



AUSTRALIAN
UNIVERSITY OF
THEOLOGY



Christ-centred training
for life and ministry

RTC ACADEMIC MANUAL 2025

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1) GENERAL INTRODUCTION

FROM THE PRINCIPAL



Welcome to the RTC! It is wonderful that you've made the decision to immerse yourself in theological study and we are very thankful that you've decided to do so with us. It is our sincere prayer that you will find your studies both challenging and rewarding.

The RTC has been going for quite some time (65 years in fact) but we are a relatively new kid on the block when it comes to the Melbourne scene. This year marks our fourth year at our Queen Street campus in the heart of the city. We are very thankful to the Lord for providing us with such a lively setting for the life of our community of learning. The Melbourne Campus is also an excellent base from which to run our live-streamed classes and where we can host intensives.

The RTC is a small but diverse community. Your fellow students will be studying in a range of modes, come from various church backgrounds, and be studying for many different reasons. I trust God will enable us to show the love of Christ to each other, build each other up, and experience the blessing of iron sharpening iron.

One of the benefits of being a relatively small community is that we get to know each other quite well. Both faculty and support staff are easily contactable, and we are keen to make your study experience as positive as possible. If there are ways in which we can help you or improve your study experience, please let us know.

As with most things in life, you will only get as much out of your time at the RTC as you put into it. So I encourage you to participate actively in class, to study hard, to build positive relationships with other students and with the faculty and staff, to make good use of the library facilities, to engage in our weekly Devotions and in our Spiritual Formation program, and to join in the opportunities for informal fellowship and encouragement of each other.

This Academic Manual contains a large amount of information to get you started on your studies. It provides information about all our main courses and details various rules, regulations and expectations. Please take time to familiarize yourself with what is here. Of particular importance is the Style Manual that describes in detail how essays and assignments are to be presented. If you are a new student, please make sure that you are very familiar with its contents before attempting your first essay.

You'll also find here some material relating to the RTC Residence, Barkley Hall, at our Waurn Ponds Campus in Geelong. We aim for Barkley Hall to provide comfortable student accommodation in a Christian environment.

May God richly bless you this year and make your time at the RTC both formative and foundational for years of service in the future.

Yours in Christ,

A handwritten signature in black ink, which appears to read 'P. Scheepers'.

Phillip Scheepers
RTC Principal

INTRODUCTION TO THE RTC

The Reformed Theological College is committed to training people to serve God in the whole of life. RTC training seeks to establish people strongly in God's Word and helps them develop the skills and character necessary for many areas of Christian life and ministry.

RTC teachers are committed to the authority and inspiration of God's Word, and the College adheres to a reformed evangelical understanding of the Scriptures, as summarised in the historic Reformed confessions: the Heidelberg Catechism, the Belgic Confession, the Canons of Dort and the Westminster Confession of Faith.



MISSION

The mission of RTC is to raise, equip and support people of all generations for Christ-centred life and ministry.

We believe that Jesus Christ is to be at the centre of all we do, and we believe that those who follow Jesus, regardless of their age, their gifts, or their capacities, are to be dedicated to serving him in all of life. RTC therefore offers a range of training options to suit men and women, those training for either ordained or non-ordained church ministry, as well as people preparing to better serve God in other spheres of society. We want to equip Christians to shape the world in which we live.

RTC offers both degree level training and unaccredited discipleship training to equip people for Christ-centred living and church ministry.

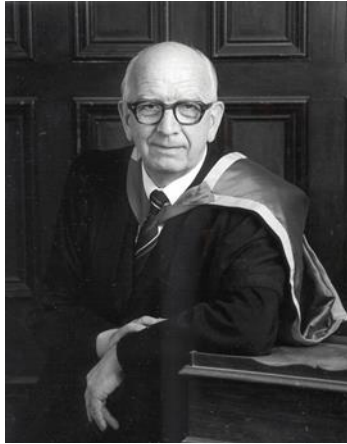
RTC VISION

In 2015 the RTC Board adopted a new strategic plan designed to see the College grow and become more effective in offering reformed evangelical theological education. The vision of the Board is that the RTC will deliver its courses multi-modally throughout Australia and overseas, draw on expert guest lecturers from around the world, have strategic alliances with colleges in other countries, have a reputation of being a significant contributor to evangelical theological education in Australia, attract people from many evangelical churches, and be the college of choice for churches of reformed persuasion.

COLLEGE HISTORY

The Reformed Theological College was founded in 1954 at the instigation of the Synod of the Reformed Churches of Australia. The Synod felt that Australia and New Zealand needed a College that would adhere unequivocally to the authority of the Bible as the Word of God and present a systematic reformed understanding of Scripture.

The inaugural Principal was Professor Alexander Barkley, a godly Irishman who was pastor of the Reformed Presbyterian Church in Geelong. The College began in the schoolroom at his church, and moved through a series of small buildings before the RTC Board purchased the only remaining wing of the original Geelong Grammar School in 1961. This historic bluestone building, built in 1857, served the College well for almost 40 years.



Professor Barkley was succeeded as Principal by Professor Ray Zorn in 1978, Professor Keith Warren in 1990, Professor Henk De Waard in 1997 and Dr. Murray Capill in 2008. In 1992 the College began its affiliation with the Australian College of Theology, offering accredited diplomas and degrees.

In 1999 the College purchased part of the Geelong Grammar Junior Campus in Highton. This facility, near Deakin University, provided greater space and flexibility for the College. It also allowed for the development of Barkley Hall, a student residence enterprise capable of accommodating up to 70 single students. Many of the residents are students studying at Deakin University.

Throughout the 1990s RTC developed distance education programs. In 2015 a further step was taken to respond to the changing trend in theological education with the introduction of multi-modal delivery options, including online delivery and intensives. These options now allow students to complete academic programs from any location.

Another major change in delivery took place in 2017 as the RTC moved on-campus study to the Melbourne CBD.

GOVERNANCE

The RTC is governed by a Board of Directors, consisting of at least eight people elected from across Australia and New Zealand. The Board is responsible for the overall governance of the College and appointment of the Principal and Faculty. The Principal oversees the day to day operations of the RTC, while the General Manager oversees its administration.

A copy of the College's Constitution is available from our website.

SUPPORTING CHURCHES

From its inception three denominations have had an especially close relationship with the College. They are the Christian Reformed Churches of Australia, the Reformed Churches of New Zealand, and the Reformed Presbyterian Church of Australia. Over the years the College has trained many pastors and workers for these churches. The College has also enjoyed significant financial support from them and in turn the churches have had considerable input into the curriculum and teaching standards at the College.

2) STAFF

FACULTY

The College has four full-time faculty members and a number of guest lecturers.



Dr Phillip Scheepers BA, BTh, MTh, DTh (University of the Free State)
Principal, Lecturer in Missions & Church History

Phillip joined the College in 2010 bringing a wealth of experience in missions and church-based training. He is originally from South Africa where he studied for the ministry and obtained his DTh. from the University of the Free State. After initial mission work in South Africa he moved to London where he worked for Veritas College for 8 years, establishing training ministries for local church leaders in the Arab world. That work eventually led him to Australia in 2007 to help secure accreditation for the Veritas training in the Australian vocational training sector. At the RTC he serves as Principal, Lecturer in Missions and Church History and coordinator for RTC CBT, a program that interfaces campus study with church-based training. Phillip is married to Chanel and they have two boys.



Dr Murray Capill BA, MA, BD, DMin (Westminster, Calif.)
Dean of Ministry Development, Lecturer in Pastoral Ministry

Murray is originally from New Zealand where he pastored a church in Auckland for 10 years. He came to Australia in 2001 to teach part-time at the College and continue in pastoral ministry in the CRCA. Since 2006 he has taught practical theology full-time and in 2008 he became the Principal. He is the author of *Preaching with Spiritual Vigour* (2004) and *The Heart is the Target* (2014). Murray is married to Wendy and they have five children and two grandchildren.



Rev Dr Stephen Lewis BA, MA, PhD
Lecturer in Old Testament and Hebrew

Stephen Lewis comes to us from Knowlton Presbyterian Church in New Jersey, a church he pastored for five years. Stephen has extensive ministry experience as a church planter and taught in the online program at Westminster Theological Seminary. Stephen holds three degrees, including a PhD in Hermeneutics and Biblical Interpretation (Old Testament), awarded by Westminster Theological Seminary Philadelphia in 2018. His doctoral thesis was titled *"Narrative Analogy and the Theological Message of Esther: Israel's Conflicted Relationship with an Angry Sovereign."*



Dr Martin Williams BMin, MTh (Merit), PhD (Otago, NZ)
Lecturer in New Testament and Greek

Martin joined the College in 2012. He has lecturing experience and has been engaged in mission in Cameroon, West Africa, under the auspices of a Korean Presbyterian Church. He has years of pastoral experience in the Presbyterian Church. Martin is married to Joy and they have three children, Jonathan, Sarah, and Hannah. Martin's doctoral dissertation, *'The Doctrine of Salvation in the First Letter of Peter,'* was published by Cambridge University Press.



Rev Dr Andrew Stewart LLB, MDiv, ThD
Lecturer in Systematic Theology

Andrew has served as minister of the Reformed Presbyterian Church in Geelong for more than twenty years, and congregations in Northern Ireland, Cyprus and Australia for more than thirty years. As well as pastoring and teaching, Andrew has written commentaries on First Chronicles and Second Chronicles as well as Deuteronomy for the popular Welwyn Commentary Series with Evangelical Press. In 2020, he was awarded a Doctor of Theology degree for his work on a thesis entitled *Consistency and Creativity in the Three Accounts of Paul's Conversion in Acts*.

ADJUNCT FACULTY

Dr Jack de Vries BA, MDiv, DMin

GUEST LECTURERS FOR 2025 INCLUDE

Rev Dr Michael Flinn MA, BD, ThD
Kamal Weerakoon BDiv MTh, PhD

SUPPORT STAFF



Chris Bongers BBusCom (Monash University)
General Manager



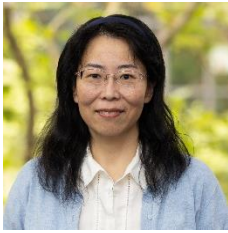
Carolyn Wakefield AALIA, BBus(Hons), MBIT
Librarian



Paul Lucas BCom, MA(Apologetics), GradDip
Registrar



May Blackhall
Office Assistant



Tina Wang

Personal Assistant to the Principal



Jessica de Clerck

Operations Manager



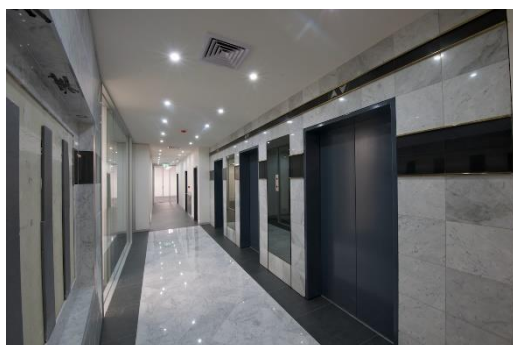
Stefan Heunis

Property and Maintenance

3) COLLEGE LIFE

LIFE AT THE RTC

RTC offers flexible mode study, including on-campus study in Melbourne, online study, intensives and live-streamed classes. Whatever your mode or location of study we hope you will find the RTC to be a supportive and friendly community.



The RTC Resource Centre in Geelong is the main location for our administrative team and support staff, faculty offices and the RTC library. You are welcome to visit the Resource Centre any time, especially to make use of the extensive library. This is an ideal location for Geelong based students to study.

As a small community, RTC provides a great context for getting to know the staff and other students really well. Our Spiritual Formation program encourages times of prayer, reflection, study of God's Word and fellowship with each other. The Student Fellowship Committee will arrange some social events. The buzz of Melbourne also provides great opportunities for students to spend time together at some of the great cafés and restaurants nearby.

Some key aspects of college life to note are:

- Devotions are held on Tuesday mornings in Melbourne at 9.00am. Full-time students are expected to attend and all others who can make it are encouraged to be there.
- On Tuesdays at lunch time we have a Community and Small Group program, and again, full-time students are expected to attend and others are most welcome to if possible.
- The Common Room in Melbourne is a great place to hang out, chat and relax. Please feel free to make it your home. Students will have access to the building during the building's opening hours (Mon to Fri, 8am to 6pm).



Faculty are always open to being contacted and are willing to provide help and support. Feel free to get in touch with any of them.

PREACHING CONFERENCE

Each September the College holds a **Preaching Conference**.

Attracting up to 100 people, the conference equips and encourages preachers and teachers of God's Word. Pastors, students, faculty, elders and interested lay people enjoy two days of input from RTC faculty and guest speakers.



RTC students, especially preaching students, are strongly encouraged to attend.

GEELONG-BASED STUDENT RESIDENCE

Barkley Hall is the RTC's Student Residence based in Geelong at 125 Pigdons Road, Waurin Ponds. The residence is named in honour of Prof Alexander Barkley, the founding Principal of the RTC.

Accommodation is offered to students studying at the RTC and other tertiary institutions in Geelong. A range of options are available: standard rooms, large rooms and ensuites. Allocation of rooms is usually made on a "first-come" basis.

BARKLEY HALL

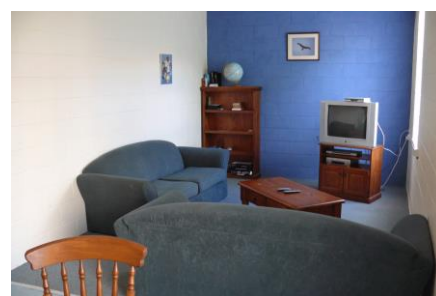
Barkley Hall strongly adheres to a Biblical standard of behaviour in all areas of life, including the segregation of residents' bedrooms on the basis of gender. House Parents live on-site and are available at all times to provide assistance.

Weekday evening meals are included in the monthly accommodation fees. They are held in the dining room at 6.30pm. Meals commence with a short devotion led by residents or staff members. We strongly encourage all residents to attend in order to foster and maintain

the community spirit of Barkley Hall. Breakfast (self-service) is available every day from the Residence Kitchens.

All rooms are fully furnished. The Residence Kitchens contain stoves, microwave ovens, refrigerators, toasters, kettles, etc. Residents are required to provide their own crockery, cutlery and utensils for use in these kitchens (not required for meals held in the College Dining Room).

Barkley Hall also provides accommodation on a casual basis. For enquiries or to book accommodation contact the RTC Office.



On Campus Student Accommodation Rates
(Contact office for details of an RTC full time subsidy)

Rates per week	Standard Room	Large Room	Ensuite Room
1 st week	\$440	\$472	\$538
2 nd week	\$359	\$382	\$441
3 rd week	\$301	\$334	\$375
4 th – 23 rd week	\$261	\$277	\$334
24 th week onwards	\$237	\$253	\$293
Rental Bond for stay of one to four months		\$200	
Rental Bond for stay of five months or more		\$500	

RTC PUBLICATIONS

RTC Focus

RTC Focus is produced twice a year, providing information about the College. It also contains advanced notice and reports of College programs and activities as well as student profiles.

If you would like to receive a copy, please contact the RTC Office.

RTC Monthly

RTC Monthly is an emailed newsletter providing information about the College and the activities of the staff. It also contains short articles and book reviews to encourage and assist people in ministry.

All enrolled students will receive a copy of RTC Monthly.

STUDENT FELLOWSHIP COMMITTEE (SFC)

The SFC contributes to the RTC by:

- a) Encouraging and creating student initiatives to present and to faculty on any matters that would enhance the College community or the student's learning experience so that our time at the RTC is the most positive preparation possible for future ministry.
- b) Enhancing the College community by creating means where we can serve and enjoy one another as we share our lives so as to equip ourselves with strong friendships which will support our gospel ministries long into the future.

The SFC is elected by their fellow students. The SFC organises social events and helps support students in their study.

STUDENT FEEDBACK AND SURVEY PARTICIPATION

The RTC and Australian University of Theology encourages students to participate in feedback surveys throughout and after their studies. Students will regularly receive opportunities to complete and return feedback forms in relation to their enrolled units in the final teaching week of each semester. We distribute feedback forms via hand-delivered printouts for on campus units and via email for off-campus students. Your feedback is greatly valued so we encourage you to complete and return the RTC feedback forms!

At certain points in time, students can likewise participate in surveys administered by the Australian University of Theology in relation to unit quality, student experience, post-graduate outcomes, and other aspects of student learning and experience.

GENERAL SERVICES

Health

Please inform the RTC Melbourne office of any illness, accident or other emergency that requires you to take absence from a class. Where a student is involved in an emergency and unable to contact the RTC office, the cooperation of other students in mentioning such a matter will be greatly appreciated.

The Royal Melbourne Hospital and several clinics in Melbourne provide 24-hour emergency services. Students should acquaint themselves with the necessary steps needed for use of such emergency health services.

The above is applicable to Australian and New Zealand citizens. Information about the special provisions that exist for overseas students is given at the time of their visa application.

Doctors

There are many doctors in the Melbourne area. Some of these doctors are Christian and, while we cannot necessarily recommend one doctor over another, we do urge you to consider supporting fellow Christians. A comprehensive list of doctors may be found in the [Yellow Pages](#) directory under the heading “Medical Practitioners.”

Dentists

Dentists are similarly listed in the [Yellow Pages](#) under the heading “Dentists.”

Hospitals

The Royal Melbourne Hospital is the main public hospital in Melbourne and is located at 300 Grattan St, Parkville in the CBD. The Melbourne Private Hospital is located in its vicinity on Royal Parade, Parkville.

VicRoads

Drivers licensed from outside Victoria must obtain a Victorian licence and motor vehicle registration within three (3) months of arrival. Interstate licences can be transferred with presentation of a current licence and one household account showing a present address. For further information about licensing or motor vehicle registrations go to the VicRoads Customer Service Centre at 113 Exhibition St, Melbourne.

Parking

No student parking is provided at the RTC’s Melbourne campus but students may park in nearby public buildings at the specified rates. At the RTC Resources Centre in Geelong, students may park their vehicles in designated student parking areas but must not park on the tarmac semicircle car park. This is reserved for guests and RTC personnel.

Students may access free undercover parking for bicycles on the ground level of the Wilson Parking area on 200 Queen Street.

Student Rail Passes

Full-time students studying an undergraduate course at the RTC are entitled to apply for a [PTV Tertiary Student ID](#). These cards are valid for either 6 or 12-month periods depending on the length of a student’s course. PTV Tertiary Student IDs may be obtained from PTV Hubs (excluding Southern Cross), Metropolitan Premium Stations, staffed V/Line Stations & V/Line ticket agents.

COLLEGE RULES AND PROCEDURES

Staff and student welfare is an important aspect of RTC life. We believe that the RTC should be operated as helpfully and efficiently as possible. Some rules and procedures are necessary for everyone's wellbeing. Please familiarise yourself with the following.

Consideration for Others

The highest standard of personal and social conduct is expected of all students. Everyone involved in the life and work of the RTC should make it their aim to treat others with consideration and respect.

Alcoholic Beverages

Use/consumption/storage of alcoholic beverages on RTC campuses and residential buildings is not permitted.

Smoking

Smoking is not permitted on campus grounds or premises.

Pets

In the interests of all persons studying or working at the RTC, no pets are allowed, except where guide dogs may assist visually-impaired persons.

Board-Approved Charges

The Board of the College permits the RTC to recover expenses arising from extraneous or abnormal use of RTC equipment and/or services. When such charges are applied, they will be calculated as a fair and reasonable amount. These charges will be added to student accounts.

Borrowing

Equipment owned by the RTC must not be borrowed except where approval has been obtained from a staff member. The onus is always on the borrower to ensure:

- (a) the equipment is returned, and
- (b) the equipment is returned in the same order it was in when borrowed

Damage

All damage to property should be reported immediately to the RTC Office.

Change of Address

Please inform the RTC Office of any change of address, telephone number, or email address.

Lost and Found

Lost and found items may be reported to the RTC Office.

Fire Emergency

The College has developed emergency evacuation plans. Students will be made aware of procedures at each campus.

RTC Safety Arrangements

All safety and maintenance issues at the Melbourne campus need to be reported directly to the Melbourne Reception. When the reported issues cannot be resolved on site by staff but requires special attendance, the Melbourne Receptionist will report it to either General Manager or Maintenance Manager to make necessary arrangements.

RTC Lockdown Procedures or Emergency Management Plan

If an emergency evacuation from the Melbourne campus becomes necessary, the Principal and Melbourne Receptionist will take charge and decide what actions need to be taken.

The RTC Melbourne campus is equipped with an alarm system, sprinklers and emergency stairs to be used in cases of emergency. The staircase can only be used during emergency evacuations as stairwell alarm is motion activated and fines will be charged to RTC for triggering false alarms. When evacuation is ordered from the building management due to fire or any other issues, the lifts should not be used but only the staircase will be used to proceed to the street.

For other emergency matters, the Melbourne Receptionist will ring Victoria Police or other appropriate emergency services depending on the nature of the incident. For minor accidents, first aid supplies can be provided upon making requests to the Melbourne Receptionist.

4) LIBRARY

If you are studying for a degree at any tertiary level, being able to navigate a library and utilise the amazing set of resources they provide access to (including at the RTC) is essential for helping to equip you for your life, studies and ministry wherever God might lead you. We are in the process of completing a changeover to a new library management system (Liberty) to replace our old library catalogue. This means that for the new few months you will continue to notice various changes to catalogue features; and an updated range of library guides as more features of the system are put in place.

At the heart of any educational program is the library. We provide the resources you need for every course when it comes to the bibliographic content that should be used in any assignment, task, project, essay or sermon. Yes, you can search various tools online which may initially seem faster however they won't lead you to a curated library collection specifically developed for your study needs or help you to fully use the various tools we have including our range of print, online journals and eBooks. Choosing to make use of the many opportunities provided by the RTC library is entirely up to you – experience shows that the more you make use of it, the better likelihood of both academic and future success. You are strongly encouraged to make use of the offer for individual zoom tutorials or ask questions over email, phone or person.

Students are encouraged to consult reference works recommended by faculty, listed in unit guides and to initiate areas of research on topics of individual interest. The library seeks to provide a collection of books and resource material needed by faculty and students, to undergird and support the College curriculum.

Since its establishment in 1954, it has been College policy to build up a wide-ranging collection of books and journals. The aim is to represent broad and diverse points of view in all fields of theological study, whilst giving emphasis to materials representing the Reformed faith. The library is managed by Carolyn Wakefield (part-time library manager).

The RTC Library holdings are spread across two locations: the main library collection based at the RTC Resource Centre in Geelong, and the RTC Reading Room which is located at the Melbourne campus. The cataloguing and loans systems are fully computerised and can be accessed online. Both the main library and the RTC Reading Room provide students with access to the internet and photocopying services. Students can also access electronic resources through the library catalogue and the RTC website, including eBooks and electronic journals. Students will be provided with a username and password to access the electronic journals and eBooks.

We have over 34,000 print resources in Geelong so if you are able to visit at any time you are highly encouraged to do so, particularly on the Monday and Friday when there are no RTC classes. If you don't attend classes in Melbourne, or are unable to visit Geelong, we also offer many of our books available as eBooks or to borrow through the mobile delivery service which runs between the main library (Geelong) and the Reading Room.

An additional curated collection of approximately 2,000 eBooks held by the RTC through the Wheelers and Proquest platforms are accessible through our library catalogue. Students are highly encouraged to search the library catalogue as their first point of research to make use of the vast collection of recommended resources. Students also have access to online journals through the DTL, ATLA Religion Database and the EBSCO Religion & Philosophy database.

Currently our library catalogue is NOT set up for placing any reserves although we hope this will be finalised soon. For now, if you would like to borrow a print resource from Geelong please

contact the library manager, Carolyn Wakefield, can be reached at cwakefield@rtc.edu.au or by phone and share your request so that it can hopefully be sent to you courtesy of our mobile or postal services. At times, you may also need to wait if an item is already on loan or if a new copy needs to be ordered.

The RTC is a co-owner of the Digital Theological Library (DTL) which provides us with access to over 1,500,000 eBooks, 61,000+ Journal titles, 104,000,000+ articles and 150+ Databases. Commentaries on the DTL that are collected in print by the RTC library; and other key resources including material found on unit reading lists and material highly recommended by RTC Faculty and other teaching staff, are catalogued on the RTC library catalogue which can be found here:

<https://rtclibrary.softlinkhosting.com.au/liberty/libraryHome.do>

Guides to library resources and services are either available, or will be available soon, both on our eCampus under “shared library resources” and through our library catalogue. Please know that for those of you studying by distance and unable to access materials like the reserve collection and other books held in the Reading Room (available to on campus students), there are often other ways that I can help you with as far as accessing material. This includes options like scanning in material within copyright limitations from our main library collection or in some cases I may be able to purchase an eBook copy of a book that you are unable to find either on our catalogue or one of our platforms e.g. DTL.

One side note to mention is that the Digital Theological Library (DTL) is also undergoing massive changes and moving to a new system this year; so, links to resources may temporarily be hard to find. If you encounter these issues with the DTL, please contact me rather than DTL staff (this extends to any DTL request e.g. inter library loans, scan requests). While we are members and fully support the digital theological library there may be other local resources we can access at a better cost or speed.

Suggestions by students for improving library services, or for the purchase of library materials, are always welcome as is any other feedback. Students are strongly encouraged to seek help from the librarian either in person or by phone or email (cwakefield@rtc.edu.au) to assist with any library needs.

RTC Library (Geelong)

The main library is consistently growing and currently houses more than 34,000 items. The library is accessible to all students during the open hours which are listed further in the handbook and on our library catalogue. Students are highly encouraged to make use of the library in person.

The main library also has a large, closed access collection of journals, reference works, and copies of theses and research papers from students and staff (past and present).

Students studying at the Melbourne campus can request that books from the borrowing collection at the main library are delivered to them in Melbourne subject to availability. Distance students can place requests for some library material to be mailed to them. Both request services are detailed further in the separate library guides.



RTC Reading Room (Melbourne)



The RTC Reading Room houses a closed access collection of just over 1,200 permanent items (including commentaries, reference works and a selection of key and supplementary material). It also houses a rotating reserve collection of between 200-300 books, which change on a semester basis, depending on the units offered each semester. Items held at the Reading Room may only be used within the Melbourne campus and *may not* be borrowed. Students are expected to make use of items held in the reserve collection. All borrowing material is available through

mobile delivery from the main library in Geelong and should be returned to the return's unit in the Reading Room. The RTC Reading Room is designed as a quiet study area and provides students with study spaces with provision for laptop use (if all the study spaces are in use and you need to study, speak with one of the RTC Faculty or with the Melbourne receptionist about other locations you can use for study in the Melbourne campus).

Library Hours:

MAIN LIBRARY (Geelong)

During Semester

Monday to Friday: 9.00am – 5.00pm

Mid November to Mid February

Monday to Thursday: 9.00am – 5.00pm

Friday :9.00am – 4.00pm

PLEASE NOTE: *We are closed on Public Holidays and during the Christmas Holiday period*

READING ROOM (Melbourne)

During Semester

Monday to Friday: 8.00am – 6.00pm

PLEASE NOTE: *We are closed on Public Holidays*

Student Identification Cards and Photocopying/Printing

All Melbourne campus students will be issued with a student identification card which will also function as a library card and provide photocopying and security access. Student identification cards for Distance students are also available on request. If you conclude your studies at the RTC before the end of a semester, please return your student card to the Melbourne office receptionist. Photocopying and printing charges for 2025 are listed below:

Photocopying		Black	Colour
Charges	A4	10c	20c
(per page)	A3	20c	50c

5) STUDY INFORMATION AND RTC COURSES

TUITION FEES AND FEE-HELP

The tuition fees for RTC students are set in accordance with the amount specified annually by the Australian University of Theology

The 2025 Fee Schedule is as follows:

- \$237.75 per credit point (\$2,853 per 12cp unit) for domestic students studying units at levels 5-7
- \$274.00 per credit point (\$3,288 per 12cp unit) for overseas students studying units at levels 5-7
- \$263.50 per credit point (\$3,162 per 12cp unit) for domestic students studying units at levels 8-9
- \$303.50 per credit point (\$3,642 per 12cp unit) for overseas students studying units at levels 8-9

Tuition Assurance

As an affiliated college of the Australian University of Theology, the Reformed Theological College adheres to the ACT's Tuition Assurance arrangements. This requirement protects RTC students in the event that the Australian University of Theology (or the Reformed Theological College) ceases to provide a course of study in which a student is enrolled. The meaning of 'ceasing to provide a course of study' is set out in the HEP Guidelines.

Commonwealth FEE-HELP

The Commonwealth Government FEE-HELP Scheme (FHS) for Private Higher Education Providers will continue in 2025. Eligible RTC students may access a Commonwealth FEE-HELP loan for the amount of their tuition fees from units in which the student is enrolled for credit.

Applications for FEE-HELP may be submitted through the [Paradigm](#) or through the completion of a paper form available from the RTC Registrar. It is recommended that students submit their application through [Paradigm](#).

Applications for FEE-HELP must be submitted prior to the commencement of teaching activities during a semester. The commencement date for each semester is available via the RTC Academic Calendar.

The provision of FEE-HELP is separate from existing Centrelink Student Support Allowances, such as Austudy, Abstudy, Youth Allowance and Rent Assistance.

The [FEE-HELP Information Booklet](#) and Request for FEE-HELP Assistance (Application Form) are available from the RTC Resource Centre.

Payment of Tuition Fees

Upfront payments from non-FEE-HELP applicants must be made subsequent to enrolment confirmation for a semester and prior to the **due date of invoice issued** each semester, except where expressly permitted by the RTC General Manager.

Enrolled students will receive an invoice subsequent to their enrolment to confirm their fee total owing.

Payment of Tuition Fees (Continued)

If a student foresees the likelihood that he or she will be unable to make payment of tuition fees by the due date of the invoice issued, he or she must, in the first instance, seek financial assistance from the student's home church, family, or supporters.

If the student is unable to receive assistance, then he or she should complete the form titled, "Request for Extension on Payment of Tuition Fees." The student must answer all the questions and return the form to the RTC Registrar. The request must be submitted by the RTC Administration Date (Please refer to the RTC Academic Calendar).

The application will be considered by a committee comprising the RTC Principal, General Manager, Registrar and Finance Administrator. The student will be notified of the committee's decision within two weeks.

The committee shall consider all relevant factors, including (but not limited to) the following:

- the student's church support
- the student's family support
- the student's employment status and options
- the student's cost of living
- the student's eligibility for FEE-HELP

Non-payment of Tuition Fees

If the following circumstances occur:

- The student has not indicated that he or she will access FEE-HELP for the cost of tuition fees in a given semester; and
- The upfront payment is not received by the due date stated in the invoice issued; and
- the student has not submitted a request for an extension on tuition fee payment by the RTC Administration Date; then: on ACT Census Date (being the 31st of March for Semester 1 and the 31st of August for Semester 2) the student may forfeit access to learning resources for his or her enrolled units and forfeit enrolment at the RTC for the semester period.

Forfeiture of enrolment will include the following:

- loss of access to the RTC eCampus
- loss of access to live-streamed lectures
- loss of access to on campus lecture participation

ACADEMIC CALENDAR 2025

FIRST SEMESTER

18 February	Commencement of Lectures
4 March	RTC Graduation
31 March	Census Date
7 – 11 April	Intensive (PC004)/Study Week
14 – 18 April	Term 1 Holidays
5 – 9 May	Term 2 Holidays
2 – 6 June	Reading Week
6 (TBC) & 10 – 13 June	Exams

SECOND SEMESTER

16 – 17 July	Preaching Conference
22 July	Commencement of Lectures
29 August	Census Date
1 – 5 Sept	Intensives (PC126/TH104)/Study Week
22 Sep – 3 Oct	Term 3 Holidays
3 – 7 November	Reading Week
7 (TBC) & 10 – 14 Nov	Exams

STUDY MODES

Study in Non-Credit mode

Students may attend classes or review the learning material for units offered at the RTC without attempting to complete the required assessment throughout the semester. Applications for non-credit study are considered on a case-by-case basis and incur a \$300 fee per unit.

The fee is waived to all RTC students who are enrolled for three units or more in a given semester. A unit taken in non-credit mode cannot be converted into credit at a later time.

Applications

Students who wish to study at the RTC must complete a [student application form](#). All applicants will be notified of the outcome of their application, usually within 48 hours.

As well as submitting an application form, prospective students should make an appointment to meet with the RTC Registrar to discuss their proposed course of study.

Successful applicants will also need to enrol for course units at the beginning of each semester and arrange for payment of their tuition fees.



RTC Flexible Delivery Modes

The RTC is continuing to make its units available to students who are unable to participate in classroom-based study.

The RTC presently offers units through a combination of modes that provide flexible delivery of units whether online via the RTC eCampus, through live-streamed lectures, or through intensives. These units are also made available at non-award level and for non-credit students.

Please contact the RTC for updates on the availability of units through its flexible delivery options. Enrolment application forms are available from the RTC Office or via the [RTC Registrar](#).

OVERVIEW OF RTC COURSES

The RTC offers diplomas and degrees awarded by the Australian University of Theology. Higher Education courses are approved by the Office of Training and Tertiary Education in the Department of Innovation, Industry and Regional Development, Victoria. Some units can be taken by distance mode. The RTC also offers evening courses for personal Christian growth and development.

The main study options available at the RTC are:

1. Undergraduate Certificate of Theology – 0.5 years FT course or up to 4 years PT
2. Undergraduate Certificate of Ministry – 0.5 years FT course or up to 4 years PT
3. Diploma of Ministry - 1 year FT course or up to 8 years PT
4. Diploma of Theology - 1 year FT course or up to 8 years PT
5. Diploma of Theology/Ministry – 1.5 year FT course or up to 8.5 years PT
6. Advanced Diploma of Ministry – 1.5 year course FT or up to 8 years PT
7. Advanced Diploma of Theology – 1.5 year course FT or up to 8 years PT
8. Bachelor of Ministry - 3 year FT course or up to 9 years PT
9. Bachelor of Ministry Honours - 1 year course FT or up to 3 years PT
10. Bachelor of Theology - 3 year FT course or up to 9 years PT
11. Bachelor of Theology Honours - 1 year course FT or up to 3 years PT
12. Bachelor of Theology/Bachelor of Ministry - 4 year FT course or up to 12 years PT
13. Graduate Certificate of Divinity – 6 months FT course or up to 2 years PT
14. Graduate Diploma of Divinity - 1 year FT course or up to 4 years PT
15. Master of Divinity - 3 year FT course or up to 9 years PT
16. Combined Master of Divinity and Graduate Diploma of Divinity - 4 year FT course or up to 12 years PT
17. Master of Ministry – 3 year FT course or up to 9 years PT
18. Master of Theological Studies – 2 years FT course or up to 8 years PT

In addition to these options, students may also enrol in the following:

1. Bachelor of Christian Studies: 3 year course FT or up to 6 years PT that combines RTC study with credit from a non-theological degree
2. RTC units as part of a University degree

UNDERGRADUATE COURSES

The RTC offers Certificate and Diploma level courses that are studied over six months or a year full-time; or over a maximum of two years and five-and-a-half years part-time respectively. These courses are intended as introductions to Christian theology and ministry. They provide a foundation of knowledge and skills appropriate to Christian ministry, but not necessarily of the breadth and depth required for ordination. They are intended for Christians seeking to lay a sound foundation for informed participation in the wider community and may count towards the RTC's bachelor degree courses if further study is later sought.

Students can enrol for either a one-year Diploma, combined Diplomas of Theology/Ministry, or an Advanced Diploma that is studied over a year and a half (or up to six years part-time).

The RTC also offers bachelor degrees in theology and ministry which are intended to equip students with the necessary biblical, theological and practical skills necessary for Christian ministry or further academic study. These are studied over three years full-time (up to nine years part time), though it is common for students to spend four years studying the combined Bachelor of Theology/Bachelor of Ministry degree if a number of exegetical units are undertaken in both Greek and Hebrew.

Many students who are candidates for ministry in one of the RTC's supporting churches will be required to complete the combined Bachelor of Theology and Bachelor of Ministry. Study pathways to ordination are designed in consultation with the RTC faculty and with the deputies of your denomination.

Students who have demonstrated high academic potential and wish to pursue advanced research degrees following their bachelor's degree may enrol for the Bachelor of Theology/Ministry (Honours) course. The Honours courses require an extra year of full-time study which may be taken over three years or less part time.

Finally, the Bachelor of Christian Studies degree combines a year of study from another Australian University in a non-theological discipline with two years of study at the RTC which will give the student a strong Christian foundation in preparation for teaching, social work and numerous other professions. The degree introduces students to the sources and content of the Christian story and message, and provides training which emphasises application of this story to life in the world, including professional and vocational life.

GRADUATE AWARDS

The Graduate Certificate/Diploma is open to people who have completed a prior bachelor's degree in a non-theological discipline (arts, science, law, engineering, etc.).

The Graduate Diploma offers students the opportunity to choose eight units from the graduate-level units available over a year of study or up to four years part-time.

The Master of Divinity and Master of Ministry courses require students to complete 24 units of study over three years full time or up to nine years part time. Candidates for ministry from one of the RTC's supporting churches will typically complete a combined Master of Divinity and Graduate Diploma of Divinity over four years or up to twelve years part-time. Students may also attempt a Master of Theological Studies over two years or up to 8 years part-time.

Further information about the RTC's Undergraduate and Graduate Awards is available from the [RTC website](#) or the [Australian University of Theology website](#).

DEGREE-LEVEL UNITS - 2025

Semester One	Mode	Lecturer/s
New Testament Greek A LA005-612/LA005-812	Classroom Available by live video link	Martin Williams
Old Testament Foundations OT001-512/OT001-612/OT001-812	Classroom Available by live video link	Stephen Lewis
Christian Worship PC004-512/PC004-612/PC004-812	Intensive	Murray Capill
The Fourth Gospel (Eng/Greek) NT016-612/NT016-712/NT016-812 NT017-612/NT017-712/NT017-812 NT206-912/NT207-912	Classroom Available by live video link	Martin Williams
Principles and Practice of OT Exegesis OT033-612/OT033-712/OT033-812/OT207-912	Classroom Available by live video link	Stephen Lewis
The Doctrines of Grace and Eschatology TH103-612/ TH103-712/ TH103-812/TH206-912	Classroom Available by live video link	Andrew Stewart
Principles of Evangelism EM024-512/EM024-612/EM024-812	Classroom Available by live video link	Phillip Scheepers
Jesus and the Gospels NT001-512/NT001-612/NT001-812	Online	Andrew Stewart
Christianity in History from 1550 to Modern Times CH002-512/CH002-612/CH001-812	Online	Michael Flinn
The Knowledge of God TH001-612/ TH001-712/ TH001-812/TH206-912	Online	Kamal Weerakoon
New Testament Greek A LA005-612/LA005-812	Classroom Available by live video link	Martin Williams

Semester Two	Mode	Lecturer/s
New Testament Greek B LA006-612/LA006-812	Classroom Available by live video link	Martin Williams
Old Testament Prophets and Writings OT002-512/OT002-612/OT002-812	Classroom	Stephen Lewis
Christianity in History to 1550 CH001-512/CH001-612/CH001-812	Classroom	Phillip Scheepers
Expository Preaching: An Introduction PC126-512/PC126-612/PC126-812	Intensive	Murray Capill
Church Planting EM026-612/EM026-712/EM026-812	Classroom	Phillip Scheepers
The Psalter (English/Hebrew) OT020-612/OT020-712/OT020-812 OT021-612/OT021-712/OT021-812 OT206-912/OT207-912	Classroom Available by live video link	Stephen Lewis
Pauline Theology and Romans (English/Greek) NT018-612/NT018-712/NT018-812 NT019-612/NT019-712/NT019-812 NT206-912/NT207-912	Classroom Available by live video link	Martin Williams
The Church and its Ministry TH104-612/ TH104-712/ TH104-812/TH206-912	Intensive	TBC
The Early New Testament Church NT002-512/NT002-612/NT002-812	Online	Andrew Stewart
Church Planting EM026-612/EM026-712/EM026-812	Online	Phillip Scheepers

TWO YEAR RTC UNIT CYCLE

2025 / ODD-NUMBERED YEAR

SEMESTER 1

On Campus / Flexible

Unit Name	Mode	Lecturer
Old Testament Foundations	Live	SL
Principles of Evangelism	Live	PS
The Doctrines of Grace and Eschatology	Live	TBC
New Testament Greek A	Live	MW
The Fourth Gospel (English/Greek)	Live	MW
Principles and Practice of OT Exegesis [Heb.]	Live	SL
Expository Preaching Workshop C ^	Live	MC/CB
Christian Worship	Intensive	MC

Online

Unit Name	Mode	Lecturer
Jesus and the Gospels	eCampus	AS
Christianity in History from 1550 to Modern Times	eCampus	MF
The Knowledge of God	eCampus	TBC

SEMESTER 2

On Campus / Flexible

Unit Name	Mode	Lecturer
Old Testament Prophets and Writings	Class	TBC
Christianity in History to 1550	Class	PS
Christian Worldview (TBC)	Class	TBC
New Testament Greek B	Live	MW
The Psalter	Live	AM
Pauline Theology and Romans	Live	MW
Church Planting (TBC)	Live	PS
Expository Preaching Workshop D ^	Live	MC
The Church and its Ministry	Intensive	TBC
Expository Preaching: An Introduction	Intensive	MC

Online

Unit Name	Mode	Lecturer
The Early New Testament Church	eCampus	AS
Church Planting	eCampus	PS

2026 / EVEN-NUMBERED YEAR

SEMESTER 1

On Campus / Flexible

Unit Name	Mode	Lecturer
Jesus and the Gospels	Class	MW
The Knowledge of God	Class	TBC
Christianity in History from 1550 to Modern Times	Class	PS
Biblical Hebrew A	Live	SL
Principles and Practice of NT Exegesis [Grk.]	Live	MW
Exilic Prophecy	Live	SL
Expository Preaching Workshop A	Live	MC
Pastoral Care	Live	MC + Team
Introduction to Biblical Theology	Intensive	AS
Theology of Mission	Intensive	PS

Online

Unit Name	Mode	Lecturer
Old Testament Foundations	eCampus	MF (TBC)
The Doctrines of Grace & Eschatology	eCampus	TBC

SEMESTER 2

On Campus / Flexible

Unit Name	Mode	Lecturer
The Early New Testament Church	Class	MW
Biblical Hebrew B	Live	SL
The Continental Reformation	Live	PS
Principles of Leadership & Management	Live	MC, JdV
Expository Preaching Workshop B	Live	MC
The Doctrine of God & Work of Christ	Live	TBC
Living Faiths	Live	PS
The Epistle to the Hebrews (TBC)	Live	TBC
Pastoral Ministry in Reformed Churches	Intensive	MC, Team

Online

Unit Name	Mode	Lecturer
Old Testament Prophets and Writings	eCampus	SL
Jesus and the Gospels	eCampus	MW
Christianity in History to 1550	eCampus	AS

MW - Martin Williams, SL - Stephen Lewis, MC - Murray Capill, PS - Phillip Scheepers, AS - Andrew Stewart, MF - Michael Flinn, JdV - Jack de Vries, CB - Clinton Berends, AM - Alastair McEwen

On-demand unit available: Introduction to Research Methods (eCampus), Christian Ministry in Islamic Settings

^ Expository Preaching Workshop C/D units are unaccredited and intended for students who completed Expository Preaching Workshops A/B

Modes explained

Class: all students attend and participate in weekly lectures on campus during the semester teaching weeks

Live: off-campus students attend weekly lectures via livestream at the scheduled class time in Melbourne

Intensive: three to five weeks of eCampus-based learning online, followed by a week-long intensive at the RTC in person

eCampus: students engage with the weekly learning materials found on the eCampus for the unit

THE JERUSALEM UNIVERSITY COLLEGE

The RTC is privileged to be a college associated with the Jerusalem University College. Being an Associated School, we have a direct connection with the College's campus on Mt Zion, Jerusalem. Credit is granted to students for satisfactory grades from appropriate courses taken at the Jerusalem Campus. The College offers both short term programs (e.g. Geographical & Historical Settings of the Bible, Jesus & His Times), and long-term programs at Masters Level.

Students are encouraged to consider the opportunities for study offered by the Jerusalem University College. For further information, contact the Registrar.

EXAMINATIONS

Examinations will be given at the end of each semester for some RTC units. Each lecturer will advise students concerning examination requirements. Except in the case of exams for off-campus units, all examinations will take place at the Melbourne campus. Students must remain in the nominated examination space during the exam except when permitted to visit the bathroom facilities.

For the purpose of deciding on possible candidature to the higher degrees at the RTC, grades awarded for each subject shall be given a grade point as follows:

F:	0–49%	= 0.0
P:	50–57%	= 1.0
P+:	58–64%	= 1.5
C:	65–74%	= 2.0
D:	75–84%	= 3.0
HD:	85+%	= 4.0

A candidate's grade point average is calculated by multiplying the grade point for each unit by the number of credit points for that unit. For example, a candidate who scores 67% for the CH001-512 unit obtains a credit grade "C" which is worth 2.0. The unit is worth 12 credit points (cps) and the total grade points for that unit is therefore $12 \times 2.0 = 24.0$. The sum of these is then divided by the total number of credit points accumulated for the course, excluding the credit points for units granted a pass/fail grade only.

For comparative purposes only, the following GPA averages roughly equate to the relevant grade:

Pass	1.00 – 1.99
Credit	2.00 – 2.49
Distinction	2.50 – 3.49
High Distinction	3.50 – 4.00

6) STYLE GUIDE AND ASSESSMENT INFORMATION

STYLE MANUAL FOR ESSAYS

This Style Manual sets out RTC's rules and guidelines for the completion of coursework, and essays in particular. More detailed guidelines can be found in three reference works. The first is often referred to simply as "Turabian."¹ This is the 'bible' for the production of essays and theses. The second is *The Chicago Manual of Style: 17th Edition*; Turabian is based on this work, and makes frequent reference to it. The third work, *The SBL Handbook of Style for Ancient Near Eastern, Biblical and Early Christian Studies*,² provides additional information specifically for works dealing with the Bible and Christian subjects. Students should make constant use of these resources in writing their essays, until they are thoroughly familiar with them. Copies of these works are available in the reference section of the RTC library.

Submission of Assignments

1. Assignments should be submitted via the designated submission link on the relevant page at the RTC eCampus for your unit, unless otherwise advised by the unit coordinator.
2. Application for extensions should be made prior to the due date.
3. Deductions of marks can result in an overall fail in a unit. (See Late Assessments Policy page)
4. Assignments will generally be marked and returned to you within two weeks of the due date.

Long Papers (those worth 20% or more of the unit grade) should include the following:

- 1 **Essay Cover Sheet**
Coversheets are available from the holder attached to the pigeon holes or may be printed from [page 46](#) of this handbook.
- 2 **Abstract**
Students must include an abstract unless instructed otherwise, which comes in sequence after the title page. Ordinarily this should be a piece of continuous prose, not numbered points, giving a succinct summary of the argument of the essay.
- 3 **Essay**
Begin the essay by clearly introducing the matter to be discussed. Clearly set out the subject under discussion in the body of the essay. Finish with a summary and the conclusions reached.
- 4 **Bibliography**
This should include all the works cited in the essay and consulted in the writing of the essay. Sample bibliographic entries and a sample bibliography are included in the Second and Third Appendices respectively in this Guideline.

Short Papers (those worth less than 20% of the total grade)

Students should fill out an assignment coversheet. All pages, except for the first, should be numbered.

1 Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago Guides to Writing, Editing, and Publishing (Chicago: University of Chicago Press, 2007).

2 *The SBL Handbook of Style for Ancient Near Eastern, Biblical and Early Christian Studies* (Peabody: Hendrikson, 1999). Refer to the ACT Manual (2003), 31.

Presentation

- 1 An essay should reveal clear thinking and careful organisation. The essay will be marked primarily on content, however format and presentation remain important:
 - Careful attention should be given to **spelling, grammar and punctuation**.
 - **Proofread your work**. A computer spell-check of the assignment is not considered proofreading and is not sufficient (e.g. spell check will not always recognise a typographical error that jumbles words like from/form, of/or).
 - **Work on your writing**. Avoid the passive voice: use short declarative sentences.
 - Students should allow enough time to do **at least two drafts of the essay**: a first draft is rarely entirely satisfactory.
- 2 Unless specified otherwise, all essays should be completed in accordance with the Style Sheet (see [page 33](#)):
 - For example, they must be double-spaced, which can be done in **Paragraph** formatting in MS Word.
 - Use a serif font such as Times New Roman: do not use non-serif (or sans-serif) fonts such as Arial or Universe.
 - Use 12-point type for all papers.
- 3 When words are included from the biblical languages, language fonts are to be used:
 - When using Hebrew words, use SBL Hebrew fonts.
 - Hebrew pointing is not necessary unless it is exegetically significant.
 - When Greek words are used, SBL Greek fonts are to be used.
 - Breathings must be included.
 - Accents, however, are generally not required, except in quotations.
- 4 Capitalise the following words in assignments: Protestant, Reformation, Reformed, Puritans, Bible, Scripture, Gospels. The following are not capitalised: biblical, scriptural, the gospel, the church, the church fathers, and, the reformers.

Citations in essays

- 1 Students must acknowledge the source of any material used in essays - **it is dishonest to pass off the work of someone else as your own**. This is known as **plagiarism** and is a very serious offence.
- 2 Use footnotes or in-text notations (these terms are defined in Turabian, page 7); do not use endnotes.
- 3 Sample citations are provided in the section [beginning page 34](#); please note however that this section is far from exhaustive; please refer to the reference works also.

Quoting secondary sources

- 1 There are a number of ways to incorporate secondary material:
 - Students may choose to quote word for word.
 - Students may choose to paraphrase the material: at times it is useful to quote only a particularly well-worded phrase or sentence.

- Students should use secondary material sparingly. An essay consisting of little more than a collection of quotes from other people's work is not acceptable.
- 2 An **ellipsis** is a series of three spaced points (. . .) used to indicate the omission of material from the original quotation. There are a number of rules governing the use of ellipses:
- (a) An omission within a sentence is shown by three spaced points. Note that spaces precede and follow the three points.
Example: "This perfect righteousness . . . is the totally adequate ground for our justification."¹
 - (b) Three ellipsis points and a full-stop should be used when the last part of the sentence is omitted. Note that there is no space after the fourth point.
Example: "When God had created man, he entered into a covenant of life with him, upon condition of perfect obedience" (SC Q.12)
 - (c) When the quote consists of two sections, with the first section ending with a complete sentence, insert the full-stop as usual, then add three ellipsis points.
Example: "This righteousness from God comes through faith in Jesus Christ to all who believe. . . . God presented him as a sacrifice of atonement, through faith in his blood." (Rom 3:22-25a)
 - (d) Use four ellipsis points on a separate line when omitting one or more paragraphs.
 - (e) In general, no ellipsis points should be used:
 - Before or after an obviously incomplete sentence (e.g. when a phrase is quoted).
 - Before or after a quotation of one or more complete sentences.
 - Before a block quote (see [page 33](#)).
 - After a block quote ending in a complete sentence.

For more information on the correct uses of ellipses, refer to Turabian, 5.18-5.29.

- 3 It is sometimes advisable to insert in a quote a word or more of explanation, clarification or correction:
- All such insertions, or interpolations, must be enclosed in square brackets [].
 - Ordinary parentheses () may not be substituted.
 - E.g. Mk 14:43 reads: "Just as he was speaking, Judas, one of the Twelve, appeared."
 - To clarify who is speaking, use brackets: "Just as [Jesus] was speaking, Judas, one of the Twelve, appeared."
 - Brackets are also useful when there is faulty logic, factual error, incorrect spelling, or the like in the original.
 - The Latin word sic ("so," always in italics, without a period) may be placed in brackets after the error. Sic should be used sparingly.

¹ Anthony A. Hoekema, *Saved By Grace* (Grand Rapids: Eerdmans, 1989), 190.

Word limits

- Coursework must keep to within 10% of the set length: for example, a 2,000-word essay must not exceed 2,200 words. This count does not include abstract, footnotes or bibliography. It includes, however, translations, Greek/Hebrew words, outlines, and application sections for exegetical essays.
- Footnotes should not exceed 25% of the prescribed word limit for coursework essays as well as projects of 6,000 words or more. If notes exceed the 25% limit, a penalty of 10% off the maximum mark applies. The ACT prescribe this limit to dissuade the excessive use of substantive essay content in footnotes. The rule nonetheless applies to the total word count for footnotes, irrespective of content (it includes normal references).
- Submitted essays should limit the use verbatim quotations to 10% of the total word count. For example, a 2,500-word essay can only reproduce 250 words worth of word-for-word quotes. This applies to formal quotations inside quote marks (“...”) *and* word-for-word reproductions which are referenced. The standard penalty for essays that exceed the 10% limit is 10% off the maximum essay mark.
- Where an assessment submission exceeds the number of required words by more than 10%, a penalty of 10% of the total possible marks will normally apply.
- Where a student assessment piece has a word count that is more than 10% less than the word limit, the RTC may request the assessment item be resubmitted. The resubmission will normally incur a 10% penalty of the total possible marks.

Completion of work

Students need to complete **all pieces of assessment** in a unit in order to pass that unit.

Students also need to take the deadlines for each assessment seriously. Assessment due dates will be given to you early in the semester and you should plan your time so that no assignment is submitted late. If it is apparent that there are a lot of assignments due at the same time, students should negotiate a change of date with the lecturer *at the beginning of the semester*.

If any assessment piece is handed in late, the penalty is **3% per day on the maximum possible mark,¹ including weekends and public holidays, up until 14 days after the due date, after which no assessment item will be accepted**. If the assessment is a take-home examination, quiz, or class test, the penalty incurred is **6% per day**.

If you foresee that you may not have an assignment ready on time you will need to apply for an extension in order to avoid late penalties. **Extensions must be applied for in writing, on the form available at the RTC Resources Centre, at the eCampus online, or on page 44 of this book**. Extensions can only be granted in exceptional circumstances such as ill-health (usually a medical certificate will be required) or compassionate grounds. Please consult the RTC's Extension Request policy and the [ACT's Extension Request policy](#) for further information.

¹ For example, an assessment that is submitted *one day late*, and graded 47/50, will be reduced to 45.5/50.

RTC STYLE SHEET

All papers must meet the following specifications:

Page Setup

- paper size: A4.
- top margin: 2.5 cm.
- bottom margin: 2.5 cm.
- side margins: 3.0 cm.
- page numbers: centred at bottom of page, no page number on the 1st page.
- portrait orientation.

Main Text

- font: Times New Roman, 12 point.
- alignment: justified.
- spacing: double.
- indent for first line of each paragraph *is not required*.

Block Quotes

- A block quotation is “a prose quotation of two or more sentences that runs to eight or more lines of text in a paper.”¹
- font: Times New Roman, 11 point.
- spacing: single.
- indent whole paragraph: 1.25 cm.
- double space before and after the quotation.

Headings

If you choose to use headings please format them as follows:

- capitalise the heading as you would a title.
- font: Times New Roman, 12 point, bold type.
- alignment: left or justified.
- spacing: double space before and after.

Footnotes

- use footnotes not endnotes.
- font: Times New Roman, 10 point.
- spacing: single.
- indent for first line *is not required*.
- reference # in text: 12 point superscript.
- reference # in footnote: 10 point superscript.

Bibliography

- font: Times New Roman, 12 point.
- spacing: single.

¹ See Turabian, 5.4.

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1. Citations in Essays

There are three types of citations - in-text notations, footnotes, and bibliographic entries:

- In-text notations are references embedded in the text of the essay (e.g., refer to sections 2 and 3 below). These may be used for references from the Bible or confessional statements.
- Footnotes are references or notes found at the bottom of the page in the body of the essay (e.g., the footnote numbered “1” on the bottom of this page).
- The Bibliography, which is found at the end of the essay, lists the relevant material you have read in the course of your research (e.g., refer to the [Sample Bibliography](#)).

Please note that the information for citations should be gleaned from a book’s title page and verso (the reverse side of the title page), not from a book’s cover or dust jacket.

Order of Elements in a bibliographical entry:

- First /Only Author –Last Name, First Name, Middle Initial (if any).
 - Second and third author - First Name, Middle Initial (if any), Last Name
- Title and subtitle – Italicised.
- Name of editor, compiler or translator, if any.
- Number or name of edition if other than the first.
- Name of series in which book appears, if any, with volume or number in the series.
- Other facts of publication: name of publishing agency (minus words such as “Company”, “Publishing House”, “Publishing Company”, “Book House”, or “Press”) and year of publication.

Please note the following about *footnotes* (as opposed to bibliographic entries):

- list author’s name: First Name, Middle Initial, Last Name
 - Second author - First Name, Middle Initial (if any), Last Name “and” [second author per above] *or*;
 - Second and third author – First Name, Middle Initial (if any), Last Name “,” [second author per above] “and” [third author per above]
- abbreviate editor and translator designations
- Opening brackets
- City of publication, name of publisher, year of publication
- Closing brackets
- list page numbers without accompanying abbreviations such as “p.” or “pp.”

1.1 Selected Examples

Type	Footnote example	Bibliographical entry
Book with single author	Phillip H. Towner, <i>The Letters to Timothy and Titus</i> (Grand Rapids: Wm. B. Eerdmans Publishing Co., 2006), 193	Towner, Phillip H.. <i>The Letters to Timothy and Titus</i> . Grand Rapids: Wm. B. Eerdmans Publishing Co, 2006.
Book with two authors	Johannes P. Louw, Eugene Nida, <i>Greek-English Lexicon of the New Testament: Based on Semantic Domains (Electronic Ed. Of the 2nd Edition, Vol. 1)</i> (New York: United Bible Societies, 1996), 246	Louw, Johannes P., and Eugene Nida, <i>Greek-English Lexicon of the New Testament: Based on Semantic Domains (Electronic Ed. Of the 2nd Edition, Vol. 1)</i> . (New York: United Bible Societies, 1996).
Book with four or more authors	Bernard B. Scott et al., <i>Reading New Testament Greek</i> (Peabody, MA: Hendrickson, 1993), 22-32.	Scott, Bernard B., Margaret Dean, Kristen Sparks, and Frances LaZar. <i>Reading New Testament Greek</i> . Peabody, MA: Hendrickson, 1993.
Book with no author	<i>The Macquarie Dictionary</i> , 6th ed. (Sydney: Macquarie Dictionary Publishers, 2013).	<i>The Macquarie Dictionary</i> . 6th ed. Sydney: Macquarie Dictionary Publishers, 2013.
A translated book	Wilhemena Schmidt, <i>An Introduction to the Old Testament</i> , tans. Peter Orr (Sydney: Better Books, 1994), 36-40.	Schmidt, Wilhemena. <i>An Introduction to the Old Testament</i> . Translated by Peter Orr. Sydney: Better Books, 1994.
Book with one editor	Moises M. Silva, ed., <i>Foundations of Contemporary Interpretation</i> (Grand Rapids, MI: Zondervan, 1996), 2-7.	Silva, Moises M., ed. <i>Foundations of Contemporary Interpretation</i> . Grand Rapids, MI: Zondervan, 1996.
Book with two or three editors	Wendy C. Hall and Steve B. Smith, eds., <i>Church Growth in Europe</i> (London: Pilgrim Press, 2007), 5.	Hall, Wendy C., and Steve B. Smith, eds. <i>Church Growth in Europe</i> . London: Pilgrim Press, 2007.
Book with four or more editors	John Green et al., eds., <i>Understanding Noah</i> (Millswood, SA: Hoorah Books, 2015), 33-55.	Green, John, Mary White, Julie Black, and Mark Rainbow, eds. <i>Understanding Noah</i> . Millswood, SA: Hoorah Books, 2015.
Book with both author and editor/s	Robyn Hood, <i>Giving in Churches: An Analysis</i> , ed. John Little and Sue Sherriff (Nottingham, UK: Sherwood Press, 1990), 45-47.	Hood, Robyn. <i>Giving in Churches: An Analysis</i> . Edited by John Little and Sue Sherriff. Nottingham, UK: Sherwood Press, 1990.
Book with editions	Andreas J. Kostenberger and Thomas R. Schreiner, eds. <i>Women in the Church: An Interpretation and Application of 1 Timothy 2:9-15</i> , 3 rd ed. (Wheaton: Crossway, 2016), 87	Kostenberger, Andreas J., and Thomas R. Schreiner, eds. <i>Women in the Church: An Interpretation and Application of 1 Timothy 2:9-15</i> . 3 rd ed. Wheaton: Crossway, 2016.
Book with volume numbers	Mark Ellingsen, <i>The Late First Century to the Eve of the Reformation</i> , vol. 1 of <i>Reclaiming Our Roost: An Inclusive Introduction to Church History</i> (Harrisburg, PA: Trinity Press International, 1999), 22-32.	Ellingsen, Mark. <i>The Late First Century to the Eve of the Reformation</i> . Vol. 1 of <i>Reclaiming Our Roost: An Inclusive Introduction to Church History</i> . Harrisburg, PA: Trinity Press International, 1999.
Electronic Source	R. Timothy McLay, "The Goal of Teaching Biblical and Religious Studies in the Context of an Undergraduate Education," <i>SBL Forum</i> , 6 October 2006, http://www.sbl-site.org/publications/article.aspx?articleId=581	McLay, R. Timothy. "The Goal of Teaching Biblical and Religious Studies in the Context of an Undergraduate Education." <i>SBL Forum</i> , 6 October 2006. http://www.sbl-site.org/publications/article.aspx?articleId=581

2. Abbreviations of Biblical Books

The following abbreviations may be used:

Genesis	Gen	Isaiah	Isa	Romans	Rom
Exodus	Exod	Jeremiah	Jer	1 Corinthians	1 Cor
Leviticus	Lev	Lamentations	Lam	2 Corinthians	2 Cor
Numbers	Num	Ezekiel	Ezek	Galatians	Gal
Deuteronomy	Deut	Daniel	Dan	Ephesians	Eph
Joshua	Josh	Hosea	Hos	Philippians	Phil
Judges	Judg	Joel	Joel	Colossians	Col
Ruth	Ruth	Amos	Amos	1 Thessalonians	1 Thess
1 Samuel	1 Sam	Obadiah	Obad	2 Thessalonians	2 Thess
2 Samuel	2 Sam	Jonah	Jonah	1 Timothy	1 Tim
1 Kings	1 Kgs	Micah	Mic	2 Timothy	2 Tim
2 Kings	2 Kgs	Nahum	Nah	Titus	Titus
1 Chronicles	1 Chr	Habakkuk	Hab	Philemon	Phlm
2 Chronicles	2 Chr	Zephaniah	Zeph	Hebrews	Heb
Ezra	Ezra	Haggai	Hag	James	Jas
Nehemiah	Neh	Zechariah	Zech	1 Peter	1 Pet
Esther	Esth	Malachi	Mal	2 Peter	2 Pet
Job	Job	Matthew	Matt	1 John	1 John
Psalms	Ps	Mark	Mark	2 John	2 John
Proverbs	Prov	Luke	Luke	3 John	3 John
Ecclesiastes	Eccl	John	John	Jude	Jude
Song of Songs	Song	Acts	Acts	Revelation	Rev

- For example: Exodus 20:11 = Exod 20:11; 1 Timothy 2:1 = 1 Tim 2:1; Jude 3 = Jude 3

3. Scripture Quotation

When quoting, or referring to, Scripture you may use either in-text notation and punctuation, or footnotes. For example:

- Matthew was a tax collector (Matt 9:9; cf. Mark 2:14, Luke 5:27)
- Matthew was a tax collector.¹
- “Lord, are you going to wash my feet?” (John 13:6)

4. Confessions

When referring to one of the Confessions, you may use either in-text notation or a footnote. You may abbreviate the name of the confession, rather than including its full title. Use the examples 4.1 & 4.2 below as a guide. Please note that it is not necessary to include Confessions in your bibliography.

4.1 The Three Forms of Unity:

- Belgic Confession: BC XXXV
- Canons of Dort: CD III-IV:7
- Heidelberg Catechism:
 - (a) Where the Catechism has been identified, in referring to a Lord’s Day: LD 21; or where the Catechism has not yet been identified: HC, LD 21

¹ Matt 9:9; cf. Mark 2:14, Luke 5:27

(b) When referring to a particular question and answer: Q 51, or HC, Q 51

3.2 The Westminster Standards

- Westminster Confession of Faith: WCF IV:2
- Westminster Larger Catechism: LC Q. 76
- Westminster Shorter Catechism: SC Q. 76

5. Article in Journal or Periodical

(The examples below display appropriate bibliographical entries with counterpart footnote entries at the foot of the page.)

Abbreviations for journals should conform to those set out in The SBL Handbook of Style. For example, WTJ is short for The Westminster Theological Journal. Also note that the author's second name has been reduced to the initial 'B':

Van Dixhoorn, Chad B., "The Sonship Program for Revival: A Summary and Critique," *The Westminster Theological Journal* 61 (1999): 227-46.²

6. Article/Chapter in Edited Book

Smith, Morton H., "The Case for Full Subscription," in *The Practice of Confessional Subscription*. Edited by David W. Hall. Oak Ridge, TN: The Covenant Foundation, 1995.³

7. Article in Reference Work (Dictionary, Encyclopaedia, etc.)

Payne, J. B. "Covenant (in the Old Testament)," *The Zondervan Pictorial Encyclopaedia of the Bible*. Edited by Merrill C. Tenney. Grand Rapids: Zondervan, 1975.⁴

(Note that the publisher is referred to simply as "Zondervan" rather than "Zondervan Publishing House.")

8. Book Review

Edgar, William. Review of *Creating a Christian Worldview: Abraham Kuyper's Lectures on Calvinism*, by Peter S. Heslam, *The Westminster Theological Journal* 60 (1998): 355-358.⁵

9. Book (Single Author)

Murray, Iain. *Pentecost – Today? The Biblical Basis for Understanding Revival*. Carlisle, PA: Banner of Truth, 1998.⁶

10. Book (Multi-Author): see 'Selected Examples' (above) on the second page.

² Chad B. Van Dixhoorn, "The Sonship Program for Revival: A Summary and Critique." *WTJ* 61 (1999): 227-46

³ Morton H. Smith "The Case for Full Subscription," *The Practice of Confessional Subscription*, ed. David W. Hall (Oak Ridge, TN: The Covenant Foundation, 1995), 185.

⁴ J.B. Payne, "Covenant (in the Old Testament)," *The Zondervan Pictorial Encyclopaedia of the Bible*, ed. Merrill C. Tenney (Grand Rapids: Zondervan, 1975), 1000-1010.

⁵ William Edgar, review of *Creating a Christian Worldview: Abraham Kuyper's Lectures on Calvinism*, by Peter S. Heslam, *The Westminster Theological Journal* 60 (1998), 355-358.

⁶ Iain Murray, *Pentecost – Today? The Biblical Basis for Understanding Revival* (Carlisle, PA: Banner of Truth, 1998), 66.

11. Edited Book with Author

Warfield, Benjamin B. *The Inspiration and Authority of the Bible*. Edited by Samuel G. Craig. Philadelphia: Presbyterian and Reformed, 1948⁷

12. Edition (other than first, i.e., second, revised, etc)

Archer, Gleason L. *A Survey of Old Testament Introduction*. 2nd ed. Chicago: Moody, 1994.⁸

13. Translation

Bavinck, Herman. *The Last Things: Hope for this World and the Next*. Translated by John Vriend. Grand Rapids: Baker, 1996.⁹

14. Reprint Edition

Hodge, Charles. *Systematic Theology*. 3 vols. 1871. Reprint. Grand Rapids: Eerdmans, 1952.¹⁰

15. Standard Work

Some important works preserve the numbering or reference system employed by the author or in earlier editions of that work which have become accepted as a standard. You should use those numbers or references instead of referring to the page numbers in the particular edition of the work that you have.

Calvin, John. *The Institutes of the Christian Religion*. Edited by John T. McNeill and translated by Ford Lewis Battles. *Library of Christian Classics*. Vols. 20-21. Philadelphia: Westminster, 1960.¹¹

Here is an example based on that work. You will observe that the footnote does not include a page reference, but employs that work's standard numbering system:

"If true religion is to beam upon us, our principle must be, that it is necessary to begin with heavenly teaching, and that it is impossible for any man to obtain even the minutest portion of right and sound doctrine without being a disciple of Scripture."¹²

16. Collected/Selected Works

Calvin, John. *Selected Works of John Calvin: Tracts and Letters*. Vol. 1, Tracts, Part 1. Edited and translated by Henry Beveridge. Edinburgh: Calvin Translation Society, 1844. Reprint, Grand Rapids: Baker, 1983.¹³

Murray, John. *Collected Writings of John Murray*. Vol. 1, *The Claims of Truth*. Carlisle, PA: Banner of Truth, 1976.¹⁴

⁷ Benjamin B. Warfield, *The Inspiration and Authority of the Bible*, ed. Samuel G. Craig (Philadelphia: Presbyterian and Reformed, 1948), 374.

⁸ Gleason L. Archer, *A Survey of Old Testament Introduction*. 2nd ed. (Chicago: Moody, 1994), 109.

⁹ Herman Bavinck, *The Last Things: Hope for this World and the Next*, trans. John Vriend (Grand Rapids: Baker, 1996), 89

¹⁰ Charles Hodge, *Systematic Theology* (1871; reprint, Grand Rapids: Eerdmans, 1952), 1:251.

¹¹ John Calvin, *The Institutes of the Christian Religion*, ed. John T. McNeill and trans. Ford Lewis Battles, *Library of Christian Classics*, vols. 20-21 (Philadelphia: Westminster, 1960), IV.iv.4.

¹² John Calvin, *Institutes of the Christian Religion*, trans. Henry Beveridge, vol. 1 (Grand Rapids: Eerdmans, 1962), I.vi.2.

¹³ John Calvin, *Selected Works of John Calvin: Tracts and Letters*, vol. 1, Tracts, Part 1, ed. and trans. Henry Beveridge (Edinburgh: Calvin Translation Society, 1844; reprint, Grand Rapids: Baker, 1983), 125.

¹⁴ John Murray, *Collected Writings of John Murray*, vol. 1, *The Claims of Truth* (Carlisle, PA: Banner of Truth, 1976), 93.

Owen, John. *The Death of Death in the Death of Christ* in *The Works of John Owen*, edited by William H. Goold. Vol. 10. 1850-1853. Reprint, Carlisle, PA: Banner of Truth, 1967.¹⁵

17. Book or Set with Multiple Authors

Keil, C. F., and F. Delitzsch. *The Pentateuch. Vol. 1, Commentary on the Old Testament*. Translated by James Martin. Reprint, Grand Rapids: Eerdmans, 1991.¹⁶

Naegelsbach, C. W. Eduard. *The Book of the Prophet Jeremiah Theologically and Homiletically Expounded*. Translated and edited by Samuel Ralph Asbury. Vol. 12 of *Lange's Commentary on the Holy Scriptures*, edited by Philip Schaff. 1871. Reprint, Grand Rapids: Zondervan, 1960.¹⁷

18. Multi-Volume Work with One General Title

Hodge, Charles. *Systematic Theology*. 3 vols. 1871. Reprint, Grand Rapids: Eerdmans, 1952.¹⁸

19. Multi-Volume Work with Individual Titles

Thompson, Robert Ellis. *A History of the Presbyterian Churches in the United States*, 3rd ed., vol. 6 of *American Church History*. New York: Charles Scribner's Sons, 1902.¹⁹

20. Multi-Volume Work with Separate Publishing Dates for Each Volume

Old, Hughes O. *The Biblical Period*. Vol. 1 of *The Reading and Preaching of the Scriptures in the Worship of the Christian Church*. Grand Rapids: Eerdmans, 1998.²⁰

Old, Hughes O. *The Medieval Church*. Vol. 3 of *The Reading and Preaching of the Scriptures in the Worship of the Christian Church*. Grand Rapids: Eerdmans, 1999.²¹

21. Work in a Series

Knight, George W., III. *The Pastoral Epistles: A Commentary on the Greek Text. The New International Greek Text Commentary*. Grand Rapids: Eerdmans, 1992.²²

¹⁵ John Owen, *The Death of Death in the Death of Christ*, in *The Works of John Owen*, ed. William H. Goold, vol. 10 (1850-1853, reprint, Carlisle, PA: Banner of Truth Trust, 1967), 236.

¹⁶ C.F. Keil and F. Delitzsch, *The Pentateuch*, vol. 1, *Commentary on the Old Testament*, trans. James Martin (reprint, Grand Rapids: Eerdmans, 1991), 467.

¹⁷ C. W. Eduard Naegelsbach, *The Book of the Prophet Jeremiah Theologically and Homiletically Expounded*, trans. and ed. Samuel R. Asbury, vol. 12 of *Lange's Commentary on the Holy Scriptures*, ed. Philip Schaff (1871; reprint, Grand Rapids: Zondervan, 1960), 188.

¹⁸ Charles Hodge, *Systematic Theology* (1871; reprint, Grand Rapids: Eerdmans, 1952), 1:251.

¹⁹ Robert E. Thompson, *A History of the Presbyterian Churches in the United States*, 3rd ed., vol. 6 of *American Church History* (New York: Charles Scribner's Sons, 1902), 81.

²⁰ Hughes O. Old, *The Biblical Period*, vol. 1 of *The Reading and Preaching of the Scriptures in the Worship of the Christian Church* (Grand Rapids: Eerdmans, 1998), 68.

²¹ Hughes O. Old, *The Medieval Church*, vol. 3 of *The Reading and Preaching of the Scriptures in the Worship of the Christian Church* (Grand Rapids: Eerdmans, 1999), 281.

²² George W. Knight, III., *The Pastoral Epistles: A Commentary on the Greek Text, The New International Greek Text Commentary* (Grand Rapids: Eerdmans, 1992), 130-149.

22. Previously Cited References

When first citing a book, include the full information in the footnote. For example: “The problem is that with enough imagination, and enough cynicism, we can find a reason to impugn anyone’s objectivity.”²³

Refer to a previously cited work by giving the author’s last name, a short title for the book, and the page number. The example that we use here is found under the heading ‘7. Book (Single Author).’ “One chief consequence of the filling of the Spirit, as recorded in Acts, was the presence of power and authority in speech.”²⁴

Do not use *ibid.*, *loc. cit.* or *op. cit.*

Here is an example of a first use and repeated use together:

- First use: Wilhemena Schmidt, *An Introduction to the Old Testament*, tans. Peter Orr (Sydney: Better Books, 1994), 36-40.
- Repeat use: Schmidt, *Introduction to the Old Testament*, 39.

23. Reference to a Note/Footnote

The following quote is taken from a footnote. You will note that the reference in the footnote at the bottom of this page identifies, not only the page on which the quote is found, but the footnote number as well.

“It is not intended to deny that Philo recognized a certain divine influence working beyond the limits of Scripture: but he does this without prejudice to his supreme regard for the Scriptures as the only proper oracles of God....”²⁵

24. Secondary Source Citation

When one author quotes another, and you cannot locate or readily obtain the primary source, you may reproduce that quotation without checking the primary source. However, when you do that, you must identify both the primary and secondary sources.

Warfield, Benjamin B. *The Lord of Glory*. 1907. Reprint, Grand Rapids: Baker, 1974. See Robert L. Reymond, *A New Systematic Theology of the Christian Faith*. Nashville: Thomas Nelson, 1998.²⁶

25. Websites and Internet Documents

Publications found on the Internet should be referenced in the normal way with the internet address provided instead of the publisher’s name. Internet addresses should not be hyphenated at the end of a line. They can be divided before the ‘dot’ at the end of the line. The date the material was cited should be indicated at the end of the footnote or bibliographic entry. This is the date indicated on the website or in the article, not the date when you viewed it. The only exception to this is when the website or article is undated; in that case, you should identify the date on which you accessed it.

²³ David Kelley, *The Art of Reasoning*, 3rd ed. (New York: W. W. Norton, 1998), 137.

²⁴ Murray, *Pentecost*, 122.

²⁵ Benjamin B. Warfield, *The Inspiration and Authority of the Bible*, ed. Samuel G. Craig (Philadelphia: Presbyterian and Reformed, 1948), 374, n.67.

²⁶ Benjamin B. Warfield, *The Lord of Glory* (1907: reprint, Grand Rapids: Baker, 1974), 41, as quoted in Robert L. Reymond, *A New Systematic Theology of the Christian Faith* (Nashville: Thomas Nelson, 1998), 218.

George, Timothy. "Inventing Evangelicalism," *Christianity Today*, March 2004.
<http://www.christianitytoday.com/ct/2004/003/6.48.html>. Cited 1 March 2004.²⁷

Kaye, B. N. "Head, Heart, and Spirit: Shaping the New Millennium." 1999, no pages,
<http://www.anglican.org.au/BNKtalks/>. Cited 8 May 2000.

Salpeter, Eliahu. "Israel is bad for the Jews",
<http://www.haretz.com/hasen/spages/357713.html>. Accessed 7 Nov 2003.²⁸

Spurgeon, C. H. *Commenting and Commentaries: Two Lectures Addressed to the Students of the Pastor's College, Metropolitan Tabernacle*. London, 1890. Christian Classics Ethereal Library, Calvin College, 2001.
<http://www.ccel.org/s/spurgeon/comment.html>. Cited 15 Jan 2001.²⁹

26. Other Electronic References

Gale's Quotations: *Who Said What?* CD-ROM. DOS Ver 1.0. New York: Gale Research.³⁰

Geisler, Norman L. "The New Age Movement" *Bibliotheca Sacra* 144 (1987) 80-104. *Bibliotheca Sacra* CD, 1955-1995. CD-ROM. Galaxie Software.³¹

Goff, Frederick R. "Gutenberg, Johann" *Encyclopaedia Americana*. CD-ROM. Grolier Educational, 1999.80.³²

"Do, Perform" *Greek-English Lexicon of the New Testament: Based on Semantic Domains*. Edited by Johannes P. Louw and Eugene A. Nida. 2nd ed. Vol. 1. New York: United Bible Societies, 1989. *BibleWorks*. CD-ROM. Ver. 4.0³³

27. Electronic Book (eBook)

Jacob L. Wright, *David, King of Israel, and Caleb in Biblical Memory* (Cambridge: Cambridge University Press, 2014), Kindle Edition, ch. 3, "Introducing David."

Wright, Jacob L. *David, King of Israel, and Caleb in Biblical Memory*. Cambridge: Cambridge University Press, 2014. Kindle Edition

²⁷ Timothy George, "Inventing Evangelicalism," *Christianity Today*, March 2004.
<http://www.christianitytoday.com/ct/2004/003/6.48.html>. Cited 1 March 2004.

²⁸ Eliahu Salpeter, "Israel is bad for the Jews", <http://www.haretz.com/hasen/spages/357713.html>. Accessed 7 Nov 2003.

²⁹ C.H. Spurgeon, *Commenting and Commentaries: Two Lectures Addressed to the Students of the Pastor's College*, Metropolitan Tabernacle (London, 1890). Christian Classics Ethereal Library (Calvin College, 2001).

³⁰ *Gale's Quotations: Who Said What?* CD-ROM. DOS Ver 1.0. (New York: Gale Research).

³¹ Norman L. Geisler, "The New Age Movement" *Bibliotheca Sacra* 144 (1987) 80-104. *Bibliotheca Sacra* CD, 1955-1995. CD-ROM. Galaxie Software.

³² Norman L. Geisler, "The New Age Movement" *Bibliotheca Sacra* 144 (1987) 80-104. *Bibliotheca Sacra* CD, 1955-1995. CD-ROM. Galaxie Software.

³³ Frederick R. Goff, "Gutenberg, Johann" *Encyclopaedia Americana*. CD-ROM. Grolier Educational, 1999.808 "Do, Perform" *Greek-English Lexicon of the New Testament: Based on Semantic Domains*. Edited by Johannes P. Louw and Eugene A. Nida. 2nd ed. Vol. 1. (New York: United Bible Societies, 1989). *BibleWorks*. CD-ROM. Ver. 4.0. (BibleWorks, 1998).

27. SAMPLE BIBLIOGRAPHY

Normally, works by the same author should be grouped together. An example is given below. There are two books by Benjamin Warfield in this sample, namely, *The Inspiration and Authority of the Bible*, and *The Lord of Glory*. However, you need only to include his name for the first book. Immediately after that entry, enter the second book by him. Instead of his name, insert a solid line of three “em” dashes (“—” is an “em” dash), or six “en” dashes (“—” is an “en” dash).

Bibliography

Calvin, John. *Selected Works of John Calvin: Tracts and Letters*. Vol. 1, Tracts, Part 1. Edited and translated by Henry Beveridge. Edinburgh: Calvin Translation Society, 1844. Reprint, Grand Rapids: Baker, 1983.

Hodge, Charles. *Systematic Theology*. 3 vols. 1871. Reprint, Grand Rapids: Eerdmans, 1952.

Knight, George W., III. *The Pastoral Epistles: A Commentary on the Greek Text*. The New International Greek Text Commentary. Grand Rapids: Eerdmans, 1992.

Murray, Iain. *Pentecost – Today? The Biblical Basis for Understanding Revival*. Carlisle, PA: Banner of Truth, 1998.

Old, Hughes O. *The Biblical Period*. Vol. 1 of *The Reading and Preaching of the Scriptures in the Worship of the Christian Church*. Grand Rapids: Eerdmans, 1998.

Warfield, Benjamin B. *The Inspiration and Authority of the Bible*. Edited by Samuel G. Craig. Philadelphia: Presbyterian and Reformed, 1948.

——— *The Lord of Glory*. 1907. Reprint, Grand Rapids: Baker, 1974

28. Summary

Type	Footnote example	Bibliographical entry
Journal or Periodical	Van Dixhoorn, Chad B. "The Sonship Program for Revival: A Summary and Critique." <i>WTJ</i> 61 (1999): 227-46	Chad B. Van Dixhoorn, "The Sonship Program for Revival: A Summary and Critique," <i>The Westminster Theological Journal</i> 61 (1999): 227-46
Chapter in Edited Book	Morton H. Smith "The Case for Full Subscription," in <i>The Practice of Confessional Subscription</i> , ed. David W. Hall (Oak Ridge, TN: The Covenant Foundation, 1995), 185.	Smith, Morton H. "The Case for Full Subscription," in <i>The Practice of Confessional Subscription</i> . Edited by David W. Hall. Oak Ridge, TN: The Covenant Foundation, 1995.
Article in Reference Work	J.B. Payne, "Covenant (in the Old Testament)," <i>The Zondervan Pictorial Encyclopaedia of the Bible</i> , ed. Merrill C. Tenney (Grand Rapids: Zondervan, 1975), 1000-1010.	Payne, J. B. "Covenant (in the Old Testament)," <i>The Zondervan Pictorial Encyclopaedia of the Bible</i> . Edited by Merrill C. Tenney. Grand Rapids: Zondervan, 1975.
Book Review	William Edgar, review of <i>Creating a Christian Worldview: Abraham Kuyper's Lectures on Calvinism</i> , by Peter S. Heslam, <i>The Westminster Theological Journal</i> 60 (1998), 355-358.	Edgar, William. Review of <i>Creating a Christian Worldview: Abraham Kuyper's Lectures on Calvinism</i> , by Peter S. Heslam, <i>The Westminster Theological Journal</i> 60 (1998): 355-358.
Book (Single Author)	Iain Murray, <i>Pentecost – Today? The Biblical Basis for Understanding Revival</i> (Carlisle, PA: Banner of Truth, 1998), 66.	Murray, Iain. <i>Pentecost – Today? The Biblical Basis for Understanding Revival</i> . Carlisle, PA: Banner of Truth, 1998.
Book (Multiple Authors)	Johannes P. Louw, Eugene Nida, <i>Greek-English Lexicon of the New Testament: Based on Semantic Domains (Electronic Ed. Of the 2nd Edition, Vol. 1)</i> (New York: United Bible Societies, 1996), 246	Louw, Johannes P., and Eugene Nida, <i>Greek-English Lexicon of the New Testament: Based on Semantic Domains (Electronic Ed. Of the 2nd Edition, Vol. 1)</i> . (New York: United Bible Societies, 1996).
Edited Book	Benjamin B. Warfield, <i>The Inspiration and Authority of the Bible</i> , ed. Samuel G. Craig (Philadelphia: Presbyterian and Reformed, 1948), 374.	Warfield, Benjamin B. <i>The Inspiration and Authority of the Bible</i> . Edited by Samuel G. Craig. Philadelphia: Presbyterian and Reformed, 1948
Edition (other than first)	Gleason L. Archer, <i>A Survey of Old Testament Introduction</i> . 2nd ed. (Chicago: Moody, 1994), 109.	Archer, Gleason L. <i>A Survey of Old Testament Introduction</i> . 2nd ed. Chicago: Moody, 1994.
Translation	Herman Bavinck, <i>The Last Things: Hope for this World and the Next</i> , trans. John Vriend (Grand Rapids: Baker, 1996), 89.	Bavinck, Herman. <i>The Last Things: Hope for this World and the Next</i> . Translated by John Vriend. Grand Rapids: Baker, 1996.
Reprint Edition	Charles Hodge, <i>Systematic Theology</i> (1871; reprint, Grand Rapids: Eerdmans, 1952), 1:251.	Hodge, Charles. <i>Systematic Theology</i> . 3 vols. 1871. Reprint. Grand Rapids: Eerdmans, 1952.
Standard Work	John Calvin, <i>The Institutes of the Christian Religion</i> , ed John T. McNeill and trans. Ford Lewis Battles, <i>Library of Christian Classics</i> , vols. 20-21 (Philadelphia: Westminster, 1960), IV.iv.4.	Calvin, John. <i>The Institutes of the Christian Religion</i> . Edited by John T. McNeill and translated by Ford Lewis Battles. <i>Library of Christian Classics</i> . Vols. 20-21. Philadelphia: Westminster, 1960.
Collected or Selected Work	John Calvin, <i>Selected Works of John Calvin: Tracts and Letters</i> , vol. 1, Tracts, Part 1, ed. and trans. Henry Beveridge (Edinburgh: Calvin Translation Society, 1844; reprint, Grand Rapids: Baker, 1983), 125.	Calvin, John. <i>Selected Works of John Calvin: Tracts and Letters</i> . Vol. 1, Tracts, Part 1. Edited and translated by Henry Beveridge. Edinburgh: Calvin Translation Society, 1844. Reprint, Grand Rapids: Baker, 1983.

Book or set with multiple authors	C.F. Keil and F. Delitzsch, <i>The Pentateuch</i> , vol. 1, <i>Commentary on the Old Testament</i> , trans. James Martin (reprint, Grand Rapids: Eerdmans, 1991), 467.	Keil, C. F., and F. Delitzsch. <i>The Pentateuch</i> . vol.1, <i>Commentary on the Old Testament</i> . Translated by James Martin. Reprint, Grand Rapids: Eerdmans, 1991.
Multi-volume work with one title	Charles Hodge, <i>Systematic Theology</i> (1871; reprint, Grand Rapids: Eerdmans, 1952), 1:251.	Hodge, Charles. <i>Systematic Theology</i> . 3 vols. 1871. Reprint, Grand Rapids: Eerdmans, 1952.
Multi-volume work with individual title	Robert E. Thompson, <i>A History of the Presbyterian Churches in the United States</i> , 3rd ed., vol. 6 of <i>American Church History</i> (New York: Charles Scribner's Sons, 1902), 81.	Thompson, Robert Ellis. <i>A History of the Presbyterian Churches in the United States</i> , 3rd ed., vol. 6 of <i>American Church History</i> . New York: Charles Scribner's Sons, 1902.
Multi-volume work with separate publishing dates for each volume	Hughes O. Old, <i>The Biblical Period</i> , vol. 1 of <i>The Reading and Preaching of the Scriptures in the Worship of the Christian Church</i> (Grand Rapids: Eerdmans, 1998), 68. Hughes O. Old, <i>The Medieval Church</i> , vol. 3 of <i>The Reading and Preaching of the Scriptures in the Worship of the Christian Church</i> (Grand Rapids: Eerdmans, 1999), 281.	Old, Hughes O. <i>The Biblical Period</i> . Vol. 1 of <i>The Reading and Preaching of the Scriptures in the Worship of the Christian Church</i> . Grand Rapids: Eerdmans, 1998. Old, Hughes O. <i>The Medieval Church</i> . Vol. 3 of <i>The Reading and Preaching of the Scriptures in the Worship of the Christian Church</i> . Grand Rapids: Eerdmans, 1999.
Work in a series	George W. Knight, III., <i>The Pastoral Epistles: A Commentary on the Greek Text, The New International Greek Text Commentary</i> (Grand Rapids: Eerdmans, 1992), 130-149.	Knight, George W., III. <i>The Pastoral Epistles: A Commentary on the Greek Text. The New International Greek Text Commentary</i> . Grand Rapids: Eerdmans, 1992.
Previously cited reference	Wilhemena Schmidt, <i>An Introduction to the Old Testament</i> , tans. Peter Orr (Sydney: Better Books, 1994), 36-40. Schmidt, <i>Introduction to the Old Testament</i> , 39.	
Reference to a Note or Footnote	Benjamin B. Warfield, <i>The Inspiration and Authority of the Bible</i> , ed. Samuel G. Craig (Philadelphia: Presbyterian and Reformed, 1948), 374, n.67.	
Secondary Source	Benjamin B. Warfield, <i>The Lord of Glory</i> (1907; reprint, Grand Rapids: Baker, 1974), 41, as quoted in Robert L. Reymond, <i>A New Systematic Theology of the Christian Faith</i> (Nashville: Thomas Nelson, 1998), 218.	Warfield, Benjamin B. <i>The Lord of Glory</i> . 1907. Reprint, Grand Rapids: Baker, 1974. See Robert L. Reymond, <i>A New Systematic Theology of the Christian Faith</i> . Nashville: Thomas Nelson, 1998.
Website and Interest	Timothy George, "Inventing Evangelicalism," <i>Christianity Today</i> , March 2004. http://www.-christianitytoday.com/-ct/2004/-003/6.48.html . Cited 1 March 2004.	George, Timothy. "Inventing Evangelicalism," <i>Christianity Today</i> , March 2004. http://www.christianity-today.com/ct/2004/-003/6.48.html . Cited 1 March 2004.
Other Electronic References	<i>Gale's Quotations: Who Said What?</i> CD-ROM. DOS Ver 1.0. (New York: Gale Research).	<i>Gale's Quotations: Who Said What?</i> CD-ROM. DOS Ver 1.0. New York: Gale Research.
Electronic Book (eBook)	Scot A. McKnight, <i>Community Called Atonement</i> (Nashville: Abingdon, 2007), EPUB edition, pt. 3, ch. 13, "The Paschal Homily."	McKnight, Scot A. <i>Community Called Atonement</i> . Nashville: Abingdon, 2007. EPUB edition.



ASSIGNMENT COVER SHEET

Please complete all sections below and attach to the front of your assignment.

Student Name			
Student ID		Pigeon Hole #	
Unit Code		Unit Title	
Title of Assignment			
Word Count Required		Word Count Actual	
Lecturer			
Due Date		Date Submitted	

Regulations:

- Essays must conform to the requirements of the ACT (refer to the 2025 AUT Handbook in the library or [online](#))
- Essays should be typewritten, double spaced with a margin. All pages should be numbered
- Should you anticipate difficulty in meeting this assignment's due date a "Request for Extension" form must be submitted to the lecturer **before** the due date.
- Assignments must remain within the permitted word count and content-based footnotes must not exceed 25% of the permitted word count. Verbatim quotes or word-for-word reproductions must not exceed 10% of the prescribed length. Assignments that exceed 10% of the prescribed word count (total or percentage of verbatim quotations), or that exceed 25% of it in their content-based notes, will incur a 10% penalty for each 10% in excess (or part-thereof).
- Assignments submitted after the due date without approval will be subject to late penalties.

In line with ACT policy, the assessment marks will be reduced at the rate of 5% of the **total possible** marks for the assessment item per calendar day up to **10** days late.

If an assessment is submitted after **10** days late, a mark of zero will be awarded for the assessment upon submission of the completed assessment.

Submission:

Your assessment should be submitted via the designated "Turnitin" link on the relevant page for your unit at the RTC eCampus, unless otherwise advised by your unit coordinator. Please submit your assessment by 11:59pm (Victoria time) on the due date. Please attach a filled-in copy of this cover sheet to your email.

Declaration:

The following assignment, of which I have kept a copy, is entirely the work of the undersigned and that all sources of ideas and expressions are duly acknowledged. I declare that I have read and understood the [ACT's Academic Integrity Policy](#)

Signed	
Date	
Received	
Date	



REQUEST FOR EXTENSION FORM

Please ensure your extension request is submitted before the due date, falls within the [grounds for an extension](#), and includes supporting documents with this form where feasible. Please review the guidelines on page three of the [online form](#).

Reasons for a valid extension:

- are beyond the student's control; *and*
- make it impractical for the student to complete the assessment(s)

Student's Name			
Student ID			
Unit			
Lecturer			
Assessment			
Due Date			
Unable to study from:		To:	
Reason(s) for extension:	☐ Medical/illness ☐ Unscheduled employment ☐ Personal bereavement ☐ Caring for someone else (pastoral, medical, etc.) ☐ Other (please describe below)		

Please add any relevant information below:

Continued over page...

Please provide supporting documentation. Supporting documents for your extension request could include:

- A doctor's certificate that mentions the dates on which you were unable to study
- A note or email from your employer that specifies the additional dates you've worked
- A note or email from your pastor/minister or elder that confirms your engagement in unplanned pastoral care on particular dates
- A note or email from someone who can confirm any circumstances relevant to your extension request

**Documentation
provided:**

- ☐ Medical certificate
- ☐ Employer note
- ☐ Note or email from your pastor/minister/elder
- ☐ Note or email from someone else
- ☐ None (please outline any mitigating circumstances below)

Please add any relevant information below:

--

Requested Due Date

--

Signed by Student

--

**Date granted by
Lecturer**

--

Signed by Lecturer

--

**APPEND A COPY OF THE FORM SIGNED BY THE LECTURER TO THE
ASSIGNMENT(S) IN QUESTION!**

7) POLICIES

ORIENTATION

The Reformed Theological College (RTC) provides an orientation programme for all new and continuing students. RTC students should utilise the following resources prior to the commencement of their course of studies.

1. Orientation Videos

Domestic Students should, in the first instance, watch through the orientation videos produced and made available online through the RTC eCampus. The orientation videos introduce students to the RTC via the RTC Principal, to the College's relationship to the Australian University of Theology, to aspects of College life and student resources made available through the RTC eCampus, the ACT's Paradigm system, and the RTC Library. Students will also learn about opportunities for engagement with fellow students and RTC staff, including points of contact. The Essay Writing Seminar provides additional information about select study skills.

Overseas students should view additional orientation videos that are specially relevant to them as non-domestic students at the RTC.

2. RTC Academic Manual

The orientation videos introduce students to the RTC Academic Manual. Domestic and overseas students should read through the Academic Manual, which provides a greater depth of helpful information concerning RTC Staff, College life, the RTC Library, course information, assessment information, contact information, as well as a selection of RTC policies concerning assessments, academic conduct, grievance resolution, and anti-discrimination and harassment.

3. Services Available

Domestic and Overseas Students should familiarise themselves with the support services available in the RTC's Student Support Services Policy. The Student Support Services Policy provides information in relation to various services available to all students, including those related to counselling, legal aid, accommodation, health, and English and study skills.

4. Points of Contact

Students wishing to obtain further information about college life, academic processes, or services available may wish to contact the following persons:

- The **RTC Academic Dean**, for information related to student welfare, academic challenges and grievances (if contact with Faculty through the Student Fellowship Committee did not yield satisfactory outcomes)
→ **Current Academic Dean:** Stephen Lewis, slewis@rtc.edu.au
- The **RTC Registrar**, for information related to course progress, enrolment, use of the RTC eCampus, and RTC study as an overseas student
→ **Current Registrar/Overseas Liaison Officer:** Paul Lucas, plucas@rtc.edu.au
- The Overseas Liaison Officer of the Australian University of Theology for further information about study and support as an overseas student:
→ **Current Overseas Liaison Officer:** Asanka Gunarathne, agunarathne@actheology.edu.au
- The **Melbourne Receptionist**, for information related to campus availability and other aspects of College life
→ **Current Melbourne Receptionist:** Tina Wang, twang@rtc.edu.au
- The **head of the RTC Student Fellowship Committee**, for matters related to student advocacy or organised social activities or opportunities for RTC students

5. Students with Disabilities

As a small college, the Reformed Theological College is well equipped to interact personally with students and respond directly to students' special needs. Students are encouraged to bring any specific needs to the attention of Faculty.

Issues or requests pertaining to disabilities are discussed at Faculty level and appropriate support is offered where necessary. The RTC's high lecturer/student ratio provides students with intimate mentoring, encouragement and assistance from Faculty in areas pertaining to academic, emotional or spiritual issues.

In line with ACT approvals, special assistance for students who experience difficulties with writing exams is provided in the form of clean, isolated, College-owned computers. The exams are conducted concurrently with other students enrolled in the particular unit, under examination conditions, and under the same supervision and time allowances. As far as is practicable, lecture room allocations and timetabling are also managed in consideration of individual student needs. There is also a CT viewer in the Geelong library for vision impaired persons to help with enlarging texts via a video lens on to a computer screen.

The RTC upholds this policy not only with the acknowledgement that it is against the law for an educational authority to discriminate against someone because of his or her disabilities, but also with the acknowledgement that people with special needs should be fully welcomed in the Christian community.

6. RTC Safety Arrangements

All safety and maintenance issues at the Melbourne campus need to be reported directly to the Melbourne Reception. When the reported issues cannot be resolved on site by staff but requires special attendance, the Melbourne Receptionist will report it to either General Manager or Maintenance Manager to make necessary arrangements.

7. RTC Lockdown Procedures

In the event that emergency evacuation from the Melbourne campus becomes necessary, the RTC Principal and Melbourne Receptionist will take charge and decide what actions need to be taken.

The RTC Melbourne campus is equipped with an alarm system, sprinklers and emergency stairs to be used in cases of emergency. The staircase can only be used during emergency evacuations as stairwell alarm is motion activated and fines will be charged to RTC for triggering false alarms. When evacuation is ordered from the building management due to fire or any other issues, the lifts should not be used but only the staircase will be used to proceed to the street.

For other emergency matters, the Melbourne Receptionist will ring Victoria Police or other appropriate emergency services depending on the nature of the incident. For minor accidents, first aid supplies can be provided upon making requests to the Melbourne Receptionist.

LATE ASSESSMENTS

The RTC abides by the Australian University of Theology's [Late Penalties Policy](#) in relation to penalties for the late submission of assessment pieces. The policy is as follows:

Late Penalties

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy, the assessment marks will be reduced at the rate of 5% of the total possible marks for the assessment item per calendar day (12% per day for exams or quizzes). A mark of zero will be awarded on any assessment submitted 10 days late.

Hence, for an assignment worth 50%, a student receives a mark of 40/50. However, in the case where the student has handed in their assignment 10 days late, he/she will receive a 50% penalty, reducing their mark by 25/50 to 15/50.

Students must complete all assessments in order to pass a unit. If a student has not submitted an assessment by the final date of the examination period of the semester in which the unit has been delivered for semester length units and has not applied for an extension, the assessment will be deemed as a non-attempt, and consequently the student will receive a failing grade for the unit.

As a result of the application of this policy, students may receive a fail grade for the assessment exercise and the unit affected as a result of the imposition of late penalties.

EXTENSIONS

The RTC endeavours to give regard to special circumstances that may prevent a student from submitting an assessment by the due date. To ensure fairness in the conferral of extensions, the College abides by the Australian University of Theology's [Extensions Policy](#).

The granting of an extension to a unit assessment item should only be granted in the case of special circumstances, and in proportion with the period of time and the impact that the special circumstances have had. The RTC Registrar and/or unit lecturer may grant an extension if he/she is satisfied that special circumstances apply to the student that are:

- beyond the student's control; and
- significantly make it impracticable for the student to complete the assessment(s) during the period in which the student was to undertake the assessment(s).

The RTC Registrar and/or unit lecturer will be satisfied that the student's circumstances are beyond the student's control if a situation occurs which a reasonable person would consider is not due to the student's irresponsibility. The situation must be unusual, uncommon or abnormal. Heavy employment or study workload, church involvement and poor time management are not normally grounds for granting an extension.

Special circumstances that would make it impracticable for the student to complete the assessment instrument(s) could include issues beyond the student's control in relation to:

- a) medical circumstances; or
- b) family circumstances; or
- c) personal circumstances; or
- d) employment related circumstances; or
- e) course of study related circumstances.

All applications for extensions on assessments must be made through an Extensions Request Form, include supporting documentation (where possible), and be received by the RTC Registrar before the due date of the instrument of assessment. The RTC registrar and unit lecturer may waive the time limit for making the request only if they are satisfied that it was not possible for the student to apply within the time limit.

Extensions of assessments may only be granted if the assessment has not yet been attempted and submitted.

Each application will be examined and determined on its merits. The RTC Registrar and/or unit coordinator will consider a student's claims, together with independent supporting documentation that substantiates these claims. All applications made on medical grounds will normally require a doctor's certificate that covers the period in question.

Assessments for which extensions have been granted must be completed within the period of extension granted by the extensions officer.

ACADEMIC MISCONDUCT

The Australian University of Theology, in line with tertiary institutions throughout Australia, regards academic misconduct as a serious matter. The RTC is responsible for the maintenance of academic integrity and abides the ACT's [Academic Integrity Policy](#).

Academic misconduct may encompass the following actions:

- a) taking unauthorised materials into an examination;
- b) submitting work for an assessment knowing it to be the work of another person;
- c) improperly obtaining knowledge of an examination paper and using that knowledge in the examination;
- d) endeavouring to gain unfair access to content and information where such access is not permitted;
- e) arranging for another person to sit an examination in the place of the candidate;
- f) failing to acknowledge the source of material in an assessment (including your own), including project or thesis, in any ACT program;
- g) submitting a false medical certificate;
- h) submitting incorrect, incomplete or misleading information.
- i) Orchestrating others to undertake, to any degree, any item of assessment on behalf of the student (contract cheating)

Students are expected to acknowledge the source of their ideas and expressions used in their written work. To provide adequate documentation is not only an indication of academic honesty but also a courtesy enabling the marker to consult sources with ease. Deliberate failure to provide documentation may constitute plagiarism, which is subject to a charge of academic misconduct.

Plagiarism is understood to be the presentation of another person's words or thoughts either as one's own or without appropriate acknowledgement. Students are required to acknowledge by use of footnotes the origin of extracts, quotes and paraphrases contained in their work. Quoted material shall be identified by relevant conventions.

Except in the case of ACT-approved study and assessment schemes, students ought not to assist other students in the writing of individual assessments, such as providing written material to be copied.

Material submitted for assessment in one unit by a student may not be submitted for assessment by the student in any other unit of the award.

Penalties

Since plagiarism and cheating are both serious academic offences, failure to observe the prescriptions stated in this policy will result in the following penalties as set by the ACT's standard for plagiarism and cheating in coursework awards.

In the case of inadvertent academic dishonesty resulting from misunderstanding of academic conventions rather than deliberate deception, students are to be granted an opportunity to resubmit a corrected assessment. The marker shall deduct marks from the assessment and the Academic Dean is to counsel the student concerning the academic conventions prescribed by the ACT.

Wilful academic misconduct may result in the following penalties:

- a) The awarding of a fail grade for the whole unit of which the assessment is a part;
- b) The awarding of 0% for the assessment or thesis or project with or without the opportunity to redeem it;
- c) The student's exclusion from the ACT award in which he or she is enrolled for a period not exceeding two years;
- d) Exclusion from any award of the Australian University of Theology; or
- e) Another outcome appropriate to the case but with an impact less serious than exclusion from enrolment in any ACT award.

In accord with the ACT's Academic Misconduct policy, single occurrences of plagiarism are to be distinguished from multiple concurrent occurrences, in which plagiarism takes place within multiple assessment tasks in one or more units concurrently.

a) **First offence**

For a single occurrence in a first offence, a student will be subject to academic counselling, with the maximum penalty being to fail the assessment item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that a student may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.

If multiple concurrent occurrences are detected, the student will be subject to the same penalties as for a single first offence and will also be placed on conditional enrolment as set out in the ACT's [Course Progress Policy](#).

b) **Second offence**

For a second offence, a student will fail the unit, with no remedial opportunity. If multiple concurrent occurrences are detected, the student will be deemed to have committed a third offence and the potential penalties for a third offence will apply.

c) **Third or major offence**

For a third offence, whether single or multiple concurrent occurrences, a student may be excluded from any ACT award, or excluded from the enrolled ACT award for up to two years, or any other outcome appropriate to the case but with an impact less serious than exclusion. In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the Academic Board.

In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the Academic Board.

Students who have intentionally and knowingly received information relating to the content or nature of an examination for a unit in which they are enrolled, except that which was commonly released by the lecturer/s as part of the unit, will be dealt with by separate disciplinary processes approved by the ACT's Academic Board.

The RTC is required to report to the ACT Director of Academic Services all offences with respect to plagiarism and cheating for recording in Paradigm Education Management System (PEMS). Such information shall be available to academic registrars by means of a note on the student's record on PEMS to any affiliated college with which a student is either enrolled or intends to enrol.

Appeals

For students enrolled in a coursework unit, any appeal against an outcome will be dealt with in accordance with the ACT's [Grievance Resolution Policy for Domestic Students](#) (section 3).

STUDENT SUPPORT SERVICES POLICY

Introduction

Although RTC provides some student support services directly, the Study Melbourne Student Centre, located in the heart of Melbourne CBD and in proximity to RTC, is recommended as a place to gain general information, referral and practical support for all overseas students on accommodation, health, employment and legal issues. Domestic students can also visit them to gain general information on the aforesaid services.

1. Provision of Counselling

RTC provides counselling to students who wish to seek advice on their spiritual and academic issues, as well as their vocational pathways. The counselling is ordinarily offered by RTC's Faculty directly upon students' requests and it can be offered in person or via internet or phone call, depending on the agreements made between the Faculty and students. overseas students can visit the Study Melbourne Student Centre to gain information about available workshops that can help develop their skills. For any trauma-related issues, students can be referred to external agencies that are covered by RTC's Insurance Provider, upon considering the nature and significance of their cases.

2. Provision of Legal Services

Victoria Legal Aid (<https://www.legalaid.vic.gov.au/>) provides free advice and information on particular services that students may need in legal matters.

The International Students Accommodation Legal Service provided through the Study Melbourne Student Centre also provides a free, confidential and independent legal service to help overseas students with accommodation issues. Their lawyers are available on Tuesdays and Fridays at the Study Melbourne Student Centre.

The International Students Work Rights Legal Service also offers free, confidential and independent legal advice for overseas students with work problems (excluding migration). Their lawyers are available on Monday, Tuesday and Friday at the Study Melbourne Student Centre.

3. Provision of Accommodation Services

On-campus students are expected to seek accommodation options individually. The Barkley Hall Student Residence in Geelong, which is named in honour of the College's founding Principal, Rev. Alexander Barkley, is recommended for consideration as it is the Student Residence Hall of the RTC. Students wishing to reside in the Melbourne area can look for housing options on internet, one venue of which is Australian Christian Accommodation (<https://christianaccommodation.com.au/>). For short stays in the Melbourne CBD area, Melbourne City Backpackers or Melbourne City Tempo (Queens Street) are usually recommended.

4. Provision of Health Services

There are many medical centres in Geelong and Melbourne. For residents in Geelong, a place such as Geelong Medical & Health Group can be visited for initial consultation, and for residents in Melbourne, places such as QV Medical Centre and CBD Doctors Melbourne can be visited for general consultation. More general information about community health services can be found on Victorian Government website (<https://www2.health.vic.gov.au/>).

5. Provision of Academic English and Study Skills Support

RTC provides an hour-long video seminar on Essay Writing to all students. If overseas students need additional help on their academic English, RTC recommends *Theological English: An*

Advanced ESL Text for Students of Theology as an aid to their studies. The textbook helps non-native English speakers gain access to the rich theology of the Reformed tradition, with 30 lessons covering major themes of theology (apologetics, biblical studies, church history, systematic theology, and practical theology). For advanced courses on academic English, RTC recommends students use online platforms such as Open Learning (<https://www.openlearning.com/>) or edX (<https://www.edx.org/>) for free English courses.

6. Provision of Student Advocacy

The Student Fellowship Committee (SFC) at RTC provides students with general practical and academic assistance, facilitates student social events, advocates for the student body, and presents student concerns to the Faculty. Hence when students need advocacy, the Student Fellowship Committee is to be approached for proper appealing process.

7. Provision of Health and Welfare Services

Health and welfare services cover a wide range of supports for issues including those related to physical health (i.e. medical), disability, financial, and tenancy. Current provider details can be found at <https://rtc.edu.au/who-we-are/student-support/>

GRIEVANCE RESOLUTION POLICY

Introduction

It is recognized that from time-to-time students at the RTC may have grievances which need to be resolved in order to preserve good relationships and environments during their study. The aim of the following procedure is to ensure that grievances are received without fear of reprisal, acted upon promptly, and resolved satisfactorily.

Grievance procedure for students concerning academic matters

- (a) Students are encouraged to raise a matter informally with the relevant lecturer in relation to an intra-semester assessment result, or for other matters, the Registrar or Academic Dean of their college of enrolment. This must be done within 14 calendar days of the decision, action or inaction.
- (b) Where a satisfactory outcome is not reached via an informal correspondence with the student's lecturer and/or Registrar, he/she should discuss the issue with the Academic Dean in person.
- (c) If the student wishes to take the matter further, he or she must file a written complaint to the RTC's Academic Dean within 21 days of the initial discussion with the lecturer and/or Registrar.
- (d) Should the matter remain unresolved, the student must then review the grounds for an appeal. If grounds for an appeal exist, the student should file a written appeal to the Dean of the Australian University of Theology and put the grievance in writing within 21 days of receiving the written response from the RTC's Academic Dean.
- (e) Where the student's concerns are not resolved by the Dean of the ACT and where grounds for a Stage Three appeal exist, the appeal may be made in writing to the Registrar of the ACT within 21 days of receiving the written response from the Dean of the ACT.

Grievance procedure for students concerning non-academic matters

- (a) Students should first submit a written appeal about a non-academic matter to the Principal of the associated college or to the ACT Registrar if the matter concerns ACT policy or regulations. This must occur within 21 days of a decision, action or inaction.
- (b) Where a satisfactory outcome is not reached and grounds for appeal exist, the student may submit a Stage Two appeal to the Dean of the ACT (ceo@acttheology.edu.au) within 21 days of the written notice from the RTC Principal or ACT Registrar.
- (c) Should the matter remain unresolved and grounds for appeal exist, the student may then write to the CEO of the ACT within 21 days of the written notice from the ACT Dean in relation to a Stage Two non-academic appeal.

More information about the grievance resolution processes may be found at the [Australian University of Theology website](#).

Grievance Procedure for Residents at Barkley Hall

- (a) A resident with a grievance about services rendered by the RTC shall seek to resolve the matter with the House Parents in private discussion.
- (b) Where private discussion does not reach a satisfactory outcome, the resident may put his or her complaint in writing to the Barkley Hall Leadership Team (BHLT). The BHLT will respond in writing as to whether any action is warranted and/or what action will be taken.
- (c) Where a resident is not satisfied with the response, he or she may advance their concern in the presence of a witness at a meeting with the BHLT.

Any further appeal will be heard by the RTC Principal, whose decision will be at his sole discretion and shall be final.

STUDENT CODE OF CONDUCT, ANTI-DISCRIMINATION AND SEXUAL HARASSMENT POLICY

The Reformed Theological College (RTC) requires all students to abide by the following Code of Conduct Policy. The code applies to all students, whether full-time or part-time, on campus or in flexibly delivered units, and inside and outside of designated class times.

As a Christian institution that trains men and women for ministry and life, the RTC promotes a community environment that upholds the highest standards of behaviour. It strives to ensure that all students and staff are able to work and study in a safe, encouraging environment.

The Code of Conduct Policy offers guidance as to the underlying principles of acceptable behaviour that apply to all students enrolled at the RTC.

1. Principles of General Conduct

It is expected that students will show integrity and self-control in their words and deeds. This includes the following:

- **Acting with Christian integrity and taking responsibility for one's own behaviour.** Students should treat RTC staff and fellow students in a way that upholds the values, integrity, and reputation of the RTC. This includes a willingness to treat students, Barkley Hall residents, RTC staff, and visitors with respect, courtesy and consideration and to respect the privacy of others.
- **Showing respect to RTC staff.** Students should follow any reasonable directive given by a staff member that is issued in the course of their studies.
- **Taking due care of health and safety at the RTC.** Students should follow all health and safety policies and procedures and report any known hazards, incidents, or injuries. Students should further treat the RTC buildings, grounds, and other property with due respect.
- **Responsible use of social media.** Students should be considerate in their use of social media and not, in so doing, endanger the privacy, security or reputation of other RTC staff, students or the College itself.
- **Upholding the laws of Australia.** Students should abide by national and state laws, except where obedience to the civil authority conflicts with Biblical principles.

2. Breaches of the Student Code of Conduct Policy

Compliance with the Student Code of Conduct Policy includes, but is not limited to, refraining from the following specific prohibited behaviours.

2.1. Harassment (General)

Harassment includes a wide range of deliberate and unintentional behaviours which may humiliate, intimidate or offend, and which are unwelcome and uninvited. It includes behaviour which may be written, verbal, non-verbal or physical (including transmission of inappropriate electronic communications and display of inappropriate material from the internet). Such behaviour may relate to another person's:

- Colour, nationality, ethnicity, or national origin
- Sex
- Marital status
- Parental status, pregnancy or breastfeeding
- Physical features
- Impairment or disability including, for example, total or partial loss of body function or body part, mental or psychological disorder, disease, malformation or disfigurement
- Age
- Church membership or affiliation

- Political belief or affiliation
- Personal association with someone who has, or is assumed to have, one of these personal characteristics.

2.2. Sexual Harassment

Sexual harassment occurs when a person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, or else engages in other unwelcome conduct of a sexual nature in relation to the other person, in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated. It may include, but is not limited to, the following:

- Unwelcome touching
- Staring or leering
- Suggestive comments or jokes
- Explicit pictures or posters
- Unwanted persistent invitations to go out on dates or form an exclusive relationship
- Requests for sex
- Intrusive questions about a person's private life or body
- Unnecessary contact, such as deliberately brushing up against a person
- Insults or taunts based on another person's gender
- Sexually explicit physical contact
- Sexually explicit emails or SMS text messages
- Accessing explicit internet sites in order to sexually harass another person in your presence
- The unauthorised entry of a student into the residential areas of the opposite sex on RTC premises

Established cases of sexual harassment will be considered **serious misconduct**.

2.3. Sexual Misconduct

Sexual misconduct occurs when a student engages in consensual sexual activities with another person outside of a male-and-female marriage relationship, or carries out behaviours which are used to obtain gratification against another's will or at the expense of another. It includes sexual harassment (see 2.1), fornication, or any conduct of a sexual nature that is without consent or has the effect of threatening or intimidating the person against whom such conduct is directed.

2.4. Bullying and Intimidating Behaviour

Bullying is behaviour that is offensive, intimidating, humiliating, or that degrades, distresses, ridicules, or insults a fellow student or member of the RTC community. Bullying and/or intimidation includes, but is not limited to, the following:

- Aggressive or frightening behaviour such as swearing, shouting, intimidation or threats of violence.
- The act of making, or threat to make, a student's study or home life difficult (e.g. repeatedly calling a person late at night or on weekends, or spreading false accusations about a person)
- Assault, or threat of assault, against someone, or else the threat (or act) of damaging property
- Rude, belittling, abusive, or sarcastic comments, whether written or spoken, private or public
- Baiting or unreasonable teasing (e.g. singing derogatory songs and inserting a person's name, or using cruel nicknames)
- Demeaning practical jokes

- Standing in a person's way, or deliberately blocking their path in an intimidating manner
- Open hostility

Important Note: Vigorous academic debate will not amount to bullying or intimidating behaviour when it is conducted respectfully and without violating the dignity of others or otherwise creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

2.5. Possession, Supply, or Use of Illicit Substances on College Premises

Illicit drugs are prohibited on RTC property, whether at the RTC campus or at the RTC Resource Centre in Geelong.

2.6. Alcohol Consumption on College Premises

The RTC campus and the RTC Resource Centre areas are to be alcohol free.

Procedures for Dealing with a Complaint of Harassment or Sexual Harassment

Harassment is a form of abuse and encompasses a wide range of physical and verbal behaviours which erode the dignity of individuals. Its nature may be verbal when words were used to offend, humiliate or threaten another person, and physical when physical forces were used to intimidate, maltreat or injure another person. Specific examples of such behaviours are:

- a) Bullying;
- b) the use of rude, foul and abusive language;
- c) constant criticism;
- d) humiliating and demeaning conduct in front of others;
- e) taunts and ridicule;
- f) provision of offensive material.

Sexual harassment is a form of abuse involving unwelcome sexual gestures. It encompasses a wide range of physical and verbal behaviour which erode the dignity of an individual by degrading the sexuality of the individual. Sexual harassment may be implicit (e.g. stares, gestures, sexual innuendo) or explicit (e.g. touching, fondling, sexual proposition). It may take the form of an isolated incident or a series of incidents.

Concerning complaints by students against fellow students:

- Any student may make a complaint concerning harassment to the Academic Dean.
- Both verbal and written complaints may be made and will be taken seriously.
- In either case, there should be clear and sufficient information to allow a complaint to be assessed and dealt with.

In the case of verbal complaints:

- Either the Academic Dean or the Principal, with whom the complaint has been lodged, will assess the substance of the complaint and may confer with the faculty/staff in doing so.

Where deemed appropriate, the Dean or the Principal will either:

- Speak with the student against whom the complaint has been made (the respondent), seeking to deal with the situation pastorally; or
- Recommend that the complainant lodge a formal, written complaint.
- Where action is taken, including pastoral action, the respondent will have the right to know the precise nature of the complaint and the identity of the complainant, unless, in

the view of the Academic Dean and RTC Principal, there is a reasonable probability of risk for the complainant in so informing the respondent.

An appropriate outcome from pastoral action may include a verbal or written apology, mediation (only in minor matters and only by mutual consent), or an undertaking by the respondent that he/she will undergo counselling.

Where pastoral action is undertaken yet fails to achieve a satisfactory outcome, the complainant has the right to lodge a written complaint to the Faculty, so that further action might be taken. In this case:

- The complainant will be informed of action being taken and of any decisions made in regard to the complaint;
- Pastoral care will be provided for the complainant, including doing whatever is feasible to protect the complainant from further harassment.

In the case of written complaints:

- The Academic Dean or the Principal will assess the substance of the complaint and may confer with the faculty/staff in doing so.
- Where he deems appropriate, he will either speak with the student against whom the complaint has been made, seeking to deal with the situation pastorally, or
- Where the complaint is of a particularly serious and substantial nature, refer the matter to the Faculty and/or Chairman of the Board for consideration.
- Where action is taken, including pastoral action, the respondent will have the right to know the precise nature of the complaint and the identity of the complainant, unless, in the view of the Academic Dean and RTC Principal, there is a reasonable probability of risk for the complainant in so informing the respondent.

An appropriate outcome from pastoral action may include a verbal or written apology, mediation (only in minor matters and only by mutual consent), or an undertaking by the respondent that he/she will undergo counselling.

Where pastoral action is undertaken yet it fails to achieve a satisfactory outcome, and where the complaint is of a serious nature and able to be substantiated, the matter will be referred to the full Faculty and/or Chairman of the Board for consideration. Where the matter is so referred:

- The respondent will be notified in writing that this action is being taken, and he/she will have the right to submit a written response to the complaint to faculty;
- Action by the faculty, in the event of a complaint being substantiated in its view, may include:
 - A requirement that the respondent enter into an accountability relationship with an appropriate person
 - A requirement that the respondent undergo counselling, that may result in either suspension of the respondent or expulsion of the respondent
- Pastoral care will be provided for the complainant, including doing whatever is feasible to protect the complainant from further harassment;
- The faculty may, at its discretion, undertake to provide counselling for the complainant;
- The complainant will be informed in writing of action being taken and of any decisions made in regard to the complaint.

Complaints by students against faculty/staff

The above procedures will apply except when complaints are to be made directly to the Principal. If the Principal is the one against whom a complaint is being made, a complaint will be made to the Chairman of the Board.

Complaints by faculty/staff against students

If the Faculty or the Principal is the one making the complaint against a student or students, it will be made to the Chairman of the Board.

Reporting of Incidents

Where the complaint includes an allegation of child abuse (i.e., involving a person under 18 years of age), the matter will be reported to the Victoria Police for investigation, in addition to the procedures listed above.

The RTC's Insurance Broker will be advised immediately of any allegations of abuse.

8) CONTACT INFORMATION

CONTACT DETAILS

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Australia

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Distance: www.ecampus.rtc.edu.au

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Email: info@actheology.edu.au

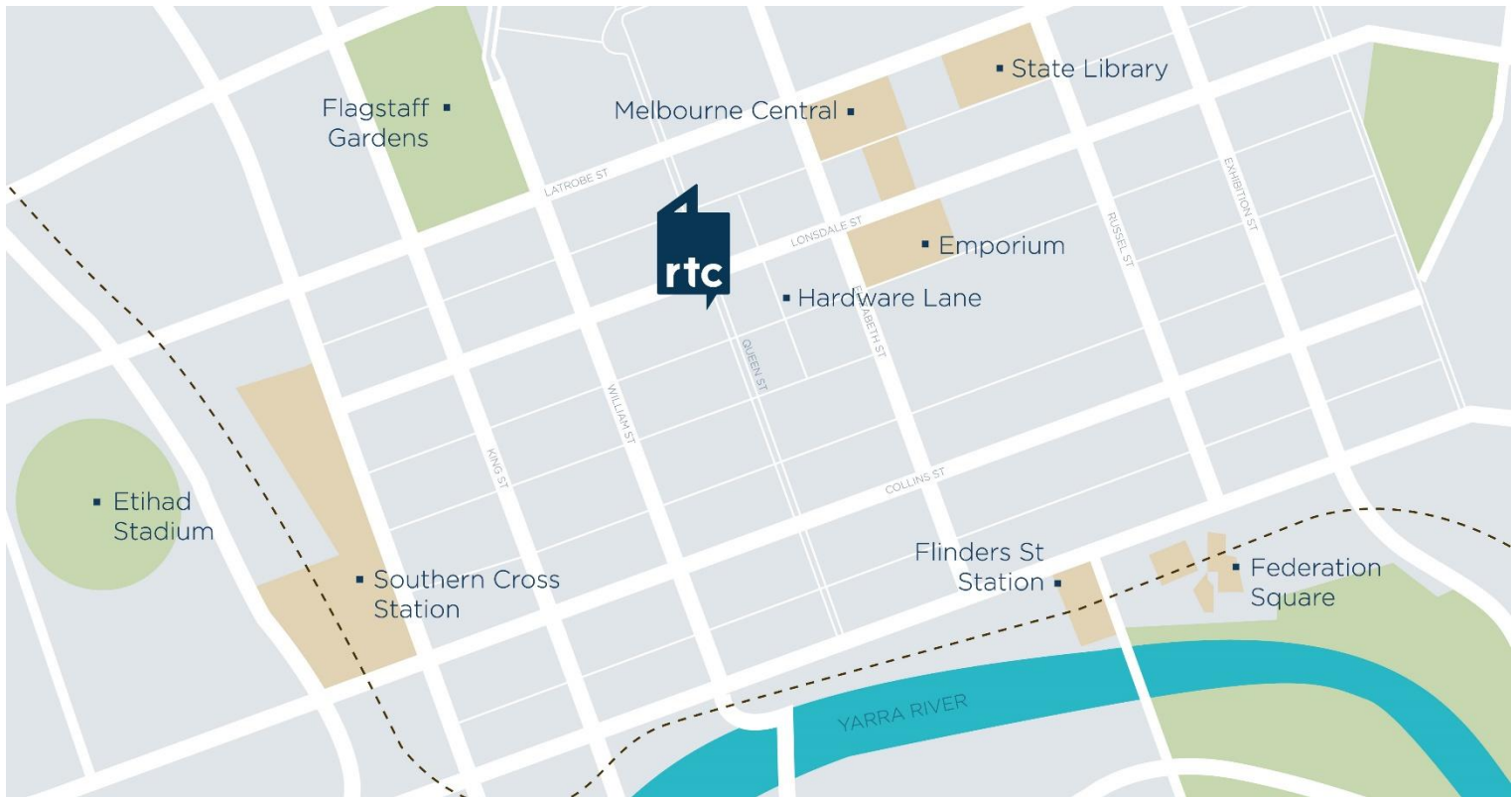
Web: www.actheology.edu.au

ABN: 88 869 962 393

RTC CAMPUS AND RESOURCES

RTC Campus (Melbourne)

The RTC campus is located at level 3, 221 Queen Street, Melbourne, VICTORIA 3216.



The campus features a reception area, two lecture rooms, a quiet reading room for study, and a common room where students may meet, a common bathroom, and a disabled toilet.

