

It is envisaged that by the end of your training you will fit our graduate profile:

- a strong sense of personal identity
- a strong biblical/theological grounding
- a developed and mature Christian faith
- an ability to engage cross-culturally
- an ability to be socially and politically aware
- effective people skills
- practical church management skills
- servant leadership skills
- a commitment to life-long learning
- an ability to be a forward thinker
- an understanding of the distinctive nature and ethos of Methodism.

Diploma in Practical Theology

Licentiate in Ministry Studies

Courses in 2012 for all people interested in theological reflection and passionate about the practice of ministry in contemporary society

Our mission: to prepare people for faith-based leadership.

About us

Staff for the Diploma in Practical Theology	3
Governance structure	4
About the Diploma in Practical Theology	5
Private students & Ministry candidates	8
Ordination criteria	9

Student information

General Policies	10
Trinity College Chaplain	13
Student Placement	41
Fees and Fees Protection	43
Discontinuance of Students	46

Timetables

Timetables	14
------------	----

Dip PTh papers - NZQA

Diploma papers offered in 2012	16
Unit outlines	17

LiMS papers - non NZQA

Licentiate in Ministry Studies	44
LiMS papers offered in 2012	45

Disclaimer: The information contained in this document is correct at the time of publication, but may be subject to change. The College reserves the right to alter the content or method of presentation, or to withdraw any component should the circumstances require it. Date of publication: 30 November 2012.

LAWS AND REGULATIONS OF THE METHODIST CHURCH OF NEW ZEALAND RELATING TO ADMISSION AND DISCONTINUANCE OF STUDENTS TO TRINITY COLLEGE: REFERENCES TO CHURCH LAWBOOK

Section 2 3.7

Each candidate shall complete an application as prescribed by Mission Resourcing.

The application shall include:

- (a) Information regarding prior learning experience including academic transcripts from all tertiary institutions in which the candidate has been enrolled.
- (b) Commitment to the Methodist Church of New Zealand and its Laws and Regulations including full and candid disclosure of all facts that may have a bearing upon ministry training and/or ordination.
- (c) A police report of an approved form.
- (d) A medical report.
- (e) Proof of New Zealand residency qualification.
- (f) Competency in English, in the language in which they will minister, and if necessary in Te Reo.
- (g) Any other information or report that the Board from time to time may require.

Section 2: 3.14.2

The General Secretary in consultation with the President shall establish an Appeals Committee of three people who shall hear the appeal before convening of the Conference in that year. The only basis for an appeal is abuse and/or incorrect use of the candidating process. The Appeals Committee shall provide its decision to Mission Resourcing Board and such decision shall be final and binding.

Section 2: 4.12

Students may be dismissed from Trinity College and their studies discontinued under section 11 (D) 7.2.2.

- (a) Grounds for immediate dismissal of a student are:
 - i Falsification of an application;
 - ii Acts of violence towards students or staff; and
 - iii Dishonesty.
- (b) Grounds for dismissal and discontinuation of academic studies will include:
 - i Failure to achieve satisfactory academic progress and/or ministry progress in relation to the criteria for ordination
 - (c) any dismissal and/or discontinuation of studies shall be carried out by the President on the recommendation of the Student Review Panel.
 - (d) The rules of natural justice will apply.

Section 2: 5.7

Any probationer who desires to pursue University work during probation shall obtain the consent of the Principal and the Parish Superintendent so that such studies may interfere as little as possible with Parish work.

- WS103 Pastoral Practice in funerals*
- WS104 Pastoral in dealing with suicides*
- WS105 Pastoral practice with youth and children*
- WS106 So you want to be an evangelist, prophet, pastor, preacher, priest: Christian vocations*
- WS107 How to be a Christian in the secular workforce: vocation in the 21st century*
- WS108 Just for parish stewards*
- WS109 Just for parish treasurers*
- WS110 Just for parish secretaries*
- WS 111 Ministry in Cooperative Ventures*
- WS112 Licensed for Sacraments*
- WS113 Licensed for Weddings*
- WS114 Korero Awaha*
- WS115 Deacons at Heart*

Professional Development Modules

(These do not count as credit courses but are recommended as an essential adjunct for ministry praxis.)

- PD101 Self-Manangement*
- PD102 Maximizing benefit in a parish placement*
- PD103 Beginning Professional Development*

Staff 2012

Principal

Rev Dr David Bell
dbell@tcol.ac.nz

College Manager

Nicola Grundy
ngrundy@tcol.ac.nz

Fellows of Trinity College

Frank Claridge
Rev Dr Frank Hanson
Rev Donald Phillipps
Rev Dr Keith Rowe
Rev Dr John Salmon

College Chaplain

Rev Elizabeth Hopner

Curriculum Review Panel

Rev Dr David Bell (chair) plus scholar-presbyter tutors.

Student Review Panel

David Bell, Jan Christiansen,
Rev Aso Samoa Saleupolu, Rev Diana Tana

Trinity College Council

Max Thomson (chair); David Bell, Eleni Drodrolagi, David McGeorge, Bella Ngaha, Rev Dr Susan Thompson

Trinity College Contact Details

Street location

Trinity Methodist Theological College
202 St Johns Road,
Meadowbank, Auckland 1072

Wellspring-at-Waiake Contact Details

Street location

cnr Tiri View & Beach Roads,
Waiake, Auckland 0630

Postal Address for Trinity College and Wellspring-at-Waiake

PO Box 89124
Torbay
Auckland 0742

Telephone for Trinity College and Wellspring-at-Waiake

0064 9 521 2073

Web site www.tcol.ac.nz

Tutors

Biblical Studies

Rev Dr Nasili Vaka'uta
Rev Dr Lynne Wall

Church History

Rev Dr Susan Thompson
Rev Tony Franklin

Effective Leadership

Rev Andrew Gammon

Fijian Lay Preachers

Rev Dr Sevati Tuwere

Lead Worship

Kalo Kaisa
Mary Nicholas

Maori Studies

Rev Diana Tana
Te Aroha Rountree

Methodist Studies

Rev Dr Terry Wall

Mission and Evangelism

Rev Andrew Doubleday
Rev Alan K Webster

Practical Theology

Rev Dr Lynne Frith
Rev Prince Devanandan
Rev John Murray

Preaching and Teaching

Rev Andrew Doubleday
Rev Alan K Webster

Professional Studies

Rev Val Nicholls

Tongan Lay Preachers

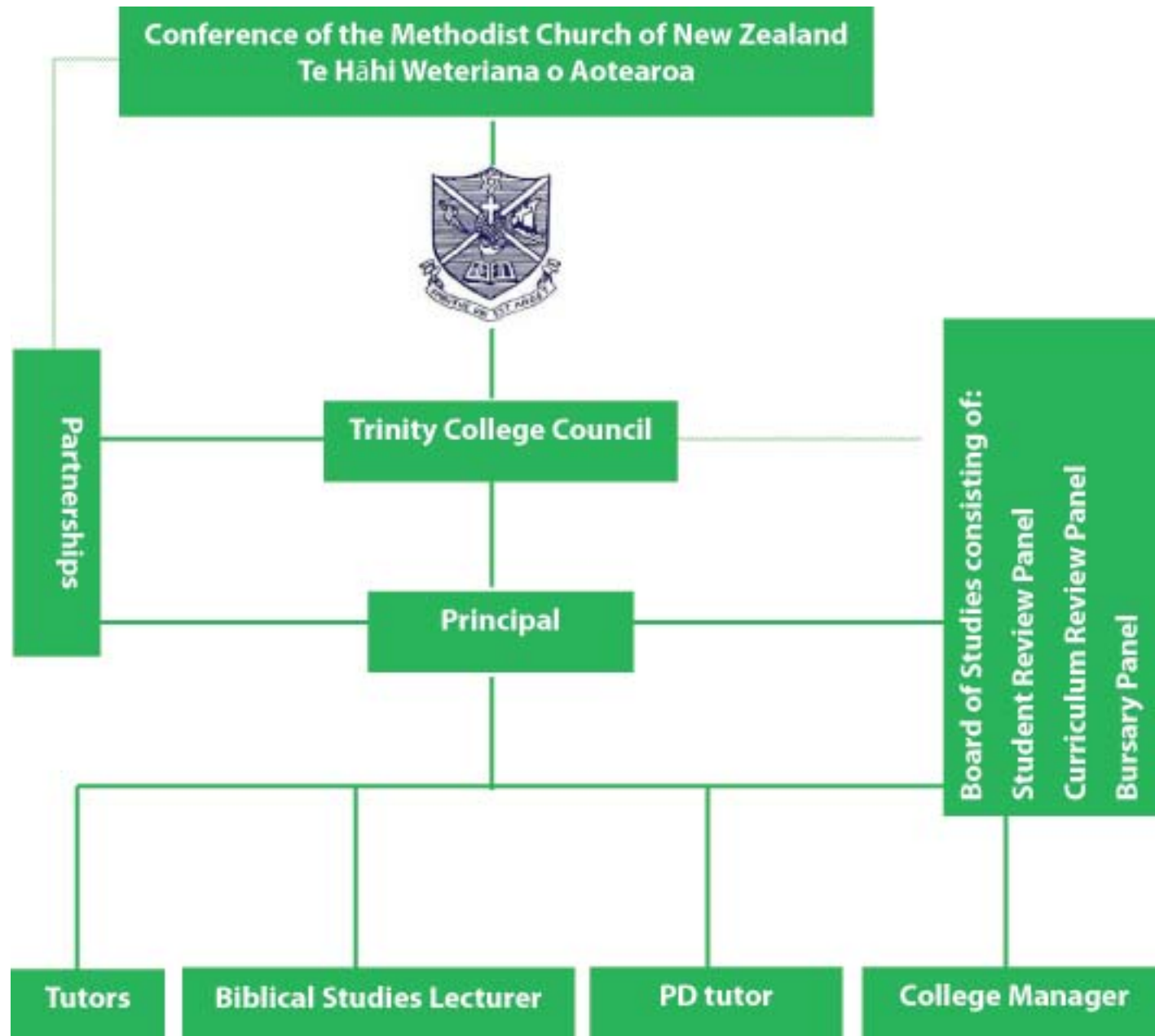
Rev Siosifa Pole
Rev Goll Manukia
Rev Alipate 'Uhila

Plus our colleagues in the Anglican Faculty of the College of St John the Evangelist

Governance Structure

Trinity College Council is accountable to the Conference of The Methodist Church of New Zealand Te Hāhi Weteriana o Aotearoa and act as the Trustees of the Methodist Theological College Council in terms of its incorporation under the Religious, Charitable and Educational Trusts Act 1908, and to hold all its lands and funds upon the Trusts declared by the Deed of Trust. Governance is in accordance with the Church's bicultural commitments.

All students enrolled in the Diploma in Practical Theology are supplied with copies of the Laws and Regulations of the Methodist Church.



NB * = units not taught 2012.

Worship

TLP101 Tongan Lay Preachers One (15 credits)

TLP102 Tongan Lay preachers Two (15 credits)

LW101 Lead Worship One (15 credits)

LW102 Lead Worship Two (15 credits)

FLP101 Fijian Lay Preachers One (15 credits)

FLP102 Fijian Lay Preachers Two (15 credits)

SLP 101 Samoan Lay Preachers programme (30 credits)

MMI 101 Maori Minita-a-Awi programme* (30 credits)

Leadership for church and community

EL102 Effective Church Leaders - English, Korean

TLP304 Tongan Hermeneutics*

SLP305 Samoan Hermeneutics

FLP306 Fijian Hermeneutics

Introduction to Māori Society

MS101 The Ancient Māori World: Te Ao Tawhito

MS102 Contemporary Māori Society: Te Ao Hurihuri*

WS114 Korero Awaha

Theology

MD103 Beginners' Guide to Theology

MD104 Beginners' Guide to Biblical Hebrew

MD200 Great Minds, Lost Voices, Recovered Themes

MD201 Theological Dilemmas*

MD202 Exploring Faith in the Arts

Spirituality

(These do not count as credit courses but are recommended as an essential adjunct for ministry praxis.)

SD101 Introduction to Spiritual Direction

SD102 Spirituality Past and Present

SD103 The Spirituality of a Worship Leader and Preacher

SD104 Creation Spirituality

Workshops

(Workshops and Intensives count as 5 credit units.)

WS101 The skill of enabling*

WS102 The skills of creative listening*

Licentiate in Ministry Studies - LiMS

LiMS is a church approved part-time study course equivalent to a one year full-time study qualification at level 5-6, offered by Trinity College. It is not an NZQA course, and is thus not eligible for government assisted TEC funding, i.e. Studylink.

To earn the LiMS you need a total of 130 credits earned from units in each of the following 5 topics or in transfers from the DipPTh. Students can apply for recognition of prior learning. All are expected to continue in a spiritual formation programme .

1. Worship

1A. Leading Worship and Preaching (English language)

- Lead Worship One (15 credits)
- Lead Worship Two (15 credits)

1B. Tongan Lay Preachers Certificate

- Tongan Lay Preachers 1 (15 credits)
- Tongan Lay Preachers 2 (15 credits)

1C. Fijian Lay Preachers Certificate

- Fijian Lay Preachers 1: Introduction to Theology (15 credits)
- Fijian Lay Preachers 2 (15 credits)

2. The Bicultural Journey

- Te Ao Tawhito - Ancient Maori Society (15 credits)
- Te Ao Hurihuri - Contemporary Maori Society (15 credits)

3. Effective Church Leadership

- Effective Church Leaders Course (15 credits)

4. Introduction to theology and the Bible

- Great Minds, Lost Voices, Recovered Themes (15 credits)
- Beginner's Guide to Biblical Hebrew (15 credits)
- Beginner's Guide to Theology (15 credits)
- Exploring Faith in the Arts (15 credits)

5. Certificate in Ministry Praxis

- Participation in a total of 8 Workshops or Intensives leads to the Certificate in Ministry Praxis. Units IN101, IN206, IN207 and IN208 are compulsory. (40 credits) OR
- PRT101 Online Practical Theological Reflection (15 credits) AND
- PD102 Maximizing benefit in a parish placement (25) credit

To earn the LMS you need a total of 145 credits gained from units in each of 5 topics

2 units from Topic 1 Worship
Either 1A, 1B, 1C, 1D, 1E
earning a total of 30 credits

2 units from Topic 2 The Bicultural
Journey earning a total of
30 credits

1 unit from Topic 3 Effective
Church Leadership earning a total
of 15 credits

2 units from Topic 4 Introduction
to the Bible and Theology earning
a total of 30 credits

Topic 5 Certificate in Ministry
Praxis earning a total of 40 credits

Students can apply for RPL
(recognition of prior learning)

Introduction

The Diploma in Practical Theology, DipPTh, is designed both for people preparing for ordination and for those interested in other forms of ministry. The DipPTh is also an appropriate programme for people from other denominations preparing for intentional ministry, lay or ordained.

It is an NZQA accredited qualification of Trinity Methodist Theological College.

Structured as a two year, full-time programme, students may expect to be involved for 2400 hours of study, ministry practice and theological reflection. The method of assessment is through presentation of portfolio work involving a variety of essays, book reviews, critiqued presentations, etc. After graduation, Methodist ordination students are additionally required to complete further portfolio work during the two year probationers programme. The DipPTh and the probationers programme constitute the ministry formation required by Methodist Church in its processes and criteria for ordination. These are found in the Ministry Education Handbook 2009, pgs 13-4.

The academic discipline of Practical Theology

The Diploma programme stands within the academic discipline of Practical Theology. It aims to develop ministers of the Gospel who are able to work from a critical perspective within a local context, contributing to the social dynamics of congregations as well to the wider community within which the congregations are located. Developing the skills to theologise from the experience of ministry practice and in relation to the changing social context of New Zealand society is a core component, along with skill development and expertise in leading theological reflection.

Practical theology is not simply about applied Biblical exegesis, ethics and pastoral practice but rather it is a discipline which takes seriously as its starting point contemporary human experience and the current state of church and society, referencing these to particular contexts. This course in practical theology aims to develop reflective practitioners who can 'read' and analyse current situations and systems, including those alienated from land, from participation in the development of social ethos, from an equitable share in the distribution of wealth, and from personal agency. Practical theologians need the skills and capacity to draw data and experience from many fields in order to make a difference, whether that is for individuals, for church, or for society.

The Diploma in Practical Theology—an overview

Course length

The Diploma comprises 240 credits. Normally this would be gained through four full time semesters of 16 weeks each (38 hours per week). However, with cross crediting and prior learning credits available for students with a theological degree in the core disciplines, it is possible to achieve the Diploma within one full year. Students are encouraged to explore this option during the preparation of the learning covenant at the start of the college year.

Six main focus areas

The Diploma aims to develop skilled theological reflection, using the core disciplines of Biblical Studies, Church History, Systematic Theology and Methodist Studies in practical applications to parish and church life. There are six main areas to be covered over the two years:

- Leadership and management
- Community development and social change
- Preaching, teaching, and education in the parish
- Pastoral practice
- Worship and liturgy

- Mission and evangelism

Each of these areas has an associated set of projects which are supported by small group work, lectures, one to one sustained dialogue, personal reading, research, intensives, workshops, Synod Schools of Theology, and seminars. All of these provide the opportunity and framework for developing sustained theological reflection. Ordination students will find that this kind of theological reflection is essential for both personal spiritual development and professional development.

NB: Methodist Studies - a full year course - is compulsory and Diploma students are also required to monitor the Lead Worship Year 1 programme as noted in the timetable below.

Learning Outcomes

At the completion of the Diploma course students will be able to :

- Meet requirements for engagement as Ministry leaders in the Methodist Church or other related churches and not-for-profit organisations.
- Exercise leadership appropriate to the changing circumstances of the New Zealand context and to the communities to which the student is accountable, in ways that empower life in contemporary society.
- Theologise from the experience of ministry practice in relation to the changing social context of New Zealand society.
- Function as reflective practitioners who can 'read' and analyse current situations and systems.
- As practical theologians, students will be able to exhibit the skills and capacities of practical theologians enabling them to draw data and experience from many fields in order to 'make a difference' – whether that difference is for individuals, for church, or for society.
- A full set of learning outcomes and assessment procedures for each course is given to students at the commencement of each year.

Placements

Each student in the Diploma programme is placed within a parish with appropriate supervision. There are specific projects and tasks to be done, such as critiqued services of worship, pastoral visiting, gaining an overview of parish structure and meeting procedure, understanding time management in parish life, and so on. Placements form an integral part of the theological reflection process for the Diploma, so feedback from the parish superintendent is part of the assessment process. There is also a placement with one of the Methodist Missions to enable familiarity with large-scale social services provision and gain an appreciation of the resources available to form effective partnerships between the Missions and parishes.

Resources

A resource room, located in Buttle House, is equipped with fast internet access and is available for the use of students. Also available to support learning are a video camera and a data projector. Training will be given to assist students to develop skills in the use of the equipment.

There is a small library collection, located at Pitt Street Methodist Church, including basic reference books and specific books and material related to the diploma. The main theological library is the Kinder at 202 St Johns Road.

STUDENT FEES

FEE PROTECTION

1. It is a requirement of NZQA that Trinity College Council put in place arrangements for the protection of student fees in the event that the Diploma in Practical Theology or Trinity College ceases to operate.
2. Trinity College Council policy is that the fee protection arrangement should apply to all Trinity College courses where students pay fees, whether NZQA approved or otherwise.
3. NZQA allows for student fee protection to be guaranteed through by a parent body guarantee. It is Trinity College Council policy and agreed to by the Conference of the Methodist Church of New Zealand, that the Board of Administration will act as guarantor for student fees.
4. Students must be informed of the fee protection policy through prior to the commencement of their course.

FEE REGULATIONS

5. Upon acceptance into a course, students will be provided with a GST inclusive invoice for the full cost of the enrolled course.
6. Fees are due for payment one week after the course commencement if enrolled in a full time course, or by the first day of the enrolled paper for part time students.
7. A student may not be able to continue their study in any subsequent course or paper if fees have not been paid and with-hold their academic results.
8. Should a student be in default of their fees, Trinity College may forward the details of any amounts owing and overdue for payment, to a debt recovery agent for the purposes of recovering the debt.
9. If Trinity College makes a decision to recover the costs of unpaid fees through debt recovery or legal proceedings, these costs may at the discretion of Trinity College form part of the claim against the student, and be added to the amount owed.

WITHDRAWAL AND REFUNDS

10. In the first instance a student considering withdrawing from a course, should contact the Principal and College Manager to discuss course changes or withdrawal.
11. The student should submit a withdrawal from course form (appendix a) prior to any refund or course fees and updating of student records.
12. If Trinity College finds itself in a position that a course must be cancelled due to insufficient registrations or cancels a course, a full refund of course costs will be paid to students enrolled.

REFUND SCHEDULE

13. Diploma in Practical Theology
 - a. Students may withdraw from the Dip PTh up to 7 days prior to the commencement of the first paper. A full refund less \$50 administration charge will be given.
 - b. Students may withdraw from each component paper up to 7 days prior to the commencement of the paper. The full cost of the paper will be refunded less an administration charge of \$50.
14. Licentiate in Ministry Studies
 - a. Students may withdraw from the Licentiate in Ministry Studies or component parts up to 7 days prior to the commencement of the course. A full refund less \$15 administration charge will be given.

Frequency: (e.g. weekly, fortnightly, monthly)

- Pastoral care: providing pastoral care to parishioners as allocated by the Parish Superintendent:
Hours per week:
- Attendance and/or facilitation of meetings: With the support of the Parish Superintendent, the student may prepare agenda, facilitate meetings and later with the Parish Superintendent reflect on how the meeting went.
Hours per week
- Resourcing the congregation: Helping the congregation(s) to keep 'healthy' by seeing that members are supportive of one another and providing opportunity for people to deepen their spirituality.
Hours per week
- Engaging with the community: Exploring links between the church and the community. Participating in meetings (as requested) of which the congregation(s) is a member.
Hours per week
- Synod participation: Attend and participate in the life of the Synod and later with the Parish Superintendent and Parish representative reflect on how the meeting went.
Hours per week

Parish responsibilities

Pastoral Support: the Parish shall provide support for this placement including appropriate pastoral care for the student.

Remuneration: if remuneration is made in the case of summer holiday supply ministry, it shall be based on the standard stipend for an ordained Presbyterian and allocated according to the agreed portion of time spent in this particular placement. In general terms Mission Resourcing will contract with the student and parish to a standard remuneration agreement.

Accommodation: in the event of the student requiring accommodation for this placement, the parish will make an appropriate arrangement for the duration of the placement as set out below:

Allowances: these may be paid to a student at the discretion of the Parish Council and Parish Superintendent.

Travel: travel allowance shall be paid in accordance with Information Leaflet 25 and will be reimbursed of actual mileage travelled.

Additional responsibilities with a parish must be negotiated with the Principal, the Parish Superintendent and the Synod Superintendent and written into a Heads of Agreement.

Portfolio requirements

The compilation of a portfolio is a key piece of work for assessment for all Diploma projects. The portfolio method of collecting material for assessment is intended to give students the greatest opportunity to present material they feel will provide evidence that they have achieved the learning outcomes as listed on the student information sheet for each Ministry Practice course and the criteria for assessment for each course. These criteria will be distributed at the commencement of each course. See course handouts for details.

As you select material for a portfolio you will need to keep the learning outcomes and the criteria for assessment for the relevant course in mind as well as your personal learning goals. You should provide evidence that you have attended to each area to be assessed.

Student Seminars

Student led learning opportunities are a significant component in course design. Seminars may be in both face-to-face and online situations, using tccl moodle classroom and/or Adobe Connect meeting rooms. The seminar opportunity is designed to enable students to develop educational and presentational skills and to engage their peers in key learnings and discoveries. Working either as an individual or with a partner, students reflect on personal learnings in relation to the subject matter and engage peers in key learnings about the topic. 'Sympathetic criticism' by way of commendations and recommendations are offered by peers for further consideration.

Group Work

In recognition that many of us learn best when in discussion and debate with our peers, there is a significant amount of small group work in the design of Trinity College courses. This provides opportunities for students to 'find their voice'; testing ideas, engaging with difference and proposing issues for debate. Small groups are a safe environment for 'experimenting' with new ideas and practicing. Group work may be in face-to-face tutorials or collaborative chatrooms in the tccl moodle classroom.

Book reviews

The purpose of the book review is to encourage the student to read carefully, showing that they have understood the purpose and content of the book, in order to lead study groups/class meetings through contemporary theological themes.

Policy on late assignments

All assignments must be submitted on or before the due date as notified at the commencement of each block course. Normally all written work is to be completed prior to the commencement of the next block. A written extension may be granted on application using the official form. Please consult the Preincipal prior to application.

1. All assignments including extensions must be submitted by the last day of each semester.
2. If there is outstanding work after this date the course will be marked 'not sustained' and the course requirements will therefore not have been met. No credit will be granted.

Private Students and Ministry Candidates in the DipPTh

Both private students and ministry candidates are assessed by exactly the same criteria within the Diploma programme, although individual students will have different end-goals in mind. Ministry candidates who hope to be stationed within the Methodist Church of New Zealand also have to meet the church's criteria for ordination as indicated below.

Assessment and marking criteria

Trinity College is committed to the practice of excellence in tutoring, marking and moderation standards. Students are expected to be able to perform well within the regulatory NZQA framework that ensures fairness, consistency and continuous improvement in all aspects of educational development. As a consequence Trinity College has developed a methodology to ensure these standards are met across all the papers offered.

All proposals for new papers are to be assessed by an external, independent subject expert whose reports are to be considered by the Curriculum Review Panel and necessary changes incorporated.

Although criteria for setting assignments in each paper varies according to course requirements and is monitored by the Curriculum Review Panel's internal moderating process, in general terms assessment and marking standards remain consistent across all papers.

Detailed course outline, timetable, marking and assessment are provided at the commencement of each paper.

By the completion of each paper course participants will be expected to have maintained a 'Project Portfolio' which incorporates:

- an overall minimum record of 4,000 words in the form of essays, reflections, book reviews, and prayers at an EIDTS level 6.5 or above
- class seminar including a Powerpoint presentation comprised of original research either from a parish placement or similar placement
- participated in an associated Intensive and/or Field Trip programme, and incorporated online responses into the TCol Moodle classroom. These may include journal entries, chatroom and forum responses, glossaries, multichoice tests, peer assessment of online presentations, etc.

Grading is in three categories: sustained with distinction, sustained, or not sustained (i.e. fail).

Detailed policy around consistency for assessment and marking criteria is found for student information is found on pages 10ff and also in the Tutor's Handbook 2012.

External moderation

All papers are moderated by an external moderator of academic credibility and community-wide recognition for expertise in the arena of practical theology.

STUDENT PLACEMENT PROTOCOL

The placement protocol establishes a clear basis for student placement within a Methodist Church of New Zealand or Cooperating Venture Parish as part of the Ministry Formation programme of Trinity College for a student for Ordination.

Desired learning aims are stated in relation to each course and outcomes are indicated in the project assignments. A student on placement is expected to gather data, initiate appropriate conversations, lead in worship and undertake pastoral visiting as directed in order to fulfil the project requirements of each course.

The details of the Covenant are worked out between the Parish, Trinity College and the Trinity College student. The Synod Superintendent will be consulted in the first instance. After the Principal and Parish Council have approved the placement the Parish Council will inform the congregation of the areas of ministry that the student will focus on.

The placement protocol is intended to cover only

- Private students
- Ministry Candidates

In the case of Mission Resourcing Directors or a Synod Superintendent seeking a student supply for a summer holiday placement, a Student Supply Covenant with Mission Resourcing will be required.

Parish Superintendent's mentoring role for the student

The student will meet regularly with the Parish Superintendent to reflect on the functions of ministry that are being exercised within the life of the congregation. A copy of the handbook shall be supplied to enable the Superintendent and student to dialogue on the projects for completion in each applicable course.

Accountability

The student is an agent of the Parish by virtue of exercising ministry within the parish. As such, the student is accountable to the Parish Superintendent in the exercising of their ministry to the congregation(s).

The student by definition is part of the Parish's ministry team and is therefore required to attend meetings as directed by the Parish Superintendent.

Any disciplinary action required will be reported immediately to the Principal and the disciplinary processes of Trinity College will apply.

Reviews

At the end of the first semester or the conclusion of the agreed period, the Parish Superintendent and/or Parish Steward will provide a written review and critique of performance. The critique will be shared with the Trinity College student and placed on their official student record. The critique will include an outline of the ministry functions the student has undertaken during the placement period and note any issues that need addressing in the future.

The student's responsibilities and accountability on placement

The student shall carry out their ministry in accordance with the Ethical Guidelines for Ministry, the Methodist Church of New Zealand Mission Statement and general expectations for ministry as contained in the Laws and Regulations of the Methodist Church of New Zealand.

The primary ministry roles for the student within the Parish to be explored are: (Delete those that do not apply)

- Worship: planning and leading of worship.
Hours per week:

College Calendar 2011-12

November 2011

5-9	MCNZ Conference
15	Bursary Committee
21-25	MS101 (new students) Waiake TC303 (current students) Waiake
25	TLP305 Wesley Hall TLP304 Wesley Hall
26	IN208 Trinity at Waiake
27	MD103 Trinity at Waiake End of year service & dinner

December 2012

3	2012 student orientation Wesley Hall
8	CRP Tutors meeting Wesley Hall Trinity College Council Wesley Hall
10	WS112 - on-line
14	Final staff meeting 2012
15	Office closes

January 2012

9	Office opens
16-20	MP301 Room 4. Kinder
24	Student Review Panel Wesley Hall
25	Staff Meetings resume
26	CRP Tutors meeting Wesley Hall Trinity College Council Wesley Hall

February 2012

5-12	TR3011 Kerikeri
14	EL102 Trinity at Waiake
18	WS108 Wellington IN215 Hamilton TLP101 Dunedin TLP101 New Lynn
21	MD103Online begins
22	EL102Online begins
23	MD104Online begins
24	TLP306 Wesley Hall TLP304 Wesley Hall PRT101Online begins WS102 Ashburton TC101 Wesley Hall
24-26	WS108 Ashburton
25	WS108 Ashburton
26	MD200 Wesley Hall

March 2012

1	CRP Tutors meeting Wesley Hall
3	IN215 Wesley Hall
3	SD103 Trinity at Waiake LW101 Mangere LW101 Whangaparaoa
9-11	TC101 Trinity at Waiake
10	FLP101 Mays Road
13	ECL102 Trinity at Waiake
17	LW101 Mangere & Whangaparaoa
18	Graduation Service & dinner
19-23	MS102 Whakatoura TR102 Wesley Hall
22	Trinity College Council Wesley Hall
24	WS106 Te Atatu TLP101 New Lynn & Dunedin
25	MD200 Wesley Hall
30	TLP306 Wesley Hall TLP304 Wesley Hall
31	LW101 Mangere

April 2012

10	ECL102 Trinity at Waiake
12	CRP Tutors meeting Wesley Hall
14	FLP101 Mays Road WS102 Wellington LW101 Mangere & Whangaparaoa
16-20	TC201 Trinity at Waiake
16	Student Review Panel Wesley Hall
20-22	Deacon's Retreat
21	IN205 Te Atatu TLP101 Dunedin & New Lynn
22	MD200 Trinity at Waiake
27	TLP306 Wesley Hall TLP304 Wesley Hall WS102 Invercargill
28	WS108 Invercargill LW101 Mangere

May 2012

1-4	1st year Probationer retreat
4	WS102 Nelson
5	WS108 Nelson
12	FLP101 Mays Road LW101 Mangere
19	WS104 Hamilton TLP101 Dunedin & New Lynn
21-25	TR101 Trinity at Waiake

May 2012 continued

24	CRP Tutors meeting Wesley Hall
24	Trinity College Council Wesley Hall
25	TLP306 Wesley Hall TLP304 Wesley Hall
26	WS102 Henderson LW101 Mangere
27	MD200 Trinity at Waiake'rd
31	MD103 Wesley Hall

June 2012

9	FLP101 Mays Road WS108 Palmerston North LW101 Mangere
11-15	TC103 Wesley Hall
12	EL102 Trinity at Waiake
16	IN20 Papakura
17	MD200 Wesley Hall College
23	IN216 Hamilton
28	MD103 Wesley Hall
30	SD104 Wellspring at Waiake Workshop New Plymouth

July 2012

5	CRP Tutors meeting Wesley Hall
7	LW102 Mangere MD200 Wesley Hall
10	Student Review Panel Wesley Hall
14	FLP101 Mays Road
21	TLP102 New Lynn and Dunedin LW102 Mangere
26	Trinity College Council Wesley Hall MD103 Wesley Hall
27	TLP306 Wesley Hall TLP304 - Wesley Hall

August 2012

4	LW102 Mangere
11	FLP101 Mays Road
14	EL102 Trinity at Waiake
16	CRP Tutors meeting Wesley Hall
18	LW102 Mangere
20-24	TC301 Wesley Hall
23	MD103 Wesley Hall
24	TLP306 Wesley Hall TLP304 Wesley Hall
25	IN104 Wesley Hall TLP102 Dunedin & New Lynn
26	MD200 Wesley Hall

September 2012

1	LW102 Mangere
4	Student Review Panel Wesley Hall
8	WS106 Hamilton FLP101 Mays Road
TBC	TC102 Turkey
11	EL102 Trinity at Waiake
17-21	TR201 Trinity at Waiake
22	TLP102 Dunedin & New Lynn Annual Gathering Friends & Alumni
23	MD200 Trinity at Waiake
27	CRP Tutors meeting - Wesley Hall Trinity College Council - Wesley Hall MD103 Wesley Hall
28	TLP306 Wesley Hall TLP304 Wesley Hall

October 2012

1-2	Probationers PD
3-5	Ordination Assessment
9	EL102 Trinity at Waiake
13	SD102 Wesley FLP101 Mays Road
15-19	MP101 Kinder Library
19	TLP306 Wesley Hall TLP304 Wesley Hall
20	TLP102 Dunedin & New Lynn PD101 Trinity at Waiake
21	MD200 Wesley Hall
25	MD103 Wesley Hall

November 2012

3-7	MCNZ Conference
10	FLP101 Mays Road
15	CRP Tutors Meeting Wesley Hall
16	Bursary Committee
22	MD103 Wesley Hall
23	TLP306 Wesley Hall TLP304 Wesley Hall
26-30	OBSA - Tonga MS101 Trinity at Waiake TC304 Trinity at Waiake

December 2012

1	IN217 Trinity at Waiake
6	Trinity College Council Wesley Hall
8	2013 student orientation WS112 on line

Ministry Candidates in the DipPTh

Criteria for Ordination

Based on criteria as agreed by the Methodist Conference, 1991.

Personal

Personal Faith

Give evidence of a lively faith in Jesus Christ which:

- is rooted in the scriptures and the tradition of the church;
- is growing through interaction between theological reflection and current issues both personal and social; and
- offers hope for the future through a vision of Christian commitment in community

Be able to articulate a clear call to ordained ministry and give a clear statement of the meaning of ordination.

Personal Development

Show ongoing personal growth, emotional maturity and moral integrity through:

- a deepening life of prayer and spiritual reflection encouraged by spiritual directions, journaling, making a retreat or other spiritual discipline;
- a commitment to ongoing ministry supervision; and
- self-awareness and self-assessment preferably through an appraisal programme.

Personal Relationships

- Show ability to develop relationships of sensitivity and respect which reflect the sacredness of human life,
- Give due priority and time to primary relationships and family responsibilities,
- Show openness and a willingness to relate to and understand those who are different from oneself, remembering that each human being bears the image of God,
- Have developed skills in peer assessment by the sympathetic giving and receiving of feedback.

The Tradition

The Scriptures

Recognise the centrality of the scriptures for Christian living and give evidence of an ability to interpret and expound their message with faithfulness and vision for today's congregations by:

- encountering the Word of God both within and beyond the historical and literary forms of both testaments;
- using the tools and methods of a variety of critical approaches to the Bible;
- recognising the different, and sometimes conflicting testimonies present in the scriptures and in the various church traditions which have interpreted them;
- being aware that no interpretation is without bias or advocacy; and
- relating the biblical themes to life in our world

Theology

- Show an ability to think theologically using language which is clear and coherent to express understandings of

Christian faith in both systematic and contextual terms;

- Have an understanding of and sensitivity towards different theological positions, denominational diversity and other faiths;
- Display an openness to further growth and wrestling with theological issues.

Methodist Church Ethos and Polity

Give reasons for one's membership of the Methodist Church in preference to another denomination;

Show understanding of and be willing to act under the discipline of the Methodist Church in relation to:

- its connexional system;
- its stationing procedures;
- its forms and practices of administering the sacraments;
- its mission statement; and
- its laws and regulations

Give evidence of having read and understood the standard sermons and Wesley's notes on the New Testament.

Ministry

Ministry skills

- Embody and articulate the call to Christian discipleship.
- Have developed the skills needed in leading worship, preaching, pastoral care, administration, group work and meeting facilitation.
- Show willingness and ability to work with others, both lay and ordained, to build an effective ministry team and to maintain healthy team relationships.
- Act professionally and with integrity in all relationships within the church and in the community.
- Have developed a ministry style which is self-directed, responsive to the needs of others and which builds up the body of Christ.
- Show an ability to analyse community, national and international issues from a gospel perspective and demonstrate a commitment to social justice and the reign of God.

Bicultural Journey

- Show a clear understanding of, and commitment to, the Church's bicultural journey.
- Demonstrate knowledge of Te Tiriti O Waitangi and its implications for church and society.
- Be familiar with key concepts of tikanga Maori and some basic knowledge of te reo Maori especially pronunciation.
- Have developed skills for cross-cultural communication and understanding, especially amongst those cultures represented in parish or community.

Student Information

Student entry

It is the policy of the Trinity College Council to admit all students who meet entry requirements, and to ensure prior learning is given appropriate recognition. The Trinity College Council may set particular entry requirements for those seeking ordination in the Methodist of Church of New Zealand which do not apply to others seeking entry to Trinity College programmes. Students for whom English is a second language should have achieved a 6.5 score in the IELTS test. Discretion for provisional enrolment can be granted in a limited number of cases, and Trinity College will ensure that the IELTS is retested during course

ADMISSION TO COURSES OF STUDY -

The entry process for the Diploma in Practical Theology is:

- application form requested by prospective student
- relevant information sent by Administrator
- completed form and necessary documentation sent to the Administrator
- documentation checked to ascertain whether student meets required criteria (ie residency, academic etc)
- interviews arranged with Student Review Panel for those proceeding with application
- recommendation made to Principal by Student Review Panel
- indication of incoming student numbers to October meeting of Trinity College Council
- letter of acceptance or decline sent by Principal

Recognition of prior learning

The College seeks to adhere to the principles of recognition of prior learning as identified by the New Zealand Qualifications Authority. Application for recognition of prior learning can be made on the application form which is included with the full application pack.

Recognition by other providers

As far as can be ascertained, the Diploma in Practical Theology is a unique package that is not replicated within another parallel institution in New Zealand.

Assessment and Reporting

The faculty member responsible for the course will apply the assessment according to the learning outcomes and criteria as communicated to the student at the commencement of the course:

1. papers will be marked according to a detailed schedule given at class commencement and may be annotated to provide further feedback.
2. feedback on oral presentations will given by the assessing observer.

Assessment tasks will be assessed as sustained, sustained with distinction or not sustained (i.e. fail) within the three assessment categories: presentation, understanding and use of ideas, relationship to practice.

'A= Achieved'

To achieve an A assessment, tasks will be required to show an attempt to integrate theory and practice, giving evidence of personal reflection and experience. Content will

1. be sufficient and relevant to the issue
2. show an understanding of relevant facts and concepts
3. show openness in thinking
4. show breadth and depth of reading.

TR3012 Theological Reflection and Waikato, Taranaki and Whanganui Contexts *

Level: 5-6

Credits: 20

Purpose

To introduce the history and cultural heritage of significant sites

Mode of delivery and method of delivery

Face-to-face, six day field trip, tutorials in situ, plus online resourcing with access to TC301.

Learning Outcomes

On completing of this component the successful student should be able to:

- Use a model of structural analysis to identify power and influence in relation to a contemporary social issue within the NZ social context
- Reflect theologically on an historical-theological issue, and show the relationship between theological perspective and current pastoral leadership
- Form a Christian response to a current social issue, from selected cultural perspective, taking account of the Treaty of Waitangi

Content outline

- Field trip Waikato, Taranaki, Parihaka, Ratana
- Exploration of sites significant to Te Taha Maori
- Exploration of sites significant to Methodist missionaries
- Contextual theology—themes and issues in Aotearoa New Zealand
- Cultural themes in theology
- Articulating a personal historical-theological perspective

Key resources

- Bevens, Stephen, B. Models of Contextual Theology. Orbis Books, 1992.
- Davidson, Christianity in Aotearoa, A History of Church and Society in New Zealand, Wellington, 1990.
- Davidson, Allan K, and Lineham, Peter J, Transplanted Christianity, Second Edition, The Dunmore Press, 1987.
- King, Michael, Te Puea, Hodder & Stoughton, 1977.
- King, Michael, The Penguin History of New Zealand, Penguin, 2003.
- Mulholland, Malcolm, and contributors, State of the Maori Nation, twentyfirst century issues in Aotearoa, Reed, 2006.
- Scott, Dick, Ask That Mountain, The Story of Parihaka, Heineman/Southern Cross, 1973.

Selected papers from MD101 coursebook pgs 392-419

- 'The Bicultural Journey, a Taranaki Perspective,' Len Willing
- 'John Whiteley,' Graham Brazendale

Assessment information

A daily journal of theological reflection will be kept during the duration of the field trip to the standard portfolio requirements of the DipPTh. An essay of some 2,500 words will be required on a topic that emerges from reflection upon learnings from the field trip as having significant on-going historical-theological importance in the life of Te Hahi Weteriana o Aotearoa, and the leadership that is required to deal with its current implications.

TR3011 Theological Reflection and Te Tai Tokerau Context

Level: 5-6

Credits: 20

Purpose

To develop a capacity to reflect theologically on selected aspects of contemporary society in Aotearoa New Zealand taking account of bicultural commitments and Te Tiriti o Waitangi.

Mode of delivery and method of delivery

Face-to-face, nine day field trip, tutorials in situ, plus online resourcing with access to TC301.

Learning Outcomes

On completing of this component the successful student should be able to:

- Use a model of structural analysis to identify power and influence in relation to a contemporary social issue within the Aotearoa New Zealand context
- Reflect theologically on a contemporary theological issue arising from current life experience, and show the relationship between theological perspective and pastoral practice
- Form a Christian response to a current social issue, from selected cultural perspective, taking account of the Treaty of Waitangi

Content outline

- Field trip Waitangi to Maungungu
- Exploration of sites significant to Te Taha Maori
- Exploration of sites significant to Methodist missionaries
- Understanding the Treaty of Waitangi and its role in contemporary society.
- Theology, sources and resources: themes in daily life.
- Introduction to structural analysis in contemporary society
- Contextual theology—themes and issues in Aotearoa New Zealand
- Cultural themes in theology
- Articulating a personal theological perspective

Key resources

- Bevans, Stephen, B. Models of Contextual Theology. Orbis Books, 1992
- Davidson, Christianity in Aotearoa, A History of Church and Society in New Zealand, Wellington, 1990.
- King, Michael, The Penguin History of New Zealand, Penguin, 2003
- Mulholland, Malcolm, and contributors, State of the Maori Nation, twentyfirst century issues in Aotearoa, Reed, 2006

Selected papers from MD101 coursebook pgs 350—392

- 'The First Missionaries, A Statistical Outline prior to May 1840,' JMR Owens
- 'Timeline of the Maori Wesleyan-Missionary Encounter'
- The Gospel & the Missionaries, Moke Couch
- The Tangihanga, Ministry & Mission Culture: Regarding Death from a Maori Perspective, Morehu Te Whare
- Maori Women: their Culture and Ministry, Hana Pae Hauraki
- The Pakeha Perspective, Barbara Miller
- Ministry, Mission and Culture, Te Rua Turner
- Pakeha Perceptions of the Initial Maori Response to the Gospel, Gary Clover
- Methodism and the Treaty of Waitangi, Barry Jones

Assessment information

A daily journal of theological reflection will be kept during the duration of the field trip to the standard portfolio requirements of the DipPTh. An essay of some 2,500 words will be required on a topic that emerges from reflection upon learnings from the field trip as having significant socio-political importance in the on-going life of Te Hahi Weteriana o Aotearoa, and the leadership that is required to deal with its current implications.

'M= Merit'

The structure of material presented for assessment will integrate detail into a coherent whole and lead the reader through to a reasoned conclusion using accurate and appropriate language. Material to be presented within a group or seminar context may be presented within in the peer learning group, or if appropriate and negotiated with the tutor, within a community/organization. To achieve a 'Merit' assessment, tasks will be required to show an attempt to integrate theory and practice, giving evidence of personal reflection and experience. Content will

1. be sufficient and relevant to the issue
2. show an understanding of relevant facts and concepts
3. show openness in thinking
4. show breadth and depth of reading.
5. show clear integration of theory and practice
6. provide evidence of research
7. provide accurate referencing and bibliographical data
8. show an ability to reflect critically in relation to ideas and context
9. show an awareness of the implications of ideas and practices for a particular context.

'E= Excellence'

To be awarded a 'pass with distinction'

1. Written and oral presentations will show creativity and originality, clear and accurate use of language and structure, and accurate and relevant use of referencing of resource material.
2. Assessment material gives evidence of an ability to use theoretical concepts in reflection on specific practical engagement.
3. Material gives evidence of the ability to understand concepts and resources at depth and to use these concepts and resources in discussion of issues and topics.
4. Material shows creativity and depth in reflecting on theological issues that have relevance to a particular context.

'N= Not achieved'

This mark will be awarded

1. if tasks are incomplete
2. if tasks fail to meet learning outcomes as set out in the assessment criteria.

Students will be given the opportunity to complete tasks satisfactorily within a time frame to be specified by the tutor (normally 14 days) before the mark is considered binding and the course to be repeated.

'NC= Not Completed'

This category will be applied where the assessor considers that the presented material can reach a satisfactory standard within a reasonable time frame The time frame to be specified by the tutor and will normally not exceed 14 days. After the specified date the mark is to be considered binding and the course to be repeated.

GENERAL ASSESSMENT

The work of the Trinity College is under the oversight of the Methodist Church of New Zealand's Trinity College Council and its assessment committees comprising the Student Review Panel and the Curriculum Review Panel. The Principal is required to provide a report to the Student Review Panel at least twice a year on each student in relation to academic and practical courses as well as personal growth. These reports will be used in the assessment to determine ongoing progress as well as, in the case of ordination students, readiness for probation, placement and ordination. Each semester a report may be provided on request to the student's sponsoring body.

Assessment will include:

- Satisfactory achievement of courses
- The ability to complete tasks on time. (A register of late assignments will be kept).
- Time management.
- Capacity for self-direction and initiation of ministry.
- Ability to take responsibility for meeting personal learning goals and development.
- Respect for the needs of the congregation and any groups or individuals with whom the student is engaged.
- Quality and relevance of worship leadership
- Preaching: contextual appropriateness, delivery style, clear and relevant content.
- Evidence of ongoing personal reading
- Ability to reflect theologically
- Evidence of self-awareness and personal growth.
- Commitment to and participation in the development and growth of the tutor groups.

REPORTING AND RECORDING OF ASSESSMENT

Marks, grades, or pass/fail assessments will be reported to the student within a reasonable time of the assessment work being submitted, and feedback will be provided on the reasons for the assessment to aid future learning. All assessment of the various kinds of assignments will be administered through Trinity College's learning management systems incorporating Wisenet reporting to NZQA and TEC, and the tcol moodle classroom.

Assessment mark sheets will be retained for six months from the point of assessment to allow for any process of appeal.

Records will be kept on file of the assessment results of all students, together with other relevant data, and maintained in a secure place in the head office of Trinity College, and also available directly to students through Trinity College's learning management system Wisenet. This material will be available for perusal by the student on request in compliance with the provisions of the Privacy Act. This material will be retained for ten years.

APPEALS PROCEDURE FOR ASSESSMENTS

There is an appeals procedure in relation to Trinity College courses, in which a student can appeal a particular assessment, or the final assessment for any course. (Appeals must be accompanied by original documentation (ie portfolio, assignment, etc)).

A: Particular assessment

1. Approach tutor in the first instance for discussion of grading and possible re-assessment
2. Appeal to programme director if response is not satisfactory, stating reasons for challenging assessment and outlining steps taken.
3. Appeal to Principal, or to the Student Review Panel if the Principal is the course tutor.

B: Final course assessment -

1. Appeal to Principal, stating reasons for challenging the assessment, within 7 days of receiving the assessment.
2. Principal will investigate the issue, including consultation with the course tutor and programme director, and will make a ruling.
3. If the result of this process or ruling is not considered satisfactory, appeal to the Curriculum Review Panel in writing.

Appeals procedures are in place for courses of other institutions such as the University of Auckland, EIDTS, and are to be followed for courses where credit is given by that institution.

TR304 Tongan Hermeneutics

Level:5-6

Credits: 20

Purpose

To enable students to participate and contribute in a continuing professional development seminar which brings together leaders of the church, the academy and the wider community for analysis of significant social issues for the Tongan diaspora in the New Zealand context, using the methodologies of an Oceania hermeneutic.

Tutor: Nasili Vaka'uta

Mode of delivery and method of delivery

Face-to-face, monthly seminar, with one-to-one tutorial assistance. There are ten seminars per annum, the titles and content of the papers determined by the seminar participants in consultation with the tutor. The participants will be expected to attend in the full, interactive participatory learning environment of a professional development seminar. This encourages the participants' creativity, originality and openness to analytical as well as constructive critiques. Associated intensive In204 Moana eco-theology

Learning outcomes

Upon completion of this course, students should be able to

- Demonstrate knowledge of contemporary Tongan issues
- Critically analyse and expose the determining theological and cultural factors which create opportunities for church development in New Zealand
- Model leadership in the pastoral and teaching functions of presbyteral ministry within the Methodist Church of New Zealand

Content outline

As determined by the tutor and participants.

Key resources

As indicated by the tutor. It is expected that papers will be available for reading prior to the seminar presentation.

TR303 An ecological theology of Moana *

Level: 5-6

Credits: 20

Purpose

To redirect the participants to the roots of their own religio-cultural land-sea-air-based experiences, and to establish the grounds of dialogue between the eco-theological paradigm and the scientific paradigm so that points of departure can be constructed for appropriate church and/or faith community based responses.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, intensives and one-on-one tutorial assistance, with extra online resourcing. Associated intensive IN204 Moana eco-theology.

Tutor: 'Ama'ama Tofaeono Siolo

Learning outcomes

Upon completion of this course, students should be able to

- Ability to identify and describe the significant theological and scientific meaning/s of Moana in the Oceanic cultural-contexts, including the specified contextual issues related to Moana
- critically analyse and expose the determining theological and scientific factors that lead to the many ab-uses of Moana
- discover strengths and the weaknesses of identified issues in relation to traditional (missionary) theological and scientific understandings / theories related to Moana
- reflect on 'how and what' theology/ies and scientific findings could offer as alternatives or solutions for oceanic communal and societal problems
- through research, form and write in a constructive manner, one's own Ecotheology of Moana

Content outline

- Introduction: Traditions of Moana; Context – Our views of the Oceans!
- Religio-cultural Views / Ecotheology and Oceanic metaphors including the theological /metaphorical significance of Oceans
- Biblical theological motifs and ideologies of Oceans
- Oceanic Ecotheology: God of/in Oceans
- Transcendental-immanent theological perspectives
- Oceans and the Spirit of God: Communal, Relational, Holistic and Doxological Dimensions; Celebration – A New Heaven and a New Earth of Oceans

Key resources

- Bernhard, W. Anderson. From Creation to New Creation: Old Testament Perspectives, Minneapolis: Fortress Press, 1994.
- Bernhard, W. Anderson. Creation and Ecology, pg.152-171. In: Creation in the Old Testament. Philadelphia: Fortress Press, 1984.
- Keller, Catherine. Face of the Deep: A Theology of Becoming. London: Routledge, 2003.
- Lilburne, Geoffrey R., A Sense of Place: A Christian Theology of the Land. Nashville: Abingdon Press, 1989.
- McFague, Sallie. The Body of God: An Ecological Theology. London: SCM Press, 1993.
- McFague, Sallie. Super Natural Christians: How we should love nature. London: SCM Press, 1997.
- Moltmann, Jürgen. God in Creation: A New Theology of Creation and the Spirit of God. Minneapolis: Fortress Press, 1993.
- Tofaeono, Ama'amalele. Eco-Theology: Aiga – The Household of Life: A Perspective from Living Myths and Traditions of Samoa. Erlangen: Erlangen Missions Verlag, 2000.
- Tuwere, Sevati. Vanua: Towards a Fijian Theology of Place. Suva: Institute of Pacific Studies, 2002.
- Waddell, Eric. A New Oceania: Rediscovering Our Sea of Islands. Suva: University of the South Pacific Publication, 1993.

RESPONSIBILITIES

The Principal has overall responsibility to ensure that reporting procedures are carried out, and that appeals procedures are known and followed. The Principal will delegate the implementation of assessment to other staff and lecturers as outlined in the procedures below.

It is the responsibility of course tutors to provide constructive feedback in relation to assessment tasks, so that the learning process is enhanced by this process.

Student records

Student records will be maintained securely, in accordance with the Privacy Act statement. These records are held for academic, ministry assessment, and support purposes. Any student is entitled to request access to the records to check their accuracy, through the Administrator.

When you complete your study with Trinity College, academic records required to be retained by NZQA or any other educational authority will continue to be stored securely, and other educational material will be returned to you or will be destroyed. For Methodist ordained ministry students, personal and administrative data, official reports, and recommendations on ministry progress will be lodged with the Administration Division of the Methodist Church as part of your ongoing ministry records.

MINISTRY OF EDUCATION

All students are required to have a Ministry of Education National Student Index number. (The NSI record will hold only basic student information - name, date of birth, residential status, gender, and confirmation that the NZQA Record of Learning fee paid.) If you do not have an NSI number, the Trinity College Administrator will obtain this for you.

The Ministry of Education has commenced an information matching programme with the Department of Internal Affairs. This information will be matched against information that currently sits on the National Student Index (NSI).

Please contact the Administrator if you require further information.

Student guidance and support systems

It is the policy of Trinity College that all students should have access to guidance and support systems, and be protected from any harm as a result of College programmes. This policy includes ensuring that students are aware of the need for and provision of support personnel and groups, including counsellors, sexual harassment contact persons, and peer groups. It includes also the provision of adequate information about expectations of courses and practical activities, and the possible impact of these on students, together with information about relevant services for guidance and support.

Primary guidance for coursework is the responsibility of the course tutor, under the oversight of the programme director. The programme director will ensure that adequate guidance is available for all students in relation to the expectations of the programme, and will ensure also that students are aware of other support systems.

Chaplaincy

Trinity College provides chaplaincy services for students. The College Chaplain maintains on-going pastoral support as well as laying the foundation for growth and development in personal spirituality.

There is both face to face contact as well as an online chatroom facility.

All students are expected to seek assistance to begin the inner journey of spiritual growth during College years and may choose to initiate and develop contact with a spiritual director during the probation programme.

Block Courses 2012						
Code	Name	Block Start	Block Finish	Course Fees	Lead Tutor	Venue
MS101	The Ancient Māori World: Te Ao Tawhito	21/11/2011	25/11/2011	\$400LiMS	Te Aroha Rountree	Waiake
MP301	Worship and Liturgy	16/01/2012	21/01/2012	\$490Dip \$400LiMS	Lynne Frith	Pitt St
TR3011	Theological Reflection and Te Tai Tokerau	5/02/2012	12/02/2012	\$1000	Diana Tana	Kerikeri
TC101	Bible as Text	24/02/2012 9/03/2012	26/02/2011 11/03/2012	\$490Dip \$400LiMS	Nasili Vaka'uta David Bell	St John's Waiake
MS102	Contemporary Māori Society: Te Ao Hurihuri	19/03/2012	23/03/2012	\$400LiMS	Te Aroha Rountree	Whakatoua
TR102	Practical Theological Reflection - special topic	19/03/2012	23/03/2012	\$490Dip \$400LiMS	David Bell	St John's
TC201	Methodist Communities: Church, Ministry and Sacraments	16/04/2012	20/04/2012	\$490Dip \$400LiMS	David Bell	Waiake
TR101	Theological Reflection and Practical Theology	21/05/2012	25/05/2012	\$490Dip \$400LiMS	David Bell	Waiake
TC103	Reacing the Bible in Oceania	11/06/2012	15/06/2012	\$490Dip \$400LiMS	Nasili Vaka'uta	St John's
TC301	Living our Faith in Te Haahi Weteriana o Aotearoa	20/08/2012	24/08/2012	\$490Dip \$400LiMS	Terry Wall	St John's
TC202	Bible in Context	Sept - to be confirmed		\$8,000	David Bell	Turkey
TR201	Theological Reflection and the New Zealand context	17/09/2012	21/09/2012	\$490Dip \$400LiMS	John Murray	Waiake
MP101	Community Development & social change	15/10/2012	19/10/2012	\$490Dip \$400LiMS	Prince Devanandan	St John's
TC304	Genesis and Science	26/11/2012	30/11/2012	\$490Dip \$400LiMS	David Bell	Waiake
MS101	The Ancient Māori World: Te Ao Tawhito			\$400LiMS	Te Aroha Rountree	Waiake

tcol online LiMS courses				
Code	Name	Start Date	Lead Tutor	Fee
MD103	The Beginners' Guide to Theology	21/02/2012	David Bell	\$270.00
EL102	Effective Church Leaders	22/02/2012	Andrew Gamman, David Bell	\$270.00
MD104	Introduction to Biblical Hebrew	23/02/2012	Nasili Vaka'uta	\$120.00
PTR101	Practical Theological Reflection	24/02/2012	David Bell, Val Nicholls	\$270.00
WS112	Licensed for Sacraments	8/12/2012	Val Nicholls	\$50/parish

Worship & Leadership - Blended Learning LiMS Monthly Courses: Auckland					
Code	Name	Start Date	Lead Tutor	Fee	Venue
LW101	Lead Worship One	3/03/2012	Kalo Kaisa	\$120.00	Mangere Bader Dr
LW102	Lead Worship Two	7/07/2012	Kalo Kais	\$120.00	Mangere Bader Dr
MD103	Beginners' Guide to Theology	31/05/2012	Lynne Frith	\$270.00	Pitt Street
EL102	Effective Church Leaders	14/02/2012	Andrew Gamman	\$270.00	Waiake
MD200	Great Minds, lost voices and recovered themes	26/02/2012	David Bell	Free	St John's
SLP101	Samoan Lead Worship Year One	11/02/2012	Faleatua Faleatua	\$120	open
SLP102	Samoan Lead Worship Year Two	tba	Faleatua Faleatua	\$120	open
SLP304	Samoan Hermeneutics	tba	Faleatua Faleatua	\$270	St John's
TLP101	Tongan Lay Preachers 1	18/02/2012	Siosifa Pole Goll Manukia, Alipate 'Uhila	\$120.00	Dunedin New Lynn
TLP102	Tongan Lay Preachers 2	21/07/2012	Siosifa Pole Goll Manukia, Alipate 'Uhila	\$120.00	Dunedin New Lynn
TLP304	Tongan Hermeneutics	24/02/2012	Nasili Vaka'uta	\$270.00	St John's
TLP306	Tongan Language Beginners' Guide to Theology	24/02/2012	Nasili Vaka'uta	\$270.00	St John's
FLP101	Fijian Lay Preachers	10/03/2012	Sevati Tuwere	\$120.00	To be advised
KEL102	Korean Effective Church Leaders	February	JheonWhan Lee	\$270.00	Waiake
MD202	Exploring Faith in the Arts	January	Lynne Frith	Entrance fees	open

TR202 Theological Reflection & Current Issues *

Level: 6

Credits: 20

Purpose: To develop the ability to reflect theologically on issues of social justice from selected theological perspectives in ways which show the relationship of theology to current philosophical themes.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, field work trips, intensives and one-on-one tutorial assistance, with extra online resourcing

Learning outcomes: On completion of this course students should be able to:

- Develop and use a model of theological reflection with a selected contemporary issue.
- Analyse perspectives on a contemporary theological issue and defend a preferred perspective
- Research a current contextual social justice issue and develop a Christian response showing awareness of the significance of theological perspective.
- Discuss themes in modern philosophy and assess their significance for current issues in Christian theology.

Outline of Content:

1. Reviewing theological reflection and some models
2. Contemporary theological perspectives and implications e.g. feminist theology, post-modernity, contextual theology, indigenous theology.
3. Exploring selected current social issues: tensions, perspectives and implications.
4. Selected modern Philosophers and major themes in relation to the implications for theological thinking: e.g. Descartes, Locke, Hume.
5. Christian responses to 'justice': social justice and Christian social action. E.g. 'restorative justice'
6. Globalisation: unity/diversity, Global/local, individual/community.
7. Post-modernity and the implications for theology; e.g. identity, unity, being human.
8. Considering personal models for theological reflection.

Content outline - currently under review

TR302 Theological Reflection & Contemporary Culture *

Level: 6

Credits: 20

Purpose

To explore the theological implications of selected dynamics of post-modern culture and its expression in New Zealand society.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, intensives and one-on-one tutorial assistance, with extra online resourcing.

Learning Outcomes and Content outline - currently under review

TR201 Theological Reflection & the New Zealand Context

Level 6

Credits: 20

Purpose

To research and propose methods of spiritual nurture to sustain Christian commitment to social justice and analyse a New Zealand social justice issue and make proposals from a Christian perspective.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, field work trips, intensives and one-on-one tutorial assistance, with extra online resourcing.

Tutors: J Murray with John McCarthy

Learning Outcomes

- Discuss the character of a 'human community' in both global and local/national terms
- Show awareness of the impact of Christian beliefs and theological perspectives on human communities
- Reflect theologically on selected social issues affecting a human community within NZ society and develop a response.
- Identify personal theological responses to a contemporary life experience within a selected community and learn how to reflect these in devotional material

Key Texts

John Vincent ed., *Mark, Gospel of Action, personal and community responses*, SPCK

Gregor McLennan, Allanah Ryan, Paul Spoonley, *Exploring Society, Sociology for New Zealand Students*, Pearsopn Prentice Hall, 2009

Some Resource Books

Journey, John Vincent (ed) free class distribution

Samuel Amirtham & John S. Pobe (Editors), *Theology by the People Reflections on doing theology in community* World Council of Churches, Geneva, 1986

Bluck J. *Killing Us Softly*. Shoal Bay Press, Christchurch NZ, 2001.

Lewis, J. J. *Koru & Covenant* Colcom Press Orewa, NZ.

Darragh, Neil. *At Home in the Earth*. Accent Publications, Auckland NZ 2000.

Bosch, David J. *Transforming Mission*. Orbis Book, New York 1991.

de Gaay Fortman, Bas. . *God and the Goods*. WCC Publications, Switzerland.

Van Drimmelen, Rob. *Faith in a Global Economy*. WCC Publications Geneva 1998.

Kelsey, Jane. *At the Crossroads*. Bridget Williams Books, Wellington NZ 2002.

Banks, Robert. *All the Business of Life* Albatross Books Pty Ltd, Australia & NZ 1987.

Bevans, Stephen B. *Models of Contextual Theology* Orbis New York 1992

Auckland Intensives and Workshops - LiMS

Fees: \$75 for credit towards LiMS or \$50 per Parish for up to 3 people - no credit towards LiMS

Code	Name	Date	Time	Lead Tutor	Venue
IN208	How to read the Gospel	26/11/2011	9:00 - 15:00	David Bell	Waiake
IN215	Introducing Mark's Gospel	03/03/2012	9:00 - 15:00	Lynne Wall	St John's
SD103	The Spirituality of a Worship Leader and Preacher	03/03/2012	9:00 - 1:00	Liz Hopner, Val Nicholls	Waiake
WS106	So you want to be a deacon, evangelist, lay leader, prophet, pastor, preacher, presbyter: Christian vocations	24/03/2012	9:00 - 1:00	David Bell, Val Nicholls	Te Atatu Union
IN205	Creativity, imagination and ministry	21/04/2012	9:00 - 15:00	David Bell	Te Atatu Union
WS102	The skills of creative listening	26/05/2012	9:00 - 1:00	Val Nicholls	Glen Eden
IN201	Preaching the essentials	16/06/2012	9:00 - 15:00	David Bell	Papakura
SD104	Creation Spirituality	30/06/2012	9:00 - 15:00	David Bell	Waiake
IN104	Gender Issues in ministry	25/08/2012	9:00 - 15:00	Lynne Frith	Pitt Street
SD102	Spirituality Past and Present	13/10/2012	9:00 - 1:00	Liz Hopner, Val Nicholls	Waiake
PD101	Self Management in Ministry - finances	20/10/2012	9:00 - 15:00	David McGeorge	Waiake
IN217	Introducing John's Gospel	1/12/2012	9:00 - 15:00	David Bell	Waiake

Waikato Intensives and Workshops - LiMS

Fees: \$75 for credit towards LiMS or \$50 per Parish for up to 3 people - no credit towards LiMS

Code	Name	Date	Time	Lead Tutor	Venue
IN215	Introducing Mark's Gospel	18/02/2012	9:00 - 15:00	Lynne Wall	Bryant Park
WS104	Pastoral Practice in dealing with Suicides	19/05/2012	9:00 - 1:00	Val Nicholls	Bryant Park
IN216	Introducing Genesis	23/06/2012	9:00 - 15:00	Lynne Wall, David Bell Nasili Vaka'uta	Bryant Park
WS106	So you want to be a deacon, evangelist, lay leader, prophet, pastor, preacher, presbyter: Christian vocations	8/09/2012	9:00 - 1:00	Val Nicholls	Bryant Park

Connexional Intensives and Workshops

Fees: \$50 per Parish for up to 3 people - no credit towards LiMS

Code	Name	Date	Time	Lead Tutor	Venue
WS108	Just for Parish Stewards, Secretaries and Treasurers	18/02/2012	9:00 - 15:00	Val Nicholls, Peter van Hout	Upper Hutt
WS102	The skill of creative Listening	14/04/2012	9:00 - 1:00	Val Nicholls	Upper Hutt
WS102	The skill of creative Listening	27/04/2012	9:00 - 1:00	Val Nicholls	Invercargill
WS108	Just for Parish Stewards, Secretaries and Treasurers	28/04/2012	9:00 - 15:00	Val Nicholls, Peter van Hout	Invercargill
SD103	The Spirituality of a Worship Leader and Preacher	4/05/2012	9:00 - 15:00	Val Nicholls	Blenheim
WS108	Just for Parish Stewards, Secretaries and Treasurers	5/05/2012	9:00 - 15:00	Val Nicholls, Peter van Hout	Blenheim
WS108	Just for Parish Stewards, Secretaries and Treasurers	9/06/2012	9:00 - 15:00	Val Nicholls, Peter van Hout	Palmerston North
	Workshop To Be Confirmed	30/06/2012	9:00 - 15:00	Val Nicholls	New Plymouth

DIPLOMA PAPERS

* = not offered in 2012

THEOLOGICAL CORE OPTION 1

TC101 Bible as Text

TC102 Developing the Church's Tradition: How to read church history *

TC103: Reading the Bible from Oceania

TC 201 Methodist Communities: Church, Ministry and Sacraments

TC202 The Bible and Context

TC 301 Living Our Faith in Te Hahi Weteriana o Aotearoa

TC 302 The History and Presence of Christ*

TC303 Preaching Lukan Parables *

TC 304 Genesis and Science: An Introduction

THEOLOGICAL CORE OPTION 2

Offered occasionally to selected ministry candidates through EIDTS (24 credits per course)

EIDTS HS101 Introduction to Hebrew Scriptures

EIDTS NT101 Introduction to New Testament

EIDTS CHC 101 The Church in History 0-500 CE

EIDTS TS101 Introduction to Theology

EIDTS CHC2053 Methodist Studies

MINISTRY PRACTICE

MP101 Community Development and Social Change

MP102 Parish Leadership and Management: a Faith Development Approach *

MP201 Pastoral Practice *

MP202 Preaching and Teaching *

MP301 Worship and Liturgy

MP302 Mission and Evangelism *

THEOLOGICAL REFLECTION

TR101 Theological reflection and Practical Theology (compulsory)

TR 102 Theological reflection and Pastoral Practice

TR201 Theological Reflection and Contemporary Social Context

TR202 Theological Reflection and Current Issues *

TR302 Theological Reflection and Contemporary Culture *

TR303 An Eco-theology of Moana *

TR304 Tongan Hermeneutics

TR3011 Theological Reflection and Te Tai Tokerau Context (compulsory)

TR3012 Theological Reflection and Waikato, Taranaki and Whanaganui Context *

For the completion of the Diploma in Practical Theology 80 credits must be obtained from each of the three dimensions of theological core, ministry practice and theological reflection.

TR102 Theological Reflection and Pastoral Practice

Level: 6

Credits: 20

Purpose

To enable students to develop familiarity using the tools of Theological Reflection in order to research a selected contemporary issue and its pastoral contexts and to enable them to explain pastoral implications resulting from selected different perspectives.

Mode of delivery and method of delivery

Face-to-face blended learning through scheduled tutorials from March to October.

Tutors: D Bell, N Vaka'uta, V Nicholls, A Rountree,

Learning Outcomes

On completion of this course students should be able to:

- Use and extend a model for theological reflection
- Identify contemporary social issues and discuss the pastoral implications
- Discuss their personal theological perspective, and the pastoral implications, in relation to a selected contemporary issue.

Outline of Content

- Choosing the research topic
- Review of the concepts of theological reflection - nature and purpose
- Pastoral issues and theological reflection
- Comparing 2 models for theological reflection: biblical authority and human concern
- 'Authority' in the reflection process; human community, Bible, Tradition: different perspectives
- The Bible and Theological perspectives; liberation, feminist, evangelical, post-modern
- Implications of perspective and belief in pastoral situation

Assessment

For TR102, TR202, TR302 assessment is by research essay only.

Key Resources

Daniel L Migliore, *Faith Seeking Understanding*, Eerdmans, 2004

James D Whitehead & Evelyn Eaton Whitehead, *Method in Ministry*, Sheed & Ward, 1995.

TR101 Theological Reflection & Practical Theology

Level: 6

Credits: 20

Purpose

To introduce students to the processes and tools for theological reflection, and to explore a range of models for reflection on practice.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, intensives and one-on-one tutorial assistance, with extra online resourcing. Associated intensive IN101 Living our faith: happiness, ethics and piety. (Participants will find the non NZQA course MD200 Great Minds helpful background material.)

Tutor: D Bell

Learning Outcomes

On completion of this course students should be able to:

- use a model for theological reflection
- reflect theologically on a current life experience
- analyse the relationship between life experience and Christian belief
- describe the effect of one theological perspective on a contemporary social issue affecting the lives of people

Content outline

- Introduction to theological reflection: terms and its language of analysis
- Practical theology; what is it, and why is it important
- Group facilitation and the reflection process
- Introduction to models for reflection
- Theological reflection and systematic theology
- Theological reflection and personality
- Theological reflection and spirituality
- Using the model: Waitangi and Maungungu
- Using the model: happiness, ethics and piety

Compulsory texts

- Borg, Marcus J, *The Heart of Christianity*, HaperCollins, 2003
- Migliore, Daniel T, *Faith Seeking Understanding*, Eerdmans 2004.
- Vincent, John (ed.), *Mark Gospel of Action*, SPCK, 2006.

Key Resources

- Buber, Martin, *The Legend of the Baal-Shem*, Princeton University Press, 1955, pgs 62-72
- Cox, Harvey, *When Jesus Came to Harvard, Making Moral Choices Today*, Mariner, 2004, pgs 259-266.
- Heschel, Abraham, *The Prophets*, Harper Perennial, 1962, pgs 572-605.
- Lussyeran, Jacques, *What One Sees Without Eyes*, Parabola, 1999, pgs 23-43.
- McGuiness, Julia, *Growing Spiritually with the Myers-Briggs Model*, SPCK 2009, pgs 1-23
- Moore, Thomas, *Care of the Soul*, Harper Perennial, 1992, pgs 203203-229.
- Skolimowski, Henryk, *A Scared Place to Dwell*, Element Books, 1993, pgs1-31.

Significant library texts

- Darragh, Neil, *Doing Theology Ourselves*, Accent Publications, 1995.
- Ballard, Paul and Pritchard, John, *Practical Theology in Action*, Redwood Books, 1996.
- Whitehead, James, D, Whitehead, Evelyn, E. *Method in Ministry: Theological Reflection and Christian Ministry*

TC101 Bible as Text

Level: 5-6

Credit: 20

Aim:

This course explores the major divisions of the Bible and their major themes. Students will be introduced to the question of canonicity, composition, authorial intent, and historical context.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, intensives and one-on-one tutorial assistance, with extra online resourcing. Associated intensives: IN206, IN207 The Bible and Empires.

Tutor: 'Nasili Vaka'uta

Purpose

To enable students to develop an understanding of the Bible and its development and to introduce students to exegetical methods.

Learning Outcomes:

On completion of this component students should be able to:

- Describe the establishment of the canon and evaluate understandings of the nature of the Bible as 'scripture'.
- Discuss theological issues related to the concept of 'text'.
- Describe and apply a range of tools and methods for exegesis.
- Explain key factors in clarifying biblical texts and defend preferred readings of selected texts.
- Analyse the literary features, context, and possible meanings for selected First Testament passages
- Explain the major divisions and themes of the Bible.

Outline of Contents:

- Outline of the writing, editing, gathering, and selection of the content of the Bible.
- Formation of the canon for both First and New Testaments.
- Understandings of Bible as 'scripture' or 'sacred text'.
- 'Text' as a theological idea and in relation to literary theories.
- Outline of tools and methods for critical biblical exegesis, including historical, literary,
- Redaction and contextual approaches.
- Clarifying biblical texts: (1) factors and issues that impact on the 'received' text; (2) tools for establishing textual readings in; the Canon.
 - ◊ The Stories of Creation
 - ◊ The Torah
 - ◊ The Prophets
 - ◊ The Writings
 - ◊ Major Themes
 - ◊ The Synoptic Gospels
 - ◊ The Johannine Literature
 - ◊ The Pauline Epistles
 - ◊ The Acts of the Apostles

Key Resource Books

Prévost, Jean-Pierre, *How to read the Prophets*, 1995, SCM

Charpentier, Etienne, *How to Read the New Testament*, 1981, SCM

Marguerat, Daniel & Bourquin, Yvan, *How to Read Bible Stories*, 1998, SCM

TC102 Developing the Church's Tradition: how to read church history *

Level: 6

Credits: 20

Purpose

To introduce students to the movement of theological ideas over time, especially in relation to understandings of God, and to enable an appreciation of the church's role in the development of tradition.

Mode of delivery and method of delivery

Face-to-face field trip learning through a combination of block course tutorial modules, intensives and one-on-one tutorial assistance, with extra online resourcing, through the LiMS unit MD200 Great Minds.

Tutors: Susan Thompson, David Bell, Terry Wall, Tony Franklin

Learning Outcomes:

On completion of this component students should be able to:

1. Discuss the concept of theological change over time.
2. Analyse the factors involved in the development of the church's tradition.
3. Identify and discuss the role of selected sources and models for doing theology.
4. Discuss the historical development of selected theological ideas, including those relating to God.
5. Recount the history of key theologians in church history.
6. Analyse differing views of the nature of theological language and outline their view of theological language in relation to God.

Content outline

- An historical overview of the development of Christian tradition and theological ideas.
- The role of Church councils, philosophical ideas, external pressures, and social change, along with tradition theological sources, in the shaping of theological ideas.
- The nature of theological models and their use in shaping theological concepts.
- Historical shifts and differing models in the theology of 'God'.
- The nature and use of theological language, and the role of language and models in expressing theological ideas relevant to context.
- The implications of various views and expressions of God for ministry contexts.

Key Resource

How to Read Church History, Vols. 1 and 2—class sets supplied with course materials

Further Resources

Alister McGrath, Christian Theology: An Introduction (Third Edition), Cambridge: Blackwell, 2001.

MP302 Mission & Evangelism *

Level: 5-6

Credit: 20

Purpose

To explore contemporary theologies and practice of mission with opportunities to consider evangelism relevant for specific contemporary contexts.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, and one-on-one tutorial assistance, with extra online resourcing.

Tutors: Alan K Webster, Doug Pratt, 'Ama'ama Tofaeono Siolo, Nasili Vaka'uta, Diana Tana, David Bell

Key Resource: The Effective Church Leaders Course

Further Resource Books

- Bevens, Stephen, B. Models of Contextual Theology. Maryknoll New York: Orbis Books. 1992.
- Bevens, Steven & Roger Schroeder. Constants in Context: A Theology of Mission for Today. Maryknoll New York: Orbis Books. 2004
- Bosch, David. Transforming Mission: Paradigm shifts in theology of Mission. Maryknoll New York: Orbis. 1991
- Davidson, Alan. Christianity in Aotearoa-New Zealand.
- Kirk, Andrew. What is Mission: Theological Explorations. Minneapolis; Fortress. 2000 ed

Choose one of the following for the Portfolio book review

- Transforming Mission: Paradigm shifts in theology of Mission, David Bosch, Maryknoll New York: Orbis. 1991
- The Gospel in a Plural Society, Lesslie Newbigin

MP301 Worship & Liturgy

Level: 5-6

Credit: 20

Purpose

To deepen understanding of the development and practice of Christian worship and its role in the Christian community today and providing opportunities for increasing competencies in creating relevant liturgies for specific communities of faith.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, and one-on-one tutorial assistance, with extra online resourcing. Associated intensive IN102 Music and Worship.

Tutor: Lynne Frith

Learning Outcomes

On completion of this course the student should be able to

- Outline a theology of worship.
- Prepare and lead church services relevant to a selected congregation
- Show knowledge of the origins of Christian worship
- Explain the historic and contemporary significance of selected special occasions in the church calendar
- Analyse and compare the current theology and practice of sacrament in different Christian faith communities.
- Analyse and discuss the theology presented in selected services of worship

Outline of Content

- Worship and the Early Church.
- Symbol and ritual in the human community
- Theologies and practices of sacrament.
- Worship for different ages and life stages
- The Christian Calendar
- Language and worship
- Preparing and leading worship for special occasions worship
- The influences of contemporary issues on worship
- Theologies of worship and the significance of perspective.

Course Reader: A reader will be provided with required reading for each block course

Some Books – choose 1 for the Portfolio book review

Batten, Juliet. Celebrating the Southern Seasons. New Zealand. Randon House. 2005
 Bergin, Helen and Susan Smith eds. Nourished by Eucharist. New Thoughts on an Ancient Theme. Auckland. Accent Publications. 2006
 Driver, Tom F. Liberating Rites: Understanding the Transformative Power of Ritual. Westview Press. 1998
 Duck, Ruth. Finding Words for Worship. Kentucky. Westminster John Knox Press
 Khoo, Lorna Lock-Nah. Wesleyan Eucharistic Spirituality: it's nature, sources and future. 2005
 Ward, Pete ed. The Rite Stuff: Ritual in Contemporary Christian Worship and mission
 White, James F. The Sacraments in Protestant Practice and Faith. Nashville, USA: Abingdon Press, 1999.
 White, James F. A Brief History of Christian Worship. Nashville, USA: Abingdon Press, 1993.
 Mediacom. Seasons of the Spirit 20100

March	April	May	June
Symbol & ritual in Human Community	Theology of Worship	Methodist Understandings of the Sacraments	Liturgy as a celebration of life
Origins of Christian Worship	Structure and language of the liturgy	Distinctive Methodist services/ liturgies	Liturgy as pastoral care
	Significance of special occasions in the church calendar		Pastoral occasions – weddings, funerals, etc

TC103 Reading the Bible in Oceania

Level: 5-6

Credits: 20

Purpose

To enable exploration of alternative ways of reading the Bible within the context of Oceania. Students will be given an orientation to the evolution of philosophical hermeneutics, development in biblical interpretation, and the various modes of contextual hermeneutics, which will allow them to have a basic understanding of the hermeneutical task.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, intensives and one-on-one tutorial assistance, with extra online resourcing. Associated intensive: IN208 How to read the Gospel.

Tutor: Nasili Vaka'uta

Learning Outcomes

Upon completion of this course, students should be able to

- formulate a contextual category of analysis
- develop a contextual method of analysis
- read the Bible from a particular location and perspective

Content outline

- Re-Viewing the Task: A Genealogy of Hermeneutics
- Re-Viewing the Bible: An Overview of Biblical Interpretation
- Re-Visiting Oceania: Assessing the Context of Reading
- De-scribing Contextual Hermeneutics: Modes & Challenges
- Un-masking Contextual Hermeneutics: Issues & Options
- Re-storying the Bible across Cultures
- Re-storying the Bible across Religions
- Re-storying the Bible from Experience
- Re-storying the Bible as Islanders

Key resources

- Jasper, David. A Short Introduction to Hermeneutics. First ed. Louisville: Westminster John Knox, 2004.
- Hayes, John Haralson, and Carl R. Holladay. Biblical Exegesis: A Beginner's Handbook. 3rd ed. Louisville: Westminster John Knox, 2007.
- Hau'ofa, 'Epeli, Vijay Naidu, and E. Waddell, eds. A New Oceania: Rediscovering Our Sea of Islands. Suva: Institute of Pacific Studies, USP, 1993.
- Segovia, Fernando F., and Mary Ann Tolbert, eds. Reading from This Place: Social Location and Biblical Interpretation in Global Perspectives. Minneapolis: Fortress, 1995.
- Sugirtharajah, R. S. Voices from the Margin: Interpreting the Bible from the Third World. London: SPCK, 1991.
- Dube, Musa W. "Readings of Semoya: Batswana Women's Interpretation of Matthew 15:21-28." Semeia 78 (1996): 111-129.
- Pui-lan, Kwok. "Discovering the Bible in the Non-Biblical World." Pages 299-315 in Voices from the Margin: Interpreting the Bible from the Third World. Edited by R. S. Sugirtharajah. London: SPCK, 1991.
- Soares-Prabhu, George M. "Class in the Bible: The Biblical Poor a Social Class?" Pages 147-171 in Voices from the Margin. Edited by R. S. Sugirtharajah. London: SPCK, 1991.
- Tamez, Elsa. "1 Timothy." Pages 508-515 in Global Bible Commentary. Edited by Daniel Patte. Nashville: Abingdon, 2004.
- West, Mona. "Outsiders, Aliens, and Boundary Crossers: A Queer Reading of the Hebrew Exodus." Pages 71-81 in Take Back The Word: A Queer Reading of the Bible. Edited by Robert E. Goss, and Mona West. Cleveland: Pilgrim, 2000.
- Havea, Jione. "The Future Stands Between Here and There: Towards an Island(ic) Hermeneutics." Pacific Journal of Theology II, no. 13 (1995): 61-68.
- Joseph, Pushpa. "Trailblazers: Elisabeth Schussler Fiorenza and George M. Soares-Prabhu." Pages 53-68 in On the Cutting Edge: The Study of Women in Biblical Worlds. Edited by Jane Schaberg, Alice Bach, and Esther Fuchs. New York/London: Continuum, 2004.
- Dube, Musa W. "Towards a Postcolonial Feminist Interpretation of the Bible." Semeia 78 (1997): 11-26.

TC201 Methodist Communities: Church, Ministry and Sacraments

Level: 6

Credits: 20

Purpose

To introduce, define, and analyse the key elements of the history, theology, and development of the Methodist movement in its origins in 18th and 19th century England, and consider the relevance of these to the spectrum of contemporary Wesleyan theology.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, and one-on-one tutorial assistance, with extra online resourcing.

Tutors: Norman Brookes, Terry Wall, David Bell

Learning outcomes

Upon completion of this course, students should be able to

- Show knowledge of the key biographical details of John and Charles Wesley, and the key aspects of Wesleyan spirituality and theological thought
- Demonstrate an ability to explain how Wesleyan thought has been applied to contextual church and missional situations and how it has been modified by mutually interacting factors.
- Analyse the strengths and limitations of the Wesleyan Quadrilateral
- Human dimension/integration aims - students will research and explore the on-going personal and societal relevance of Wesleyan theology in contemporary terms
- Self-learning development - students will discover how to construct and plan on-going learning projects within the ethos of the Methodist Church of New Zealand Te Hahi Weteriana o Aotearoa and its theological framework

Content outline

1. Gaining an overview: The Wesley Brothers in 18th century England; Wesleyan spirituality and church practice
2. Basic Insights into John Wesley's Sermons including 7 of the Standard 44: Original Sin; The New Birth; Justification by Faith; The Scripture Way of Salvation; The Catholic Spirit; A Caution Against Bigotry; On Charity
3. Wesleyan Theology in the Age of Enlightenment: Reason and revolution, exploration and industrialization, science and religious revivals
4. From Movement to International Church: A Wesleyan theology of church, ministry and sacraments.

Compulsory texts (supplied with class materials)

- Coursebook
- Holway, James, Sermons on Several Occasions by the Reverend John Wesley, translated into Modern English, Moorleys, 2003.
- Runyan, Theodore, The New Creation John Wesley's Theology Today, Abingdon Press, Nashville, 1998.
- Stuart, James, The John Wesley Code, Garside Press, 2009

Key Resources

- Cracknell, Kenneth and White, Susan J, An Introduction to World Methodism, Cambridge University Press, 2005.
- Hattersley, Roy, John Wesley A Brand from the Burning, Abacus 2004.
- Marsh, Beck, Shier-Jones, Waring (eds), Methodist Theology Today A Way Forward, Continuum, New York, 2004
- Outler, Albert, Theology in the Wesleyan Spirit, Tidings, Nashville, 1975
- Williams, Colin, John Wesley's Theology Today, Abingdon Press, Nashville, 1960
- Selected readings in the Coursebook 1-4

MP202 Preaching & Teaching *

Level: 6

Credit: 20

Purpose:

To explore the role of preaching within Christian worship, developing competence as a preacher and communicator and to assist students to plan and deliver 'age and stage' appropriate educational events in selected situations to support growth in faith and theology.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, and one-on-one tutorial assistance, with extra online resourcing.

Learning Outcomes

On the completion of this component the student will be able to

- Identify different stages of faith development and relevant learning styles
- Prepare and deliver appropriate 'age and stage' educational events
- Analyse and discuss the theology presented in selected services of worship
- Prepare and preach appropriate sermons in different situations
- Discuss sermon type and presentation styles in different situations
- Prepare and preach relevant structured sermons that may include exegetical, theological and life application elements

Tutors: David Bell with Jan Christiansen, Lynne Frith Colin Gibson, Rosalie Sugrue, Alan K Webster

Content

- Introduction to preaching and teaching Lead Worship Year 2
- Issues in communication; Unit 1: First things first
- Sermon construction; Unit 2: Know yourself
- The role of preacher from a lay perspective; The role of the preacher from a presbyter perspective; Unit 3 Know your subject
- Creative thinking and writing; Unit 4: Communicate with confidence
- The role of the preacher as teacher; Unit 5: Seek feedback
- Preaching in the context of sacraments

Some Resource Books

- Atkins, Peter. (2004). *Memory and Liturgy: the place of memory in the composition and practice of liturgy*. Brookfield: Ash-gate Publishing Company. ISBN 0-7546-0870-0.
- Bergin, Helen and Susan Smith, eds. (2006). *Nourished by Eucharist: New Thoughts on an Ancient Theme*. Auckland: Accent Publications. ISBN 0-9583454-7-3.
- Borgen, Ole E. (1985). *John Wesley on the Sacraments: A definite study of John Wesley's Theology of Worship*. Michigan: Francis Asbury Press. ISBN 0-310-75191-8.
- Dawson Selwyn, *Appointment on Sunday*, Polynesian Press
- Driver, Tom F. (1998). *Liberating Rites: Understanding the Transformative Power of Ritual*. Westview Press. ISBN 0-8133-3455.
- Duck, Ruth (1995). *Finding Words for Worship*. Kentucky:Westminster John Know Press
- Khoo, Lorna Lock-Nah. (2005). *Wesleyan Eucharistic Spirituality: Its Nature, Sources and Future*. ISBN 1920691-31-6.
- Lebon, Jean. (1987). *How to Understand the Liturgy*. London: SCM Press. ISBN 0-334-02039-5.
- Stookey, Laurence Hull. (1993). *Eucharist: Christ's Feast with the Church*. ISBN 0-687-12017-9.
- Templeton, John (1997). *Worldwide Laws of Life*, Templeton Foundation Press
- Ward, Pete, ed. (2004). *The Rite Stuff: Ritual in contemporary Christian worship and mission..* ISBN 1-84101-227-0.
- Ward, Pete, ed. (1999). *Mass Culture: Eucharist and Mission in a Post-Modern World*. ISBN 1-84101-069-3.
- White, James F. (1999). *The Sacraments in Protestant Practice and Faith*. ISBN 0-687-03402-7.
- Wilson, Paul Scott (1995). *The Practice of Preaching*. Nashville, USA: Abingdon Press.

MP201 Parish Pastoral Practice *

Level: 6

Credit: 20

Purpose:

To develop an understanding of pastoral practice within the broader context of social • wellbeing and to establish 'safe' practices for work and to be aware of selected life stages and appropriate spiritual and educational responses and be able to plan and facilitate a relevant educational event.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, and one-on-one tutorial assistance, with extra online resourcing.

Tutors: Val Nicholls, Sylvia Tongotongo, Jill Richardson

Learning Outcomes

On completion of this component students will be able to:

1. Establish and monitor personal goals in the practice of pastoral care
2. Use supervision effectively
3. Analyse the distinctive features of pastoral situations
4. Apply an appropriate model of support and intervention
5. Design and lead an age appropriate educational event
6. Offer appropriate spiritual support
7. Be able to identify and work with different personality types
8. Identify potential unsafe situations
9. Discuss the theological perspective inherent in a particular approach to pastoral practice

Key Resource: Best Practice Practical Pastoral Care

Content

- What is pastoral care?
- Personal identity in ministry
- Pastoral care in the church community
- Managing pastoral visiting
- Safe pastoral practice
- Inter-semester break
- Inter-semester break
- Ministry with children
- Ministry with youth
- Crisis times: funerals
- Crisis times: suicides
- Crisis times: disease and terminal illness
- Crisis times: the onset of dementia
- Pastoral care in the wider community
- Pastoral care in the wider community
- Use of the Myers-Briggs and Enneagram

Some Resource Books

An Introduction to Pastoral Care, Charles Gerkin, Nashville: Abingdon Press, 1997.

The Blackwell Reader in Pastoral and Practical Theology, James Woodward & Stephen Pattison, Oxford, 2000.

Choose 1 of the following for the Portfolio book review

To Heal a Fractured World, Jonathon Sacks

Take this Bread, Sara Miles

Being A Pastor, Dorothy McRae McCahon

The Contemplative Pastor, Eugene H Petersen

TC202 The Bible and Context

Level: 6

Credits: 20

Purpose

To introduce students to the historical and cultural context of the Bible, and to ways of using the Bible in our own contexts.

Tutors: David Bell, Nasili Vaka'uta

Mode of delivery and method of delivery

Face-to-face field trip learning, intensives IN206, IN207, and IN208 and one-on-one tutorial assistance, with extra online resourcing.

Learning Outcomes:

On completion of this component students should be able to:

- Describe key characteristics of the Judaic and Greco-Roman contexts during the biblical period and discuss their relevance for biblical study.
- Analyse the nature of 'context' and its role in understanding, interpreting, and using biblical materials.
- Outline a range of critical tools for biblical exegesis and interpretation.
- Exegete a range of biblical passages.
- Relate the insights of selected biblical passages to contemporary life and in the context of congregational ministry.
- Develop principles for contextually-based Christian life from biblical exegesis and reflection.

Content outline

- The nature, history, and tools of biblical studies as a critical enterprise.
- Overview of biblical contexts: (1) Brief history of Hebrew people and Israel; (2) Jewish and Greek life and events in the inter-testamental period; (3) Greco-Roman life in the New Testament period.
- The nature of 'context' as the setting for texts, interpretation, and application.
- Archaeology, exegesis and hermeneutics: tasks, methods, and roles.
- Critical exegesis of selected New Testament passages (including from Mark's Gospel).
- The Bible in contemporary contexts for ministry.

Compulsory texts (supplied with class materials)

Marguerat, Daniel and Bourquin, Yvan, *How to Read Bible Stories*, SCM

TC301 Living our Faith in Te Hāhi Weteriana o Aotearoa

Level: 6

Credits: 20

Purpose

To introduce, define, and analyse the key elements of the history, theology, and development of the Methodism in Aotearoa New Zealand from the time of the missionaries and initial Maori response to the Gospel, through the 19th and 20th centuries, up to the contemporary context of the Methodist Church of New Zealand Te Hahi Weteriana o Aotearoa.

Mode of delivery and method of delivery

Face-to-face block course blended learning through one-on-one tutorial assistance, with extra online resourcing.

Tutors: Terry Wall, Diana Tana, David Bell

Learning outcomes

Upon completion of this course, students should be able to

- Articulate the importance of the question of where does this history
- Demonstrate the significance of the cultural and religious interactions between the missionaries and Maori and the resultant effects in terms of Te Tiriti o Waitangi relationships
- Map the key events, acknowledging societal factors that have shaped the Methodist Church in the 20th century
- Show knowledge of four significant historical figures in the 19th century and four in the twentieth century

Content outline:

- Overview of (a) early missionary history, including the Anglican, Methodist and Roman Catholic initiatives; (b) early settle church history; (c) related Pasifika missions
- Maori responses to the Gospel and Pakeha perceptions of this response
- Three detailed case studies in the evolution from mission to church: John Whiteley; A R Fitchett; W Morley
- The history of the Methodist Church of New Zealand Te Hahi Weteriana o Aotearoa during the 20th century within the wider framework of the Christianity in Aotearoa

Compulsory texts (supplied with class materials)

- Coursebook
- Davidson, Christianity in Aotearoa, A History of Church and Society in New Zealand, Wellington, 1990
- King, Michael, The Penguin History of New Zealand, Penguin, 2003

Key resources

- Carter, George C, A Family Affair, A Brief Survey of New Zealand Methodism's Involvement in Mission Overseas 1822-1972, WHS (NZ)
- Hames, E W, Out of the Common Way, The European Church in the Colonial Era 1840-1913, WHS (NZ)
- Laurenson, George I, Te Hahi Weteriana, Three Half Centuries of the Methodist Maori Missions 1822-1972, WHS (NZ)
- Hames, E W, Coming of Age, New Zealand Methodism, 1913-1972, WHS (NZ)
- Fry, Ruth, Out of the Silence, Methodist Women of Aotearoa, Methodist Publishing, Christchurch, 1987
- Owens, J M R, The Wesleyan Missionaries to New Zealand Before 1840, WHS, 1982
- Owens, J M R, Prophets in Wilderness, The Wesleyan Mission to New Zealand 1819-27, Auckland University Press, Oxford University Press, 1974

MP102 Parish Leadership and Management *

Level: 5-6

Credit: 20

Purpose

To engage future church leaders with the intersection of theology, Christian faith, and seminal leadership issues for church life.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, and one-on-one tutorial assistance, with extra online resourcing.

Tutors: Andrew Gammon, David Bell

Key Resource: The Effective Church Leaders Course

Learning Outcomes

1. On completion of this component students will be able to:
2. explain the governance and management structure of a selected organisation
3. analyse the leadership model of an organisation in relation to specific identified contextual and theological factors
4. evaluate the strengths and weaknesses of the model in relation to a personal preferred model
5. exercise relevant leadership in a specific context and reflect on personal contribution to the ministry goal
6. analyse a management philosophy in relation a selected theological perspective
7. discuss leadership styles in relation to specific situations and tasks
8. work collaboratively with others towards a ministry goal.

Content outline

- Belonging
- Bible knowledge
- Communicating
- Creativity
- Faith
- Inter-semester break
- Inter-semester break
- Faith-sharing
- Inclusivity
- Innovation
- Leadership
- Service
- Vision
- Worship
- Governance & structure of MCNZ
- Time management & parish rhythms
- Trinity College retreat

Some Resource Books

- Connections for Life: Core Qualities to Foster in Your Church, NCLS, P Kaldor (ed)
- The Dance of Leadership: The call for soul in 21st century leadership. Cammock, Peter. Auckland, NZ: Pearson Education NZ Ltd, 2001, 2003.
- One Size Doesn't Fit All: Bringing out the best in any size church. McIntosh, Gary L. Michigan, USA: Fleming H. Revell, 2001.
- Growing in Authority, Relinquishing Control. Hahn, Celia Allison. Alban Institute, 2001.
- The Ministry Team Handbook. Greenwood, Robin. London, Great Britain: SPCK, 2000.
- Embracing Diversity: Leadership in Multicultural Congregations. Foster, Charles R. Alban Institute, 1997.
- Transforming Church: Liberation Structures for Ministry. Greenwood, Robin. London, Great Britain: SPCK, 2002.
- How to Mobilize Church Volunteers. Marlene Wilson. Minneapolis, Augsburg, 1983.

NB: Review the supplementary course book *The Spirit of Leadership* by Peter Cammock for the Portfolio book review

MP101 Community Development and Social Change

Purpose

To enhance students' ministry skills to enable ministry with awareness about the social, political, cultural, religious and economic circumstances of the people they minister to and to enable students to develop and awareness of issues of social justice and injustice and practices of community development in relation to a specific context where they can explore principles and practices of social change.

Mode of delivery and method of delivery

Face-to-face blended learning through a combination of block course tutorial modules, and one-on-one tutorial assistance, with extra online resourcing. Associated intensives IN104 Gender Issues and Ministry

Tutor: Prince Devanandan

Learning Outcomes: On completion of this component students will be able to:

- Identify issues of social injustice and a range of social attitudes to the issue.
- Discuss principles and processes of social change in relation to Christian social values.
- Develop a plan for an action to contribute to social transformation in a specific instance of social injustice.
- Participate with a group engaged in an action of social transformation in a specific context
- Reflect on an action for social transformation in relation to a specific theological perspective.

Content outline (to be read in conjunction with learning plan over page)

- Goal setting
- An introduction to Structural Analysis
- What is 'social injustice' – identifying an issue
- A Christian mandate for engagement in social transformation.
- Planning for participation
- Theology and 'community development'
- Discourse analysis
- Situational Leadership
- Participant observation, anecdotal evidence

Compulsory texts (class sets supplied or PDF available online)

- McLennan, Gregor, Allannah Ryan, and Paul Spoonley. *Exploring Society: Sociology for New Zealand Students*. Auckland, NZ: Pearson Education NZ Ltd, 2001.
- Lineham, P. J., & Davidson, A. K. (1995). *Transplanted Christianity: Documents Illustrating Aspects of New Zealand Church History*. Palmerston North: Department of History, Massey University. (PDF with permission)
- Annual Reports of the Methodist Mission Northern and News Bulletins. 2000 to 2009

Required reading: NZ Herald headlines of the web edition online, every day for duration of the course.

Key Resources:

- Brueggemann, W. (2000). *Deep Memory Exuberant Hope: Contested Truth in Post-Christian World*. Minneapolis: Fortress Press
- Davidson, A. K. (2004). *Christianity in Aotearoa: A History of Church and Society in New Zealand* (Third ed.). Wellington: The New Zealand Education for Ministry Board.
- Pohl, C. D. (1999). *Making Room: Recovering Hospitality as a Christian Tradition*. Michigan: Wm B. Eerdmans Publishing Co.
- Kelsey, J. (1998). *The New Zealand Experiment: A world Model for Structural Adjustment*. Auckland: Auckland University Press with Bridget Williams Books.
- <http://www.oikoumene.org/>
- <http://www.cca.org.hk/home1.htm>
- Compulsory Reading – New Zealand Herald – headlines of the web edition daily on www.nzherald.co.nz

TC302 The History and Presence of Christ *

Level: 6

Credits: 20

Purpose

To examine the nature and role of sources for theology and to introduce students to the bases and development of Christological ideas and to contemporary issues in Christology.

Mode of delivery and method of delivery

Face-to-face block course blended learning with intensives and one-on one tutorial assistance, with extra online resourcing. Associated intensive IN203 The Moana Face of Christ.

Tutors: 'Ama'ama Tofaeonon Siolo, David Bell and for IN203 Nasili Vaka'uta, Ilaitia Sevati Tuwere

Moderator : Douglas Pratt

Learning outcomes

On completion of this component students should be able to

1. Outline the role of models for doing theology
2. Identify key Biblical sources for understanding Jesus as Christ and analyse their impact on theological developments
3. Discuss major factors in the the development of Christology, including the impact of key figures and contextual pressures.
4. Outline key contemporary Christological issues and analyse their relevance in relation to the contemporary church and societal context.
5. Evaluate the implications of a range of Christological perspectives for ministry activity in the contemporary church.

Content outline

- The sources for theology and their role in doing theology
- The nature of theological models and their use in theology
- Origins of Christology: the initial question and biblical resources
- Development of Christological ideas to Chalcedon and the classical form
- Contemporary issues in Christology, including mission in the postmodern context
- The implications of Christological perspectives for ministry and church practice.

Key Resources (These books are given out in a class set along with the course reader.)

- Course reader: TC302
- Brown, Raymond E, *An Introduction to New Testament Christology*, Paulist Press, 1994
- Comby, Jean, *How to Read Church History*, Vol 1, SCM, 1985
- Migliore, Daniel L, *Faith Seeking Understanding An Introduction to Christian Theology*, 2nd edition, Eerdmans, 2004. 5

TC303 Preaching Lukan Parables *

Level:5-6

Credits: 20

Purpose

To introduce the Gospel of Luke, and selected parables, through a variety of hermeneutical methods, for preaching in Year B of the Revised Common Lectionary

Mode of delivery and method of delivery

Face-to-face block course blended learning with intensives and one-on-one tutorial assistance, with extra online resourcing. Associated intensive IN205 and IN208.

Tutors: Lynne Wall, David Bell

Learning outcomes

Upon completion of this course, students should be able to

- Articulate the differences between the hermeneutics of the methodologies of the allegorical, historical-literary critical, eschatological, and oriental exegetical approaches
- Demonstrate the significance of a semiotic reading of Luke's Gospel in terms of communication theory
- Explain the methodology of sermon/service construction in terms of selected lectionary readings
- Exegete selected parables with mappings from different hermeneutical methods

Content outline

- The origin and purpose of Luke-Acts, including authorship
- The distinctive Lukan theological themes, including the ordering of material in relation to the synoptic gospels
- The 'Journey' narrative
- Hermeneutical concepts in Luke's Gospel, including a semiotic interpretation based on oriental exegesis.
- Introduction to parables, including parabolic literary-interpretative functions
- Application of Bailey's method of oriental exegesis to selected parables
- Eschatological language in Luke

Compulsory text (supplied with class materials)

Wright, T *Luke for Everyone*, John Knox Press, 2004.

Selections from Resources

- (eds) Batholomew, G C, Green J B, Thiselton, A C, *Reading Luke, Interpretation, Reflection Formation, Scripture and Hermeneutics Series*, Zondervan, 2005, pgs41-33.
- Bailey, Kenneth E, *Poet and Peasant & Through Peasant Eyes, A literary-Cultural Approach to the Parables in Luke, combined edition*, Eerdmans, 1985, pgs 119-141
- Bailey, Kenneth E, *The Cross and the Prodigal, the 15th chapter of Luke seen through the eyes of middle eastern peasants*, Acorn Press, 2000, pgs 18-26
- Bailey, Kenneth E, *Jesus Through Middle Eastern Eyes, Cultural Studies in the Gospels*, SPCK, 2008, pgs 11-21; 261-268
- Hultgren, Arnold J, *the Parables of Jesus, A Commentary*, Eerdmans, 2002, pgs 70-91

For further reading

- Blomberg, *Interpreting the Parables*, IVP Academic, 1990
- Green, Joel B, *The New International Commentary on the Gospel of Luke*, Eerdmans, 1997
- Jeremias, Joachim, *The Parables of Jesus*, Prentice Hall, 1972
- Nouwen, Henri J M, *The Return of the Prodigal Son, a story of homecoming*, Image, Doubleday, 19942

TC304 Genesis and Science: From the Book of J to the Big Bang

Level: 6

Credits: 20

Purpose

To introduce students to the basic concepts of twenty-first century natural theology and relate these to contemporary exegesis of Genesis1-11 to enable critically aware teaching and preaching of the Biblical creation stories.

Mode of delivery and method of delivery

Face-to-face block course blended learning with one-on-one tutorial assistance, with extra online resourcing. Associated intensive IN203 Prayer and Spirituality in a Scientific World.

Tutor: David Bell

Learning outcomes

Upon completion of this course, students should be able to

- demonstrate knowledge of some first principles of scientific thinking, with particular reference to the fields of foundational Biblical archaeology, evolutionary biology, and cosmology
- show understanding of the theological significance of selected material from Genesis 1-11
- state the extent of the problem between the religious and scientific outlooks
- articulate solutions

Content outline

- introduction to the Book of Genesis, including dates, literary sources and archaeological findings around the J source
- points of critical intersection and exclusion between the Biblical and scientific outlooks
- introduction to the debates around the heliocentric universe and Galileo's trial
- introduction to the evolutionary outlook of Darwin
- introduction to the twentieth century war of myths in science and religion
- the significance of solutions to the problem, including the strong and weak anthropic principles

Compulsory texts (supplied with class materials)

- Arnold, Bill T, *Encountering the Book of Genesis*, Baker Books, 1998
- Course reader: Bell, David S, *In the Beginning: Adam and Eve and Evolution*, Methodist Publishing/AIM ECB, 2005
- Course reader: *Does the Universe Have a Purpose*, various essays, Templeton Foundation
- Course reader: *Does Evolution Explain Human Nature*, various essays, Templeton Foundation
- Course reader: *Essays on the Existence of God*, various essays, Templeton Foundation

Key resources

- Fynn, *Mister God This Is Anna*, Fount 1974
- McGrath, Alister E, *A Scientific Theology: Nature*, T&T Clark, 2006
- Goodenough, Ursula, *The Sacred Depths of Nature*, Oxford University Press, 1998
- Skolimowski, Henryk, *A Sacred Place to Dwell, Living with Reverence Upon the Earth*, Element, 1993
- Rohl, David, *The Lost Testament*, Century 2002
- Sarna, Nahum M, *Understanding Genesis, The World of the Bible in the Light of History*, Schocken 1970
- Southgate, Christopher, *God, Humanity and the Cosmos*, T&T Clark, 2005

Online resources

- Freeman Dyson, *The Argument from Design*
- Newton and Alchemy
- Why is Science and Theology So Fascinating.

Video Resources

- Betolt Brecht, Galileo,
- Michael Frayn, Copenhagen,
- BBC Einstein and Edington
- British Museum, Michelangelo
- Newton's Dark Secrets
- Galileo