



STUDENT HANDBOOK 2016

www.trinitycollege.ac.nz



Excellence through Collaboration



OUR VISION

To achieve our mission, the College is committed to be an exemplar to the Church and society of:

- Bicultural relationship
- Under-graduate education providing quality interactive education and blended learnings within Aotearoa and the Pacific Region and beyond
- Curriculum provision that clearly addresses cultural and linguistic diversity.
- Innovative delivery methods to dispersed communities
- On-going educational opportunities and professional development for laity and clergy.

Mālō e lelei and Welcome to Trinity College's 2016 academic year!



Whether you are a new or returning student, I am glad that you have made the decision to study with us.

The College theme for 2016 is *Excellence through Collaboration*. Collaboration is one of the hallmarks of any professional learning community. Such a community is characterised by a *group of people who share and critically interrogate their practice in an ongoing, reflective, supportive, inclusive, learning-orientated, growth promoting way, and function as collective enterprise*. Within such a community excellence is attainable.

Trinity College, as an institution of the Methodist Church of New Zealand, upholds the Methodist ethos, and is committed to preparing people for faith-based leadership. As one of the most exciting centres of theological education in New Zealand, we offer programmes that are *credible, accessible, inclusive and transformative*. As a college without borders, you can do our courses and be part of the College community wherever you are 24/7. Our devoted team of tutors will work with you to make sure that what you learn here counts out there.

Let us work and learn together to bring about a successful, exciting and excellent year!

'Ofa atu fau mo e lotu



Excellence
through Collaboration

About Us

Our Story

Trinity Methodist Theological College had its beginnings in the early nineteenth century. New Zealand Methodism's first theological College emerged from the work of the Wesleyan Maori Mission. The Wesleyan Native Institution opened in Grafton, Auckland in 1845 to train Maori students for work as teachers and ministers among their own people.



The college left the Grafton site in 1849. Theological education took place at Three Kings from the 1870s, Prince Albert College from the 1890s and Dunholme College from 1912. In 1929, ministry training returned to Grafton to be based in the newly-built Trinity College (see above picture). For the next half-century, Trinity College was a centre of Methodist educational activity and a focus of Methodist identity. This was a period of significant growth and consolidation.

In the early 1970s, the College moved into partnership with the Anglican College at St John's in Meadowbank. While not without its challenges, the ecumenical venture exposed Methodist students to a wider range of religious traditions and has contributed to a greater understanding between the two denominations.

Further changes to ministry education occurred in the 1990s and 2000s. There was an increasing desire to develop an approach that emphasized practical theology; and in addition the academic side of training was strengthened by participation in the University of Auckland's School of Theology.

While training emphases have changed and developed, Trinity College has sought to balance a focus on practical ministry training on the one hand and academic theological scholarship on the other.

In November 2008 Conference disestablished the Board of Ministry and re-established the Trinity College Council as its governing body.

Our Promise

We are a learning community who are committed to the Methodist ethos. We will provide for you the best educational opportunities that we can, from the resources that we have.

Our courses and papers are for all people interested in theological education and who are passionate about the practice of ministry in contemporary society.

Students will find Trinity College a stimulating environment. Tuition is in small, lively classes and parish placements. There is a strong emphasis on developing both creative thinking and rigorous theological reflection.

There are many options to explore.

Our Educational Aims

The educational aims of Trinity College are to:

- Provide educational opportunities relevant to the needs of learners.
- Provide educational opportunities relevant to the needs of the Methodist Church of New Zealand.
- Prepare people for ministry, both lay and ordained.
- Relate education in the formal disciplines of Theology to the practice of ministry, through processes of ministry formation and theological reflection.

Trinity College is an NZQA registered provider.

Our Graduate Profile

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

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

Governance

The Trinity College Council shall act as Trustees of the Methodist Theological College in terms of its incorporation under the Religious Charitable and Educational Trusts Act 1908, and to hold all lands and funds upon the Trusts declared by the Deed of Trust. Governance of Trinity College is in accordance with the Laws and Regulations of the Methodist church of New Zealand. Membership of Trinity College Council is determined by the Conference of the Methodist Church each year.

Members of the Council for 2016 are:

David McGeorge
Dr Nāsili Vaka'uta (Principal)
Shirley Rivers
Richard Biddle
Dr 'Ema Wolfgram Foliaki
Nicola Grundy (Secretary)
Moi Kaufononga (Student Rep)

Student Review Panel

The purpose of the Student Review is to review the academic progress of students.

The Student Review panel membership for 2016 is:

Jan Lemman Christiansen (Chair)
Dr Nāsili Vaka'uta (Principal)
Diana Tana (Tumuaki Te Taha Māori)
Director Mission Resourcing
Tēvita Finau (Vahefonua Tonga)
Nicola Grundy (Secretary)

Curriculum Review Panel

The purpose of the Curriculum Review Panel is to review on a regular basis the overall shape of the curriculum for all programmes offered by Trinity College.

The Curriculum Review panel membership for 2106 is:

The Principal, Academic Staff, Teaching Fellows, Registrar and up to two people appointed by Trinity College Council

Staff

Administration and Management

- Dr Nāsili Vaka'uta (Principal)
- Nicola Grundy (Administrator & Registrar)
- Misilei Misilei (College Chaplain & Coordinator of Spiritual Formation)
- Barbara Maile (Assistant Administrator)

Academic Staff

Biblical Studies

Dr Nāsili Vaka'uta (Ranston Lecturer & Co-ordinator of Studies)

Theological Studies

Dr Emily Colgan (Lecturer)

Pastoral Studies

Dr Mary Caygill (Senior Lecturer & Co-ordinator of Ministry Formation)

Maori Studies

Te Aroha Rountree (Lecturer & Coordinator of Methodist Studies)

Religious Studies

- Dr Nāsili Vaka'uta
- Dr Emily Colgan
- Dr Mary Caygill
- Te Aroha Rountree

Teaching Fellows:

- Dr Jione Havea (Visiting Scholar, PaCT, Charles Sturt University) *Semester 1*
- Associate Professor Monica J. Melanchthon (Visiting Scholar, Pilgrim Theological College, University of Divinity Melbourne)
- Dr Lynne Frith (Pastoral Studies)
- Prince Devanandan (Pastoral & Religious Studies)
- Diana Tana (Maori Studies)
- Keita Hotere (Maori Studies)

Academic Committee

Dr Nāsili Vaka'uta (Principal), Dr Emily Colgan, Dr Mary Caygill, Te Aroha Rountree, and Nicola Grundy (Registrar).

Programme

PROGRAMME OVERVIEW

Trinity College, in designing its programme takes account of several factors:

- The ministry needs of Te Haahi Weteriana o Aotearoa (Methodist Church of New Zealand) and its bi-cultural responsibilities;
- The standard requirements of the New Zealand Qualifications Authority (NZQA);
- The multicultural composition of its learners and its pedagogical requirements;
- The pluralistic context of Aotearoa in which graduates live and work
- The issues that demand attention and action; climate change, imperialism, discrimination, injustice, violence, human trafficking, oppression, societal wellbeing and many more.

These factors shape the courses we will deliver with the hope that graduates will gain a broader and in-depth understanding of their context of ministry. Students may enrol in one of four programmes or choose to enrol in interest only papers. The programmes of Trinity College are:

Certificate in Lay Preaching (Level 5)	• 3 Compulsory Papers
Diploma in Methodist Studies (Level 5)	• 5 Core papers • 1 recommended and 2 electives for endorsement in a specific type of ministry
NZ Diploma in Christian Studies (Level 6)	• 5 Core papers plus 1 of 2 options • Option 1 - 3 electives • Option 2 - Research essay + 1 elective • For specialisation in their respective stand
Advanced Diploma in Religious Studies (Level 7)	• 3 Core papers • Option 1 - Research project + 1 elective • Option 2 - 3 electives

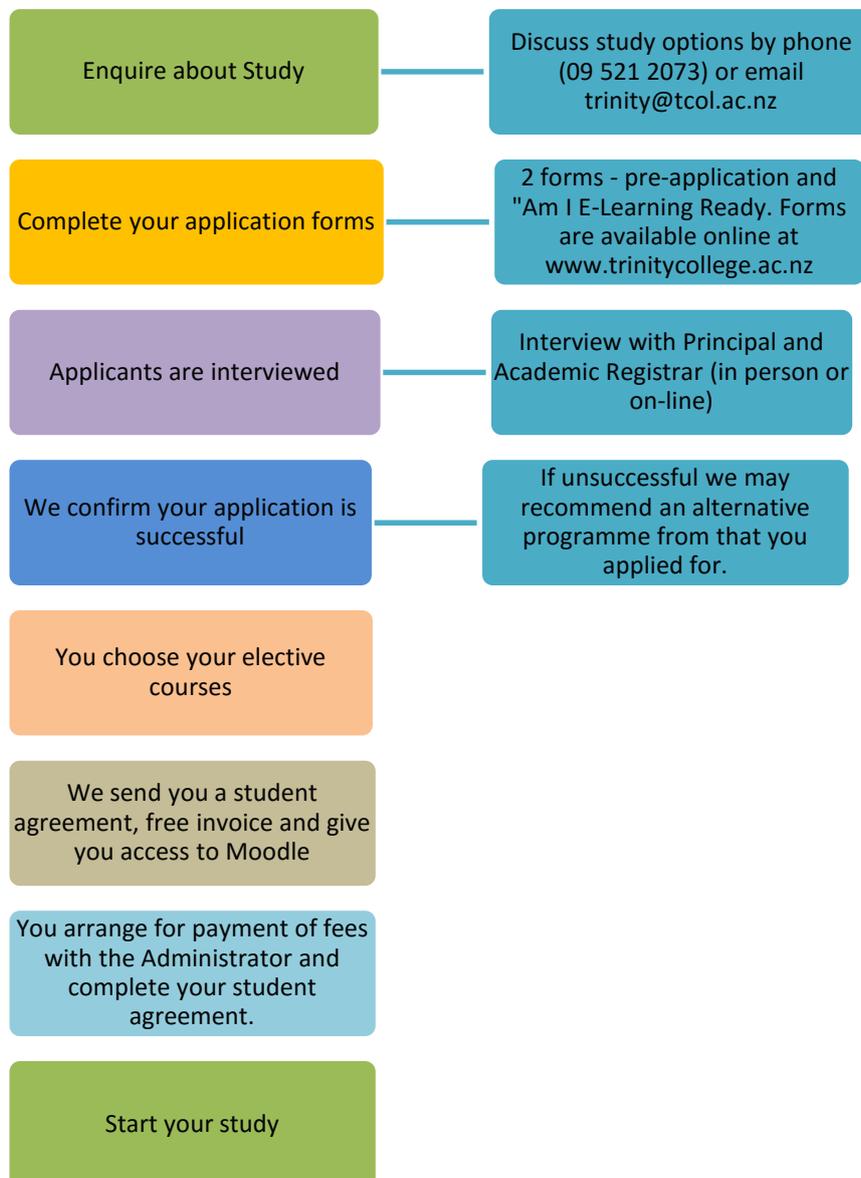
Interest Papers

Students who choose to enrol in Interest only papers are limited to 2 papers per year. Papers may be taken face to face or on-line.

How do I enrol?

Enrolments for Trinity College programmes open from the 1st October 2015 for the 2016 academic year. The enrolment period will be until the 1st December 2015. Once the enrolment period is closed no further enrolments will be taken for the 2016 year except for interest papers. Enrolments for interest papers will only be accepted up until 3 months prior to the commencement of the paper.

All students must be NZ citizens or residents. Trinity College students are not eligible for Study Link or Student allowances. All students who enrol in a programme of Trinity College will be given an orientation into the college. This will be held from Saturday 30th January and conclude on the 1st February 2016.



Assessment



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

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

Detailed course outlines, timetable, marking and assessment criteria are provided at the commencement of each paper. The faculty member responsible for the paper will apply the assessment according to the learning outcomes and criteria as communicated to the student at the commencement of the paper.

The Curriculum Review Panel's internal moderating process monitors the criteria for setting assignments in each paper. Criteria and marking standards remain consistent across all papers. When assessing an assignment or examination, the tutor will indicate the level of competency that in their opinion, the student has reached. This will be in accordance with the stated criteria and stated learning outcomes. On this basis a grade from E to A+ will be awarded. The table below notes the descriptors for grading:

Grade	Mark	Description
A+	90 - 100	Exceptional
A	85	Excellent
A-	80	Superior
B+	75	Very Good
B	70	Good
B-	65	Competent
C+	60	Satisfactory
C	55	Acceptable
C-	50	Marginal
D	40	Unsatisfactory (Fail grade) <i>A student may be invited to re-submit</i>
E	10 - 39	Poor (Fail grade)

Other designations that may appear on the student record and transcript are:

Grade	Description
CC	Cross Credit or Credit Transfer
DNC	Did not complete
RPL	Recognition of Prior Learning
UP	Ungraded Pass (<i>available in exceptional circumstances and awarded by the Principal</i>)
WDN	Withdrawn from paper past the stated final date.

ACADEMIC HONESTY (PLAGIARISM)

Plagiarism is copying someone else's work without acknowledging the source, or putting your name on someone else's work.

When writing assignments, sermons, articles for church bulletins or essays/reflections, it is particularly important to always acknowledge the source of the material you are using. Not do so creates a variety of problems. Students should check their work before submitting to ensure all sources are appropriately acknowledged. Trinity College uses Turnitin to ensure work submitted is your own. All work will be submitted to Turnitin. Tutors will discuss with you the referencing format for acknowledgement.

Guidelines on; what plagiarism is, and how to appropriately reference work is available in the quick links on your Moodle page (referencing site). The style guide that is preferred is Chicago 16th.

Any student caught plagiarising will in the first instance be warned and required to re-submit their work appropriately referenced. Any subsequent breach will be treated seriously including not achieving the paper or in a third offence, possible dismissal as a student. All cases of plagiarism will be referred to the Student Review Panel.

ATTENDANCE

In order to be assessed as having completed a paper, students are required to have achieved an 80% attendance level at face to face classes and to have met the learning hour requirements for the paper. Papers with an allocation of 15 credits have an expectation of 150 learning hours - for example the 150 learning hours might be allocated as follows:

- Lecture periods - 30 hours
- Reading for lectures and self-directed learning - 40 hours
- Critical review of readings - 20 hours
- Research for assignment - 30 hours
- Reflection - 30 hours
- **Total = 150 hours**

The learning hour requirements will be noted on the Course outline which will be available within Moodle prior to the commencement of the paper. Students are expected to take note of the learning hours and plan their study programme accordingly.

APPEALS PROCEDURE FOR ASSESSMENTS

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

The Principal has overall responsibility to ensure that reporting procedures are carried out, and that appeals procedures are known and followed. It is the responsibility of tutors to provide constructive feedback in relation to assessment tasks, so that the learning process is enhanced.

Particular Assessment

- Approach your tutor in the first instance for discussion of grading and possible re-assessment.
- Appeal to the Director of Studies if response is not satisfactory, stating the reasons for challenging the assessment and outlining steps taken.
- Appeal to the Student Review Panel if the Principal is the course tutor.

Final Paper Assessment

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

ASSIGNMENT EXTENSIONS

The due date for assignments are noted on the course outline and in the on-line course page. Students must submit work on or before the due date. In the event of an extension being requested, application must be made no later than two working days prior to the due date. Application for an extension should be made to the Registrar by email and will only be granted in extenuating circumstances. If an extension is granted the evidence of the approval must be attached to the submitted assignment.

Because an application for an assignment extension may not be granted, it is important to work on your assignment as best you can. The following factors will not

normally be considered as contributing to or constituting extenuating circumstances:

- Routine demands of employment.
- Difficulties adjusting to College life, to the self-discipline needed to study effectively.
- Lack of knowledge of requirements for academic work - e.g. not being able to upload assignment into Moodle.
- Scheduled anticipated events - e.g. family birthdays, weddings, church meetings.

You will have to submit your assignment on time if your request for an extension is not granted. If there is outstanding work after the due date, the paper will be marked 'not completed' and the paper requirements will therefore not have been met. No credit will be granted.

RECOGNITION OF PRIOR LEARNING

Students may apply for recognition of both formal and non-formal prior learning. Formal prior learning is defined as study undertaken either within the College or at another institution prior to admissions to a programme. Non-formal learning is previously acquired learning based on life experience, work experience, on-the-job training, or teaching yourself.

Recognition of Prior Learning (RPL) is based on the principle that it is wasteful and demotivating for the applicant and education provider to spend time and effort studying or teaching knowledge or skills that have already been achieved. RPL involves Trinity College making a fair and valid assessment of an applicant's abilities. The assessment may result in the applicant receiving credit for some portion of a programme (or in some cases the whole programme) that leads to a qualification. Students must be informed of the availability of RPL prior to or at enrolment.

Timeframe

- Once the full RPL application is received by the Registrar, including ALL relevant documentation, the evaluation will usually be completed within 2 weeks;
- For students already enrolled, all RPL applications should be submitted within 2 weeks of the start of the course. Late applications will not necessarily be considered;
- Students are required to continue attending classes until the outcome of any RPL application is confirmed.

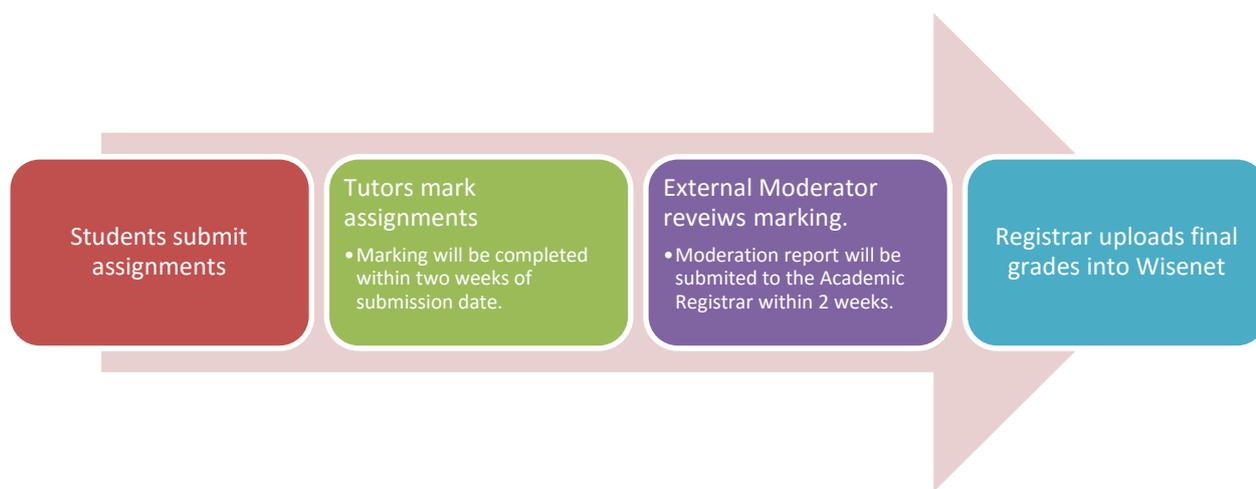
The full policy on Recognition of prior learning is available on-line in the learning management system – Moodle.

REPORTING AND RECORDING OF ASSESSMENT

Marks, grades, or pass/fail assessments will be reported to the student within a reasonable time of the assessment work being submitted. Feedback will be

provided on the reasons for the assessment to aid future learning. All assessment of the various kinds of assignments will be administered through Trinity College's learning management system (Moodle).

Assessment mark sheets will be retained for six months from the point of assessment to allow for any process of appeal. Records will be kept on file of the assessment results of all students together with other relevant data, and maintained in a secure place. Final moderated results are available to the students through the student management system (Wisenet). If students submit work late, their final results may be delayed.



ASSESSMENTS IN TE REO MĀORI

In recognition that Te Reo Māori is one of the official languages of New Zealand, Trinity College upholds the right of all speakers of Te Reo Māori to submit their assessments in Te Reo.

If students wish to submit in Te Reo they must follow the procedure noted below:

1. Students should give an indication to the Principal and Registrar during their enrolment interview that this is an option they would like to consider.
2. The student must inform the tutor of the paper at least two weeks prior to commencement that they wish to submit their assessments in Te Reo.
3. The tutor will work with the Registrar and Lecturer in Maori Studies to identify and access appropriate assessors for the subject and set moderation procedures in place.
4. The moderation will ensue that all assessments are just and equivalent to that for students using English for the same activity.

General Information

AWARDS AND SCHOLARSHIPS

As approved by Trinity College Council, the following prizes and awards will be given to students who have met their criteria at the end of year graduation:

- *Ranston Prize in Biblical Studies* - The recipient of this prize must be a student who has fulfilled the requirements for his or her studies within two years and specialised in biblical studies.
- *Wesley Prize in Theological Studies* - The recipient of this prize must be a student who has fulfilled the requirements for his or her studies within three years and specialised in theological studies.
- *Williams Prize in Pastoral Studies* - The recipient of this prize must be a student who has fulfilled the requirements for his or her studies within three years and specialised in pastoral studies.
- *Prize in Māori Studies* - The recipient of this prize must be a student who has fulfilled the requirements for his or her studies within three years and specialised in Māori studies.
- *Best Performing Student in Methodist Studies (Level 5 Diploma)*
The recipient of this prize must be a student who has successfully completed the requirements for the Diploma in Methodist Studies (Level 5) within three years with an overall grade of B+ or higher.
- *Best Performing Student in Christian Studies (Level 6 Diploma)*
The recipient of this prize must be a student who has successfully completed the requirements for the Diploma in Christian Studies (Level 6) within three years with an overall grade of B+ or higher.
- *Best Performing Student in Religious Studies (Level 7 Diploma)*
The recipient of this prize must be a student who have successfully completed the requirements for the Advanced Diploma in Religious Studies (Level 7) within three years with an overall grade of B+ or higher.
- *Best Performing Ministry Candidate* - The recipient of this prize must be a ministry candidate who have successfully completed the training for ministry within three years with an overall grade of B+ or higher.
- *Award for Service to the College* - This award will be given in recognition of service to students and the College community.

- *Top Award for Best Academic Performance/Academic Excellence*
The recipient of this prize must be a student who have successfully completed the requirements of his or her programme of study within three years with an overall grade average of B+ or higher.

Te Haahi Weteriana Leadership Grant/Scholarship

- *Undergraduate Studies*
A scholarship/grant to assist a high achieving student to complete an undergraduate degree in theology or related area at a New Zealand or overseas theological institution.
- *Principal's Scholarship for Postgraduate/Doctoral Studies*
A scholarship/grant to assist a high achieving student to do a postgraduate or doctoral degree in theology or related area at a New Zealand or overseas theological institution.

BURSARY

Bursary assistance is available through the T L Hames Student Scholarship fund for bursaries to:

- Accepted candidates for ministry towards course fees;
- Students from outside of Auckland to assist with travel & accommodation.

Funding for bursaries is limited to the income received each year from the T L Hames fund. Bursaries will be awarded as a priority to Methodist Church of New Zealand approved candidates for ministry.

The awarding of bursaries is based on:

- The Methodist Church of New Zealand's ongoing commitment to a student's training;
- Any other scholarship or grant funding held by the applicant;
- Cost of overall study during the year;

The duration of the bursary is for one academic year. Successful applicants will be required to work hard at the agreed course of study, attend lectures, complete assignments by the due date and participate in all requirements of the College. Unsatisfactory performance during the year of study may result in the student returning to the College the allocation of their bursary.

Applications for Bursary are open from the 15th November. Applications must be submitted on the Bursary application form (available from the Moodle home page). The closing date for applications is 15th January. No late applications will be considered. Successful applicants will be advised by the 31st January.

COMPASSIONATE LEAVE

Sometimes things happen that are beyond our control. When circumstances demand, students can seek compassionate leave from their programme as follows:

- For the birth of a child
- Death of a parent, spouse/partner or child
- Sickness of student, spouse/partner or child.

Other leave may be taken to attend a tangi or funeral of another family member or close friend. In all cases this should be discussed with the Principal as soon as the need becomes apparent.

DISMISSAL FROM COLLEGE

The College has the right to discontinue a student from Trinity College and their studies at any time upon the following grounds:

1. Falsification of all or any part of an application
2. Acts of violence towards any other student or member of staff
3. Dishonesty
4. Being charged with or convicted of any criminal offence
5. Failure to achieve satisfactory academic progress
6. Plagiarism
7. Failure to demonstrate satisfactory progress towards training for Methodist ministry
8. Failure to meet any of the requirements for students as specified in the College Handbook
9. Any other serious breach or conduct which in the opinion of the Student Review Panel constitutes grounds for discontinuance.

The College has the right to suspend any student for breach of any of the provisions from 1 – 4 inclusive with immediate effect. In this event, the student shall be barred from attending any class, event, or function at the College. Without the express consent of the Principal being upon College property shall constitute an act of trespass.

In the case of students who have been accepted by the Methodist Church of New Zealand as candidate for ministry, the Laws and Regulations of the Methodist Church of New Zealand will apply.

In the case of private students (that is all students who have not been accepted as candidates for ministerial training by the Methodist Church of New Zealand) the student will be asked to appear before the Student Review Panel where a determination will be made.

The Appeals Procedure as outlined in this Handbook (pg 20) in relation to assessments will apply.

E-LEARNING

Since 2009 Trinity College has had an e-learning system to enhance the teaching programme. It is important that Trinity College has a learning environment that has the ability to actively engage students, enable participation with the college community so we can collaborate, reflect, think critically and test assumptions as skills and knowledge are developed.

Moodle is used as our e-learning platform and all students will use Moodle. Once enrolment is confirmed, you will receive a username and log-in. It is important that you log into Moodle and become familiar with the system as quickly as possible. You will only be able to access those courses which you are enrolled in.

All Trinity College assignments are to be submitted through the Moodle classroom. In order for the College to assess how best to help you engage with this platform, it is important that you complete the **Am I E-Learning Ready form** (available on the Trinity College website). If we have some idea of your learning context then we can better support you into success with your study.

For Help

If you need any help – it is important you seek it. You can do this by:

- Contacting the Registrar
- Posting a question in the Q & A forum in the Help Desk (if you are stuck, others might also be and the responses can be available to everyone).
- Checking on the questions and responses in the Q&A forum in the Help Desk
- Talking with other students who are familiar with the system
- Don't be afraid to try things yourself.

It is most important that you don't give up in frustration.

Equipment

In order to engage on-line you can use: a desk top computer, a lap top, a tablet (e.g. iPad or Surface) or a phone. You can also use the computers in the Kinder Library, or other public libraries.

On-line classes

Students from outside Auckland are able to enrol in papers for on-line tuition. On-line classes will be streamed live, meaning that you will be participating in the class in real time. If you are engaged in classes from a distance, you are encouraged to have a headset with a microphone attached. If you do not have one, not a problem! You can use computer speakers to listen and/or a built-in or external microphone. If you do not have a microphone, you can communicate using the text chat.

FEES

Once your programme has been confirmed you will be emailed an invoice with the total cost of your fees. Fees cover the cost of tuition & resources, and in the case of a field trip costs associated with travel, meals and accommodation.

Trinity College students are unable to access Study Link to assist with the cost of course fees. Our payment policy has been developed with that in mind. Payment of fees can be made in instalments across the duration of your study period. However regular and on-going payments need to be made. All fees must be paid in full by the conclusion of your study.

On-line payment is the preferred method; however payment can also be made by Visa/MasterCard, cheque or cash. Eftpos is not available.

Payment Default

If no fee payment is made, or a student does not make arrangements with the Administrator for delayed payment, the student may be withdrawn from their study. Trinity College also reserves the right to with-hold all academic results until fees are paid.

Should a student be in default of their fees, Trinity College may forward the details of any amounts owing and overdue for payment, to a debt recovery agent for the purposes of recovering the debt. If Trinity College makes a decision to recover the costs of unpaid fees through debt recovery or legal proceedings, these costs may at the discretion of Trinity College form part of the claim against the student, and be added to the total amount owed.

Refund of Fees

If Trinity College finds itself in a position that a course must be cancelled due to insufficient enrolments, or for unforeseen circumstances, a full refund of course costs will be paid to the students.

Where a student withdraws from a paper, a refund will be paid in accordance with the policy. (See withdrawals page 30)

Fee Protection

It is a requirement of NZQA that Trinity College Council put in place arrangements for the protection of student fees in the event that the programme a student is enrolled in ceases to operate. Trinity College Council's fee protection arrangement applies to all Trinity College programmes where students pay fees, whether NZQA approved or otherwise.

It is agreed by the Conference of the Methodist Church of New Zealand that the Board of Administration will act as guarantor for student fees.

GRIEVANCES

Trinity College is committed to providing an environment which is safe, and which is free from harassment and discrimination.

Harassment, Bullying, Personal Safety

Any forms of harassment, bullying or discrimination on the grounds of gender, disability, sexual orientation, status, ethnic origin, academic, philosophical or religious beliefs is unacceptable.

If a student feels they are a victim of such behaviour and are unable to resolve the situation themselves, they should submit a written complaint to the Principal, or the Chairperson of Trinity College Council in the case that the complaint is against the Principal.

Any instances of harassment, bullying or discrimination involving students will be investigated by the Principal and reported to the Student Review Panel. Any instances of harassment, bullying or discrimination involving staff will be investigated and resolved using the Methodist Church of New Zealand complaints process.

Personal Complaints

If a student wishes to make a complaint relating to a person, pastoral or community matter it should be referred in the first instance to the Registrar. If this does not resolve the matter, the student should refer their complaint to the Principal. If the above avenues do not result in satisfactory resolution, the student may refer the matter to the Chairperson of the Student Review Panel in writing. The Chairperson of the Student Review Panel will arrange agreed moderation if necessary.

IT RESOURCES

Trinity College provides broadband and computers for the use of students at the Student centre. It is the responsibility of all students to use and protect these IT resources appropriately. This means that all relevant laws and College policies must be complied with at all times.

Students must ensure that:

- IT resources are used responsibly, efficiently, in an ethical manner, and with due regard to the rights of other students.
- Computers must not be used for the purpose of creating, accessing or transmitting or dealing with content which may reasonably be regarded as objectionable, obscene or offensive, or in a manner which is contrary to the ethical standards of ministry or Trinity College policies, or expose Trinity College to legal liability.

- That all material accessed and used is in accordance with the Academic honesty policy as noted on page 19 of the College handbook.
- No programme is uploaded onto a Trinity College computer without the express permission of the Administrator or Principal. Any programme installed must be appropriately licensed for use by Trinity College.
- Computers are not removed from the premises of Trinity College unless express permission has been granted by the Administrator.
- All personal material is removed from the computer at the conclusion of their session.
- There is no breach the privacy of any individual or use of computers to bully, harass or victimise any other person. Any evidence of inappropriate use may result in disciplinary action.

MINISTRY FORMATION PROGRAMME

Trinity College undertakes on behalf of the wider Methodist Church of New Zealand to form students for ministry in a variety of ways:

- Through course work in its designated study programmes
- Through corporate worship
- Parish or ministry placement
- Spiritual formation
- Denominational learning
- Learning the arts and practices of ministry

Students who are accepted as candidates for ministry are required to be part of the ministry formation group which meets monthly over a weekend. They will gather with student colleagues for a variety of activities and specific input. They will assist in the planning and leading of various aspects of the College Worship Service each month under the oversight of Trinity College staff.

STUDENT GUIDANCE & SUPPORT SYSTEM

It is the policy of Trinity College that all students should have access to guidance and support systems, and be protected from any harm as a result of College programmes. This policy includes ensuring that students are aware of the need for and provision of support personnel and groups, including chaplain, counsellors, sexual harassment contact persons, and peer groups.

It includes also the provision of adequate information about expectations of courses and practical activities, and the possible impact of these on students, together with information about relevant services for guidance and support.

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

WITHDRAWALS & REFUNDS

When considering withdrawing from a paper, students should contact the Registrar or Principal to discuss programme changes or withdrawals. If you want to drop a paper or withdraw from a paper once started, students must submit a course withdrawal form.

You are regarded as having failed a course if you do not notify the Registrar of your withdrawal from a course before the commencement of the course or before the second session of the course.

Refunds

Students withdrawing from a course before the second session will be eligible for a full refund of course fees, less an administration charge of \$50. The course will not appear on your academic transcript. Students who withdraw after the second session may be liable for the full course fees.

Note: Failure in coursework is not a valid reason in itself for late withdrawal from a course.

Withdrawal Forms

These are located on the home page of the student learning system (Moodle). The form should be submitted to the Registrar by email.



The John Kinder Theological Library is the library and archive for the Anglican Church in Aotearoa, New Zealand and Polynesia. It is also the library for the Methodist Church of New Zealand Te Haahi Weteriana o Aotearoa. It holds the former library from Trinity Methodist Theological College which has been on the site St John's College campus since 1973.

The collection at the Kinder Library includes 100,000 books and other resources, as well as a growing collection of e-books and e-journals. Most resources are in the subject areas of Biblical study, theology, Ministry, Anglicanism, Church History, Missions and Pastoral Care. There are smaller collections of Maori and Pacific resources, and extensive print, archive and manuscript collections in Church history for New Zealand and parts of the Pacific.

Trinity College students are expected to join the library and to make use of this resource for their study. A link to the library can be found on the Moodle home page.

Student Association

STUDENT CENTRE

At the beginning of 2015, the student body of the College asked for a place where they could gather for study and socialising. The designated Principal's residence at 2 College Rd (across from the St John's College campus) was the answer. Within a few months, students together with the College worked together to raise some money to bring the place up to standard. As a result, Buddle House is now known as the Student Centre, and it also is the location of the Administration office.

The house is fully equipped with internet network, computers, and TV screens for the use of students and for online classes when needed. The Centre also has three bedrooms available for short stay at a cheap cost of NZ\$50.00 per night or NZ\$70.00 per night including meals. The downstairs garage is also available as a study space.

Behind the Centre is a self-contained 1-bedroom flat which serves as Trinity College's Guest House for visiting scholars and guests of the College.

Accommodation: **Booking is essential, and this can be done by contacting the Administrator – trinity@trinitycollege.ac.nz**

STUDENT ID

Student ID cards are available for all students. As well as a physical card an app is also available for your phone. The ID cards provide discounts at a variety of places around New Zealand. Trinity College uses the services of Student Card New Zealand to provide this service. The cost of the cards is provided through the Student Association and Trinity College.

STUDENT LEADERS

During Orientation students will be asked to elect their student leader for 2016. The student leader meets with the Principal and Registrar on a regular basis to discuss any matters of importance to the student body. The leader is the person who represents students on Trinity College Council. They will report back to students on any issues, as well as representing students to Governance and Management.

Course Descriptions

BIBLICAL STUDIES

BS510/610 Exploring the Bible (15 credits)

This course is an introduction to the historical, literary, and theological aspects of the Bible. We will survey the central characters and events of biblical history, examine the variety of genres found in the Bible, and discuss key theological themes emphasized within the Bible. Students will be introduced to basics of biblical criticism and interpretation.

BS611 Interpreting the Bible (15 credits)

This course introduces students to theories and methods of biblical interpretation and their applications. The aim is to enable students to understand the task of interpretation, and basic concepts like 'hermeneutics,' 'meaning,' 'text,' 'context'; critically analyse biblical texts, and engage with the Bible in a transformative manner.

BS612 Reading the Bible in Oceania (15 credits)

What do readers in Oceania find in the Bible? What do they avoid? What do they overlook? This course will engage these questions, provide opportunities for participants to name their interests and blind spots around some of the current concerns and struggles that agitate the people of Oceania--island space and ways, migration and labour, sexuality and spirituality, church and discrimination, diaspora and nativism. This course will draw upon resources written by and around natives of Oceania also.

BS620 Deciphering the Bible (15 credits)

This is a year-long course that offers a very basic guide to Biblical Hebrew and New Testament Greek. The aim of the course is to enable students to read simple texts in the original languages of the Bible, and to use tools like lexicons and dictionaries for in-depth study of texts.

BS621 Decolonising the Bible (15 credits)

This course explores the political impact of empires on the composition of biblical texts and on their subsequent interpretation. It analyzes the ways that imperial interests are both embedded in and critiqued by biblical texts. It then turns to the way the Bible was deployed in imperial adventures of the past centuries. In colonial contexts, the Bible was used as both a mechanism of dominion and a resource for resistance to the unjust excesses of empire. This ambivalent legacy endures in our world today, because even though countries have achieved independence, the old colonial dynamics persist. How do indigenous Christians in colonized contexts interpret a book that has been used to justify their oppression? Why would they even read it? How do women in these circumstances cope with being doubly colonized, disabled both by their national origins (and race, ethnicity) and also by their own (subjugated) men?

And have biblical scholars unconsciously served the colonial enterprise by pursuing the “historical” meaning of texts and marginalizing readings that are too political and impassioned?

BS522/622 Women in/and the Bible (15 credits)

A study of the place of women in biblical and intertestamental literature and in the socio-cultural context of antiquity. Special attention to the ongoing influence of biblical texts on the lives of women in the church and world. In this class, we will explore biblical and intertestamental narratives, laws, and poetry concerning women. We will investigate the historical contexts of these texts, building a picture of what life was like for women in ancient Israel and the ancient Mediterranean world. We will also consider the influence of these texts on the lives of women and men in the church and question their significance for life in the twenty-first century.

BS530/630 Violence in/and Sacred Texts (15 credits)

This course is an analysis of narratives and injunctions in sacred texts, specifically the Bible [and the Qur'an], dealing with violence, which will serve as the basis for an examination of how individuals and groups use these sacred texts and images found therein to ground or justify their actions.

BS631 The Bible in the Public Square (15 credits)

This course looks at how the Bible is used in public discourses and engagements; in films, media, and arts, as well as the challenges posed by public issues like gender justice, neoliberalism, neo-colonialism, violence, human trafficking, and so forth. Engagement with people in urban settings will be part of the course so students can have some idea of the reality on the ground vis-à-vis social visions of the Bible.

BS531/632 Special Topic: Acclimatising the Bible (15 credits)

This special topic course is included for the following purposes: (i) to have a space available for in-depth discussion of a particular issue or subject that is deemed significant for training of students for Christian ministry and leadership; (ii) to accommodate the teaching interests of scholars who visit or are invited by the college. Such special topics will change from time to time.

REBS650 Research Essay in Biblical Studies (30 credits)

This option is for those who have completed the core and required courses for a Biblical Studies strand with an average B grade or above. The duration for the project is one full semester. A research proposal has to be approved by the Ranston Lecturer in Biblical Studies prior conducting the research. The research project is equal to two courses.

THEOLOGICAL STUDIES

TS510/610 Introduction to Theological Studies (15 credits)

This course will survey the landscape of theological studies to give students an overall understanding of the field, and its development over the years; to introduce students to basic beliefs of the Christian tradition, and to enable them to do critical theological thinking and reflection on public and contextual issues.

TS511/611 Introduction to Ethics (15 credits)

This course offers an orientation to Christian ethics, and will explore the moral implications of the Christian commitment, the formulation and development of the principles of Christian ethics for persons and within communities, and their application to areas of contemporary life. Because Christian ethics is a form of reflection which arises out of moral conflict, the course utilizes specific moral problems as a way of exploring these themes.

TS612 Doing Theology in Oceania (15 credits)

This course engages critically with the shifts in hermeneutics and theological discourses, and reassess the significant move towards contextual and cross-cultural theology. Various modes of contextual theology will be scrutinised in class, with particular reference to theologies from Oceania and Aotearoa. Students also trace the emergence of a range of contextual approaches that are current within contemporary theology leading to the undertaking of a major contextual project.

TS520/620 Re-storying Christianity (15 credits)

This course retells the story of Christianity from the first century CE to the present, and pays close attention to the story of Christianity in Oceania and Aotearoa. Development of the Christian tradition, key theological debates, schisms, and issues that shattered the unity of the movement will be taken into account. Contemporary challenges that confront Christian churches, and the emergence of new groups will be given due examination and critical scrutiny. This story of Christianity will be shared alongside its historical counterpart, colonisation.

TS621 Re-thinking God (15 credits)

This course reconsiders the basic theological tenets of Christianity, especially the Christian doctrine of Trinity, from a 21st century, multi-faith and multi-cultural perspective. It gives students an opportunity to re-think, from their own standpoints, the idea of God, and to re-examine the development of the theology of God, the Christ, and the Spirit. What does it mean to believe in a God? Who really is this person called the Christ? What exactly is the Holy Spirit? What has God got to do with humans and earth? Questions such as these and more will be discussed and debated.

TS522/622 Being Human (15 credits)

What does it mean to be human? After a brief survey of traditional Christian answers to this question this course will focus on the theological anthropology that has become the de facto theory of human nature since the emergence of the modern western world in the early 19th century. Theological anthropology can be the driver of other doctrines in a systematic theology; it also underpins work not necessarily seen as theological, such as ethics, development, and human rights. A rich understanding of this anthropology will be necessary for theological reflection in our current contexts.

TS630 Moana Eco-Theology (15 credits)

This course briefly traces the origin and development of eco-theology, the current trend in eco-theological debates, and the relevance of those debates to the current ecological climate and realities in the context of Oceania, and Aotearoa in particular. The purpose of the course is to raise awareness amongst those who are training for ministry to the reality of climate change, and to set a platform for appropriate church and/or faith community responses.

TS531/632 Special Topic: Justice and Theologies of Terror (15 credits)

This special topic course is included for the following purposes: (i) to have a space available for in-depth discussion of a particular issue or subject that is deemed significant for training of students for Christian ministry and leadership; (ii) to accommodate the teaching interests of scholars who visit or are invited by the college. Such special topics will change from time to time.

RETS650 Research Essay in Theological Studies (30 credits)

This option is for those who have completed the core and required courses for a Theological Studies strand with an average B grade or above. The duration for the project is one full semester. A research proposal has to be approved by the Lecturer in Theological Studies prior to conducting the research. The research project is equal to two 15-credit courses.

PASTORAL STUDIES

PS510/610 Introduction to Pastoral Studies (15 credits)

This course will introduce students to some practical tools and models for engaging in critical theological reflection in order to develop the skills and practices in pastoral ministry of relating life to theology and theology to life. The course will also assist in the development of a growing competence in the practice of pastoral care across varying contexts and life situations in the context of ministry in Aotearoa New Zealand.

PS511/611 Ethical Principles for Ministry (15 credits)

This course will assist students to identify key ethical issues arising in the ordinary practices of ministry. In particular it will lead to an understanding of the ethical framework for ministry embodied in The Methodist Church of New Zealand Ethical Standards of Ministry, through which ministry personnel are held accountable.

PS512/612 Methodism in Aotearoa (15 credits)

This course is an exploration of the development of Te Haahi Weteriana o Aotearoa; with a particular focus on the establishment of the Bi-cultural Journey, Connexionalism and Agents of Change.

PS513 Introduction to Word and Deed in Methodist Thinking (15 credits)

This course introduces you to the works of the missions in providing social services throughout NZ, and you are challenge to think about the theological imperative of word and deed, the Methodist contexts, the relationship between social services and parish life in urban ministries.

PS514 Engaging the Community (15 credits)

This paper gives students some basic knowledge and skills in community engagement and development. It encourages them to think beyond the church and take account of the interests of people in the wider community irrespective of who they are. This aims at enhancing students' ministry skills to enable ministry with awareness about the social, political, cultural, religious and economic circumstances of the people they minister with/to.

PS520/620 Preaching: Theology & Practice (15 credits)

This course offers an introduction to the theology and practice of Christian preaching, especially in a Methodist context in New Zealand. It takes account of the art of public speaking and the rhetorical requirements of the task.

PS521/621 Liturgy: Theology & Practice (15 credits)

This course provides an orientation to liturgy, its theological basis, and the practice of designing a liturgy within a particular situation or occasion. The aim is to give students a thorough knowledge of the subject and some practical skills.

PS522 Spirituality and Pastoral Care (15 credits)

This course explores the relationship between spirituality and pastoral care with a particular emphasis on understanding a range of perspectives on the nature of spirituality and attending to issues of spiritual care and formation.

PS623/723 Spirituality and Wellbeing (15 credits)

This course takes a critical look at a range of contemporary and contextual understandings of spirituality alongside an in-depth appreciation of and relationship with human wellbeing, and healing. The course will look at key research on how positive emotions foster human flourishing and shift our states of being.

PS530/630 Understanding Self and Others (15 credits)

This course will address a variety of theoretical and theological frameworks for understanding how familial, social and cultural context and identity impact on the practice of pastoral care and ministry leadership.

PS531/631 Models of Leadership & Ministry (15 credits)

To be successful in church ministry requires a certain amount of leadership skills. This course provides an overview of various types of ministry, especially with the Methodist Church, and equips students with skills relevant to each type.

PS532/632 Special Topic in Pastoral Studies: Gender and Sexuality (15 credits)

This course will look at the relationship between understandings and formations of gender and sexuality across different historical, cultural and theological contexts. In particular it will explore ways in which ideas about gender and sexuality shape social roles and identities especially in relation to the exercise of Christian ministry and leadership.

REPS650 Research Essay in Pastoral Studies (30 credits)

This option is for those who have completed the core and required courses for a Pastoral Studies strand with an average B grade or above. The duration for the project is one full semester. A research proposal has to be approved by the Lecturer in Theological Studies prior to conducting the research. The research project is equal to two 15-credit courses.

MAORI STUDIES

MS510/610 Te Ao Tawhito (See the World through a Māori Lens) (15 credits)

This course investigates a distinctive Māori world view and highlights the significance of Māori mythology and oral tradition in the development of Mātauranga Māori. This course also examines the impacts of European contact on Māori society and the manifestation of Māori prophetic movements of the nineteenth-century.

MS611 Te Ao Hurihuri (The Evolution of Methodism and Te Tiriti o Waitangi in Aotearoa) (15 credits)

“Ka haere whakamua me hoki whakamuri” (We must go into the future facing our past)

We look back at early Methodist and Ecumenical history in Aotearoa from a Māori world view. We explore historic Māori sites throughout Te Tai Tokerau and discover the dynamic and diverse relationships between Māori and Missionaries. Finally, we examine the implications of Te Tiriti o Waitangi for Te Haahi Weteriana o Aotearoa, particularly our unique model of power-sharing through a bicultural partnership.

MS612 Te Ao Tūroa (Shaping Contemporary Māori Society) (15 credits)

From the Superior Native and the Noble Savage, to Cheeky Darkies and Tūhoe Terrorists!

This course is designed to explore the social and political development of contemporary Māori society. We examine twentieth-century Māori prophetic and protest movements as catalysts for radical change in government policy. We investigate the influential role of the media in perpetuating Māori stereotypes and we examine the effects of globalisation on Māori language, culture and tradition.

MS620 Te Kete Tuauri (Exploring Māori Contextual Theology) (15 credits)

“Maui and Jesus: Myths, Magic and Everyday Miracles”

This course explores Māori understandings of God and interpretations of scripture by analysing and comparing the narratives of the Māori demi-God, Maui, and the parables of Jesus Christ. The aim is to examine the comparative discourse between Māori mythology and biblical scripture as a mechanism or methodology for explaining Māori contextual theology.

MS621 Te Kete Tuatea (Reconciling Cultural and Christian Identities) (15 credits)

“E kore au e ngaro, he kākano i ruia mai i Rangitātea” (I shall never be lost, for I am a seed sown in Rangitātea)

This course examines the reconciliation of cultural identities and the often contrasting Christian identities that young people are faced with, in an evolving and diverse Aotearoa, New Zealand context. We investigate both the complimentary and contradicting cultural and Christian values and beliefs of youth from Te Haahi Weteriana o Aotearoa and analyse how they will impact the future of the Church.

MS622 Te Kete Aronui (Christian Thought and Expression through Māori Art, Film and Literature) (15 credits)

This course examines Māori art, film and literature as a medium for theological and biblical reflection and expression. This course explores the varied encounters, interactions and collisions between Māori and Christianity expressed through Toi Māori.

MS530/630 Te Reo Kauwhau (Māori Language for Ministry) (15 credits)

“Ko te kai ā te rangatira he kōrero” (The sustenance of a chief is oratory)

This course is an introduction to oral and written Te Reo Māori. We focus on basic grammar and structure of the language, and conversational Māori. We aim to develop key competencies in Māori oral literature including karakia, waiata and himene, for application in practical ministry.

MS631 Te Reo Pātikitiki (Woven Language) (15 credits)

An intermediate course developed to enhance prior knowledge of oral and written Te Reo Māori.

MS632 He Kaupapa Hou: Te Haahi Pukamata (Facebook Church) (15 credits)

#MCNZ4LIFE

#WWJD?

#PFPYOLO

This course investigates the influence of social media and online mechanisms on ministry and church participation. This course examines the theological and cultural implications of using social media to inform, communicate and articulate our faith.

REMS650 Research Essay in Maori Studies (30 credits)

This option is for those who have completed the core and required courses for a Maori Studies strand with an average B grade or above. The duration for the project is one full semester. A research proposal has to be approved by the Lecturer in Theological Studies prior to conducting the research. The research project is equal to two 15-credit courses.

RELIGIOUS STUDIES

RS710 Understanding Religious Studies (20 credits)

This course provides an intense introduction to the discipline of religious studies, explores the key areas of the field, and focuses on the key questions religious studies seeks to answer. Students will also be introduced to the theoretical precursors of the field and discuss some of the key paradigms for research and analysis.

RS711 Religion in Aotearoa (20 credits)

Explore and examine the religious landscape of Aotearoa and the challenges it poses to Christian ministry. The focus will be on the intersection between religious pluralism and democracy, exploring both the historical and contemporary relationship between church and state in Aotearoa and the ways in which religious thought and practice have influenced, and been influenced by, the development of democracy. Participants have an opportunity to share their perspectives on the study of religion and to investigate the history and sociology of religion and the many religious majority and minority groups in the country. Participants visit local places of worship and examine films to provide context to classroom discussion. In addition, participants work with college faculty to develop, conduct, and present a related research project. This is a semester-long course.

RS712 Ecumenism in Aotearoa (20 credits)

This course critically investigates the development and impact of the ecumenical movement globally and locally in Aotearoa, and re-examines its relevance and/or irrelevance to Aotearoa's 21st century context. How much does the ecumenical values of *oikoumene* and *koinonia* mean to churches today? What is the future of the ecumenical movement in Aotearoa? Is there an alternative to ecumenism for Christian churches? Participants will discuss questions such as these and will visit various churches. This is a semester-long course.

RS720 Apocalyptic Imagination (20 credits)

This course will explore the origins and nature of apocalypticism. Beginning with apocalyptic thought in ancient Jewish writings (including the Books of Daniel and Ezekiel in the Hebrew Bible), we will explore the socio-historical context for ancient Jewish visionary ascent texts, early Christian apocalypses (including the Book of Revelation) and later interpretations and use of ancient "prophecy" concerning the end of the world. This course includes a close reading of ancient texts and an analysis of the apocalyptic imagination through popular literature and movies.

RS721 Religious Fundamentalism (20 credits)

This course aims at understanding and comparing fundamentalist movements in Christianity, Islam, Judaism and Hinduism. Participants will examine the term "fundamentalism" as it has evolved from describing an American Protestant form of religiosity to signifying a global phenomenon spanning different religions and cultures. What is fundamentalism? How do religious fundamentalist describe themselves, how are they described by others? What are the grievances,

ambitions and goals of “fundamentalists”? Can we differentiate between fundamentalist piety and religious extremism? In what ways have fundamentalist movements begun to intersect with ethnic, national and political identities? Do fundamentalists of different religious backgrounds share common world views? How do fundamentalists see humans interacting with divine commandments? What are the roles of men and women? Do fundamentalist principles legitimate new forms of religious violence?

RS722 Sex in/and the Bible (20 credits)

This course deals with the dynamic interplay between how Christians have read and interpreted their Bibles on the one hand, and how they have understood sex and human sexuality on the other. Thus the questions that will drive our inquiry are fundamentally questions about interpretation. What does it mean to make the claim that a particular perspective on human sexual experience is ‘biblical’? How are we to understand the sheer variety of ways that a fixed set of canonical scriptural texts have been used as an authoritative resource for discussing and regulating sexual ethics, identity and practice? How do changing notions of what ‘sexuality’ is (and why sexuality matters) impact the way that biblical texts have been interpreted? We will explore these questions through the study of key texts in the Hebrew Bible and the New Testament and an examination of how these texts have been interpreted from antiquity to the present. Topics to be covered include marriage, gender identity, desire, same-sex relationships and sexual renunciation.

RS523/723 Let the Children Live! Children, Youth and Church (20 credits)

Violence against children and youth is a global epidemic that every society, and churches in particular, must acknowledge and address. Some of these acts of violence find justification in biblical stories or certain interpretations of those texts. This course will critically examine texts concerning children and youth in the Bible and scrutinises the way they are positioned in relation to power and access to resources. Seldom do we read texts from the perspectives of children and youth. Likewise, we rarely consider the interests of children and youth when it comes to decision making and program designing in churches. This course will take that perspective seriously and look for ways of reading texts and doing theology that are transformative and liberating for children and youth in the church and the wider community.

RS730 Liberation Theologies (20 credits)

What is liberation theology? Who does it? Why is it important to the church? How do traditional theologians and critics respond to it? This introductory course will discuss the many strands of liberation theology from different global contexts. The focus will be on liberation theology’s methodologies, its relation to the social context, and its challenges to the theological discipline. The course is designed to introduce some of the classical texts of liberation theologies from different parts of the world and the works of a few key new critical thinkers; analyse some of the newer challenges to liberation theologies: cultural hermeneutics, postcolonial criticism, and globalization; develop the skills of contextual theological thinking and critique of traditional theology of the church and one’s own faith; and to

equip students to learn and reflect on theology from an anti-racist and multicultural perspectives through both course contents and pedagogy.

RS631/731 Research Methodology (20 credits)

This course is designed to equip students for research. The focus will be on research methodologies (both quantitative & qualitative), and that includes Pacific and Maori approaches to research. Research theorists and practitioners will be invited to share their research with special emphasis on methods employed. This course is open to a students, but is required for those intending to do a research project. Designing a research proposal is a key requirement for the course.

RS732 Special Topic: Voices at the Margins (20 credits)

This course intentionally engages in critical reflection and action as it critically analyses and formulates practical theological and ministry outcomes arising from a place of marginality in the context of Aotearoa New Zealand. The examples of marginality focused on could be socio-economic, disability, sexuality, or other key areas of concern.

RP750 Research Project in Religious Studies (40 credits)

This option is for those who have completed the requirements for with an average B grade or above. The duration for the project is one full semester. A research proposal has to be approved by the Principal prior to conducting the research. The research project is equal to two 20-credit courses.

Timetable

SUMMER SCHOOL

- **MS611** Te Ao Hurihuri – *Te Aroha Rountree* 1st February – 8th February
- **BS532/632** Acclimatizing the Bible – *Dr Jione Havea* 22nd February – 26th February

COLLEGE WORSHIP

31st January – Service of Beginnings and Induction of staff. 3pm Wesley Hall

SEMESTER ONE

Orientation: 30th January – 1st February

Semester one: 1st March to 12th June

Mid Semester break: 25th March to 3rd April

Anzac Day: 25th April

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6pm to 8pm	BS510/610 Exploring the Bible <i>Dr Nasili Vaka'uta</i> 7 March, 14 March 21 March, 4 April, 11 April, 18 April, 2 May, 9 May, 16 May 23 May. Available on-line	MS530/630 Te Reo Kauwhau <i>Te Aroha Rountree</i> 8 March, 15 March 22 March, 5 April, 12 April, 19 April, 26 April, 3 May, 10 May, 17 May, 24 May	PS514 6:30 – 8:30pm Engaging Communities <i>Dr Mary Caygill</i> 6 April, 13 April, 20 April, 27 April 4 May, 11 May, 18 May, 25 May 1 June, 8 June Available on-line	TS510/610 Introduction to Theology <i>Dr Emily Colgan</i> 10 March, 17 March, 24 March, 7 April, 14 April, 21 April, 28 April, 5 May, 12 May, 19 May 26 May Available on-line	RS632/732 Research Methodology <i>Dr Nasili Vaka'uta</i> 4 March, 18 March, 8 April, 22 April, 6 May, 20 May Available on-line

INTENSIVE BLOCK COURSES

- **PS610** Introduction to Pastoral Theology – *Dr Mary Caygill* 7th – 11th March
- **PS621** Liturgy: Theology and Practice – *To be confirmed* 4th – 8th April
- **RS522/622** Women in/and the Bible – *Dr Emily Colgan* 18th – 22nd April
- **RS523/723** Let the Children Live – *Te Aroha Rountree* 2nd – 6th May
- **TS620** Re-storying Christianity 1 – *Dr Nasili Vaka'uta* 16th – 20th May

MINISTRY FORMATION GROUP

- Introduction to Parish Placements 27th – 28th February
- Engaging the community 19 – 20th March
- Ethical principles for Ministry 23 – 24th April
- Methodist Rites and Rituals 21 – 22 May

SPECIAL EVENTS

- Talanoa – *Mangere Events Centre* 1 – 3rd April
- Open seminar/lecture – *Dr Nasili Vaka'uta* 8th April
- Open seminar/lecture – *Te Aroha Rountree* 20th May

COLLEGE WORSHIP

- 20th March – 3pm Wesley Hall
- 24th April – 3pm Wesley Hall
- 22nd May – 3pm Wesley Hall

SEMESTER TWO

Semester two: 11th July to 27th November
Mid Semester break: 22nd August – 4th September
Methodist Conference: 1st – 5th October
Graduation: 11th December

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6pm to 8pm	PS531/631 6:30 – 8:30 Models of Leadership and Ministry <i>Dr Mary Caygill</i> 11 July, 18 July, 25 July, 1 August, 8 August, 15 August, 5 Sept, 12 Sept, 19 Sept, 26 Sept. Available on-line	MS631 Te Reo Patikitiki <i>Te Aroha Rountree</i> 12 July, 19 July, 26 July, 2 August, 9 August, 16 August, 6 Sept, 13 Sept, 20 Sept, 27 Sept	BS611 Interpreting the Bible <i>Dr Emily Colgan</i> 13 July, 20 July, 27 July, 3 August, 10 August, 17 August, 7 Sept, 14 Sept, 21 Sept, 28 Sept. Available on-line	TS511/611 Introduction to Ethics <i>Dr Nasili Vaka'uta</i> 14 July, 21 July, 28 July, 4 August, 11 August, 18 August, 8 Sept, 15 Sept, 22 Sept, 29 Sept. Available on-line	RS632/732 Research Methodology <i>Dr Nasili Vaka'uta</i> 23 July, 5 August, 19 August, 9 Sept, 23 Sept, 14 Oct Available on-line

INTENSIVE BLOCK COURSES

- **BS530/630** Violence in/and Sacred Texts – *Dr Emily Colgan* 25 – 29 July
- **MS532/632** Te Haahi Pukamata (Facebook Church) – *Te Aroha Rountree* 30 – 31st July and 13 – 14th August
- **MS612** Te Ao Turoa – *Te Aroha Rountree* – 1st – 5th August
- **TS621** Re-thinking God – *Dr Nasili Vaka'uta* 15th – 19th August
- **PS530/630** Understanding self and others – *Dr Mary Caygill* 5th – 9th September

MINISTRY FORMATION GROUP-

- Methodist Laws and Polity – 23rd – 24th July
- Ministry to the elderly and other chaplaincies – 20th – 21st August
- Ecumenism – 24th – 25th September
- Co-operative ventures – 29th – 30th October
- Cross-cultural ministry – 26th – 27th November

SPECIAL EVENTS

- Open seminar/lecture – *Dr Mary Caygill* 19th August
- Open seminar/lecture – *Dr Emily Colgan* 23rd September

COLLEGE WORSHIP

- 24th July – 3pm Wesley Hall.
- 21st August – 3pm Wesley Hall
- 25th September – 3pm Wesley Hall
- 30th October – 3pm Wesley Hall
- 27th November – 3pm Wesley Hall

Index

Our Mission	1	Fees	18
Welcome to Trinity College	2	Grievances	19
About us		IT Resources	19
Our story	3	Ministry formation	20
Our Promise	4	Student guidance & support	20
Our Educational Aims	4	Withdrawals	21
Our Graduate Profile	4		
Governance	5	John Kinder Library	22
Student Review Panel	5		
Curriculum Review Panel	5	Student Association	
Staff	6	Student Centre	23
Academic Committee	6	Student ID	23
How do I enrol?	8	Student Leaders	23
Assessment	9	Course Descriptions	
Academic Honesty (Plagiarism)	10	Biblical Studies	24
Attendance	10	Theological Studies	26
Appeals Procedure	11	Pastoral Studies	28
Assignment Extensions	11	Maori Studies	30
Recognition of Prior Learning	12	Religious Studies	32
Reporting & recording	12		
Assessments in Te Reo Māori	12		
		Timetable	
General Information		Semester 1	35
Awards & Scholarships	14	Semester 2	36
Bursary	15		
Compassionate leave	16	Index	37
Dismissal from College	16		
E-Learning	17	Contact information	38

Physical Address

Trinity Methodist Theological College
Patterson Centre
College of St John the Evangelist
202 St Johns Road
Meadowbank
Auckland 1072

Mailing Address

Trinity Methodist Theological College
2 College Road
Meadowbank
Auckland 1072

Telephone: +64 9 521 2073

Email: trinity@trinitycollege.ac.nz

Website: www.trinitycollege.ac.nz



Published October 2015