2023

STUDENT HANDBOOK

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Principal's Welcome

Welcome to the students of 2023

I am delighted that you have the opportunity to study at Moore College. You have joined a Christian fellowship of learning with a rich heritage that stretches back over 160 years. Moore College was established by the will of the first magistrate of Liverpool, former shipwright to the Colony, Thomas Moore, which came into effect in 1840. Its first students were enrolled in 1856. Since then, the College has been characterized by an unwavering commitment to serving the churches of Christ in Sydney and further afield by training up generation after generation of labourers for the Lord's harvest. The College has grown enormously since those earliest days and many things have changed. Yet our determination to live and serve under the word of the living God, given to us as Scripture, has remained unchanged. You have entered that wonderful Christian heritage and in the future, I trust, God's people will look back on your generation with thankfulness to God for the way you furthered it.

We are a Christian fellowship of learners and we take the academic side of our life seriously. Academic standards and academic integrity really do matter, not because they are ends in themselves, but because they serve the larger goal of honouring Christ through serving the churches. The churches of Christ, of whatever denomination and in whatever setting (in a parish, on a university campus, in a remote area of the mission field) need those who are able to teach them faithfully and help guard them against false teaching and false practice. May I encourage you, at whatever stage of your studies you are this year, not to lose that focus on the sacrificial service of the people of God, modelled on the example of our Lord Jesus Christ.

Our vision is huge. It is not limited to Sydney, nor Australia, nor to confessional Anglicanism. We do not only serve the work of parish churches but Bible teaching ministry wherever it may be exercised. We have a global vision and a multifaceted vision. The goal is to see men and women all over the world come to faith and life in the Lord Jesus and built up into his likeness through the faithful, loving ministry of the word of God. I hope that while you are at College, working as hard as you are able at your studies, you will keep lifting your eyes to the global mission field. On the last day, I trust, under God and in part as a result of your faithful ministry, there will many more from every tribe, people and language gathered around the throne of God and of the Lamb, singing his praises and rejoicing in the salvation he has won for us.

There is one other piece of advice I'd like to give you as you begin or continue your study at Moore College. I began by describing us as a *fellowship* of learning. The use of that word was very deliberate. We are here to serve, encourage, support and help each other. Don't be afraid to ask for help, whether from your teachers or from your fellow students. We want every student to succeed, and we want to do all we can to make that happen. But also, don't hold back from serving, encouraging, supporting and helping those around you. Look out for those who are struggling for one reason or another and take the opportunity to practice the service you are training to engage in for the rest of your lives.

The study of theology is one of the most wonderful of privileges and it can bring the deepest joys. The perspective God gives us in his word—a perspective on him in his inexhaustible perfection, on his creation as the objects of his loving care, of his purpose towards which all things are heading— is breathtaking. I pray you will be enthralled by what you study here. I pray your love for the Lord Jesus will be deepened, your understanding of the truth he taught expanded and clarified, and your service of his people made much more effective than it might otherwise have been. It is a very great privilege to serve you as you study. Let us honour the Lord together.

Mark

Mark D Thompson
Principal

Preface

Moore College's ministry to students is based on a four year full-time residential course. For many years, the Bachelor of Divinity (BD) has been the core of the College's academic offering. From 2023, a new four-year program has been introduced which consists of a combined undergraduate and postgraduate course – the Bachelor of Theology/Master of Theology (coursework) (BTh/ThM). The four-year program is designed for men and women who desire a biblical and theological foundation for long-term, full-time Christian ministry. Students may also choose to graduate with a Bachelor of Theology after three years.

The one-year Advanced Diploma of Bible, Mission and Ministry course provides a biblical foundation for cross-cultural ministry, music ministry, lay ministry in a congregation or Christian organisation or as better equipped Christian in the workforce.

The College's postgraduate programs are offered to those who desire to enrich their knowledge of God and his Word, improve their capacity to minister and gain a recognised qualification at an advanced level.

The College also offers both accredited and unaccredited online courses.

This Handbook applies to all on-campus residents and members of the College. It outlines the currently agreed ways of achieving the aims of the College and describes the following undergraduate and postgraduate courses.

Advanced Diploma of Bible, Mission and Ministry
Bachelor of Divinity (in teach-out phase from 2023)
Bachelor of Theology
Bachelor of Theology/Master of Theology (Coursework)
Graduate Certificate of Anglican Ministry
Master of Arts (Theology)
Master of Theology
Doctor of Philosophy

Contacts and Information

Address

Moore College
1 King Street, Newtown NSW 2042, Australia

Phone

General Enquiries	9577 9999	Registrar's Office	9577 9933
Student Rooms – JC House	9577 97nn	Moore PTC	9577 9911
Library	9577 9899	Kitchen	9577 9844

STD Code (02)
International prefix + 612

Email

enquiries@moore.edu.au   RegistrarDept@moore.edu.au

finance@moore.edu.au   Moore PTC: ptc@moore.edu.au

housing@moore.edu.au (families)   Library: servicedesk@moore.edu.au

accommodation@moore.edu.au (singles)

Websites

College:	https://www.moore.edu.au
Library:	https://www.library.moore.edu.au
Student email:	https://webmail.moore.edu.au
Learning Support System:	https://lss2023.moore.edu.au

Information

Courses:	Registrar
Community Life:	Dean of Students
Residences:	Consult this handbook and handbook for John Chapman House
International Students:	International Student Advisor
	Other information is available on the Moore College Policy website and the Incoming Student Guide.

1. Introducing the College

1.1 Our Vision, our Mission, our Priority and our Distinctive

Our **Vision** is to see God glorified by men and women living for and proclaiming Jesus Christ, growing healthy churches and reaching the lost.

Our **Mission** is to provide excellent evangelical theological education.

Our **Priority** is to seek to be faithful as an Anglican evangelical theological college that is biblically and theologically directed in all we do as we service the churches.

The **Distinctive** of our full-time programs is the integration of a deep, broad and sustained immersion in the text of Scripture with attention to Christian character and ministry skills development, in the context of a residential community of teachers and students, and in partnership with local churches.

1.2 Strategic Objectives

The College has developed four long-term Strategic Objectives:

Quality – we aim to provide:
- the best theological formation for evangelical ministry
- inspirational teaching
- scholarship and research that enriches learning and extends theological knowledge

Influence – we aim to develop:
- a fellowship of faithful pastor-teachers serving the churches and other ministries in the Diocese of Sydney, around Australia and throughout the world
- resources to shape Christian thinking and witness in the wider Christian community

- theological educators for seminaries both in and beyond Australia

Capacity – we aim to grow:
- a learning community that serves the needs of gospel mission in Sydney and around the world
- the College as a global resource for study and ministry training
- suitable facilities to enable the College's mission to be achieved in community

Sustainability – we aim to progress:
- a responsible and sustainable business plan
- proper stewardship of the College's resources
- minimisation of risk in a changing cultural and fiscal environment

1.3 Values

The College seeks to achieve its mission in a manner consistent with its longstanding values, which are:
- Christian faith – trust in God and his purposes as these are revealed in Jesus Christ and conveyed to us by the Holy Spirit in the canonical Scriptures of the Old and New Testament
- Integrity – honesty, transparency, fairness and accountability in all personal behaviour and community practices
- Grace – generosity and compassion in dealings with each other reflecting the undeserved mercy of God in Christ
- Service – placing the welfare of others above personal interests and convenience, using the gifts and talents that God has graciously given
- Community – loving personal relationships, developed through regular meeting and a common focus, as the proper context for learning about the triune God and his purposes
- Scholarship – rigour of thought characterised by a careful use of the primary evidence, breadth of research and appropriate inferences, resulting in fresh and readily accessible approaches to both classic issues and contemporary questions
- Gender complementarity – affirmation of the fundamental equality and mutual dependence of men and women as image bearers of God, while recognising proper differences in roles and responsibilities in life and Christian ministry
- Freedom of inquiry – the freedom to subject all ideas to honest inquiry
- Integration – growth in the knowledge of God is best conducted for, and in the context of, life application and active participation in Christian service.

1.4 Graduate Attributes & Capabilities

Moore College exists to prepare men and women for Christian ministry. Our graduates ought to be followers of Jesus Christ whose love for God and service of people is the proper context of their studies. This means that personal character and evangelical Christian convictions are as important as specific capabilities and skills. These are the result of more than just the formal academic program. Membership of the College and participation in its community life are vital in producing the kind of graduate the College aspires to produce. For these reasons, the following graduate attributes and capabilities are read alongside the published values of the College and its global gospel mission.

	Graduate Attribute	Graduate Capability
	Cognitive	
GA1	**First principles thinker**	Ability to operate with primary sources and think through issues from first theological principles while holding to the authority of the Bible
GA2	**Integrative thinker**	Ability to integrate Bible, theology and situation in an evangelically coherent manner and a commitment to determine practise from an integration of Bible, theology and situation
	Personal	
GA3	**Self-aware and reflective**	Ability to discern and acknowledge personal strengths and weaknesses, face errors and listen openly and take responsibility for ongoing personal and ministry growth
GA4	**Responsible**	Ability to persevere and take responsibility for tasks, to manage time and self well, utilising available resources
GA5	**Adaptable**	Ability to be flexible and learn from experience and advances in knowledge while remaining anchored in foundational truths
	Interpersonal	
GA6	**Committed to others**	Ability to understand, work with and develop others and the habit of making ministry decisions informed and directed by evangelical reformed theology and other person-centred love
GA7	**Effective communicator**	Ability to communicate well in diverse contexts and to clearly articulate the gospel of the Lord Jesus Christ in a way which is deeply informed by biblical theology

1.5   Principles of Teaching and Learning

1. We accept the Christian Scriptures (constituted by the Old and New Testaments) as the written word of God, authoritative, clear, sufficient, without error in all that they teach, and containing all that is necessary for salvation and the informed practice of the Christian life of discipleship. We confess that God can only be known in Jesus Christ as he is presented to us in the Scriptures and therefore the study of Scripture and its ancillary disciplines is indispensable in training for Christian ministry, since the central function of such ministry is to make God known. We are therefore committed to:

    i. the Christian scriptures as the basis and discerning norm of all that we teach;

    ii. our students gaining a coherent, integrated and extensive knowledge of the Christian Scriptures including principles of sound exegesis of the biblical text in the original languages, and an understanding of the basic unity of the Bible being found in the person of Jesus Christ and his proclamation and inauguration of the Kingdom of God;

    iii. the study of Christian systematic theology as an integrating discipline in which the knowledge of God given in Christ through the Scriptures is reflected upon humbly, attentively and rationally, and articulated systematically. We therefore aim to equip our students with a coherent, integrated and extensive knowledge of Christian doctrine that gives due attention to appropriate theological method; and

iv. a core of units of study throughout the curriculum that cohere and build on one another to reflect the sense of unity and coherence that we acknowledge to exist in our foundational text, the Christian Scriptures.

2. We believe the teaching of the Christian Scriptures is faithfully reflected in the historic creeds and in the Protestant Reformed tradition as expressed in the Thirty-Nine Articles of Religion. We are therefore committed to:
    i. our students gaining a coherent knowledge of the history of reflection upon the Scriptures from both a biblical and theological perspective. This will include the history of biblical interpretation and of key doctrines, particularly from a Protestant, Reformed and Evangelical point of view,
    ii. our students gaining an understanding of the major periods of Christian history, especially the Patristic period, the Reformation and the Modern Evangelical Movement, all with particular reference to Anglicanism.

3. We are committed to the integration of theoretical and applied aspects of knowledge. We understand that the knowledge of God cannot be isolated from the application of this knowledge to all aspects of life, thought, and conduct, and that the proper expression of the knowledge of God is found in a life lived in accordance with his will, seeking to extend the reach of his kingdom through teaching and proclamation.
   We acknowledge that the life of Christian discipleship is lived in the midst of, and engaging with, a diverse and complex world. We are therefore committed to:
    i. Exploring and demonstrating the relevance and application of the material learnt to contemporary society and the practice of Christian ministry.
    ii. Encouraging and equipping our graduates for effective teaching and proclaiming ministries in a diverse and complex world. We acknowledge that this needs to be done at both a theoretical and practical level. This means giving proper attention to Christian Mission and its history.
    iii. Teaching Christian Ethics as an integral component of the knowledge of God, and an essential contribution to a life lived in service of others, and engaged with the contemporary culture.
    iv. Exploring and providing learning opportunities that demonstrate and encourage an integrated and holistic personal response to the gospel of God's grace in Christ.

4. Our conviction is that, in keeping with the personal nature of Christian truth and the relational nature of our God expressed in his being and his plans to bring to himself a people described in family terms, theology is best learned in a community that is both a Christian family and an academic fellowship. We are therefore committed to:
    i. The understanding that teaching and learning in the college must be accompanied by appropriate application and modelling of the practice of the Christian life in all its facets. This includes respect and care for one another as brothers and sisters in Christ in all matters of teaching, learning and administration, and
    ii. Exploring and creating opportunities in the context of the learning program to facilitate and express our conviction that theology is best learned as stated above.

5. We are grateful for the rich diversity of God's gifts to his people and acknowledge that this diversity is expressed in a variety of abilities, interests and learning styles. We are therefore committed to responding to the range of student abilities, interests and learning styles in the planning and implementation of the Units of Study that comprise the curriculum.

1.6   Governance

The Moore Theological College Council is incorporated under the *Anglican Church Bodies Corporate Act 1938* and is constituted by the Moore Theological College Ordinance 2009. Under the Ordinance the Council is charged with the provision of training for ordination candidates and other church workers.
The Council has a Governing Board. The current members of the Governing Board can be found on our website at www.moore.edu.au/about-us/governance

1.7   Academic Structures

The Governing Board of the College has delegated to the Academic Board responsibility for policy formulation and decision making in all academic matters, and maintaining the academic values, quality, and standards of the College. The membership of the Academic Board includes the Principal, Heads of Department, Heads of Committees, elected representatives of the students and the Registrar. It is scheduled to meet six times per year. The Academic Board delegates some academic responsibilities to its standing committees. The Learning and Teaching Committee oversees all coursework awards. The Research Committee oversees research awards. The Moore PTC Committee oversees the Moore PTC unaccredited course.

Various bodies report to the Academic Board or its standing committees. They include:

Centre for Christian Living	Human Research Ethics Committee (HREC)
Centre for Global Mission	Library Committee
Centre for Ministry Development	Priscilla and Aquila Centre

The Academic Dean in conjunction with the Academic Board and its committees is responsible for the supervision of the studies of theological students.

The Academic Departments and their respective Heads are:

Division of Biblical Studies
Department of Old Testament and Hebrew	A G Shead
Department of New Testament and Greek	P H Kern

Division of Christian Thought
Department of Theology, Philosophy and Ethics	A M Leslie
Department of Church History	M E Earngey

Division of Christian Ministry
Department of Pastoral Ministry	A P Poulos
Department of Mission	S J Gillham

1.8   Student Participation in College Decision Making

As a community, we seek to foster conversations at a variety of levels about how we can improve our community life as well as the academic program of the College. These happen in chaplaincy groups, year group meetings, and one-on-one conversations with the Senior Students, members of the Faculty or the Principal. However, there are a number of opportunities for more formal involvement in College decision making through its boards and committees.

1. Governing Board (GB)

The GB governs all aspects of the College. It appoints the Principal (who leads and manages the College), the Faculty, the Chair of the Academic Board, the Registrar and certain senior members of the administrative staff. It determines the College's strategic plan, approves its policies, and awards its degrees and diplomas. An election (within the College) is held each year for a student representative on the Governing Board who is able to provide a student perspective on the issues being discussed.

Who you can talk to on matters relating to College governance: GB student rep, Principal

2. Academic Board (AB)

The AB provides the academic governance of the College. It formulates all the academic policies of the College and oversees its academic programs. It is responsible for maintaining the College's academic values, quality and standards. It is chaired by an external academic and its membership includes all the Faculty, the Registrar, various other members of the staff whose activities directly impact the academic programs of the College, an external academic and two student representatives elected each year. The student representatives are there to provide a student perspective on the issues being discussed.

Who you can talk to on matters relating to Academic governance: AB student reps, Academic Dean

3. Learning and Teaching Committee (L&TC)

The L&TC implements the College's academic policies and regulates its academic life, from the details of individual admissions, results, appeals etc., to the big-picture development and review of courses, coursework, and teaching. It receives reports from each of the Academic Departments of the College. Its membership includes the heads of the Academic Departments and an annually elected member of the student body. The student representative provides a student perspective on learning and teaching matters.

Who you can talk to on more specific aspects of the academic program: LTC reps, Registrar

1.9   Courses Offered

Course	Abbreviation	AQF level	Minimum years of study	Full-time or Part-time	Accredited
Preliminary Theological Certificate (online study)	PTC	n/a	1	Either	No
Diploma of Biblical Theology (online)	DBT	5	1	Either	Yes
Advanced Diploma of Bible, Mission and Ministry (on campus)	AdvDBMM	6	1	Either	Yes
Bachelor of Theology (on campus)	BTh	7	3	Yr 1: either Yr 2 & 3: FT	Yes
Bachelor of Divinity (on campus) - **in teach-out phase from 2023**	BD	8	4	Yr 1: either Yr 2, 3 & 4: FT	Yes
Graduate Certificate of Anglican Ministry	GradCertAM	8	1	Part-time	Yes

Bachelor of Theology/ Master of Theology (Coursework) (on campus)	BTh/ThM	9	4	Yr 1: either Yr 2, 3 & 4: FT	Yes
Master of Arts (Theology)	MA (Theol)	9	2-6	Either	Yes
Master of Theology	MTh	9	2-6	Either	Yes
Doctor of Philosophy	PhD	10	3-8	Yr 1: FT only	Yes

For more information on undergraduate studies, including the BTh/ThM, see section 3.1. For more information on postgraduate study, see Section 5.

1.10   History

The College opened at Liverpool, NSW in 1856. It owed its existence to two people. The first was an early settler in Sydney, Thomas Moore, who left his estate to the Church of England for educational purposes. The second was the Anglican Bishop of Sydney, Frederic Barker. During its long history, the College has had thirteen principals and close to 4,000 graduates. In 1891 the College moved from Liverpool to Newtown.

It has rendered its chief service to the Anglican Diocese of Sydney, the majority of whose clergy train at the College. However, it has also trained many men and women who have served in other parts of Australia and beyond and in both the Anglican Church and in other Protestant denominations.

The College benefited from a long association with Mary Andrews College (formerly Deaconess House) in the training and encouragement of women in ministry.

From the late 1950s there has been a significant extension of the College campus, the growth the library into a world-renowned theological library, an increase in the numbers and qualifications of faculty, introduction of the four-year course for undergraduates and a number of postgraduate programs.
Purchases of property on the southern side of Carillon Avenue have made it possible over the years to expand the Library, Administration and Dining Hall facilities and to provide considerable housing for married students and faculty. 1994 saw the opening of the Broughton Knox Teaching Centre. The year 2017 saw the opening of a new library and other facilities on the College campus.

1.11   Anglican Ordination in the Diocese of Sydney

Requirements for ordination to the Diaconate or commissioning as Diocesan Lay Worker and conditions attached to bursaries from the Sydney Diocesan Ordination Training Fund include the following:

1. The normal academic requirement for ordination/commissioning in the Diocese of Sydney is the award of the Bachelor of Divinity until the teach-out phase ends. From 2026 the Bachelor of Theology/Master of Theology (Coursework) will become the normal requirement.
2. Admission to the College does not guarantee acceptance for ordination.
3. The Archbishop's Ministry Chaplains interview candidates for ordination/commissioning at the end of each year.
4. Where candidates for ordination/commissioning in the Diocese of Sydney withdraw their candidature or leave College they should notify Ministry Training and Development, the Principal, the Registrar, the Dean of Students and their chaplain.
5. Students accepted as ordination candidates part way through their College course should inform the College Registrar in writing.

6. Students should consult the Diocese of Sydney and the [Ministry Training and Development](#) website about requirements for ordination. Address any questions to the Diocesan Registrar.

7. Candidates for ordination are advised that they must satisfy their respective Diocesan Bishop or his Ministry Chaplains, that they have no outstanding financial liabilities, either at Moore College or elsewhere.

8. Exiting ordination candidates are encouraged to restrict their planning for the following year to Term 3, perhaps extending into Winter and/or Spring break.

9. For further information on ordination in the Diocese of Sydney see Anglican Diocese of Sydney, [Ministry Training and Development.](#)

1.12   Students

1. While the College is residential for full-time students as far as resources permit, a proportion of students live off campus. The College aims to provide full-time students with on-campus accommodation for at least two years in a three- or four-year course, subject to availability.

2. The student body include both men and women of a variety of ecclesiastical and ethnic backgrounds. The average age at entry to on campus courses is 28-29 years. A number are from overseas and plan to return to their respective countries of origin.

3. Over ninety percent of full-time undergraduate students have a prior degree or diploma. Most students have had considerable experience in the workforce before entering College, and most are planning to engage in paid ministerial work on graduation.

2.   People

2.1   Faculty

The Faculty endorses the Protestant Reformed tradition as expressed in the Anglican Thirty-nine Articles of Religion. It therefore accepts the Scriptures as God's written word, containing all that is necessary for salvation and as the final authority in all matters of life and faith. It affirms belief in the summary of the Christian faith as contained in the historic creeds and the Thirty-nine Articles. Full-time members of the Faculty with their chief academic field are:

Mark D Thompson *Principal*	BA (Macquarie), BTh, MTh (ACT), DPhil (Oxon) (Theology, Church History)
Simon J Gillham *Vice Principal*	BTh (Moore), MA(Theol) (ACT), PhD (SATS) (Missions)
Susan An *Dean of Women*	BSpHearingSc; MSLP; BD (Moore) (Ministry)
George Athas *Director of Research*	BA (Sydney), BD (MTC), PhD (Sydney) (Hebrew, Old Testament, Church History)
Chris Conyers	BE (UNSW), BD, PhD (Moore) (New Testament)
Mark E Earngey	BSc (UNSW), BD (Moore), MPhil, DPhil (Oxon) (Church History and Doctrine)

Paul S Grimmond *Dean of Students*	BSc (UNSW), BD (Moore) (Ministry)
Tom Habib	BA (Sydney), BD (Moore), PhD (Cantab)(to be awarded 2023) (New Testament)
David A Höhne *Academic Dean*	BA (UNSW), BD, MTh (Moore), PhD (Cantab) (Theology, Philosophy)
Philip H Kern	BS (EBC), MA, MDiv (TEDS), PhD (Sheffield) (New Testament)
Chase R Kuhn	BAppTheol (California Baptist), MDiv (Samford), PhD (UWS) (Theology)
Andrew M Leslie	BCom (UNSW), BD (Moore), PhD (Edinburgh) (Theology)
Peter C Orr	MEng (Nottingham), BD (Moore), PhD (Durham) (New Testament)
Archie P Poulos	BE (UNSW), BTh, MA (Theology) (ACT) (Ministry)
Andrew G Shead	BSc(Med) (Sydney), BTh, MTh (ACT), PhD (Cantab) (Old Testament)
Jane M Tooher	BTh, MA (Theology) (Moore) (Ministry)
Paul R Williamson	BD, PhD (Belfast) (Old Testament)
Lionel J Windsor	BEng (Hons) (UNSW), BD (Moore), PhD (Durham) (New Testament)
Dan Wu	BSc (Sydney), BD (Moore), PhD (Sydney) (Old Testament)

2.2   Other Faculty

Emeritus faculty are retired members of the full-time faculty who continue to make a substantial contribution to the life of the College through research and occasional teaching. Such people may be appointed Emeritus Faculty by the Governing Board on the nomination of the Principal. These appointments are life-time appointments.

Visiting faculty are those invited by the head of an academic department, with the approval of the Principal, to take part in the College's teaching program, usually for a minimum of one hour per week for a semester.

Such invitations need to be renewed each year and are reported in advance to the Governing Board through the Principal's report. Such people might be graduates of the College with particular skills or knowledge, overseas visitors spending time in Sydney or at the College, or others who are qualified in one way or other to teach in the unit concerned.

Adjunct faculty are a special category of ministry practitioner comprised of those who contribute to the programs for which the Ministry Department are responsible. They are invited to become adjunct faculty by the head of the Ministry Department, with the approval of the Principal.

Guests include those who are invited to assist in exegetical seminars etc. or one-off events. These are invited by the lecturer with the approval of the head of the academic department and, where deemed appropriate, the Principal.

To view Emeritus and Adjunct faculty, please see: https://moore.edu.au/faculty/. For Visiting and Guest faculty, please view the unit page on the Learning Support System (LSS) for the particular unit.

2.3   Staff

Finance

Leanne Veitch, Financial Controller

Rod Perl

Michael Wu

Julia Zhou

Information Technology

William Hood, Manager

Daniel Higgins

Martin Olmos

Darin Russell

Rob Woof

Simon Smith

Kitchen

Guarav Taneja, Head Chef

Laura Kenrick

Stephen Cartwright

Susan Silos

Mercy Malinao

Centres

CCL – Karen Beilharz

CGM – Malcolm Richards, Lynn Darwall

CMD – Peter Mayrick, Helene Tyas, Ted Brush

Other

Laurie Scandrett, Chief Operating Officer

Cam Capel, Property Strategy and Development

John Downward, Operations Manager

Lana Kularajah, People & Culture Manager

Lissa Allen, Operations Team Leader

Paula Darwin, Exec. Assistant to the Principal

Morgan Biddle, Concierge

Caroline Clark, Recruitment

Registrar Department

Paul Yeates, Registrar

Juliette Antoon (PTC)

Susanna So (PTC & UG)

Jenny Chevalier (UG)

Tina Murray (PG)

Library

Gabrielle Fury, Head Librarian

Erin Mollenhauer

Rod Benson

Annabel Bristow

Alex Livingston

Elise Watts

Jacqui Wiya

Property & Maintenance

John Telfer, Facilities Manager

Robyn Cooper and Marjorie Raffaut, Admin

Matt Phillips, Maintenance Supervisor

Keith Manuel, Leading Hand

Eugen Scurtua, Ethan Wright, Ben Pittaway

Cleaning

Rowena Razon, Cleaning Coordinator

External Engagement

Akos Balogh, Manager

Stuart J, Digital Marketing Officer

Jamie Telfer, Communications Officer

Jinming Pap, Fundraising & Relationships Officer

3. Undergraduate Program

3.1 Courses

Arising from a commitment to learning in community the degree courses are normally offered full-time only in Years 2 to 4. There are limited electives, except in Year 4. This is to maximise opportunities for the development of relationships. The Advanced Diploma and Year 1 of the degrees may be taken full-time or part-time. Exceptions to the full-time study requirement for Years 2 to 4 are limited to students who, during the course of their study, are beset by unforeseen and exceptional circumstances beyond their control. Such exceptions are decided by the Learning and Teaching Committee, the decisions of which are final, subject only to the processes of the College's Non-academic Grievance Policy available on the College website.

The following awards are accredited courses of the College.

3.1.1 Bachelor of Divinity (BD) (in teach-out phase)

Please note: From 2023, students in the second year of the BD will complete their studies and be awarded the BD. Students who are commencing a four-year study program from 2023 on will enrol in the BTh/ThM. See section 3.1.6 for more information.

Course and CRICOS Code: 013598B   AQF Level: 8

The Bachelor of Divinity is a four-year degree designed for men and women who desire a biblical and theological foundation for long term full-time Christian ministry. The BD, with its emphases on academic depth and intellectual rigour in the study of Christian theology, has been the central academic award of the College.

The focus of study at the College is the knowledge of God as revealed in the Bible. Such a study, by the very nature of its object and its sources, is demanding and rigorous in the areas of Biblical Studies (Old

and New Testament and Biblical Theology) and Christian Thought (Church History, Systematic Theology and Ethics). Each of these disciplines has its own method, content and literature, but the focus on God's revelation in Scripture is the integrating factor. The inseparability of academic study and its application in Christian ministry is a reflection of the Bible generally and the New Testament in particular. Most of the New Testament arises out of a pastoral context. Accordingly, no study of the Bible, or theology deriving from it, is complete without a pastoral dimension. Hence the development of appropriate attitudes and pastoral theology is part of each year of study.

Students enrol in the BD or the BTh during their first two years, and in Year 3 they either complete the BTh or continue on in the BD. With the exception of alternatives to Hebrew, there are no elective BD or BTh units in years 1 to 3. In Year 4 of the BD course, students are required to enrol in four core units. They then choose either CT499 Project or CT400 Issues in Theology and two electives.

Bachelor of Divinity degree (pass or honours) is awarded to those who successfully complete the prescribed four-year program of study. The standard is that of a four-year degree with honours at an Australian university.

Attendance Type

The first-year stage (Year 1) of the BD may be taken full-time or part-time over two, three or four years. Years 2, 3 & 4 are normally only taken full-time. See §4.3 for more information regarding the maximum number of years allowed to study the BD.

Early Exit Points

Three early exit points (courses) are available in the BD. The Advanced Diploma of Theological Studies (AdvDipTheol; CRICOS code: 111612D) may be awarded after successful completion of the first year of the degree program. The Associate Degree of Theology (AssocDTh; CRICOS code: 111611E) may be awarded after successful completion of both the first and second years of the degree program. The Bachelor of Theology (BTh; CRICOS code: 041656J) may be awarded after the successful completion of three years of study.

Course Structure 2023 – Years 2, 3 & 4

Year	Biblical Studies	Christian Thought	Christian Ministry
2	BS200 Hebrew 2 [1]	CT200 Doctrine 2	CM235 Intentional Ministry Reflection A [1]
	BS201 Greek 2	CT211 Philosophy 2	CM202 Ministry & Mission 2
	BS211 Old Testament 2 (Eng) *OR* BS212 Old Testament 2 (Heb)	CT220 Church History 2	
	BS221 New Testament 2		
3	BS300 Hebrew 3 [2]	CT300 Doctrine 3	CM335 Intentional Ministry Reflection B [2]
	BS311 Old Testament 3 (E) *OR* BS312 Old Testament 3 (H)	CT311 Theological Responses to Philosophy	CM302 Ministry & Mission 3
	BS321 New Testament 3	CT330 Christian Ethics	

4	Year 4 students are required to take the four core units and either of two pathways as specified below.		
Core	BS400 Daniel (Hebrew and Aramaic) 3 [3] *OR* BS412 OT 4 (Heb) [3] *OR* BS421 New Testament 4 [3]	CT420 Church History 4 CTXXX *(one unit chosen from the CT electives listed below)*	CM402 Ministry & Mission 4
	Year 4 students choose one of two pathways:		
	EITHER	CT499 Project[4]	
	OR	CT400 Issues in Theology plus two electives from any field	
Electives	BS405 ATBGE	CT403 Atonement	CM405 Advanced Pastoral Ministry[5]
	BS422 NT Christology	CT413 Knowing the Only True God	CM412 Anglican Identity & Liturgy
	BS411 OT 4 (Eng)	CT431 Hermeneutics	
	Note: Not all Year 4 electives are offered each year. Electives with a small number of enrolments may not be offered.		

Notes:

[1]BS200 is a co-requisite of BS212. Year 2 students can take BS200 or CM235.

[2]BS300 is a co-requisite of BS312. Year 3 students can take BS300 or CM335.

[3]Whichever of BS412, BS400 or BS421 is not taken as a core unit can be counted as an elective.

[4]The BD average must be, at minimum, 72.5% over the first three years of study to qualify for CT499 Project.

[5]Cannot be studied if CM105 was already completed.

3.1.2 Bachelor of Theology (BTh)

Course and CRICOS Code: 041656J   AQF Level: 7

The three-year Bachelor of Theology course is fully nested within the BD and consists of all units of the first three years of the BD. From 2023, the BTh is also the undergraduate component of the combined BTh/ThM program. The standard is that of a three-year degree at an Australian university. It is awarded With Merit and With Distinction.

Attendance type

The first-year stage (Year 1) of the BTh may be taken full-time or part-time over two, three or four years. Years 2 & 3 are normally only taken full-time. See §4.3 for more information regarding the maximum number of years allowed to study the BTh.

Early Exit Points

Two early exit points (courses) are available in the BTh. The Advanced Diploma of Theological Studies (AdvDipTheol; CRICOS code: 111612D) may be awarded after successful completion of the first year of the degree program. The Associate Degree of Theology (AssocDTh; CRICOS code: 111611E) may be awarded after successful completion of both the first and second years of the degree program.

Course Structure 2023

Note that in 2023, Year 1 of the BTh will follow the structure of the BTh/ThM. Students commencing the BTh in 2023 or continuing in first year of the BTh in 2023 should refer to the course information for the BTh/ThM, see section 3.13.

The course structure for students in Year 2 and Year 3 in 2023 is shown below. The structure is identical to the BD.

Year	Biblical Studies	Christian Thought	Christian Ministry
2	BS200 Hebrew 2 [1]	CT200 Doctrine 2	CM235 Intentional Ministry Reflection A [1]
	BS201 Greek 2	CT211 Philosophy 2	CM202 Ministry & Mission 2
	BS211 Old Testament 2 (Eng) *OR* BS212 Old Testament 2 (Heb)	CT220 Church History 2	
	BS221 New Testament 2		
3	BS300 Hebrew 3 [2]	CT300 Doctrine 3	CM335 Intentional Ministry Reflection B [2]
	BS311 Old Testament 3 (Eng) *OR* BS312 Old Testament 3 (Heb)	CT311 Theological Responses to Philosophy	CM302 Ministry & Mission 3

Notes:

[1] BS200 is a co-requisite of BS212. Year 2 students can take BS200 or CM235.

[2] BS300 is a co-requisite of BS312. Year 3 students can take BS300 or CM335.

3.1.3 Bachelor of Theology/Master of Theology (Coursework)(BTh/ThM)

Please note: The BTh/ThM is introduced with Year 1 in 2023, Years 1 & 2 in 2024, Years 1, 2 & 3 in 2025 and Years 1-4 in 2026. Students enrolled in the BTh in Years 2 and 3 or the BD in Years 2 to 4 in 2023 will complete their studies in the BTh or BD.

The combined BTh/ThM program has been developed as part of a process of continuing improvement based on consultation with the major constituencies served by the College and recommendations received from the regulator of the Higher Education sector. The program is designed to maximise the potential for the College to prepare men and women for a lifetime of Christian ministry. The BTh (AQF 7) course component provides breadth and depth in knowledge of theology and ministry. The ThM (AQF 9) course component enables students to demonstrate learning outcomes necessary for the ministry roles for which the College prepares graduates. In particular, the ThM will enable the College to produce graduates that apply critical thinking to theories of ministry practice, are able to engage with recent developments in scholarship and are positioned for further study or research. The design of the two courses in the combined program enables students to achieve the course outcomes for a Bachelor undergraduate award and the masters postgraduate award within a four-year period. A key element of this course design is in the final semester of the BTh which, for students who choose the combined program, will be notionally aligned to AQF 8 outcomes and will enable students to transition from the undergraduate course component (ultimately at AQF 7) to the postgraduate component (AQF 9).

Postgraduate Course Component

1. Course title	Master of Theology (Coursework)
Course title abbreviation	ThM
AQF level	9
Credit points	50
Course duration	1 year (full-time equivalent); it cannot be completed in less than 1 year and must be completed within 3 years
Delivery mode	On campus
Attendance type	Full-time
Course code	THM0001
CRICOS code	111610F

Undergraduate Course Component

1. Course title	Bachelor of Theology
Course title abbreviation	BTh
AQF level	7 (with AQF 8 units in the final semester for students who elect the combined BTh/ThM program)
Credit points	150
Course duration	3 years (full-time equivalent); it cannot be completed in less than 3 years and must be completed within 7 years
Delivery mode	On campus
Attendance type	Year 1: full-time or part-time (up to four years); Years 2 & 3: full-time
Course code & CRICOS code	041656J

Progression in the BTh/ThM program

Students enrolling in the BTh will nominate in the application and admission stages whether they are enrolling in the BTh/ThM program or the BTh alone. Progression from the BTh into the ThM requires the successful completion of the BTh with a final weighted average mark of 60% or higher. Students with a final weighted average mark in the BTh below 60% will only progress to the ThM with exceptional approval from the Learning and Teaching Committee.

Students awarded the exit points of the AssocDTh or the AdvDipTheol and who later apply for enrolment in the BTh/ThM or BTh with advanced standing after a break in studies will not be required to surrender the testamur for the AssocDTh or AdvDipTheol. Students enrolled in the BTh may transfer to the BTh/ThM at the end of second year or semester five (in third year) provided they meet the criteria for advancement.

For those students in the BTh/ThM program, the sixth semester at AQF level 8 functions as a bridge between the BTh and ThM, preparing students for the attainment of AQF 9 outcomes in the ThM while also contributing to the achievement of the BTh course learning outcomes.

Progression from the BTh to the ThM requires that the student continues to meet and has shown development in the course admission criteria related to Christian understanding, ministry, and community living. The relevant criteria are:

1. Understanding of and aptitude for Christian leadership and ministry (including leadership potential, ministry experience, experience of sharing the knowledge of God and exemplary personal life consistent with the principles of the Anglican Church of Australia, Diocese of Sydney).

2. Theological understanding (including a basic understanding of the Christian gospel, general familiarity with the content of the Bible and the capacity to make theological connections to personal life).
3. Aptitude for community living (including emotional maturity and relationship skills).
4. A firm intention of engaging in Christian ministry (broadly defined) after graduation.

Direct Admission to the ThM

Admission to the ThM for students who have not completed the undergraduate component of the BTh/ThM program will only be permitted under limited circumstances. The one-year duration of the ThM requires that students admitted to the course have demonstrated attainment of AQF level 8 outcomes. Students who have completed the Moore Theological College BTh but not in the BTh/ThM program will be required to complete a capstone project demonstrating attainment of the AQF level 8 outcomes described for the final semester of the BTh in the BTh/ThM program (see 3.1.4).

Other exceptional admission to the course will only occur with the approval of the Academic Board and will only occur where the student has achieved a volume and level of learning that will position them for successful completion of the course.

Pathways and Relationships to Other College Courses

1. ThM graduates at pass level may proceed to the College's MA (Theology) and receive advanced standing equivalent to two units. Those with honours may proceed to the MA (Theology) with advanced standing equivalent to three units.

2. Graduates with Honours 2A or above who completed the research project unit (CT499) may proceed directly to the College's Master of Theology (Research) (MTh) or Doctor of Philosophy (PhD) course. Graduates with Honours 2A or above who completed Issues in Theology (CT400) instead of the research project unit (CT499) need to successfully complete a research task set by the Research Committee to be admitted to either the MTh or PhD.

3. BTh graduates may articulate to the College's MA (Theology).

    Students who have completed the Moore College Advanced Diploma of Bible, Mission and Ministry (AdvDBMM) may apply for academic credit to continue their study in the second year of the BTh. To enter directly into the second year of the BTh, AdvDBMM students must have passed Greek 1A, Greek 1B, and CT111 as electives. Transitioning from the AdvDBMM to the BTh or BTh/ThM requires the approval of the Academic Dean, who considers academic capability and the other admission criteria of the BTh and BTh/ThM.

Curriculum and Structure (BTh/ThM)

Year	Biblical Studies	Christian Thought	Christian Ministry
1	BS106/107 Hebrew 1A/1B [1]	CT100 Doctrine 1	CM102 Ministry & Mission 1
	BS102/103 Greek 1A/1B	CT111 Thinking as a Theologian	**Electives**[1]
	BS111 Old Testament 1		CM153 Cross-cultural Christian Communication
	BS121 New Testament 1		CM182 Australian Christian Women
	BS141 Biblical Theology		CM105 Introduction to Pastoral Ministry
			CM161 World Religions & the Gospel
			CM172 Church, Music & Worship
			CM132 Music Ministry Leadership
			CM184 Ministry of Women
2 **(from 2024)**	BS211 Old Testament 2 (Eng) *AND* BS2XX Tools for Old Testament Exegesis *OR* BS212 Old Testament 2 (Heb) *AND* BS200 Hebrew 2	CT200 Doctrine 2	CM202 Ministry & Mission 2
	BS221 New Testament 2	CT220 Church History A	CM235 Intentional Ministry Reflection A
	BS201 Greek 2		CM2XX Practicum A
3 **(from 2025)**	BS311 Old Testament 3	CT300 Doctrine 3	CM302 Ministry & Mission 3
		CT320 Church History B	CM335 Intentional Ministry Reflection B
	BS321 New Testament 3	CT330 Christian Ethics	
	CM399 Foundations of Christian Discipleship (Capstone) (Students that will exit with the BTh and *not* continue to the ThM) *OR* CT3XX CTP unit (Students in the BTh/ThM program)		
	Note: For the sixth semester of study (Yr 3 Sem 2), students in the BTh/ThM will be assessed at a higher level (i.e. AQF 8) than students that will complete the BTh alone.		

Yr 4 **(from 2026)** *Core*	ThM students are required to take the five core units and either of two pathways as specified below.		
	BS400 Daniel (Hebrew and Aramaic) [2] *OR* BS412 Old Testament 4 (Hebrew) [2] *OR* BS421 New Testament 4 [3]	CT420 Church History C	CM402 Ministry & Mission 4
		CT411 Foundations for Apologetic Discourse	CM4XX Practicum B

Yr 4 *Pathway*	CT499 Project[3] ***OR*** CT400 Issues in Theology + 2 electives (a CT elective and another elective from another field) **Electives[2]** BS405 ATBGE CT403 Atonement CM405 Advanced Pastoral Ministry BS411 Old Testament 4 (Eng) CT410 Confessing Christ CM412 Anglican Identity & Liturgy BS422 NT Christology CT431 Hermeneutics CM411 Independent Church Identity & Liturgy CT413 Knowing the One True God

Notes

1. Students may take any two electives in lieu of Hebrew 1A and Hebrew 1A. If numbers are too low, an elective will not run.
2. If numbers are too low, an elective will not run. Not every elective will be offered every year.

3.1.4   Credit Points (BTh/ThM)

Unit ID	Unit Name	Hebrew Option	Non-Hebrew Option
Year 1 (BTh)		**CPs**	**CPs**
BS106/7	Hebrew 1A & 1B	8	-
BS102/3	Greek 1A & 1B	10	10
BS111	Old Testament 1	7	7
BS121	New Testament 1	7	7
BS141	Biblical Theology	4	4
CM102	Ministry & Mission 1	4	4
CT100	Doctrine 1	4	4
CT111	Thinking as a Theologian	4	4
Alternatives to BS106/7 Hebrew 1A/AB – non-Hebrew students choose 2 of the electives below			
CM153	Cross-cultural Christian Communication	-	4
CM184	Ministry of Women	-	4

CM182	Australian Christian Women	-	4
CM105	Introduction to Pastoral Ministry	-	4
CM132	Music Ministry Leadership	-	4
CM161	World Religions & the Gospel	-	4
	Total CPs	**48**	**48**

Year 2 (BTh)			
BS212	Old Testament 2 (Heb)	8	-
BS200	Hebrew 2	7	-
BS211	Old Testament 2 (Eng)	-	8
BS2XX	Tools for OT Exegesis	-	7
BS201	Greek 2	4	4
BS221	New Testament 2	8	8
CM202	Ministry & Mission 2	4	4
CM235	Intentional Ministry Reflection A	1	1
CT200	Doctrine 2	8	8
CT220	Church History A	4	4
CM2XX	Practicum A	4	4
	Total CPs	**48**	**48**

Year 3 (BTh)		**BTh stream CPs**	**BTh/ThM stream CPs**
BS311/312	Old Testament 3 (Heb & Eng)	8	8
BS321	New Testament 3	8	8
CM302	Ministry & Mission 3	4	4
CM335	Intentional Ministry Reflection B	1	1
CT300	Doctrine 3	8	8
CT320	Church History B	8	8
CT330	Christian Ethics	6	6
CM399	Foundations of Christian Discipleship (Capstone)	5	-
CT3XX	CT Elective Unit	-	5
	Total CPs	**48**	**48**

Year 4 (ThM)		**CT499 Project pathway CPs**	**CT400 Issues pathway CPs**
BS400,412,421	OT4 (Aramaic or Heb) or NT4	4	4
CM402	Ministry & Mission 4	8	8
CT420	Church History C	6	6
CM4XX	Practicum B	4	4
CT411	Foundations for Apologetic Discourse	6	6
CT499	Project	20	-
CT400	Issues in Theology	-	10
Electives – Students who choose the CT400 pathway choose 1 CT elective and 1 elective from another field			
CM405	Advanced Pastoral Ministry	-	5
BS405	ATBGE	-	5
CT403	Atonement	-	5
BS411	Old Testament 4 (Eng)	-	5
CT410	Confessing Christ	-	5
BS422	NT Christology	-	5

CT431	Hermeneutics	-	5
CM412	Anglican Identity & Liturgy	-	5
CM411	Independent Church Identity & Liturgy	-	5
Total CPs		**48**	**48**

3.1.5 Advanced Diploma of Bible, Mission and Ministry (AdvDBMM)

Course Code: ADM0006   CRICOS Code: 094331C   AQF Level: 6

The Advanced Diploma of Bible, Mission and Ministry is designed for men and women who desire a biblical foundation for cross-cultural ministry, lay ministry, women's ministry or music ministry in a congregation or Christian organisation or to be a better-equipped Christian in the workplace. It comprises both theoretical and practical components in the areas of biblical studies, doctrine, history, ministry and offers students four specialisations in missions, lay ministry, women's ministry and music ministry. The course consists of eight core units and two elective units. It is awarded to those who successfully complete the program of prescribed study.

Course Structure

The AdvDBMM may be studied full-time or part-time over up to six years.

Core Units (for all four specialisations)			
BS141 Biblical Theology	BS141 Biblical Theology	BS141 Biblical Theology	BS141 Biblical Theology
BS111 Old Testament 1	BS111 Old Testament 1	BS111 Old Testament 1	BS111 Old Testament 1
BS121 New Testament 1	BS121 New Testament 1	BS121 New Testament 1	BS121 New Testament 1
CM102 Ministry & Mission 1[1]	CM102 Ministry & Mission 1	CM102 Ministry & Mission 1	CM102 Ministry & Mission 1
CT100 Doctrine 1	CT100 Doctrine 1	CT100 Doctrine 1	CT100 Doctrine 1
Core Specialisation Units			
Missions	**Lay Ministry**	**Women's Ministry**	**Music Ministry**
CT125 Overview of Church History **or** CT111 Thinking as a Theologian[2]	CT125 Overview of Church History **or** CT111 Thinking as a Theologian	CT125 Overview of Church History **or** CT111 Thinking as a Theologian	CT125 Overview of Church History **or** CT111 Thinking as a Theologian
CM161 World Religions and the Gospel	CM105 Introduction to Pastoral Ministry	CM182 Influences on and Issues for Australian Christian Women	CM132 Music Ministry Leadership (intensive[3])
CM153 Christian Communication	CM153 Cross Cultural Christian Communication	CM184 Ministries of Women[4]	CM172 Church, Music and Worship (intensive[3])
Electives (for all four specialisations)			
BS102 Greek 1A **and** BS103 Greek 1B	BS102 Greek 1A **and** BS103 Greek 1B	BS102 Greek 1A **and** BS103 Greek 1B	BS102 Greek 1A **and** BS103 Greek 1B
OR	**OR**	**OR**	**OR**

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[1] CM102 is offered in four intensive blocks over two semesters.

[2] CT111 is a core unit in the first year of the BTh. Students considering articulating to the BTh may take CT111 instead of CT125. Church History is a core unit in years 2 and 3 of the BTh.

[3] Students may not complete the music intensive during the week of orientation during their first year of study at MTC.   Full-time students may only complete one unit of study by intensive mode (per year of study). CM132 and CM172 will be offered on alternative years.

[4] Not available in 2023

CM130 Leadership in Various Ministry Contexts **and** BS130 Biblical Interpretation and Application	CM130 Leadership in Various Ministry Contexts **and** BS130 Biblical Interpretation and Application	CM130 Leadership in Various Ministry Contexts **and** BS130 Biblical Interpretation and Application	CM130 Leadership in Various Ministry Contexts **and** BS130 Biblical Interpretation and Application

Please note: Students who complete all units within a single stream of study (e.g. missions) may have that stream noted on their testamur, e.g. Advanced Diploma of Bible, Missions and Ministry (Missions). If numbers are insufficient, some units may not run every year.

Credit Points

Core Units	CPs	Core Specialisation Units	CPs	Elective Units	CPs
BS111 Old Testament 1	7	CM105 Introduction to Pastoral Ministry	4	BS102 Greek 1A	5
BS121 New Testament 1	7	CM182 Influences on & Issues for Australian Christian Women	4	BS103 Greek 1B	5
BS141 Biblical Theology	4	CM184 Ministries of Women	4	CM130 Leadership in Various Ministry Contexts	5
CT100 Doctrine 1	4	CM132 Music Ministry Leadership	4	BS130 Biblical Interpretation & Application	5
CM102 Ministry & Mission 1	4	CM172 Church, Music & Worship	4		
		CM161 World Religions & the Gospel	4		
		CM153 Cross Cultural Christian Communication	4		
		CT125 Overview of Church History	4		
		CT111 Thinking as a Theologian	4		

3.2 Subjects Taught in the College

3.2.1 The Rationale of the Subjects

Theology has been a recognised field of study in universities for over 800 years. In keeping with this tradition, the focus of teaching, learning, scholarship and research within the College is the knowledge and understanding of God through the rigorous, methodical and reflective study of his written word. This arises from a central conviction that the chief tasks of the pastoral ministry are to teach the Scriptures and to pray. Units taught are divided into three fields of study, namely, Biblical Studies, Christian Thought and Christian Ministry. Within these fields are various subject areas: Old and New Testaments (with languages), Systematic Theology, Church History, Philosophy, Ethics, Congregational Ministry and Missions. Each has its particular contribution to the equipment and development of the student, and each is resourced by the Library to research degree level. The fields of study are:

Biblical Studies

1. **Biblical Studies** occupies the fundamental place in the body of knowledge since Scripture is the word of God, i.e. God's revelation of himself. The first object of these studies is to understand what the original writers of Scripture actually meant. The field of Biblical Studies properly includes familiarity with the languages in which the books were written. Such is the foundational nature of Biblical Studies that without the biblical languages a student will have limited access to the whole body of knowledge in both Biblical Studies and in Christian Thought. Biblical Studies also involves knowledge of the history and cultural

background of the biblical period, the literary forms of the texts and their historical setting, composition and history of transmission. This knowledge finds its application in the skill of exegesis, through an approach to the text that rests on sound methodological footings and engages critically with a broad spectrum of current scholarship.

2. **Biblical Theology** provides a coherent account of the theology of the Bible as a whole. It explores the way in which the Scriptural revelation unfolds and describes both the unity and the complexity of the biblical material. Through its focus on Scripture as a single text Biblical Theology establishes the context for methodologically responsible exegesis of the parts. By the same token it provides the groundwork on which Theology and Ethics may be constructed, and from which pastoral practice may be critically examined.

Christian Thought

1. The chief purpose of **Systematic Theology** is to integrate the themes of the Bible in order to understand God, his overall purposes in creation and redemption and the appropriate response to them on the part of men and women. This task is begun in the study of Biblical Theology, but the discipline of Systematic Theology draws these themes together in an orderly fashion, subjects them to critical analysis, and seeks to make generalisations and pursue philosophical and practical implications from the understanding of God that emerges. A critical aspect of the task is to subject the concept of revelation itself to analysis and justification. The work is carried out in the light of the various traditions of Christian Thought as expressed in historical and contemporary theology, while recognising the text of Scripture as both the initial determinant and the final arbiter of all claims to theological truth; the related subject of Church History assists at this point. The integrity of Systematic Theology is preserved through critical reflection on the theoretical frameworks used in constructing theology; the related subject of Philosophy plays a part here. Together with the related subject of Ethics, Systematic Theology prepares leaders to communicate Christian truth in the modern world.

2. The study of **Church History** affords access to the rich heritage of the Christian tradition and thus provides a means of apprehending the gospel more profoundly. By providing the context for the history of theology and exegesis, it illuminates the wider factors which have a bearing on theology. Together with awareness of the long history of growth that marks the church, Church History involves critical evaluation of the motives and methods of missionary expansion. All these features combine to provide a more nuanced understanding of today's church and its institutions, giving the vocational minister a mature, long-term comprehension of the nature and demands of gospel ministry in a range of cultures. Finally, the study of Church History brings with it the critical skills needed for the handling of evidence, especially that found in literary materials.

3. The role of **Philosophy** is to consider alternative ways of explaining reality and thus to subject theological assertions to critical analysis and clarification. This subject area identifies the problems of human experience, showing how Christian revelation contributes to their resolution. The study is set chiefly in the context of a history of philosophy which introduces important elements of the Australian cultural tradition. It thus enables the graduate to make contemporary culture, with its variety of worldviews, the subject of reflective professional practice. Philosophy also supplies coherence to the body of knowledge, as it is both a key element of the theoretical framework for the field of Christian Thought, and a prerequisite for the proper understanding and criticism of biblical scholarship.

4. **Christian Ethics** is an extension of the task of Systematic Theology in that it methodically draws out implications for daily living and the moral ordering of society as taught or implied in the Scriptures. The study of general and comparative ethics deals with the concept of the "good life", enabling contrast and comparison to be made in the context of pastoral practice. Ethics is a highly integrative subject area, drawing on knowledge and skills from every field of Christian Theology.

Christian Ministry

1.   The practice of **Christian Ministry** must be shaped by the Bible and theology. It involves living and nurturing the life of faith in the pastor, individuals, groups and congregations. It is achieved by promoting faithfulness in life and doctrine. Studies in Christian Ministry form the connections between, and support the benefits derived from, theological reflection during the course and the experience of full-time engagement in the profession of Christian ministry.

2. The nature of the field of Christian Theology is such that the practical application of knowledge to life and ministry is an integral element of each subject area. Nevertheless, it is the subject of **Ministry and Mission** whose central focus is the application of Biblical Studies and Systematic Theology to practical ministry and the issues of the contemporary world. The subject is designed to combine theological reflection in all areas of practical ministry with the development of competencies in relevant areas, including public preaching, personal, small group and congregational relationships, and personal holiness.

The knowledge taught also includes key concepts in learning, teaching and communication, together with their application to ministry practice. Finally, there is a process of critical reflection on professional practice informed by studies of the Bible and Systematic Theology.

3. The theology of **Mission** occupies a central place in the ministry of the pastor and congregation alike. The Christian life is lived in the context of God's purposes for the world and so a global and evangelistic perspective is essential. The subject area of Missions covers the biblical and theological framework for mission, emphasizing the roots of the history of mission in the covenant with Abraham and its fulfilment in the sending of the Son into the world and the giving of the Spirit at Pentecost. From here it extends develop a biblical approach to mission in various contemporary contexts, both in Australia and beyond. At the contemporary points of encounter between faiths, a truly biblical theology of mission will need to draw upon a critical analysis of various Christian approaches to people of other faiths; a sympathetic awareness of the world views of other faiths; and a systematic reflection on the relationship between faith and culture.

3.2.2   Unit Descriptions

The official description of each unit of study and its assessments, as approved by the Academic Board, is set out in the syllabus for each unit and may be found on the Learning Support System (LSS). Use your student ID and password (your universal password) to access the LSS.

A brief description of all units offered in the Year 1 undergraduate courses of the College may be found on the website. In the case of any discrepancy between the syllabus for a unit and any other description, including those referred to in this Handbook, the syllabus prevails. Code: The initial letters indicate the field:

BS	=	Biblical Studies
CT	=	Christian Thought
CM	=	Christian Ministry

The first number indicates the year in the College course: 1, 2, 3 or 4. For example, CM102 is a Christian Ministry unit in Year 1. The remaining digits distinguish the unit from others. The syllabus states the number of contact hours and the total allowable commitment hours for that unit. Commitment hours are the total hours required to achieve the learning outcomes of a unit. Where more than one lecturer is named as teaching in a unit, the first named is the unit coordinator.

3.3   Student Minister Work

The following regulations apply to student minister work:

3.3.1 Sunday Work

No more than one new sermon per month is the basic preaching requirement. Students are advised that if they are required to preach more than once per month, the preparation of their sermons should consist of material drawn directly from lectures and studies in the College. A Student Minister must not accept a position requiring preparation of two new sermons each Sunday, although the same sermon may be preached twice on the same day.

3.3.2 Weekday Work

The weekday duties must be limited to one afternoon (or evening) per week (which should be either on Friday or Saturday), except in cases approved by the Head of the Ministry Department. It is estimated that no more than 8.3 hours per week should be spent in Student Minister work, including preparation.

3.3.3 Student Minister Positions

The Archbishop has asked the Principal to act as his representative in this matter. No student should undertake or relinquish parish duties without discussing this with the Head of the Ministry Department who acts on the Principal's behalf. All students involved in Student Minister work must comply with College's WWCC and Safe Ministry Training requirements.

3.3.4 Stipends

Students are advised that a minimum stipend is set by Synod and a travelling allowance may be provided, but by agreement the student and church may agree to another remuneration package.

3.3.5 Holidays and College Mission

When arranging student ministry work, students should come to an explicit understanding about holidays and the need to be absent for both Sundays of the College Mission. At least one Sunday attendance at College Mission is mandatory, but two is preferable.

3.3.6 Written Agreement

When accepting a Student Minister position, students are advised to confirm all details in a letter of acceptance to avoid any misunderstanding. Students should keep a copy of this letter. This letter should detail hours of work entailed, whether remunerated or not, number of addresses or sermons required, visiting and pastoral responsibilities.

3.3.7 Secular Employment

Full-time students are advised that the amount of time spent in Student Minister work has already been curtailed in their interests as those who are primarily engaged in studies for Christian ministry. Students are not at liberty to undertake secular employment during semester in addition to work as a Student Minister, except with the permission of the Principal.

3.4 Bible Reading Requirements

The principal minimum requirement for any divinity student is that they read the core text of their profession at least once over the course of their studies. For our students, this means reading the entire text of the bible over the course of four years of study. **We therefore require each full-time student to read a minimum of 25% of the Bible each year.**

Fulfilling this requirement involves (in addition to the actual reading!):

1) Picking a Bible reading plan. A four-year Bible reading program that correlates with the subjects studied year-by-year can be found on the LSS, although students may follow an alternative plan that will cover the whole Bible in a year or two.

2) Signing a declaration (located on the LSS), by the last week of November, indicating compliance with this requirement. Results will not be released until this declaration is signed.

3.5   Prayer

Another fundamental attribute of the Christian minister is dependence on the living God expressed through prayer. The habit of confessing sins to God, giving thanks to the Father for his good gifts, and asking God to be at work in you and your ministry is a habit that we long for every college student to develop. As part of encouraging personal prayer, each student will receive the college prayer diary, on a quarterly basis.

Students are also directed to the Prayermate app (available on either the Apple App Store or Google Play Store). Students are encouraged to end their Bible reading by turning what they are reading into prayer for themselves and those around them.

4 Academic Regulations

4.1   Admission

The admission requirements of the College are set out in its [Admissions Policy](#).

4.2   Credit Transfer

Applications for credit transfer (which other institutions may call Recognition of Prior Learning) are dealt with in accordance with the College's [Academic Credit Policy](#).

4.3   Duration of Degree Courses

1. The **BTh/ThM** is awarded on the basis of four years of full-time study or the equivalent. It cannot be completed in less than four years and normally must be completed within **ten** years.
2. The **BD** is awarded on the basis of four years of full-time study or the equivalent if Year 1 is taken part-time. It cannot be awarded in less than four years and normally must be completed within **eight** years.
3. The **BTh** is awarded on the basis of three years of full-time study or the equivalent if Year 1 is taken part-time. It cannot be completed in less than three years and normally must be completed within **seven** years.

4.4   Course Progression

1. The principles of course progression are set out in the College's [Coursework Progress Policy](#). Students normally progress to successive years of the College course if they pass all of their units and complete any prescribed vacation assignments.

2. First year students who fail two units may progress to second year. However,
    2.1. BS111 Old Testament 1 is a pre-requisite of BS211/212Old Testament 2
    2.2. BS107 Hebrew 1B is a pre-requisite of BS200 Hebrew 2
    2.3. A pass in BS200 Hebrew 2 is a co-requisite for BS212 Old Testament 2 (Hebrew option)
    2.4. BS121 New Testament 1 and BS103 Greek 1B are prerequisites of BS221 New Testament 2
    2.5. BS201 Greek 2 is a co-requisite for BS221 New Testament 2
    2.6. CT100 Doctrine 1 is a pre-requisite of CT200 Doctrine 2.
    2.7. Students who have studied a Church History unit other than CT120 Church History 1, will be required to successfully complete a bridging assessment prior to enrolling in CT220 Church Hist 2.
3. Entry into third year is open to those who pass all first year and at least four second year units. However:
    3.1. BS200 Hebrew 2 is a pre-requisite of BS300 Hebrew 3
    3.2. A pass in BS300 Hebrew 3 is a co-requisite for BS312 Old Testament 3 (Hebrew option)
    3.3. BS211/212 Old Testament 2 is a pre-requisite of BS311/312 Old Testament 3
    3.4. BS201 Greek 2 and BS221 New Testament 2 are pre-requisites of BS321 New Testament 3
    3.5. CT200 Doctrine 2 is a pre-requisite of CT300 Doctrine 3
    3.6. CT200 Doctrine 2 and CT211 Philosophy 2 are both pre-requisites of CT330 Christian Ethics 3
4. The fourth year is demanding and students should be achieving an average over the first three years of the course of not less than 60%. Students whose average is below 60% are normally advised at the end of second year to enrol in the BTh. In any case, entry into fourth year is open to those who pass all second year and at least four third year units. However:
    4.1. BS311/312 Old Testament 3 and BS300 Hebrew 3 are pre-requisites for BS412 Old Testament 4 (Hebrew) and BS400 Daniel (Hebrew and Aramaic).
    4.2. BS321 New Testament 3 is a pre-requisite for BS421 New Testament 4
    4.3. CT200 Doctrine 2 is a pre-requisite for CT210 Confessing Christ
    4.4. CT300 Doctrine 3 is a pre-requisites for CT400 Issues in Theology and CT412 These Three are One
    4.5. CT311 Philosophy 3 is a pre-requisite for CT451 Contemporary Apologetics
    4.6. CT220 Church History 2 is a pre-requisite for CT420 Church History 4
    4.7. Students who took CM105 Introduction to Pastoral Ministry cannot take CM405 Advanced Pastoral Ministry
    4.8. CM302 is a pre-requisite for CM412 Anglican Identity & Liturgy
5. Students who fail two or more units may need to repeat the year concerned. This requires the special permission of the Academic Board.
6. Government regulations mean that the College may not allow overseas students (holders of student visas) to repeat a unit more than once.
7. The Academic Board reserves the right to make exceptions to the above rules.

4.5   Requirements for Graduation

The Academic Board retains the right to vary any of the following figures at its discretion.

4.5.1 Bachelor of Divinity

Please note: This award is in teach-out phase from 2023.

Graduation at Pass Level

The Academic Board recommends to the Governing Board of the College that the BD be awarded at Pass level when the following requirements of the course have been satisfied:

1. The requirements for each unit (as specified in the Progression Statement of each syllabus in which a student is enrolled) have been fulfilled;
2. All compulsory units in Years 1, 2 and 3 have been passed with a mark of at least 50% in each unit;
3. Four core units in Year 4 have been passed with a mark of at least 50% in each unit; and
4. Depending on chosen pathway, either the CT499 Project been passed with a mark of at least 50%, or, CT400 Issues in Theology and two other electives have been passed with a mark of at least 50% in each unit.

Graduation with Honours

The degree may be taken with honours in the interests of academic excellence, as a step to postgraduate study and as a pre-requisite to courses aimed at preparing graduates for a (theological college) teaching ministry. The Academic Board recommends to the Governing Board of the College that the degree be awarded with Honours when the foregoing requirements have been satisfied, and:

The following overall averages in completed units are achieved over the four years:

Honours Class 1:	Not less than 80%
Honours Class 2A:	Not less than 72.5%
Honours Class 2B:	Not less than 65%

4.5.2 Bachelor of Theology

Graduation at Pass Level

The Academic Board recommends to the Governing Board of the College that the BTh be awarded at Pass level when the following requirements of the course have been satisfied:

1. The requirements for each unit (including attendance at lectures and tutorials, submission of all required assessments and completion of non-assessed tasks) in which a student is enrolled have been fulfilled;
2. All compulsory units in Years 1, 2 and 3 have been passed with a mark of at least 50% in each unit.

Graduation with Merit or Distinction

The Academic Board recommends to the Governing Board of the College that the degree be awarded With Merit or With Distinction when the foregoing requirements have been satisfied, and the overall weighted average in completed units achieved over the three years is as follows:

Weighted Average	Level of Award
Not less than 80%	Distinction
Not less than 65%	Merit

4.5.3 Advanced Diploma of Bible, Mission and Ministry (AdvDBMM)

The Academic Board recommends to the Governing Board of the College that the advanced diploma be awarded when the following requirements of the course have been satisfied:

1. The requirements for each unit (as in the syllabus in which a student is enrolled) have been fulfilled; and
2.   All core units and relevant elective units have been passed with a mark of at least 50% in each unit (10 Units in total).

4.6   Assessment – Overview

1. Study Groups

Study groups can be a beneficial way to interact with colleagues in sharing ideas and preparing for assessments. However, care should be taken when using material so produced (such as sample answers to exam or essay questions). Particularly in exams, simply amplifying outlines and summaries developed in study groups risks not answering the actual question set, or providing a stereotyped response when a more careful and thoughtful answer is required. Care should also be taken avoid academic integrity issues by copying another student's work or ideas.

2. Examinations

Examinations are based on syllabi approved by the Academic Board and made available on the LSS to students at the start of each year. Prior notice will be given of any changes to the structure of an examination. Each year one unit is externally examined for the purposes of quality assurance. Topics (but not identical questions) may appear both on lists of essay topics and in examination questions. The principle of not letting a piece of work count twice towards the final result means that work that has contributed to a student's final mark will not crop up again in end-of-semester exams – essay questions will not be repeated, and specific texts will not be re-examined. However, there is no reason formative mid-term assessments cannot feature in exams. On the contrary, formative assessment is a type of exam preparation. Similarly, there is no guarantee that exam questions will be drawn evenly from across the unit content or set texts. The entire syllabus is examinable and students "form-guide" at their own risk.

3. All Unit Requirements Must Be Met

In order to pass a unit in any course, a student must fulfil all requirements of the unit (as laid out in the Progression Statement of the syllabus of each unit). **Students are expected to attend all timetabled lectures** plus any scheduled replacement lectures for all units of the course in which they are enrolled in order to meet the attendance requirements.

4. Results are Provisional Until Moderation

Marks awarded during the year for all assessment items are provisional. They are subject to adjustment arising from the moderation process of the Academic Board. In this process anomalies between markers are removed. Students can expect a delay between the release of feedback from the marker and the release of grade results.

5. Electronic Submission

Essays and other written assignments are normally submitted electronically on the Learning Support System (LSS).

4.7 Presentation of Written Assessments

1. One PDF file of all assessment items submitted electronically on the due date. The submission time for assessment items submitted electronically is determined by the server time displayed digitally on the LSS.

2. The essay or assignment should be presented in A4 format in black ink and must be double spaced with a 3 cm margin. Page numbering should be inserted and should be consecutive throughout the document.

3. All submitted written assignments must commence with an Assessment Title Page as a separate page.

4. A template Assessment Title Page Sheet is available on the LSS in the Assessments and Exams section. This must be used.

5. In some units a brief (100 – 200 word) learning exercise, synopsis, reflection or other piece of preliminary writing should preface the essay on a separate page following the title page. The precise requirement will vary from unit to unit and students will be notified accordingly (see relevant documentation in the unit on the LSS).

6. Essays must be written in prose and should reveal clear thinking and careful organisation, with an introduction and conclusion. The introduction should identify the issues to be discussed in the essay, together with the method of approach, while the conclusion should summarise the argument of the essay and draw any necessary conclusions. While the essay will be marked mainly on content, the format is important and careful attention should be given to spelling, grammar and punctuation.

7. Diagrams, charts, literary structures, etc are considered as illustrative material and should be included in an appendix. Such illustrative material should not replace argument, or be a substitute for argument in an assessment item, that is, the marker will mark the written argument of the assignment. These kinds of illustrative material are therefore not included in the word count, although any commentary or analysis accompanying them is counted. (See next section for more on word count limits.)

8. In exceptional circumstances where assessment items are required to be lodged as hard copies, TWO copies must be provided. An Assessment Cover Sheet should be attached to the COPY and both copies lodged at the Concierge Desk by 4.45pm on the due date. Assessment Cover Sheet forms are available on the LSS.

4.8 Word count/Word limits (for all students in non-research awards)

1. The prescribed length of a written assessment is both a guideline for the amount of work to go into the topic and part of the educational objectives for the unit. It is an exercise in self-discipline which involves the selection of the appropriate material to develop the argument of the essay and support its conclusions. For this reason, word length limits are taken seriously.

2. All written assignments should be kept to the prescribed length. If written work exceeds the maximum length, it will **not** be returned to students but will be **downgraded 5 marks per 100 words** or part thereof. For example, 1 to 100 words over the limit would attract a 5 mark penalty, 101 to 200 words over would attract a 10 mark penalty, and so on.

3. The prescribed word length (for all courses except PhD) **excludes**:

   - Title page,
   - Synopsis,

- Bibliography,

- Bibliographic references (e.g. Chavalas, "Did Abraham Ride a Camel?," 64)

- Biblical References:
  - In text and in brackets (e.g. "(Rom 1:16)". Note: If you type, "In Romans 1:16 it says…", it will be counted)
  - In footnotes (However, the Style Guide says, "References to biblical texts (e.g., Rom 1:16) should be placed in parentheses within the text of the essay and not relegated to a footnote.")

Any other text not specifically excluded is included, with the exception of appendices which are not counted for MTh and PhD students only.

4. Footnotes should not exceed 25% of the prescribed assessment length.

5. See "Late Submissions" for information on downgrades for late submission.

4.9   Format and Style of Academic Writing

Formal writing is a discipline that must be learned and practised. It is the language of academic conversation throughout the world, and it is an important skill for sharpening a writer's powers of reasoning and argument.

All written assessments will be expected to conform to academic standards of writing and referencing. This includes the way sources are quoted, referred to and formatted in bibliographies. The conventions adopted by Moore College for these things are set out in Section 8 Style Guide.

The Library holds various titles which give more general guidance on essay writing and the LSS has a very useful section on essay writing (see "Academic Support" section).

4.10   Grade Descriptors for Written Assessments

Grade descriptors and the corresponding % result range can be found on the LSS under Assessments and Exams.

4.11   Assessment Due Dates

1. Due dates for assessment items are published on the LSS.
2. With electronic submission of assessment items students are advised to take all precautions to ensure the safety of their assessment items and good functioning of their computer equipment as **lost files and equipment malfunction are not adequate grounds for late submission**.
3. In exceptional circumstances where assessment items are lodged as hard copies TWO copies must be provided. An Assessment Cover Page should be attached to the COPY and both copies lodged with the Registrar Department by 4.30pm on the due date.
4. In exceptional circumstances where assessment items are lodged by mail TWO copies must be provided. An Assessment Title Page should be attached to the COPY. Where essays are mailed to the College they must be mailed at least one day BEFORE the due date (rather than be mailed on the due date) to be treated as on time. The postmark or Australia Post receipt will be taken as evidence of the date of posting.

4.12   Late Submission

4.12.1   Permission to Submit Late Without Penalty

1. The College does not operate with "extensions". Every assignment submitted after the due date is deemed late and may attract penalties.
2. Prior permission to submit late without penalty may be given in exceptional circumstances, so long as the student submits an *Application Form for Late Submission (Undergraduates)* to the Registrar by two working days (i.e. not including the weekend) before the published assignment due date. Forms are on the LSS in the Assessments and Exams section.
3. Exceptional circumstances include (1) Medical: ill health, as demonstrated by a Medical Certificate attached to the *Application for Late Submission* form; or (2) Compassionate: serious compassionate reasons may include bereavement, early arrival childbirth, or other such matters beyond a student's control.
4. When applying for compassionate late submission the student must ensure that his or her chaplain is fully informed of the situation, verified by the chaplain's signature on the *Application Form for Late Submission (Undergraduates)*. (Students with no chaplain should approach their lecturer instead.)
5. External **ministry commitments or attendance at conferences etc will not be considered an adequate reason for late submission**. Please plan your ministry timetable with assessment due dates in mind.
6. There may be times, due to unforeseen circumstances, when it is physically not possible to submit an *Application Form for Late Submission (Undergraduates)*by two working days before the due date. In such extreme cases, the form may still be accepted, up until the expiry of the two-week deadline.

7. **PLEASE NOTE**: If an assignment is submitted late without prior permission and fails **either** at the original marking **or** as a result of the late downgrade, the option of a re-submit will not be offered**.**

4.12.2   Penalties for Late Submission

1. A late assessment is one submitted after the published deadline, which is generally **by 10:00pm**. The Learning and Teaching Committee reserves the right to refuse to mark such items. It is the student's responsibility to submit on time, and slow internet connection speeds; system crashes etc. do not excuse students from this responsibility.

2. Work submitted past the due date without prior permission being granted attracts the following penalties: 5 marks for the first day, then 3 marks per day, including weekends and public holidays up until two weeks (14 days) after the due date.

   First day or part thereof: 5 marks
   Second and subsequent days: 3 marks per day

       Example: Essay submitted 10 days after the due date. Essay awarded 82%
                 Marks Lost: Day 1 = 5 marks   Days 2-9 = 24 marks   TOTAL = 29
                 Essay now scores 53%

3. Deductions of marks can result in an overall fail in the unit, without the option of a resubmit.

4. <u>Unless prior permission has been granted, no work will be accepted more than two weeks after the due date</u>. The assessment will not be marked, and the unit will be deemed incomplete. This will normally result in failure and the need to repeat the unit in the following year.

5. If an assignment is submitted late without prior permission AND fails either at the original marking or because of the downgrade, the option of a re-submit will only be offered in exceptional circumstances, as determined by the Registrar and/or the Learning and Teaching Committee.

4.12.3 Responsibilities of Chaplain

1. When a student applies for late submission on the grounds of compassionate circumstances (see 4.12.1 above), it is the chaplain's responsibility to confirm that the circumstances in question were (1) beyond the student's control, and (2) made it impossible for them to submit on time. When the *Application Form for Late Submission (Undergraduates)* is made between two days before and two weeks after the due date, the chaplain must also confirm that (3) it was not possible for the student to apply on time. If a student does not have a chaplain, the lecturer or unit coordinator may sign the *Application Form for Late Submission (Undergraduates)* instead.

4.13 Failed Assessments

Where the following regulations refer to essay results it is the raw result, before application of any late penalties or word count penalties, which is meant.

It is the student's responsibility, having made an honest attempt at an assessment, to submit it in a timely manner. If, in the judgement of the marker, a serious attempt to answer the question has not been made, the assignment will fail with no opportunity to resubmit. Assessments which fail for other reasons are dealt with according to the following regulations.

1. Essays and assignments awarded a Fail Level 1 (40% - 49%) may be resubmitted if the student so desires. Essays and assignments awarded a Fail Level 2 (0% - 39%) must be resubmitted, providing the marker believes a serious attempt to answer the question has been made. Resubmitted assignments will not be awarded more than 50%. They must be resubmitted not later than 4 weeks after return of the result, or the first day of examinations. In some units a Fail Level 1 requires a mandatory resubmit as indicated by the unit syllabus Progression Statement.

2. If an assignment is submitted late without prior permission and fails **either** at the original marking **or** because of the downgrade, the option of a re-submit will only be offered in exceptional circumstances, as determined by the Registrar.

3. Unit syllabi include a Progression Statement. This states what must be achieved, in terms of matters such as attendance and assessment results, in order for that unit to be successfully passed. Where a syllabus lacks a progression statement, point 4) below may apply.

4. Students who fail certain assessments in a unit may still pass that unit provided their overall mark is at least 50% and their mark in the final examination (if there is one) is at least 50%. In units which include an essay, the essay component must not be less than 40%, and each exam component must not be less than 50%.

In cases where the exam components have passed but the unit as a whole falls below 50% on account of a failed assignment (before any late penalty), the student will be invited to resubmit the assignment, provided they have not already done so. The assignment must be submitted by the first day of the supplementary period and, if the resubmitted assignment passes, the student will receive 50% for the unit.

5. Students who fail a mid-unit exam may be granted an academic supplementary regardless of their mark. Supplementaries for mid-unit exams are held in the normal supplementary exam session for that semester.

6. Students will not be failed in an examination unless they are assessed as not having reached a pass standard by a second examiner.

7. Students re-enrolling in a unit which has been failed are required to undertake all assessment components of the unit, including attendance of lectures and tutorials.

4.14 Supplementary Examinations

1. Any student unable to take an examination at the published time (except for mothers, due to childbirth) must apply to the Academic Board for permission to sit the exam during the supplementary exam period.

2. Because supplementary examinations are offered in terms of the following regulations, passed components of a failed unit cannot be carried forward to a following year. Students re-enrolling in a previously failed unit are required to undertake all assessment components of the unit.

3. Students who fail an examination may be granted a supplementary examination in the following cases:

4.14.1 Academic Supplementary

Academic supplementary – applies to candidates meeting the following requirements:

1. In one failed unit where a candidate would otherwise complete the degree or diploma.

2. In units where the examination paper receives a mark of 40 – 50% for non-language papers or below 50% in the case of language papers.

The maximum mark which may be awarded for a unit in which an academic supplementary has been granted is the greater of: EITHER 50%; OR the average of [the other assessment items combined] and [50%].

4.14.2 Conceded Supplementary

Conceded supplementary – applies to candidates who sat an examination and for whom the Academic Board accepts there are exceptional grounds to be granted a supplementary even though they do not qualify for an academic supplementary. Information relating to exceptional circumstances must be provided to the Registrar not more than 10 days after the examination date. The maximum mark which may be awarded is 50%.

4.14.3 Medical Supplementary

Medical supplementary – applies, subject to the submission of a satisfactory medical certificate to the Registrar not more than 10 days after the examination date, to those too sick on the day to attend an examination. The mark awarded is the mark obtained in the supplementary examination.

4.14.4   Compassionate Supplementary

Compassionate supplementary – applies to candidates who did not attend a scheduled examination and who the Academic Board accepts had an exceptional pastoral reason for not attending. Verifiable evidence of such exceptional reason must be provided within 10 days of the scheduled date of the examination to the Registrar. The supplementary must be taken at the normal time of supplementary exams. The mark awarded is the mark obtained in the supplementary examination.

4.15   Access to Examination Papers

Student access to examination scripts is available in the following cases only:

1.   That where a student seeks to query an examination script prior to lodging an appeal against a mark, the relevant Department Head only may access the paper from Registrars Department files and discuss the paper with the student.

2.   In cases where a student seeks to view an examination script and discuss it with a lecturer for the purpose of preparing for a supplementary exam the paper may be released by the Registrar's Dept. to the lecturer concerned for discussion with the student within the Office (but not taken away).

3.   In cases where a student seeks a break-down of marks in an examination paper for purposes of deciding whether or not to query the overall mark, the marks for individual questions on the paper(s) concerned may be released to the student by the Registrars Department.

4.16   Special Consideration with Respect to Examination Conditions

1. Any student seeking special consideration with respect to examination conditions should contact the Registrar Department at registrardept@moore.edu.au.

2. Special consideration is available to those with learning or medical difficulties. In these cases, a statement from a medical specialist giving advice as to the difficulty and to the consideration which might be made is required.

3. Special consideration is also available to international students, whose first language is not English and, to those students who come from a non-English speaking background. Eligibility for special consideration includes the following criteria: the student has come from a non-English speaking background, that is, a language other than English is spoken at home; the student has been resident in Australia for less than 10 years; and the student is in the first two semesters only of their study. The following consideration may be given for eligible students: the student is permitted 10 minutes per exam hour of additional time, and, the student may use a bilingual (not specialised) dictionary/bible in the exam. This applies only to essay-style exams i.e. not to Greek or Hebrew exams.

4. Special consideration may be available for expectant women students such that women enrolled in any of the undergraduate courses of the College and who are expecting to be delivered of a child in the period two weeks prior to the published examination date until two weeks after the published examination date be allowed to sit the examination earlier than the published examination date after having signed a confidentiality agreement.

5. Requests from male students for special consideration in relation to paternal responsibilities around the birth of a child will be determined based on the student's personal circumstances.

6. Requests for special consideration must be made at least <u>two weeks</u> prior to the date of the examination concerned. This is to provide opportunity for adequate consultation on the matter. Requests seeking consideration on medical grounds require a medical certificate.

7. Appeals against decisions made under this regulation may be made via the Academic Dean.

4.17   Re-Marks and Appeals

For information on re-marks and academic appeals, see the Academic Appeals Policy. [Policies and Procedures](#) can be found on the College website. The link for requesting a Re-mark Appeal can be found on the LSS and is submitted electronically.

4.18 Student Policies and Procedures

The College seeks to embody the principles of Christian faith and life in all its dealings with students. Policies are in place to ensure fairness in treatment of students. The policies and procedures comply with the requirements of Higher Education Providers whose students are eligible for FEE-HELP assistance. [Policies and Procedures](#) can be found on the College website.

All inquiries about policies and procedures should be sent to the Registrar. All student academic appeals and non-academic appeals are sent to the Registrar in writing (Email: registrardept@moore.edu.au).

4.19   Approved Texts – Greek and Hebrew

For Biblical Studies units, the texts used are Greek—UBS 5th Edition and Hebrew—BHS.

4.20   Withdrawing from or Changing a Unit of Study

4.20.1   Withdrawing from a Unit of Study

Please send an email, stating which unit/s you are withdrawing from, to registrardept@moore.edu.au at least two days before the relevant census date to avoid paying fees for the unit.

4.20.2   Changing a Unit of Study

Please notify the relevant lecturer first as a matter of courtesy. Then send an email to the Registrar registrardept@moore.edu.au to notify the College in writing of your request. **Please note: no changes will be accepted after three weeks from the commencement of the unit.** Any withdrawal after this time may be considered a failure in that unit for the year, and be so recorded on the student's academic transcript.

4.21 Changing Courses

Any student who wishes to change course during the academic year (e.g., from diploma to degree course) should apply in writing to the Learning and Teaching Committee. Please send the application to registrardept@moore.edu.au.

4.22   CT499 Year 4 Project

4.22.1   Academic Writing for Year 4 Project

1. The CT499 Year 4 Project provides an opportunity to research a topic of interest at more depth than has been possible in other parts of the College course. It is meant to be the single most substantial piece of writing produced during a student's time in College, demonstrating the skills learnt. While the precise format may differ from project to project, depending on the subject matter, it is expected that the standard of work submitted will be appropriate for a student in their final year of study in an honours degree. The final product should be 13,500–15,000 words long, not inclusive of bibliography or citations in footnotes. Note that NO APPENDICES are to be submitted with the project and markers will be instructed not to read or include such extra material when marking the project.

2. The Year 4 Project is not intended to be an original contribution to knowledge. However, it should be a focused piece of academic writing at an advanced level. It should do more than simply provide a survey of an issue or a catalogue of various scholarly opinions. It should develop an argument based upon evidence carefully analysed and evaluated. Where the project is in the area of biblical studies, evidence of advanced engagement with relevant biblical texts in the original language will be expected.

3. Academic writing seeks to avoid caricature and generalisation but instead anchors argument in evidence gained by a first-hand engagement with primary sources. It also involves accurate acknowledgement of the sources of data, ideas and lines of argument whether published or unpublished. It is clear, ordered and conclusions should be judicious and aware of their own limitations.

4. An important part of this exercise is the opportunity it provides for wide reading in a particular area. Markers will look for evidence that the most important scholarly work bearing upon the project topic has been identified, read and understood and that the student has interacted fairly with a range of scholarly viewpoints, if these are available. The opinions of others should be treated with respect rather than ridiculed or caricatured but this does not do away with the need for rigorous questioning and evaluation.

   The bibliography and footnotes should provide evidence of reading that goes beyond introductory texts to engage with intermediate and advanced treatments of the topic and associated areas.

5. Enrolment in CT499 Year 4 Project requires a course average of at least 72.5% and is for full-time students only.

4.22.2   Research Involving Human Subjects (HREC)

- The collection of data from or about identifiable individuals or groups; or
- The observation of identifiable individuals or groups.

Information concerning the requirements of the HREC and Guidelines for Ethical Conduct of Research is set out in Section 7 of this Handbook and on the Learning Support System (LSS).

4.22.3   Supervision for Year 4 Project
Research for the CT499 Year 4 Project is done under the supervision of a member of the Faculty, allocated by the Assistant to the Director of Research early in Term 1. Students may expect the following from their supervisor:

- Approximately one hour of face-to-face time per term (4 hours in total)

- Assistance in narrowing the focus of the topic so that it can be handled at an appropriate depth in the time and space available

- Assistance in the construction of a basic bibliography and method of approach

- An agreed timetable for the submission of work and its return with critical comments progressively throughout the year

- Continuous challenge to rigour in the evaluation of evidence and in the presentation of argument, including redirection where the project is being derailed by faulty methodology, a misreading of the evidence, a lack of available evidence, loose argument, or other problems

- Advice at the midpoint of the year as to whether the student should proceed with the project in the second semester, based upon progress to that point

- Reading and detailed comment upon a draft of the project within this agreed timetable, including an assessment of the standard of writing and presentation

- An assessment of the standard of writing and presentation (though the supervisor is not responsible for the correction of grammar and spelling etc.)

4.22.4   Student Responsibilities – Year 4 Project

- Initiative in making contact with their supervisor (Note: This is not the supervisor's responsibility)

- Adherence to an agreed timetable for submission of written work

- Provide hard copies to their project supervisor at each stage prior to submission, so that font variations and other irregularities can be detected.

- Submission on the LSS of written work in PDF format as agreed and at an appropriate standard of presentation.

- Consistent work on the Year 4 Project throughout the academic year and achieving the milestones as indicated in the guidelines.

4.22.5   Word Limits – Year 4 Project

Year 4 Projects must be a minimum of 13,500 words and a maximum of 15,000 words. If the submitted project is less than 13,500 words, it will not be accepted, and the student will fail the unit. If the submitted project is more than 15,000 words, downgrades will be applied. See 4.8   Word count/Word limits (for all students in non-research awards) for more information on word limits.

4.23 Discipline Requirements for Written Assessments

Specific requirements for each particular discipline are as follows:

1. **Biblical Studies**: As students progress through College, they will be expected to demonstrate the methodological, exegetical, and theological skills being developed. First year students will be expected to answer the question and show an understanding of the relevant biblical texts. Second year students will be expected to address methodological questions, engage in basic exegesis and relate particular issues to the broad framework of biblical theology. Third year students should demonstrate such abilities at an intermediate level, and fourth years should do so at an advanced level.

2. **Systematic Theology:** The aim of theological writing is to present a clear, cogent and compelling account of biblical teaching on an aspect of reality, viewed from the perspective of God and his purposes as these are focused in Jesus Christ. This entails accurately and empathetically reading and interacting critically with the relevant primary and secondary sources (the Bible, reflection upon the

issue over the history of theology, contemporary issues in both the world at large and in the theological academy). Coherence is a significant feature of any persuasive theological account and so evidence of the capacity to draw appropriate connections between ideas is an important feature of theological essays. As students progress through college, they will be expected to give increasing evidence of the various skills (research, analysis, synthesis) being developed.

3. **Church History:** Essays should report accurately and empathetically, interact critically with the relevant primary and secondary sources, reflect an awareness of relevant scholarly and historiographical issues. As students progress through college, they will be expected to give increasing evidence of the various historiographical skills (research, analysis, synthesis) being developed.

4. **Ethics:** Essays should locate the ethically relevant material and issues from the Bible and experience, reflect an understanding and appreciation of the variety of ethical stances, and critically assess various ethical stances against their wider philosophical and theological foundations. As students progress through college, they will be expected to give increasing evidence of the various ethical skills being developed. In addition to the above, fourth year essays should reflect an adequate understanding of sociological categories and the structures and institutions imbedded in various aspects of society (Australian society in particular).

5. **Ministry:** Written Assessments should demonstrate a capacity to identify and understand problems and issues in Christian ministry, and to explore and evaluate a range of possible responses. In both the understanding of issues and the development of responses, theologically shaped critical reflection on all aspects of any given scenario is essential. This will include an awareness of self, others, interpersonal relationships and the history which brought the situation about. Throughout the degree the complexity of the ministry scenarios, and the level of sophistication and integration required in formulating a response, will increase.

4.24   Academic Integrity

Moore College is a Christian academic fellowship. Our academic work occurs in the context of Christian discipleship. For that reason, honesty and integrity sit alongside humility, courage, empathy, fairmindedness, evidence-based argument, simplicity and conviction as intellectual virtues. This work also takes place within a "fellowship of research and study", in which we learn from the prior work of others and in turn respect and acknowledge their intellectual labour. Most importantly, our research, writing and speaking are all done in the presence of God who sees and knows all things, including the intentions of the heart.

The academic rules and regulations against plagiarism are designed to protect intellectual property, i.e. to keep one person from passing off another person's work as their own (either for academic credit or financial advantage). These rules have been in place in most institutions of higher education for centuries. When you use another person's work, make use of their ideas, arguments or conclusions, and especially when you use their express words, you must acknowledge this (usually with a footnote and, in the case of a direct quotation, quotation marks as well). It does not ultimately matter whether the unattributed use of another's work is intentional or unintentional. **If another person's work is used, it ought to be acknowledged. If it isn't, that is plagiarism.**

There have always been "grey areas", for instance when the material concerned is a fact generally known, or when an idea, turn of phrase, or line of argument has become commonplace and is used so regularly that attribution is pointless. Do you need to mention Martin Noth every time you use the word "Deuteronomist"? Do you need to cite Melanchthon whenever you mention *sola gratia* and *sola fide*? Do you need to footnote the first person to establish the date for the destruction of Herod's Temple? The

picture is complicated by those turns of phrase and lines of argument which you learnt from your teachers, perhaps long ago, and which have now become part and parcel of your own perspective and intellectual equipment without you ever realising this has happened. Must we become neurotic about whether every thought, idea, argument or mode of expression is original? No, but we must be careful. When in doubt, provide the citation.

When it comes to making decisions about grey areas and unintentional plagiarism, generally common sense fair dealing interpretations of the rules and regulations are applied by those administering them. However, at least three factors have combined to contribute to a significantly increased sensitivity to the issue in recent years.

1   *The globalisation of education:* In some cultures, education largely consists in memorising what has been said to you by your teachers. Students rote learn and assessment involves regurgitation of material. In fact, you honour your teachers by repeating their words rather than finding your own. Such an educational environment is very different to that which has been dominant in most Western higher educational institutions for centuries. This has sometimes meant that those who travel from one context to another have difficulty in understanding the concept of plagiarism and believe they are doing the right thing when they cite without attribution. Such travel has been made much easier over the past fifty years and so explicit warnings about plagiarism and a description of what is meant by that term now routinely feature on the websites of universities and colleges all around the world.

2   *The computerisation of education:* The impact of computers in this area is twofold. First, the cut and paste functions of computers have facilitated the easy incorporation of sections of one text into another. It is easy when cutting and pasting to forget or to postpone footnoting the source and this can lead to trouble. The second impact has been the advent of plagiarism software such as Turnitin™. This software can be used to identify where there is significant commonality between two or more pieces of work. Many higher education institutions are now making use of this or similar software in an effort to combat plagiarism. The results may still need to be interpreted, but it is much easier to spot a *prima facie* case of plagiarism.

3   *The new litigious character of education:* In keeping with a growing concern to protect intellectual property rights more generally (e.g. a spate of recent lawsuits in the popular music industry), higher education institutions and publishing houses are very wary of the risk of litigation, whether from authors who believe their material has been used by others without attribution or from those who have relied upon work which they now believe to have been plagiarised.

Moore College is not immune to these developments. Our concern must be to act with the utmost integrity in all our academic endeavours and to take seriously our responsibility to the sources which we use in the work we do. To this end, Moore College is using plagiarism detection software.

Please see the LSS for more information on how to identify plagiarism, how to avoid it and useful links to ensure that your work maintains high academic standards.

4.25   Auditing Units of Study

These guidelines were approved by the Academic Board on 27 July 2022. They supersede any previous guidelines and will come into effect from January 2023.

4.25.1   General

Moore College is committed to full-time residential study towards its degree programs and to the full engagement of its students in those programs. For this reason, as a general rule, the College does not encourage or provide for the auditing of units of study. This is allowed only under very specific

circumstances and in **each case as an exception**. Graduates of the College are not normally granted such an exception. Audit fees may be charged when someone is allowed to sit in on lectures etc. with no intention of doing any assignments or taking any examinations. No credit can be earned towards a course of the College for audited units.

4.25.2   Auditing Additional Year 4 Units of Study

Students with a full fourth-year load of study, may, upon application to the Registrar, audit additional fourth year units of study without cost. This will only be approved if the student has an average above 72.5%, with the exception of students who audit CM411 or CM412 as an ordination requirement, or CM405 for chaplaincy purposes. The conditions for auditing these additional units are:

- full participation, including pre-reading and class discussions
- full attendance throughout the semester in order not to disrupt the class; irregular attendance is not permitted
- formal enrolment as an audit student with LSS access to the unit of study
- if the capacity of the teaching venue becomes and issue, audit students may be requestedto leave in order to make room for fee paying students.

4.25.3   Postgraduate Research Students

Fully enrolled Research Higher Degree (RHD) students may apply to the Registrar to audit units in the undergraduate program without cost, providing that they commit to:

- full attendance throughout the semester in order not to disrupt the class; irregular attendance is not permitted
- not submit assessments (as these will not be marked).

If the capacity of the teaching venue becomes an issue, audit students may be requestedto leave in order to make room for fee paying students.

4.25.4   Exceptional Circumstances Precluding Completion of a Unit

Sometimes a student who has enrolled in a unit and commenced study in it is suddenly no longer able to complete the unit as a fully enrolled student. Examples of this would be a woman student who falls pregnant during term and, for health reasons, cannot complete the unit under normal circumstances. Under such circumstances, the student, upon application to the Academic Dean, may be allowed to continue to attend classes as an audit student. In such cases,

- such auditing is limited to first year classes only
- assessments are not submitted and will not be marked
- full attendance is encouraged so as not to disrupt the class with irregular attendance
- the maximum number of units that can be audited in this way is one unit per semester
- LSS access continued until the end of the semester
- the exceptional circumstances arise prior to the census date.

4.25.5   Student Spouses

Spouses (of full-time students enrolled in a degree program) may apply to the Academic Dean to audit units of study without costs. Such auditing is subject to the following conditions:

- only units in the first-year program may be audited
- listening and observing only, unless otherwise requested by the lecturer
- assessments are not submitted and will not be marked
- no access to some parts of the LSS (copyright restricted areas)
- if the capacity of the teaching venue becomes and issue, audit students may be requested to leave in order to make room for full fee-paying students

4.25.6 Other exceptions

Other exceptions are to be decided by the Principal on a case-by-case basis.

5. Postgraduate Program

5.1   Qualifications and Titles of Awards

The following awards are offered by the College in its postgraduate program:

1. The Graduate Certificate of Anglican Ministry is awarded to those who successfully complete the prescribed academic program. The abbreviation of the award is GradCertAM. See Section 5.2.

2. The Master of Arts in Theology degree is awarded to those who successfully complete the prescribed academic program. The abbreviation of the award is MA(Theology). The standard is that of a masters by coursework degree for graduates in the same discipline at an Australian university. See Section 5.3.

3. The Master of Theology degree is awarded to those who successfully complete the prescribed program of research. The abbreviation of the award is MTh. The standard is that of a masters by research degree at an Australian university. See Section 5.4.

4. The Doctor of Philosophy degree is awarded to those who successfully complete the prescribed program of research. The abbreviation is PhD.   The PhD is also available in association with the either the University of Sydney or Western Sydney University. The standard is that of a doctorate by research at an Australian University.

5. Those undertaking doctoral or post-doctoral research through other institutions are invited to apply to become visiting scholars for a period of one term full-time. See Section 5.7.

6. Students should consult relevant policies and procedures in the Moore Policy Library on the College website.

7. All Moore College awards are listed on the National Register.

5.2 Graduate Certificate of Anglican Ministry

Abbreviation: GradCertAM   CRICOS Code: GCA0002   AQF Level: 8

5.2.1 Introduction

The Graduate Certificate of Anglican Ministry is an award intended for preparing non-Moore Theological College graduates for ordination to the diaconate in the Anglican Diocese of Sydney. The award is a four-unit, part-time course offered at AQF level 8. The course is not available to overseas students.

Moore College is the ordination training college of the Anglican Diocese of Sydney. This course provides additional support for the Archbishop's ordination policy. Should the Diocese seek to employ ministers from Dioceses other than Sydney, other mission contexts or have local applicants not trained by Moore Theological College, the award will ensure that all diaconal candidates are suitably prepared for Anglican ministry.

As a coursework award, the GradCertAM is under the responsibility of the Learning and Teaching Committee, a standing committee of the Academic Board. The Course Coordinator is the Academic Dean.

5.2.2 Course Structure

The Graduate Certificate of Anglican Ministry comprises four units of study. The four units are coursework units:

> CM508 Anglican Identity and Liturgy
> CT533 Foundations of Evangelical Hermeneutics (Hermeneutics)
> CT585 Evangelicalism in Australia
> CT590 Issues in Theology

The Graduate Certificate of Anglican Ministry consists of four units of study all of which are mandatory. There are no elective units. Three of the units are coursework units. The fourth unit is a research and presentation unit in which each student is required to present the results their research on a particular theological issue chosen by the student.

There is no specified course sequence for the completion of the four units.

5.2.3 Length of Course

The Graduate Certificate of Anglican Ministry is a 0.5 year (full-time equivalent) course and can only be studied in part-time mode. The minimum time in which it can be completed is a single calendar year. The maximum time for completion is six semesters. This caters for those who have commenced ministry and are preparing for ordination.

5.2.4 Admission

5.2.4.1 Initial Entry

1. The academic requirements for entry to the course may be satisfied by the following:
    - (i)   A bachelor's degree in theology (not including a Bachelor of Ministry), or a Master of Divinity (as a first theological degree) from an accredited institution such as those colleges affiliated with the Australian College of Theology, or equivalent, and
    - (ii) Applicants whose first language is not English, or who have not completed their bachelor's degree in theology in English, should provide a certified copy of an IELTS score of at least 7.5 in all categories of the academic test. TOEFL scores are also accepted.

2. Other criteria:

    (i)   Applicants for the Graduate Certificate of Anglican Ministry are normally required to be recommended by the Anglican Diocese of Sydney.

    (ii) Understanding of and aptitude for Christian leadership and ministry (including leadership potential, ministry experience, experience of sharing the knowledge of God and exemplary personal life consistent with the principles of the Anglican Church of Australia, Diocese of Sydney).

5.2.4.2 Advanced Standing

1. Because the course is 0.5 years in length (full-time equivalent) and because of the integrated nature of the course and the intended formation no credit from other courses is granted towards the Graduate Certificate of Anglican Ministry.

5.2.5 Standard

1. The learning outcomes of a GradCertAM essay differ from the outcomes expected in the research degrees. Therefore the following are not expected in GradCertAM essays:

- Advanced synthesising ability;

- A comprehensive and penetrating assessment of scholarly literature;

- The sustaining of extended and sophisticated argument; and

- The emergence of an original contribution.

5.2.6 Modes of Study

1. The degree is offered in part-time mode because the 0.5 FTE load is distributed, at minimum, over a calendar year, i.e. two semesters.

2. Full Library membership, including borrowing privileges, is extended to part-time students for the duration of each semester in which they are enrolled. For further details see Section 6.2.

5.2.7 Academic Regulations

1. In order to satisfy the requirements for the award of the degree, students must successfully complete 4 units.

2. Course work units normally comprise 26 hours of face-to-face contact. The units are offered in either continuous or intensive mode. Continuous mode comprises a weekly two-hour class over one semester. Each semester has twelve to thirteen weeks. Intensive mode typically involves two three-day teaching blocks. The class contact hours are the same for each mode. The attendance requirement for both modes is 100%. Assessment by written work and/or examination is the same for each mode.

3. Any essay not conforming to the requirements of the Guidelines For Written Assessments of this Handbook may be returned by Administration for the student to rectify.

4. The penalty for late submission of assessments is 5 marks for the first day and 3 marks for the second and subsequent days or part thereof of lateness – with a maximum of two weeks. After that the Learning and Teaching Committee reserves the right not to mark the item.

5.2.8 Assessment

1. All GradCertAM coursework units comprise at least two pieces of assessment, one of which may be externally examined.

2. When a failed unit is being repeated, successfully completed components may not be carried over.

5.2.9 Requirements for Graduation

The Graduate Certificate of Anglican Ministry is only available at Pass Level. The Academic Board recommends to the Governing Board of the College that the Certificate be awarded when the following requirements of the course have been satisfied:

*   The requirements for each unit (including attendance at lectures and tutorials, submission of all required assessments and completion of non-assessed tasks) in which a student is enrolled have been fulfilled;

*   The four core units of the Certificate have been passed with a mark of at least 50% in each unit.

5.2.10   Appeals Policy

The same policy applies as for the Undergraduate Program, see Section 4.17 of this Handbook and Policies and Procedures for the relevant policy.

5.2.11   Academic Misconduct

The same policy applies as for the Undergraduate Program (see Section 4.13 Student Policies and Appeals of this Handbook).

5.2.12   Withdrawal

Candidates who withdraw from their enrolment in a unit prior to the Census Date for that unit will normally receive full credit. This regulation only applies where the unit fee has been paid up-front. Where unit fees have been paid using FEE-HELP see Section 5.2.15.

5.2.13   Units Offered

The official detailed description of each unit of study and its assessments, as approved by the Academic Board, is set out in the syllabus for each unit which may be found on the Learning Support System. In the case of any discrepancy between the syllabus for a unit and any other description, including those referred to in this Handbook, the syllabus prevails.

5.2.14   Due Dates for Assignments

The due dates for all assignments for a unit are noted in the LSS.

 Please note:

1. The latest date on which any assessment item (internal or external) may be submitted is the day before the commencement of examinations for the end of the semester concerned.

2. Students should observe due dates for all assessments.

3. Downgrades apply for late submission of assessments for each day or part thereof of lateness – with a maximum of three weeks. Downgrades are 5 marks for the first day and 3 marks for second and subsequent days. After that the Learning and Teaching Committee reserves the right not to mark the item.

4. In extenuating circumstances, such as illness confirmed by a medical certificate or serious compassionate circumstances beyond a student's control late submission of the assessment item may be granted. A student seeking late submission must apply in writing to the Registrar, at least one week before the due date for the assignment. Parish or denominational duties do not constitute adequate grounds for adjustment.

5.2.15 Fees

Information about fees is available at Fees on the College website. Part-time students are granted Library borrowing privileges for each Semester in which they are enrolled in a unit.

5.2.16 Email

On admission all GradCertAM candidates receive a student email account. The student email account is used for all College communication. For further information contact registrardept@moore.edu.au.

5.3   Master of Arts (Theology)

Abbreviation: MA(Theology)   CRICOS Code: 041657G   AQF Level: 9

5.3.1 Introduction

The MA program offered by the College is aimed at providing continuing education for graduates in theology in full-time ministry. Students in the program are assumed to be building on the knowledge and skills they developed in the BD program (or it equivalents). Accordingly, in all their MA work they will be expected to demonstrate the range of skills appropriate to superior (undergraduate) students.

As a coursework award, the MA(Theology) is under the responsibility of the Learning and Teaching Committee, a standing committee of the Academic Board. The Course Coordinator is the Director of Research.

5.3.2 Course Structure

The MA(Theology) consists of eight units of study. Six units must be course work units. The remaining two units may be two further units, a unit and a Project or two Projects, or a two-unit Research Project.

A Project comprises a piece of research of no longer than 8,000 words, under the direction of a Faculty consultant appointed by the College.   The Research Project comprises a piece of research of 15,000 words under the direction of a faculty consultant appointed by the College.

As in-service training for those in full-time ministry, the units offered in the course are from the three mutually dependent areas of:

- Biblical Studies – New Testament, Old Testament, Biblical Theology
- Christian Thought – Systematic Theology, Historical Theology, Church History, Ethics, Philosophy
- Christian Ministry – Mission, Apologetics, Christian Worship

All work undertaken in the program is expected to be based on a solid foundation of exegetical skills. Accordingly, all candidates must select at least one unit dealing with a book of the Bible in the original language.

5.3.3 Length of Course

The course may not normally be completed in less than two years of full-time study. The normal maximum duration is six years part-time.

5.3.4 Admission

5.3.4.1 Initial Entry

1.   The academic requirements for entry to the course may be satisfied by any one of the following:
   (i) The Moore College BD, the BTh/ThM or BTh;
   (ii) A bachelor's degree in theology from an approved college affiliated with the ACT. The degree must include or show evidence of, study of the Greek text of the New Testament at level III—i.e. study taken over three years amounting to approximately 200 verses of the Greek New Testament—and Theology studies at Level III, or
   (iii) Possession of a qualification of equivalent standard.

2. Applicants with a three-year theology degree are required to have at least one year of ministry experience before enrolling in the course.

3. Applicants whose first language is not English, or who have not completed a degree in English medium, are required to sit an examination administered by the International English Language Testing System (IELTS). A score of 7.5 or better is required all segments of the academic test. The TOEFL equivalent is 600 or better (paper-based test).

4. Depending on the content of their bachelor's degree, candidates who are not Moore College (or ACT) graduates may be required to undertake a "pre-MA year" involving:
   - A level III BD biblical unit in the original language;
   - One other level III BD unit in a discipline in which the applicant's degree is not strong;
   - Biblical Theology; and
   - Greek (based on Greek 2 and John exegesis) where appropriate.

5. Candidates who are more than five years from completion of their primary theological degree may be required to complete a study skills exercise.

6. All applications for admission to the MA(Theology), apart from those who have graduated from Moore College within the last 10 years, are required to provide three personal references, one of which should be from someone in ministry.

7. Applications for admission to the MA(Theology) for those who are not Moore College graduates, should be sent to the Registrar and should be accompanied by full academic transcripts and three personal references. The Registrar is responsible to review the academic qualifications of all applicants. Dependent on the academic qualifications, an interview with the Director of Research will then be arranged. His report to the Learning and Teaching Committee (L&TC) incorporates criteria based on those set out in the College's Admissions Policy. Admission is based on the L&TC's consideration of the Director's report and the academic qualifications of the applicant. It recommends admission to the Academic Board which in turn makes a recommendation to the Governing Board of the College for those who have not previously been enrolled in the College.

8. Candidates enrolled with ACT colleges for Masters degrees by coursework may be permitted to complete up to two units of study in the Moore College MA(Theology).

5.3.4.2 Advanced Standing

1. Applicants who have completed a four-year Bachelor of Divinity (pass level) or the BTh/ThM may be admitted with advanced standing of two units towards the degree.

2. Applicants who have completed a four-year Bachelor of Divinity or the BTh/ThM (Honours) may be admitted with advanced standing of three units towards the degree.

3. Applicants who have completed research projects towards the MTh but who withdraw from the course without completing the thesis may be granted advanced standing for one MA(Theology) unit for each MTh research project. This is over and above any advanced standing they may be granted for their BD(Honours) degree (if appropriate).

4. Applicants who have completed research projects towards an MTh through an approved college affiliated with the ACT, but who withdrew prior to completion of the thesis, may be granted advanced standing for one MA(Theology) unit for each MTh research project completed.

5. Candidates, on application to the Learning and Teaching Committee, may be permitted to complete up to two units of study with approved colleges recognised by the ACT for MA studies.

5.3.5 Provisional Candidature

1. Applicants who have completed a Bachelor of Theology at pass level may be admitted as provisional candidates depending on their results.

2. Applicants who have an ACT Th.L. with merit or Diploma of Theology with merit and a secular degree may be granted provisional candidature and be required to pass a bridging course. This will consist of BS141 Biblical Theology, two Level III BD units chosen from BS321 New Testament 3, BS311/312 Old Testament 3 and CT300 Doctrine 3.

3. In order to have their candidacy confirmed by the Learning and Teaching Committee, those granted provisional candidacy must pass two units within the first two years of their MA(Theology) study. This requirement serves to provide evidence of a candidate's ability to perform at the level of a coursework masters. No distinction is made between full-time and part-time students with respect to this requirement.

5.3.6 Standard

1. Postgraduate research and writing assumes an adequate grasp of the technology of scholarship and the attendant stylistic protocols. In any MA assessment piece, students must demonstrate:

- The ability to think outside a purely ideological or confessional viewpoint as reflected in their writing and choice of bibliographical material;
- Evidence of breadth of research, grounded in primary source material and critically interacting with contemporary scholarly work in the topic area;
- Evidence of reading across a range of viewpoints and the ability to report empathetically on them;
- Evidence of skills of analysis and written communication;
- The ability to assess critically (rather than just describe) existing scholarly work;
- Independence of thought and judgement in their critique, analysis and conclusions;
- The ability to argue for a position or a view rather than just state it as an assumption;
- Ability to structure a sustained and rigorous argument that avoids irrelevant issues;
- The ability to accurately identify and understand the interconnecting structures of Christian knowledge;
- A growing ability to identify and understand the interconnecting structures between Christian knowledge and all knowledge; and
- The ability to appropriately synthesise from discrete aspects of knowledge.

2. The learning outcomes of an MA(Theology) essay differ from the outcomes expected in the research degrees. Therefore the following are not expected in MA(Theology) essays:

- Advanced synthesising ability;
- A comprehensive and penetrating assessment of scholarly literature;
- The sustaining of extended and sophisticated argument; and
- The emergence of an original contribution.

5.3.7 Continuing Education

1. Where students have completed the MA(Theology) degree, they may enrol in further MA units, being Moore College's encouragement of continuing education for all graduates.
2. Such further MA(Theol) units will be considered non-award study.

5.3.8 Modes of Study

1. The degree is offered in both full-time and part-time mode.

2. The normal full-time load is two units per semester. However, students seeking an accelerated program may submit reasons for varying this limit to the Learning and Teaching Committee for consideration.

3. The normal part-time load is one unit per semester. Part-time students are encouraged to enrol in at least one unit per year. Those seeking to enrol in more than three units per year may submit reasons to the Learning and Teaching Committee for consideration.

4. Full Library membership, including borrowing privileges, is extended to part-time students for the duration of each semester in which they are enrolled.

5. At least four units are offered each semester. Most units are offered in intensive mode. For details of units offered in a particular semester please see website for details.

6. Normally at least one unit involving a book of the Bible in the original language is offered in intensive mode each semester.

7. Applicants with a three-year theology degree may not enrol full-time within one year of completing their degree, except by special permission of the Academic Board. This requirement serves to ensure that students choosing to complete the College's four-year program are not disadvantaged. However, exceptions may be considered for missionaries wishing to avoid the extra year's delay in taking up appointments.

5.3.9 Academic Regulations

1. In order to satisfy the requirements for the award of the degree, students must successfully complete 8 units (including any for which they may be granted advanced standing; see Section 5.3.4.2 above). One or two of those units may be a Project (Section 5.3.17) or Research Project (Section 5.3.18).

2. Course work units are chosen from the three fields of study, namely, Biblical Studies, Christian Thought and Christian Ministry. Four or five units must be chosen from one field (the chosen field of specialisation). At least one MA(Theology) unit proper (not a unit of advanced standing) from each of the other two fields must be taken in order to ensure both breadth and depth in their program.

3. Students are required to complete successfully at least one unit involving the study of a book of the Bible in the original language. This may be taken at any stage throughout the course.

4. Students may not enrol in a MA Project until they have completed four MA units, with an average of 72.5%. [*Students who have received advance standing units from their completed MTC BDiv, at the time of enrolment in the MA course, must complete a minimum of 3 units in addition to their advance standing units with an average of **72.5%** or greater.*]

5. Students may not enrol in a MA Research Project until they have completed six MA units, with an average of 72.5% and subject to the availability of a faculty consultant.

6. Students seeking to enrol in a MA Project or Research Project are required, as a pre-requisite, to complete a research methods unit. Any student that has completed the research methods unit as part of CT499 in the last 5 years, is exempt.

7. Students enrolled in the MA(Theology) and those holding the MA(Theology) are invited to participate in the Research Forum program.

8. Where two units of advanced standing are granted from the BD or BTh/ThM (see Section 5.3.4.2, above), one unit will be deemed to be Biblical Studies and one Christian Thought. When a third unit of

advanced standing is granted, it will be deemed to be the field in which the BD or BTh/ThM Project or Issues in Theology Final Paper was written.

9. Students may choose to forgo one or more units of advanced standing for which they are eligible if, for example, they wish to shift the focus of their degree into a new field of specialisation.

10. Course work units normally comprise 26 hours of face-to-face contact. The units are offered in either continuous or intensive mode. Continuous mode comprises a weekly two-hour class over one semester. Each semester has thirteen weeks of instruction with the exam (if applicable) taking place in the fourteenth week. Intensive mode involves two three-day teaching blocks. The class contact hours are the same for each mode. The attendance requirement for both modes is 100%. Assessment by written work and/or examination is the same for each mode.

11. The bibliography for units is limited to 2,000 pages of reading. In order to ensure the inclusion of works of substance this must include approximately 12 titles. For units offered by intensive mode pre-reading before the first teaching block may be 1,000 to 1,300 of the 2,000 pages of total reading.

12. Units are normally offered on average every two or three years. Every time a unit is offered its bibliography is updated.

13. Any essay not conforming to the requirements of Section 5.8 Guidelines For Writing Postgraduate Essays and Theses of this Handbook may be returned by Administration for the student to rectify.

14. The penalty for late submission of assessments is 5 marks for the first day and 3 marks for the second and subsequent days or part thereof of lateness – with a maximum of two weeks. After that the Learning and Teaching Committee reserves the right not to mark the item.

15. Candidates enrolled for the Moore College MA(Theology) may be granted credit for up to two units of study with an approved college affiliated with the ACT for MA studies. When enrolling at another college for ACT unit(s), candidates are considered cross-institutional studies students at that ACT college.

16. Candidates enrolled with an approved ACT college may complete up to two units of study at Moore College.

5.3.10 Assessment

1. All MA(Theology) coursework units comprise at least two pieces of assessment, one of which may be externally examined. In order to pass, all assessments must be submitted and candidates must achieve at least 50% both in the internal assessments as a group and the external assessment if there is one.

2. When a failed unit is being repeated, successfully completed components may not be carried over. New internal and external assessment items must be submitted and passed as part of the re-enrolment.

5.3.11   Requirements for Graduation
Normal Level

The Academic Board recommends to the Governing Board of the College that the degree be awarded when eight units, complying with the enrolment requirements of Section 5.3.4 (above), have been passed (see Section 5.3.9).

Graduation with Merit

The Academic Board recommends to the Governing Board of the College that the degree be awarded with merit when the requirements in Section 5.3.11 (above) have been satisfied and:

1. The average of the marks in the required 8 units is not less than 75%; and
2. At least one Project (Section 5.3.17) or Research Project (see Section 5.3.18) has been passed.

5.3.12 Bibliographic Items Repeated

Where a student enrols in a unit in which one or more of the items on the bibliography is the same as items on bibliographies for units already passed, the student is required to declare the situation and agree on alternate item(s) with the lecturer concerned.

5.3.13 Appeals Policy

The same policy applies as for the Undergraduate Program see Section 4.13 and 4.14.

5.3.14 Academic Misconduct

The same policy applies as for the Undergraduate Program (see Policies and Procedures for the Student Academic Misconduct Policy).

5.3.15 Withdrawal

Candidates who withdraw from their enrolment in a unit on or prior to the Census Date for that unit will not be liable for paying fees for the unit and will not be penalised academically.

5.3.16 Units Offered

The official detailed description of each unit of study and its assessments, as approved by the Academic Board, is set out in the syllabus for each unit which may be found on the Learning Support System. In the case of any discrepancy between the syllabus for a unit and any other description, including those referred to in this Handbook, the syllabus prevails.

5.3.17 Project Guidelines

1. Projects comprise a piece of research, within the bounds of an approved bibliography, under the direction of a Faculty consultant appointed by the College.

2. Two Projects may be chosen within the eight required units. The Project(s) is open to MA(Theology) candidates who have completed at least 4 units with an average of 72.5% or greater. [*Students who have received advance standing units from their completed MTC BDiv, at the time of enrolment in the MA course, must complete a minimum of 3 units in addition to their advance standing units with an average of **72.5%** or greater.*]

3. Admission to the Project requires, as a pre-requisite, completion of a research methods module, unless that module was completed in the last five years as part of CT499.

4. Review by the College's Human Research Ethics Committee (HREC) may be required if the Project involves:

   - The collection of data from or about identifiable individuals or groups; or

   - The observation of identifiable individuals or groups.

   Information concerning the requirements of the HREC and Guidelines for Ethical Conduct of Research are found in Section 7.

5. A Project is to be no longer than 8,000 words in length (including footnotes). It should contain a 300 word synopsis and must not incorporate any substantial amount of material previously submitted by the candidate for any other degree or similar award. Bibliographic material in footnotes, bibliography

and synopsis are not included in word length. However, commentary and analysis in footnotes must be counted.

6. A Project need not be an original contribution to knowledge. It must reflect an understanding of the area or topic discussed which is commensurate with master's level study. In addition to the range of skills appropriate to undergraduate candidates at level III, a candidate must:

- Demonstrate evidence of reading across a range of viewpoints and report them empathically;
- Take a point of view and sustain it with evidence; and
- Show evidence of analytical skill and ability to assess critically existing scholarly literature.

7. The format should follow Section 5.8 Guidelines for Writing Postgraduate Essays and Theses and Section 8 Style Guide in this Handbook.

8. Proposals for Projects should be submitted through the Registrar and contain the following:

- Title;
- Five or six line description of the proposed approach; and
- Proposed bibliography containing at least seven titles amounting to at least 2,000 pages of core reading.

9. Project topics may be from any of the three streams of Biblical Studies, Christian Thought or Christian Ministry. The topic may complement or extend the work undertaken in another MA(Theology) unit but may not cover the same ground if that unit has been taken by the student. Topics may cover a part of another MA(Theology) unit not taken by the student.

10. Proposals should normally be submitted at least two months prior to the intended time of commencement of research.

11. The Director of Research will identify an appropriate faculty consultant and suggested examiners (from among whom one is to be chosen by the relevant Department Head and confirmed by the Director of Research) and seek endorsement of the proposal by the Research Committee.

12. The Director of Research will respond in one of the following ways:

- Approved;
- Approved, subject to finalisation of topic and approach with the faculty consultant;
- Not approved because topic not suitable;
- Not approved because not convinced that the student will be able to execute the work at a sufficiently high level; or
- Not approved due to lack of resources to supervise.

13. Students can expect two hours of consultation, in total, with a faculty consultant during the time of the project. The hours will be used focusing on shaping the proposal in terms of the students' reading resources needed and the structure of the project. The faculty consultant will only read one draft prior to submission.

14. While it is not the faculty consultant's responsibility to correct the student's grammar, syntax, punctuation and English expression, he is responsible to inform the student if it is not of a standard sufficient for presentation of the Project;

15. The faculty consultant will review the completed Project and approve it (or otherwise) as being of a standard suitable for submission to an examiner approved by the Research Committee.

16. When the Project is ready for submission, it is submitted on the Learning Support System in the same format as for an essay (as specified in the College's Student Handbook) along with the following signed certification:

   16.1.   Candidate

   The following essay, of which I have kept a copy, is entirely the work of the undersigned and all sources of ideas and expressions are duly acknowledged in the text or notes.

   16.2.   Faculty Consultant

   I consider that this project is in a form suitable for examination and conforms to the requirements of Moore College.

17. Candidates who achieve a mark of 40–49% in a Project may be allowed to re-submit after taking into account the examiner's comments. The Project is to be submitted to the same examiner for a second result. A Project may be re-submitted only once.

5.3.18   Research Project Guidelines

1. A Research Project comprises of a sustained piece of research of 15,000 words under the direction of a faculty consultant appointed by the College.

2. It is normally undertaken by students seeking to demonstrate independent research skills, often with a view to pursuing a higher research degree in the future.

3. One Research Project may be chosen within the eight required units of the MA(Theology). The Research Project is open to MA(Theology) candidates who have completed at least 6 units with an average of 72.5% or greater.

4. A Research Project will normally take one semester full-time or two semesters part-time to complete.

5. Admission to the Research Project requires, as a pre-requisite, completion of a research methods module, unless that module was completed in the last five years as part of CT499.

6. Review by the College's Human Research Ethics Committee (HREC) may be required if the Research Project involves:

   • The collection of data from or about identifiable individuals or groups; or
   • The observation of identifiable individuals or groups.

   Information concerning the requirements of the HREC and Guidelines for Ethical Conduct of Research are found in Section 7.

7. A Research Project is to be 15,000 words in length (including footnotes). It should contain a 300–word abstract and must not incorporate any substantial amount of material previously submitted by the candidate for any other degree or similar award. Bibliographic material in footnotes, bibliography and abstract are not included in word length. However, commentary and analysis in footnotes must be counted.

8. A Research Project need not be an original contribution to knowledge. However, it should be a focused piece of academic writing commensurate with a master's level of study. It must engage with a range of key scholarly references. It must develop an argument on the basis of clear evidence that is carefully analysed and evaluated. It should avoid speculation, unsubstantiated assertions, caricature, generalisations, and conclusions based solely on the power of suggestion. Conclusions should be commensurate with the evidence and analysis. Where the Research Project is in the area of biblical studies, evidence of master's level engagement with relevant biblical texts in the original language will be expected.

9. A Research Project must involve accurate acknowledgement of the sources of data, ideas, and lines of argument, whether published or unpublished. As such, it must make proper and systematic use of an academic apparatus (referencing, bibliography, etc.).

10. The entire Research Project should follow the guidelines outlined in Section 5.8 Guidelines for Writing Postgraduate Essays and Theses and Section 8 Style Guide in this Handbook.

11. In addition to the range of skills appropriate to undergraduate candidates at level III, a candidate must:

    - demonstrate evidence of reading across a range of viewpoints and report them empathetically;
    - take a point of view and sustain it with evidence; and
    - show evidence of analytical skill and ability to assess critically existing scholarly literature.

12. Successful completion of a Research Project at a high level may demonstrate a student's aptitude for extended research and thereby act as a suitable benchmark from which the student may seek candidacy for a higher research degree (e.g., PhD) in the future.

13. A proposal for a Research Project should be submitted through the Registrar and contain the following:

    - Title;
    - Ten to twelve lines describing the proposed approach; and
    - Proposed bibliography containing at least twelve titles amounting to at least 4,000 pages of core reading.

14. Research Project topics may be from any of the three streams of Biblical Studies, Christian Thought or Christian Ministry. The topic may complement or extend the work undertaken in another MA unit, but may not cover the same ground if that unit has been taken by the student. Topics may cover a part of another MA unit not taken by the student.

15. A proposal should normally be submitted at least two months prior to the intended time of commencement of research.

16. The Director of Research in consultation with relevant Head of Department will identify an appropriate faculty consultant and suggested examiner and seek endorsement of the proposal by the Research Committee.

17. The Director of Research in conjunction with the Registrar will respond in one of the following ways:

    - Approved;
    - Approved, subject to finalisation of topic and approach with consultant.
    - Not approved because topic is not suitable.
    - Not approved because not convinced that the student will be able to execute the work at a sufficiently high level; or
    - Not approved due to lack of resources to supervise.

18. Students can expect four hours of consultation, in total, with a faculty consultant during the time of the research project. The hours will be used focusing on shaping the proposal (reading resources and structure). Plus reading the penultimate draft of the project prior to submission.

19. At the midway point of the normal duration of a Research Project (after one term full-time, or after two terms part-time), the faculty consultant will make a recommendation to the Director of Research as to whether the student should be permitted to continue the Research Project to completion, based on current progress. If the student is deemed not to have made sufficient progress, they will be unenrolled from the Research Project and be required instead to follow the other designated avenues for completion of the degree (e.g. two coursework units, or two projects).

20. While it is not the faculty consultant's responsibility to correct the student's grammar, syntax, punctuation and English expression, he/she is responsible to inform the student if it is not of a standard sufficient for presentation of the Project.

21. A Research Project must not exceed 15,000 words.

22. The faculty consultant will review the completed Research Project and approve it (or otherwise) as being of a standard suitable for submission to an examiner approved by the Research Committee.

23. When the Research Project is ready for submission, it is submitted on the Learning Support System in the same format as for an essay (as specified in the College's Student Handbook) along with the following signed certification:

> 22.1 Candidate
>
> *The following essay, of which I have kept a copy, is entirely the work of the undersigned and all sources of ideas and expressions are fully acknowledged in the text or notes.*
>
> 22.2 Faculty Consultant
>
> *I consider that this research project is in a form suitable for examination and conforms to the requirements of Moore College.*

24. Candidates who achieve a mark of 40–49% in a Research Project may be allowed to re-submit after taking into account the examiner's comments. The Research Project is to be submitted to the same examiner for a second result. A Research Project may be re-submitted only once.

5.3.19   Due Dates for Assignments

The due dates for all assignments for a unit are advised in the unit timetable, provided to students at the start of a unit. Please note:

1. The latest date on which any assessment item (internal or external) may be submitted is the day before the commencement of examinations for the end of the semester concerned.

2. Students should observe due dates for all assessments.

3. Downgrades apply for late submission of assessments for each day or part thereof of lateness – with a maximum of three weeks. Downgrades are 5 marks for the first day and 3 marks for second and subsequent days. After that the Learning and Teaching Committee reserves the right not to mark the item.

4. In extenuating circumstances, such as illness confirmed by a medical certificate or serious compassionate circumstances beyond a student's control late submission of the assessment item may be granted. A student seeking late submission must apply in writing to the Registrar, at least one week before the due date for the assignment. Parish or denominational duties do not constitute adequate grounds for adjustment.

5.3.20   Fees

Information about fees for the MA(Theology) is available at [Fees](#) on the College website.

Part-time students are granted Library borrowing privileges for each Semester in which they are enrolled in a unit or project.

The payment of fees and/or a valid request for FEE-HELP assistance must accompany the registration for each unit. Where a student withdraws from enrolment in a unit after the Census Date for that unit, refunds will only be given in terms of the College's Re-crediting FEE-HELP Policy. Owing to Government regulations, students on an overseas visa pay their fees on the last day of classes.

5.3.21   Email

On admission all MA(Theology) candidates receive a student email account. The student email account is used for all College communication. For further information contact registrardept@moore.edu.au.

5.4   Master of Theology

Abbreviation: MTh   CRICOS Code: 041658G   AQF Level: 9

5.4.1 Introduction

Moore College offers the MTh specifically to equip graduates for teaching ministries in the future. Candidates are required to undertake study in one of the following fields via one of three pathways:

- Biblical Studies – New Testament, Old Testament, Biblical Theology
- Christian Thought – Systematic Theology, Historical Theology, Church History, Ethics, Philosophy
- Christian Ministry – Mission, Apologetics, Christian Worship

As a higher degree research award, the MTh is under the responsibility of the Research Committee, a standing committee of the Academic Board.

5.4.2 Course Structure

The MTh course structure consists of three possible pathways.

Pathway 1: Thesis of 40,000 – 50,000 words (including all citations and discussion in footnotes, and all excursuses, but excluding the bibliography).

This pathway is offered to candidates whose prior learning includes the necessary breadth and depth on which to base research at this level, such as: (1) a student who has completed the 15,000 word research project or a range of 8-10,000 word projects in the course of an MA(Theology) degree; (2) a student who has passed a 15,000 word project in the course of the BD degree with a result of at least 72.5%. Candidates seeking this pathway for a thesis in the field of Biblical Studies will need to show competency in original languages.

Pathway 2: One Research Unit and a Thesis of 30,000 – 40,000 words (including all citations and discussion in footnotes, and all excursuses, but excluding the bibliography).

The Research Unit must consist of either, an Original Language Research Unit (8,000 words equivalent), which investigates 320–400 verses of Hebrew and/or Greek biblical text, studied in conjunction with an approved bibliography, or, a Research Paper (8,000 words) that is not subsequently incorporated into the thesis. The Research Unit must be completed prior to the thesis stage. This pathway is recommended for applicants who (1) have an adequate research component in a prior degree, but require further sharpening of original language skills; or (2) who have demonstrated original language skill (such as demonstrated in a prior degree) but have minimal research component in a prior degree.

Pathway 3: One Original Language Research Unit, One Research Paper and a Thesis of 25,000 – 32,000 words (including all citations and discussion in footnotes, and all excursuses, but excluding the bibliography).

The Original Language Research Unit (8,000 words equivalent) investigates 320–400 verses of Hebrew and/or Greek biblical text, studied in conjunction with an approved bibliography. The Research Paper is 8,000 words and may not be subsequently incorporated into the thesis. Both the Original Language Research Unit and the Research Paper must be completed prior to the thesis stage. This pathway is recommended for applicants with minimal research component and original languages in a prior degree.

The default option is Pathway 1. However, the other pathways are possible upon either the request of the candidate or the recommendation of the supervisor of the Director of Research. There is also flexibility built

into the degree enabling a candidate to apply for a change of pathway on the recommendation of their supervisor.

All candidates in the thesis stage of an MTh are required to participate in the College's program of Research Forums (See 5.4.6.15 below).

5.4.3 Length of Course

1. Full-time candidacy is normally for a minimum of two years (104 weeks) and a maximum of three years 156 weeks).
2. Part-time candidacy is for a minimum of three years (156 weeks) and a maximum of six years (312 weeks). Part-time candidacy is not available to international students (on an overseas student visa).
3. A candidate may not defer enrolment in the first six months of candidature. A maximum of twelve months deferral in total is permitted during the normal course of a postgraduate degree.

5.4.4 Admission Requirements

1. The academic requirements for entry to the course may be satisfied by any one of the following:

    (i)   Moore College BD graduates with Honours 2A or above, who completed the Research Project unit (CT499) with a score of 72.5% or above;

    (ii)   BTh/ThM graduates with Honours 2A or above, who completed the Research Project unit (CT499) with a score of 72.5% or above may proceed directly to the College's Master of Theology (Research) (MTh). Graduates with Honours 2A or above who completed Issues in Theology (CT400) instead of the Research Project unit (CT499) need to successfully complete a research task set by the Research Committee to be admitted to the MTh;

    (iii)   An average of 72.5% or higher in at least four units (including at least one biblical studies unit based on the original language text of the Bible and a two-unit MA Research Project) of the Moore College MA(Theology);

    (iv)   Graduates of the Moore College MA(Theology), provided they have achieved an average of 72.5% overall and successfully completed an MA Research Project; or

    (v)   Graduates of an approved Australian or overseas institution with a qualification which, in the opinion of the Academic Board, is equivalent to any of the above.

2. In cases where an applicant's qualifying degree lacks a research project of at least 8–10,000 words, the Academic Board reserves the right to require the applicant to demonstrate their capacity to undertake research by obtaining a mark of at least 72.5% in a 10,000 word research paper on a topic to be determined by the Board.

3. Advanced standing of undesignated credit equivalent to one research project may be granted to applicants who:

    • Have completed at least two units of the College's MA(Theology) with two such units achieving final marks of 72.5% or higher; and

    • Where in the judgement of the Research Committee the work completed adequately contributes to the learning outcomes of the proposed MTh program.

4. Full-time candidates who have not completed the Moore College four year program may be required to audit certain 4th year units.

5. Candidates whose first language is not English must provide evidence of having obtained their first theology degree in English medium or sit an examination administered by the International English Language Testing System (IELTS) and obtain a score of at least 7.5 in all bands of the academic test. The TOEFL equivalent is 600 or better (paper-based test).

6. Depending on their prior study, overseas candidates may be required to undertake a "pre-MTh" year of study involving units from the MA(Theology) course.

7. Depending on their prior study, candidates may be required to undertake a unit in Research Methods as a co-requisite while completing their research.

8. Candidates who are more than five years from their primary theological degree may be required to attend a seminar on study and writing techniques.

9. Applications for admission to the MTh, for those who are not Moore College graduates, should be sent to the Registrar and should be accompanied by full academic transcripts and two academic and two personal references. The Registrar is responsible to review the academic qualifications of all applicants. Dependant on the academic qualifications, an interview with the Director of Research is then required. His report to the Research Committee incorporates criteria based on those set out in the College's Admissions Policy. Those undertaking the degree must evidence an understanding of, and aptitude for, Christian leadership and ministry. Admission is based on the Research Committee's consideration of the Dean's report and the academic qualifications of the applicant. It recommends admission to the Academic Board, which in turn makes a recommendation to the Governing Board of the College for those who have not previously been enrolled in the College.

10. Graduates of Moore College are re-admitted to the College for the purpose of enrolment in the MTh on the decision of the Academic Board.

5.4.5 Applying for Candidacy

1. The College's first contact with a potential MTh candidate is usually through a senior member of Faculty or the Registrar. The first contact refers the applicant to the Registrar.

2. The Registrar ascertains the academic eligibility of an applicant for candidacy. For this purpose those who are not Moore College graduates are required to provide a certified copy of a full academic transcript.

3. The Registrar provides eligible applicants with an application form and may direct the applicant to a relevant Faculty member for advice in framing a proposed program of study. The applicant submits an outline of the proposed study program to the Registrar in writing (accompanied by an electronic copy).

4. An interview with the Director of Research will then be arranged. See 5.4.4.9 above.

5.4.6 Academic Regulations

1. The course study program is taken in one of three possible pathways.

Pathway 1 – A thesis of 40,000–50,000 words.

This pathway is offered to candidates whose prior learning includes the necessary breadth and depth on which to base research at this level, such as: (1) a student who has completed the 15,000-word Research Project or a range of 8–10,000 word projects in the course of an MA(Theology) degree; (2) a student who has passed a 15,000-word project in the College's four-year program with a result of at least 72.5%. Candidates seeking this pathway for a thesis in the field of Biblical Studies will need to show competency in original languages.

Pathway 2 – One Research Unit and a thesis of 30,000–40,000 words.

The Research Unit must consist of either an Original Language Research Unit (8,000 words equivalent) OR a Research Paper (8,000 words) that is not subsequently incorporated into the thesis. The Research Unit must

be completed prior to the thesis stage. This pathway is recommended for candidates who (1) have an adequate research component in a prior degree but require further sharpening of original language skills; or (2) have demonstrated original language skill (e.g. in a prior degree) but have a minimal research component in a prior degree.

Pathway 3 – Two Research Units and a thesis of 25,000–32,000 words.

The two Research Units must consist of one Original Languages Research Unit (8,000 words or equivalent) AND a Research Paper (8,000 words) that is not subsequently incorporated into the thesis. Both Research Units must be completed prior to the thesis stage. This pathway is recommended for candidates with a minimal research component and original languages in a prior degree.

2. For Research Units and theses, the candidate may restrict reading in the primary (other than the biblical text itself) and secondary literature to English language publications so long as the Research Committee is satisfied that the body of literature in English is sufficient to support research at an MTh standard. Where English is not deemed sufficient to support research at an MTh standard, the candidate may be required to undertake further training to acquire the relevant languages. This may be a requirement to undertake an Original Languages Research Unit within Pathway 2 or Pathway 3, or to audit subjects offered within other degrees offered by the College, or to enrol in a relevant language class at another institution.

3. An Original Language Research Unit must be based on 320–400 verses of biblical text(s) in the original language(s), in conjunction with an approved bibliography of approximately 18 items (up to 2,500 pages, consisting of 1500–1800 pages, plus commentaries]). It will focus on linguistic, exegetical, or theological concerns related to the selected biblical texts. The purpose of the Original Language Research Unit is to sharpen analytical skill in biblical language(s). The unit is the equivalent of 8,000 words and is examined by one three-hour exam. The exam is set and marked by a recognised scholar in the area of research who must not be the candidate's Supervisor but who may be another member of the Faculty of the College.

Note: The bibliography for an Original Languages Research Unit should assume commentaries rather than list them. This rule does not exclude listing commentaries when a topic is proposed in which several distinctive interpretative traditions are being compared (e.g. Barth, Luther, Calvin, Dodd on Romans) or when a particular commentary is of special interest for its distinctive views. Sections of commentaries that make high-level contributions to the topic may also be listed. Given the amount of reading required for the exegetical task, a commensurate reduction in the scope of the bibliography down to 1,500 pages will be considered.

4. A Research Paper is 8,000 words in length. It must be on a topic related to the thesis, but it may not subsequently be incorporated into the thesis. The purpose of the Research Paper is to sharpen research skill in an area closely related to the thesis topic, while providing an opportunity for the candidate to explore wider issues that support research into the thesis topic. The candidate will decide on an appropriate topic in consultation with the Supervisor. The Research Paper is marked by a recognised scholar in the area of research who must not be the candidate's Supervisor but who may be another member of the Faculty of the College.

5. It is the responsibility of the candidate's Supervisor in consultation with the Department Head and the Director of Research to:

   * suggest, for the approval of the Research Committee, the examiner for any Research Unit;
   * agree with the examiner the format of the examination for an Original Language Research Unit; and

- inform the student of the format of an examination for an Original Language Research Unit at least one month prior to the agreed date of the examination.

6. The thesis may be either a critical survey of existing learning on the subject, or a significant correction, supplement or new insight to existing learning on the subject, or an original contribution to theological learning. The candidate must demonstrate:

- Independent thought;

- Advanced critical or synthesising ability;

- Coverage of scholarly literature in the chosen field of study and research appropriate to the topic   at Masters level;

- The sustaining of extended and sophisticated argument; and

- The emergence of a creative or original contribution such that potential for doctoral level research is demonstrated.

7. The thesis is assessed by two examiners external to the College who have research doctorates from a recognised university (or equivalent evidence of expertise in the field). They must not be the candidate's Supervisor and must not be a member of the Faculty of the College. The assessment is in relation to the standard required by an Australian university taking into account the criteria set out in par. 6 (above).

8. An application for admission to the course, using the form provided, is to be accompanied by a proposed study program and submitted to the Registrar in writing (accompanied by an electronic copy of the proposed program). The proposal should consist of:

- a proposed thesis topic, together with a written explanation of up to 500 words of the topic and envisioned approach;

- a proposed Pathway (Pathway 1, 2, or 3).

The proposal need not include details of any proposed Research Units (though the applicant is free to suggest some).

9. Applicants who are not previous graduates of the College will require a personal interview with the Director of Research before the Research Committee considers their application and accompanying proposal.

10. The application and proposal is reviewed by the College's Research Committee. If the College has the capacity to supervise the applicant's proposed program and if the thesis topic is considered to represent an appropriate contribution to theological learning and understanding in the particular field, a Supervisor is allocated and application for candidacy endorsed to the Academic Board. The Research Committee also makes a determination of the Pathway, taking into consideration the applicant's proposed pathway, as well as the advice of the Director of Research.

10.1. If the applicant is approved for Pathway 1, the Research Committee reports approval to the Academic Board, and the candidate drafts a more detailed thesis proposal under the guidance of the designated Supervisor (see below).

10.2. If approved for Pathway 2 or Pathway 3, the candidate must consult with the designated Supervisor to finalise details of Research Units. In the case of an Original Languages Research Unit, the candidate should submit the proposed bibliography to the relevant Department Head for advice. The proposed program, endorsed by the Supervisor, is presented by the Head of Department to the Research Committee, which, with report to the Academic Board, will either:

- approve the program as submitted;

- approve the program subject to amendments to be confirmed by the Supervisor;

- ask for the program to be resubmitted after changes are made in consultation with the Supervisor; or

- reject the program.

    In cases where the program is rejected, the applicant has recourse to the Academic Grievance Policy of the College.

11. All successful applicants are deemed to be on probation for an initial period of twelve months (two semesters). Probation is reviewed during the Annual Progress Review.

12. The duration of candidacy is measured from the date of approval by the Research Committee.

13. Depending on their prior study, a candidate may be required to undertake a unit in Research Methods as a co-requisite while completing their Research Unit(s). This must be completed before a candidate may progress to thesis stage.

14. Review by the College's Human Research Ethics Committee (HREC) may be required if a Research Paper or the thesis involves:

- interviews with any identifiable individuals or groups;

- the collection of data from or about identifiable individuals or groups; or

- the observation of identifiable individuals or groups.

Information concerning the requirements of the HREC and Guidelines for Ethical Conduct of Research are found in Section 7 of the Student Handbook.

15. Candidates must attend the College's Research Forum (at least four forums per year). During the thesis stage, candidates must present at one forum annually within this program, in which they present an abstract of the content of their research, as well as reflect critically upon issues pertaining specifically to the method of their research.

16. Candidates must undergo an annual progress review. See the Research Higher Degree Progress Procedure in the [Moore Policy Library.](#) This includes completing an Annual Progress Review for Higher Research Degree Candidates form.

17. Candidates must also attend an interview with a Review Panel if:

- they are in a period of probation (such as the first twelve months of candidature); or

- required by a previous Review Panel.

    A candidate or their Supervisor may also request an interview with a Review Panel if they are not otherwise required to attend one.

18. A candidate wishing to change to another Pathway must apply to the Research Committee, stating reasons for the desired change. The Supervisor must also recommend the change in Pathway. The Research Committee will evaluate the merits of the application and make a determination.

19. Candidates in the thesis stage of their program are required to participate in the College's program of Research Forums. This includes the presentation, at least once per year, of an abstract of their research to date. Normally students must participate in all such forums offered by the College (usually four per year). However, students residing outside the Sydney metropolitan area may apply to the Research Committee for permission to participate in a lesser number. In such cases, students are expected to combine visits to Sydney for forums with face-to-face sessions with their Supervisor.

20. All Research Units must be completed successfully prior to the commencement of the thesis.

21. If a candidate receives a fail for an Original Languages Research Unit, the candidate may sit one supplementary exam. Where a candidate receives a fail for a Research Paper, the candidate may resubmit the paper or request a re-mark. A re-marked Research Paper may not be subsequently

resubmitted. A supplementary Original Languages Research Unit exam or a resubmitted Research Paper may not be awarded more than 60%. A candidate who receives more than one fail within the degree will not be permitted to continue in it, but will be offered enrolment within the MA(Theology) degree with advanced standing of one unit in the MA(Theology) for each successfully completed Research Unit.

22. Research Papers are assessed on a relevant sub-set of the criteria for assessment of a thesis (see 26).

23. At the beginning of the thesis stage, the candidate submits to the Supervisor a paper of approximately 2,000 words detailing the proposed thesis topic and approach to research. The paper should also include a literature survey appropriate to the topic, which would be suitable as part of a first draft of a chapter of the thesis. The following headings should be included in the essay:

- Topic

- Introduction

- Statement of problem and possible contribution to the field;

- Proposed research;

- Methodology and parameters; and

- Tentative outline of thesis and timeline for completion and submission.

When endorsed by the Supervisor, this paper is submitted to the Research Committee with the Supervisor's recommendation for consideration with one of the following outcomes:

- Approved as submitted;

- Approved subject to amendments to the satisfaction of the Supervisor; or

- Must be re-submitted; or

- Candidate should exit MTh program and be granted advanced standing of one unit in the MA(Theology) for each successfully completed Research Unit.

24. Changes to a thesis topic may be initiated by the candidate, the Supervisor, or the Research Committee. Changes must be approved by the Academic Board on the recommendation of the Research Committee.

25. Guidelines for the presentation of a thesis are set out in the Research Higher Degree Thesis Examination Procedure found in the [Moore Policy Library](#) on the website. Style guidelines are set out in Section 8 of this Handbook.

26. The thesis examination process including selection of examiners and examination outcome is set out in the Research Higher Degree Thesis Examination Procedure found in the [Moore Policy Library](#) on the website.

27. The roles of the various entities involved with results are set out in Section 4 Roles of the Research Higher Degree Thesis Examination Procedure.

28. Where the Research Committee agrees that "the degree be awarded subject to correction to the satisfaction of the Supervisor" or "that the candidate be invited to revise part or all of the thesis and re-submit it for examination" the Supervisor will provide the candidate with written instructions regarding the decision of the Research Committee, the work to be performed, and the criteria that must be satisfied in carrying it out. When the Supervisor is satisfied that the required changes have been made, a signed statement to that effect is given to the Director of Research, or the thesis is re-submitted for external examination.

29. If an RHD student's thesis is submitted before 1 February (for Sem 1) or 1 July (for Sem 2) and receives 'Degree Awarded' (includes typographical errors only) from the Research Committee, no enrolment or tuition fee is required. All other situations, the RHD student is required to enrol for one semester part-time.

30. Once the Research Committee has made its decision on the outcome of the thesis, each external thesis examiner may be provided with an un-identified copy of the other examiner's report.

31. Once the Academic Board recommends that the degree be awarded by the Governing Board of the College, the candidate must arrange for the permanent binding of two copies of the thesis on archive paper and an electronic copy of the thesis to be lodged with the Registrar. The title of the thesis and the candidate's initials and surname should appear on the front cover of the bound thesis, together with the name of the degree and the year of submission. The spine of the thesis should contain the title of the thesis (abbreviated where necessary), the candidate's initials and surname, and the year of award of the degree.

5.4.7 Requirements for Graduation

1. The degree will be awarded by the Governing Board of the College only in cases where all Research Units have been passed and the two external examiners of the thesis recommend the award of the degree.

2. The degree will be awarded with merit by the Governing Board of the College only in cases where all Research Units have been passed and the two external examiners of the thesis recommend the award of the degree with merit.

3. Where the two examiners recommend that the degree not be awarded, but the candidate has passed all Research Units, the Academic Board may recommend to the Governing Board of the College that the candidate be offered advanced standing (at an appropriate level) in the Master of Arts in Theology.

5.4.8 Appeals

1. Candidates wishing to query a Research Unit result should first consult their Supervisor. Only then may the candidate apply in writing with reasons to the Registrar for a re-mark. The mark awarded by the examiner conducting the re-mark will stand, whether it is higher or lower than the original mark. A mark only and no report will be provided.

2. If the degree is not awarded then the candidate may appeal to the Registrar in writing within one month of receiving the letter of notification. In order to consider the appeal, the Director of Research will convene an appeals panel consisting of the Director of Research, one academic member of the Governing Board of the College, an academic external to the College, the Academic Dean, and another member of the Board. The panel must within one month bring a recommendation to the Academic Board.

The recommendation may be one of the following:
- that insufficient or unfounded reasons have been supplied by the student to support the appeal and that no change be made in the decision of the Academic Board; or
- that the candidate be invited to revise part or all of the thesis and re-submit it for examination; or
- that the thesis be reassessed by the appointment of another examiner external to the College, who will prepare a report in terms of the categories set out in 5.4.6.27 above.

2. The decision of the Academic Board, taking into account the recommendations of the appeals panel, shall be final. No one who has acted as the candidate's Supervisor may be part of the appeals panel. If the Academic Dean or the Director of Research has acted as the candidate's Supervisor, then another member of the Academic Board will be appointed in their place.

5.4.9 Academic Misconduct

The same policy applies as for the Undergraduate Program (see Section 4.13 Student Policies and Appeals of this Handbook).

5.4.10 Responsibilities

1. The responsibilities of the candidate and the supervisor are set out in the Research Higher Degree Supervision Procedure in the Moore Policy Library on the College website.
2. The role and responsibilities of the Director of Research, the Research Committee and supervisors are set out in the following procedures available in the Moore Policy Library:
    - Research Higher Degree Progress Procedure
    - Research Higher Degree Supervision Procedure
    - Research Higher Degree Thesis Examination Procedure

5.4.11 Fees

1. Information about fees for the MTh are available at Fees on the College website.

2. If an RHD student's thesis is submitted before 1 February (for Sem 1) or 1 July (for Sem 2) and receives 'Degree Awarded' (includes typographical errors only) from Research Committee, no enrolment or tuition fee is required. All other situations, the RHD student is required to enrol for one semester part-time.

3. Owing to arrangements under Government regulations overseas students on a student visa pay their fees at the end of each semester.

4. Note: the above fees apply while a student is undertaking any preliminary research units as well as during the thesis stage of the program.

5. Enrolled MTh students may audit (free of further charge) units relevant to their MTh program. However, they are required to undertake any class exercises and seminar presentations that are part of such units.

5.4.12 Email

On admission all MTh candidates receive a student email account. The student email account is used for all College communication. For further information contact registrardept@moore.edu.au.

5.5   Doctor of Philosophy

Abbreviation: PhD	CRICOS Code: 087944K	AQF Level: 10

5.5.1 Introduction
The Moore College Doctor of Philosophy (PhD) is a higher degree research award. The program aims to equip qualified persons for a vocation of teaching and research in theological colleges and universities and for the scholarly enhancement of Christian ministry. The PhD requires completion of a piece of research that demonstrates a significant and original contribution to theological knowledge and understanding at the highest academic level and capacity to conduct research independently at a high level of originality and quality.

5.5.2   Course Structure
1.   Candidates undertake independent research towards a 70,000 to 100,000 word thesis on a topic approved by MTC. The research is conducted under the supervision of a Primary Supervisor and a Joint Supervisor.
2.   The first two semesters of candidacy are provisional. Confirmation of candidacy is the decision of the Research Committee.
3.   The first two semesters must be undertaken full-time on-campus. See also Section 5.5.6.9 below.
4.   The thesis must:

   - Make a distinct contribution to theological learning;

   - Evidence original research and the exercise of independent critical analysis;

   - Evidence the author being trained in the techniques relevant to the field of research and of being capable, without supervision, of applying these techniques to other research projects;

   - Evidence sufficient familiarity with the area of discipline in which the author has worked to be able to assess critically the present state of knowledge in the subject and to conceive possibilities of further investigation with an increasing independence.

5.   Candidates are required to participate in MTC's program of Research Forums. This includes presentation, at least once per year, of an abstract of research to date.   In the case of part-time, off-campus students residing outside of metropolitan Sydney, arrangements may be made with the approval of the Director of Research, in conjunction with a joint Supervisor in their place of residence, for participation in appropriate research forums offered by another institution in order to supplement (any) agreed limited participation in the College's Research Forum Program.

6.   All candidates require competence in New Testament Greek. Depending on the thesis topic candidates may require advanced competence in other biblical language (Hebrew and Aramaic) and competence in other ancient and modern languages to the level of in-depth engagement with scholarly works.

5.5.3   Length of Course
1.   Full-time candidature: 3 – 4 years

   - Earliest date for submission: A full-time candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature

   - Latest date for submission: A full-time candidate may not submit a thesis for examination later than the end of the eighth semester of candidature

2. Part-time candidature: 3 – 8 years

    - Earliest date for submission: A part-time candidate may not submit a thesis for examination earlier than the end of the twelfth semester of candidature
    - Latest date for submission: A candidate may not submit a thesis for examination later than the end of the sixteenth semester of candidature.

3. If a candidate has changed mode, the earliest submission date will be determined pro rata.

4. If a candidate wishes to submit before the earliest possible date, they will need to submit their request in writing to the Research Committee, outlining in detail the reasons for seeking early submission. Permission for early submission will be at the discretion of the Research Committee.

5.5.4 Admission Requirements

1. The academic requirements for entry to the course may be satisfied by any one of the following:

    - Moore College BD graduates with Honours 1 or Honours 2A (upper second class honours), who completed the Research Project unit (CT499) with a score of 72.5% or above;

    - BTh/ThM graduates with Honours 2A or above, who completed the Research Project unit (CT499) with a score of 72.5% or above, may proceed directly to the Doctor of Philosophy (PhD) course. Graduates with Honours 2A or above who completed Issues in Theology (CT400) instead of the research project unit (CT499) need to successfully complete a research task set by the Research Committee to be admitted to the PhD;

    - The Moore College MTh;

    - Enrolment in the Moore College MTh for not less than one year as a full-time candidate or two years as a part-time candidate where the Research Committee has certified that the applicant's work as a Masters degree candidate is of such a standard as to justify candidature for the PhD degree; or

    - Graduates of an approved Australian or overseas institution with a qualification which, in the opinion of the Academic Board, is equivalent to any of the above. Such applicants will need to demonstrate competence to Level 3 in a biblical language relevant to their planned area of research and submit a piece of written work that demonstrates their capacity for research.

2. Full-time candidates who have not completed the Moore College four-year program may be required to audit certain 4th year units.

3. Notwithstanding the provisions above, the College may require suitability for candidature to be demonstrated by such examination or other work as determined by the College. This may include initial enrolment in the College's MTh program with a view to upgrade to PhD enrolment after a period of not less than one year.

4. An applicant may not be admitted to candidature unless the Research Committee determines that adequate supervision is available.

5. Candidates whose first language is not English must provide evidence of having obtained their pre-requisite theology degree in English medium and/or sit an examination administered by the International English Language Testing System (IELTS) academic test and obtain a score of at least 7.5 in all bands of the academic test. The TOEFL equivalent is 600 or better (paper-based test).

6. Applicants will be required to show evidence of competence in ancient and/or modern languages in order to access primary sources and significant secondary works relevant to their thesis topic.

Language requirements will be determined at the time of application in consultation with the proposed supervisor.

5.5.5 Fees

1. Information about fees for the PhD are available at Fees on the College website.

2. If an RHD student's thesis is submitted before 1 February (for Sem 1) or 1 July (for Sem 2) and receives 'Degree Awarded' (includes typographical errors only) from Research Committee, no enrolment or tuition fee is required. All other situations, the RHD student is required to enrol for one semester part-time.

5.5.6 Academic Regulations

1. Application for Admission

An application for admission to the program, using the form provided, is to be accompanied by:

- Certified academic transcripts for all tertiary qualifications to date;
- Proof of studies in Greek (and Hebrew for Old Testament studies) to at least Level III (i.e. at the level of 3rd Year units in a three-year degree).
- A certified copy of an International English Language Testing System (IELTS) academic test result with at least 7.5 in every band (applies to all students requiring a student visa for entry to Australia and to those for whom English is not their first language who have not completed a pre-requisite award in English medium).
- Three confidential personal references using the form provided by the College for the purpose, including one from the applicant's current minister/pastor or denominational leader. If part-time candidacy is being sought at least one reference should provide evidence that the candidate will be available for full-time study for at least the first two semesters of research and that thereafter at least 20 hours per week will be available for study.
- Two academic references (to be forwarded to the College in a sealed envelope by the referee using the form provided by the College for the purpose).
- A piece of writing, of between 2000 and 5000 words. The purpose of this is to enable an assessment of the level at which the applicant is working and the applicant's ability to write clearly and mount a coherent argument. A marked thesis (honours or masters by research) may be substituted for this item.
- A proposed research topic together with a written explanation of up to 250 words of the topic and envisioned approach (to be submitted both in writing and electronically).

2. Applications are handled in terms of procedures are set out in the College's Student Policies. In cases where the application is rejected, the applicant has recourse to the Academic Grievance Policy of the College.

3. The Research Committee appoints, with report to the Academic Board, a supervisory panel consisting of a Primary Supervisor and a Secondary Supervisor for each candidate. Depending on the supervisory needs of the candidate's research program (including periods of off-campus part-time research while domiciled outside metropolitan Sydney) one or more additional Associate Supervisors may be appointed from inside or outside the College. Such additional Associate Supervisors should be research active within their own institution. See the Research Higher Degree Supervision Procedure in the [Moore Policy Library] on the website for the regulations concerning appointment of supervisors and the responsibilities of supervisors.

4. Review by the College's Human Research Ethics Committee (HREC) may be required if the proposed research involves:
   - The collection of data from or about identifiable individuals or groups;
   - The observation of identifiable individuals or groups; or
   - The use of data not already in the public domain.

5. Information concerning the requirements of the HREC and Guidelines for Ethical Conduct of Research are found in Section 7 of the Student Handbook. Any HREC review is undertaken after admission to the program.

6. Admission to the PhD program shall be on a provisional basis unless otherwise determined by the Research Committee. Provisional candidature shall normally last for a period of up to one year (FTE). The Director of Research shall, in consultation with the Primary Supervisor, specify the conditions of this period of provisional candidacy on the appropriate form at the time of admission. The conditions are derived from information obtained from the candidate during the application process and shall depend upon the background of the candidate and the requirements of the candidate's research program. These conditions may include any or all of the following components:
   - Satisfactory completion of any specified coursework units;
   - Ancient or modern foreign language acquisition;
   - Participation in specified Research Forums;
   - Completion of a literature review/ synopsis of literature or other preliminary research paper(s);
   - Presentation of a seminar;
   - Submission of the research proposal; or
   - Other additional conditions specified by the Research Committee.

7. During the course of their candidature each PhD student may be permitted to audit up to two coursework units of the MA(Theology) offered by the College if class capacity permits (without additional fees). Requests for such permission must be approved by the Primary Supervisor and the Director of Research. Permission may be granted on the understanding that audit students must complete any classroom presentations required by students enrolled in the unit(s) in order to avoid inequities of benefits and contributions with fellow students.

8. The first two semesters must be undertaken full-time on-campus. Every candidate must fulfil this full-time requirement at the commencement of their candidature. This is comprised of two semesters on campus in full-time mode during the first twelve months of candidature. In circumstances deemed exceptional by the Research Committee, a candidate may apply to vary this full-time requirement to an annual three consecutive month period on campus throughout the duration of part-time candidacy. This three-consecutive month period must be taken annually during the formal academic year (February to November). Approval for such a variation is at the discretion of the Research Committee.

9. Period of Provisional Candidacy

   9.1 A successful applicant to the PhD program will commence in Preliminary Candidature.
   (see Research Higher Degree Progress Procedure Section 3.4.5).

   9.2 A research proposal should include the following:

   - Topic;
   - Statement of problem/question;
   - Statement of possible contribution to the field;
   - Outline of conceptual framework within which the problem/question is to be addressed;
   - Proposed research (including key objectives and milestones);

- Methodology and parameters;
- Requirements for HREC approval of the proposed research (if any);
- A literature survey or synopsis of literature which would be at least a first draft of a chapter of the thesis as a basis for a preliminary bibliography; and
- Tentative outline (including a table of contents) of thesis and timeline for completion.

9.3   The Director of Research, in consultation with the candidate and supervisors, shall consider the candidate's progress during the period of provisional candidacy. Completion of provisional candidacy depends on a satisfactory confirmation of candidacy presentation and meeting (any) agreed conditions of provisional candidacy (see par. 6, above). Upon the completion of provisional candidacy, the Director of Research shall recommend to the Research and Centres Committee, that:

- The candidature be confirmed; or
- The candidature be confirmed conditional on achievement of agreed objective within a maximum period of six months; or
- The candidature be transferred to the MTh program with a stated period of candidature for that award deemed to having been completed; or
- The candidature be terminated.

9.4   If the candidature is confirmed, then the period of candidature will normally be deemed to have begun from the date of commencement of the first semester following approval of provisional candidature.

9.5   If the progress is considered unsatisfactory, the Director of Research shall provide clear reasons for the recommendation to terminate the candidature.

9.6   Confirmation of candidature includes approval of the thesis topic. Thereafter any changes to the topic must be approved by the Research Committee on the recommendation of the Primary Supervisor. However, minor adjustments to the wording of the title may be approved by the Primary Supervisor with notification to the Research Committee.

10   Annual Progress Review

See Research Higher Degree Progress Procedure for full details of the Annual Progress Review.

10.1 Each candidate (whether full-time or part-time) is required to undertake an Annual Progress Review before a panel constituting two members of the Research Committee who are not the candidate's Primary Supervisor or Joint Supervisor, plus other panellists with relevant expertise if and as required. The purpose of the review is to provide an independent and objective assessment of progress. The panel is normally chaired by the Director of Research or a Head of Department of the College. The student may request presence of a member of faculty of their own gender at these meetings, or request that certain persons be excluded.

10.2   An Annual Progress Review panel meeting consists of three parts:
- with both the candidate and his or her supervisor present
- with the candidate present and the supervisor excluded
- with the supervisor present and the candidate excluded.

10.3 In preparation for the review the candidate is required to provide:

- a completed Annual Progress Report form (completed in consultation with the supervisor);
- an outline of achievements since the last annual review against agreed objectives/criteria and milestones
- an outline of key objectives/criteria and milestones to be achieved by the next annual review
- a timeline and milestones for completion of the thesis
- if appropriate, a table of contents for the thesis together with completion status of each chapter; and
- any requirements specific to the Department in which the research is undertaken.

10.4 The format of an Annual Progress Review panel meeting and the issues discussed varies with each candidate. However key issues which should be covered include:

- Intellectual Property, Work Health & Safety and Ethics – both the candidate and the supervisors should understand these policy requirements as they relate to each research project;
- Resources – are they adequate and appropriate for the research?
- The role of the candidate's supervisors – the panel should be satisfied that expectations are clear, that supervisors are fulfilling their obligations at the appropriate level and that appropriate communication exists between all parties;
- Progress of the research;
- Any problems (pastoral, technical or academic) identified by either the candidate or the supervisors. The Department Head and Director of Research must be consulted, particularly if appointment of a new supervisor is contemplated;
- An assessment of whether progress has been at the level expected for the stage of enrolment in candidature;
- Key research objectives/criteria and milestones for the next review;
- Anticipated thesis submission date – this date should take into account the census dates (3 April and 31 August);
- Skills development – assessment of whether additional skills and training are required and a development plan;
- Any other issues that the Panel considers relevant; and
- Date of next Annual Progress Review.

10.5 As a result of an Annual Progress Review Panel's consideration a recommendation is made to the Research Committee in which the candidates progress is assessed.
The review outcomes and consequent actions are set out in the Research Higher Degree Progress Procedure Section 3.5 and 3.6.

The review outcome may be one of:
- Continuation of candidacy
- Provisional continuation of candidacy
- Discontinuation of candidacy

10.6 Re-enrolment in the semester following the Annual Progress Review requires that the candidate has either received a satisfactory recommendation at Annual Progress Review or that the

Research Committee has approved re-enrolment following a provisional recommendation at the Annual Progress Review.

10.7 In each aspect of Annual Progress Review (including confirmation of candidature) the candidate has recourse to the College's Academic Grievance Policy.

11. Thesis

A candidate is required to undertake original and significant research on an approved topic, the results of which are presented in a thesis. The thesis must demonstrate advanced theoretical and methodological knowledge and the research should make an original and significant contribution to knowledge or understanding. The thesis must be no more than 100,000 words (including all citations and discussion in footnotes, and all excursuses, but excluding the bibliography). Appendices may be permitted on the recommendation of the Primary Supervisor. This maximum length may only be exceeded, and Appendices included, with the permission of the Research Committee.

12. Duration of Candidature and Periods of Absence

12.1 A candidate for the PhD, whether completing a program by full-time or by a combination of full-time and part-time study, shall not normally be permitted to submit a thesis for examination within the first three years (six semesters) (FTE) of candidature.

12.2 A candidate will be expected to present his or her thesis for examination within four years (eight semesters) (FTE) of the date of the initial enrolment in the course, excluding periods of approved leave or absence.

12.3 Variations to requirements regarding periods of minimum and maximum candidacy may be approved by the Research Committee if exceptional circumstances apply, but only on the recommendation of the Director of Research.

12.4 Periods of leave or absence of up to 12 months (FTE) may be approved by the Primary Supervisor and the Director of Research. Application for longer periods are normally not granted but in special circumstances may be considered by the Research Committee on the recommendation of the Primary Supervisor and the Director of Research.

12.5 A candidate may not defer enrolment in the first six months of candidature.

13. Articulation from the MTh

13.1 A candidate enrolled in the MTh may apply to the Research Committee for transfer to PhD candidature. The period of PhD candidature will be deemed to have commenced from the commencement of the MTh.

13.2 An application may be made following approval of the MTh thesis proposal and completion of at least 15,000 words of the thesis under the direction of the approved Primary Supervisor and Joint Supervisor. Consideration of such an application, or recommendation from the Primary Supervisor, takes the form of an Annual Progress Review. The Research Committee must be satisfied that:

• The candidate has acquired the necessary research skills;
• The candidate is performing at a level necessary to complete the thesis within four years (eight semesters) (FTE) taking into account any period of deemed completion;

- The thesis topic has doctoral scope; and
- The transfer is supported by the Primary Supervisor

14.   Research Forums

Candidates are required to participate in the College's Research Forum Program (including Departmental Graduate Seminars as applicable). This includes the presentation, at least once per year, of an abstract of their research to date. Normally students must participate in all such forums offered by the College (usually four per year). However, students residing outside the Sydney metropolitan area may apply to the Research Committee for permission to participate in a lesser number. In such cases, students are expected to combine visits to Sydney for forums with face to face sessions with their Primary Supervisor.

15.   In the event that a Primary Supervisor is unable to supervise a candidate for an extended period of time, the approved Secondary Supervisor shall act as Primary Supervisor for that period. In the event that a Primary Supervisor becomes unavailable to continue supervision, the Research Committee shall appoint a replacement Primary Supervisor on the recommendation of the relevant Academic Department Head. Until this is done, the Director of Research will automatically assume responsibility for the candidate.

16.   Thesis Format and Submission

See Research Higher Degree Thesis Examination Procedure for full details.

16.1   The thesis submitted by a candidate shall comply with the following requirements:

- It must be the candidate's own work but, if any jointly authored papers are included, the work done by the candidate must be clearly indicated and the co-author(s) must certify that they agree to the inclusion of the paper in the thesis;
- It must relate directly to the approved research topic;
- It must not include as its main content work which has been submitted for any other academic award or work conducted prior to the commencement of candidature. Where the main content of the thesis or portfolio consists of any significant extension or elaboration of the candidate's earlier work, that portion referring to previous work must be clearly indicated;
- It must be written in English and must achieve a standard of expression and presentation appropriate to doctoral level writing and must lend itself to easy conversion to published format;
- Any substantial assistance provided to the candidate during the conduct of the research and the production of the thesis must be acknowledged. The candidate must obtain written permission from the Primary Supervisor before obtaining paid editorial assistance with the thesis. If permission is granted to obtain paid editorial assistance, such assistance must be acknowledged in the thesis and if the professional editor's current or former area of academic specialisation is similar to that of the candidate, then this must also be acknowledged. Professional editing of a candidate's thesis is limited to formatting, grammar and style must not alter or improve the substantive content or conceptual organisation of the thesis.

- The style should conform to the Moore College Style Guide as set out in Section 8 of this Handbook.

16.2 Guidelines for presentation of a thesis are set out in the Research Higher Degree Thesis Examination Procedure.

17. Thesis Examination

See the Research Higher Degree Thesis Examination Procedure on the Moore Policies Library for full details.

17.1 PhD theses are examined by three examiners, at least two of whom must be external to the College. Examiners must have a demonstrated publication track record in the general field of the thesis and normally hold a research-based doctorate level qualification.

17.2 Thesis examiners are appointed by the Research Committee on the recommendation of the Supervisor through the relevant Academic Department Head. The candidate is invited to identify, with reasons, any person who might be unsuitable to examine the thesis.

17.3 The basis of the assessment is the topic as approved by the Research Committee. The assessment is in relation to the standard required by an Australian university taking into account the learning outcomes.

17.4 Examiners are provided marking criteria and other administrative information as set out in the Research Higher Degree Thesis Examination Procedure.

17.5 Each thesis examiner is asked, independently of the other thesis examiners, to examine the thesis and to provide to the Registrar, within two months of receipt of the thesis, a written assessment of the thesis with substantive comment and a recommendation to the Research and Centres Committee.

17.6 Where a thesis examiner fails to provide a report on a thesis within two months of having received it the Research Committee may appoint the reserve thesis examiner.

17.7 Examination outcomes are set out in Research Higher Degree Thesis Examination Procedure Section 3.7.

17.8 If an RHD student's thesis is submitted before 1 February (for Sem 1) or 1 July (for Sem 2) and receives 'Degree Awarded' (includes typographical errors only) from Research Committee, no enrolment or tuition fee is required. All other situations, the RHD student is required to enrol for one semester part-time.

17.8 In making the overall recommendation to the Academic Board (which will then recommend to the Governing Board) the Research Committee is required to assess the recommendations and academic arguments of the examiners' reports as well as the internal written reports. The examination is not a vote and hence it is not a matter of strong reports outweighing a less favourable report or vice-versa. The role of the Research Committee is to discuss reports on a case-by-case basis, use its collective expertise in assessing theses and reviewing thesis examiners' comments and to apply this expertise in considering the standard of work required for a research degree in an Australian university in making its academic decisions.

17.9 In each aspect of consideration of the assessment of a thesis the candidate has recourse to the College's Academic Grievance Appeals Policy.

18.   Once the Research Committee has recommended that the degree be awarded by the Governing Board of the College (via report to the Academic Board), the candidate must arrange for the permanent binding of two copies of the thesis on archive paper and an electronic copy of the thesis to be lodged with the Registrar. The title of the thesis and the candidate's name and initials should appear on the front cover of the bound thesis together with the name of the degree and the year of submission. The spine of the thesis should contain the title of the thesis (abbreviated where necessary), the candidate's name and initials and the year of award of the degree.

5.5.7   Responsibilities

1. The responsibilities of the candidate and the supervisor are set out in the Research Higher Degree Supervision Procedure in the Moore Policy Library on the College website.

2. The role and responsibilities of the Director of Research, the Research Committee and supervisors are set out in the following procedures available in the Moore Policy Library:

- Research Higher Degree Progress Procedure
- Research Higher Degree Supervision Procedure
- Research Higher Degree Thesis Examination Procedure

5.5.8   Further Information

Further information, including procedures for applying, academic regulations and responsibilities of students and supervisors after acceptance may be obtained on application to the Moore College Registrar registrardept@moore.edu.au.

5.6   Doctor of Philosophy – PhD (University of Sydney)

5.6.1 Introduction

Moore College offers the Doctor of Philosophy (PhD) in association with The University of Sydney. The program aims to equip qualified persons for a vocation of teaching and research in theological colleges and universities and for the scholarly enhancement of Christian ministry. The program is restricted to those eligible for admission to an Australian university as a domestic student.

For University of Sydney regulations see http://usyd.edu.au.

5.6.2 Course Structure

Candidates undertake independent research towards a 70,000 to 100,000 word thesis on a topic approved by MTC. The research is conducted under the supervision of an academic staff member located within the faculty concerned at USyd and an academic staff member of MTC.

See Section 5.4.2 of this Handbook for further information on Course Structure.

5.6.3 Length of Course

Full-time candidature: 3 – 4 years
Part-time candidature: 3 – 8 years
The first two semesters must be undertaken full-time on campus.

See Section 5.4.3 of this Handbook for further information on Length of Course.

5.6.4 Admission Requirements

The academic requirements for entry to the course may be satisfied by any one of the following:

- The Moore College BD with honours 1 or honours 2A (upper second class honours);
- The Moore College MTh;
- Enrolment in the Moore College MTh for not less than one year as a full-time candidate or two years as a part-time candidate where the Research Committee has certified that the applicant's work as a Masters degree candidate is of such a standard as to justify candidature for the PhD degree; or
- Graduates of an approved Australian or overseas institution with a qualification which, in the opinion of the Academic Board, is equivalent to any of the above. Such applicants will need to demonstrate competence to Level 3 in a biblical language relevant to their planned area of research and submit a piece of written work that demonstrates their capacity for research.

Candidates undertaking the degree must first be admitted as a student of MTC conditional on admission to USyd. Candidates then apply to USyd for admission as an "approved MTC doctoral student".

If candidature is approved by the Academic Board on the recommendation of the Research Committee an application for enrolment at the university of Sydney may be prepared. Applications close on 31 October and 30 April for the following semester. The application should be submitted to MTC.

See Section 5.4.4 of this Handbook for further information on Admission Requirements.

5.6.5 Fees

Contact the Registrar for 2023 information

5.6.6 Academic Regulations

See Section 5.5.6 of this Handbook for information on Academic Regulations.
There may be additional regulations concerning particular requirements of the University of Sydney.

5.6.7 Responsibilities

1. The responsibilities of the candidate and the supervisor are set out in the Research Higher Degree Supervision Procedure in the Policy Library on the College website.

2. The role and responsibilities of the Director of Research, the Research Committee and supervisors are set out in the following procedures available in the Moore Policy Library:

- •   Research Higher Degree Progress Procedure

- •   Research Higher Degree Supervision Procedure

- •   Research Higher Degree Thesis Examination Procedure

5.6.8 Further Information

Further information, including procedures for applying, academic regulations and responsibilities of students and supervisors after acceptance may be obtained on application to the Moore College Registrar (registrardept@moore.edu.au).

5.7   Visiting Scholars

The College invites applications from those undertaking doctoral or post-doctoral research to become visiting scholars for a period of one term full-time. Visiting Scholars are offered the following:

1.   Full access to the Library
2.   Use, in the general faculty area, of a terminal with full Internet access. Scholars need to provide their own laptop computer (or the like). If they have a modem an e-mail service is available free of charge.
3.   An invitation to join the College community in Chapel and the Faculty for morning tea during term.
4.   All meals in the dining room are available at the current rate.
5.   Depending on demand, single scholars may take a room in the respective single residence. Rooms are available at the current rates. Married scholars need to find their own accommodation. We are able to supply contact information for local realtors who should be contacted directly.

Applicants should provide:

1.   A full CV, detailing professional experience, research activities and publications, etc.;

2.   A description of the area of study;

3.   Proposed dates of intended stay; and

4.   A letter of introduction from a senior academic who knows your work well.

Applications for the honorary role of Visiting Scholar are considered by the Principal in consultation with the Director of Research. The role is without remuneration. Obtaining the requisite visa to enter Australia is the responsibility of overseas scholars.

5.8   Guidelines for Writing Postgraduate Essays And Theses

5.8.1 General

Postgraduate research and writing assumes an adequate grasp of the technology of scholarship and the attendant stylistic protocols. The conventions adopted by Moore College are set out in Section 8 Style Guide of this Handbook. The style guide follows Billie Jean Collins, Bob Buller, and John F. Kutsko, *The SBL Handbook of Style*, 2nd ed. (Atlanta, GA.: SBL, 2014)*,* hereafter abbreviated the *SBL Handbook.* The *SBL Handbook* is a modified version of the Chicago-Turabian style, and a helpful resource, especially for electronic media, is "Chicago (17th ed.)/Turabian (9th ed.)," EasyBib, 2018, http://www.easybib.com/guides/citation-guides/chicago-turabian/.

5.8.2 MA(Theology) Essay Bibliographies

As determined by the essay topic, the reading for an MA(Theology) essay ought to be wider than the set reading given in the unit syllabus, and give evidence of reflection beyond the lecture material. Candidates ought to take careful note of the academic standard expected at this level (see Section 8.3.1). It is important that the most significant contributions have been read and analysed fairly.

5.8.3 Presentation of Essays and Projects (MA and MTh)

Essays should be presented on A4 format doubled spaced with a 3 cm margin. The pages should be numbered consecutively throughout the essay. The candidate's name should not appear on any item for MA (including Projects).   Essays are submitted online through the LSS as a PDF file.

- Title Page
  A template title page is available on the LSS. This should be used.

- Synopsis
  A synopsis, containing a summary of the argument of the essay, should follow the title page of the essay. It should be a piece of continuous prose, not numbered points, and be around 300 words in length.

- Essay
  The essay should reveal clear thinking and careful organisation, with an introduction and conclusion. The introduction should indicate the scope of the subject matter to be discussed in the essay, and the conclusion should summarise the argumentation of the essay and draw any necessary conclusions. While the essay will be marked mainly on content, the format is important and careful attention should be given to spelling, grammar and punctuation.

- Bibliography and Footnotes
  The essay should include a bibliography of all works consulted in the preparation of the essay. Footnotes are preferable to endnotes.

- Word Length
  Where an essay (or project) has a specified maximum number of words, bibliographic material in footnotes, the synopsis, bibliography and bibliographic references are not counted in the word length. However, commentary and analysis in footnotes, and appendices, must be included in the word count. Footnotes should not exceed 25% of the prescribed word length. Word length limits are taken seriously by examiners as part of the educational objectives for the unit. This regulation does not apply to PhD theses (see 5.4.6.11 for PhD thesis length).

5.8.4 Presentation of MTh and PhD Theses

MTh and PhD candidates are required to submit a digital copy of their thesis online, through the LSS as a PDF file. For regulations on PhD thesis length, see 5.5.6.11.

Title Page

The title page should include the thesis title, your name and date of submission.
The following sample should be followed:

> To What Extent is "Faith, Hope and Love" Paul's Paradigm
> for Christian Living
>
> by
>
> Stephen B. Rockwell
>
>
> Submitted in partial fulfilment for the
> degree of Master of Theology
>
> Moore Theological College
> Newtown, N.S.W.
> July, 2010

See Research Higher Degree Thesis Examination Procedure for full details concerning the format and presentation of theses.

5.9   Academic Integrity

See Section 4.24 above.

5.10   Master of Arts (Theology) Graduates

Commencing in 2003 graduates are awarded the Moore College masters. Prior to that the ACT masters was awarded.

| 1992 | Alan M. Waithaka | 2000 | Scott M. Blackwell | 2007 | Duncan H. Barlow |
| 1993 | J. H. Lindsay Johnstone | | Mark Charleston | | Matthew J. Greenwood |

	Stuart J. Coulton	Bruce Clark	Neil P. Fitzpatrick

Column 1

Stuart J. Coulton
1994 Cliff C. Ainsworth
Graham A. Crew
Paul F. Perini
1995 Stephen R. Gibson
Sylvia Jeanes
J. Andrew Stirrup
1996 Christopher H.K. Chua
Keith G. Condie
Nicholas J. Foord
Peter W. Hastie
Graham B. McKay
Ross J. Nicholson
Claire S. Smith
Russell J. Stark
Tsoi Yam Keung
1997 Gordon C.M. Boughton
Stuart Brooking
Desmond (Bill) Holland

Joshua P.C. Mak
David M. Parker
Beya (David) Tshimanga
Zachary Veron
1998 Dudley T. Foord
Michael R. Geeves
Phillip A. Graham
Ian N. Hadfield
Peter L. Hayward
Judith A. Long
David R. Mansfield
Jacob N. Muiruri
Gregory S. Munro
Fergus T. Pearson
Archie P. Poulos
Christopher E. Ten
Geoffrey C. Webb Broeke
1999 Kay L. Clark
Rocky Fong
Stephen L. Gabbott
Andrew G. Graham
Brian L. Heath
John L. Menear
Jason L. Page
Michael P. Steinwede

Column 2

Bruce Clark
Stephen G. Fogarty
George L. May
Denise J. Nicholls
Ma'afu 'O. Palu
Philip J.H. Wheeler
2001 Stephen G. Barrett
Michael K. W. Chu
John Diacos
Andrew D. Dircks
Suk Won Kim
Robert B Maidment
David L. Painter
Roland G. Stahl
Craig R. Tucker
2002 Geoffrey I. Broughton
Jessica J. Demeny
Paul R. Dew
William L McIntosh
John J. Tongue
2003 César Guzman
Craig T. Hooper
Janefrances M. Tooher
Christopher P. Chardon
2004 Gregory A. Burke (ACT)
Johannes de Hoog
David J.F. Maher
Cameron R. Munro
Ian J. Wood
2005 Vanessa E.L. Bennett
Stephen S. Fifer
David C. McDonald
Richard (Rick) J. Smith
2006 Kevin W. Flanagan
Fiona A. Jensen (Merit)
Matthew D. Jensen (Merit)
Paul L. Meeth
Andrew Mitchell
Matthew S. Oates
Gavin E. Parsons
Tara J. Thornley
Martin J. Trotman
James C. B. Warren

Column 3

Neil P. Fitzpatrick
Jason A. Hobba (Merit)
Peter D. Hughes
Chris D. Jolliffe
Patricio A. Oyarzún
Christopher L. Pears
Mark R. Rundle
2008 Richard Blight
Raymond J. Galea
Nathan Killick
David G. Lanham
Christopher G. Little
Fergus Semler
Peter R. Sholl
Paul J. Winch
2009 Marshall S. Ballantine-Jones
Antony G.E. Barraclough
Peter D. Blowes
Stephen J. Bryan
Stephen R. Carnaby
James I. French
Gary B. Haddon
Yu Kit Wah Ho
Steven J. Layson
Elizabeth M. McCoy
Colin A. Marshall
Andrew J. Moore
Denis G. Oliver
Margaret A. Powell
Craig W. Roberts
David J. Sheath
Scott A. Tarrant
Darren J. Waters
Michael J. Williamson
2010 Helen W. Bell
Terry R. Bowers
Phillip J. Colgan
James E. Harricks
Andrew A.H. Hong
Kanishka D.S.Raffel
Malcolm S. Reid
Simon J. Roberts
Grahame H.W. Smith
Scott Warner

2011 Stephen J. Carlisle
John F. Chappell
Peter A. Collier
Michael Everett
Raj Gupta
Carl Matthei
Aleks G.-I. Pinter
Robert L. Powell
Jason L. Ramsay
Craig J. Schafer
Peter R. Smith

2015 Alistair C.-W. Chiu
Keith W. Dalby
Paul C. Dudley
Nigel E. Fortescue
Peter M. Greenwood
Chi Keung Lee
Jodie C. McNeill
Louisa C. Pfitzner
Michelle M. Philp
Andrew K. Price
David G.-M. Yu

2019 Kerryn Ashby
Michael Baines
Tim Beilharz
Michael Charles
Adam Clark
David Doran
Scott Goode (Merit)
Kara Hartley
Conrad Hor-Kwong
Andrew Kristanto (Merit)
Joo Suk Lee

	Michael E. Stuart	2016 Stephen R. Bell
2012	Gary V. Bennetts	Sarah E. A. Browne
	Steven P. Blencowe	James D. Croseweller

Michael E. Stuart

2012
Gary V. Bennetts
Steven P. Blencowe
Alan J.M. Lukabyo
David H. Martin
Ken D. Noakes
Baden Stace
Scott G. Taylor
Martin J. Telfer
Antony M. Wright

2013
Mark L. Boyley
Stephen L. Cree
Shane Dirks
Anthony W. Douglas
Chang Hwang
Simon L. Manchester
David R. Mears
Alison M. Napier
Dominic C. O'Shea
Gavin S. Perkins
Nathan S. Walter
Malcolm B. York
David P. W. Yung

2014
Gregory D. Anderson
Keith J. Baker
Catherine L. Bradford
Christoper S. Braga
Matthew L. Brooks-LLoyd
Stephen D. Gilmour (Merit)
Matthew L. Keller
Paul A. Lucas
Thomas J. Magill
Michael J. Plaege
Kamal L. Weerakoon (Merit)

2016
Stephen R. Bell
Sarah E. A. Browne
James D. Croseweller
Thomas M. Hargreaves
Seah W. Heslehurst
Konju Kim
Jonathan N. K. Phua
Andrew D. Spalding (Merit)
Ian L. Spence
Richard J. Wilson

2017
Francis Chalwell
Amanda S. Curley
Grant A. Gallant
Peter J. Grice (Merit)
Cathy M. Harris
Matthew P. Heazlewood
David H. Johnson
Martin S. Kemp
Mark D. Layson (Merit)
Christopher J. Overhall
Matthew N. Payne (Merit)
Natasha A. Small
Trent L. Sutcliffe
Ken L. M. Tang
Geoffrey R.Thompson

2018
Bruce Chapman
Jim Douglass
Scott Hedley
Dave Keun
Robin Kinstead
Nathan Manwaring
Brendan McLaughlin
Matthew Taylor
Peter Wrench

Anton Marquez
Chris Moroney
Paul O'Brien
Natalie Ray
Christos Thanopoulos

2020
Jason Au
Lachlan Edwards
Sihua (Joshua) Guo
Richard Hall

2021
Rosario Ciano
James Coats (Merit)
Michael Dicker (Merit)
Clarence Huin
Michael Leite
Benjamin Lim
David Morgan
Gavin Rosser
Matthew Whitfield

2022
James Barnett
Kingsley Box
Jai McMordie
Makito Miyashita

5.11   Master of Theology Graduates

Commencing in 2003 graduates are awarded the degree by Moore College except where indicated otherwise. Prior to that the degree was awarded in association with the ACT.

Year	Name	Thesis
1986	Alan J. Mugridge	The Warning Passages in the Epistle to the Hebrews: Their Meaning, Form and Function
	Michael K. Wilson	Idolatry as Image Perversion: Studies in Romans
1989	Christie Balzer	Australian Presbyterians and the Westminster Confession of Faith to 1901
	Michael D. Raiter	The "Righteous" in the Gospel of Matthew
1990	Luke L. Cheung	Faith in Hebrews
	Lindsay G. Robertson	The Relationship between Incarnation and Atonement in the Theology of T.F. Torrance
1991	Raymond E. Heslehurst	Hermeneutics: Culture and Theology. A Case Study of the Hermeneutical Principles Involved in the Apostolic Directions Concerning Women in 1 Corinthians
	Peter Spartalis	"From Silvertrees": The Australian Connection and the Church of England in South Africa 1933–1948

	Lindsay Wilson	Protest and Faith in the Book of Job: An Holistic Reading
1992	Peter G. Bolt	The Narrative Integrity of Mark 13:24–27
	Gregory R. Goswell	A Discourse-Oriented Analysis of Ezra–Nehemiah
	Daniel Nuhamara	A Comparison of the Practice of Religious Education in State Schools in NSW and in Indonesia
1993	Keith A. Mascord	Faith, History and the Morality of Knowledge: The Contrasting Views of John Warwick Montgomery and Van Austin Harvey
1994	Mark D. Thompson	The Christian Birthright: Personal Assurance in Romans 8
	Bruce H. Morrison	The Pauline Use of νομοξ with Special Reference to Romans 7:1–8:4
1995	John M. Penney	The Missionary Emphasis of Lukan Pneumatology
1996	Richard J. Gibson	The Literary and Theological Coherence of 1 Timothy
	Timothy J. Harris	God's People in the New Covenant: A Study in Aspects of the Pauline Theology of Identity
	Andrew G. Shead	Ecclesiastes 12:9–14: Reading the Epilogue of Ecclesiastes as an Epilogue
1998	Ivan Y. Lee	Martin Luther and Medieval Mysticism
1999	Anthony C. Brammall	Reconciliation, Justification and the Death of Jesus in Paul
	Andrew J. Cameron	St Paul's Ethic, With Special Reference to Philippians 4:8
2000	David P. Knox	The Theological Tone of the Early English Reformation
	Willis H. Salier	The World of John's Gospel: The Meaning and Function of κοσμοξ in the Gospel According to John
	Robert S. Smith	Justification and Eschatology: A Dialogue with the "New Perspective on Paul"
2001	Michael J. Ovey	The αληθεια Word Group in John: A Contribution to the Theology and Christology of the Fourth Gospel
2002	Andrew J. Buchanan	The Role of Protest in Lamentations
2003	W. Andrew Williamson	Karl Barth's Doctrine of Original Sin as Found in his *Church Dogmatics*: An Exposition, Analysis and Assessment within the Reformed Tradition
2004	Martin A. Foord (ACT)	Richard Hooker's Doctrine of Justification and its Implications
	David A. Höhne	What Can We Say about Perichoresis? An Historical, Exegetical and Theological Examination of Colin Gunton's Use of the Concept
2005	(Ivan) Huat Peng Ee	A Contextual and Audience-Response Approach in Understanding Matthew's Parable: The Hermeneutical Task Involved in Appropriating Jesus' Parables for Modern Readers
	Marin B. Pakula (ACT)	The Literary Development of the Feast of the Tabernacles in the Old Testament and its Fulfilment in the New Testament
	Peter C. Moore (ACT)	Karl Barth's Doctrine of Election in the Church Dogmatics set in its Theological and Historical Context
	Kirk R. Patston	Isaiah and the God Who Sends: An Analysis of "Sending" in Isaiah and its Implications for the Book's Theology of Mission
2006	Michael P. Jensen (With Merit)	After Liberalism: Political Theology at the Turn of the Millennium
	Gary N. Nelson	An Examination of James W. Fowler's Faith Development Theory in the Light of the Bible's View of Faith and Growth
2008	Stephen S. Liggins	Jesus' Teaching on Judging Others in Luke 6:37a
2009	Mark S. Armstrong	The Contribution of *Wirkungsgeschichte* to the Reader Seeking to Understand the New Testament with Special Reference to Matthew's Version of the Transfiguration
2010	Gordon C. Cheng	An Examination of Thomas Cartwright's Apparently Modified Position on Church Government, With Particular Reference to his Confutation of the Rhemist Testament
	Kerry K. Nagel	The Righteousness of God in Romans: A Contribution to Contemporary Debates

	David A. Shead	The Covert Structure of Revelation: Using Systematic Functional Linguistics to Shed Light on an Old Problem
2011	Timothy P. Duke	Believers Among the Heavenly Beings: A Study of εν τοιξ επουρανιοιξ in Ephesians
	Stephen B. Rockwell	To What Extent is "Faith, Hope and Love" Paul's Paradigm for Christian Living
2012	Seumas J. Macdonald	Pro-Nicene Hermeneutical Techniques in the Preaching of John Chrysostom: A Case Study of the Homilies on John
	Graham D. Stanton	Reforming Practical Theology: A Critical Study of Practical Theology for the Study of Youth Ministry from a Reformed Perspective
2014	Timothy R. Thorburn	Paul's Doctrine of Rewards on the Age to Come, With Special Reference to "The Hope of Glory"
2015	Matthew K. Olliffe	Imputed Righteousness and Resurrection, with Special Reference to Romans 5:16–19.
2016	Hefin J. Jones (With Merit)	The Apocalyptic Paul: Assessing Key Aspects of the Apocalyptic Reading of Galatians
	Craig R. Tucker (With Merit)	Reading John to Understand the Ascension and Exaltation of Jesus
2017	Craig McCorkindale	The Role of the Spirit in the Supper
	Andrew J. H. Schmidt (With Merit)	"Where the Spirit of the Lord is There is Freedom": the Meaning of Eleutheria in 2 Corinthians 3:17
	Michael P. Taylor (With Merit)	Waiting for Jesus: the Meaning and Significance of the Concept of Eschatological Waiting with Special Reference to ἀναμένω in 1 Thessalonians 1:10 and its Implications for Eschatology, Mission and Ethics
	Alan R. Wood	The Practice and Doctrine of Holy War in the Eastern Roman Empire and Orthodox Church, AD 620-630
2018	Daniel C. Faricy	The Day of the Lord in 1 Thessalonians: A New Testament exegetical study of 1 Thessalonians with reference to Paul and his use of the Day of the Lord motif.
	Geoffrey R. R. Tacon	God as Father and Lord: A Pastoral and Theological conversation with John Frame, the Lordship Controversy, Process Theology and Open Theism
	Beth E. Webb	Assessment of the ability of Graeme Goldsworthy's epochal macro-typological biblical- theological hermeneutic to let Scripture speak.
2020	Matthew J. Aroney	Transformation in the Hands of the Triune God: The Pneumatology of Kierkegaard's Anti-Climacus in Conversation with 2 Corinthians 3:17-18
	Luke Collings	A Critical Evaluation of the Holiness of God in the Theology of John Webster
	Douglas R. Fyfe	Seeing What Qohelet Saw: the Structure of Ecclesiastes as Alternating Panels of Observation and Wisdom
	David M. Irving	Letting the Bible Itself Speak: The Mechanics of Karl Barth's Theological Exegesis in Church Dogmatics II/2
2021	Andrew Kristanto	"That You May Believe": Revisiting Seeing, Hearing, and Believing in John's Gospel in Light of the Narrative Timeline
	Daniel Webster	How the Divorce/Remarriage Tradition in 1 Corinthians 7 Sheds Light on the Interpretation of the Synoptic Gospels
2022	Catherine Bradford	The Theory and Practice of Soul Care in the Thought of Eduard Thurneysen (1888-1974) and its Implications for Finding a Faithful and Hopeful Methodology of Reformed Evangelical Soul Care for Ministries in the Public Space.
	John Hudson	Understanding God's Sovereignty and Human Freedom: Recovering Augustine's View of Free-will.

5.12   Doctor of Philosophy Graduates

Prior to 2016 Moore College offered the degree of Doctor of Philosophy by research in association with the University of Sydney or the University of Western Sydney. The following candidates have been awarded the degree by the university indicated.

Year	Name	Thesis
2008	William A. Williamson	The Influence of "You Shall Not Murder" on Paul's Ethics in Romans and 1 Corinthians (University of Western Sydney)
2010	Ma'afu 'O. Palu	Gospel and Time: A Study of the Concept of Time in the Bible With Special Reference to the Structure of the Biblical Gospel Message (University of Western Sydney)
	Claire S. Smith	The Vocabulary of Teaching, Thinking and Learning in 1 Corinthians and the Pastoral Epistles (University of Western Sydney)
2011	Michael C Clark	Patterns of Repetition, Structure and Meaning in the Book of Hebrews (University of Sydney)
	Keith G. Condie	The Theory, Practice and Reception of Meditation in the Thought of Richard Baxter (University of Sydney)
	Benedict C. Cooper	Incorporated Servanthood: A Pragmatic-Critical Analysis of the Theocentric Commitment Evoked by Matthew's Gospel (University of Western Sydney)
	Matthew D. Jensen	Affirming the Resurrection and Ascension of the Incarnate Christ: The Persuasive Task of 1 John in its First Century Context (University of Sydney)
	David I. Starling	Not My People: Gentiles as Exiles in Pauline Hermeneutics (University of Sydney)
2012	Alfred Olwa	Missionary of Reconciliation: The Role of the Doctrine of Reconciliation in the Preaching of Bishop Festo Kivengere of Uganda Between 1971–1986 (University of Western Sydney)
2013	Stephen S. Liggins	Persuasive Phenomena Associated With Evangelistic Proclamation in Acts (University of Sydney)
	Daniel Y-W. Wu	Honour, Shame & Guilt: An Examination of the Use of Social-Scientific Approaches to Biblical and Theological Studies, with Special Focus on the Book of Ezekiel (University of Sydney)
2015	Chase R. Kuhn	The Ecclesiology of DB Knox and Donald Robinson (University of Western Sydney)
2019	Brett Graham	A Semi-Automated Algorithm for the Detection of Allusions and Influences, including Analysis of the Algorithm's Efficiency using the Patoral Epistles as a Test Case. (University of Sydney)
	Andrew D. Spalding	Reading Ecclesiastes as Parental Discourse

2020	Nathan H. Lovell	The Book of Kings and Exilic Identity: 1 and 2 Kings as a Work of Political Historiography (University of Sydney)
	Anthony J. Payne	Truthing in Love: The Theological Nature, Purpose and Practice of 'one-another edifying speech' in the Christian Community
2021	Christopher R. Conyers	Stories of Sin: The Role of Genesis 2-4 in Romans 1-8
2022	Joel Atwood	"Surely it is the rûaḥ in a mortal … that makes for understanding": An Exegetical and Cognitive Semantic Exploration of Anthropological Uses of רוח in Biblical Wisdom Texts.
	Peter Ryan	Promoting Proclamation: A Study of the Prominence, Content, and Rhetorical Impact of the Motif of Proclamation in the Gospel of Mark.
	Kamina Wüst	The Song of Songs in the Hebrew Bible: Inner-biblical Allusions Embodied by Solomon and the Daughters of Jerusalem.

6 Resources and Services

6.1 Student Support

The Dean of Students is responsible for all matters that affect the personal and spiritual welfare of students and their families. Faculty are available to assist students at any time and students should feel free to contact them. However, specific contacts are as follows:

- General academic concerns: Student Handbook, or Year Advisor or Registrar
- Unit-specific academic concerns: Unit Co-ordinator; or Registrar
- Pastoral concerns: Your chaplain, or Year Advisor in the first instance, then the Dean of Students
- Ordination candidacy issues: Your chaplain, or Year Advisor in the first instance, then the Dean of Students
- International students: International Student Advisor

If you are not sure whom to contact for a particular matter please speak with your Chaplain (Years 2 – 4), Year Advisor or the Registrar.

6.2 The Library

6.2.1 Overview

The Library holds the largest collection of theological works in Australia with over 300,000 items, as well as over 800 current journal subscriptions and a wide range of online resources. The Library includes the Rare and Australiana collections, an online repository (The Ark) and the Samuel Marsden Archives. The Library's catalogue of all print and online material, as well as guides and other resources, can be found at **library.moore.edu.au**. To find out anything about the Library, or for help with using our services and resources, contact the Service Desk at servicedesk@moore.edu.au or call (02) 9577 9895. For a general guide to Library facilities, go to userguide.library.moore.edu.au. We welcome suggestions about how to improve our services, or for new resources to purchase.

Email your ideas to librarysuggestions@moore.edu.au.

6.2.2 Discovery Tools and Online Resources

One search of the Library catalogue retrieves references and/or full text from the library collection, and a wide range of e-resources including databases and journal articles. Students can then limit their search results according to format, language, date, collection or location.

The e-resources page on the Library website lists databases, online reference works and e-book collections. Students are required to enter their universal login and password to access most online material.
The Ark, the Library's online repository, holds digitized material, audio recordings and College publications.

Search or browse at ark.moore.edu.au.

6.2.3 Library Skills Training Sessions

The Library offers individual sessions for assistance in how to find resources, using reference management software, time management, and writing academic papers. To book an in-person or online session please email servicedesk@moore.edu.au.

6.2.4 Research Skills

Research Support Officer Rod Benson is available for consultation on research design and writing better essays and theses. Research and writing guides are available on the Library website. Contact rod.benson@moore.edu.au .

6.2.5 Samuel Marsden Archives

The Samuel Marsden Archives contain College and collected archives relating to the Anglican Church of Australia and general Australian church history. For more information and to search the archives catalogue, visit **atom.library.moore.edu.au** or contact the Archivist, Erin Mollenhauer erin.mollenhauer@moore.edu.au .

6.2.6 Borrowing and access

Borrowing and access to electronic resources entitlements are provided to currently enrolled Moore undergraduate students and to Moore candidates for MTh or PhD. University students resident in John Chapman House may borrow books. MA(Theology) students enjoy borrowing and access privileges during the six-month period of the semester of their enrolment in an MA unit and are liable to fees at other times. Please check the Library's homepage for details on joining the Library.

Borrowing conditions	No. of items at one time	Loan period
DBT Students	20	Two weeks
Undergraduates Years 1-3	20	Two weeks
Fourth year students	50	Four weeks
MA and GradCertAM students	30	Four weeks
MTh and PhD	50	Six weeks

Students should note that the loan period of an item that is wanted by several students might be reduced. Overdue fines are charged for long overdue items and items not returned when recalled. Replacement fees are charged for lost items. Late fees may be paid online on the Library website. Log in to your account from the top menu.

Students may renew books in certain collections online twice if another borrower has not placed a hold.

6.2.7 Unit Readings
Set and/or recommended readings for each unit of study are available from the Learning Support System (LSS). The complete reading is scanned when this complies with the Copyright Act. When we are unable to scan the complete reading, as much as possible is scanned and the print book placed in the High Demand collection, or links to an e-book are listed in the LSS.

6.2.8 High Demand Collection
Items may be borrowed for up to two hours or overnight if borrowed in the last two hours of the day. Overdue High Demand items incur a fee of $2.00 per hour (or part thereof). Borrowing privileges are suspended when the fine accrues to $15.

6.2.9 Opening Hours
As opening hours vary according to the time within the academic year, please visit library.moore.edu.au

After-hours access is available to students who have requested access. Register at https://www.tfaforms.com/4889071 , agree to abide by the conditions, and your swipe card will be updated. You will be able to enter the library between 7am and 8:30am, between 4:30pm and 11pm on weeknights, and 9am-11pm on Saturdays and selected public holidays (ANZAC Day, King's Birthday, Labour Day).

6.2.10 Open Access Collections
The following collections are available on open access and are available for browsing.
Asian
CD/DVD
Children's Collection
Folio
Freedom for Faith Public Library (Not for loan)
High Demand
Open
Reference (Not for loan)
Serials (Not for loan)

6.2.11 Offsite Collections
To request access to items in Offsite, click *Request Item* on the catalogue record. Requests made by 2pm are available for collection in the Library from noon on the next working day. An email is sent to your college email account when the item is available for collection. Material in the Rare Books Collection or the Samuel Marsden Archives is retrieved as soon as possible after the request has been made.

6.2.12 Interlibrary Loans Service
An interlibrary loans/document delivery service is available free of charge to all Moore students.   Email docdel@moore.edu.au   giving full bibliographic details of the requested item. For further details, email Rod.Benson@moore.edu.au

6.2.13 Scanning, Printing and Copying Facilities
Multifunction devices which copy, print and scan to OCR and email are available. Charges for printing and copying are 8c per page for A4 black and white. Higher charges apply for colour printing. Scanning to email

is free. Credit may be added to your Papercut account at papercut.moore.edu.au/user. Students are given $10 Papercut credit per semester. Mobility printing from anywhere on the College network to the Library's devices is available. Information sheets are available in the Library.

For more information go to **faq.library.moore.edu.au**

6.2.14 Copyright

Most items in the Library, including all lecture notes and digital material, are subject to copyright. Students are expected to abide by the current copyright legislation when using the Library's equipment. Information on the copyright provisions is available at copyright.org.au

6.3   Academic Support Officer

Moore College employs a part-time Academic Support Officer to support students who would like assistance with study skills, readings, assignment preparation, essay writing, academic English and exam preparation.

Enquiries for assistance: Gordon.Cain@moore.edu.au

6.4   Internet and Email

6.4.1 Email and Microsoft 365

Email is the primary source of official communication between the College and students. All enrolled students are provided with a College email account and access to the internet. Both are available through various locations on campus. Your email account is part of College's subscription to the Microsoft365 suite, including Word, Excel, PowerPoint, Outlook, Teams and OneDrive for Business, and provides you with 5TB of online storage while you are enrolled. You are strongly encouraged to download and use Microsoft365.

Students are requested to check their College email account regularly. Official communication via email is standard. **Automatically forwarding email to another account has been disabled for security reasons.**

The email address assigned to each student is Preferredname.Lastname@student.moore.edu.au. The email user account name is "StudentID@student.moore.edu.au". **All email communication from the College will use that address**.

College email accounts may be accessed using any web browser. Go to: https://webmail.moore.edu.au Sign in using your account name i.e. StudentID@student.moore.edu.au. You cannot sign in with your email address.

6.4.2 Learning Support System (LSS)

Enrolled students have access to the College Learning Support System (Moodle).
Information available includes (but is not limited to) unit syllabi, lecture outlines, assessments, chat forums, chaplaincy groups, study guides and information about plagiarism and academic integrity. You must use the LSS to upload your assessment items.

6.4.3 Internet Access

Wireless Internet access is available in most areas of campus. There are also a small number of public computers available in the Library.

6.4.4 IT Help Desk

Unfortunately, the IT department is not able to help students with individual computer problems. However, we are able to help you if the problem is with one of our systems. Please visit https://it.moore.edu.au for instructions and help. If you still have problems, please contact the HelpDesk at: helpdesk@moore.edu.au

x810 on a college phone or call 9577 9810 (leave a voicemail message)

6.4.5 College Web Sites

www.moore.edu.au	Moore College Website
www.library.moore.edu.au	Library
www.moore.edu.au/about/policies	Moore Policy Library
https://my.moore.edu.au	My Moore Website
https://my.moore.edu.au	Student Ministry Placements
www.moore.edu.au/courses	Undergraduate and postgraduate Course info
https://webmail.moore.edu.au	Student Email system
https://lss2023.moore.edu.au	Learning Support System (Moodle with Turnitin plugin for assignments)

7 Ethical Conduct of Human Research
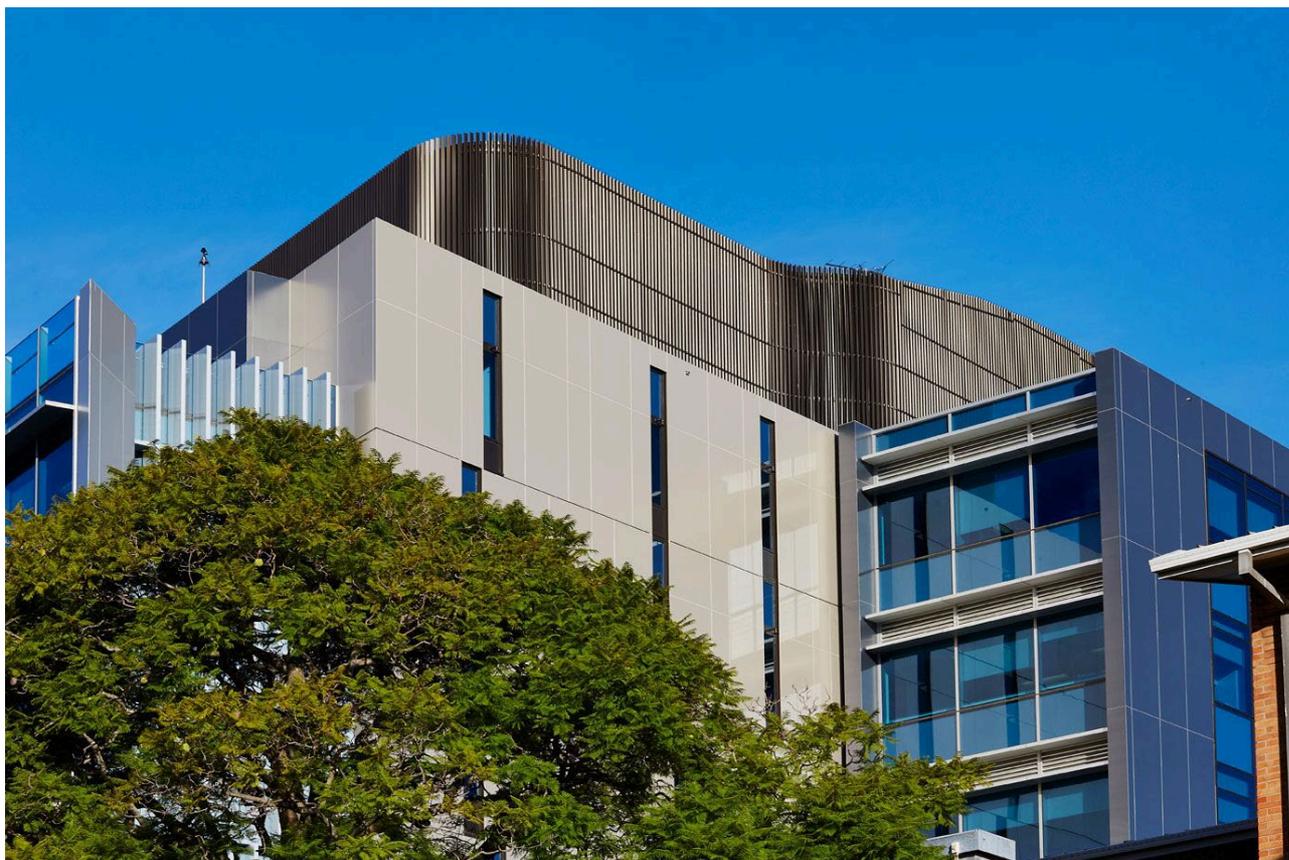
7.1   Human Research Ethics Committee (HREC)

The Human Research Ethics Committee comprises the Academic Dean, the Dean of Students, the Director of Research, two lay persons with no affiliation with the College, a person with knowledge of and current experience in the professional care, counselling or treatment of people, a lawyer and a minister of religion.

7.1.1 Review by HREC

Review by the College's HREC may be required of any activity by a student, in relation to a course offered by the College, which involves:

   1. The collection of data from or about identifiable individuals or groups; or
   2. The observation of identifiable individuals or groups

with the sole intention of contributing to knowledge and of presenting the findings in a public document. In this context, public document means published or deposited in the College library for open access.

This includes the use and/or collection of personal, collective or cultural data from participants or from their records, which may include their oral testimony, or observed cultural activities or the testing of responses to conditions devised by the student.

All such activities must be conducted in conformity with the College's Guidelines for the Ethical Conduct of Research outlined below.

Where any of the foregoing activities are involved in any unit of study including those listed below, the HREC must determine that a full, expedited or no review is required:

CM153 Cross-cultural Christian Communication	CM161 World Religions and the Gospel
CM182 Influences & Issues Aust Christian Women	
CT420 Church History 4 research essay	CT499 Year 4 Project
CM405 Advanced Pastoral Ministry	
CMD01 Engaging with Islam	CTD04 Apologetics
CT585 Evangelicalism in Australia	CM514 Christian Ministry in Culturally Diverse Contexts
MA(Theology) Research Project or Project	
MTh Research Unit or Paper	MTh or PhD Thesis

A student considering any of the foregoing activities must obtain ethics clearance before contacting any individual in connection with the intended research. If in any doubt, please contact the Registrar. Procedures and forms are located on the Learning Support System at HEC00 Human Research Ethics Committee. (See "My Courses" on the LSS to find HEC00.)

7.1.2 Meeting Dates of the Human Research Ethics Committee

The HREC meets twice per year to review research proposals. The meeting dates are Week 5 of Term 1 and Week 5 of Term 3. All applications are to be submitted to the Registrar at least one week prior to these dates.

7.2   Guidelines for Ethical Conduct of Research

7.2.1 Students Undertaking Research Must

1.   Ensure the research adheres to the College's guidelines, the Australian Vice-Chancellors' Committee's *Code of Conduct for the Responsible Practice of Research*,[5] the Commonwealth *Privacy Act (1988)*,[6] and the National Health and Medical Research Council's *Statement on Human Experimentation*;[7]

2.   Be aware of defamation law and the implications, for all parties concerned, of recording potentially defamatory material;

3.   Complete a proper literature review, where appropriate, to enhance the validity of the research;

4.   Plan the research carefully so as not to waste time of participants e.g. by ensuring that information sought is relevant and necessary for the research;

5.   Plan the research carefully so as to minimise any adverse consequences for the subjects/participants (e.g. minimise disruption, intrusion, risk and discomfort);

6.   Identify themselves appropriately;[8]

7.   Provide sufficient information to participants so that they are informed about all aspects of the research;

8.   Obtain written consent;

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[5] These guidelines are based on those of the University of Technology, Sydney obtainable from
   http://www.gsu.uts.edu.au/policies/researchethicpol.html

2 See: http://www.avcc.edu.au/documents/publications/policy/statements/e35.pdf

3 See: http://www.nhmrc.gov.au/publications/humans/appndix2.htm

4 See: http://www.nhmrc.gov.au/publications/humans/contents.htm

5 See Human Research Activity Subject Information Sheet.

9. Accept any decision by participants to withdraw from research projects at any time during the course of the project and without explanation;

10. Ensure that any information/data is recorded in a manner consistent with the National Privacy Principles;[9]

11. Maintain confidentiality (i.e. not divulge any information obtained through the research without permission of the subjects/participants); [6]

12. Reveal any financial or funding interest in their research e.g. commercial sponsorship.

7.2.2 Students Undertaking Research Must Not

1. Undertake any research which may require professional skills they do not yet possess unless assurance can be given from the supervisor that they are being acquired as part of the project;

2. Misrepresent themselves in any way e.g. as having more skills, qualifications or experience than is in fact the case;

3. Undertake research which involves risks for subjects/participants (particularly possible long-term effects) which they would not wish for themselves or their families;

4. Undertake research on humans without first informing them and seeking their permission;

5. Coerce or induce others to participate in their research;

6. Use deception;

7. Divulge any information relating to subjects/participants obtained through research projects when confidentiality/anonymity has been promised.

7.2.3 Recommended Procedure for Student Research

1. Questionnaires/interviews etc. should be as short and non-intrusive as possible. Do not ask for information that you do not need for your research;

2. Anonymous responses are to be used wherever possible as this will reduce difficulties with storage of information and protection of privacy;

3. Where the information gathered is not anonymous, ensure that participants have the opportunity to edit any data gathered so as to reduce any likelihood of misrepresentation;

4. Wherever possible and appropriate, offer to share findings with subjects/participants.

Note: these considerations apply regardless of whether formal ethics approval is necessary.

7.2.4 All Information Given to Subjects/Participants Must Include

1. Identification of researcher as a student;

2. Identification of supervisor;

3. Identification of the College and the College phone number and address of supervisor;

4. Purpose of study;

5. Sufficient detail for subjects/participants to understand what the research will involve;

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[6] See: http://www.privacy.gov.au/publications/npps01.html#a

6. Details of how the information will be stored and eventual plans for the data, whether archiving and/or destruction of raw data;

7. Details of what will happen to information gathered, such as if and how it will be published or made available to the public by lodging in the College library and the likely impact on participants of publishing;

8. A statement that participants are free to withdraw at any time and without giving a reason, and without any penalty or risk of harm.

7.2.5 Retention of Data

All raw data collected must be submitted to the Registrar for storing. No data may be retained by the student.

7.2.6 The HREC Approval will not be given for Any Research

1. Which involves risk of harm for subjects/participants (particularly possible long-term effects) which researchers would not wish for themselves or their families;

2. Where the subjects/participants do not have full knowledge or have not fully consented (for example, in observational research);

3. In which information relating to subjects/participants may be divulged to a third party when confidentiality/anonymity has been promised, except in line with the Privacy Principles;

4. Where undue monetary or other inducement is offered in return for participation in research (this does not include ordinary compensation for out-of-pocket expenses, such as taxi fares, etc.);

5. Involving minors and normally research involving indigenous persons or communities.

7.2.7 Further Information and Queries

Forr further information, all HREC forms and guidelines about what to do can be found on the LSS. Check the link on the LSS at HEC00 Human Research Ethics Committee. Other queries should be addressed to your supervisor/course coordinator or the Registrar.

8. Style Guide for Essays & Theses

8.1 Introduction

This guide concerns the correct way to quote other writers, to abbreviate, to use punctuation, and to construct footnotes and bibliographies.

The following style guide follows Billie Jean Collins, Bob Buller, and John F. Kutsko, *The SBL Handbook of Style*, 2nd ed. (Atlanta, GA.: SBL, 2014), hereafter abbreviated the *SBL Handbook.* The book is held in Reference in the Library, and research students may sometimes need to consult it. The *SBL Handbook* is a modified version of the Chicago-Turabian style, and a helpful resource, especially for electronic media, is "Chicago (17th ed.)/Turabian (9th ed.)," EasyBib, 2018, http://www.easybib.com/guides/citation-guides /chicago-turabian/.

8.2 Main Body of the Essay or Thesis

8.2.1 Quoting

Quote only words you have read yourself, and always identify the place where you have read them.

i. All quotations should be accurately reproduced, including original spelling, punctuation and abbreviations. If the quotation contains a misspelling, this should be indicated by typing [sic] immediately after the error.

ii. Quotations must be enclosed within **double** quotation marks, with **single** quotation marks for quotes within quotes.

iii. Punctuation in quotations falls into three categories. (1) Full stops and commas always go *inside* the quotation marks; (2) colons and semicolons always go *outside* the quotation marks; (3) exclamation

marks and question marks go inside the quotation marks only if they are part of the quote.[10] Consider the following examples:

> Barr does not mention "evangelicals"; instead, he uses the term "fundamentalists."
> "Did he actually say, 'My shout'?"
> "No, he said 'Watch out!'"

iv. Raised numerals referring to footnotes must not separate a word from any punctuation that follows it (e.g. quotation marks, commas, full stops). They should be placed, if at all possible, at the end of sentence. See the example in the paragraph above.

v. If it is desirable to omit several words from the original text, such an omission (ellipsis) is indicated by three dots, with a space before and after. The remaining words must both make sense and be true to the intent of the original. For example:

> "He arrived from England in his early childhood … never to return."

vi. Quotations of four or more typewritten lines should be typed as a separate, indented paragraph (a "block quotation"). Quotation marks should not be used around block quotations. If a citation is included, it should be in parentheses and follow the final punctuation mark.

> Then all the officials of the king of Babylon came and took seats in the Middle Gate: Nergal-Sharezer of Samgar, Nebo-Sarsekim a chief officer, Nergal-Sharezer a high official and all the other officials of the king of Babylon. When Zedekiah king of Judah and all the soldiers saw them, they fled. (Jer 39:3–4 NIV)

vii. References to biblical texts (e.g., Rom 1:16) should be placed in parentheses within the text of the essay and not relegated to a footnote.

viii. When discussing a particular term, it is best to set it in italics rather than quotation marks. For example:

> *Hope* occurs three times in this verse.

ix. When citing Hebrew or Greek do not use quotation marks. In the case of Hebrew, vowel points and Massoretic accents are optional. Students in Year 3 should, and from Year 4 onwards must, cite Greek complete with accents as per the text of the New Testament.

8.2.2 Commas

Incorrect use—or non-use—of commas is the most common grammatical error made by students. Pay particular attention to points i. and ii. (The next most common error is the insertion of an apostrophe into the possessive word "its", as in the incorrect example, "*it's use is significant.*") Commas should enable fluent reading. They should, for example, be used in cases of syntactical ambiguity where otherwise the reader would not construe the text correctly on a first reading. Two problematic uses should be noted:

i. When a pair of commas does the job of parentheses, be sure not to omit the second of the pair:

> On the third time of asking, however, he accepted.
> She was offended when, for example, he asked intrusive personal questions.

ii. Essential (defining) clauses should not be set off with commas. In the following example the specific book in question is being defined (Metzger wrote many others):

> Bruce Metzger's book *The Text of the New Testament* was first published in 1964.

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[10] In close textual studies Rule 1 may be broken if it is necessary to signal that the punctuation is not part of the quote.

Nonessential clauses (clauses that may be omitted without affecting the meaning of the sentence) should be set off with commas. In the following example the book in question is already fully defined:

> Bruce Metzger's introduction to textual criticism, *The Text of the New Testament*, was first published in 1964.

8.2.3 Abbreviations, Full Stops, Spaces and Capitalization

Whatever decision is taken about abbreviations, consistency should be maintained. As a general rule, the first word of a sentence should never be abbreviated.

i.   Contractions should not be followed by a full stop, unless they end a sentence:

> Mr   Mrs   Dr

ii   Abbreviations are normally followed by a full stop ("e.g." has two full stops):

> Rev.   Vulg.   ed.   mg.   cf.

iii.   When plural abbreviations are formed by repeating a letter, the full stop appears after the final letter only. When they are formed by adding an s, a full stop is still required. For example:

> p./pp.   v./vv.   n./nn.   ch./chs.   vol./vols.

iv.   The full stop is omitted in abbreviations for chronological eras, divisions of the Canon, and Bible versions and editions, which are printed in all caps:

> BC AD   OT NT   NIV ESV   MT LXX

The full stop is likewise omitted in abbreviations for publishing houses and series titles (printed in capitals) as well as journal and reference book titles (italicised capitals):

> IVP   JSOTSup   *JSOT*   *TDNT*   *BHS*

For abbreviations of secondary sources (journals, periodicals, major reference works and series), see the *SBL Handbook,* 171–216 (alphabetized by source) and 216–60 (alphabetized by abbreviation).

v.   A space is inserted between the initial letters of personal names when occurring before the surname. Likewise, a space is required between a verse, page or chapter number and the abbreviation v(v)., p(p)., or ch(s). For example:

> F. F. Bruce   D. W. B. Robinson   v. 1   pp. 12–22

vi.   Abbreviations for biblical (and apocryphal) books should follow those used by the *SBL Handbook,* 124–5. Full stops are not used.

Gen	2 Sam	Ps (Pss)	Hos	Hag	1 Cor	2 Tim	3 John
Exod	1 Kgs	Prov	Joel	Zech	2 Cor	Titus	Jude
Lev	2 Kgs	Eccl (or Qoh)	Amos	Mal	Gal	Phlm	Rev
Num	1 Chr	Song (or Cant)	Obad	Matt	Eph	Heb	
Deut	2 Chr	Isa	Jonah	Mark	Phil	Jas	
Josh	Ezra	Jer	Mic	Luke	Col	1 Pet	
Judg	Neh	Lam	Nah	John	1 Thess	2 Pet	
Ruth	Esth	Ezek	Hab	Acts	2 Thess	1 John	
1 Sam	Job	Dan	Zeph	Rom	1 Tim	2 John	

However, if the biblical book is the first word in the sentence, or cited without chapter or verse number, it should be written in full: "First Samuel 2:10 is a key messianic text"; "Paul wrote 2 Timothy near the end of his life."

A colon separates chapter and verse; a comma and space separates verse and verse; a semicolon and space separates chapter and chapter. Thus: Deut 4:4, 15; 10:20; 11:16, 22–25; 30:20.

For extensive lists of technical abbreviations and abbreviations of Bible texts and versions, apocryphal books, Dead Sea Scrolls, works by Philo and Josephus, Mishnah, Talmud, Targumic and other Rabbinic works, Apostolic Fathers and other classical and ancient writings, see the *SBL Handbook,* 141–68.

vii. While capital letters should be used for proper nouns such as *Bible, Christ, Christology* and *English*, adjectives derived from such nouns only retain the capital letter when the nouns were personal or national names. Hence a *Christian woman* and an *English pub*, but a *biblical principle* and a *christological argument*.

8.2.4 Hyphens, En Dashes, Em Dashes, Numbers and Dates

i. Hyphens join words whose elements combine to give a single, compound sense, such as:

pre-emptive strike   bias-free language   Judaeo-Christian ethics

ii. En dashes join words which retain their separate meanings, such as:

Jewish–Christian dialogue

En dashes should also be used to indicate a range of page numbers, dates or biblical chapters and verses. Note that, for page numbers only, the second number in a range is shortened where appropriate down to two digits (but not to one digit for numbers greater than 10); but the second number of the range is not shortened if the first ends in a zero:

pp. 65–68, 100–102, 201–2, 309–56, 462–68
AD 154–157   502–500 BC   1951–1952
Psalms 1–2; 89   Rom 1:1–2:11   Ezek 16:1–5, 30–33

iii. Em dashes are used to mark strong disjunctions. They are not spaced:

"Take three—and only three—samples."

8.3   Notes and Bibliographies: General Rules

8.3.1 Footnotes and Endnotes

Your essay should be accompanied by subsidiary material printed in footnotes (at the foot of the page) or endnotes (at the end of the essay). Footnotes and endnotes are used: (1) to give references to sources (books, articles or unpublished documents) from which you have derived facts, opinions or quotations; (2) to add comments, evidence of facts stated in the text, allusions to the differing views of other authors, and similar material which is not part of the argument but which supports it indirectly, and which would interrupt its flow if included in the main text.

Note: Failure to acknowledge sources is a serious breach of academic standards and may be considered plagiarism.

If you are quoting already-quoted words (e.g. when the book you are reading quotes an ancient source), do not pretend that you were reading the original source, but describe it, and indicate that it was "cited by" or "translated by" [place where you read it]. See §8.4.9 below.

Notes are to be indicated in the text by a superscript numeral. Where practicable, the numeral should be placed at the end of the sentence (after the final punctuation) rather than after the first word to which it applies in the text.

Complete publication data must be supplied in the first note to a particular source. As a concession to space, standard abbreviations for journal and series titles should be used, and the phrases "edited by" and "translated by" abbreviated. Subsequent references to that source should use a short title and omit the author's initials (as illustrated below).

Please note: Any commentary or text other than references in footnotes or endnotes is counted in the word count of the assignment.

8.3.2 Bibliographies

The essay must be accompanied by a bibliography of books, articles and other sources which have been consulted by the student for writing the essay (the Bible need not be included).

The bibliography should be entitled a "Bibliography of Sources Cited," and any work not cited or engaged with in the body of the essay should not appear there. However, students may append a secondary list of "Other Works Consulted," with discretion used to ensure that works listed there directly pertain to the topic of the essay.

The main differences between the presentation of an entry in a bibliography and a reference appearing in a note is that in the former the author's surname is placed first, which facilitates the listing of the bibliography in alphabetical order. For other differences see the examples in §8.4.

Bibliographies should be listed alphabetically (see below), though it is customary to separate primary and secondary documents where relevant. Multiple works by a single author are listed alphabetically by title. There is no need to retype the author's name; a five en line followed by a full stop will suffice.

For example:
> Vanhoozer, Kevin J. *First Theology: God, Scriptures and Hermeneutics*. Leicester: Apollos, 2002.
> ———. *Is There a Meaning in this Text? The Bible, the Reader, and the Morality of Literary Knowledge*. Grand Rapids: Zondervan, 1998.

8.3.3 Arranging Bibliographies Alphabetically

The capitalization and alphabetization of entries in indexes and bibliographies can be very complicated, especially when compound and foreign names are involved. See the *SBL Handbook,* 73–76, 112–116. Three helpful hints are:

i.   Surnames that include the particles *de, van, van der* or *von* are not listed under the particle unless the name belongs to an English speaker. Compare the following two alphabetical series:

   De Boer, Willis Peter   Van Seters, John   Van Til, Cornelius

   Ploeg, J. P. M. van der   Rad, Gerhard von   Selms, Adrianus van   Vaux, Roland de

ii.   Note that Du, La and Le are always considered the first part of the surname:

   Du Buit, F. M.   La Mésangère, Pierre de   Le Déaut, R.

iii. Most Spanish authors and some English-speaking authors have double surnames:

   Alonso Schökel, Luis   Díez Macho, Alejandro   Lane Fox, Robin

8.3.4 The Key Elements of a Reference

The sequence of information in a reference is as follows. Most references will only include some of this information. There must be enough to enable the reader to find the exact source quickly in a library.

> ◊ Author or (if no author) editor; ◊ title of chapter or article; ◊ title of book or journal; ◊ editor and/or translator; ◊ edition (if not the 1st); ◊ no. of volumes; ◊ series title and number; ◊ city; ◊ publisher; ◊ date; ◊ electronic source information; ◊ full stop.

i.   Author or Editor

Full names rather than initials should be used if possible; a space should be left between initials; ancient works may be listed under the name of either the ancient author or the modern editor, with the same practice adopted for all ancient works cited.

ii.   Title

Regardless of the way it is printed in the source, a colon should precede every subtitle unless the title ends with a question or exclamation mark. Titles and subtitles in English should be fully capitalized (i.e. all words except articles, coordinating conjunctions, and prepositions).

For the capitalization of titles in foreign languages, see the *SBL Handbook*, 73–76.

Primary sources should be cited, parenthetically, inside the final punctuation, except in the case of a block quotation (§8.2.1). If the translation is important, insert it following the reference. For example:

> From Luke's point of view, "the kingdom of God is among you" (Luke 17:21 NRSV).

iii.   Series Title

Series titles are capitalised but not italicised. In units with a CT prefix, e.g. Doctrine, Ethics, Church History, it is not customary for series titles to be included in references. If there is a series title, it should be omitted.

iv.   Publisher

The publisher's name should be abbreviated—unless ambiguity or awkwardness would result—by the omission of *Press, Publishing Company,* and the like, and by the use of an ampersand instead of and (e.g., T. & T. Clark). Hence: Hendrickson (not, Hendrickson Publishers); Cerf (not, Editions du Cerf); Eerdmans (not, William B. Eerdmans Publishing Company). Exceptions: Oxford University Press (and other university presses); Scholars Press; Free Press; JSOT Press. See the *SBL Handbook*, 76–82.

iv.   Place and Date of Publication

List only the first place when several are mentioned, even if the second is linked to a second publisher. If the place is not well known, add a reference to the state or country. The decision you make will depend on the readership. Thus, "Homebush Bay, N.S.W." would suffice for local readers; "Chico, CA" would be necessary for most readerships. (For abbreviations of the states of the U.S.A. use the two-letter postal abbreviations as given in the *SBL Handbook,* 118).

Where the place of publication cannot be found, the abbreviation "n.p." (no place) is used. Where the date of publication is unknown, use "n.d." (no date), or else estimate the century or decade, e.g. "18--?" or "196-?" Where there are no page numbers, also use "n.p." (no pages).

v.   Volume and Page Numbers

All numerals should be Arabic, with volume and page numbers separated by a colon (e.g, 1:96–97). Do not use f. and ff., but give actual page ranges. Examples of such ranges—separated by an en

dash—can be found in §8.2.4 above. **NOTE:** because pages numbers in electronic books are not stable, you should always quote from a paper copy where one is available.

vi.   Electronic source information

Information about the electronic format cited (PDF e-book; Kindle edition, etc.) always goes at the end of a reference. For online publications a DOI (Digital Object Identifier) is preferable to a URL. There is no need to provide an access date, and URLs must never be hyphenated. Divide them at a dot or slash if necessary.

Finding the DOI for an article. Many articles do not have a DOI, but if they do it should be printed on the first page of the article PDF. Alternatively, go to CrossRef.org and click on the "search metadata" tab on the homepage. Enter details of the article's title and author into the search box. A DOI is a number beginning with 10. To convert it to a URL, http://dx.doi.org/ is placed in front of it (e.g., http://dx.doi.org/10.1086/660696).

8.4   Examples

> *How to use this section, in four steps:*
>
> Step 1   What type of source are you referring to? Find it in the list below and go to the appropriate section, then go to Step 2.
>
> Step 2   Is this the first time you have used this particular source?
> If yes, create a footnote with the full reference, in the style of the first example.
> Then go to Step 4.
> If no, go to Step 3.
>
> Step 3   Have you footnoted this source earlier in your essay/thesis?
> If yes, create a footnote with a shortened title, in the style of the second example
>
> Step 4   Are you constructing the bibliography? Create a reference in the style of the third example, and place it in its proper alphabetical order.

In some of the examples that follow, the prescribed sequence of information is given in a template. Following the template are either two or three examples: a first reference, a second or subsequent reference, and a bibliographic entry.

Print Media

1.   Journal Article (with template)
2.   Books and Edited Books (with template)
3.   Recent Reprint Title
4.   Full History of a Translated Volume
5.   Article in an Edited Volume (with template)
6.   Book Review
7.   Unpublished Dissertation or Thesis
8.   Article in a Lexicon or Encyclopaedia
9.   Other Special Cases

Electronic Media

1.   Electronic journal article
2.   CD-ROM (or similar) electronic reference with a corresponding print edition
3.   Digitized versions of printed books (digitized libraries, AcCordance modules, etc.)

4. Online databases
5. Book published electronically or online with no print counterpart (on Kindle, etc.)
6. Material published informally online: websites, blogs, social media
7. Online audiovisual material

Archival sources

1. Letter from an archive
2. Unpublished paper or lecture from an archive
3. Unpublished document with group author
4. Citing multiple documents from the one collection
5. Oral history interview recording
6. Transcription of an interview
7. Photographs (known photographer)
8. Photographs (unknown photographer)

8.4.1 Print Media

1. Journal Article

First reference: John D. Author, "Title," *Journal* volume/issue (year): page(s).

Bibliography: Author, John D. "Title." *Journal* volume/issue (year): page(s).

Note that, According to SBL convention, double quotation marks are used and the comma (or full stop) goes **inside** them. A closing question mark or exclamation mark replaces the full stop of a bibliography, but not the comma of a reference (see the second example). The issue number should only be included if the pagination starts afresh in each issue (compare the examples). The page numbers are preceded by a colon. In second and subsequent references, only the author's surname, an abbreviated title, and the relevant page(s) need be supplied. In the bibliography, full stops follow author and title, and the journal title is fully written.

First Reference: [15.] Stephen K. Williams, "The 'Righteousness of God' in Romans," *JBL* 99 (1980): 261.

Second Reference: [21.] Williams, "Righteousness," 270.

Bibliography: Williams, Stephen K. "The 'Righteousness of God' in Romans." *Journal of Biblical Literature* 99 (1980): 241–90.

First Reference: [10.] Mark W. Chavalas, "Did Abraham Ride a Camel?," *BAR* 44.6 (2018): 52, 64–65.
Second Reference: [11.] Chavalas, "Did Abraham Ride a Camel?," 64.
Bibliography: Chavalas, Mark W. "Did Abraham Ride a Camel?" *Biblical Archaeology Review* 44.6 (2018): 52, 64–65.

2. Books and Edited Books

First reference: Author(s)[or, Editor(s), ed(s).], *Title*, ed. editor, trans. translator, number of volumes vols., edition ed., series-title number (place: publisher, year), page(s).

Bibliography: Author(s)[or, Editor(s), ed(s).]. *Title*. Edited by editor. Translated by translator. number of volumes vols. edition ed. series-title number. place: publisher, year.

The main change from the old SBL style is that **ONLY** *the publication details (place: publisher, year) are included within parentheses in footnotes.* When there are two or three authors or editors, list them all and separate the last two by "and". When there are more than three, list just the first followed by "et al." in the first reference, but list all of them in the bibliography. The page numbers (omitted in the bibliography) are preceded by a comma. In the bibliographic version, all elements before the place of publication are separated by full stops, and "edited by" and "translated by" are fully written.

First Reference: [17.] James Robinson and Helmut Koester, *Trajectories Through Early Christianity* (Philadelphia: Fortress, 1971), 23.

Second Reference: [25.] Robinson and Koester, *Trajectories*, 23.

Bibliography: Robinson, James, and Helmut Koester. *Trajectories Through Early Christianity*. Philadelphia: Fortress, 1971.

First Reference: [2.] John F. Oates et al., eds., *Checklist of Editions of Greek and Latin Papyri, Ostraca and Tablets*, 4th ed., BASPSup 7 (Atlanta: Scholars Press, 1992), 10.

Second Reference: [5.] Oates et al., *Checklist*, 4.

Bibliography: Oates, John F., William H. Willis, Roger S. Bagnall, and Klaas A. Worp, eds. *Checklist of Editions of Greek and Latin Papyri, Ostraca and Tablets*. 4th ed. Bulletin of the American Society of Papyrologists, Supplements 7. Atlanta: Scholars Press, 1992.

Note that "eds." is omitted in the second reference; and in the bibliography, the series title is written in full. It is not necessary to include the names of the editors of the series, if given. Do not confuse impressions, printings, or reprints with editions. A second edition represents a change in the text from the first edition, whereas an impression is merely a reprinting of the same edition. A book which is styled the fifth printing of the first edition is cited by the date of the first edition, not the date of the printing. Do not use a reprint date.

First Reference: [48.] Adolf Harnack, *History of Dogma*, trans. Neil Buchanan, 7 vols. (Boston: Little, Brown, 1896–1905).

Second Reference: [58.] Harnack, *History of Dogma*, 2:126.

Bibliography: Harnack, Adolf. *History of Dogma*. Translated from the 3rd German ed. by Neil Buchanan. 7 vols. Boston: Little, Brown, 1896–1905.

Note that in the second reference the volume number is in Arabic numerals, and separated from the page numbers by a colon. Note also the fuller information provided in the bibliography regarding the translation.

3. Recent Reprint Title (N.B.—where possible, cite from the original)

First Reference: [16.] John Van Seters, *In Search of History: Historiography in the Ancient World and the Origins of Biblical History* (New Haven: Yale University Press, 1983; repr., Winona Lake, IN: Eisenbrauns, 1997), 35.

Second Reference: [17.] Van Seters, *In Search*, 70.

Bibliography: Van Seters, John. *In Search of History: Historiography in the Ancient World and the Origins of Biblical History*. New Haven: Yale University Press, 1983. Repr., Winona Lake, IN: Eisenbrauns, 1997.

If a reprint is old (public domain), the original place and publisher—but not date—may be omitted.

4. Full History of a Translated Volume

For research students it will normally be desirable to include details of the original if a work is cited in translation.

First Reference: 71. J. Calvin, *Institutes of the Christian Religion*, ed. John T. McNeill, trans. Ford Lewis Battles, 2 vols., LCC 20–21 (Philadelphia: Westminster, 1960), III.ii.2; trans. of *Institutio Christianae religionis, in libris quatuor nunc primum digesta, certisque distincta capitibus, ad aptissimam methodum: aucta etiam tam magna accessione ut propemodum opus novum haberi possit* (Geneva: Robert Estienne, 1559).

Second Reference: 73. Calvin, *Inst*. II.vi.4.

Bibliography: Calvin, J. *Institutes of the Christian Religion*. Edited by John T. McNeill. Translated by Ford Lewis Battles. 2 vols. Library of Christian Classics 20–21. Philadelphia: Westminster, 1960. Translation of *Institutio Christianae religionis, in libris quatuor nunc primum digesta, certisque distincta capitibus, ad aptissimam methodum: aucta etiam tam magna accessione ut propemodum opus novum haberi possit;* Geneva: Robert Estienne, 1559.

First Reference: 5. Julius Wellhausen, *Prolegomena to the History of Ancient Israel* (New York: Meridian Books, 1957), 296; repr. of *Prolegomena to the History of Israel*, trans. J. Sutherland Black and Allan Menzies, with preface by W. Robertson Smith (Edinburgh: Adam & Charles Black, 1885); trans. of *Prolegomena zur Geschichte Israels*, 2nd ed. (Berlin: G. Reimer, 1883).

Second Reference: 17. Wellhausen, *Prolegomena*, 55.

Bibliography: Wellhausen, Julius. *Prolegomena to the History of Ancient Israel.* New York: Meridian Books, 1957. Reprint of *Prolegomena to the History of Israel*. Translated by J. Sutherland Black and Allan Menzies, with preface by W. Robertson Smith. Edinburgh: Adam & Charles Black, 1885. Translation of *Prolegomena zur Geschichte Israels.* 2nd ed. Berlin: G. Reimer, 1883.

Undergraduate students who cite a work that has been translated and/or reprinted from an older original may omit the full history of the volume and simply add the original date of publication in square brackets after the date:

First Reference: 71. Calvin, J. *Institutes of the Christian Religion*, ed. John T. McNeill, trans. Ford Lewis Battles, 2 vols., LCC 20–21 (Philadelphia: Westminster, 1960 [1559]), III.ii.2.

Second Reference: 72. Calvin, *Institutes*, IV.i.1.

Bibliography: Calvin, J. *Institutes of the Christian Religion*. Edited by John T. McNeill. Translated by Ford Lewis Battles. 2 vols. Library of Christian Classics 20–21. Philadelphia: Westminster, 1960 [1559].

5. Article in an Edited Volume

First reference: Author(s), "Title," in Book *Title*, ed. editor(s), trans. translator, number of volumes vols., edition ed., series-title number (place: publisher, year), page(s).

Bibliography: Author(s). "Title." Pages page(s) in Book *Title*. Edited by editor(s). Translated by translator. number of volumes vols. edition ed. series-title number. place: publisher, year.

First Reference:	[11.] William J. Dumbrell, "Paul's Use of Exodus 34 in 2 Corinthians 3," in *God Who is Rich in Mercy: Essays Presented to Dr. D. B. Knox*, ed. Peter T. O'Brien and David G. Peterson (Homebush West, N.S.W.: Lancer, 1986), 179–94.
Second Reference:	[17.] Dumbrell, "Paul's Use of Exodus," 181–82.
Bibliography:	Dumbrell, William J. "Paul's Use of Exodus 34 in 2 Corinthians 3." Pages 179–94 in *God Who is Rich in Mercy: Essays Presented to Dr. D. B. Knox*. Edited by Peter T. O'Brien and David G. Peterson. Homebush West, N.S.W.: Lancer, 1986.

6. Book Review

The publication details of the reviewed work may be omitted:

First Reference:	[13.] Georg Sauer, review of *Die Prosareden des Jeremiabuches,* by Helga Weippert, *ThZ* 30 (1974): 172–73.
Second Reference:	[14.] Sauer, review of *Die Prosareden des Jeremiabuches* (by Weippert), 172.
Bibliography:	Sauer, Georg. Review of *Die Prosareden des Jeremiabuches*, by Helga Weippert. *Theologische Zeitschrift* 30 (1974): 172–73.

7. Unpublished Dissertation or Thesis

The title is not italicised, but placed in quotation marks:

First Reference:	[8.] G. A. Cole, "Cranmer's Views on the Bible and the Christian Prince" (MTh thesis, University of Sydney, 1983), 58.
Second Reference:	[9.] Cole, "Cranmer's Views," 19.
Bibliography:	Cole, Graham A. "Cranmer's Views on the Bible and the Christian Prince." MTh thesis, University of Sydney, 1983.

8. Article in a Lexicon or Encyclopaedia

For a lexicon or theological dictionary entry (i.e. which discusses a word or family of words), you should give the title and whole page range of the entry in the first reference, but just the dictionary abbreviation and page in subsequent references. In the bibliography, cite only the dictionary. Note the Arabic numeral for the volume number, followed by a colon.

First Reference:	[90.] Ceslas Spicq, "αἰμοιβή," *TLNT* 1:95–96.
Second Reference:	[102.] Spicq, *TLNT* 1:95.
Bibliography:	Spicq, Ceslas. *Theological Lexicon of the New Testament.* Translated and edited by James D. Ernest. 3 vols. Peabody, MA: Hendrickson, 1994.

An article in an encyclopaedia or dictionary (i.e. which discusses a theme, person, idea, etc.) should, however, be specifically cited in the bibliography.

First Reference:	[31.] K. Stendahl, "Biblical Theology, Contemporary," *IDB* 1:418–32.
Second Reference:	[34.] Stendahl, "Biblical Theology," 1:419.
Bibliography:	Stendahl, K. "Biblical Theology, Contemporary." Pages 418–32 in vol. 1 of *The Interpreter's Dictionary of the Bible*. Edited by G. A. Buttrick. 4 vols. Nashville: Abingdon, 1962.

9. Other Special Cases

Quoting already-quoted words (e.g. when the book you are reading mentions or quotes an ancient or foreign-language source). *If possible, go back to the source and cite it for yourself!* If the source is unavailable or unintelligible, do not include it in your bibliography, as you did not consult it. In footnotes, imitate the following examples:

> [12.] J. G. Eichhorn, *Einleitung in das Alte Testament*, 3rd edn (Leipzig: Weidmannischen Buchhandlung, 1803), 3:154, cited by Andrew G. Shead, *A Mouth Full of Fire: The Word of God in the Words of Jeremiah*, NSBT 29 (Leicester: IVP, 2012), 79.
>
> [17.] Hadad-yith'i inscription (800 BC), translated by Sandra L. Richter, *The Deuteronomistic History and the Name Theology*, BZAW 318 (Berlin: de Gruyter, 2002), 203.
>
> [27.] Sefire Inscriptions, Stele I, Face B, trans. Joseph A. Fitzmeyer, in William W. Hallo and K. Lawson Younger, Jr., eds., *The Context of Scripture* (Leiden: Brill, 2003), 2:214.

Beyond this there remain complex examples for which, at an undergraduate level, consistency and common sense should be the guide rather than strict adherence to the letter of the law. If further help is necessary, refer to the *SBL Handbook,* 95–102, for examples of citations from conference papers, magazine articles, *ANET, COS,* the Loeb Classical Library, papyri, ostraca, ancient epistles and homilies, the Ante- and Post-Nicene Fathers, J.-P. Migne's *Patrologia Latina and Patrologia Graeca*, and *Aufstieg und Niedergang der römischen Welt*. Before citing texts from the Judaean Desert, see the *SBL Handbook*, 176.

There is no need to list references to the Bible. Likewise, there is no need to list references to well-known documents from church history or antiquity. Like biblical references, these can be cited in parentheses within the main body of the text. For example:

> (Josephus, *Ant*. 2.233–235)
> (*b. B. Bat. 12a*)
> (Calvin, *Inst.* III.ii.2)
> (Barth, *CD* IV/1, 128)

When you come across other works which are referred to by similar such abbreviations (e.g. Luther's works or the Mishnah), imitate the usage of your source in your own referencing. Note that when you cite the exact words of a translation of ancient or classic modern works, the translator should be acknowledged. In this case, the source should be included in the bibliography.

> (Calvin, *Inst*. III.ii.2 [Battles])
> (Josephus, *Ant*. 2.233–235 [Thackeray, LCL])
> *Josephus*. Translated by H. St J. Thackeray et al. 10 vols. *Loeb Classical Library*. Cambridge: Harvard University Press, 1937.

8.4.2 Electronic Media

NOTE: The attention of students is drawn to the variable quality of material available on the Internet. Much of it is "informal," i.e. it has not been subject to review by publishers or normal academic peer review. Accordingly care should be exercised in the citing of such material.

The internet is volatile; old links (URLs) often break. Include a DOI where possible—see §8.3.4, part vi.

As a general rule, *digitized material* may be cited like the print copy that was photographed to produce it. *Material with no print counterpart* may change over time, and the date of latest release or revision should be included.

1. Electronic Journal Article

Electronic journals have fixed page numbers, like print journals. If you consulted the article in a library or commercial database, you may give the name of the database instead of a DOI.

First Reference: 6. Campbell Brown, "Consequentialize This," *Ethics* 121.4 (July 2011): 752, http://dx.doi.org /10.1086/660696.

Second Reference: 13. Brown, "Consequentialize This," 761.

Bibliography: Brown, Campbell. "Consequentialize This." *Ethics* 121.4 (July 2011): 749–71. http://dx.doi.org/10.1086 /660696.

First Reference: 8. Andrew Curtin, "Covenant: The Construction of Identity in Israel," *Old Testament Research* 8.4 (October 2012): 16, Academic OneFile.

Second Reference: 17. Curtin, "Covenant," 18–19.

Bibliography: Curtin, Andrew. "Covenant: The Construction of Identity in Israel." *Old Testament Research* 8.4 (October 2012): 15–28. Academic OneFile.

2. CD-ROM Reference with a Corresponding Print Edition

Cite a book on CD-ROM as you would if it was the print edition. You do not need to specify the medium of the book in your citation.

3.   Digitized Version of Printed Book (digitized libraries, AcCordance modules, etc.)

If the book is readily available, cite it as if it were the print edition. You do not need to specify the medium of the book in your citation. Bible software programmes should provide you with the relevant citation details. For example, https://www.accordancebible.com/Accordance-Citations.

If it is a rare book, provide the DOI/URL or the name of the database you accessed. Two bibliography entries may serve as examples:

Abbott, George. *The Whole Booke of Iob Paraphrased, or, Made Easie for Any to Understand*. London: Printed by Edward Griffin for Henry Overton, 1640. http://rarebooks.dts.edu/viewbook .aspx?bookid=1206.

Coverdale, Miles. *Goostly Psalmes and Spirituall Songes Drawen out of the Holy Scripture, for the Comforte and Consolacyon of Soch as Loue to Reioyse in God and His Worde*. London: Iohan Gough, 1535. Early English Books Online.

4. Online Database

When citing databases with formally published content, the author of the content or the owner of the site should be referenced, plus the title of the content, the name of the database, and a release or revision date. Two bibliography entries may serve as examples:

British Museum. "134322: Ivory plaque depicting a winged sphinx." British Museum Collection Database. Oct 2017. https://www.britishmuseum.org/research/collection_online/collection _object_details/collection_image_gallery.aspx?assetId=30770001&objectId=369007&partId=1.

The ETCSL Project, Faculty of Oriental Studies, University of Oxford. "Regularised Forms of Proper Nouns in the ETCSL." The Electronic Text Corpus of Sumerian Literature. Updated 17 Oct 2006. http://etcsl.orinst.ox.ac .uk/cgi-bin/etcslpropnoun.cgi.

5. Book Published Electronically or Online with No Print Counterpart

NOTE: cite e-books only if a print or digitized copy with stable page numbers is not available. If an e-book is available in more than one format you should cite the version you consulted. For books consulted online, include an access date and a DOI/URL. If no fixed page numbers are available, you can include a section title or a chapter or other number.

First Reference:	1. Stanly Johny, *The ISIS Caliphate: From Syria to the Doorsteps of India* (New Delhi: Bloomsbury India, 2018), ch. 1, EPUB ebook.
Second Reference:	17. Johny, *ISIS*, ch. 6.
Bibliography:	Johny, Stanly. *The ISIS Caliphate: From Syria to the Doorsteps of India*. New Delhi: Bloomsbury India, 2018. EPUB ebook.

6. Other Material Published Online: Periodicals, Blogs, Social Media

Citations should include all of the following that are known and relevant: the author of the content; a title or phrase (e.g. the first 160 characters of a post) describing the content; the name of the magazine or blog (italics) or platform (Facebook, Instagram, etc., non-italics); the owner or sponsor of the site; the date the content was generated; and the URL. Access dates are not required.[11]

Informal online material should be referenced in notes and, if formally (commercially) published and of sufficient substance, in the bibliography. Blog entries are typically not included in a bibliography, as they are informal comments. Social media content need not even be referenced in a note, if a brief description in the text can suffice (see example).

First Reference:	5. Charles Truehart, "Welcome to the Next Church," *Atlantic Monthly* 278 (August 1996): 37–58, https://www.theatlantic.com/magazine/archive/1996/08/the-next-church/376646/.
Second Reference:	9. Truehart, "Next Church," 57.
Bibliography:	Truehart, Charles. "Welcome to the Next Church." *Atlantic Monthly* 278 (August 1996): 37–58. https://www.theatlantic.com/magazine/archive/1996/08/the-next-church/376646/.

First Reference:	4. Paul Helm, "Review of Oliphant's Aquinas: II," *Helm's Deep: Philosophical Theology* (blog), 30 Dec 2018, http://paulhelmsdeep.blogspot.com/2018/12/.
Second Reference:	8. Helm, "Review."

First Reference:	34. "What Does It Mean to Find Joy in Christ?" Facebook post, Moore Theological College, 16 Jan 2019 at 21:00, https://www.facebook.com/mooretheologicalcollege/posts/10156240638502523:0.
Second Reference:	38. "What Does it Mean," Facebook post.

A sample text that cites social media content, both with and without a note:

Lost on many readers was the fact that Obama's tweet was a quotation from Nelson Mandela: "'No one is born hating another person because of the color of his skin or his background or his religion...'" (@BarackObama, Twitter, 12 Aug 2017). Visual symbolism, as when the face of Martin Luther King

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[11] The specific URL for a Facebook post is found by clicking on the three dots on the upper right-hand corner of the post, selecting "embed," then selecting "advanced settings."

Jr. looms large over Obama in a photograph, can portray a relationship between two authors with considerable sophistication.[16]

> [16.] @obamawhitehouse, "'Life's most persistent and urgent question is, "What are you doing for others?"'" Instagram photo, 17 Jan 2017, https://www.instagram.com/p/BPWgvHeDo_y/?utm _source=ig_web_copy_link.

7. Online Audio-visual Material

As relevant or available, the following information should be included: Author, "title of content," directed by, date filmed/recorded, owner or sponsor of content, medium and duration, date posted, URL. Normally there would be a reference in a note, but not in the bibliography. Again, use the most stable URLs possible, e.g. by going to the site of the company that creates the content (vimeo.com, soundcloud.com), not the site where it is hosted. These media would not normally be included in a bibliography.

> [12.] Channel 4 News, "Jordan Peterson debate on the gender pay gap, campus protests and postmodernism," YouTube video, 29:55, posted 16 Jan 2018, https://www.youtube.com /watch?v=aMcjxSThD54&t=18s.

> [17.] Phillip Jensen, "Spirit-Inspired Christian Living," Moore College Centre for Christian Living, Vimeo video, 1:02:27, posted 6 Dec 2018, https://vimeo.com/286099598.

> [33.] Tony Payne, "Podcast Episode 022: Enjoying God," Moore College Centre for Christian Living, Soundcloud, 35:18, posted 6 Dec 2018, https://soundcloud.com/user-410568914/podcast-episode-022.

8.4.3 Archival sources

Archival sources include correspondence, meeting minutes, unpublished papers or lectures, oral history recordings and photographs, which are held in an institutional collection. Include enough information so that another person can find the same document or collection. Use square brackets to indicate information not recorded on the document. Publications of limited circulation (e.g. newsletters) are cited in the same way as published periodicals. Digitised audio and video recordings may be cited in the same way online audio-visual material.

1. Letter from an archive

First reference: Author to recipient, date, repository, series no.

First Reference:	[34.] W.G. Broughton to George Gilbert, 24 June 1844, Samuel Marsden Archives, Series 033-20-2.
Second Reference:	[38.] Broughton to Gilbert, 1844.
Bibliography:	W.G. Broughton to George Gilbert, 24 June 1844, Samuel Marsden Archives, Series 033-20-2.

2. Unpublished paper or lecture from an archive

First reference: Author, title, date, collection, repository, series no.

First Reference:	[7.] T.C. Hammond. "Lighter moments in a long life." 1960. T.C. Hammond Papers, Samuel Marsden Archives, Series 044-7-1.
Second Reference:	[9.] Hammond, "Lighter moments."
Bibliography:	Hammond, T.C. "Lighter moments in a long life." 1960. T.C. Hammond Papers, Samuel Marsden Archives, Series 044-7-1.

3. Unpublished document with group author

First Reference:

[21.] Moore College Women's Auxiliary. Minutes of meeting of Moore College Women's Auxiliary. 7 July 1945. Samuel Marsden Archives, Series 017-1.

Second Reference:

[22.] Moore College Women's Auxiliary, Minutes.

Bibliography:

Moore College Women's Auxiliary. Minutes of meeting of Moore College Women's Auxiliary. 7 July 1945. Samuel Marsden Archives, Series 017-1.

4. Citing multiple documents from the one collection

First Reference:

[14.] W.G. Broughton to George Gilbert, 24 June 1844. Samuel Marsden Archives, Series 033-20-2.

Second Reference:

[15.] W.G. Broughton to Sarah Broughton, 29 December 1848. Samuel Marsden Archives, Series 033-2-58.

Third Reference:

[16.] W.G. Broughton to Edward Coleridge. 25 February 1839. Samuel Marsden Archives, Series 033-1-5.

Bibliography:

Broughton, W.G. Correspondence. Samuel Marsden Archives, Series 033.

5. Oral history interview recording

First Reference:

[12.] Mary Andrews, Interview by Margaret Lamb. 7th February 1992. Digital recording, 01:17:13, https://moorecollege.access.preservica.com/IO_4ff01cbf-736b-4805-af59-2c6b04ff6419/

Second Reference:

[14.] Andrews, Interview by Margaret Lamb.

Bibliography:

Andrews, Mary. Interview by Margaret Lamb. 7th February 1992. Digital recording, 01:17:13, https://moorecollege.access.preservica.com/IO_4ff01cbf-736b-4805-af59-2c6b04ff6419/

6. Transcription of an interview

First Reference:

[17.] Leon Morris. Interview by Stuart Piggin. 1988. Oral History Interview Transcripts. Samuel Marsden Archives, Series 287-1.

Second Reference:

[18.] Morris, Interview by Stuart Piggin.

Bibliography:

Morris, Leon. Interview by Stuart Piggin. 1988. Oral History Interview Transcripts. Samuel Marsden Archives, Series 287-1.

7. Photographs (known photographer)

Reference:

[26.] Australian Church Record. "Deaconess visiting maternity ward." 1958. Australian Church Record Photograph Collection. Samuel Marsden Archives, Series 001-16-7-23.

Bibliography:

Australian Church Record. "Deaconess visiting maternity ward." 1958. Australian Church Record Photograph Collection. Samuel Marsden Archives, Series 001-16-7-23.

8. Photographs (unknown photographer)

Reference:

[34.] [Photographs of Nathaniel Jones]. Ca. 1886-1910. Nathaniel Jones Papers. Samuel Marsden Archives, Series 041-13.

Bibliography:

[Photographs of Nathaniel Jones]. Ca. 1886-1910. Nathaniel Jones Papers. Samuel Marsden Archives, Series 041-13.

9 Community Life

Life in a community as large as ours needs a structure in order to benefit everyone. What follows is an outline of the daily routine and some of the basic expectations and regulations that are designed to make life pleasant for us all. The daily timetable of the College is arranged to enable every member of the community to spend a portion of time, morning and evening, in private devotional reading of the Scriptures and meditation, and in humble prayer and praise to God.

All full-time students including those who reside away from College are expected to attend all lectures and tutorials for units for which they are registered, chapel services, chaplaincy groups and lunch during semester.

9.1   Meal Times

Breakfast	Monday - Friday	7:00 am – 9:00 am	
	Saturday – Sunday	7:30 am – 9:00 am	
Lunch	Monday – Friday	12:10 pm – 12:45 pm	(first sitting)
		1:05 pm – 1:45 pm	(second sitting)
Dinner	Monday – Friday	6:00pm	

Breakfast is provided only for single students living in on-campus accommodation. There are no meals on public holidays or during vacation weekends.

All students are expected to attend each weekday lunch in the Dining Room. Part-time students should attend lunch where reasonably practicable on the day/s they are present at the Newtown Campus for classes and/or Chaplaincy group. There are no take-away meals at breakfast or lunch times. If you have a lecture clash with lunch please make arrangements with the Head Chef.

Married students may attend other weekday evening meals by booking at the Concierge Desk and paying the current fee.

If you require dietary meals please make arrangements with the Head Chef.

The lunch meal is not transferable. If a married student and/or their spouse wish to attend meals on another occasion they need to book in and pay at the Concierge Desk. No takeaway meals are provided. Single residents may request a takeaway dinner meal on Tuesdays by arranging it with the Chef before 5.00 pm on the day. No meals, crockery or cutlery may be taken away from the Dining Room without permission from the Head Chef.

Please Note
Due to WH&S regulations children, babies or toddlers in prams, strollers or capsules should not be brought into the Dining Room. Babies are welcome if they are in a pouch but must not be taken up to the bain maries. Parents should ask another student to get their meal for them.

9.2   Harassment Policy

The *Sexual Assault and Sexual Harassment Policy* can be found in the Policies section of our website.
Behaviour such as sexual harassment and sexual abuse is totally unacceptable. The decision to speak to someone about sexual harassment or sexual abuse by a member of the College community may not be easy. It may involve speaking about matters that are difficult to disclose. You may be concerned for others and for yourself. If you wish to speak to someone about sexual harassment or sexual abuse that may happen within the College community please contact the Dean of Students or the Dean of Women, or the Anglican Abuse Report Line on 1800 774 945 or email: abusereport@sydney.anglican.asn.au which will put you in touch with a Contact Person who is a professional counsellor. The Contact Person will take time to talk to you about any concerns you may have. An inquiry can be anonymous and does not commit you to anything.
Further information about these matters is available at the Diocesan Professional Standards Unit at https://safeministry.org.au/

9.3   Domestic Violence Policy

The College's *Domestic Violence Policy* can be found at www.moore.edu.au/about/ in the Policies section. Also located in the General Policies area of the website is a list of Christian professional counsellors who are experienced in working with domestic violence.

9.4   Chaplaincy Groups

Meeting together in Chaplaincy Groups is integral to the College's commitment to learning in community. These groups perform a number of important functions in the preparation of students for Christian ministry and leadership, helping to set a vision for gospel ministry and fostering fellowship, theological reflection, group skills, prayer, mission and accountability.

Each full-time student in years 1 – 4 is allocated to a Chaplaincy Group with approx. 15 members. The Group generally meets under the oversight of a member of faculty (chaplain), together with a female chaplain. The size of the group provides a more realistic focus for developing relationships and engaging in open discussion.

Chaplaincy Groups meet each week during term time on a Thursday at 9:00am for about 50 minutes. The content of these meetings is determined by the chaplains in consultation with the whole group. Usually the

program consists of various elements including Bible study, prayer, personal testimonies, discussions about ministry and ethical issues and the sharing of more personal matters.

Each Chaplaincy Group is further divided into prayer groups. These consist of 3 or 4 students from different years (Years 1 – 4). Prayer groups usually meet once per week at a mutually convenient time and take the form considered most appropriate by the members. Part-time students are not required to join prayer groups.

9.4.1 Participation in Chaplaincy Groups

Students are expected to actively participate in the meetings of their Chaplaincy Group. The groups provide valuable opportunities for developing skills in group leadership, observation and membership.

Members of Chaplaincy Groups are also encouraged to meet together over meals, suppers etc. These may be organised as a group activity or more informally amongst smaller subsets of the group. Faculty members welcome opportunities to spend time with students and their families in more relaxed contexts.

9.4.1.1 Part-time students and Chaplaincy Groups

In each full year of their enrolment, part-time students have the option of participating in a Chaplaincy Group. This intention may be indicated during enrolment, or by emailing registrardept@moore.edu.au by the Monday prior to Semester One's Orientation. Part-time students who join a Chaplaincy Group should make the same commitment to attending the group as they make to attending units of study in which they are enrolled, noting that Chaplaincy Group runs for the whole year. When part-time students join a Chaplaincy Group they may, at the same time, join a Prayer Group (See 9.4 above).

9.4.2 Mission Teams

Each year Chaplaincy groups form Mission Teams and engage in an 8-day College Mission in a congregational (not necessarily Anglican), University or other ministry setting. Most missions are residential with students billeted in local homes. Under the leadership of the Chaplains, students engage in a wide range of evangelistic opportunities. While on College Missions, students undertake activities, especially sporting activities, at their own risk.

Part-time students have the option of attending mission during the time it takes them to complete their course or the first year of it. If doing so, they should make the same commitment to the mission as full-time students. Part-time students must be part of a Chaplaincy Group if they want to attend Mission and must comply with the WWCC and Safe Ministry Training requirements of College.

9.4.3 Chaplains

All full-time students of the College are linked to a College Chaplain and Year Advisor. There are a number of ways in which students are accountable to their Chaplains and Year Advisors. It is regarded as a courtesy for students to inform their Chaplain in the event of absence from lectures, chapel or group activities. Part-time students are to inform the Director of Part-Time Studies

Annual reports for ordination candidates are drafted by respective Chaplains on the basis of interviews with, and observation of, students in various contexts. These reports are discussed with the Faculty and form the basis of the Principal's report to denominational representatives.

While students often feel that faculty members are very busy, Chaplains are committed to the pastoral care of students and are therefore available to discuss any individual issues or problems - personal, financial, study

or ministry related. Female Chaplains are also available to discuss any issues with students. Normally, a Chaplain will meet with each student in their chaplaincy group once per semester.

For all students, where the Chaplain is unavailable, appointments can be made with the Year Advisor, Dean of Students, Dean of Women, or the Director of Part-Time Studies.

9.5   Dean of Students and Dean of Women

With the assistance of chaplains, the Dean of Students and the Dean of Women are responsible for the spiritual and personal welfare, and all other matters which affect the well-being of students and their families, including student housing, residence and catering. The Deans are also responsible to the Principal for the co-ordination of chaplaincy reports for students offering for ordination in the Anglican and Presbyterian denominations.

9.6   Absences

Admission to the College involves a commitment to attend lectures, chapel, chaplaincy groups and meals during term times. Your presence in class is an important part of your own learning and of the community of learning that you participate in here at college. If you require an absence from college during term time (other than for illness), we ask that you discuss this with your chaplain (or the Director of Part-Time Studies) prior to the time of absence. Permission for such absences is not normally granted for extra-College activities (e.g. camps, conferences etc.). Because we think that community matters, **in the event of an absence of more than two days, your chaplain (or the Director of Part Time Studies) will also direct you to request permission from the Principal** prior to your absence. (Unforeseen circumstances can sometimes make it impossible to request in advance. In an emergency situation use your common-sense and communicate with your chaplain as soon as possible).

9.7   College Chapel

9.7.1 Attendance

Gathered worship is the activity that defines us as a community, and attendance at chapel (three mornings a week) is expected of all full-time College members. Part-time students should attend chapel whenever possible on the day/s they are present on the Newtown campus for classes. All students and faculty meet together for chapel at 9.05am on Tuesdays and Fridays. On Wednesdays at 9:05am we split into male and female congregations. Chapel services are always open to visitors wishing to attend.

Community Chapels are held six times per year, to which the entire community, including all College staff and student families, is invited, and for which a crèche is provided (children need to be booked in). Twice a year, lectures are cancelled to make way for a day of prayer for College missions (in Term 1), and for exiting students (in Term 4).

9.7.2 Regular Services

The pattern for chapel services is set out in the Chapel roster, which is found in the General Information section of the LSS, together with the weekly prayer points and other relevant resources. For the Tuesday and Friday chapels, all 2nd year students are involved in Bible reading, and most 3rd and 4th years in service leading and preaching during Wednesday chapels. Student teams are responsible for music and audio/visuals. The roster, and Chapel as a whole, are under the oversight of the Chapel Master, to whom any feedback may be directed. Most chapels follow an order of service in Common Prayer or An Australian Prayer Book. The Lord's Supper is held at the beginning and end of each term. Members of Faculty regularly preach in chapel as an important aspect of their ministry to the students. For one week in Term 1 and one week in Term 3, normal services are suspended to make way for a special focus on mission.

9.7.3 Commencement Chapel and End of Year Chapel

At the commencement of the academic year (i.e. Monday of Week 1, Term 1) we gather at 4.30pm in the Knox Lecture Theatre for the Lord's Supper followed by dinner for the College community.

At the end of the year after the final November examinations, we gather at 10.30am on Friday for the Lord's Supper followed by lunch and further celebrations.

9.8   Residence

All single full-time students are expected to reside in College for the duration of their course, subject to availability. The residences available for single students are John Chapman House and other Moore College housing. Married students are encouraged to apply to live in houses on College campuses, at Newtown, Croydon Park and North Parramatta where available. A minimum of two years residence is normally expected of married students unless exceptional circumstances apply and subject to housing availability. Exiting students must not vacate College houses until the end of the academic year. Students requesting concession to live out on compassionate grounds should consult the Dean of Students. See §9.14 for more information on housing for married couples or families.

9.9   Recording of Lectures

No private recording of lectures is allowed, except by explicit prior permission of the lecturer, and then only on serious compassionate grounds, using the College's equipment. The recording is to be deleted within seven days.

9.10   Dress

Students are encouraged in the matter of dress to show consideration for others in the College community. Footwear must be worn in the Kitchen and Dining Room.

9.11   Guests

Meals – Guests may be invited to any meal. Students are asked to make arrangements with the chef and to pay at the Concierge Desk. Current rates apply.

Accommodation – short-term accommodation is unfortunately unavailable in 2023 due to our single accommodation being fully occupied. Any other enquiries about accommodation can be sent to the Operations Team Leader by emailing accommodation@moore.edu.au .

9.12   Notification of Illness

In a College of our size it is possible for some things to go unnoticed. If you do not arrive for a meal or lectures there is no guarantee that anyone will assume you are sick and offer to help. We do not want you to be without some kind of help and assistance in these situations. For this reason it is important to notify your chaplain when you are unable to attend lectures because of sickness.

9.13   Safety Precautions

Posters outlining the Moore College Emergency Plan are displayed next to the doorway of each public building in College. Should evacuation of buildings be necessary refer to the posters for the relevant egress points and assembly area. Fire safety equipment is only to be used for approved purposes. For safety reasons, no smoking is permitted in the College buildings or grounds.

9.14   College Housing

College housing includes homes owned by the College at Newtown, Croydon Park and North Parramatta and homes in Newtown owned by others and made available to the College for student accommodation. Leases are signed for a calendar year with rent being charged weekly to student accommodation accounts. The College varies rent according to the standard of accommodation.

Enquiries for College housing (married students) may be made at any time to housing@moore.edu.au. Housing is allocated after consultation with the Dean of Students.

Housing applications for the forthcoming year are emailed to all current residential students during May. Students are encouraged to mail housing@moore.edu.au to discuss any particular housing needs. This enables College to be sensitive to individual student needs. Housing applications open in June each year. If you are seeking to apply, please email housing@moore.edu.au before the 1st June. Final preferences should be given by close of applications in mid-August.

9.15   Service Teams

All students contribute on a service team during the year, to attend to various tasks which ensure comfortable College living. The community focus areas and teams may include the following:

Growing	Living	Proclaiming	Promoting	Supporting
Community Gatherings	Sport and Recreation	Mission Awareness	CCL (Centre for Christian Living)	Tutoring
Chapel Technology	Moore Social	Evangelism	PTC	Prayer
Chapel Music	Orientation	Scripture	Moore Ambassadors	
		WeBelong	Societas	

Each of the Service Focus areas is headed up by a Senior Student.

9.16   Booking of Rooms

Students wishing to reserve common or lecture rooms for meetings of any kind, including study groups, should contact Concierge@moore.edu.au to book the room. Suitability of the room to be booked and charges will need to be discussed.
All enquiries about booking for events should be made to lissa.allen@moore.edu.au.

9.17   Use of Pianos

The piano in the Dining Room is available for practice but may only be used after obtaining approval from the Dean of Students. Use of the piano is dependent upon the availability of the room and due consideration of the kitchen staff.

9.18   Notice Boards

There is a notice board for use in the Bread Room. Please check with the Concierge before posting a notice. Notices must be marked with an expiry date. The notice noard will be regularly checked and old notices disposed of. Please do not leave furniture in the Bread Room.

9.19   Mail

Mail is delivered daily to student mail boxes in the Mail Room for full-time residential students. If you and your family are living in a College house your primary postal/delivery address is your home address and not the College Office address. Please Note: Packages can only be delivered to 1 King Street if you live in single housing, on Little Queen Street or 33 and 35 King Street.

9.20   Phones

 A limited number of public telephones are provided in John Chapman House for students' use.

9.21   Lockers

A number of lockers are available for non-residential students for an annual small non-refundable fee. The lockers are in the Mail Room in 19 King Street. Application for lockers should be made during Orientation by completing a form and giving it to the Concierge. Payment is made when a key is allocated.

9.22   Keys and Security Access Cards

All students will be issued with a security access card which gives access to the Mail Room (24/7), the Library (when open), lecture rooms (8am – 4pm) and any other rooms booked (see 9.16). Single residents' security access cards also give them access to John Chapman House. All cards can be picked up from the Concierge Desk at an arranged time.

Students moving into the single residences collect their room keys from the Concierge Desk. There is a separate refundable deposit of $40 for room keys. Students moving into one of the College houses collect their keys from the Concierge Desk at a pre-arranged appointment time. All issued keys must be returned in person; College Housing to the Property Office (on Little Queen Street) and single accommodation to the Concierge Desk.

9.23   Sport and Recreation

Various sports are organised during the course of the year, including touch football, ultimate frisbee and soccer. By special arrangement, St John's and St Paul's ovals are available from time to time. A pool table is available in the John Chapman House Common Room. Volleyball may be played in the Triangle of John Chapman House but not in the Quadrangle. Moore College students are eligible to join the Sydney University Sports Union and so take advantage of their swimming, squash, tennis and gymnasium facilities. Contact the Moore College Student Union for further information. All sport and recreational activities are outside the scope of the College's public liability insurance and are therefore undertaken at the student's own risk.

9.24   Concession Travel Passes

Most full-time students who are Australian citizens are eligible for a Government Travel Concessions which provides concessional fares for trains and buses. Although students may not be "in receipt of remuneration" in order to be eligible for concessional travel, State Rail and State Transit do not deem Student Minister stipends as "remuneration". Consent to forward your student details to government agencies for the purposes of travel concessions is made at the time of orientation and registration.
For further information, students should contact the Registrar's Department.

9.25   Other University Study

Full-time students who wish to undertake concurrent study at another institution should apply in writing to the Academic Dean. Such permission will not be granted unless the student is able to maintain an over-all average of 60% in the yearly examinations. Students may not absent themselves from lectures in the College for lectures at the University or elsewhere except by special permission.

9.26   Fees

1. For students applying for FEE-HELP assistance, any upfront portion of tuition fees is payable by the week immediately preceding the Census Date of each semester. Any student who has not applied for FEE-HELP by Census Date, will be required to pay upfront fees for that semester. Students need only apply for FEE-HELP once during the duration of their studies, unless they change courses.
2. For international students on student visas, fees are payable at the end of each semester in terms of their payment in arrears agreements.
3. For students not applying for FEE-HELP assistance, tuition fees are payable by the week immediately preceding the Census Date of each semester for units of study with that Census Date.
4. Students who are not able to pay in full tuition or accommodation charges when they are due during an academic year, should contact the Finance Department at finance@moore.edu.au to make alternative arrangements.
5. Students who have outstanding debts (including Library fines, tuition fees & accommodations charges) due to the College may be excluded from classes and may not receive results of assessments. If a debt is still outstanding by the time end of year results are released the student will not be eligible to receive these results and will not be permitted to enrol in the following academic year or graduate (whichever is applicable). Non-enrolment in the following academic year also means that students with unpaid debts will forfeit any College accommodation. Any exceptions to this regulation must be approved by the Principal.
6. Spouses of students who are undertaking the three or four year courses are able to enrol in the Advanced Diploma of Bible, Mission and Ministry (full or part-time). The current tuition fees apply and FEE-HELP is available for those who meet the eligibility criteria.
7. Accommodation for married students is charged weekly, board and accommodation for single students is charged weekly during each semester.   Single students may elect board and accommodation during holiday breaks for a similar charge by completing the Vacation Survey. Direct debit is the preferred method of payment. All students may opt into a direct debit system to meet their accommodation expenses. Direct debit forms are to be completed each year and returned to the Finance Department for processing. The other payment methods include EFTPOS at concierge desk, bank transfer, B-pay, cheque or cash. Accommodation statements are sent to student email addresses monthly.
8. Students in the single residences (John Chapman House or other residences) are charged rent from the first day of term or the day they take up residence, whichever is earliest, until the last day of term or the day they leave residence, whichever is the latest.
9. Fees and other amounts payable by students are determined by the Governing Board of the College after the preparation of the College financial budget in the August/September prior to each academic year. Additional charges are payable for meals and accommodation during College vacations.
10. Certain charges are subject to the Goods and Services Tax (GST).
11. Each year Moore College receives a grant from the Synod of the Diocese of Sydney to cover some general running costs of the College. Fees charged to students for tuition and for some single

accommodation are the main other source of College income. Fees are set at a level which seeks to recover the costs of the College teaching program.

12. Supporters of the College frequently give money to provide assistance for needy students. Any student who is experiencing financial difficulties should discuss their situation with their Chaplain. Students should also consider the Student Support Fund (https://moore.edu.au/financial-support/)

9.27   Government Financial Assistance

9.27.1   Family Income Supplement

The Department of Social Security has advised that theological students may be eligible for the Family Income Supplement. Further details and claim forms are available from Centrelink.

9.27.2 AUSTUDY Benefits

All Moore College accredited courses are approved courses for Centrelink student related payments.

Moore College's institution code with Centrelink is 2P002.

Students taking at least 75% of the full-time load of an approved course (calculation based on credit points of units) may be eligible for AUSTUDY benefits. AUSTUDY application forms are available only from Centrelink. See https://www.humanservices.gov.au/individuals/services/centrelink/austudy for further information.

9.28   Marriage

Students are advised in the event of the announcement of their engagement, that it is an act of courtesy to inform the Principal and, if candidates for ordination, their appropriate denominational authority. It is also wise to consult the Dean of Students in this matter particularly with reference to residential needs. The Principal will expect the student's finances to be sufficient to sustain a home while continuing as a full-time student, if marrying before the completion of the course. Students are also advised that assessments and other College obligations are expected to be met, even when a student marries during the course of their studies.

9.29   Change to Personal Circumstances

It is expected that students whose circumstances change significantly during their time at College will inform the Principal and the Registrar Department of such changes (e.g. engagement and marriage, change in denominational affiliation, changes in candidacy, application or re-application for Sydney candidacy). Students can make changes to their address and other contact details directly through their MyMoore account.

10. Calendar

10.1   Term Dates 2023

See full details on the College website [Academic Calendar](.).

Supplementary Exams (for Sem 2, 2022)	16 - 20 January 2023
Year 1 Orientation and Year 2 & 3 Intensives	Sat, 4 – 17 February 2023

FIRST SEMESTER	**20 FEBRUARY – 23 JUNE**
Term 1	20 February – 28 April
College Missions	26 March – 2 April
Autumn Break	3 – 10 April
Research Week	17 – 21 April
Term 2	1 May – 23 June
Census Day	30 April
StuVac	12 – 15 June
Semester 1 Exams	16 – 23 June
Mid Year Break	24 June – 16 July
SECOND SEMESTER	**17 JULY – 24 NOVEMBER**
Term 3	17 July – 1 September
Supplementary Exams for Sem 1	24 – 28 July
Annual Moore College Lectures	14 – 18 August
Research Week	4 – 8 September
Census Day	31 August
Spring Break	2 – 6 October
Term 4	11 September – 10 November
Research Week	9 – 13 October
Research Week Yrs 2-4	6 – 10 November
StuVac	13 - 16 November
Semester 2 Exams	17 – 23 November
Exiting Students Dinner	23 November
End of Year Chapel and Lunch	24 November

10.2   Public School Holidays – 2023

Autumn Holidays	10 – 21 April
Winter Holidays	3 – 14 July
Spring Holidays	25 September - 6 October
Summer Holidays	20 December – 29 January 2024