



AUSTRALIAN  
UNIVERSITY OF  
THEOLOGY



Christ-centred training  
for life and ministry

# RTC ACADEMIC MANUAL 2026

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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.

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 that reads "Phillip Scheepers". The signature is written in a cursive, flowing style.

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.

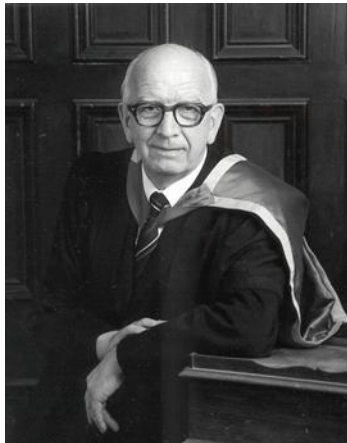
## RTC VISION

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 University 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 that was capable of accommodating up to 70 single students. Many of the residents were 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

While the RTC welcome students from all denominations, five denominations/congregations have an especially close relationship with the College. They are the Christian Reformed Churches of Australia, the Reformed Churches of New Zealand, the Reformed Presbyterian Church, Cross and Crown, Anchor Church, and One Faith Reformed Evangelical Church. 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 2026 INCLUDE

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

## SUPPORT STAFF



**Kenrick van Kerkhof**  
*Business Manager*



**Carolyn Wakefield** AALIA, BBus(Hons), MBIT  
*Librarian*



**Paul Lucas** BCom, MA(Apologetics), GradDip  
*Registrar*



**May Blackhall**  
*Assistant to the Principal / Events Co-Ordinator*



**Ella Borinaga**  
*Receptionist and Campus Administrator*



**Jessica de Clerck**  
*Operations Manager*



**Amos Fong**  
*Executive Assistant to Business Manager*



**Aleesha Bransgrove**  
*Women's Ministry Development Worker*



**Grace Terpstra**  
*Marketing & Engagement*



**Sarah Brehaut**  
*Finance Administrator*

### 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.



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 10.10am. Full-time students are expected to attend and all others who can make it are encouraged to be there.
- On Thursdays 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.

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.

#### 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.

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

Since 1954 the RTC has sought to provide resources that meet the teaching, learning and research needs of our faculty and students across all courses and different delivery modes. The aim of the college has been to build up a wide-ranging collection of resources that represent the broad and diverse points of view in all fields of theological study, while giving emphasis to materials representing the Reformed faith.

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.

In recent years the bulk of our print collection has been held at the main library in Geelong (Waurm Ponds), with a smaller closed access collection available in the RTC Reading Room (Melbourne). With classes taught in Melbourne and online this has meant a heavy emphasis on both purchasing eBooks and subscribing to various eBook and online journal platforms ahead of print material to provide accessible resources to the wider student body.

In 2026 the library is undergoing significant transition following the sale of our Waurm Ponds campus. Construction of a new library is underway on level 8 of our Melbourne campus and will house a carefully considered collection of 12,000 books with the space to expand to hold 16,000 books. Access to this collection and to new study spaces is expected to be completed in April. The remainder of our collection has been relocated to a warehouse in Geelong where a rightsizing project is currently underway. The aim of this project includes removing outdated and obsolete material and purchasing new resources to update and strengthen our collection.

While the print collection is in the process of being relocated, borrowing and usage options will be limited; however, material in the Geelong warehouse remains available for loan. Please contact our librarian (Carolyn Wakefield) for information on item availability.

There are changes to the platform software of many of our electronic resources that have either recently occurred or will take place in the coming months. The nature of these changes means that much of the information that would usually be shared in the handbook is temporary in nature with more details to be provided when they become available.

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. Online resources including access to eBooks and electronic journals are accessible through the library catalogue. Students will be provided with a username and password to access these resources. Suggestions from students for improving library services, requests for book or article scans, 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.

### eBooks

We have a curated collection of approximately 2,300 eBooks available on several platforms all of which are accessible through the library catalogue. Additionally, 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. Many of the 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. The DTL is in the process of moving to a new catalogue system which will mean that links to resources will need to be updated at that point.

Please note that all requests for library assistance, new additions to the DTL, chapter requests and for inter-library loans should be placed with the RTC librarian rather than through staff at the DTL.

## **Journals**

After many years of collecting print journals, we have moved primarily to accessing journals online. Access to both indexed and full-text online journals, articles and book reviews is provided through the DTL (particularly through JSTOR collections, SAGE journals and Proquest central) and the ATLA Religion Database (with ATLAS Serials) which is known as the gold standard in providing current and relevant religious and theological information. Students are encouraged to make use of journals regularly throughout their studies.

## **Library management system – Softlink Liberty (Liberty)**

The RTC uses a library management system called Softlink Liberty (usually referred to as Liberty) for its catalogue. This can be found here:

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

Liberty provides access to our print collection and to a curated selection of our eBook collection. The catalogue offers both basic and advanced searching options which can then be filtered including by collection type and date. In addition to searching these holdings, there are also links from the catalogue to a selection of online journals and open access resources. Guides to using the library are available on the catalogue and these will be updated throughout the year in response to changing systems. A federated library search is accessible through the library catalogue which searches the libraries of most of the colleges within the Australian University of Theology. Please note that for much of this year the availability and location status of print items may be inaccurate due to the relocation of the collection.

## **Geelong warehouse (Raptor place)**

The collection for the rightsizing project mentioned previously is temporarily housed in a warehouse in Geelong. This is also where the librarian is primarily based. Students studying at the Melbourne campus can request that books from the borrowing collection in Geelong 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 and borrowing practices are detailed further in the separate library guides and will need to request through email rather than the library catalogue while location status requires updating.

## **RTC Melbourne Library**

Due for completion in April when books should be available on the shelves (after shelving the books will require processing before catalogue locations are accurate).

The new library will house:

- Reference collection (approximately 2,000) items for use in the library
- Reserve collection which changes each semester for use in the library
- Approximately 10,000 books available for loan
- 29 study spaces including a mix of private and shared spaces
- New books on display
- Limited selection of print journals

- Borrowing computer
- Returns unit
- New books display
- Photocopying/printing/scanning options

## Copyright

In Australia, the *Copyright Act 1968* ([Section 40](#)) allows an exemption for Fair Dealing when reproducing a hard copy text work of over 10 pages for the purpose of research and study to allow for a 'reasonable portion' to be copied. The Act deems it is fair to copy

- Whichever is greater - either 10% of the pages or one chapter of a book
- One article from an issue of a journal (or more, usually two, if the entire edition is on the same topic).
- Whichever is greater - either 10% of the pages or one chapter of a published electronic book

Where more than a reasonable portion of a literary work is used, the *Copyright Act* outlines a number of fairness factors that are used to determine if the use is fair. See *Copyright Act 1968* ([Section 40](#)) for more details.

The Australian Copyright Council publish a number of books and fact sheets related to copyright which offer both practical and valuable information about the topic of copyright including:

- Research or Study - <https://www.copyright.org.au/browse/book/ACC-Research-or-Study-INFO053>
- Internet: Copying and downloading - <https://www.copyright.org.au/browse/book/ACC-Internet:-Copying-&-Downloading-INFO056>
- Disability access and copyright - <https://www.copyright.org.au/browse/book/ACC-Disability-Access-&-Copyright-INFO060>

Please note: Downloading and printing options provided by a number of library eBook platforms including Proquest and EBSCO may allow greater limits than the 10% or one chapter listed above due to individual deals between the platform provider and the publisher.

**\*\*Material that is provided through the electronic reserve collection of the DTL does NOT have this exemption and Australian copyright requirements need to be kept in making any requests (this is different to the 20% mentioned on their website that is available under US copyright requirements).**

If requesting a scanned copy of an item through the RTC Library you should send an email to the librarian that includes the details of the item required; a statement that the material is for your own research and study and provide confirmation that you have not previously been supplied with the material requested (or other material from the requested item)

## 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 2026 Fee Schedule is as follows:

- \$245.00 per credit point (\$2,940 per 12cp unit) for domestic students studying units at levels 5-7
- \$282.25 per credit point (\$3,387 per 12cp unit) for overseas students studying units at levels 5-7
- \$274.00 per credit point (\$3,288 per 12cp unit) for domestic students studying units at levels 8-9
- \$315.50 per credit point (\$3,786 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 AUT'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 2026. 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 AUT Census Date (being the 31<sup>st</sup> of March for Semester 1 and the 31<sup>st</sup> 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 2026

## FIRST SEMESTER

9 – 13 February	Pre-semester intensive (Hebrew A)
17 February	Commencement of Lectures
3 March	RTC Graduation
31 March	Census Date
6 – 17 April 13 – 17 April	Term 1 Holidays Intensives (BB001, EM005)/Study Week
4 – 8 May	Study Week
1 – 5 June	Reading Week
5 & 9 – 12 June	Exams

## SECOND SEMESTER

15 – 16 July	Preaching Conference
21 July	Commencement of Lectures
28 August	Census Date
31 August – 4 Sept	Study Week/Intensive (PC128)
21 Sep – 2 Oct	Term 3 Holidays
2 – 6 November	Reading Week
9 – 13 November	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 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 - 2026

Semester One	Mode	Lecturer/s
Biblical Hebrew A LA003-612/LA003-812	Classroom Available by live video link	Stephen Lewis
Jesus and the Gospels NT001-512/NT001-612/NT001-812	Classroom Available by live video link	Martin Williams
Introduction to Biblical Theology BB001-512/BB001-612/BB001-812	Intensive	Andrew Stewart
Theology of Mission EM005-512/EM005-612/EM005-812	Intensive	Phillip Scheepers
Principles and Practice of NT Exegesis [Greek] NT029-612/ NT029-712/ NT029-812	Classroom Available by live video link	Martin Williams
Specialised Studies in NT: The Fourth Gospel NT206-912/NT207-912	Classroom Available by live video link	Martin Williams
Exilic Prophecy OT014-612/OT014-712/OT014-812 OT015-612/OT015-712/OT015-812	Classroom Available by live video link	Stephen Lewis
Specialised Studies in OT: Exilic Prophecy OT206-912/OT207-912	Classroom Available by live video link	Stephen Lewis
Pastoral Care PC002-612/PC002-712/PC002-812/PC206-912	Classroom Available by live video link	Murray Capill, Rod Smith, Neil Chambers
Christianity in History from 1550 to Modern Times CH002-512/CH002-612/CH001-812	Classroom Available by live video link	Phillip Scheepers
Expository Preaching Workshop A PC130-606/PC130-706/PC130-806	Classroom Available by live video link	Murray Capill
The Knowledge of God TH001-612/TH001-712/TH001-812/TH206-912	Classroom Available by live video link	Andrew Stewart
Old Testament Foundations OT001-512/OT001-812	Online	Michael Flinn
The Doctrines of Grace and Eschatology TH103-612/TH103-712/TH103-812/TH206-912	Online	Kamal Weerakoon

Semester Two	Mode	Lecturer/s
Biblical Hebrew B LA004-612/LA004-812	Classroom Available by live video link	Stephen Lewis
The Early New Testament Church NT002-512/NT002-612/NT002-812	Classroom	Andrew Stewart
The Continental Reformation CH008-612/CH008-712/CH008-812/CH206-912	Classroom	Phillip Scheepers
Pastoral Ministry in Reformed Churches PC128-512/PC128-612/PC128-812	Intensive	Murray Capill
Principles of Leadership and Management PC035-612/ PC035-712/ PC035-812	Classroom Available by live video link	Murray Capill
Expository Preaching Workshop B PC131-606/PC131-706/PC131-806	Classroom Available by live video link	Murray Capill
The Doctrine of God and Work of Christ TH002-612/TH002-712/TH002-812/TH206-912	Classroom Available by live video link	Andrew Stewart
Old Testament Prophets and Writings OT002-512/OT002-612/OT002-812	Online	Stephen Lewis
Church Planting EM026-612/EM026-712/EM026-812	Online	Phillip Scheepers

# TWO YEAR RTC UNIT CYCLE

## 2026 / EVEN-NUMBERED YEAR

### SEMESTER 1

#### On Campus / Flexible

Unit Name	Mode	Lecturer
Jesus and the Gospels	Live	MW
The Knowledge of God	Live	AS
Christianity in History from 1550	Live	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
The Doctrines of Grace & Eschatology	eCampus	KW

### SEMESTER 2

#### On Campus / Flexible

Unit Name	Mode	Lecturer
The Early New Testament Church	Live	AS
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	AS
Living Faiths	Live	PS
Pastoral Ministry in Reformed Churches	Intensive	MC, Team

#### Online

Unit Name	Mode	Lecturer
Old Testament Prophets and Writings	eCampus	SL
Christianity in History to 1550	eCampus	MF (TBC)

## 2027 / 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	AS
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
Christian Worship	Intensive	MC

#### Online

Unit Name	Mode	Lecturer
Jesus and the Gospels	eCampus	AS
Christianity in History from 1550	eCampus	MF
The Knowledge of God	eCampus	KW (TBC)

### SEMESTER 2

#### On Campus / Flexible

Unit Name	Mode	Lecturer
Old Testament Prophets and Writings	Live	SL
Christianity in History to 1550	Live	PS
New Testament Greek B	Live	MW
The Psalter	Live	SL
Pauline Theology and Romans	Live	MW
Expository Preaching Workshop D ^	Live	MC
The Church and its Ministry	Intensive	AS
Expository Preaching: An Introduction	Intensive	MC

#### Online

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

MW - Martin Williams, SL - Stephen Lewis, MC - Murray Capill, PS - Phillip Scheepers, AS - Andrew Stewart, MF - Michael Flinn, JdV - Jack de Vries, KW - Kamal Weerakoon

**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**

**Live:** on campus students attend and participate in weekly lectures in person while 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."<sup>1</sup> 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*,<sup>2</sup> 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.

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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 AUT 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.”<sup>1</sup>
  - (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.

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<sup>1</sup> 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 AUT 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,<sup>1</sup> 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 [AUT’s Extension Request policy](#) for further information.

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<sup>1</sup> 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.”<sup>1</sup>
- 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.

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<sup>1</sup> 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
<b>Book with single author</b>	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.
<b>Book with two authors</b>	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).
<b>Book with four or more authors</b>	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.
<b>Book with no author</b>	<i>The Macquarie Dictionary, 6th ed.</i> (Sydney: Macquarie Dictionary Publishers, 2013).	<i>The Macquarie Dictionary. 6th ed.</i> Sydney: Macquarie Dictionary Publishers, 2013.
<b>A translated book</b>	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.
<b>Book with one editor</b>	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.
<b>Book with two or three editors</b>	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.
<b>Book with four or more editors</b>	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.
<b>Book with both author and editor/s</b>	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.
<b>Book with editions</b>	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 <sup>rd</sup> 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 <sup>rd</sup> ed. Wheaton: Crossway, 2016.
<b>Book with volume numbers</b>	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.
<b>Electronic Source</b>	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, <a href="http://www.sbl-site.org/publications/article.aspx?articleId=581">http://www.sbl-site.org/publications/article.aspx?articleId=581</a>	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. <a href="http://www.sbl-site.org/publications/article.aspx?articleId=581">http://www.sbl-site.org/publications/article.aspx?articleId=581</a>

## 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	Ecccl	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.<sup>1</sup>
- “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

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<sup>1</sup> 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.<sup>2</sup>

## 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.<sup>3</sup>

## 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.<sup>4</sup>

(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.<sup>5</sup>

## 9. Book (Single Author)

Murray, Iain. *Pentecost – Today? The Biblical Basis for Understanding Revival*. Carlisle, PA: Banner of Truth, 1998.<sup>6</sup>

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

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

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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, 1948<sup>7</sup>

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

Archer, Gleason L. *A Survey of Old Testament Introduction*. 2nd ed. Chicago: Moody, 1994.<sup>8</sup>

## 13. Translation

Bavinck, Herman. *The Last Things: Hope for this World and the Next*. Translated by John Vriend. Grand Rapids: Baker, 1996.<sup>9</sup>

## 14. Reprint Edition

Hodge, Charles. *Systematic Theology*. 3 vols. 1871. Reprint. Grand Rapids: Eerdmans, 1952.<sup>10</sup>

## 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.<sup>11</sup>

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."<sup>12</sup>

## 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.<sup>13</sup>

Murray, John. *Collected Writings of John Murray*. Vol. 1, *The Claims of Truth*. Carlisle, PA: Banner of Truth, 1976.<sup>14</sup>

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

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

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

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

<sup>11</sup> 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.

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

<sup>13</sup> 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.

<sup>14</sup> 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.<sup>15</sup>

### 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.<sup>16</sup>

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.<sup>17</sup>

### 18. Multi-Volume Work with One General Title

Hodge, Charles. *Systematic Theology*. 3 vols. 1871. Reprint, Grand Rapids: Eerdmans, 1952.<sup>18</sup>

### 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.<sup>19</sup>

### 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.<sup>20</sup>

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.<sup>21</sup>

### 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.<sup>22</sup>

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<sup>15</sup> 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.

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

<sup>17</sup> 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.

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

<sup>19</sup> 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.

<sup>20</sup> 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.

<sup>21</sup> 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.

<sup>22</sup> 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.”<sup>23</sup>

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.”<sup>24</sup>

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...”<sup>25</sup>

## 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.<sup>26</sup>

## 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.

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

<sup>24</sup> Murray, *Pentecost*, 122.

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

<sup>26</sup> 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.<sup>27</sup>

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.<sup>28</sup>

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.<sup>29</sup>

## 26. Other Electronic References

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

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

Goff, Frederick R. "Gutenberg, Johann" *Encyclopaedia Americana*. CD-ROM. Grolier Educational, 1999.80.<sup>32</sup>

"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<sup>33</sup>

## 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

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

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

<sup>29</sup> 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).

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

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

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

<sup>33</sup> 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
<b>Journal or Periodical</b>	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
<b>Chapter in Edited Book</b>	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.
<b>Article in Reference Work</b>	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.
<b>Book Review</b>	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.
<b>Book (Single Author)</b>	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.
<b>Book (Multiple Authors)</b>	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).
<b>Edited Book</b>	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
<b>Edition (other than first)</b>	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.
<b>Translation</b>	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.
<b>Reprint Edition</b>	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.
<b>Standard Work</b>	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.
<b>Collected or Selected Work</b>	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.

<b>Book or set with multiple authors</b>	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.
<b>Multi-volume work with one title</b>	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.
<b>Multi-volume work with individual title</b>	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.
<b>Multi-volume work with separate publishing dates for each volume</b>	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.
<b>Work in a series</b>	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.
<b>Previously cited reference</b>	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.	
<b>Reference to a Note or Footnote</b>	Benjamin B. Warfield, <i>The Inspiration and Authority of the Bible</i> , ed. Samuel G. Craig (Philadelphia: Presbyterian and Reformed, 1948), 374, n.67.	
<b>Secondary Source</b>	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.
<b>Website and Interest</b>	Timothy George, "Inventing Evangelicalism," <i>Christianity Today</i> , March 2004. <a href="http://www.christianitytoday.com/ct/2004/-003/6.48.html">http://www.christianitytoday.com/ct/2004/-003/6.48.html</a> . Cited 1 March 2004.	George, Timothy. "Inventing Evangelicalism," <i>Christianity Today</i> , March 2004. <a href="http://www.christianitytoday.com/ct/2004/-003/6.48.html">http://www.christianitytoday.com/ct/2004/-003/6.48.html</a> . Cited 1 March 2004.
<b>Other Electronic References</b>	<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.
<b>Electronic Book (eBook)</b>	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.

<b>Student Name</b>	<input type="text"/>		
<b>Student ID</b>	<input type="text"/>	<b>Pigeon Hole #</b>	<input type="text"/>
<b>Unit Code</b>	<input type="text"/>	<b>Unit Title</b>	<input type="text"/>
<b>Title of Assignment</b>	<input type="text"/>		
<b>Word Count Required</b>	<input type="text"/>	<b>Word Count Actual</b>	<input type="text"/>
<b>Lecturer</b>	<input type="text"/>		
<b>Due Date</b>	<input type="text"/>	<b>Date Submitted</b>	<input type="text"/>

## Regulations:

- Essays must conform to the requirements of the AUT (refer to the 2026 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 AUT 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 [AUT's Academic Integrity Policy](#)

<b>Signed</b>	<input type="text"/>
<b>Date</b>	<input type="text"/>
<b>Received</b>	<input type="text"/>
<b>Date</b>	<input type="text"/>



# 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)

<b>Student's Name</b>		
<b>Student ID</b>		
<b>Unit</b>		
<b>Lecturer</b>		
<b>Assessment</b>		
<b>Due Date</b>		
<b>Unable to study from:</b>		<b>To:</b>
<b>Reason(s) for extension:</b>	<input type="checkbox"/> Medical/illness <input type="checkbox"/> Unscheduled employment <input type="checkbox"/> Personal bereavement <input type="checkbox"/> Caring for someone else (pastoral, medical, etc.) <input type="checkbox"/> 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:**

<input type="checkbox"/> Medical certificate
<input type="checkbox"/> Employer note
<input type="checkbox"/> Note or email from your pastor/minister/elder
<input type="checkbox"/> Note or email from someone else
<input type="checkbox"/> 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. 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.

#### 2. 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.

#### 3. 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](mailto: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](mailto: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](mailto:agunarathne@actheology.edu.au)
- The **Melbourne Receptionist**, for information related to campus availability and other aspects of College life  
→ *Current Melbourne Receptionist*: Ella Borinaga, [eborinaga@rtc.edu.au](mailto:eborinaga@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

#### 4. 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 AUT 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.

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.

### **5. 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.

### **6. 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 AUT's [Academic Integrity Policy](#).

Academic misconduct may encompass the following actions:

- a) taking unauthorised materials into an examination;
- b) arranging for another person to sit an examination in the place of the candidate;
- 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) engaging in contract cheating by engaging another party to undertake part of whole of an assessment item and submitting work for an assessment knowing it to be the work of another person;
- f) failing to acknowledge the source of material in an assessment task, including project or thesis;
- g) the inappropriate use of Generative Artificial Intelligence (GenAI) tools including GAI General Purpose tools which are able to perform any task and are creative in output, as well as In-built GenAI's which have a narrow task-specific focus, often on support or summarising and organising information in any assessment task, including project or thesis. (Please review the subpoints about this in the aforementioned Policy.)
- h) submitting a false medical certificate;
- i) submitting incorrect, incomplete or misleading information

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 AUT-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 AUT'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 AUT.

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 AUT 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 AUT award.

In accord with the AUT'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 AUT'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 AUT award, or excluded from the enrolled AUT 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 AUT's Academic Board.

The RTC is required to report to the AUT 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 AUT'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. 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 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 AUT and where grounds for a Stage Three appeal exist, the appeal may be made in writing to the Registrar of the AUT within 21 days of receiving the written response from the Dean of the AUT.

### 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 AUT Registrar if the matter concerns AUT 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 AUT ([ceo@actheology.edu.au](mailto:ceo@actheology.edu.au)) within 21 days of the written notice from the RTC Principal or AUT Registrar.
- (c) Should the matter remain unresolved and grounds for appeal exist, the student may then write to the CEO of the AUT within 21 days of the written notice from the AUT 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](#).

## 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, 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.

## 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

#### **Reformed Theological College**

3/221 Queen Street  
Melbourne, VICTORIA 3000  
Australia

**Phone:** +61 (03) 5244 8600

**Email:** [admin@rtc.edu.au](mailto:admin@rtc.edu.au)

**Web:** [www.rtc.edu.au](http://www.rtc.edu.au)

**Distance:** [www.ecampus.rtc.edu.au](http://www.ecampus.rtc.edu.au)

**ABN:** 21 087 541 884

#### **Australian University of Theology**

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**Phone:** +61 (02) 9262 7890

**Fax:** +61 (02) 9262 7290

**Email:** [info@actheology.edu.au](mailto:info@actheology.edu.au)

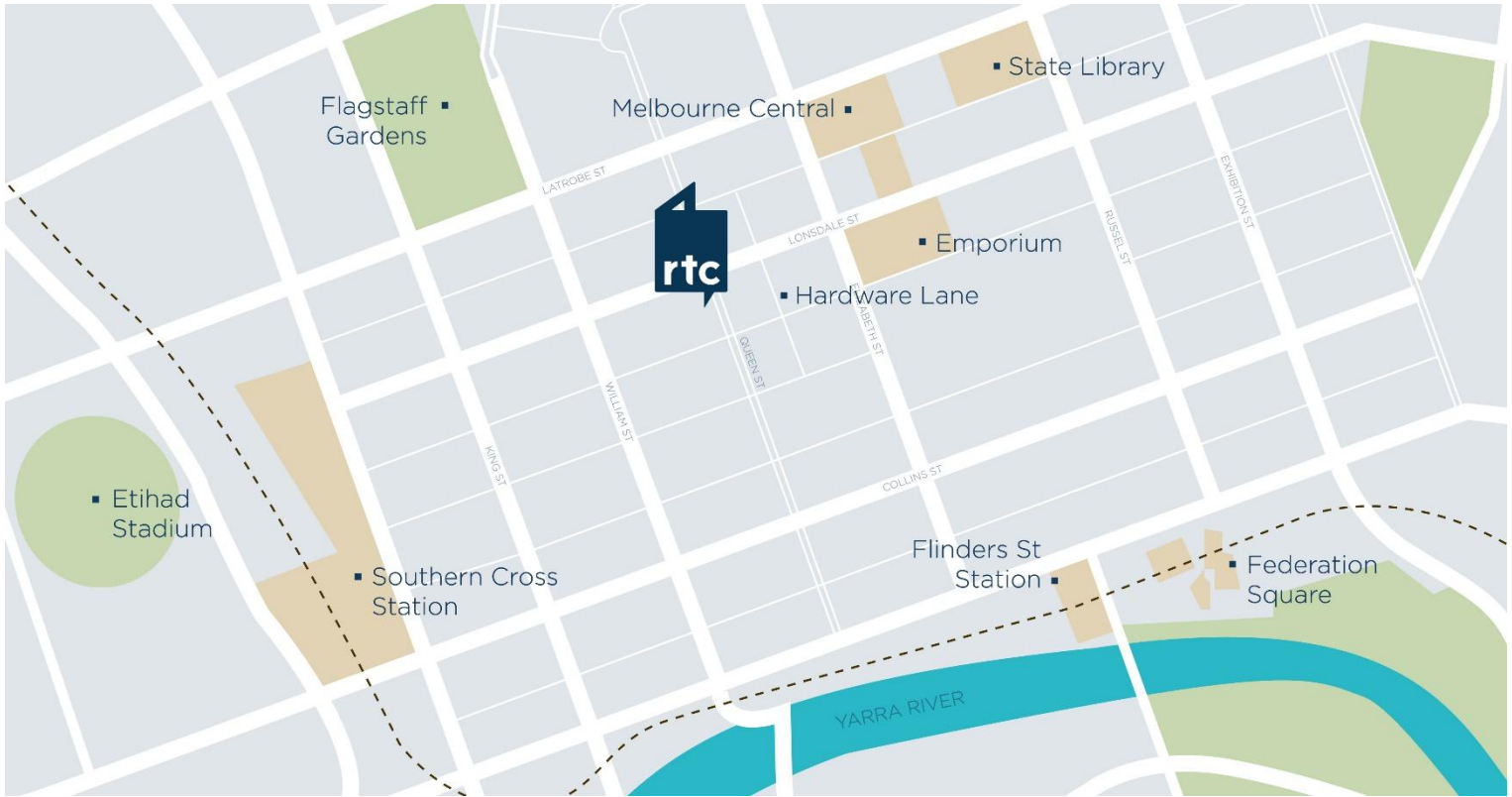
**Web:** [www.actheology.edu.au](http://www.actheology.edu.au)

**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 common bathroom, a disabled toilet, and a common room where students may meet.

