of Home Affairs.

Centrelink and Student Financial Support

It is the responsibility of the individual student to confirm their own eligibility for Austudy, Youth Allowance, Abstudy or any other Government support or benefits, and to apply directly to the relevant authority. If required, the Whitley College Registrar can provide a document confirming your enrolment.

Students may be eligible for AUSTUDY or Youth Allowance if they are studying full-time in:

- an undergraduate course (Diploma; Advanced Diploma; Bachelor); or
- a Graduate Certificate or Graduate Diploma course; or
- one of the following courses at Master’s level:
  - Master of Divinity
  - Master of Theological Studies
  - Master of Theology (Coursework)

Please note that in most cases eligibility includes the requirement to be undertaking at least 75% of a full-time study load. Full details are available from www.studyassist.gov.au.

Students must advise the relevant authorities of any changes to their course of study or study load or other circumstances that may impact their benefit entitlements. Please be aware that the University is required to report information about study loads to Centrelink each semester.

Audit Fees

The 2020 audit fee is $500 per standard unit, payable up-front (only) directly to Whitley College. This allows you to participate in classes and access learning resources, but not undertake assessment for credit. Audit students are expected to prepare for and participate in class in the same way as students completing the unit for credit.
ADMISSION AND ENROLMENT PROCESSES

New Students: Enrolment Process

We believe in making a personal connection with each student to guide them towards their ideal course of study. That’s why a conversational interview is a key step in the application and enrolment process. You’re welcome to start your application process with a conversation, or you may prefer to prepare by having a look at what is on offer to get a sense of what you think might be an attractive starting point for your studies.

1. Identify your interests
   What are your areas of interest? Are you aiming to complete a particular academic qualification? Do you intend to study full-time or part-time, in the classroom or online, during the day, in the evenings or at weekends? Use this handbook, our website and our 2020 Study Guide to identify a possible starting point for your studies.

2. Talk to us
   An interview with a course advisor is a requirement of enrolment. We would love to meet you in person but, if that’s not practical, the conversation can take place via telephone. Contact the office on (03) 9340 8100 or email whitley@whitley.edu.au to set up an appointment. The Dean or relevant program coordinator will chat with you about your study options so you can determine together a suitable starting point and pathway tailored to your interests.

3. Submit an application with supporting documentation
   Please complete your application as early as possible to allow time for the necessary enrolment steps and to help us ensure we have the required numbers to run all classes.

   All applications for admission require submission of an Application for Admission, supported by certified documentary evidence of citizenship in your current name, previous academic qualifications and English language proficiency.

   Please refer to our website for detailed application procedures and links to application forms.

   Submit applications via email to registrar@whitley.edu.au, or hard copy to the Whitley College office in person or by mail to PO Box 134, Parkville VIC 3052.

   Overseas Students
   You are considered to be an overseas student if you are not an Australian citizen, a New Zealand citizen, or do not hold an Australian permanent humanitarian visa, or other Australian permanent visa.

   Earlier application closing dates apply to international students wanting to study in Australia on an overseas student visa. Please refer to our website for further details.

4. Enrolment Confirmation
   Once your application has been reviewed and approved by the Dean, then entered into the University records, you will receive a welcome email from the Whitley College Registrar.

   Please look out for your welcome email as it includes important information! Occasionally these emails can end up in a ’junk’ or ’spam’ folder, so please check your email settings.

   The University of Divinity will then complete their part of the enrolment process and send you a formal admission letter.

5. Student ID Card
   All students enrolled at Whitley College who have paid their fees are entitled to a University of Divinity student ID card. This card serves the dual purpose of being your student ID and library access card across the Colleges of the University of Divinity.

   To obtain your student ID card please arrange a time with the office staff to have your photo taken and card issued. If you are an off-campus student, email us a passport-style photo of yourself (head and shoulders, taken against a white background) in digital format at high resolution (300dpi).
Applying for Credit
You can apply for credit into some degree programs. Credit may be available for degrees already completed or for units undertaken at another Higher Education Provider. Limits apply on the time elapsed since studies were completed, and the total amount of credit that can be granted towards an award. For further details refer to the Credit Policy of the University of Divinity.

You must seek advice from the Dean regarding eligibility to receive credit. It is strongly recommended that applications for credit be made at the time of enrolment. The Dean will assist you in completing the relevant application form.

Returning Students: Re-enrolment Process
Continuing students must re-enrol into their course each calendar year, and select the units they want to study.

Please complete your re-enrolment as early as possible to help us ensure we have the required numbers to run all classes.

For detailed re-enrolment procedures and links to forms, please refer to our website.

Changes to Enrolment
To request changes to your enrolment during the year – whether amending personal details, changing your choice of units, or changing course – please complete the appropriate form and submit to the Whitley College Registrar. Forms are available on the University of Divinity website and include:

- **Unit of Study Amendment**
  - Withdraw from unit(s) or add unit(s) to your current enrolment *(see note below re census dates)*
  - Note: Any changes to units or course of study must be approved by the Dean.

- **Personal Details Amendment**
  - Update contact details – email, phone, postal address
  - Change of name

- **Course General Amendment**
  - Request a Leave of Absence from your course
  - Change your fee payment method
  - Notify changes to your support requirements

Census Dates and Withdrawals
Please check the relevant unit census date if you are considering withdrawing from a unit of study. **Withdrawal requests must be submitted before the unit census date,** otherwise you will incur the full unit tuition fees.

Census dates for **standard** semester units are:

- Semester 1 units 17 March 2020
- Semester 2 units 18 August 2020

Census dates for non-standard units (intensives, full-year units, etc) **please check** your student record in TAMS or contact the Registrar to obtain census date details.

To allow processing time for unit enrolment changes, **please submit your Unit of Study Amendment Form at least 4 days prior to the unit census date.**

If you need to withdraw after census date because of special circumstances that were not known at census date, please speak to the Dean or Registrar and refer to the University Fees Policy about any options for remission of fees.

Leave of Absence
With the approval of the Dean, students can take Leave of Absence from their course of up to two semesters – either two consecutive semesters, or two separate breaks of one semester each. Approved periods of Leave of Absence are added to the time allowed to complete your award course requirements.
TAMS - Checking your Enrolment Details

Your student enrolment details and academic record are recorded in the University database (TAMS). You can view your record in TAMS using the same login username and password as for ARK.

Log in to TAMS from the TAMS button on the home page of either the Whitley College website or the University of Divinity website.

In TAMS you can:

- Review your enrolment details
- See your official unit results
- Change your ARK/TAMS password (under My Login)
- Check the census date of each unit (under Units)

Intention to Complete your Degree

Students expecting to complete their degree in the current year should notify the Registrar. The University of Divinity will contact you by email regarding the process which leads to your graduation.
ACADEMIC SUPPORT AND RESOURCES

ARK Online Learning Management System
As a student of the University of Divinity, you will have access to ARK – a dynamic and interactive online learning facility. ARK is intended to offer students ease of access to learning resources, as a starting point for further exploration, including via the University of Divinity Library Hub, the gateway to a wealth of online resources.

All Whitley College units have a page in ARK. **It is critical that you become familiar with ARK and access it regularly** as, throughout the semester, your teacher will upload resources and extended readings, facilitate forum conversations, send messages and expect you to submit assessments through ARK. Note that teachers can monitor ARK access by students.

The ARK site for each unit of study provides readings and links connected with specific topics or weekly programs. It is expected that students will have read them before class, in order to engage in the discussion and to more fully respond to the lecture presentations. These readings and links are designed to prompt your thinking and extend your engagement.

For online units, ARK is the key point of engagement and access to learning resources, including lecture materials, voice and/or video recordings.

**ARK Units**
All units in which you are enrolled will appear on your ARK Dashboard one week before the unit starts. Most units will appear on your Dashboard twice:

- Meta Unit – this is where you will find learning resources available to students of all levels
- Enrolled unit (starts with the unit code, e.g. BN1001W) – this is where you submit assessments and access any items applicable only to the level in which you are enrolled

Your ARK Dashboard also includes the following useful items:

- **Whitley College News and Resources** – Study Skills resources, Newsletters, Library Guides, links to useful forms, events, announcements advertisements for ministry opportunities. Check this unit regularly for the latest information.
- **Libraries & Resources** – the gateway to a wealth of digital resources through the University of Divinity Library Hub.
- **ARK User Support** – helpful information for using ARK effectively.

Access to your enrolled units on ARK remains until 4 weeks after the unit End Date (usually the end of Exam Week). After that time, you will not be able to access the unit resources or the feedback on your assessment tasks.

**ARK Login**
Log in to ARK at [https://ark.divinity.edu.au/login](https://ark.divinity.edu.au/login) or from the ARK button on the home page of either the Whitley College website or the University of Divinity website.

You will be provided with your username and password via email when your enrolment is confirmed.

If you have forgotten your password, or the default doesn’t work, select the RESET option on the ARK login page. A new password will be emailed to you; you can then change that password to one of your choice.

To change the password to one of your choice, select the CHANGE option on the ARK login page. This will prompt you to log in to TAMS – use your current ARK username and password. Once in TAMS, go to the My Login option and follow the prompts to set your own password. Your new password will then apply to both ARK and TAMS.

It is very important that you log in to ARK the next working day after receiving your login details. This allows time for activation of your account and ensures you have confirmed that you can access ARK before units commence. Please remember that our enrolled units appear on your ARK dashboard one week before unit start date.

If you have difficulties with your ARK login, or can’t resolve an ARK issue after checking the information in ARK User Support, contact the Whitley Registrar.
Library

The Whitley College Library features state-of-the-art systems and digital technology, with a strong and comprehensive collection of books and journals supporting all the foundational and specialist areas of theological studies offered through Whitley College. Students have access to an ever-increasing ebook collection and a wide range of 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, and the Baptist Historical Collection.

The library is located primarily in the Mervyn Himbury Theological Studies Centre, with a portion of the collection stored off-site. The location of books can be identified in the catalogue, which can be searched online, and requests for retrieval of off-site items can be submitted to the librarian.

Generally the library is open throughout the day on Monday to Friday, with additional hours on some evenings and Saturday mornings during teaching weeks. Opening hours for the library are advertised on the library catalogue home page.

Whitley College students may use their University of Divinity ID card to establish their right to borrow from the libraries of some other Colleges within the University of Divinity. Please check first for any conditions or restrictions on access to a specific library.

Access to a range of online library resources is also available through the University of Divinity library hub, accessible via the University website or the ARK Learning Management System.

Library orientation sessions are offered at the beginning of semester, and various library guides are available in the ARK Learning Management System, under Whitley College News and Resources.

The library is a valued and shared resource for all students. Please be considerate of others in your use of the library to ensure that as many students as possible can gain access to the resources they need for study.

The Library staff are available to support students, particularly as you begin to develop the skills of finding resources for your academic study. Please introduce yourself to the staff, who will be willing to support your learning.

Email: library@whitley.edu.au

Books and reading lists

Recommended reading lists for all subjects are included in the unit outlines, which are available in the handbooks and on the website unit pages. The reading lists include both essential and background texts and indicate any particularly recommended for purchase. Lecturers may suggest further resources on ARK and in class.

Most students order texts through online bookstores, however ensure you allow ample time for delivery. Two useful starting places are: https://booko.com.au/ and http://www.bookfinder.com/.

All items on the recommended reading lists are placed on reserve in the Whitley library when the unit is scheduled, so they can be accessed by all students. Remember that other libraries within the University of Divinity may have those same books available for loan. Lecturers often upload required readings to ARK.

You are welcome to communicate in advance with your lecturer about preliminary reading and which books you should buy so that you are well-prepared for your classes. Use the Enquiry form on the faculty member’s profile page in the staff section of our website.
English Language Support
Undergraduate students whose first or primary language is not English are strongly encouraged to undertake the unit AL1003W English for Theological Studies at the beginning of their studies. Postgraduate students are welcome to participate in those classes as an audit student, by arrangement with the Dean.

We also provide an English language unit at Diploma level for students in the TransFormation program.

Students needing additional English language support are encouraged to speak to the Dean or Registrar about available options.

STUDY SKILLS

The following section provides some basic information about preparing and submitting assessments. Additional detailed study skills training materials, including videos, are available to enrolled students in the ARK Learning Management System, under Whitley College News and Resources.

How to present assignments
Assignments not submitted in the required format may be marked down, especially after the first year of study. Please familiarise yourself with the requirements below, as well as the detailed materials available in the ARK Learning Management System, under Whitley College News and Resources.

Assignments should be clearly laid out, with good margins all round and lines at one-and-a-half or double-spaced.

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.

Referencing guides and study skills
Students are expected to adhere to the standard style and protocols for referencing sources used in preparing assessment submissions, as per the UD Style Guide: https://divinity.libguides.com/styleguide. Your ARK login will provide access. Detailed study skills training materials, including guides to researching and writing assignments and citing references, are available to enrolled students in ARK.

Submitting assignments
Most assignments are submitted electronically via the Turnitin facility in the ARK online learning management system. The Turnitin Submission Guide in ARK (Whitley College News and Resources / Study Skills) outlines the steps. A cover sheet is not required for submissions made this way.

Always ensure that you keep a copy of your assignment.

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.

When submitting work through the Turnitin feature in ARK, you also have the opportunity to check the originality level of your work before submitting an assignment to avoid inadvertent plagiarism.
**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.

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 University of Divinity, the body which confers the degrees and diplomas, Whitley teachers also give grades. You will receive a grade for each assignment and one for the unit overall, unless the unit is marked on a Pass/Fail basis only.

**Note:** all marks/grades are provisional until moderation processes are complete and grades are published by the University in TAMS (see Key Dates at the end of this book for results release dates).

This is what the grades refer to in percentage terms:

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<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Fail</td>
<td>Less than 50%</td>
</tr>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Credit</td>
<td>65 – 74%</td>
</tr>
<tr>
<td>Distinction</td>
<td>75 – 84%</td>
</tr>
<tr>
<td>High Distinction</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 know what the questions are or how to begin to address them.*

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

- **C**  Competent grasp of information on the subject, plus an awareness of some important themes and critical issues.
  
  *Knows some of the major responses 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 themes and articulate a clear response.*

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

Clearly other factors come into play as well, for example:

- Answering a question that 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 trying to say.

Seek your lecturer’s guidance about expectations if they are not clear to you.

**STUDENT SUPPORT AND FACILITIES**

**Orientation**

As part of the enrolment interview process, all students are offered an orientation of the Whitley College facilities, and an introduction to key people, information and procedures.

Whitley provides a structured orientation session for international students at least one week prior to commencement to familiarise students with how to access support that is available to them.

**Facilities**

**Campus**

The campus of Whitley College offers a range of teaching and learning environments within the Mervyn Himbury Theological Studies Centre. These facilities include large seminar rooms and a number of smaller classrooms, as well as flexible spaces suitable for meetings and prayer or worship.

All rooms are well-equipped with data projectors, large screen monitors, CD/DVD players, wireless internet and whiteboards.

**Internet Access and IT Support**

All students may apply for a Whitley College IT Account, which provides WiFi access at the College, a Whitley email address and access to Office365 online.

To apply, please complete an IT Account Agreement form, including your name and usual contact email address. The form is available in ARK, on the website, or from the Whitley College office. Submit the completed application to the office: whitley@whitley.edu.au. Your IT account details will be emailed to you.

Please ask at the office if you need assistance with resolving IT issues.

**Students’ Common Area**

Students are welcome to use the open area adjacent to the front entrance for social space during College opening hours. Facilities in the adjoining kitchen include sandwich toasters, fridge and microwave ovens, used by many students to prepare a light meal before an afternoon or evening class. Tea, coffee, milk, biscuits and fresh fruit are provided.

**Transport and Parking**

Whitley College is conveniently located in relation to public transport. Take the route 19 (North Coburg) tram in Elizabeth Street to stop number 15 on the corner of Royal Parade and Leonard Street, or the Upfield line train to Royal Park Station and enjoy a short walk to Whitley through the parkland surrounding the Melbourne Zoo.

Metered all-day parking is available in surrounding streets at approximately 80c per hour. Bring coins or consider registering with the PayStay system: https://www.paystay.com.au/.
**Student travel concession**


**Bicycle Parking**

A locked bicycle-parking shed is available for staff and student use. For access, enquire at the Office.

**Studies Elsewhere in the University of Divinity**

In addition to the facilities and course offerings at Whitley College itself, all students of the College are eligible to undertake studies at other Colleges within the University of Divinity. There are ten other Colleges: three others in Parkville and one in each of Box Hill, Donvale, East Melbourne, Mulgrave and Ringwood; and one in each of Adelaide and Sydney.

The unit offerings of these institutions represent a wide 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.

If you wish to take units from other Colleges in your study program, you must enrol through Whitley College.

**Health and Wellbeing**

**Student Mentoring and Course Advice**

Whitley’s Academic Dean is available to meet with students requiring advice regarding course structure, selection of units for study or to discuss any concerns the student may have regarding their studies. To make an appointment for a meeting or phone conversation, please contact the office on 03 9340 8100 or email whitley@whitley.edu.au.

**Pastoral Care**

Studying theology is essentially about our formation as people, which means that Pastoral Care remains a central focus of our life as 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 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. Academic study of theology is aimed to support and grow your faith, and Whitley’s faculty are committed to supporting your growth.

Alternatively, the Dean and the Registrar can provide contact details of trusted external pastoral advisers from neighbouring churches, should you prefer to speak with someone outside the College in a pastoral context.

**Emergency**

Fire, Ambulance, Police

[Phone 000](tel:000)

**International Students**

For urgent assistance after hours, please call the University’s after-hours hotline:

[Phone 1800 775 691](tel:1800775691) Outside Office Hours – overseas student visa holders only

**Hospital**

Royal Melbourne Hospital, 300 Grattan Street, Parkville

[Phone (03) 9342 7000](tel:0393427000)
Doctors
Carlton Family Medical Centre, 88 Rathdowne Street, Carlton

Phone (03) 8300 3900  http://carltonfamilymedical.com.au

Brunswick Betta Health, 30 Sydney Road, Brunswick

Phone (03) 8388 5200  http://brunswickbettahealth.com.au

Check the websites and/or enquire at the clinics regarding fees payable and any concessions available to students.

Legal Aid
Legal Aid Victoria

Phone 1300 792 387  https://www.legalaid.vic.gov.au

Counselling
Students are encouraged to contact the Dean regarding referral options for pastoral advice or counselling.

Advocacy
If you have a concern, including such serious matters as harassment or discrimination, please refer to the information in the next section about your rights. Please do not remain silent about such matters.

The sub-section Our Commitment to You provides details of the contact people who can advise you of the procedures to follow if you have a concern.

Accommodation
Whitley is no longer a residential college. Please contact the Dean or Registrar for any information they may have regarding student accommodation options.
STUDENT RIGHTS AND OBLIGATIONS

Our Commitment to You

Whitley College is committed to providing the highest quality of education for all students in a safe environment, including the best facilities, courses and educational process possible, with pastoral care and support.

All University of Divinity students have rights, including rights to privacy, to fair treatment, to be safe from harassment of any form, and to high standards of teaching. You can review all policies in the Governance section of the University website under Policies and Procedures. These include Regulation 82 Code of Conduct, which applies to all who work and study within the University of Divinity, including Whitley College. The Code of Conduct is also printed in the next section of this handbook.

If for any reason you feel that these rights have not been honoured, you may contact any of the following:

- Principal of Whitley College: Rev Dr René Erwich, 9340 8010
- Academic Dean: Rev Dr Anne Mallaby, 9340 8026
- Faculty Member: Rev Dr Marita Munro, 9340 8024
- Registrar: Ms Dorothy Morgan, 9340 8017
- External Contact Person: Ms Deb Mountjoy, 0425 783 424

All approaches will be dealt with in the strictest confidence. These contact persons can explain your rights to you, and other procedures available to you.

Rights and Responsibilities: Further Information

Whitley College operates in accordance with University of Divinity policies, including:

- Appeals Policy
- Grievances Policy
- Inclusion Policy
- Regulation 82 Code of Conduct (see next page for full text)
- Statement of Rights, Responsibilities and Conduct of Members of the University
Code of Conduct

The Code of Conduct applies to all members of the University of Divinity as defined in Regulation 82 (from 1 January 2020*). This includes all students and staff.

While on University or College premises, using University or College facilities and services, or engaging in University or College activities related to my duties or responsibilities as a member of the University of Divinity, I must

1. Strive to act with honesty and integrity
   This includes
   a) refusing to initiate or engage in cheating, plagiarism or fraud
   b) complying with ethical standards in research and academic practice
   c) disclosing conflicts of interest
   d) being willing to report academic misconduct

2. Promote the responsible exercise of academic freedom and academic judgement
   This includes
   a) applying structured argument and critical thought
   b) forming an opinion or making a decision on the basis of evidence
   c) respecting the integrity and diversity of theological traditions represented in the Colleges of the University
   d) pursuing excellence

3. Be courteous towards all persons in my behaviour and communication
   This includes
   a) complying with reasonable directions issued by responsible persons
   b) respecting the privacy of others and information given in confidence
   c) being willing to engage with views different from my own

4. Protect from harm myself and others, especially children, young people and vulnerable adults
   This includes
   a) refraining from and refusing to participate in abuse, harassment, bullying and assault
   b) supporting activities that ensure the University is a safe and healthy environment
   c) being willing to report general misconduct

5. Use University resources responsibly
   This includes
   a) making judicious use of staff time, library collections, physical spaces, and technology
   b) supporting activities that promote environmental and economic sustainability

6. Comply with University policies and procedures and applicable Australian laws
   This includes
   a) complying with applicable policies and procedures of my home College
   b) complying with any contractual arrangements I have entered into with the University or with one of its Colleges

As a member of the University I have the right
   a) to seek a review of, or to appeal, a decision made by an officer of the University
   b) to make a complaint if I believe in good faith that a breach of this Code of Conduct may have occurred

*Prior to 1 January 2020, all members of the University are required to adhere to the requirements of the Statement of Rights, Responsibilities and Conduct of Members of the University
Student Obligations
In addition to the above rights and responsibilities as a member of the University of Divinity, there are also obligations of all student members of the Whitley community.

Communication
Whitley College will communicate with you by email and not by post. It is therefore important that you regularly check your emails and advise us if you change your email address.

Please make sure that the Whitley College and University of Divinity email addresses are ‘trusted’ by your email program and are not filtered to ‘Junk’, ‘Spam’ or ‘Clutter’ folders.

Attendance
Attendance is expected at all lectures, tutorials, seminars and workshops. Arriving on time is a fundamental courtesy. If for any reason you are unable to attend a class, or will be late you should send an apology in advance to your class teacher, usually by phone to the main office or by email.

International students studying under an overseas student visa should note that the government may require evidence of attendance in relation to compliance with the visa conditions.

Mobile Phones
Classrooms are ‘mobile-free zones’. Please turn off phones during classes.

Assessment
Students enrolled in a unit are required to complete all the assessment tasks for that unit and in the sequence in which they are set. Unless permission is granted by the Dean to vary this requirement, students will not be permitted to sit for the final examination in a unit, or to submit the major essay or assignment, when previous assignments remain outstanding.

It is also essential to stress that assignments must be submitted on time. These are part of the continuing educational process of the unit. Maintaining the flow of the unit in this way contributes to the learning process.

Presentation of Assignments
There are clear guidelines for the presentation and format of assignments. These are explained by lecturers and in the Study Skills materials available to enrolled students from the ARK online learning management system.

There is also some information in an earlier section of this handbook.

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

Late Work and Extensions
If you will not be able to submit an assessment task by the due date due to unforeseen circumstances (such as illness, bereavement or serious upheaval) you must apply in writing for an extension before the due date. Disorganisation or busyness are not grounds for an extension. For further explanation see the Assessment Policy.

For an extension of up to two weeks apply to your Lecturer using a Lecturer’s Extension Application form, available from ARK (Whitley College News and Resources) or the University of Divinity website.

Should circumstances require an extension of longer than two weeks submit an Application for a Dean’s Extension to the Academic Dean of the College offering the unit. Supporting evidence may be required. The length of extension provided by the Dean is usually a maximum of four weeks.

All work submitted more than 24 hours late without (or beyond) an extension will be penalised according to University of Divinity Assessment Policy (available under ‘Policies and Procedures’ in the Governance section of the University website). Work submitted 4 or more weeks late is not accepted and a grade of 0% is recorded. If the work submitted late is of a pass standard or higher, the minimum grade after late penalties is 50%:

- Over 1 day and up to 1 week late 10% penalty (e.g. 72% becomes 62%)
- Over 1 week and up to 2 weeks late 20% penalty (e.g. 78% becomes 58%)
- Over 2 weeks and up to 3 weeks late 30% penalty (e.g. 62% becomes 32%; adjusted to 50% minimum)
- Over 3 weeks and up to 4 weeks late 40% penalty (e.g. 70% becomes 30%; adjusted to 50% minimum)

If you have ongoing issues that make submission of work difficult, please consult the Inclusion Policy and arrange a time to meet with the Academic Dean if you would like to discuss a Student Support Plan.
**Withdrawing from a Class**

We understand that circumstances may arise that make it difficult for you to continue with studies in which you have enrolled. In these situations, it is important that you let us know, and discuss the matter with your class teacher or the Dean, to ensure you have explored all relevant options.

It is also essential to notify the Registrar so that the appropriate administrative procedures are carried out and any necessary adjustment is made to your enrolment.

Withdrawal from a unit may be made without penalty, but only if this takes place before the Census date for the unit. Census dates for standard semester units are noted in the Academic Calendar. Intensive units commencing earlier or later than semester dates have different Census Dates and you should check these with the Registrar.

Fees will be refunded for withdrawals before Census Date, and no record of enrolment will be recorded on transcripts.

Approved withdrawals after Census Date but no later than four weeks before the end of the semester will be recorded on transcripts as ‘Withdrawn’. All withdrawals in the last four weeks of the semester will be recorded automatically as 'Fail', unless determined otherwise by the Dean.

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 result of ‘Fail’ will be entered on their transcripts.

---

**GENERAL INFORMATION**

**Office Staff and Hours**

If you need help at any time you are welcome to phone, email or call in at the office, located just inside the front entrance of the Theological Studies Centre at 50 The Avenue, Parkville.

Staff located in the office, and their regular working hours are:

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<thead>
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<th>Name</th>
<th>Position</th>
<th>Time</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Rulloda</td>
<td>Reception / Office Assistant</td>
<td>9:00am – 4:30pm</td>
<td>Monday, Wednesday, Thursday, alternate Fridays</td>
</tr>
<tr>
<td>Dorothy Morgan</td>
<td>Registrar</td>
<td>10:00am – 6:00pm</td>
<td>Monday – Thursday, alternate Fridays</td>
</tr>
<tr>
<td>Lorraine Mitchell</td>
<td>Executive Secretary</td>
<td>10:00 – 5:30pm</td>
<td>Monday – Thursday</td>
</tr>
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**Appointments and Meetings**

To set up an appointment with the Dean, Anne Mallaby, please contact Dorothy or Karen.

Please report to the front office when coming to meetings with the Dean or other members of Faculty, so we can check they are available and ready for you.

**Whitley Worship, Prayers and Community Gatherings**

College Worship and Prayers are held regularly during semester. Please check the Whitley Student News for details of when and where, as well as for information about other community gatherings and events.
# 2020 Units List and Outlines: Postgraduate (Levels 8, 9)

The following sections detail all units offered by Whitley College in 2020 suitable for inclusion in courses at postgraduate level (Graduate Certificate, Graduate Diploma or Master).

Units are listed alphanumerically based on the unit code. A Key to Unit Codes is provided at the back of this handbook.

Note that Level 8 is Postgraduate Foundational and Level 9 is Postgraduate Elective.

Please refer to the Whitley College 2020 Undergraduate Student Handbook for details of all units offered in 2020 suitable for inclusion in courses at undergraduate level – Diploma (Level 0) and Degree (Levels 1, 2 and 3).

Please refer to the 2020 timetable on our website for up-to-date scheduling details.

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FIELD A – HUMANITIES

AL8002W  New Testament Greek A

Offered:  2020: Semester 1

This unit provides a basic introduction to New Testament Greek, providing knowledge of the vocabulary, grammar and syntax to commence translation and interpretation of selected New Testament passages from the original Greek text.

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

1. Demonstrate key grammatical concepts necessary for working in another language
2. Identify foundational elements of Greek grammar and syntax
3. Show familiarity with a basic working Greek vocabulary
4. Translate small, selected portions of the Greek New Testament
5. Apply a basic understanding of Greek to the reading of critical commentaries for sermon and teaching preparation.
6. Translate simple English sentences into Greek.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently toted exercise sheets</td>
<td>total equiv 3,000 words</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Weekly in-class tests</td>
<td>total equiv 2,000 words</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>One examination</td>
<td></td>
<td>2 hours</td>
<td>30%</td>
</tr>
</tbody>
</table>

Faculty:  Keith Dyer

Recommended Reading:

* = set texts recommended for purchase


AL8005W  Introduction to Biblical Languages

Offered:  2020: Semester 2

This subject introduces students to Biblical Hebrew and New Testament Greek, and equips them with skills which will enable them to utilise language resources within lexicons, commentaries and electronic resources. Students will learn the alphabets of both Hebrew and Greek, be familiarised with basic grammatical features of both languages, and be equipped with an elementary vocabulary. An introduction to interpretive implications of translation and textual considerations will provide a platform for further study in a particular language.

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

1. Recognise and reproduce the Hebrew and Greek alphabets
2. Demonstrate an understanding of basic Hebrew and Greek grammar
3. Demonstrate recognition of elementary vocabulary in Biblical Hebrew and Greek
4. Demonstrate a working knowledge of relevant grammatical and lexical tools
5. Translate simple phrases from Biblical Hebrew and Greek into English
6. Utilise the resources of bible software for translation and interpretation
7. Articulate issues that impact on the translation and interpretation of historical languages and their impact for exegesis.
8. Identify key ideas in the original languages and articulate the theological issues relating to their translation.

Prerequisites:  NIL

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly tests</td>
<td>total equivalent to 3,000 words 50%</td>
</tr>
<tr>
<td>One exegetical paper in either language</td>
<td>2,000 words 25%</td>
</tr>
<tr>
<td>One essay in a different language to the</td>
<td>2,000 words 25%</td>
</tr>
<tr>
<td>exegetical paper</td>
<td></td>
</tr>
</tbody>
</table>

Faculty:  TBA

Recommended Reading:

* = set texts recommended for purchase

AL8010W  Ruth

Offered:  2020: Semester 2  
[Unit offered alternatively as BA8010W]

This unit is a continuation course building on the skills learned in the unit AL8011W Introduction to Biblical Hebrew, although it will also cover exegetical issues. Students will extend their understanding of Hebrew grammar and vocabulary, while reading through the book of Ruth in Hebrew. As students are reading Ruth, they will be guided through issues of translation, interpretation, and exegesis.

Upon successful completion of this unit, it is expected that students will be able to:
1. explain elements of Hebrew grammar, syntax and vocabulary;
2. translate and exegete selected passages from the book of Ruth;
3. work from the Hebrew text by utilising aids for translation and exegesis including: lexicons, concordances, parsing guides and commentaries;
4. evaluate exegetical methods for studying the book of Ruth including: textual criticism, historical dating, source criticism, and, particularly, literary criticism;
5. outline elements of the theology of the book of Ruth; and
6. analyse the distinctive content of the book of Ruth when considered in the wider context of the Hebrew Bible.

Prerequisites:  AL8011W Biblical Hebrew or equivalent

Note: the combination of AL8011W and AL8010W meets the language requirements of the Master of Divinity.

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Equivalent</th>
<th>Weightage</th>
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</thead>
<tbody>
<tr>
<td>Weekly tests</td>
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<td>30%</td>
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<tr>
<td>One exegitical paper</td>
<td>2,500 words</td>
<td>30%</td>
</tr>
<tr>
<td>One examination</td>
<td>2 hours</td>
<td>40%</td>
</tr>
</tbody>
</table>

Faculty:  Megan Turton

Recommended Reading:

* = set texts recommended for purchase

AL8011W  Introduction to Biblical Hebrew

Offered: 2020: Semester 1

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Explain the basic elements of the grammar and vocabulary of biblical Hebrew
2. Use lexical aids and language resources in translating Hebrew texts
3. Translate simple texts from the Hebrew Bible
4. Translate words and simple sentences from English to biblical Hebrew

Prerequisites: Nil

Class time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>total equivalent to 3,500 words</th>
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<td>Weekly tests</td>
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<tr>
<td>Final examination</td>
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<td>50%</td>
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</table>

Faculty: Megan Turton

Recommended Reading:
* = set texts recommended for purchase

Grammars:

Dictionaries:
AL8012W  New Testament Greek B

Offered: 2020: Semester 2

This unit builds on AL8002W, a basic introduction to biblical Greek, and introduces more advanced level grammar and vocabulary using a translation-based method (selections from Mark, Romans and Revelation). Students are introduced to principles of textual criticism.

Upon successful completion of the unit, it is expected that students will be able to:
1. Demonstrate a detailed and comprehensive understanding of Greek grammar and syntax.
2. Show evidence of competence in translation.
3. Apply an advanced vocabulary and style to translation and exegetical work.
4. Identify textual critical issues and demonstrate skills necessary for redactional work with a Greek synopsis.
5. Apply translation skills to the exegetical task and the preparation of sermons and Bible studies.

Prerequisites: AL8002W New Testament Greek A

Note: the combination of AL8002W and AL8012W meets the language requirements of the Master of Divinity.

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Weekly take home exercise sheets</th>
<th>total equivalent to 3,000 words</th>
<th>40%</th>
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<tbody>
<tr>
<td>Regular in-class tests</td>
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<td>30%</td>
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<tr>
<td>One examination</td>
<td>2 hours</td>
<td>30%</td>
</tr>
</tbody>
</table>

Faculty: Keith Dyer

Recommended Reading:

* = set texts recommended for purchase


AR8746W World Religions

Offered: 2020: Semester 2 (Online)
(NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

This unit provides an overview of the major World Religions including the place of Christianity in the religious arena. It offers a framework for understanding the classification of religions as well as the chronological development, adaptation, geographical distribution, worldviews, and cultural impact of world faiths. A summary of major religious innovators/figures, central doctrines/teachings, sacred myths and texts – including potential emerging world religions – will lead into a discussion concerning appropriate Christian responses to the world’s religions and their adherents. Indigenous values such as respecting others and story-telling are central to the approach utilized in this course.

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

1. Identify the essential elements of the world’s major religions and articulate an understanding of the development of them with reference to at least one;
2. Demonstrate basic skills in comparative religious analysis and apply key concepts to their own experiences;
3. Identify and demonstrate understanding of the differences and similarities between classical formulations of religions and contemporary practices (how and why religious worlds are constructed);
4. Demonstrate awareness of the complexity of religious thought and expression;
5. Describe and demonstrate an Indigenous perspective towards practitioners of other faiths;
6. Identify and juxtapose the central teachings of Christianity with those of other religions with a view to a better understanding the uniqueness of the gospel of Jesus Christ.

Prerequisites: Nil

Class Time: Online

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Professional Evaluation</td>
<td>1,000 words</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>2,500 words</td>
</tr>
<tr>
<td>Report</td>
<td>3,500 words</td>
</tr>
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</table>

Faculty: Terry LeBlanc, Naomi Wolfe

Recommended Reading:

* = set texts recommended for purchase

AR9008W Global Experience: An Extended Culture and Language Engagement Exercise

Offered: 2020: By arrangement with Global Interaction
[Unit offered alternatively as DM9008W]

This unit is a 6 week supervised visit to a socio-cultural and religious community different from the student’s own for the purposes of gaining some experience of cross-cultural work and ministry. It occurs in partnership with Global Interaction, the Australian Baptist cross-cultural mission organization, and under the supervision of both a trained culture and language facilitator and a host community language and culture helper. Students will be guided through a language acquisition and culture awareness program, learning some basic vocabulary and grammar from the host community's language along with an acquaintance with aspects of the community's culture. Students will also have the opportunity to observe the working life of cross-cultural workers.

Upon successful completion of this unit, it is expected that students will be able to:
1. Discuss the basic elements necessary to developing intercultural sensitivities and knowledge, along with some characteristics and skills beneficial for cross-cultural living and engagement
2. Articulate the basic processes of learning a second language
3. Demonstrate some capacity in a host community’s language
4. Demonstrate an understanding of the tools required for cultural inquiry including, participant observation, ethnographic interviewing and writing a thick description, approaches common with cultural anthropology
5. Analyse a host community's culture and worldview in the areas of greeting and leave taking, clothing, food, work and non-verbal communication
6. Identify and critique key issues informing the interaction of the gospel and culture in the host community.
7. Outline and reflect on one's own growth and responses during the period of cross-cultural engagement.

Prerequisites: DM1005W/DM8005W Culture and Language
*Students will require an Australian Federal Police background check, as well an interview with a Global Interaction staff member prior to being accepted into the program.

Unit Value: 48 points

Class Time: The unit will be primarily a field based program with daily activities, including times of observation, interaction and reflection. Prior to departure to the host country, students will attend a day seminar detailing the country and people group.

Assessment:

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Trip journal extract</td>
<td>1,500 words 20%</td>
</tr>
<tr>
<td>Four cultural reflections (thick descriptions) from the activities of participant observation and ethnographic interviewing about set culture topics</td>
<td>total 3,000 words 40%</td>
</tr>
<tr>
<td>Completion of phase 1 of the language program and demonstrate an understanding and speaking capacity of 800 words in the host community’s language</td>
<td>equivalent to 3,000 words 40%</td>
</tr>
</tbody>
</table>

Faculty: Ian Dicks

Recommended Reading: See next page

...AR9008W continued next page
Recommended Reading:
* = set texts recommended for purchase


*Thomson, Greg and Angela. ‘The First Hundred Hours: Interacting about the Here and Now: Introduction to Growing Participator Approach’, Phase 1A, Version: Mar06, edits Sep09. (Free)
Cultural Intelligence: Competence for Life, Work and Ministry in a Multicultural World

Offered: 2020: Semester 1
[Unit offered alternatively as DM9060W]

This unit introduces students to the theological premises, theories and practices associated with cultural intelligence (CQ). More especially students will explore the complex of abilities, characteristics, dimensions of awareness, attitudes, skills and knowledge that are associated with cultural intelligence, and which are necessary for appropriate and effective ministry in culturally diverse contexts, both within Australia and internationally.

Upon successful completion of this unit, it is expected that students will be able to:
1. outline the main dimensions of cultural intelligence;
2. identify one’s own cultural values and the ways these can impact interaction with the other;
3. describe the concept of culture and outline the theological premises for the need for cultural intelligence for Christian life and ministry;
4. describe the role of second language capacity and cultural understanding in cultural intelligence;
5. employ practices that enhance reflection and mindfulness when engaging people interculturally;
6. analyse attitudes that can impact upon interaction with the other in intercultural contexts; and
7. describe cultural values of a socio-cultural and religious community different to their own.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>One tutorial presentation</td>
<td>1,250 words</td>
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<tr>
<td>One descriptive exercise</td>
<td>3,000 words</td>
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<tr>
<td>One essay</td>
<td>3,750 words</td>
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</table>

Faculty: Ian Dicks

Recommended Reading:

* = set texts recommended for purchase


AR9067W  Understanding Different World Religions of Our Neighbours

Offered: 2020: Semester 2
[Unit offered alternatively as DM9067W]

This unit introduces a student to various religions of the world including, Buddhism, Hinduism, Islam, Sikhism, Confucianism/Daoism and selected Indigenous Religions. Students will examine the historical development of these religions and spiritualities, with reference to key figures, central beliefs and practices, and their interaction with historical Western and Christian traditions. Particular attention will be paid to the beliefs and practices of religious adherents in the Australian context. During the unit students will visit places of worship and religious devotion, including temples, shrines and mosques, and participate in discussions with religious leaders and adherents about their beliefs and practices.

Upon successful completion of this unit, it is expected that students will be able to:
1. describe historical development of the Buddhism, Hinduism, Islam, Sikhism, Confucianism/Daoism, and selected Indigenous Religions;
2. describe the key figures of each religion and evaluate their significance for religious adherents;
3. analyse the central beliefs and practices of each religion;
4. assess the place and importance of the sacred texts for each religion;
5. compare ‘popular’ beliefs and practices of adherents with ‘formal’ beliefs and practices in each religion;
6. investigate possible barriers and obstacles for conversation, Christian witness and dialogue; and
7. compare beliefs and practices in each religion that are also prevalent in Judea/Christian Scriptures and tradition.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Words</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Four summaries/overviews of selected religions</td>
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<td>30%</td>
</tr>
<tr>
<td>Review of selected reading</td>
<td>1,250 words</td>
<td>20%</td>
</tr>
<tr>
<td>One essay</td>
<td>4,000 words</td>
<td>50%</td>
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</table>

Faculty: Ian Dicks

Recommended Reading:

* = set texts recommended for purchase

FIELD B – BIBLICAL STUDIES

BA8001W  Introducing the Hebrew Bible (BA8701W – Online)

Offered:  2020: Semester 1  (Also offered online Semester 1 – as BA8701W)

This unit aims to introduce students to the diversity of Old Testament traditions; exploring the relationships between theological themes in different historical contexts; and developing a familiarity with exegetical tools and methods, using inductive learning.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the historical and social worlds of the Hebrew Bible.
2. Effectively use the tools for biblical interpretation (dictionaries, commentaries, journals, monographs and primary sources).
3. Develop an awareness of, and appreciation for, the history of Hebrew Bible research and a variety of current interpretive approaches.
4. Demonstrate theological and hermeneutical applications of the Hebrew Bible within our current context.
5. Undertake postgraduate-level research into the Hebrew Bible and demonstrate this by writing an exegetical paper using appropriate methods and skills.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Exegesis</td>
<td>3,000</td>
<td>45%</td>
</tr>
<tr>
<td>Critical review – online</td>
<td>1,000</td>
<td>10%</td>
</tr>
</tbody>
</table>

Faculty:  Mark Brett

Recommended Reading:

* = set texts recommended for purchase

BA8010W  Ruth

Offered:  2020: Semester 2
[Unit offered alternatively as AL8010W]

This unit is a continuation course building on the skills learned in the unit AL8011W Introduction to Biblical Hebrew, although it will also cover exegetical issues. Students will extend their understanding of Hebrew grammar and vocabulary, while reading through the book of Ruth in Hebrew. As students are reading Ruth, they will be guided through issues of translation, interpretation, and exegesis.

Upon successful completion of this unit, it is expected that students will be able to:
1. explain elements of Hebrew grammar, syntax and vocabulary;
2. translate and exexete selected passages from the book of Ruth;
3. work from the Hebrew text by utilising aids for translation and exegesis including: lexicons, concordances, parsing guides and commentaries;
4. evaluate exegetical methods for studying the book of Ruth including: textual criticism, historical dating, source criticism, and, particularly, literary criticism;
5. outline elements of the theology of the book of Ruth; and
6. analyse the distinctive content of the book of Ruth when considered in the wider context of the Hebrew Bible.

Prerequisites:  AL8011W Biblical Hebrew or equivalent

Note: the combination of AL8011W and AL8010W meets the language requirements of the Master of Divinity.

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th></th>
<th>total equivalent to 2,000 words</th>
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<td>Weekly tests</td>
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<tr>
<td>One exegical paper</td>
<td></td>
<td>2,500 words</td>
</tr>
<tr>
<td>One examination</td>
<td></td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Faculty:  Megan Turton

Recommended Reading:

* = set texts recommended for purchase

BA9002W  Justice in the Prophets

Offered: 2020: Semester 2

This unit will introduce the concepts of justice in the teaching of Israel’s prophets, giving attention to key prophetic texts in their historical and social contexts. The focus for exegetical studies will be texts selected from Amos, Isaiah and Jeremiah. The relevance of these texts will be discussed in relation to the dynamic biblical dialogue about the nature of sin, the role of law, and the impact of social and economic change on Israel’s understanding of divine will.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate detailed knowledge of selected prophetic texts on the theme of justice;
2. Demonstrate knowledge and awareness of the social, economic, religious issues underlying these texts;
3. Critically analyse biblical texts using a variety of approaches to interpretation;
4. Critically appreciate the variety of biblical concepts of justice;
5. Reflect theologically on biblical texts and relate biblical studies to other theological disciplines in a research project at a postgraduate standard.

Prerequisites: 48 points (two standard units) in Hebrew Bible

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>One exegesis</td>
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<tr>
<td>One essay</td>
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<tr>
<td>Online tutorial participation (not fewer than 6 entries of approximately 300 words each)</td>
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</tbody>
</table>

Faculty: Mark Brett

Recommended Reading:

* = set texts recommended for purchase

BA9006W  War and Peace in the Hebrew Bible

Offered:  2020: Semester 1

A study of key texts on war and peace selected from Exodus, Deuteronomy, Joshua, Judges, Samuel, and Isaiah. Attention will be given to the theological influences and implications of these texts.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe selected scholarly theories about human and divine participation in biblical representations of war.
2. Rigorously exegete a biblical text related to the themes of war or peace.
3. Reflect critically on the concept of genocide and its applicability in understanding Deuteronomy 20 and Joshua’s conquest narratives.
4. Analyse the biblical background to notions of ‘just war’ and pacifism.
5. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Prerequisites:  72 points (three standard units) in Foundational studies, including 24 points Introduction to the Hebrew Bible or equivalent.

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>40%</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000</td>
<td>40%</td>
</tr>
<tr>
<td>One tutorial paper</td>
<td>2,000</td>
<td>20%</td>
</tr>
</tbody>
</table>

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase

Decosse, David E.  *But was it just? Reflections on the morality of the Persian Gulf War*. New York: Doubleday, 1992
Dever, William G.  *Who were the Israelites and where did they come from?* Grand Rapids: Eerdmans, 2003
Hobbs, T R.  *A time for war*. Wilmington: Glazier, 1989
Kang, Sa Moon.  *Divine war in the Old Testament and in the ancient near east*. Berlin: de Gruyter, 1989
Lind, Millard.  *Yahweh is a warrior*. Scottsdale: Herald, 1980
Ollenberger, Ben C.  *Zion, the city of the great king*. Sheffield: Sheffield Academic, 1987
**BA9721W Hebrew Scriptures – Theology and History (Online)**

**Offered:** 2020: Semester 2 (Online)  
(NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

Through a consideration of the historical, sociological and theological context in which the Hebrew Scriptures came into existence, this unit will provide the student with an understanding of the major emphases of the texts. In addition, the student will be introduced to themes in the Hebrew Scriptures that find parallels in what has been coined by some as the “Old Testament of Native North America.” This will subsequently be applied to the context of Aboriginal and Torres Strait Islander contexts of Australia.

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

1. Demonstrate an understanding of the basic contents of the major sections of the Hebrew Bible, with particular attention to the Torah and historical books.
2. Critically examine the contexts in which the biblical texts emerged in antiquity: historical, social, political, and literary.
3. Articulate the connection between the OT and the student’s ministry setting.
4. Analyse the contexts in which the scriptures came into existence, in order to identify the significant theological themes they present.
5. Consider and examine parallels between Hebrew Scriptures and other selected traditional scriptures and rituals.

**Prerequisites:** BN8002W.  
This is an elective unit in the NAIITS Indigenous theology program, building on the principles introduced in BN8002W.

**Class Time:** Online

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Written essay</td>
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</tr>
<tr>
<td>Project report</td>
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<td>60%</td>
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</tbody>
</table>

**Faculty:** Terry LeBlanc

**Recommended Reading:**

* = set texts recommended for purchase

BN8001W  Interpreting the New Testament (BN8701W – Online)

Offered: 2020: Semester 2  (Also offered online Semester 2 – as BN8701W)

BN8001W/8701W provides the foundational unit in New Testament studies and serves as a pre-requisite for all other BN units. The unit is based on inductive exegetical workshops that introduce a range of exegetical methods, together with readings and lectures on the genres, background and interpretation of the New Testament. The exegetical exercises sample the Synoptic Gospels, Fourth Gospel, Letters of Paul, and Revelation, in preparation for a final exegetical essay on a text in Matthew, taking into account any Synoptic parallels and the use of Old Testament traditions.

Upon successful completion of this unit, it is expected that students will 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. describe and analyse relevant aspects of the historical and social world of the New Testament era;
3. select and 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;
5. articulate the relationship of the New Testament to the texts, message and diverse traditions of the Old Testament;
6. make progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application; and
7. express understanding of the history of research in New Testament studies, and the ability to access and make critical use of library and digital resources in this area.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

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<thead>
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<th>Online</th>
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</thead>
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<td>Online tutorial participation (at least 5 entries of approximately 200 words each) responding to weekly exegetical workshops and peer interaction 1,000 words</td>
</tr>
<tr>
<td>One exegetical essay each 4,000 words</td>
<td>Two workshop papers each 1,000 words 40%</td>
</tr>
<tr>
<td></td>
<td>One exegetical essay each 4,000 words 40%</td>
</tr>
</tbody>
</table>

Faculty: Keith Dyer

Recommended Reading:
* = set texts recommended for purchase


BN8002W  Introducing the New Testament Narrative

Offered: 2020: Intensive – January, plus subsequent online component (blended delivery)
          (NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

Building upon the foundations of the narrative of the Old Testament, this unit examines the New Testament texts
and traditions describing the continued work of the Creator to redeem the creation and people of God in the
ministry, life, death, and resurrection of Jesus, as recorded and lived out in the earliest communities of followers.

Upon successful completion of this unit, it is expected that students will be able to:
  1. Describe the complex religious, social, and historical circumstances in which Jesus and the early
     church lived and ministered.
  2. Apply a method for interpreting the different types of New Testament literature.
  3. Apply New Testament teachings to our lives in culturally appropriate ways.
  4. Use the tools for biblical interpretation: dictionaries, commentaries, journals, monographs, along
     with primary sources.
  5. Identify contemporary applications of NT texts by noting similarities and differences between
     ancient contexts and various contemporary contexts, including but not limited to Indigenous
     contexts.
  6. Adapt these skills and cultural insights to further studies of the New Testament.

Prerequisites: Nil

Class Time: Four day face-to-face intensive, with subsequent online component

Assessment: Interpretive Journey paper (narrative) (1,250 words) (20%)
             Interpretive Journey paper (epistle) (1,250 words) (20%)
             Cultural Engagement Project (2,500 words) (40%)
             Reading comprehension quizzes (1,000 words) (20%)

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Journey paper (narrative)</td>
<td>1,250</td>
<td>20%</td>
</tr>
<tr>
<td>Interpretive Journey paper (epistle)</td>
<td>1,250</td>
<td>20%</td>
</tr>
<tr>
<td>Cultural Engagement Project</td>
<td>2,500</td>
<td>40%</td>
</tr>
<tr>
<td>Reading comprehension quizzes</td>
<td>1,000</td>
<td>20%</td>
</tr>
</tbody>
</table>

Faculty: Danny Zacharias

Recommended Reading:
* = set texts recommended for purchase


BN9002W  Matthew (BN9702W – Online)

Offered: 2020: Semester 1  (Also offered online Semester 1 – as BN9702W)

This unit provides a thorough study of Matthew’s Gospel, including its literary and theological character, the possible provenance of the Gospel, and an overview of recent trends in Matthean studies, as a basis for detailed exegetical analysis of selected texts.

Upon successful completion of this unit, it is expected that students will be able to:
1. critique the history of interpretation of Matthew’s Gospel;
2. evaluate plausible socio-political and cultural provenances for the communities that gave rise to Matthew’s Gospel;
3. outline a reasonable literary structure for Matthew’s Gospel;
4. exegete the Matthean text competently, employing a range of appropriate exegetical methodologies;
5. analyse distinctive Matthean christological, ecclesiological, pneumatological, missiological and eschatological themes; and
6. critique ways in which the interpretation and proclamation of the First Gospel can provide meaning in contemporary Australian society.

Prerequisites: Foundation unit in NT (BN8001W or equivalent)

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Classroom:</th>
<th>One critical review of readings</th>
<th>2,000 words</th>
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<tbody>
<tr>
<td></td>
<td>One thematic seminar paper</td>
<td>2,000 words</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>One exegetical essay</td>
<td>4,000 words</td>
<td>50%</td>
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</table>

<table>
<thead>
<tr>
<th>Online:</th>
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<th>2,000 words</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online tutorial participation responding to set readings and peer interaction</td>
<td>total 2,000 words</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>One exegetical essay</td>
<td>4,000 words</td>
<td>50%</td>
</tr>
</tbody>
</table>

Faculty: Mike Esbensen, Darrell, Jackson

Recommended Reading:

* = set texts recommended for purchase


Byrne, Brendan. *Lifting the Burden, Reading Matthew’s Gospel in the Church Today* (Strathfield: St Pauls, 2004).


BN9009W  Paul, the Cross-shaped Church, and its Mission (BN9709W – Online)

Offered: 2020: Semester 2  (Also offered online Semester 1 – as BN9709W)

This unit will examine the call of the church to participate in the suffering, death, and resurrection of Jesus according to Paul’s letters. The students will study key passages in Romans, 2 Corinthians, Galatians, Philippians, and other Pauline letters concerning the call of the church to be conformed to the crucified Christ. The unit will explore the concept of participation in Christ and its interrelationship with the mission of the church in the Pauline corpus. More specifically, the unit will survey the outworking of the corporate life of cruciform Christ-communities in the first century, which includes hospitality, multi-ethnic harmony, economic justice, peace-making, faithful witness, and the embodiment of the justice of God in the context of the Roman Empire.

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

1. Articulate Paul’s understanding of conformity with the crucified Christ and its relationship to the call and mission of the church.
2. Critically analyse relevant texts in the Pauline corpus in their rhetorical and socio-historical context.
3. Identify and articulate elements of Pauline thought and teaching that are interconnected with participation in Christ’s death and resurrection.
4. Critically evaluate, through independent research, the concept of “participation in Christ” in view of recent developments in Pauline scholarship.
5. Reflect critically on the implications of the Pauline concept of conformity with the crucified Christ for the mission of the church today.

Prerequisites: Foundational unit in New Testament (BN8001W or equivalent)

Class Time: Three hours per week

Assessment:

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<thead>
<tr>
<th>Classroom:</th>
<th>One thematic tutorial paper</th>
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<tbody>
<tr>
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<td>40%</td>
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<tr>
<td>One thematic essay</td>
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<td>3,500 words</td>
<td>40%</td>
</tr>
<tr>
<td>Online:</td>
<td>Online tutorial participation (at least 5 entries of approximately 200 words each) responding to set readings and peer interaction</td>
<td>1,000 words</td>
<td>20%</td>
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<tr>
<td>One exegetical essay</td>
<td></td>
<td>3,500 words</td>
<td>40%</td>
</tr>
<tr>
<td>One thematic essay</td>
<td></td>
<td>3,500 words</td>
<td>40%</td>
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Faculty: Siu Fung Wu

Recommended Reading:

* = set texts recommended for purchase


[Previously published by Berlin: Alfred Töpelmann, 1967.]


BS9031W  Theologies and Practices of Love (BS9731W – Online)

Offered: 2020: Semester 2  (Also offered online Semester 1 – as BS9731W)

This unit will explore the biblical theologies of love, and their ethical implications, within the cultural contexts of the ancient world. The focus will be on the themes of love of neighbour and enemy, sexuality and intimacy, election and covenant. The relevance of these themes within modern and postmodern societies will also be discussed, with some reference to contemporary visual arts and music.

Upon successful completion of this unit, it is expected that students will be able to:
1. Interpret selected texts from both biblical testaments in relation to their cultural context.
2. Evaluate critically the literature on the biblical love traditions.
3. Analyse the hermeneutical and ethical relevance of biblical love traditions in relation to the student’s own cultural context.
4. Critically evaluate a range of hermeneutical models that inform loving social practices.

Prerequisites: 48 points (two standard units) in Field B

Class Time:  Three hours per week

Assessment:

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<tr>
<th>Assessment</th>
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<tbody>
<tr>
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<tr>
<td>One paper</td>
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<tr>
<td>One essay</td>
<td>4,000</td>
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</tr>
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</table>

Faculty: Mark Brett, Keith Dyer

Recommended Reading:

* = set texts recommended for purchase

Spohn, William C. *What are they saying about scripture and ethics?* New York: Paulist, 1995
BS9040W  Biblical Spirituality

Offered:  2020: Semester 2

This unit explores the spirituality of the Bible, bringing critical engagement with the biblical text into critical engagement with the lived experience of Christian faith. Topics covered include: how we read Scripture; the invitation of narrative; the prayer journey of the Psalms; justice, injustice and the ‘goodness’ of God; peace, destabilisation and the prophetic ‘voice’; wisdom and the good life; the Spirit and transformation.

Upon successful completion of this unit, it is expected that students will be able to:
1. Reflect critically on a variety of key themes within the Bible, and how these have affected the life of the church.
2. Rigorously exegete and analyse selected biblical texts.
3. Relate critical reflection on biblical texts to their own spiritual development.
4. Develop a specific topic of research on a biblical theme in a critically rigorous manner.
5. Develop a case study in which biblical spirituality is brought into interaction with a particular area of ministry or life experience.

Prerequisites:  Foundational unit in Biblical Studies

Class Time:  Three hours per week

Assessment:

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<thead>
<tr>
<th>Assessment</th>
<th>Word Count</th>
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<tr>
<td>One essay</td>
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</table>

Faculty:  Merryl Blair

Recommended Reading:
* = set texts recommended for purchase

BS9051W  Study Tour of Israel and Palestine (Assessment)

Offered: 2020: Intensive  (Includes participation in Study Tour, September 2020)
[Complementary Unit: BS9050W Study Tour of Israel and Palestine (Travel)]

These units comprise two elements: a study tour of Israel, which offers no credit points, and an assessment unit which presupposes and builds upon the experience of a study tour to the Holy Land and engages with the archaeological, geographical, sociological, historical, and theological context of the Bible, with particular emphasis on the stories of Jesus. The assessment unit will focus upon reading and interpreting Biblical texts in places associated with their location, context and history. Attention will be given to interpreting texts in light of contemporary biblical scholarship in dialogue with the insights available at specific sites and data from museums.

Upon successful completion of this unit, it is expected that students will be able to:
1. Summarise the archaeological, geographical, cultural, religious and historical context of one site on the itinerary of the tour.
2. Outline and critique contemporary scholarly debate regarding the interpretation of biblical texts in relation to the archaeological record.
3. Exegete biblical texts and themes in light of the visit to the relevant sites, demonstrating interaction between exegetical skills and the physical data of the relevant site(s).
4. Reflect theologically on sites and texts included in the journey of the tour and integrate with other theological and social disciplines.

Prerequisites: Foundational units in Biblical Studies

Class Time: One preparation day; tour of one to three weeks.

Assessment:

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<th>Either</th>
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<tr>
<td>One essay or project</td>
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<tr>
<td>or:</td>
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<tr>
<td>One seminar paper</td>
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<tr>
<td>One essay</td>
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<td>75%</td>
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</table>

Faculty: René Erlich

Recommended Reading:
* = set texts recommended for purchase

FIELD C – CHRISTIAN THOUGHT AND HISTORY

CH8011W  The Story of Christianity Part 1 (CH8711W – Online)

Offered:  2020: Semester 1  (Also available online Semester 1 – as CH8711W)

This unit will introduce students to some of the key themes in the development of the church from the second to the fifteenth century. Students will explore 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, John Wycliffe and Jan Hus.

Upon successful completion of this unit, it is expected that students will be able to:
1. outline key aspects of the Christian story from early to medieval times;
2. identify some of the social, political and cultural factors influencing the development of Christianity;
3. demonstrate basic skills in interpreting historical documents;
4. assess the significance of selected movements and personalities for the church’s history;
5. describe the contribution of the study of church history to the development of Christian identity; and
6. critically evaluate historical evidence and the construction of historical accounts.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:

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<thead>
<tr>
<th>Assessment</th>
<th>Marks</th>
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<tr>
<td>One tutorial paper</td>
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<td>20%</td>
</tr>
<tr>
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<td>15%</td>
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<tr>
<td>One essay</td>
<td>3,000</td>
<td>50%</td>
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Faculty:  Marita Munro

Recommended Reading:
* = sets texts recommended for purchase

CH8012W The Story of Christianity Part 2 (CH8712W – Online)

Offered: 2020: Semester 2 (Also offered online Semester 2 – as CH8712W)

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 Pietism and Pietism, the impact of the evangelical revivals, the Enlightenment, industrialization, and revolution upon the church, the development of Christianity in North America and Australia, the rise of the modern missionary and ecumenical movements, and the emergence of Pentecostalism.

Upon successful completion of this unit, it is expected that 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. assess the significance of selected movements and personalities for the church’s history;
5. describe the contribution of the study of church history to the development of Christian identity; and
6. critically evaluate historical evidence and the construction of historical accounts.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Words</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>One document study</td>
<td>1,000</td>
<td>15%</td>
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<tr>
<td>One tutorial paper</td>
<td>1,500</td>
<td>20%</td>
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<tr>
<td>Five forum posts</td>
<td>total 1,500</td>
<td>15%</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000</td>
<td>50%</td>
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</tbody>
</table>

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

CH9004W  Baptist Identity (CH9704W – Online)

Offered: 2020: Semester 1  (Also available online in Semester 1 – as CH9704W)
[Unit offered alternatively as CT9004W/CT9704W]

This unit introduces students to the main features of Baptist history and belief. Students will examine Baptist origins and developments within their historical contexts and give attention to the implications of the Baptist heritage for contemporary faith and practice.

Upon successful completion of this unit, it is expected that 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 their historical development throughout the world;
3. critique some of the reasons for diversity among Baptists in Britain, North America, Australia, and other selected parts of the world;
4. critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities;
5. analyse the influence of Baptist history and belief upon personal and professional life; and
6. respond critically and constructively to historical and theological themes identified in the unit.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total</th>
<th>Percentage</th>
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<td>One tutorial paper</td>
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<td>25%</td>
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<tr>
<td>One essay</td>
<td>4,000 words</td>
<td>50%</td>
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Faculty: Marita Munro

Recommended Reading:

* = set texts recommended for purchase

CH9009W  Writing a History of Faith Community

Offered:  2020: Semester 2

This unit will introduce students to issues involved in writing a history of a local church, faith community or faith-based organisation. Historiographical and ethical issues such as the selection, use, and interpretation of different sources in the construction of a coherent historical narrative will be explored. The impacts of secularization, and of social, demographic, cultural, religious, and theological changes upon faith communities will be addressed. The unit will provide an opportunity for students to review and undertake research of selected Christian churches and organisations.

Upon successful completion of this unit, it is expected that students will be able to:
1. outline a clear process for documenting the history of a local church or Christian organisation;
2. identify and use a range of historical sources and tools in the writing of a local history;
3. evaluate the relative strengths and limitations of archival, visual, and oral sources;
4. assess the impact of social, cultural, and religious factors upon the history of a local church or Christian organisation;
5. critically review a range of local histories and articulate ways in which particular challenges and pitfalls have been addressed; and
6. demonstrate critical awareness of the implications of constructing historical accounts for the development of Christian identity.

Prerequisites:  24 points (one standard unit) in Church History

Class Time:  Nine sessions of four hours each

Assessment:

<table>
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<th>Weight</th>
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<tbody>
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</tr>
<tr>
<td>One project report</td>
<td>3,500 words 50%</td>
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Faculty:  Marita Munro

Recommended Reading:

* = set texts recommended for purchase


Manley, Ken R. *In the Heart of Sydney*: Central Baptist Church 1836–1986. Sydney, Central Baptist Church, 1986


Powell, Damian X. *Memory and Hope*: Strathalan Baptist Home for the Aged. Hawthorn, Vic.: Baptist Social Services, 1995

CH9028W  John Calvin: Thought and Legacy

Offered:  2020: Semester 2
[Unit offered alternatively as CT9028W]

For many reasons, the name ‘John Calvin’ evokes a mixed reception. This unit is designed to help such reception to be an informed one. It provides an introduction to the theological and historical contexts of, and developments in, the reformer’s thought, and considers the social, intellectual, and ecclesial legacies that his vision encourages.

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

1. Identify important political, philosophical, social, cultural, and theological features that characterised Calvin’s world and articulate the ways they impacted his action and thought.
2. Critically evaluate Calvin’s contribution to the movements of reform in sixteenth-century Europe, and the social, intellectual, and ecclesial legacies that his ideas have encouraged globally ever since.
3. Interpret distinctive themes in Calvin’s major writings, particularly The Institutes of the Christian Religion, and critically appraise how they inform and correspond to each other.
4. Engage critically and constructively with Calvin’s ideas, appraising their ongoing relevance for theology and church life in contemporary contexts.
5. Exhibit independent research skills to engage and advance the questions raised in and by Calvin’s thought and legacy.

Prerequisites:  72 points (three standard units) in Foundational studies

Class Time:  Three hours per week

Assessment:

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<tr>
<td>Annotated bibliography</td>
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<tr>
<td>Document study</td>
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</tr>
<tr>
<td>Essay</td>
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Faculty:  Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase


CH9103W  History of Christianity I: Origins to Us

Offered: 2020: Intensive – January, plus subsequent online component (blended delivery)
(NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

This course examines Christian history with attention to the socio-spiritual location of Indigenous peoples in the Missio Dei. Many versions of the Christian story have reduced that story to a self-narrative, treating it as though it were a history of our civilization. This approach too often reflected the motives of colonial advance, and merged the transmission of the gospel with a Euro-centric view of the world. Contemporary historiography challenges this approach and highlights the polycentricity of Christian histories. This unit addresses Christian history from the perspective of Indigenous peoples, and affirms the importance of local histories for growth in and witness to the gospel.

Upon successful completion of this unit, it is expected that students will be able to:
1. organise a Christian history which attends to the polycentric and multiple nature of that history;
2. discuss theological developments through Christian history with reference to both a multi-denominational and international context.
3. drawing on the polycentricity of Christian history, discuss the possibility and importance of an indigenous Christian history;
4. develop historical and theological concepts for engagement in Indigenous ministry
5. critique and evaluate beliefs, actions, and traditions of Christian communities with a view to better facilitate Indigenous learning.

Prerequisites: Foundation unit in History and/or Theology

Class Time: Four day face-to-face intensive, with subsequent online component

Assessment:  
| Contribution to online forums and class discussions | total 1,000 words | 15% |
| Summaries and questions | 1,000 words | 15% |
| Mid-course project | 2,000 words | 30% |
| Research project | 3,000 words | 40% |

Faculty: Vince Bantu

Recommended Reading:
* = set texts recommended for purchase


Short Articles:
*Perpetua, “The Martyrdom of Perpetua and Felicitas”.
*Martin Luther, “The Babylonian Captivity of the Church (1520).” 1-34.
CT8001W  Beginning Theological Studies (CT8701W – Online)

Offered: 2020: Semester 1  (also available online Semester 1 – as CT8701W)

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

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

1. Understand and evaluate the origins and development of some key terms, fields, and themes in theological studies.
2. Identify and explain a number of critical events and persons in the history of Christian thought.
3. Demonstrate skills in critically evaluating theological arguments, both individually and in conversation with others.
4. Articulate and defend some important influences in their own approach to theology.
5. Exhibit critical and self-directed learning in, and research for, postgraduate theological study.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
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<tr>
<td>Two short tests</td>
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<tr>
<td>Essay</td>
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Faculty: Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase


CT8102W  Introduction to Indigenous Theology

Offered:  2020: Intensive – January, plus subsequent online component (blended delivery)
(NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

Students will be introduced to the tasks and tools of Christian theology, including the development of a common theological vocabulary, so as to strengthen capacity to describe and critique their own cultural-religious forms and to converse with others in shared terms across different cultural contexts and expectations. An introduction to Indigenous theological terminology is a key part of the unit as a bridge to further studies in this area.

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

1. Describe their own cultural affirmations of Christian theology and the cultural forms in which it is embodied, including the place of ritual, song, metaphor and story in the student’s own theological position.
2. Articulate their own theological terminologies and understanding as they relate to the larger communities in which the student finds her/himself.
3. Describe in one’s own terms the basic creeds of the Christian tradition and how these have been operative in the Christian experiences of First Nations peoples.
4. Critique the ways in which Christian theology enabled Indigenous communities to resist the powers of colonisation while simultaneously appropriating the heritage of Christian theology.

Prerequisites:  Nil

Class Time:  Four day face-to-face intensive, with prior and subsequent online components

Assessment:

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<tr>
<th>Assessment</th>
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<tbody>
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<td>Online forum</td>
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<tr>
<td>Book review</td>
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<td>Report</td>
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Faculty:  Terry LeBlanc

Recommended Reading:
* = set texts recommended for purchase


CT9002W  Who is Jesus? *(CT9702W – Online)*

Offered: 2020: Semester 1  *(also available online Semester 1 – as CT9702W)*

This unit will explore biblical, historical, and contemporary responses to the question, ‘Who is Jesus?’ Students will critically investigate answers offered from both within and outwith the Christian traditions, and will formulate their own theological responses.

Upon successful completion of this unit, it is expected that 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 biblical and extra-biblical sources;
3. Explain the theological issues at stake in the development of the historic credal formulations;
4. Exhibit capacity for independent and critical theological reflection upon a range of christologies.
5. Formulate research criteria and methodologies for engaging in questions of concern for christology.

**Prerequisites:** 72 points (three standard units), including 24 points (1 unit) in CT

**Class Time:** Three hours per week

**Assessment:**

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<tbody>
<tr>
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<tr>
<td>One book or film review</td>
<td>2,000</td>
<td>25%</td>
</tr>
<tr>
<td>Essay</td>
<td>4,500</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Faculty:** Jason Goroncy

**Recommended Reading:**

* = set texts recommended for purchase


CT9004W  Baptist Identity (CT9704W – Online)

Offered: 2020: Semester 1  (Also available online in Semester 1 – as CT9704W)
[Unit offered alternatively as CH9004W/CH9704W]

This unit introduces students to the main features of Baptist history and belief. Students will examine Baptist origins and developments within their historical contexts and give attention to the implications of the Baptist heritage for contemporary faith and practice.

Upon successful completion of this unit, it is expected that 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 their historical development throughout the world;
3. critique some of the reasons for diversity among Baptists in Britain, North America, Australia, and other selected parts of the world;
4. critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities;
5. analyse the influence of Baptist history and belief upon personal and professional life; and
6. respond critically and constructively to historical and theological themes identified in the unit.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
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<tbody>
<tr>
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<td>One essay</td>
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Faculty: Marita Munro

Recommended Reading:

* = set texts recommended for purchase

CT9011W  Death (CT9711W – Online)

Offered:  2020: Semester 2  (also available online Semester 2 – as CT9711W)

We humans simply have to talk about death! But what exactly is death? How shall we talk about it in ways that are honest, meaningful, and responsible? In this unit, students will undertake a theological investigation into the subject of death utilising the resources of Christian belief and significant thinkers in the Western tradition: from the ancient Greek poets and playwrights through to the cultural critics and philosophers of modernity.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify and analyse a variety of ways that the Western tradition and Christian theological traditions have thought about death.
2. Critically evaluate such understandings in light of and in conversation with other resources employed by Christian theology.
3. Articulate a coherent theological response to the question ‘What is death?’
4. Identify, critique and develop responses to questions surrounding death raised in contemporary culture.

Prerequisites:  48 points (two standard units) in CT

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Classroom:</th>
<th></th>
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<td>Essay</td>
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<tr>
<td>Online forum</td>
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<tr>
<td>Essay</td>
<td>4,500</td>
<td>50%</td>
</tr>
</tbody>
</table>

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT9028W  John Calvin: Thought and Legacy

Offered:  2020: Semester 2  
[Unit offered alternatively as CH9028W]

For many reasons, the name ‘John Calvin’ evokes a mixed reception. This unit is designed to help such reception to be an informed one. It provides an introduction to the theological and historical contexts of, and developments in, the reformer’s thought, and considers the social, intellectual, and ecclesial legacies that his vision encourages.

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

1.  Identify important political, philosophical, social, cultural, and theological features that characterised Calvin’s world and articulate the ways they impacted his action and thought.
2.  Critically evaluate Calvin’s contribution to the movements of reform in sixteenth-century Europe, and the social, intellectual, and ecclesial legacies that his ideas have encouraged globally ever since.
3.  Interpret distinctive themes in Calvin’s major writings, particularly *The Institutes of the Christian Religion*, and critically appraise how they inform and correspond to each other.
4.  Engage critically and constructively with Calvin’s ideas, appraising their ongoing relevance for theology and church life in contemporary contexts.
5.  Exhibit independent research skills to engage and advance the questions raised in and by Calvin’s thought and legacy.

Prerequisites:  72 points (three standard units) in Foundational studies

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
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<td>Document study</td>
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</table>

Faculty:  Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase


CT9035W  Artists, Scientists and Theologians in Conversation

Offered: 2020: Semester 2 (Intensive – November)
[Unit offered alternatively as DP9035W]

This unit explores some of the tensions that surface between representatives of disciplines broadly gathered under the umbrella labels: the Arts, the Sciences and Theology. Various bi-lateral and tri-lateral conversations will be stimulated by critical attention to the formative ideas of artists and art critics, scientists and mathematicians, and theologians and philosophers. This unit questions the apparent inevitability of such inter-disciplinary tensions, and rests on the premise that there is an urgent need for Christian apologists to develop the kind of skills that enable them to broker inter-disciplinary dialogues.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a clear understanding of the central questions that Christian apologists must address in order to make their own creative contribution to conversations with and between artists and scientists.
2. Critique major fault lines between particular disciplines, and demonstrate an understanding of some of the strategies that enable creative dialogue.
3. Evaluate some of the inter-disciplinary conflicts that have arisen when the ideas of respected thinkers in the fields of science, art and theology have come into contact.
4. Demonstrate competence in researching an emerging theme and developing a theological response.

Prerequisites: 48 points (two standard units) of Foundation units

Class Time: Intensive: 5 days

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>%</th>
</tr>
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<tbody>
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<td>Portfolio</td>
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<td>Tutorial paper</td>
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<td>30</td>
</tr>
<tr>
<td>Essay</td>
<td>4,000</td>
<td>40</td>
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</table>

Faculty: Richard Kidd

Recommended Reading:
* = set texts recommended for purchase

CT9051W  War, Trauma and Peace-making

Offered:  2020: Semester 2 (Intensive – Study Tour)

This unit comprises of two elements: a study tour of Nagasaki in Japan, and an assessment which presupposes and builds upon the experience of the study tour and engages with the missional, historical, and theological contexts of this region, with an emphasis on trauma studies, the theology of death, and the passion of Christ. Of particular concern will be reading and interpreting theology and church history in places associated with minority Christianity, persecution in history, and the impact of war (the atomic bombing). Attention will be given to an Asian context of Christian thought and protest against atomic weapons/violence in dialogue with the insights available at specific sites and data from museums.

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

1. Exhibit an understanding of the history of Christianity in Japan
2. Analyse the geographical, cultural, religious, and historical context of one site on the itinerary of the tour.
3. Interpret human-inflicted violence and traumatic experience in critical dialogue with various interpretations of significance and meaning of Jesus Christ.
4. Evaluate themes of peace and reconciliation in light of the visit to the relevant sites, demonstrating critical interaction between theological reflection, social disciplines, and human experience.
5. Demonstrate competence in formulating research criteria and methods for engaging in questions germane to developing a theology of persecution or of peace.

Prerequisites:  48 points (two standard units) in CT

Class Time:  Study tour, plus pre-reading

Assessment:

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<td>or:</td>
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<td>Book review</td>
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<tr>
<td>Essay</td>
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Faculty:  Jason Goroncy, Gwyn McClelland

Recommended Reading:

* = set texts recommended for purchase


CT9122W  Indigenous Theology and Method - Praxis

Offered: 2020: Intensive – January, plus subsequent online component (blended delivery)  
(NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

This unit will investigate unique indigenous theological contributions to the meaning of Christian faith and life. Utilising a thematic approach grounded in Indigenous epistemologies, the intersection of one’s experience with the Creator, the nature of the spiritual, the Gospel story and redemption will be explored in contrast with customary Western theological methods. Students will examine how Indigenous traditions shape faith experience and develop Indigenous frameworks for significant theological contributions.

Upon successful completion of this unit, it is expected that students will be able to:
1. Examine some basic similarities and differences between concepts underlying theological doctrines within a Westernised Christian tradition and the formalised spiritual teachings of a variety of Indigenous wisdom traditions.
2. Analyse and research how Indigenous traditions can inform and nurture Indigenous Christian faith expressions.
3. Interpret and critique Biblical narratives within Indigenous cultural contexts thereby creating a framework for understanding their theological contribution for Indigenous Christians.
4. Appraise key issues in the intersection of Christian doctrines (systematics) and Indigenous contexts.
5. Apply theology to the practical day-to-day realities of Indigenous life.

Prerequisites: CT8102W Introduction to Indigenous Theology

Class Time: Four day face-to-face intensive, with prior and subsequent online components

Assessment:  
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
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<tr>
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</tr>
<tr>
<td>Presentation</td>
<td>1,500</td>
<td>20%</td>
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<tr>
<td>Book review</td>
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<td>20%</td>
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<tr>
<td>Presentation – Journal</td>
<td>3,000</td>
<td>40%</td>
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</table>

Faculty: Terry LeBlanc

Recommended Reading:
* = set texts recommended for purchase


FIELD D – THEOLOGY: MISSION AND MINISTRY

DA8001W  Living the Faith (DA8701W Online)

Offered: 2020: Semester 1  (Also available online in Semester 1 – as DA8701W)

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.

NOTE: This is a Foundational Unit for all disciplines in Field D

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

1. Listen sensitively and critically to their own story of faith.
2. Examine a theological theme identified within their own life-narrative.
3. Examine the concept of vocation and ministry vision.
5. Utilise models of theological reflection that integrate theory, Biblical themes and practice.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three reflection papers building from online forum discussion</td>
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</tr>
<tr>
<td>One theological reflection paper</td>
<td>1,500</td>
<td>30%</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000</td>
<td>40%</td>
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</tbody>
</table>

Faculty: Lynn Moresi

Recommended Reading:

* = set texts recommended for purchase


DA8002W  Indigenous Practical Theology Symposium

Offered:  2020: Intensive – January, plus subsequent online component (blended delivery)
(NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

This unit aims to introduce students to a range of issues facing Indigenous peoples in various parts of the world, and to a variety of ideas and points of view in response to these issues. Students will be introduced to skills, ideas and techniques that equip them for cross-cultural work.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe a range of perspectives held by Indigenous peoples, and articulate issues from an insider perspective before, and as well as, critiquing them.
2. Use both emic and etic approaches in critiquing cultural issues related to Indigenous contexts.
3. Articulate and describe key issues affecting Indigenous peoples from both a cultural and theological perspective
4. Develop a contextually appropriate solution to one of the identified issues.

Prerequisites:  Nil

Class Time:  Four day face-to-face intensive, with subsequent online component

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>One essay</td>
<td>2,000 words 50%</td>
</tr>
<tr>
<td>Face to face sessions during Symposium</td>
<td>1,500 words 15%</td>
</tr>
<tr>
<td>Pre and post course reading report</td>
<td>1,500 words 15%</td>
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<tr>
<td>Online forum interactions</td>
<td>1,000 words 20%</td>
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</table>

Faculty:  NAIITS lecturers

Recommended Reading:

* = set texts recommended for purchase
DA9002W  Indigenous Practical Theology Symposium (Advanced)

Offered:  2020: Intensive – January, plus subsequent online component (blended delivery)
          (NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

This unit aims to develop students understanding of a range of issues facing indigenous peoples in various parts of the world and will explore ideas and points of view in response to these issues. Students will be given opportunity to develop advanced skills, ideas and techniques that equip them for cross-cultural work.

Upon successful completion of this unit, it is expected that students will be able to:
  1. Describe a range of perspectives held by Indigenous peoples, and articulate issues from an insider perspective as well as, critiquing them.
  2. Use both emic and etic approaches in critiquing cultural issues related to Indigenous contexts.
  3. Describe and critique key issues affecting indigenous peoples from both a cultural and theological perspective.
  4. Develop and present a contextually appropriate solution to one of the identified issues.

Prerequisites:  DA8002W Indigenous Practical Theology Symposium, and
               CT8102W Introduction to Indigenous Theology

Class Time:  Four day face-to-face intensive, with subsequent online component

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Forum</td>
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<tr>
<td>Oral presentation</td>
<td>equiv. of 2,000 words</td>
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<tr>
<td>Essay</td>
<td>4,000 words</td>
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</table>

Faculty:  NAIITS lecturers

Recommended Reading:
* = set texts recommended for purchase

DDB202W  Art of Spiritual Direction 1

Offered: 2020: Extensive March – October (through WellSpring Centre, Ashburton)

This unit introduces the ministry of Spiritual Direction in theory and in practice, and provides a context in which to test a sense of call to this ministry. The seminars include teaching on the history of the tradition, characteristics of the ministry, common misconceptions, issues of discernment, the human experience of God, important psychological considerations, development of listening skills and growth in prayer and faith. There will be practical sessions on giving and receiving spiritual direction, and personal and peer supervision, as well as one residential weekend.

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

1. Articulate the distinctive parameters of the ministry of spiritual direction
2. Critically define similarities and differences between spiritual direction and other helping professions
3. Demonstrate a capacity to critically self-evaluate his or her spiritual direction practice particularly relating to listening skills
4. Identify and analyse key elements of discernment in the practice of spiritual direction
5. Demonstrate a personal and practice awareness of the diversity of human experiences of God

Pre-requisites: Strongly recommended that applicants should have some experience in receiving personal spiritual direction and have completed the Art of Contemplative Practice (DS201W).

Each candidate will be required to undergo an interview prior to acceptance into the unit – please refer to the WellSpring website for their application form and process: https://www.wellspringcentre.org.au/accredited-courses/spiritual-direction-formation/.

Unit Value: 48 points

Class Time: 5 x 2 day blocks

Assessment:

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<td>One book review</td>
<td>2,000 words  15%</td>
</tr>
<tr>
<td>One reflection journal</td>
<td>2,000 words  15%</td>
</tr>
<tr>
<td>Ten verbatim reports – 400 words each</td>
<td>4,000 words  30%</td>
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</table>

Faculty: Peter Bentley (Co-ordinator)

Recommended Reading:

* = set texts recommended for purchase


DD8203W  Art of Spiritual Direction 2

Offered: 2020: Extensive March – October (through WellSpring Centre, Ashburton)

This unit builds on the learning done in the unit DD8202W Art of Spiritual Direction I. Teaching seminars cover stages of faith, sexuality, grief, anger and depression, patterns of prayer, theological issues, discernment, images of God, dreams and artwork as ways of listening to God, the relevance of contextual issues, ethics and other practical matters. Practical work and supervision continue at a deeper level. There is also one residential weekend.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate a working knowledge of the code of ethics for spiritual directors
2. Critically reflect on the basic theological understanding of faith and doubt, revelation, conversion, images of God, and personal transformation for spiritual direction practice
3. Demonstrate a critical understanding of the stages of faith and how they relate to their experience of people participating in spiritual direction
4. Identify and analyse a variety of contextual issues that impact on the practice of spiritual direction
5. Critically reflect on the experience of God in their lives and the lives of those who participate in spiritual direction.

Pre-requisites: Art of Spiritual Direction 1 (DD8202W)

Unit Value: 48 points

Class Time: Intensive: 5 x 2 day blocks

Assessment:

<table>
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<tr>
<th>Assessment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>One essay</td>
<td>4,000 words</td>
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<tr>
<td>One book review</td>
<td>2,000 words</td>
</tr>
<tr>
<td>One reflection journal</td>
<td>2,000 words</td>
</tr>
<tr>
<td>Ten verbatim reports – 400 words each</td>
<td>4,000 words</td>
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Faculty: Peter Bentley (Co-ordinator)

Recommended Reading:

* = set texts recommended for purchase

DD9204W  Art of Spiritual Direction 3

Offered: 2020: Extensive March – October (through WellSpring Centre, Ashburton)
[Unit offered alternatively as a Capstone unit, XD9770W]

This unit will explore significant theological and psychological issues in spiritual direction as well as the student’s developing sense of call to this ministry. Topics covered include discerning ministry directions, different types of conversion, the Trinity, sexuality and spirituality, and the prophetic aspects of spiritual direction. In addition, each student will undertake a research project in an area of personal interest in the ministry of spiritual direction.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate creativity and initiative in integrating theological reflection, knowledge and skills of spiritual direction, and the capacity to apply them to new situations in ministry and/or further learning;
2. Describe and articulate the distinctive role of spiritual direction among the helping professions;
3. Evaluate how psychological issues impact the practice of spiritual direction;
4. Research an aspect of spiritual direction and justify its unique relationship with spiritual direction practice.

Pre-requisites: Art of Spiritual Direction 2 (DD8203W)

Unit Value: 48 points

Class Time: Intensive: 5 x 2 day blocks

Assessment:
- One 8,000 word research project and a one-hour presentation of the findings (70%)
- 4,000 word – reflection papers for peer group work (30%)

Assessment:

<table>
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<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>One research project and a one-hour presentation of the findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection papers for peer group work</td>
<td>4,000 words</td>
<td>30%</td>
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</table>

Faculty: Peter Bentley (Co-ordinator)

Recommended Reading:
* = set texts recommended for purchase

DL9002W  Homiletics

Offered: 2020: Semester 2

The unit offers an introduction to the theology and practice of Christian preaching. It examines the nature of preaching in the context of Christian community and gives attention to such issues as adult pedagogy, speaker authority, listener response, gender and culture awareness, processes of creativity, and public speech communication theory.

The course will explore the process of sermon preparation and the dynamics of sermon delivery. This will include context analysis, selection and responsible interpretation of biblical texts and themes, the use of appropriate language, images, narrative and structures and attention to the particulars of voice, non-verbals and style expressed in presentation.

In addition to interactive lectures and small group work, the presentation of sermons and short talks in class will give practical opportunity for learning through preaching and listening.

Upon successful completion of this unit, it is expected that students will be able to:
1. Formulate a basic theology of preaching.
2. Articulate elementary principles of public speech communication theory and adult pedagogy.
3. Demonstrate a growing competence in preparing, delivering and evaluating sermons.
4. Discuss an appropriate treatment of biblical texts, images, narratives, structures, and delivery in relation to preaching.
5. Contribute substantively to the learning outcomes of other students through collaboration and feedback.
6. Name at least one potential continuing homiletic mentor and articulate a continuing strategy for continuing development.

Prerequisites: BN8001W and CT8001W (or equivalent)

Class Time: Three hours per week

Assessment:

<table>
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<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Two feedback papers</td>
<td>2,000</td>
<td>30%</td>
</tr>
<tr>
<td>Sermon collaboration exercises</td>
<td>2,500</td>
<td>30%</td>
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Faculty: Allan Demond, René Erwich

Recommended Reading: See next page

...DL9002W continued next page
Recommended Reading:

* = set texts recommended for purchase


DM8005W  Culture and Language for Cross-cultural Engagement

Offered: 2020: Intensive – January

This unit emphasizes the strong link between culture and language, and the importance of gaining capacity in a community's language for cross-cultural engagement. The unit will introduce students to the concepts of language and cultural participation outlined in the Growing Participator’s Approach (GPA). The unit will also introduce students to the Six Phase Program, a tool for growing a cross-cultural worker's ability to understand and speak with people from a different culture and language community. The third tool to be introduced, the Engaging Culture, Worldview Inquiry Program (ECWIP), enables a cross-cultural worker to observe and participate in social situations and move towards understanding them from the host community's perspective.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the links between culture and language.
2. Articulate the principles associated with the Growing Participator's Approach.
3. Demonstrate the activities associated with Phase 1 of the Six Phase Program.
4. Identify some of the differences between emic and etic perspectives on social situations.
5. Demonstrate an ability to observe and participate in a social situation and inquire about it from an actor in the social situation.
6. Articulate a “thick description” of a social situation and the meanings attached to it by members of the community.
7. Evaluate the multiple perspectives that actors may offer on social situations and the relevance of this cultural complexity for emic description.

Prerequisites: Nil

Class Time: Intensive (5 days)

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA Phase 1 &amp; ECWIP Activities Participation</td>
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</tr>
<tr>
<td>One essay</td>
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</tr>
<tr>
<td>Four Thick Descriptions of Social Situations</td>
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<td>40%</td>
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Faculty: Ian Dicks

Recommended Reading: See next page

...DM8005W continued next page
Recommended Reading:
* = set texts recommended for purchase


DM8019W  Introduction to Strategic Mission

Offered:  2020: Intensive – January (in conjunction with Global Interaction’s Strategic Mission Week)

This unit explores what is involved in sharing the gospel with different socio-cultural-religious communities in ways that are culturally appropriate and effective in leading to the establishment of Communities of Faith. Among topics considered are the mission of God, the justification for mission, theology of contextualisation and inculturation, encouraging local theologies and self-theologising, models of incarnational ministry, sharing faith with host communities, engagement and evangelism in Muslim and Buddhist contexts, contextualisation in Australian indigenous community contexts, and ethical, strategic and practical issues in global mission today.

Upon successful completion of this unit, it is expected that students will be able to:
1. outline the nature of the mission of God and the church’s role as God’s partners in God’s mission with reference to its holistic nature;
2. articulate an understanding of the socio-cultural-religious contexts of Muslim, Buddhist and Australian Aboriginal communities;
3. identify and interpret key Biblical texts which show the early church engaging with people who have different socio-cultural-religious heritages;
4. describe the notion of contextualisation and its implications for practice;
5. analyse major trends in global mission; and
6. critically evaluate these trends in global mission with respect to their impact on cultural differences.

Prerequisites:  Nil

Class Time:  Intensive (5 days)
(including attendance at Global Interaction’s Strategic Mission Week)

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>One reflection on assigned reading</td>
<td>1,000</td>
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<tr>
<td>One educational presentation</td>
<td>30</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000</td>
</tr>
</tbody>
</table>

Faculty:  Ian Dicks

Recommended Reading:

* = set texts recommended for purchase


DM9008W  Global Experience: An Extended Culture and Language Engagement Exercise

Offered: 2020: By arrangement with Global Interaction
[Unit offered alternatively as AR9008W]

This unit is a 6 week supervised visit to a socio-cultural and religious community different from the student’s own for the purposes of gaining some experience of cross-cultural work and ministry. It occurs in partnership with Global Interaction, the Australian Baptist cross-cultural mission organization, and under the supervision of both a trained culture and language facilitator and a host community language and culture helper. Students will be guided through a language acquisition and culture awareness program, learning some basic vocabulary and grammar from the host community’s language along with an acquaintance with aspects of the community’s culture. Students will also have the opportunity to observe the working life of cross-cultural workers.

Upon successful completion of this unit, it is expected that students will be able to:
1. Discuss the basic elements necessary to developing intercultural sensitivities and knowledge, along with some characteristics and skills beneficial for cross-cultural living and engagement
2. Articulate the basic processes of learning a second language
3. Demonstrate some capacity in a host community’s language
4. Demonstrate an understanding of the tools required for cultural inquiry including, participant observation, ethnographic interviewing and writing a thick description, approaches common with cultural anthropology
5. Analyse a host community's culture and worldview in the areas of greeting and leave taking, clothing, food, work and non-verbal communication
6. Identify and critique key issues informing the interaction of the gospel and culture in the host community.
7. Outline and reflect on one's own growth and responses during the period of cross-cultural engagement.

Prerequisites: DM1005W/DM8005W Culture and Language
*Students will require an Australian Federal Police background check, as well an interview with a Global Interaction staff member prior to being accepted into the program.

Unit Value: 48 points

Class Time: The unit will be primarily a field based program with daily activities, including times of observation, interaction and reflection. Prior to departure to the host country, students will attend a day seminar detailing the country and people group.

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trip journal extract</td>
<td>1,500 words</td>
</tr>
<tr>
<td>Four cultural reflections (thick descriptions) from the activities of participant observation and ethnographic interviewing about set culture topics</td>
<td>total 3,000 words</td>
</tr>
<tr>
<td>Completion of phase 1 of the language program and demonstrate an understanding and speaking capacity of 800 words in the host community’s language</td>
<td>equivalent to 3,000 words</td>
</tr>
</tbody>
</table>

Faculty: Ian Dicks

Recommended Reading: See next page

...DM9008W continued next page
Recommended Reading:
* = set texts recommended for purchase


*Thomson, Greg and Angela. ’The First Hundred Hours: Interacting about the Here and Now: Introduction to Growing Participator Approach’, Phase 1A, Version: Mar06, edits Sep09. (Free)
*Thomson, Greg and Angela, ’The First Hundred Hours: Interacting about the Here and Now: Add Constrained Two-Way Communication, Phase 1B’, Version: Mar06, edits Sep09. (Free)
DM9011W  Cultural Anthropology For Cross-Cultural Engagement & Development

Offered:  2020: Semester 2

This unit introduces students to the field of cultural anthropology by describing the nature of culture and outlining various anthropological theories of culture and society. It examines human beings within the context of their social systems, relationships, economies, political institutions, religions, rituals, objects, activities and the meanings that people apply to them. Furthermore, it introduces methods for investigating and understanding culture and worldview, the relationship between Christianity and culture, and it emphasises the importance of cultural investigation and understanding for fruitful intercultural encounters and ministry.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the role of Cultural Anthropology in cross-cultural interaction and engagement.
2. Articulate an understanding the main theories of culture.
3. Identify perspectives on culture held by different religious and cultural communities.
4. Outline biblical approaches to intercultural engagement.
5. Demonstrate an ability to investigate and understand the culture and worldview of a people.
6. Evaluate different approaches to culture by different non-government organisations and Christian mission agencies and the impact this has on cross-cultural engagement.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:

<table>
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<tbody>
<tr>
<td>One book/article review</td>
<td>1,500 words</td>
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</tr>
<tr>
<td>One descriptive exercise</td>
<td>1,500 words</td>
<td>15%</td>
</tr>
<tr>
<td>One tutorial paper</td>
<td>2,000 words</td>
<td>30%</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000 words</td>
<td>40%</td>
</tr>
</tbody>
</table>

Faculty:  Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

DM9060W  Cultural Intelligence: Competence for Life, Work and Ministry in a Multicultural World

Offered: 2020: Semester 1
[Unit offered alternatively as AR9060W]

This unit introduces students to the theological premises, theories and practices associated with cultural intelligence (CQ). More especially students will explore the complex of abilities, characteristics, dimensions of awareness, attitudes, skills and knowledge that are associated with cultural intelligence, and which are necessary for appropriate and effective ministry in culturally diverse contexts, both within Australia and internationally.

Upon successful completion of this unit, it is expected that students will be able to:
1. outline the main dimensions of cultural intelligence;
2. identify one’s own cultural values and the ways these can impact interaction with the other;
3. describe the concept of culture and outline the theological premises for the need for cultural intelligence for Christian life and ministry;
4. describe the role of second language capacity and cultural understanding in cultural intelligence;
5. employ practices that enhance reflection and mindfulness when engaging people interculturally;
6. analyse attitudes that can impact upon interaction with the other in intercultural contexts; and
7. describe cultural values of a socio-cultural and religious community different to their own.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>One descriptive exercise</td>
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</tr>
<tr>
<td>One essay</td>
<td>3,750</td>
<td>40%</td>
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</table>

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

DM9067W  Understanding Different World Religions of Our Neighbours

Offered: 2020: Semester 2
[Unit offered alternatively as AR9067W]

This unit introduces a student to various religions of the world including, Buddhism, Hinduism, Islam, Sikhism, Confucianism/Daoism and selected Indigenous Religions. Students will examine the historical development of these religions and spiritualities, with reference to key figures, central beliefs and practices, and their interaction with historical Western and Christian traditions. Particular attention will be paid to the beliefs and practices of religious adherents in the Australian context. During the unit students will visit places of worship and religious devotion, including temples, shrines and mosques, and participate in discussions with religious leaders and adherents about their beliefs and practices.

Upon successful completion of this unit, it is expected that students will be able to:
1. describe historical development of the Buddhism, Hinduism, Islam, Sikhism, Confucianism/Daoism, and selected Indigenous Religions;
2. describe the key figures of each religion and evaluate their significance for religious adherents;
3. analyse the central beliefs and practices of each religion;
4. assess the place and importance of the sacred texts for each religion;
5. compare ‘popular’ beliefs and practices of adherents with ‘formal’ beliefs and practices in each religion;
6. investigate possible barriers and obstacles for conversation, Christian witness and dialogue; and
7. compare beliefs and practices in each religion that are also prevalent in Judea/Christian Scriptures and tradition.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

<table>
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<th>Assessment</th>
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<td>Review of selected reading</td>
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<td>50%</td>
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</table>

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

DP8001W  Foundations of Spiritual and Pastoral Care

Offered:  2020: Semester 1

This unit provides students with a foundation for spiritual and pastoral care as an integral expression of person-centred care. Students will consider the theological and practical aspects of care as an expression of meaningful engagement with others. Students will examine the social and pastoral contexts of care, including those where spiritual care is provided outside the faith community. Attention will be paid to the Capability Frameworks for Spiritual Care Practitioners and the emerging resources in the spiritual care sector. Consideration of the contribution of the Christian tradition to the field of pastoral and spiritual care is made, including theological metaphors and models of care, theological understandings of personhood, considerations of power and pastoral identity, as well as specific skills essential to the good practice of person-centred care.

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

1. identify and describe theological themes that inform a commitment to pastoral and spiritual care;
2. investigate specific contemporary issues and challenges that impact upon expressions of person-centred care;
3. outline a theology of care that considers various social contexts, personal experience and basic helping-skills as tools in the effective practice of pastoral and spiritual care;
4. articulate an understanding of the current pastoral and spiritual resources; and
5. critically research a pastoral context in a rigorous, sustained and self-directed manner, including the theological and pastoral responses.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
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</thead>
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<tr>
<td>Case study</td>
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<tr>
<td>Portfolio</td>
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<td>Essay</td>
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<td>50%</td>
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</table>

Faculty:  Lynn Moresi

Recommended Reading:

* = set texts recommended for purchase

- Geldard, D & Geldard, K. *Basic Personal Counselling*. Frenchs Forrest: Prentice Hall, ed 4 or 5
- Stephenson-Moessner, J. *A primer in pastoral care*. Minneapolis: Fortress, 2005
- Whitehead, E. & Whitehead, J. *Transforming our painful emotions: Spiritual resources in anger, shame grief, fear and loneliness*. Maryknoll: Orbis, 2010
DP9004W  Pastoral and Spiritual Care in Suffering, Grief and Loss

Offered:  2020: Semester 2

In this unit, students will consider the human experience of suffering, with particular reference to loss and grief, developing potential spiritual and pastoral care responses. Participants will be introduced to spiritual, theological, cultural and scientific resources to better understand the nature of suffering alongside the complex effects of short and long term, complicated and uncomplicated grief and grieving. Along with theoretical information, participants will be able to acquire tools and skills for spiritual guidance and pastoral care in a variety of settings, and be equipped to share these with their faith communities, their families and the larger communities in which they offer ministry.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the cultural, theological and clinical processes of grieving, mourning and bereavement associated with life transitions, loss, death and dying;
2. Identify the factors involved in safe ethical pastoral care for others;
3. Articulate theological insights and personal frameworks of meaning, that inform the practice of pastoral spiritual care for those who are suffering;
4. Develop strategies of care that adequately attend to the grieving processes of individuals and congregations, including the use of appropriate rituals and community supports;
5. Demonstrate the capacity to integrate theology and practice in pastoral and spiritual care.

Prerequisites:  Foundational unit in Field D

Class Time:  Three hours per week

Assessment:

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<th>Assessment</th>
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<tr>
<td>Case study</td>
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<tr>
<td>Critical essay</td>
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</tbody>
</table>

Faculty:  Lynn Moresi

Recommended Reading:

* = set texts recommended for purchase

DP9035W  Artists, Scientists and Theologians in Conversation

Offered:  2020: Semester 2 (Intensive – November)
          [Unit offered alternatively as CT9035W]

This unit explores some of the tensions that surface between representatives of disciplines broadly gathered under the umbrella labels: the Arts, the Sciences and Theology. Various bi-lateral and tri-lateral conversations will be stimulated by critical attention to the formative ideas of artists and art critics, scientists and mathematicians, and theologians and philosophers. This unit questions the apparent inevitability of such inter-disciplinary tensions, and rests on the premise that there is an urgent need for Christian apologists to develop the kind of skills that enable them to broker inter-disciplinary dialogues.

Upon successful completion of this unit, it is expected that students will be able to:
   1. Articulate a clear understanding of the central questions that Christian apologists must address in order to make their own creative contribution to conversations with and between artists and scientists
   2. Critique major fault lines between particular disciplines, and demonstrate an understanding of some of the strategies that enable creative dialogue.
   3. Evaluate some of the inter-disciplinary conflicts that have arisen when the ideas of respected thinkers in the fields of science, art and theology have come into contact.
   4. Demonstrate competence in researching an emerging theme and developing a theological response.

Prerequisites:  48 points (two standard units) of Foundation units

Class Time:  Intensive: 5 days

Assessment:

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<tr>
<th>Assessment</th>
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<td>Portfolio</td>
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<td>Tutorial paper</td>
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<td>Essay</td>
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Faculty:  Richard Kidd

Recommended Reading:
* = set texts recommended for purchase

DP9040W  Human Development and Faith Across the Lifespan

Offered:  2020: Semester 2

This unit considers faith development in light of the bio-psycho-social changes that occur across the lifespan from gestation to old age. Students are introduced to the relationship between human and faith development across the lifespan, highlighting the milestones and transitions that are particular to childhood, adolescence, adulthood and senescence. Consideration is given to the differing ways to engage development in both person-centred and institutional ministry settings.

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

1. Analyse the interplay between age, bio-psycho-social factors, environment and culture on faith development.
2. Examine each era of the lifespan by critically engaging with relevant developmental theories.
3. Critically discuss the spiritual and religious concerns of individuals across the lifespan.
4. Research differing person-centred and institutional ministry initiatives in the light of faith and human developmental theory.

Prerequisites: Students should normally have complete 24 points (one standard unit) in Field D.

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>Essay</td>
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<td>Portfolio</td>
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</table>

Faculty: Rowan Lewis

Recommended Reading:

* = set texts recommended for purchase

DP9060W    Transforming Pastoral Leadership: A Case Study Approach

Offered:      2020: Semester 2

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

Upon successful completion of this unit, it is expected that students will be able to:
1. identify the complexities of situations encountered in ministry settings;
2. demonstrate the use of case study methodology in theological reflection and pastoral response;
3. critically evaluate a range of personal and institutional issues in ministry practice;
4. articulate a reflective pastoral and theological response to cases presented;
5. analyse the pastoral response to a case study, with reference to theological sources; and
6. formulate a theology of leadership, indicating their style preference.

Prerequisites: At least one Foundational unit in each of Field B, C and D.

Class Time: Three hours per week

Assessment:

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<tr>
<th>Assessment</th>
<th>total of 4,000 words</th>
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</tr>
<tr>
<td>One essay</td>
<td>4,000 words</td>
<td>50%</td>
</tr>
</tbody>
</table>

Faculty: Lynn Moresi

Recommended Reading:

* = set texts recommended for purchase

Reed, Angela H. Quest for spiritual community: Reclaiming spiritual guidance for contemporary congregations. London: T & T Clark, 2011
Sweetland, Kenneth L. Facing messy stuff in the church: Case studies for pastors and congregations. Grand Rapids, Michigan: Kregel, 2005
DP9067W  Supervised Theological Field Education Foundations

Offered: 2020: Semester 1
[Must be taken in conjunction with DP9069W in consecutive semesters ie. Semester 2, 2020]

Supervised Theological Field Education provides a framework for reflection, action, and the integration of learning. It takes a specific context of ministry and focuses on how the application of skills gained and concepts explored during theological studies are now being integrated and applied. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP9069W in consecutive semesters).

Upon successful completion of this unit, it is expected that students will be able to:
1. set ministry learning and personal development goals as demonstration of intentionality in ministry;
2. articulate core aspects of their operational theology;
3. constructively critique feedback from members of a congregation or agency;
4. evaluate their ministry approach and actions with a supervisor, peer group, and/or congregational committee;
5. integrate personal theological understanding and their ministry praxis;
6. analyse the contribution of reflective practice in their formation for ministry.

Prerequisites: At least one Foundational unit in each of Field B, C & D.
Application and acceptance into the program is by the Director of Field Education.

Class Time: 12 weeks of group supervision sessions (two hours each)
12 hours ministry supervision
6 hours congregational feedback meetings

Assessment: This unit is marked on a Pass/Fail basis by the Director of Field Education.
Students must satisfactorily complete each assessment task in order to pass the unit.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Words</th>
</tr>
</thead>
<tbody>
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<td>One Goal Setting document development</td>
<td>750</td>
</tr>
<tr>
<td>One end of year self-evaluation</td>
<td>750</td>
</tr>
<tr>
<td>Two case study reflections</td>
<td>1,500</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000</td>
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</tbody>
</table>

Additional Activities include:
- Reading and preparation for class discussions
- Participation in Congregational Reflection Group
- Participation in individual and peer group supervision sessions
- Satisfactory evaluation from the Lecturer in Field Education

Faculty: Anne Mallaby and team

Recommended Reading: See next page

...DP9067W continued next page
...DP9067W STFE Foundations continued from previous page

**Recommended Reading:**
* = set texts recommended for purchase

Floding, M. *Welcome to Theological Field Education.* Herndon, Virginia: Alban, 2011
Swetland, Kenneth L. *Facing messy stuff in the church: Case studies for pastors and congregations.* Grand Rapids, Michigan: Kregel, 2005
Supervised Theological Field Education Advanced

Offered: 2020: Semester 1 [for students from DP9067W, Semester 2, 2019]
2020: Semester 2 [for students from DP9067W, Semester 1, 2020]
[Unit offered alternatively as a Capstone unit, XP9069W]

Supervised Theological Field Education provides a framework for reflection, action, and the integration of learning. It takes a specific context of ministry and focuses on how the application of skills gained and concepts explored during theological studies are now being integrated and applied. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP9067W in consecutive semesters).

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

1. set ministry learning and personal development goals as demonstration of intentionality in ministry;
2. articulate core aspects of their operational theology;
3. constructively critique feedback from members of a congregation or agency;
4. evaluate their ministry approach and actions with a supervisor, peer group, and/or congregational committee;
5. integrate personal theological understanding and their ministry praxis;
6. analyse the contribution of reflective practice in formation for ministry for themselves and others.

Prerequisites: At least one Foundational unit in each of Field B, C & D.
Application and acceptance into the program is by the Director of Field Education.

Class Time: 12 weeks of group supervision sessions (two hours each)
12 hours ministry supervision
6 hours congregational feedback meetings

Assessment:

The subject is marked on a Pass/Fail basis by the Director of Field Education. Students must satisfactorily complete each assessment task in order to pass the unit.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Goal Setting document development</td>
<td>750</td>
</tr>
<tr>
<td>One end of year self-evaluation</td>
<td>750</td>
</tr>
<tr>
<td>Two case study reflections</td>
<td>each 1,500</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000</td>
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</table>

Additional Activities include:
Reading and preparation for class discussions
Participation in Congregational Reflection Group
Participation in individual and peer group supervision sessions
Satisfactory evaluation from the Lecturer in Field Education

Faculty: Anne Mallaby and team

Recommended Reading: See next page
Recommended Reading:

* = set texts recommended for purchase


Dowers, Grove, Il: IVP, 2013


Swetland, Kenneth L. *Facing messy stuff in the church: Case studies for pastors and congregations*. Grand Rapids, Michigan: Kregel, 2005

DP9077W  Foundations in Pastoral Supervision

Offered:  2020: Intensive – February / March

This unit provides a framework for reflection, action and learning in the ministry of supervision. It seeks to equip practicing pastors to work as supervisors for ordination candidates and ministers-in-formation. The theory and practice of supervision will be explored through group work and theoretical input. The distinctives of supervision alongside other mentoring, coaching and accountability processes will be considered. Theoretical input will address issues of goal setting, case studies and evaluation, developing feedback and intervention skills, ethics and duty of care, intercultural dynamics in supervision, along with an introduction to key psychological aspects including projection, transference and power in supervision.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an understanding of the frameworks and skills for pastoral supervisory practice;
2. Critically consider the structure and theological basis for supervision for ordination candidates.
3. Evaluate contexts and experiences of ministry and formation in terms of the ethical and duty of care principles, including the principles of evaluation and feedback in supervision;
4. Critically examine the dynamics of power in the supervisory relationship and implement this understanding in providing a safe and ethical pastoral practice of supervision;
5. Integrate their theological understanding with their supervision praxis.

Prerequisites:  Students will have successfully completed Supervised Theological Field Education (DP9067W and DP9069W) in an award.
In addition, they will need to complete an application form and be interviewed and approved for acceptance into the program by the lecturer of Field Education.

Class Time:  Intensive: 5 x days

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
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<tr>
<td>One essay</td>
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<td>40%</td>
</tr>
<tr>
<td>One seminar paper</td>
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<td>20%</td>
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</tbody>
</table>

Faculty:  Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase
DP9100S  Clinical Pastoral Education (CPE) Level 1

Offered: 2019: Semester 1 or 2

48-point unit (equivalent to two standard postgraduate units)

(This postgraduate unit may be taken by undergraduates (Bachelor of Ministry, Bachelor of Theology or the Advanced Diploma in Theology and Ministry) but the postgraduate fee (for two units) applies whatever course this unit is included in.)

Clinical Pastoral Education (CPE) is a programme of education and formation for the work of pastoral care. The programme’s methodology utilises the action/reflection model of learning. The action component entails the actual provision of pastoral care within a pastoral setting. This care acknowledges and attends to the human condition, particularly life’s religious and spiritual dimensions. The reflection component entails the exploration of the ministry experience, the dynamics present, and the theological and spiritual dimensions. This action/reflection process is integral to the participants’ understanding and the formation of their pastoral identity and competence. CPE is “learning theology from the living human document” (Anton Boisen).

The goal of the programme is that the participant will be acknowledged first hand as the bearer of the sacred and the distinctive provider of spiritual and pastoral care.

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

1. Develop goals for their learning which identify their learning edges for the Unit
2. Begin, develop and conclude pastoral interactions with people with varied experiences
3. Identify and respond to a person’s spiritual needs and resources in ways that contribute to a person’s wellbeing
4. Demonstrate a basic capacity to engage with inter-disciplinary staff
5. Engage in reflection on their experience of spiritual care in writing, with a group of peers and with their supervisor, as they work towards their goals and objectives
6. Reflect upon their encounters and pastoral experience within a spiritual/theological framework
7. Articulate how the insights gained from theological/spiritual reflection on the pastoral experiences can be incorporated into future pastoral practice
8. Demonstrate a growing awareness of their identity as a spiritual carer.

Co-requisites:

In Undergraduate programs:
At least one unit at 2000 level or higher in CT and at least one unit in DP and at least one unit in Field B; and demonstrated pastoral competence; and a successful interview with the CPE Centre Director or delegate.

In Postgraduate programs:
At least one Unit in Field B or in CT and One Unit in DP; and demonstrated pastoral competence; and a successful interview with the CPE Centre Director or delegate.

Enrolment Procedure:

1. Speak with the Dean of your Home College before commencing this process.
2. Apply to the CPE Centres of your choice for a place in a CPE Program in your preferred timeframe (e.g. Semester 1; Semester 2; Summer (Nov-Jan)), and complete the required interview and other application processes.
   Information on available CPE programs can be found on the website of Association for Supervised and Clinical Pastoral Education in Victoria Inc. (ASACPEV) http://www.asacpev.org.au/centres.php.
3. For enquiries about, or assistance with the CPE application process, contact the University of Divinity’s CPE Liaison Officer, Allison Whitby at awhitby@stirling.edu.au.
4. (If successful) receive from a CPE Centre a Letter of Offer of a Level 1 place in a CPE Program.
5. Submit Letter of Offer to your Home College, with a completed enrolment form, to enrol in DP9100S Clinical Pastoral Education Level 1 (equivalent to two standard semester units).

...DP9100S continued next page
...DP9100S Clinical Pastoral Education (CPE) Level 1 continued from previous page

Assessment:

*NOTE that this unit is graded Pass/Fail ALL tasks MUST be completed satisfactorily to pass this unit.*

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<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
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<tr>
<td>Statement of Learning Goals</td>
<td>200 words</td>
<td>5%</td>
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<tr>
<td>Reports of spiritual care with people (8 of)</td>
<td>approx. 6,000 words</td>
<td>30%</td>
</tr>
<tr>
<td>Faith/spirituality and ministry story</td>
<td>min. 100 words</td>
<td>5%</td>
</tr>
<tr>
<td>Case study</td>
<td>2,500 words</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term evaluation paper</td>
<td>2,500 words</td>
<td>20%</td>
</tr>
<tr>
<td>Final evaluation paper</td>
<td>2,500 words</td>
<td>30%</td>
</tr>
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</table>

Faculty: Lecturers will be those already approved by ASPEA and recorded by the University CPE Liaison Officer: Allison Whitby, Stirling Theological College

Recommended Reading: No particular readings are set for this unit.
DP9170S  Clinical Pastoral Education (Specialist)

Offered:  2019: Semester 1 or 2

48-point unit (equivalent to two standard postgraduate units)
(This postgraduate unit may be taken by undergraduates (Bachelor of Ministry, Bachelor of Theology or the Advanced Diploma in Theology and Ministry) but the postgraduate fee (for two units) applies whatever course this unit is included in.)

Building on previous CPE studies, this unit allows the student to extend their skills into specialized contexts, such as aged care, mental health, palliative care and rehabilitation, community-based care, criminal justice, schools or the military. This specialist context will create a platform for further pastoral and theological development.

Upon successful completion of this unit, it is expected that students will be able to:
1. develop goals for their learning which identify their learning edges in a specialist area;
2. begin, develop and conclude pastoral interactions in the specialist area;
3. identify and respond to a person’s spiritual needs and resources in their specific context;
4. demonstrate a sustained capacity to engage with inter-disciplinary staff;
5. reflect upon their experience of spiritual care in writing, with a group of peers and with their supervisor;
6. articulate an understanding of spiritual and theological frameworks in their encounters;
7. demonstrate how the insights gained from theological/spiritual reflection can be incorporated into current and future spiritual care practice; articulate their identity and style of practice as a spiritual carer appropriate to the specialist area.

Prerequisites:
DP9100S Clinical Pastoral Education (CPE) Level 1

Unit Sequence:
This unit is available for students either after CPE Level 1 or after CPE Level 2 in order to develop their skills. Students would be able to do CPE Level 1, CPE Specialist and CPE Level 2 as part of a progression, although this may need to be across different awards.

Enrolment Procedure:
1. Speak with the Dean of your Home College before commencing this process.
2. Apply to the CPE Centres of your choice for a place in a CPE Program in your preferred timeframe (e.g. Semester 1; Semester 2; Summer (Nov-Jan)), and complete the required interview and other application processes.
   Information on available CPE programs can be found on the website of Association for Supervised and Clinical Pastoral Education in Victoria Inc. (ASACPEV) http://www.asacpev.org.au/centres.php.
3. For enquiries about, or assistance with the CPE application process, contact the University of Divinity’s CPE Liaison Officer, Allison Whitby at awhitby@stirling.edu.au.
4. (If successful) receive from a CPE Centre a Letter of Offer of a Level 1 place in a CPE Program.
5. Submit Letter of Offer to your Home College, with a completed enrolment form, to enrol in DP9170S Clinical Pastoral Education (Specialist) (equivalent to two standard semester units).

Assessment:
NOTE that this unit is graded Pass/Fail ALL tasks MUST be completed satisfactorily to pass this unit.

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<tr>
<td>Journal</td>
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<td>Case study</td>
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<td>10%</td>
</tr>
<tr>
<td>Summative reflection – mid-unit</td>
<td>2,500</td>
<td>15%</td>
</tr>
<tr>
<td>Summative reflection – end-of-unit</td>
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</tr>
<tr>
<td>Essay</td>
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<td>15%</td>
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</table>

Faculty: Lecturers will be those already approved by ASPEA and recorded by the University CPE Liaison Officer: Allison Whitby, Stirling Theological College

Recommended Reading: No particular readings are set for this unit.
**DP9273S  Clinical Pastoral Education (CPE) Level 2**

Offered: 2019: Semester 1 or 2

48-point unit (equivalent to two standard postgraduate units)

(This postgraduate unit may be taken by undergraduates (Bachelor of Ministry, Bachelor of Theology or the Advanced Diploma in Theology and Ministry) but the postgraduate fee (for two units) applies whatever course this unit is included in.)

This unit builds on the foundational CPE unit, DP9100S Clinical Pastoral Education Level 1.

To gain certification as having completed a unit of Clinical Pastoral Education at this Advanced Level the Candidate will be required to meet with a selected panel of professional people including representatives of pastoral, supervisory and theological traditions. The panel’s task is to ensure the Candidate for Advanced Level Certification is competent in all four phases of the experiential cycle of learning. The Candidate for CPE Advanced Certification is required to engage in pastoral ministry in ways that demonstrate competence in each phase of the cycle of learning at an Advanced Level. At this meeting the Candidate will be required through prepared documents and personal interview to demonstrate concrete experience, reflective observation, pastoral and theological conceptualisation and active experimentation. At the Advanced Level freedom to depart responsibly from a Level 1 format is important, as is the Candidate’s personal security in the absence of well-defined roles and boundaries.

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

1. Develop goals to extend their “learning edges” in this area
2. Begin, develop and conclude pastoral interactions with people with varied experiences in creative and integrated ways
3. Identify and respond to the person’s spiritual needs and resources in ways that contribute to the person’s well-being
4. Engage professionally with inter-disciplinary staff and confront hard choices of truth and power appropriately
5. Reflect on their experience of spiritual care in their writing, with a group of peers and with their supervisor as they work towards their goals and objectives
6. Critically reflect upon the particulars of their encounters and pastoral experience in the light of general spiritual/theological themes and concepts.
7. Demonstrate a strong awareness of their identity as a spiritual carer and articulate a preferred style of practice, assessing its appropriateness, strengths and limitations.
8. Identify, develop and integrate general pastoral principles from reflection on their pastoral practice
9. Consider and adopt a variety of pastoral stances and strategies pertinent to the professional practice of pastoral care

Prerequisites:

DP9100S or DP8273S or foundational unit of CPE completed before 31 December 2014 and permission to undertake the CPE Unit at Advanced Level from the CPE Centre Director prior to enrolment.

Enrolment Procedure:

1. **Speak with the Dean** of your Home College before commencing this process.
2. **Apply to the CPE Centres of your choice** for a place in a CPE Program in your preferred timeframe (e.g. Semester 1; Semester 2; Summer (Nov-Jan)), and complete the required interview and other application processes.


3. **For enquiries** about, or assistance with the CPE application process, contact the University of Divinity’s CPE Liaison Officer, Allison Whitby at awhitby@stirling.edu.au.
4. **Student** (if successful) **receives from a CPE Centre a Letter of Offer of an ‘Advanced’ or Level 2 place** in a CPE Program. The letter will specify that the student has been accepted as an ‘Advanced’ / Level 2 student.
5. **Student submits Letter of Offer to their Home College, with a completed enrolment form,** to enrol in DP9273S Clinical Pastoral Education Level 2 (equivalent to two standard semester units).

...DP9273S continued next page
Assessment:

**NOTE that this unit is graded Pass/Fail. ALL tasks MUST be completed satisfactorily to pass this unit.**

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<td>15%</td>
<td>approx. 6,000 words</td>
</tr>
<tr>
<td>Faith/spirituality and ministry story</td>
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<tr>
<td>Essay</td>
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<td>1,500 words</td>
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<tr>
<td>Presentation to Panel</td>
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<td>(EACH learning outcome MUST be demonstrated clearly and competently for this task to be passed)</td>
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Faculty: Lecturers will be those already approved by ASPEA and recorded by the University CPE Liaison Officer: Allison Whitby, Stirling Theological College

Recommended Reading: No particular readings are set for this unit.
DP9724W  Indigenous Leadership Development (Online)

Offered: 2020: Semester 2 (Online)
(NAIITS Indigenous unit – open to Indigenous and non-Indigenous participants)

Students will examine leadership, organizational and change theory and the skills required for leaders to lead organizations and communities in the context of the changing demographics and increasing diversity. Students will be introduced the emerging practice of diversity as central to leadership theory and practice, the holistic nature of diversity, social justice within a diverse society, and the role it has in contributing to effective and appropriate leadership in the midst of rapid change.

Consideration of multicultural, intercultural perspectives and partnerships, specifically, those between Aboriginal/Indigenous Peoples and Western culture are a focal aspect of this unit. The development of knowledge, skill and leadership attributes that support inclusion and promote unity are a core part of the learning journey. Students will assess individual, societal and organizational values and beliefs systems, examine personal/professional leadership skills, reflect on and create a personal leadership development plan that is conducive to their context.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an understanding of the development of leadership and organizational philosophy, theory and practices, and the relationship between each.
2. Apply insights from leadership and organizational philosophy to leadership practice
3. Analyse the differences in approach between western and indigenous ways of leadership with reference to diverse ways of knowing and being
4. Review cases of successful and unsuccessful leadership in the light of theory and literature
5. Adapt successful leadership models and promising practices to plan for leadership in particular contexts

Prerequisites: This unit builds on foundational units within the NAIITS Indigenous learning program. Students will have completed at least DA8002W Indigenous Practical Theology Symposium and CT8102W Introduction to Indigenous Theology

Class Time: Online

Assessment:

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<tr>
<td>Essay</td>
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<td>40%</td>
</tr>
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</table>

Faculty: Terry LeBlanc, Patricia Courtenay

Recommended Reading:

* = set texts recommended for purchase


Jenkins, Philip. The next Christendom: The coming of global Christianity. OUP USA, 2011.


DS9008W  Spirituality Transforming Life

Offered:  2020: Semester 2

This unit explores the integration of spirituality with the practice and theology of Christian life. 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 faith journey.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a personal ministry identity.
2. Examine the relationship between identity and a personal sense of vocation, giftedness and service.
3. Analyse critical elements of experience that enhance or restrict spiritual growth.
4. Use various resources and disciplines in the support and sustenance of spiritual life for ongoing ministry.
5. Evaluate the relevance of theological learning to lived experience.

Prerequisites:  Two Foundation units, one in DP or DS, and one from another Field

Class Time:  Three hours per week

Assessment:

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Faculty:  Roslyn Wright

Recommended Reading:

* = set texts recommended for purchase

DS9030W  Spiritual formation: Shaping the teachers and leaders of tomorrow

Offered:  2020: Intensive – November (through WellSpring Centre, Ashburton)

In this unit students will examine principles and approaches to learning that contribute to spiritual formation. The concepts of spirituality and spiritual formation are explored to set the context for how learning about particular aspects of ministry are facilitated according to formational principles. Students will explore themes including an examination of the core elements of formational learning, how these elements are applied within a range of learning contexts and the implications for practitioners in various fields of study.

Upon successful completion of this unit, it is expected that students will be able to:
1. articulate an understanding of spirituality and spiritual formation as they relate to formational learning experiences;
2. analyse different agendas for formational learning;
3. outline and illustrate the factors that enhance the learning of participants in spiritual formation programs;
4. critically assess the contribution of formators and participants to the formational learning process; and
5. describe the key factors that generate safety without compromising the self-awareness and participants’ critical engagement with learning.

Prerequisites:  Nil

Class Time:  Intensive: 6 x days

Assessment:

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<tr>
<td>Essay</td>
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Faculty:  Peter Bentley

Recommended Reading:

* = set texts recommended for purchase


DS9035W  Australian Spirituality

Offered: 2020: Semester 1 (through WellSpring Centre, Ashburton)

This unit will examine the ways in which spiritual yearning manifests itself in contemporary Australian culture. There will be particular focus upon signs of spirituality as they are revealed in the arts, Indigenous culture, volunteerism and the interpretations of religious experience in daily life. Students will examine the ways in which spirituality finds expression in a multicultural, multi-faith context. The unit will also examine some of the reasons for the decline in formal religious life whilst grappling with the reasons why spirituality is largely ignored by the secular mainstream.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an understanding of the nature and role of spirituality in Australian society
2. Identify and analyse the role and nature of spirituality in Indigenous Australian cultures
3. Critically reflect on the tension between indigenous cultures and non-indigenous cultures, based on sacred and secular assumptions and values
4. Critically consider the process and history of secularisation in Australia and its impact on Christianity and other religions
5. Demonstrate a critical understanding of the inter-relationship between emerging spiritualities and the multicultural and multi-faith complexity of Australian society.

Prerequisites: At least one Foundational unit

Class Time: 2½ hours per week (13 weeks), plus one initial lecture (3 hours)

Assessment:

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Faculty: David Tacey

Recommended Reading:
* = set texts recommended for purchase


DS9201W  Art of Contemplative Practice 1

Offered: 2020: Intensive – January / February / March (through WellSpring Centre, Ashburton)

This unit explores the foundational principles of contemplation and its relevance to our life, work and ministry contexts. The formation program will draw on the various contemplative elements of inner silence, solitude, Sabbath, prayer, listening, discernment and the human experience of God. Participants will be invited to reflect on these aspects of contemplation and their impact on their developing awareness of God in their everyday life experience.

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

1. Demonstrate an informed and critical appreciation of contemplation
2. Articulate an understanding of various experiences of contemplation.
3. Assess models of prayer, listening and action that relate to everyday life experience.
4. Compare and contrast various approaches to contemplative practices as they relate to vocational engagement.
5. Systematically evaluate the lectio divina approach to contemplative practice.
6. Creatively apply the principles of contemplative practice to discernment processes in life decisions

Pre-requisites: Nil

Each candidate is required to complete a WellSpring registration form prior to enrolling in this unit. The form is available at: https://www.wellspringcentre.org.au/accredited-courses/art-of-contemplative-practice/.

Class Time: Intensive: 2 x 2-day blocks, plus a weekend residential retreat (Contact WellSpring for additional costs applicable to residential component)

Assessment:

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<td>One field-trip report</td>
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<td>One journal</td>
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<td>20%</td>
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Faculty: Peter Bentley

Recommended Reading:

* = set texts recommended for purchase

DS9202W  Art of Contemplative Practice 2

Offered: 2020: Intensive – August / September (through WellSpring Centre, Ashburton)

In this unit students will explore the various forms or stages of contemplation relating to the shifts in awareness of a person’s relationship with God. The application of contemplative practices associated with these forms or stages are examined to ascertain their influence on deepening awareness of personal spiritual development, vocational discernment, communal engagement and the development of global perspectives.

Upon successful completion of this unit, it is expected that students will be able to:
1. articulate an historical framework for the development of contemplation through Christian history from the early Church to the current era;
2. describe the discipline of contemplation and its relationship to other spiritual practices such as meditation, prayer and intercession;
3. critically analyse the unique aspects of the various forms of contemplation;
4. evaluate their own spiritual practices as they relate to contemplation; and
5. describe the relevance of contemplative practices to engagement with the world and diverse contexts and cultures of ministry.

Pre-requisites: DS9201W Art of Contemplative Practice 1

Each candidate is required to also register directly with WellSpring for the residential component of this unit. Refer https://www.wellspringcentre.org.au/accredited-courses/art-of-contemplative-practice-2/.

Class Time: Intensive: 2 x 3-day blocks, plus a 3-day residential retreat
(Contact WellSpring for additional costs applicable to residential component)

Assessment:

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Faculty: Peter Bentley

Recommended Reading:
* = set texts recommended for purchase

DS9205W  Action and Contemplation: The Art of Christian Engagement

Offered: 2020: Intensive – March / April / May (through WellSpring Centre, Ashburton)

This unit explores the art of engaging in Christian life and ministry with a contemplative awareness. It will examine the Biblical, theological and practical foundations for a Christian contemplative spirituality, and the implications of this posture of union with God for one’s personal life, relationships, ministry and involvement in wider society.

Particular focus will be given to:
- The Biblical, theological and practical issues of reconciling one’s active and contemplative life with the personal and social dimensions of ministry;
- A theological understanding and critical engagement with the dynamics of forgiveness and reconciliation in ministry from a contemplative awareness;
- Spiritual and practical exercises to increase their awareness of being present to themselves, the Holy Spirit, and to others.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the Biblical and theological foundations for a contemplative spirituality in Christian life and ministry;
2. Identify the challenges and resources to live with a contemplative awareness in daily life;
3. Evaluate the effect of a contemplative practice and vision on a person’s engagement in ministry;
4. Analyse their theological and practical understanding of forgiveness, reconciliation and non-violent social action for a particular cultural and social context;
5. Critically self-evaluate their growth through personal and peer supervision
6. Articulate a theological synthesis of theory and practice for a contemplative approach to ministry and social action.

Pre-requisites: DS9201W Art of Contemplative Practice, or DS9011W The Inner Life of a Disciple of Christ, or equivalent

Class Time: 3 x 2-day blocks

Assessment:

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<th>Assessment</th>
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Faculty: Tim McCowan

Recommended Reading:
* = set texts recommended for purchase

DS9207W  Engaging Groups in Creative Contemplation

Offered: 2020  Intensive – April / June (through WellSpring Centre, Ashburton)

This unit will explore both the principles and practice of inner spiritual growth through the model of Parker Palmer’s *Hidden Wholeness* and contemplative group reflection through story, poem, art and reflection. Participants will learn through lectures, discussion, contemplative group work and a retreat experience.

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

1. Examine and evaluate their personal approach to exploring the inner spiritual landscape
2. Demonstrate both an understanding and integration of Parker Palmer’s approach to the spiritual life
3. Establish and design a contemplative circle
4. Lead a contemplative group
5. Integrate personal spiritual experience with ancient and contemporary contemplative knowledge through the group process

Pre-requisites: Nil

Class Time: 6 days, including 2-day residential retreat
*(Contact WellSpring for additional costs applicable to residential component)*

Assessment:

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<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>%</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>One report on a Contemplative Circle</td>
<td>2,000</td>
<td>25</td>
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</tbody>
</table>

Faculty: Christopher Page

Recommended Reading:
* = set texts recommended for purchase


*———. Community, Knowing and Spirituality in Education*. [www.infed.org/thinkers/palmer.htm](http://www.infed.org/thinkers/palmer.htm)


SUPERVISED READING UNITS

XX9424M Supervised Reading Units

Offered: 2020: By arrangement with Faculty

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

When enrolling, students must complete (together with their supervisor) a Supervised Reading Unit Approval Form and submit it, before the unit census date, to be approved no later than the census date by the Whitley College Academic Dean and a reviewer in the relevant discipline.

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

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

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

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: 3 standard units of Foundational Studies

Assessment: 8,000 words

Faculty: As appropriate for the field and discipline

Recommended Reading:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.

Supervised Reading Units are available in each discipline, including:
- AL9424M Supervised Reading Unit: Biblical Languages
- AR9424M Supervised Reading Unit: Religious Studies
- BA9424M Supervised Reading Unit: Old Testament
- BN9424M Supervised Reading Unit: New Testament
- BS9424M Supervised Reading Unit: Biblical Studies
- CH9424M Supervised Reading Unit: Church History
- CT9424M Supervised Reading Unit: Systematic Theology
- DA9424M Supervised Reading Unit: Mission and Ministry
- DD9424M Supervised Reading Unit: Spiritual Direction
- DL9424M Supervised Reading Unit: Liturgy
- DM9424M Supervised Reading Unit: Missiology
- DP9424M Supervised Reading Unit: Pastoral Theology and Ministry Studies
- DS9424M Supervised Reading Unit: Spirituality
- DT9424M Supervised Reading Unit: Moral Theology

Supervised Reading Unit Approval Form
**CAPSTONE UNITS**

**Capstone Summary of requirements**

Offered: 2020: By arrangement with Faculty

*Note: All Masters awards require students to complete a Capstone unit in their last twelve months.*

A Capstone unit is a category of unit in which the student demonstrates integration of the elements of their learning across the award, achievement of the outcomes of the award, and a sophisticated level of understanding and skills. The learning outcomes require students to engage with methodologies, concepts, and content from more than one field and or discipline and to show awareness of the issues related to creative and effective communication of sophisticated ideas.

Assessment may include research, application or creation and communication of high level knowledge.

A Capstone Unit:
- may not be taken as any other form of unit;
- must only permit enrolment by students in the final two semesters of a bachelor’s or master’s degree;
- may permit student attendance in a class associated with another unit;
- is integrative by nature and requires Elective or Undergraduate Level 2 or Undergraduate Level 3 units in at least two disciplines of study as prerequisites;
- requires the demonstration of sophisticated understanding and skills for a pass to be obtained;
- must have learning outcomes that engage the course outcomes for the award in which it is included;
- requires the demonstration of high level academic skills, such as in the exegesis and use of texts; argumentation; research (including sophisticated database use); and communication skills.

**Capstone units available:**
- XD9770W Art of Spiritual Direction Capstone
- XP9069W Supervised Theological Field Education (Capstone)
- XX9971W Capstone: Love and Justice
- XX9972W Capstone: Hope and Mission
- XX9973W Capstone: Faith and Ministry

Please contact the Dean to discuss other options.
XD9770W  Art of Spiritual Direction Capstone

Offered:  2020:  Extensive March – October (through WellSpring Centre, Ashburton)

This unit will enable students to integrate their understanding of spiritual direction within the broader context of theological education and explore significant theological and psychological issues in spiritual direction. Students will explore developing sense of call to this ministry in the light of discernment, conversion, sexuality and spirituality, theology, and biblical themes with particular references to the prophetic tradition.

Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate creativity and initiative in integrating theological reflection, knowledge and skills of spiritual direction, and the capacity to apply them to new situations in ministry and/or further learning;
2. describe and articulate the distinctive role of spiritual direction among the helping professions;
3. evaluate how psychological issues impact the practice of spiritual direction;
4. research an aspect of spiritual direction and justify its unique relationship with spiritual direction practice; and
5. synthesise the practice of spiritual direction with biblical, historical and theological principles.

Prerequisites:  Art of Spiritual Direction 2 (DD8203W)

Unit Value:  48 points

Class Time:  Intensive: 5 x 2 day blocks

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>One research project and a one-hour presentation of the findings</td>
<td>8,000 words (70%)</td>
</tr>
<tr>
<td>Reflection papers for peer group work</td>
<td>4,000 words (30%)</td>
</tr>
</tbody>
</table>

Faculty:  Peter Bentley (Co-ordinator)

Recommended Reading:
* = set texts recommended for purchase


Whitley College PG Handbook 2020 v1  Unit Outlines: Postgraduate (Capstone)  Page 132 of 143
XP9069W  Supervised Theological Field Education (Capstone)

Offered:  2020: Semester 1 and Semester 2
[Must be taken in conjunction with DP9067W in consecutive semesters, i.e. Semester 2, 2019, or Semester 1, 2020]
[Unit offered alternatively as a standard unit, DP9069W]

Supervised Theological Field Education provides a framework for reflection, action and the integration of learning. It takes a specific context of ministry and focuses on how the application of skills gained and concepts explored during theological studies are now being integrated and applied. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP9067W in consecutive semesters).

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

1. integrate the key features of learning from across all fields undertaken in their study program with their ministry practice;
2. critically engage with learning from biblical studies and systematic theology in questions raised by ministry practice;
3. synthesise the application of knowledge, learning and practice in their case studies and essay;
4. demonstrate the capacity to reflect upon personal maturity and self-development as an indicator of theological integration; and
5. synthesise and articulate learning experiences with the professional world of ministry practice towards preparation for denominational engagement and accountability.

Prerequisites:  At least 48 points (two standard units) of Foundational or Elective units, including DP9067W
Application and acceptance into the program by the Director of Field Education

Class Time:  12 weeks of group supervision sessions (two hours each)
12 hours of ministry supervision
6 hours of congregational feedback meetings

Assessment:

The subject is marked on a Pass/Fail basis by the Director of Field Education.
Students must satisfactorily complete each assessment task in order to pass the unit.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Goal Setting document development</td>
<td>750 words</td>
</tr>
<tr>
<td>One end of year self-evaluation</td>
<td>750 words</td>
</tr>
<tr>
<td>Two case study reflections</td>
<td>each 1,500 words</td>
</tr>
<tr>
<td>One essay</td>
<td>3,000 words</td>
</tr>
</tbody>
</table>

Additional Activities include:

Reading and preparation for class discussions
Participation in Congregational Reflection Group
Participation in individual and peer supervision sessions
Satisfactory evaluation from the Lecturer in Field Education

Faculty:  Anne Mallaby

Recommended Reading:  See next page

...XP9069W continued next page
Recommended Reading:  
* = set texts recommended for purchase


Floding, M. *Welcome to Theological Field Education.* Herndon, Virginia: Alban, 2011


Swetland, Kenneth L. *Facing messy stuff in the church: Case studies for pastors and congregations.* Grand Rapids, Michigan: Kregel, 2005

XX9971W  Capstone: Love and Justice

Offered:   2020: Semester 1 and Semester 2

This unit requires integrative study of two theological concepts: love and justice, and the relationship between them. It will entail biblical and theological study of the nature of love and justice, in relation to God and to human community. It will also require reflection upon the implications of love and justice in specific aspects of society, as identified by the student.

The unit will draw upon the student’s theological studies across a range of disciplines, towards an integrated application in their own context.

The Capstone unit is undertaken within the final two semesters of a Masters Degree.

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

1. Articulate the meaning of the terms love and justice when used in Christian theology, drawing upon a number of biblical and theological sources.
2. Critique the relationship between love and justice.
3. Demonstrate research skills in explaining some aspect of the application of love and justice in their own context.
4. Critically evaluate applications of love and justice, integrating insights from several disciplines.

Pre-requisites:  Nil

Class Time:  6 hours meeting with supervisor + personal study hours + initial orientation seminar

Assessment:  For 24 points: **either (a) or (b):**

<table>
<thead>
<tr>
<th></th>
<th>One exegetical paper or book review</th>
<th>2,000 words</th>
<th>20%</th>
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<tbody>
<tr>
<td>(a)</td>
<td>One essay including One oral presentation</td>
<td>6,000 words</td>
<td>80%</td>
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<tr>
<td>(b)</td>
<td>One essay including One oral presentation</td>
<td>8,000 words</td>
<td>100%</td>
</tr>
</tbody>
</table>

Faculty:  Various

Recommended Reading:
* = set texts recommended for purchase

The reading set for this unit will be determined by the student in consultation with the supervisor.
XX9972W  Capstone: Hope and Mission

Offered: 2020: Semester 1 and Semester 2

This unit invites integrative study of two theological concepts: hope and mission, and the relationship between them. It will entail biblical and theological study of the grounds and meaning of Christian hope. It will also require reflection upon the implications of that hope in specific aspects of mission, as identified by the student.

The unit will draw upon the student’s theological studies across a range of disciplines, towards an integrated application in their own context.

The Capstone unit is undertaken within the final two semesters of a Masters Degree.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the meaning of the terms hope and mission when used in Christian theology, drawing upon a number of biblical and theological sources.
2. Critique the relationship between hope and mission.
3. Demonstrate research skills in explaining some aspect of the application of hope and mission in their own context.
4. Critically evaluate applications of hope and mission, integrating insights from several disciplines.

Pre-requisites: Nil

Class Time: 6 hours meeting with supervisor + personal study hours + initial orientation seminar

Assessment: For 24 points: either (a) or (b):

<table>
<thead>
<tr>
<th>(a)</th>
<th>One exegetical paper or book review</th>
<th>2,000 words</th>
<th>20%</th>
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<tr>
<td></td>
<td>and</td>
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<tr>
<td></td>
<td>One essay</td>
<td>6,000 words</td>
<td>80%</td>
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<td></td>
<td>including</td>
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<td></td>
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<tr>
<td></td>
<td>One oral presentation</td>
<td>10 minutes</td>
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</table>

<table>
<thead>
<tr>
<th>(b)</th>
<th>One essay</th>
<th>8,000 words</th>
<th>100%</th>
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<td></td>
<td>including</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>One oral presentation</td>
<td>10 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Faculty: Various

Recommended Reading:
* = set texts recommended for purchase

The reading set for this unit will be determined by the student in consultation with the supervisor.
XX9973W  Capstone: Faith and Ministry

Offered: 2020: Semester 1 and Semester 2

This unit invites integrative study of two theological concepts: faith and ministry, and the relationship between them. It will entail biblical and theological study of the meaning of Christian faith. It will also require research into the term ‘minister’, in biblical contexts and ecclesiology, and reflection upon the relationship of faith and ministry in a specific context or aspect of the student’s life or experience.

The unit will draw upon the student’s theological studies across a range of disciplines, towards an integrated application in their own situation.

The Capstone unit is undertaken within the final two semesters of a Masters Degree.

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

1. Articulate the meaning of the terms faith and ministry when used in Christian theology, drawing upon a number of biblical and theological sources.
2. Critique the relationship between faith and ministry.
3. Demonstrate research skills in explaining some aspect of the application of faith and ministry in their own context.
4. Critically evaluate applications of faith and ministry, integrating insights from several disciplines.

Pre-requisites: Nil

Class Time: 6 hours meeting with supervisor + personal study hours + initial orientation seminar

Assessment: For 24 points: either (a) or (b):

(a) One exegetical paper or book review 2,000 words 20%
and
One essay including 6,000 words 80%
One oral presentation 10 minutes

(b) One essay including 8,000 words 100%
One oral presentation 10 minutes

Faculty: Various

Recommended Reading:
* = set texts recommended for purchase

The reading set for this unit will be determined by the student in consultation with the supervisor.
**RESEARCH**

**DP9034S  Human Research Methodologies**

**Offered:** 2020: Semester 1 (Intensive Mar/May at Stirling Theological College, plus online component)

This unit introduces students to and supports them in undertaking human research in professional contexts. There is a particular interest in understanding how people make meaning of their lived experience in a given context. The focus is on the development and writing of research projects using qualitative and quantitative (or mixed) methodologies appropriate to the student’s discipline and the culture and sociology of their chosen field or practice. This could be within an academic award pathway or simply within their work/service context.

Research formation is enabled by helping participants to: identify research focus and questions; evaluate, choose and implement an appropriate methodology, including evaluation of mixed methods; understand and prepare for the gaining ethical clearance; develop a literature review. Theological Reflection will be explored in the context of the Action Research Cycle. Research methodologies particularly relevant to Counselling and Psychotherapy, Practical Theology and Ethnographic Research may include: Action Research, Grounded Theory, Autoethnography, Narrative analysis and Case Study. Specific data collection methods such as interview, surveys and focus groups will be considered. Modified Patient Reported Outcome Measures (PROMS) and Software (eg NVivo) resources that assist with research writing, data collection, analysis and referencing will also be evaluated.

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

1. Describe and apply the terminology, theoretical foundations, principles and limitations of research methodologies appropriate to their field of practice and context.
2. Critically review current literature in their research field and evaluate the methodologies used in selected research projects/studies.
3. Formulate a research project, outlining research questions and the key elements of the research methodology appropriate to their inquiry.
4. Provide a systematic rationale for their chosen research methodology, illustrating this through the research design and describing the skills required for effective implementation of contextually appropriate methods of data collection.
5. Describe and illustrate how Theological Reflection (individual and community) can complement the design, implementation, data analysis and practice dimensions and recommendations of a research project.
6. Critically evaluate the ethical issues relevant to their project and provide a contextualised understanding of Human Research Ethics Committee (HREC) requirements.

**Prerequisites:** Foundational and elective units (at AQF level 7 or 8) in the discipline in which they intend to conduct research.

**Class Time:** Three days, plus four online sessions

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Words</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Essay: ‘Research article’ critique</td>
<td>1,500</td>
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</tr>
<tr>
<td>Methodological case study</td>
<td>1,500</td>
<td>25%</td>
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<tr>
<td>Project proposal</td>
<td>3,000</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Faculty:** Graham Hill, Darrell Jackson

**Recommended Reading:** See next page

...DP9034S continued next page
Recommended Reading:

* = set texts recommended for purchase


This unit introduces students to contemporary approaches to research methodologies across various disciplines. It provides students with the skills to apply these 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.
5. Critically review scholarly literature relevant to their own research topics.
6. Develop skills in research design that clearly identify their research question, hypothesis and methodology.

Prerequisites: None

Requirements: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>total 8,000 words</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

Faculty: TBA

Recommended Reading:


**RQ9748M Minor Thesis**

**Offered:** 2020: Semester 1 and Semester 2

The Minor Thesis is a 16,000-word research essay available as a 48-point unit for students in postgraduate awards or as a single unit enrolment.

The essay may be taken in a single semester or across two semesters (please note that the semesters must be consecutive).

The essay is a significant experience for students considering enrolment in higher degree research. HDR degrees at the University require applicants to demonstrate they have completed an essay of this nature to a high standard. For many students, the Minor Thesis will be their first experience of an extended piece of research and writing.

Students who wish to undertake a Minor Thesis should consult with their College course advisor in the first instance. We recommend that this discussion commence during the semester prior to enrolling in the Minor Thesis, to allow sufficient time to agree a research topic with an appropriate supervisor.

In addition to enrolling in the relevant Minor Thesis unit, students must complete (together with their supervisor) a Minor Thesis Approval Form. The completed form must be submitted to the Whitley College Research Coordinator at least one week prior to the unit census date, to allow time for completion of College approval processes prior to submitting the form to the Director of Research at the University of Divinity no later than the census date.

**Assessment:** One 16,000 word research essay

**Additional information:**
- Minor Thesis Policy
- Minor Thesis Approval Form

**Unit enrolment options:**
- RQ9748M Minor Thesis (Single Semester)
- RQ9748M Minor Thesis (Double Semester)
### Key to Unit Codes

Units are listed alphanumerically based on the unit code, which follows the structure FDLxyzW:

| F | Field          | A  | Humanities                  |
| D | Discipline     | B  | Biblical Studies            |
|   |                | C  | Christian Thought and History |
|   |                | D  | Theology: Mission and Ministry |

| D | Discipline     | AL | Biblical Languages          |
|   |                | AL | Languages ancient and modern |
|   |                | AR | Religious Studies          |

| D | Discipline     | BN | New Testament               |
|   |                | BS | Biblical Studies            |

| D | Discipline     | CH | Church History              |
|   |                | CT | Systematic Theology         |

| D | Discipline     | DA | Mission and Ministry        |
|   |                | DD | Spiritual Direction         |
|   |                | DL | Liturgy                      |
|   |                | DM | Missiology                  |
|   |                | DP | Pastoral Theology and Ministry |
|   |                | DS | Spirituality                |
|   |                | DT | Moral Theology              |

| L | Level          | 0  | Diploma (undergraduate)     |
|   |                | 1  | Undergraduate Foundational  |
|   |                | 2  | Undergraduate, level 2      |
|   |                | 3  | Undergraduate, level 3      |
|   |                | 8  | Postgraduate Foundational   |
|   |                | 9  | Postgraduate Elective       |

| XYZ | Unit number | x = 7 indicates Online mode |

| W | Teaching College | W = Whitley |

**Example:** BN8701W Interpreting the New Testament (Online)

- **BN8701W** Field **B Biblical Studies**
- **BN8701W** Discipline **BN New Testament**
- **BN8701W** Level **8 Postgraduate Foundational**
- **BN8701W** **701 Online mode**
- **BN8701W** Teaching College **Whitley**
# Key Dates 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Opens</td>
<td>Mon 6 Jan</td>
</tr>
<tr>
<td>Early intensive units</td>
<td>14 Jan – 22 Feb</td>
</tr>
<tr>
<td>Indigenous Practical Theology Symposium</td>
<td>Sat 25 Jan</td>
</tr>
<tr>
<td>Australia Day Holiday (College closed)</td>
<td>Mon 27 Jan</td>
</tr>
<tr>
<td>Graduation Ceremony (Perth)</td>
<td>Fri 7 Feb</td>
</tr>
<tr>
<td>Applications close: Research Grants (1 of 3)</td>
<td>Fri 7 Feb</td>
</tr>
<tr>
<td><strong>Applications close: Domestic coursework students commencing Semester 1</strong></td>
<td>Fri 14 Feb</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>24 Feb – 29 May</td>
</tr>
<tr>
<td>Commencement Service</td>
<td>Wed 4 Mar</td>
</tr>
<tr>
<td>Census Date (standard Semester 1 units)</td>
<td>Tue 17 Mar</td>
</tr>
<tr>
<td>Graduation Ceremony (Melbourne)</td>
<td>Fri 27 Mar</td>
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<tr>
<td><strong>Non-teaching period (Easter)</strong></td>
<td>06 – 17 Apr</td>
</tr>
<tr>
<td>Easter (College closed)</td>
<td>10 – 14 Apr</td>
</tr>
<tr>
<td>Applications close: International coursework students commencing Semester 2</td>
<td>Wed 15 Apr</td>
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<tr>
<td>Domestic HDR students commencing Semester 2</td>
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<tr>
<td>Research Fee Scholarships (HDR)</td>
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<tr>
<td>Research Stipend Scholarships (HDR)</td>
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<tr>
<td>Anzac Day (College closed)</td>
<td>Sat 25 Apr</td>
</tr>
<tr>
<td>Applications close: Research Grants (2 of 3)</td>
<td>Fri 15 May</td>
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<tr>
<td>HDR Confirmation Panels</td>
<td>25 May – 5 Jun</td>
</tr>
<tr>
<td>Research Day (Staff and HDR Students)</td>
<td>Wed 3 Jun</td>
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<tr>
<td>Study Week</td>
<td>1 – 5 Jun</td>
</tr>
<tr>
<td>Examination Week</td>
<td>8 – 12 Jun</td>
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<tr>
<td>Queen’s Birthday (College closed)</td>
<td>Mon 8 Jun</td>
</tr>
<tr>
<td>Results published (Semester 1)</td>
<td>Fri 10 Jul</td>
</tr>
<tr>
<td>Mid-year intensive units</td>
<td>15 Jun – 19 Jun</td>
</tr>
<tr>
<td>Applications close: Domestic coursework students commencing Semester 2</td>
<td>Fri 17 Jul</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>27 Jul – 30 Oct</td>
</tr>
<tr>
<td>Census Date (standard Semester 2 units)</td>
<td>Tue 18 Aug</td>
</tr>
<tr>
<td>Applications close: Research Grants (3 of 3)</td>
<td>Fri 4 Sep</td>
</tr>
<tr>
<td><strong>Non-teaching period</strong></td>
<td>21 Sep – 2 Oct</td>
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<tr>
<td>Grand Final Friday (College closed)</td>
<td>Fri 25 Sep (TBC)</td>
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<tr>
<td>HDR Confirmation Panels</td>
<td>26 Oct – 6 Nov</td>
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<tr>
<td>Study Week</td>
<td>2 – 6 Nov</td>
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<tr>
<td>Examination Week</td>
<td>9 – 13 Nov</td>
</tr>
<tr>
<td>Applications close: International coursework students commencing Semester 1, 2020</td>
<td>Sun 15 Nov</td>
</tr>
<tr>
<td>Domestic HDR students commencing Semester 1 next year</td>
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<td>Research Fee Scholarships (HDR)</td>
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<td>Research Stipend Scholarships (HDR)</td>
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<tr>
<td>Late intensive units</td>
<td>Nov 16 – 25</td>
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<tr>
<td>Graduation Ceremony (Adelaide)</td>
<td>Fri 4 Dec</td>
</tr>
<tr>
<td>Whitley College End-of-Year Celebrate Event</td>
<td>Tue 8 Dec (TBC)</td>
</tr>
<tr>
<td>Results published (Semester 2)</td>
<td>Fri 11 Dec</td>
</tr>
</tbody>
</table>
Whitley College has made every effort to ensure the information contained in this publication is accurate at the date of printing. However, sections may be amended without notice by the College in response to changing circumstances or for any other reason. Please check with the College at the time of your application/enrolment for any updated information.

Whitley College acknowledges the Wurundjeri people as the traditional custodians of the land on which the College stands and is committed to work for reconciliation and justice.