



**NTC**

Faith. Knowledge. Action.

# **ACADEMIC REGULATIONS HANDBOOK 2025**

## **NAZARENE THEOLOGICAL COLLEGE**

*A Member Institution of the Sydney College of Divinity Ltd*

*Trading as Sydney College of Divinity*

Sydney College of Divinity CRICOS Provider No. 02948J

40 Woodlands Drive, Thornlands QLD 4164 Australia

Phone: +61 7 3206 4177

Email: [office@ntc.edu.au](mailto:office@ntc.edu.au) | Website: [www.ntc.edu.au](http://www.ntc.edu.au)

***Deepening Faith, Expanding Knowledge, Inspiring Christlike Action***

## TABLE OF CONTENTS

INTRODUCTION.....	5
FACULTY AND STAFF .....	6
OFFICE.....	7
<b>(AUSTRALIAN EASTERN STANDARD TIME ZONE, UTC+10:00).....</b>	<b>7</b>
CLASS TIMES .....	7
INSTITUTIONAL IDENTITY .....	7
NTC INSTITUTIONAL HISTORY .....	8
NTC INSTITUTIONAL PURPOSE .....	9
INTENDED OUTCOME.....	9
NTC EDUCATIONAL ETHOS .....	10
NTC EDUCATIONAL PARTNERSHIPS .....	10
GOVERNANCE AND ACCREDITATION .....	11
<b>GOVERNANCE STRUCTURES.....</b>	<b>11</b>
Legal Status .....	11
Administrative Structures and Personnel .....	11
Board of Trustees .....	11
Academic Committee.....	11
SYDNEY COLLEGE OF DIVINITY (UNIVERSITY COLLEGE).....	12
ACCREDITATION.....	12
STUDENT FEES.....	12
<b>FEE STRUCTURE (ACCREDITED COURSES).....</b>	<b>12</b>
<b>REFUND POLICY.....</b>	<b>13</b>
<b>REGISTRATION.....</b>	<b>13</b>
<b>OTHER FEES (APPLICABLE FOR FULL-TIME AND PART-TIME STUDENTS).....</b>	<b>13</b>
<b>CENSUS DATES .....</b>	<b>13</b>
<b>FINANCIAL RESPONSIBILITIES .....</b>	<b>14</b>
NTC STUDENT SUPPORT AND WELLBEING.....	14
STUDENT GRIEVANCE POLICY AND PROCEDURES .....	14
<b>BEFORE AN ISSUE BECOMES A FORMAL GRIEVANCE .....</b>	<b>14</b>
<b>WHAT IS A GRIEVANCE?.....</b>	<b>15</b>
<b>PRINCIPLES IN GRIEVANCE HANDLING.....</b>	<b>15</b>
<b>THE PROCESS FOR STUDENTS.....</b>	<b>15</b>
<b>STUDENT GRIEVANCE REPRESENTATIVES .....</b>	<b>15</b>
<b>LODGEMENT OF GRIEVANCE AT NAZARENE THEOLOGICAL COLLEGE.....</b>	<b>16</b>
Stage 1 – Staff Member.....	16
Stage 2 - Grievance Administrator .....	16
Stage 3 - Grievance Advocate .....	16
Stage 4 – The Principal .....	16
Stage 5 – External Resolution .....	16
ACADEMIC STRUCTURES, REGULATIONS AND PROCEDURES.....	17
<b>GENERAL INFORMATION .....</b>	<b>17</b>
<b>COURSEWORK PROGRAMS OF STUDY OFFERED AT NTC.....</b>	<b>17</b>
Undergraduate:.....	17
Postgraduate: .....	17
<b>SCD RESEARCH PROGRAMS OF STUDY.....</b>	<b>17</b>

REGISTRATION AND ENROLMENT .....	18
<b>STUDENT ADMISSION</b> .....	<b>18</b>
<b>PROGRAM OF STUDY</b> .....	<b>18</b>
<b>STUDENT NUMBERS &amp; IDENTITY AND CONCESSION CARDS</b> .....	<b>19</b>
<b>REGISTRATION</b> .....	<b>19</b>
<b>CANCELLATION OF COURSES</b> .....	<b>19</b>
<b>WITHDRAWAL FROM TRIMESTER-LONG UNITS</b> .....	<b>19</b>
<b>WITHDRAWALS FROM INTENSIVE UNITS</b> .....	<b>19</b>
<b>LEAVE OF ABSENCE</b> .....	<b>20</b>
<b>EXCLUSION FROM ENROLMENT</b> .....	<b>20</b>
<b>TERMINATION OF ENROLMENT</b> .....	<b>20</b>
<b>TYPES OF COURSE UNITS</b> .....	<b>20</b>
Regular.....	20
Intensive.....	20
Extensive.....	20
Directed Study Mode .....	20
Independent Guide Study .....	21
Research Projects and Research Essays .....	21
<b>CREDIT FOR PREVIOUS STUDIES</b> .....	<b>21</b>
<b>ATTENDANCE</b> .....	<b>21</b>
<b>DIRECTED STUDY, INDEPENDENT GUIDED STUDY, AND RESEARCH PROJECTS</b> .....	<b>22</b>
<b>SUB-DISCIPLINES</b> .....	<b>22</b>
<b>COURSE UNITS</b> .....	<b>22</b>
Levels of Study .....	22
Majors and Sub-Majors/ Specializations and Sub-Specializations .....	23
Coding of Course Units.....	23
<b>DEMAND HOURS</b> .....	<b>23</b>
<b>COLLOQUIA AND TOPICS FOR ALL PROGRAMS</b> .....	<b>23</b>
<b>PRACTICUM: SUPERVISED MINISTRY EXPERIENCE (SME)</b> .....	<b>23</b>
GENERAL ACADEMIC INFORMATION.....	24
<b>PRIVACY STATEMENT</b> .....	<b>24</b>
<b>COLLEGE ADMINISTRATION—STUDENT COMMUNICATION</b> .....	<b>25</b>
<b>ACADEMIC COURSE MONITORING</b> .....	<b>25</b>
Credit Point System.....	25
Academic Load.....	25
Academic Probation.....	25
Employment .....	25
Submitting Assessment Tasks.....	25
Late Penalty .....	26
Grounds for Extension .....	26
<b>GRADUATION REQUIREMENTS</b> .....	<b>27</b>
<b>TRANSCRIPT OF ACADEMIC RECORD</b> .....	<b>27</b>
ASSESSMENT AND EXAMINATION POLICY, PROCEDURES AND REQUIREMENTS ....	27
<b>ASSESSMENT WORD COUNT REQUIRED FOR ASSESSMENT</b> .....	<b>27</b>
<b>FINAL EXAM FORMAT</b> .....	<b>29</b>
<b>EXAM PROTOCOL</b> .....	<b>30</b>
<b>UNAVOIDABLE DISRUPTION</b> .....	<b>31</b>
<b>PRINCIPLES OF ACADEMIC INTEGRITY</b> .....	<b>32</b>
<b>NTC ACADEMIC INTEGRITY PROCEDURE</b> .....	<b>32</b>
Preface.....	32
Procedure:.....	33
ASSESSMENT CRITERIA AND GRADING SYSTEM .....	36

<b>EXPLANATION OF GRADES .....</b>	<b>36</b>
<b>GRADING STUDENT PERFORMANCE: PROCEDURES .....</b>	<b>42</b>
<b>GRADE DESCRIPTORS .....</b>	<b>42</b>
Grade Descriptors Implicitly Appropriate to Stage of Academic Progress .....	42
Grade Descriptors Appropriate to Divinity as a Cluster of Academic Disciplines .....	42
Table of Grade Descriptors.....	42
APPEALS – COURSEWORK STUDENTS.....	45
APPEALS – RESEARCH DEGREE CANDIDATES.....	45
METHODS OF ASSESSMENT .....	45
GUIDELINES FOR ESSAY WRITING .....	45
APPENDIX A: SCD ACADEMIC INTEGRITY DECLARATION.....	47
APPENDIX B: GRADING SHEETS .....	50
<b>ANNOTATED BIBLIOGRAPHY GRADING SHEET (UNDERGRADUATE/UG).....</b>	<b>50</b>
<b>ANNOTATED BIBLIOGRAPHY GRADING SHEET (POSTGRADUATE/PG) .....</b>	<b>51</b>
<b>ARTICLE / BOOK REVIEW GRADING SHEET (UG) .....</b>	<b>52</b>
<b>ARTICLE / BOOK REVIEW GRADING SHEET (PG).....</b>	<b>54</b>
<b>CLASS PRESENTATION GRADING CRITERIA SHEET (UG).....</b>	<b>56</b>
<b>CLASS PRESENTATION GRADING CRITERIA SHEET (PG).....</b>	<b>57</b>
<b>CRITICAL ARTICLE/BOOK REVIEW GRADING SHEET (UG).....</b>	<b>58</b>
<b>CRITICAL ARTICLE/BOOK REVIEW GRADING SHEET (PG).....</b>	<b>59</b>
<b>ESSAY GRADING SHEET (UG).....</b>	<b>60</b>
<b>ESSAY GRADING SHEET (PG).....</b>	<b>62</b>
<b>EXEGETICAL PAPER GRADING CRITERIA SHEET (UG).....</b>	<b>64</b>
<b>EXEGETICAL PAPER GRADING CRITERIA SHEET (PG).....</b>	<b>66</b>
<b>GENERIC GRADING SHEET (UG) .....</b>	<b>68</b>
<b>GENERIC GRADING SHEET (PG).....</b>	<b>69</b>
<b>SERMON PRESENTATION GRADING CRITERIA SHEET (UG) .....</b>	<b>70</b>
<b>SERMON PRESENTATION GRADING CRITERIA SHEET (PG) .....</b>	<b>71</b>

## INTRODUCTION

Welcome to Nazarene Theological College. NTC offers accredited awards through the Sydney College of Divinity University College; we also offer a few non-accredited awards that are primarily aimed at lay training in local churches. This Handbook governs all of our accredited awards and has only limited application for those enrolled in non-accredited studies. Please see NTC website for general information on non-accredited programs: <https://ntc.edu.au/courses/christian-ministry-training-certificate>.

As a Member Institution of the Sydney College of Divinity University College and teaching their Awards, we comply with the SCD Academic Policies and Procedures that regulate all aspects of our accredited education programs and their delivery. Our Academic Regulations Handbook is to be read in conjunction with the material available on the SCD website (<http://www.scd.edu.au>) in order to obtain a comprehensive overview of the regulations, policies, and procedures that govern study for students, faculty, and staff. This Handbook provides details on courses and units offered for 2025 as it applies to NTC; it also describes the aims, history, ethos, and theological stance of NTC. It will help you to understand the structure and regulations which apply to all courses of study at NTC. It should be read in conjunction with other NTC Handbooks and documents available from our website: <https://ntc.edu.au/students/forms-resources>.

## **FACULTY AND STAFF**

### **Principal**

*Rev. Dr Joseph Wood, BA, MTS, MA, PhD  
principal@ntc.edu.au*

### **Academic Dean and CALD Coordinator**

*Rev. Dr Linda Stargel, BSN, MDiv, MTh, PhD  
lstargel@ntc.edu.au*

### **New Zealand Coordinator**

*Rev. Filippo Lesatele  
flesatele@ntc.edu.au*

### **Registrar/Student Support Tutor/Student Welfare (OS) Officer**

*Rev. Pam Reed, BSpThy, GradDipEd, MDiv, MTh  
registrar@ntc.edu.au*

### **Library Manager and Director of IT**

*Mr Michael Lund, BSc, MDiv  
library@ntc.edu.au  
itadmin@ntc.edu.au*

### **Business Manager**

*Rev. Kat Wood, BA  
business@ntc.edu.au*

### **Finance Manager**

*Mrs Vanessa Fringer, BBusAdmin  
finances@ntc.edu.au*

### **Office Manager**

*Mrs Donna Duval, BA, MSW  
office@ntc.edu.au*

### **Groundskeeper and Property Maintenance**

*Mrs Melissa Geiger*

## Lecturers

*Rev. Richard Giesken, BBusSc, GradDipEd, MTh*  
(Biblical Studies and Missiology)

*Rev. Assoc. Prof. David B. McEwan, HND, MDiv, PhD*  
(Theology and Pastoral Theology and Practice)

*Major Dr Dean Smith BA, GradDipTh, MTh, PhD*  
(Theology and Philosophy)

*Rev. Dr Linda Stargel, BSN, MDiv, MTh, PhD*  
(Biblical Studies and Biblical Languages)

*Rev. Dr Joseph Wood, BA, MTS, MA, PhD*  
(Church History, Theology, and Wesley Studies)

## Sessional Lecturers

The sessional faculty for any given year is available on the college website.

## OFFICE

**(AUSTRALIAN EASTERN STANDARD TIME ZONE, UTC+10:00)**

Monday – Thursday, 8am – 5pm

Friday: closed

*The NTC Office closes on weekends, public holidays, and for the Christmas and New Year holidays.*

## CLASS TIMES

Please consult the NTC timetable for class days and times (available at <https://ntc.edu.au/students/timetable>). Any modifications to the timetable will be notified by e-mail. It is the student's responsibility to be aware of class hours and any amendments to the timetable that may take place from time to time.

*NOTE:* class hours can be varied in consultation between the lecturer and the students, and with approval from the Academic Dean.

## INSTITUTIONAL IDENTITY

The College's sponsoring denomination is the Church of the Nazarene, a Protestant evangelical denomination in the Wesleyan Holiness tradition. The founding of the Church was the result of the merging of a number of Wesleyan bodies both in the United States and in Great Britain. Membership support is in excess of 2.5 million members in one hundred and sixty-one world areas. In harmony with our tradition, education continues to be one of the major emphases of the Church. NTC is one in the denomination's network of fifty-one tertiary institutions worldwide which have a range of undergraduate and postgraduate offerings. Though we are the only Nazarene college in Australia/New Zealand, there are ten other undergraduate and two graduate institutions in the Asia-Pacific region that form our educational zone.

NTC is operationally autonomous being administered by its Board of Trustees, with day-to-day operations entrusted to the Principal of the College, who is assisted by the academic and administrative staff. NTC receives general direction from the Church's

International Board of Education and is charged with providing education which prepares individuals for Christian service in a wide variety of settings. NTC has an increasing number of students from outside our geographical area as well as from a range of Christian traditions.

## **NTC INSTITUTIONAL HISTORY**

Nazarene Bible College was established in 1953 on a six-acre site at Thornleigh in Sydney, NSW to serve the educational needs of the Church of the Nazarene in both Australia and New Zealand. Classes began with seven full-time and three part-time students in February 1953. The initial award was a non-accredited three-year Diploma intended to meet the ordination requirements of the denomination, with the first three graduates being given their awards in November 1955. The college remained at Thornleigh until 1973 and during this time the student body was almost exclusively Nazarenes preparing for pastoral ministry, missionary service or lay ministry in a local church. In 1970 it was planned to relocate the college to Brisbane due to the inadequacy and increasing maintenance costs of the old buildings on the Sydney campus. Eighteen acres of land was purchased at Thornlands in 1971 and the final graduation service at the Thornleigh campus took place in September 1973. The new college buildings were dedicated in 1975, with the first class of eight students commencing in March 1976. The first graduation class of the new college was in November 1978. Over the years, additional land has been acquired and further buildings have been constructed on the site. The college now has 11.3 hectares (28 acres) of land to ensure it can meet future requirements for education and residential facilities. Development of the facilities has continued in recent years including a new educational block comprising of classrooms, chapel, and a student services area.

In 1993 the name was changed to Nazarene Theological College (NTC) as a part of pursuing formal accreditation through the Queensland Minister for Education. In 1995 the college's Advanced Diploma of Ministry was accredited, followed by the Bachelor of Ministry degree and Graduate Diploma in Christian Studies in 2000. In 1996 it was approved to accept overseas students and since then it has received students from many parts of the globe, including the USA, Canada, United Kingdom, South Africa, Papua New Guinea, Fiji, Mongolia, India, Hong Kong, South Korea, Samoa, Solomon Islands and Tonga. In 2005 the college became a Member Institution of the Sydney College of Divinity, a national ecumenical federation of theological colleges working together to provide the highest possible standard of education in theology, ministry and related disciplines.

In 2016, NTC began its Culturally and Linguistically Diverse (CALD) program in Suva, Fiji. This program utilises technology to deliver accredited undergraduate education outside of Australia and New Zealand through extension sites that are equipped with video conferencing technology and led by a local facilitator. Since its inception, NTC has begun additional CALD extension sites in Honiara, Solomon Islands, Kudirjip, Papua New Guinea, and Ulaanbaatar, Mongolia.

NTC officially opened an Auckland, New Zealand campus in 2017, which also includes a growing library of over 4500 volumes. This campus was established in partnership with the Nazarene New Zealand District and shares space in their national office. The New Zealand campus also runs an unaccredited Course of Study program in the Samoan language.



## NTC INSTITUTIONAL PURPOSE

***Nazarene Theological College exists to deepen faith, expand knowledge, and inspire Christlike action, so that God is glorified, the church is strengthened, and the world is transformed.***

The core ways we carry out this mission are:

***We educate and support*** – This is guided by a Wesleyan-Holiness framework; we strive for excellence (in what we do) and quality (in what we provide) at all levels; we seek to assure that what is learnt is both practical and applicable; and we seek to mentor our students and model the Gospel to them.

***We start meaningful conversations*** – We strive to keep Christ at the centre of everything we do and teach; we encourage critical thinking and therefore we allow room for disagreement, diversity, and complexity; we ask ‘so what?’ questions that encourage integration and application of what is learnt; and we nurture prophetic voices that are willing to stand for justice and challenge the status quo.

***We provide a safe place to be yourself*** – This is because relationships matter most to us (we seek to love God and love others); as such, we provide room for people to explore and ask difficult questions; we provide a place to be stretched; and we provide a place to grow.

***We include as many people as possible*** – We continue to grow in diversity through our various extension sites, which has been made possible through our flexibility, accessibility, and affordability.

***We think outside the box*** – We re-examine assumptions; we try to be leaders in innovation; we are not afraid of change; and we serve not just the church of today, but the church of the future.

While it is true that *what* we do is ***to provide high-quality theological education that prepares men and women for effective and sustained ministry (both lay and professional) in a rapidly changing world***, the above statements help articulate *why* and *how* we do this. They are what set us apart.

## INTENDED OUTCOME

The intended ministry outcome for the College is to primarily prepare people who are equipped to:

1. continue to mature in Christian character;
2. possess the skills, knowledge and abilities required of a beginning practitioner in ministry;
3. manifest established patterns for life-long learning;
4. articulate the gospel message;
5. equip others for ministry;
6. know the strategic planning process in order to be able to plan and execute vital ministry;
7. pastor with care according to Biblical models which are redemptive and incarnational in focus;

8. preach scriptural truths in a manner which bears on life, and which calls for response and decisions;
9. function as servant-leaders who create an atmosphere in which positive goals are reached and people are actively empowered for service;
10. understand ministry in contemporary society with its various cultures and subcultures;
11. comprehend contemporary church growth and church planting methods, with an ability to implement them in a local setting;
12. function as part of the team at local, district and denominational levels.

## **NTC EDUCATIONAL ETHOS**

NTC is a community of scholars who seek to advance the work of God in the world through sound research, participation in scholarly dialogue, and effective teaching that encourages a Christian perspective of truth and life. It offers an education informed by the Wesleyan tradition, while being fully aware of, and committed to, the richness of the Christian heritage with its diversity of understandings. It encourages critical and creative thinking that fosters integration of faith, theory and practice. In a climate of disciplined study, it seeks to be a people who pursue truth through Christian faith, academic excellence, service to humanity and life-long learning.

We are a community that is thoroughly evangelical in orientation and sees the Gospel of Jesus Christ as central to all that we believe and practice. In belonging to the Wesleyan tradition, we are fully committed to the richness of the Christian heritage as it has been manifested in personal and community life throughout history, and within its diverse cultural settings. We have never seen theological ‘opinions’ as the essence of the Gospel but recognise that the Spirit of God works primarily through a relationship rather than intellectual comprehension. We uphold the ecumenical creedal statements of faith and affirm the Christian practice that they embody. We encourage critical and creative theological reflection that enhances effective ministry in the rich cultural diversity of our world.

## **NTC EDUCATIONAL PARTNERSHIPS**

We are currently members of the following educational bodies:

- Australia and New Zealand Association of Theological Schools
- Australia and New Zealand Theological Library Association
- Australia and New Zealand Association for Theological Field Education
- Australasian Centre for Wesleyan Research
- Association of Nazarene Educational Systems Asia Pacific
- Asia Pacific Nazarene Educational Collaboration
- Global Consortium of Nazarene Seminaries and Graduate Schools of Theology
- International Board of Education of the Church of the Nazarene
- Nazarene Global Learning Network

Members of our faculty meet regularly with and contribute to the local chapters of the Australian-based groups, as well as participating in a wide variety of informal contacts. Both the faculty and the students attend various lectures, seminars, and workshops hosted by the SCD itself as well as other colleges in the Brisbane area.

The College has partnerships with the following institutions of higher education:

- Uniting College for Leadership and Theology, Adelaide, Australia
- Korea Nazarene University, Cheonan, South Korea
- Asia-Pacific Nazarene Theological Seminary, Manila, Philippines
- South Pacific Nazarene Theological College, Suva, Fiji
- Nazarene Theological College, Manchester, England
- Nazarene Theological Seminary, Kansas City, Missouri, USA
- Northwest Nazarene University, Nampa, Idaho, USA
- Point Loma Nazarene University, San Diego, California, USA
- Olivet Nazarene University, Bourbonnais, Illinois, USA

Through these associations, we have access to sessional faculty, curriculum development materials, inter-library cooperation, research information, student interchange, faculty interchange with opportunities for study leave and research in these institutions.

Our governance and supervision structures utilise expertise and input from well-qualified people who hold their church membership in a wide variety of other Christian confessional traditions.

## **GOVERNANCE AND ACCREDITATION**

### **Governance Structures**

#### **Legal Status**

Nazarene Theological College (ACN 000 125 235) was incorporated as A Company Limited by Guarantee and not having a Capital Dividend into Shares in New South Wales under The Companies Act, 1936. Incorporation was effected on the 12th October 1953. The name of the company was changed to Church of the Nazarene Australasia in March 2004 to emphasise its religious objectives. It still carries the trading name of Nazarene Theological College.

#### **Administrative Structures and Personnel**

The College's organisation provides for the division of responsibilities between the Board of Trustees and the Academic Committee of the college. As a Member Institution of the Sydney College of Divinity, the academic courses and curriculum are developed and monitored by a range of committees within the organisation. Day-to-day management and implementation of the Course of Study is under the direction of the Academic Dean in conjunction with the Principal of the College and Faculty.

#### **Board of Trustees**

The Board of Trustees is charged with ratifying and granting official approval for all aspects of the College's operation. The elected Trustees are members of the Church of the Nazarene. Non-voting members may be co-opted to the Board to provide expertise in legal, financial, corporate and not-for-profit governance, education, and property areas. The Board of Trustees is chaired by one of its members elected at the November annual meeting and this person serves as Chair for one year.

#### **Academic Committee**

The responsibilities of the Academic Committee include the design and evaluation of courses, determination of academic policies, approval of course documentation and delivery arrangements, the supervision of students, student progress and implementation of the assessment policy. The committee formulates and provides advice concerning the overall educational program of the college. It particularly

addresses issues of quality and quality assurance as well as suggesting improvements in the overall program operation. Written advice is forwarded to the Board of Trustees as part of the annual report of the Academic Dean for consideration and action. The membership of the Committee is comprised of all the permanent members of the College's faculty. The Academic Committee has the power to co-opt, for particular meetings, persons with expertise in higher education or any other field.

## **SYDNEY COLLEGE OF DIVINITY (UNIVERSITY COLLEGE)**

Following a process commenced by the Higher Education Board in New South Wales (NSW HEB) in 1977, the Sydney College of Divinity was incorporated on 15 September 1983 as a company limited by guarantee. A proposed structure for a program of studies leading to the award of the Bachelor of Theology (BTh), submitted to the NSW HEB in May 1983, together with courses of studies prepared by Member Institutions, was accredited by the Board on 16 February, 1984. The award was registered on 20 June, 1985. Since then, the SCD has continued to grow and develop additional awards, including Higher Degrees by Research.

The SCD's ecumenical commitment grows stronger each year as the member institutes offer courses in line with their church traditions and ethos, while all work together to ensure the academic integrity of the degree courses. Currently there are thirteen member institutions. Each offers a limited selection of the SCD's awards. (The entire list offered by the SCD can be found at <https://scd.edu.au/>).

## **ACCREDITATION**

The Sydney College of Divinity is approved by the Australian Commonwealth Government as an Institute of Higher Education (formally Higher Education Provider), with access to FEE-HELP for eligible students; full time students may also qualify for Austudy and Youth Allowance. As the SCD is a CRICOS provider (CRICOS Code: 02948J) overseas students can study at NTC.

## **STUDENT FEES**

### **Fee Structure (Accredited Courses)**

Diploma of Christian Studies – (per 9cp Unit).....	\$1950
Bachelor of Ministry – (per 9cp Unit) .....	\$1950
Bachelor of Theology – (per 9cp Unit) .....	\$1950
Graduate Certificate in Arts / Chaplaincy / Theological Studies – (per 9cp Unit)	\$2200
Graduate Diploma of Arts/Theological Studies – (per 9cp Unit) .....	\$2200
Master of Arts / Master of Divinity / Master of Theological Studies	
Master of Theology (per 9cp Unit) .....	\$2200
Christian Ministry Training Award (for ordination in the Church of the Nazarene)	
- Non-accredited (Per class Unit).....	\$350
Audit* .....	\$300
Audit Concessions* .....	\$70

\*(See our Audit Policy on website)

**NOTE:** Please indicate the units to be applied to FEE-HELP at time of registration.

## Refund Policy

A full refund may be given up to Census Date, less the applicable withdrawal fee.

## Registration

Although you have been accepted for a particular course you will need to register for the specific subjects/units. You are encouraged to register for the whole year rather than separately each trimester. To do this, complete and sign a registration form from <https://ntc.edu.au/students/forms-resources> and email to the Registrar. A late registration fee of \$50 applies to all registrations received after the close of Registration date. This fee is not payable by FEE-HELP.

### *Close of Registrations for 2025:*

- Trimester 1: 26 January 2025
- Trimester 2: 04 May 2025
- Trimester 3: 10 August 2025

### *A withdrawal fee applies for withdrawal from a unit after registration:*

- Up to the commencement of classes.....\$100
- Up to census date.....\$200
- After Census date the student is liable for full costs of any unit they are enrolled in – see Refund Policy: <https://ntc.edu.au/students/refund-policy>

## Other Fees (applicable for full-time and part-time students)

Overseas student administration fee (non-refundable payable on application) ....	\$350
Registration variation fee (per occasion) .....	\$50
Late registration fee.....	\$50
Application for credit for previous study made prior to enrolment .....	\$50
Associate member library fee (per half year) .....	\$50
Library fine (per day per item overdue).....	\$1
Lost library item charge .....	Replacement cost
Lost or damaged equipment charge .....	Replacement cost
Student ID card fee (covers the duration of your course, up to 3 years).....	\$10
Transcript fee (plus P&H) (only available from SCD).....	\$25

Some fees for non-accredited courses attract GST. Courses will not be recorded on the academic record nor an award conferred until the student's account is paid in full. All fees are subject to periodic review. All dollar amounts are in Australian dollars.

## Census Dates

All registrations must be finalised by the census date as this is the date FEE-HELP is claimed or students are invoiced.

Please note: Registration on Census date determines fees, not attendance or completion of a unit.

### *Census dates for 2025:*

- Trimester 1: 10 March 2025
- Trimester 2: 09 June 2025

- Trimester 3: 15 September 2025

*Important:*

- Changes cannot be made after Census date.
- Please email the Registrar before the census date if you are considering withdrawing from a unit.
- Withdrawals must be completed before census date and must be notified in writing using the course unit request form.
- If a withdrawal is just before or on the census date, please phone NTC to confirm that the withdrawal notification has been received.
- FEE-HELP students: Following the Census date you will be issued with a Commonwealth Assistance Notice (“CAN”). You have 14 days to advise any errors.

## **Financial Responsibilities**

Tuition and fees for each trimester are to be paid in full at the beginning of each trimester. Students making use of FEE-HELP will have their fees paid directly to NTC. Casual and audit students must pay for the unit prior to the beginning of classes. No transcripts will be issued or awards conferred until a student's accounts are paid in full.

The NTC office will accept payments by MasterCard and Visa. Credit card payments may be made in person or via the telephone.

*NOTE:* Students not using FEE-HELP will be expected to pay each trimester's fees upon registration. Students who cannot pay all fees upon registration must negotiate an instalment plan with the college Finance Manager before the trimester begins. Those who are not able to properly maintain their financial accounts may be required to discontinue classes and/or relocate off campus.

NTC is unable to advance student loans. Because overdue accounts create considerable financial burden for the college, students should make outside arrangements to ensure that the terms of their accounts are met. Eligible students may be able to receive a student supplementary loan through Centrelink or various banking institutions—please contact the Registrar for details.

## **NTC STUDENT SUPPORT AND WELLBEING**

Please see the Student Handbook for full details; this is available on the college website (<https://ntc.edu.au/students/forms-resources>). This document covers all aspects of life at NTC relating to student wellbeing and academic support.

## **STUDENT GRIEVANCE POLICY AND PROCEDURES**

### **Before an Issue Becomes a Formal Grievance**

We encourage students, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. At NTC the Dean of Students (Student Administrator) and the Student Advocate are available to assist students at this level.

## What is a Grievance?

A grievance is a statement of concern reported to a person in authority at Nazarene Theological College or that requires action or response from the Nazarene Theological College. A grievance can be about any kind of situation or process affecting the student, academic and non-academic, and can be against a person or people at Nazarene Theological College.

A grievance is not part of the regular student feedback the Nazarene Theological College encourages in its continuing commitment to quality improvement, but rather a formal complaint requesting action or response. Generally, the Nazarene Theological College will not act on anonymous complaints. However, staff must refer all complaints, anonymous or otherwise, about abuse of children or young people to the Principal.

## Principles in Grievance Handling

Staff handling grievances should do everything in their power to ensure the following principles are upheld:

*Confidentiality* – All parties have an obligation to maintain confidentiality of both process and records. Generally, fairness requires that the respondent knows who has lodged the grievance.

*Impartiality/Procedural Fairness* – Grievance handlers must implement the policies and procedures of the Nazarene Theological College, and employ principles of openness, honesty and fair dealing throughout their communications, investigations, reporting and record keeping. Both the student complainant and the respondent (person against whom the grievance is made) must receive appropriate information, support and assistance in resolving the grievance.

*Freedom from Unfair Repercussions or Victimization* – Fear of victimisation prevents many students from lodging a grievance. The Nazarene Theological College will take all necessary steps to ensure that victimisation does not occur. Any staff member who victimises a student may be subject to disciplinary action.

*Sensitivity* – All grievances must be dealt sensitively, and with care for all involved.

*Timeliness* – Grievances must be dealt with quickly, since undue delay in responding to a grievance may provide ground for further complaint. The aim must be to achieve resolution of a complaint within four weeks of the complaint being lodged. It is important that the complainant and the respondent are kept informed about the progress of the complaint at regular intervals and advised if resolution of the matter is likely to extend beyond four weeks.

## The Process for Students

Under normal circumstances, it would be expected that a student or person enrolling at Nazarene Theological College would lodge their grievance within Nazarene Theological College.

## Student Grievance Representatives

Administrator:	Rev. Pam Reed
Advocate:	Rev. Richard Giesken
Academic Dean:	Rev. Dr Linda Stargel
Principal:	Rev. Dr Joseph Wood

## Lodgement of Grievance at Nazarene Theological College

### Stage 1 – Staff Member

Students may approach any member of staff of Nazarene Theological College with a grievance who will endeavour to help resolve the issue.

### Stage 2 - Grievance Administrator

If the issue cannot be resolved by the staff member, the Grievance Administrator will be approached. The Administrator will advise the student regarding the grievance procedure:

1. The process with which Nazarene Theological College handles a grievance
2. the student's right to be accompanied and assisted by a friend throughout the process;
3. complete the SCD STUDENT COMPLAINT/ GRIEVANCE NOTIFICATION FORM with the student (at the end of the SCD Student Appeal, Complaint and Grievance Policy) found in Z:\Handbooks and Policies\SCD Policies or at [https://scd.edu.au/home/current-students/policies-and-procedures/?search\\_resources=Grievance&resources\\_terms=policy-documents](https://scd.edu.au/home/current-students/policies-and-procedures/?search_resources=Grievance&resources_terms=policy-documents)
4. the expected time frame for resolution, normally no more than four weeks.
5. Acknowledge the receipt of the grievance within seven days;
6. Will refer the student to the Grievance Advocate (appointed by the Principal).
7. monitor the process to ensure a mutually acceptable resolution is reached without undue delay and facilitate resolution in a timely manner, which would normally be no more than four weeks
8. give the student comprehensive written advice about the outcome;
9. file records in the Registrar's Office for confidential storage for at least five years.
10. parties to the complaint will be allowed supervised access to these records.

### Stage 3 - Grievance Advocate

The Grievance Advocate (appointed by the Principal) will be asked to meet with the student and help resolve the complaint within a reasonable time, normally within four weeks of receiving the complaint.

If the Advocate requires additional support and advice, he/she can enlist the help and advice of the Academic Dean (or another member of staff depending who the complaint is against).

### Stage 4 – The Principal

If a grievance remains unresolved by the process outlined above, the student or Advocate can request an interview with the Principal for resolution.

### Stage 5 – External Resolution

#### *Non-SCD Students*

If not satisfied with the decision of the grievance outcome at Nazarene Theological College or the time taken to deal with the grievance, the complainant may request that the matter be referred to the Chair of the Nazarene Theological College Board for external resolution.



### *Sydney College of Divinity (SCD) Students*

For reasons of perceived victimisation or otherwise within Nazarene Theological College, the student may choose to lodge the grievance directly with the Sydney College of Divinity. The student may also choose this option if they are not satisfied with the decision of the grievance outcome at Nazarene Theological College or the time taken to deal with the grievance, the complainant may request that the matter be referred to the Sydney College of Divinity for external resolution.

This and other policies and procedures may be found here:

<https://scd.edu.au/home/current-students/policies-and-procedures/>

## **ACADEMIC STRUCTURES, REGULATIONS AND PROCEDURES**

### **General Information**

In common with most institutions of higher education in Australia, the academic year begins in February and concludes in November. The year is divided into three trimesters, with most courses having a total of twelve teaching, study, and examination weeks. Some units are taught intensively over a one-week block or some other format. In all cases, the standard of instruction and assessment remains the same.

A complete overview of the structure of each of the following courses of study, including admission requirements, course structure and period of candidature, can be found at [Our Courses - SCD](#). The Academic Dean and the Registrar are available to help students understand any of this content. NTC currently offers the following SCD awards:

### **Coursework Programs Of Study offered at ntc**

#### **Undergraduate:**

- Diploma of Christian Studies (DipChSt) – one year full-time
- Bachelor of Ministry (BMin) – three years full-time
- Bachelor of Theology (BTh) – three years full-time

#### **Postgraduate:**

- Graduate Certificate in Arts (GradCertArts) – six months full-time
- Graduate Certificate in Theological Studies (GradCertThSt) – six months full-time
- Graduate Certificate in Chaplaincy (GradCertChap) one year part-time
- Graduate Diploma of Arts (GradDipArts) – one year full-time
- Graduate Diploma of Theological Studies (GradDipThSt) – one year full-time
- Master of Arts (MA) – twelve to eighteen months full-time
- Master of Theological Studies (MThSt) – one year full-time
- Master of Divinity (MDiv) – three years full-time
- Master of Theology (MTh) - eighteen months full-time

### **SCD Research Programs Of Study**

These are all administered by the SCD Central Office and application for these programs will be made directly to them following consultation with NTC. NTC is often able to help with library access, study help, and accommodation. Multiple faculty members are Research Active through the SCD and can be assigned as either a principal supervisor or associate supervisor.

- Master of Philosophy (MPhil) – one year full-time
- Doctor of Theology (ThD) – three to four years full-time
- Doctor of Ministry (DMin) – three to four years full-time
- Doctor of Philosophy (PhD) – three to four years full-time

## **REGISTRATION AND ENROLMENT**

### **Student Admission**

The standards of admission to NTC are established to fulfil two principles. First, they ensure that you will be able to fulfil the objectives of a program and achieve the standard required for the award. Second, they ensure that you have the basic skills in written and oral English which will enable you to profit from the program. Each program has its own individual entry requirements and the full details are listed under each award. Normally a prospective student must have completed Year 12 (or its equivalent) at an Australian High School and be eligible to study for a similar level of award from an Australian university. Prospective students who have not obtained university entrance qualifications and are under 21 years of age may qualify for Special Entry. Please contact the NTC Registrar for full details concerning this category; information is also available from the SCD website.

NTC welcomes applications from mature students. If you are 21 or over on 1 January of the year in which you intend to begin study and in addition you do not have the normal entrance requirements to an accredited program, you may still be eligible through the mature student admission process.

NTC (through the SCD) is registered with CRICOS as an educational provider for overseas students. We have a separate Handbook for Overseas Students (<https://ntc.edu.au/students/forms-resources>) and they must comply with the visa conditions imposed by the Australian government, as well as the regulations and procedures given in this Handbook and those of the SCD. Proficiency in English will have to be demonstrated when the applicants schooling was in another language. This is normally demonstrated by achieving a suitable standard in an IELTS test. The required standard is listed under each academic award.

All applications for admission to coursework awards are made to the Registrar of NTC and full details of the application process are to be found on the SCD website, as well as from the Registrar of NTC. We recommend that you contact the Registrar ([registrar@ntc.edu.au](mailto:registrar@ntc.edu.au)) as soon as you have an interest in studying with us.

### **Program Of Study**

A student's program of study in each year is subject to the approval of the Academic Dean. A program of study consists of units selected from the Schedule of Units of Study. The choice of units to be taken is subject to the constraints of the timetable for classes and to any limitations imposed on the enrolments in units. A student may be permitted to change the program of study during the year, subject to the recommendation of the Academic Dean and the approval of the Academic Committee.

## Student numbers & Identity and concession Cards

All new students are given a unique student number. It should be used on all assessment coversheets and quoted on all correspondence with NTC and the SCD. Students are not automatically issued a student identity card. Identity cards may be applied for and purchased if desired. Library cards will be provided. Student Transport Concessions are applied for online and enrolment is verified by the Registrar.

## Registration

All students are required to formally register for each trimester's study program. Early registration deadlines are noted on trimester timetables. Registrations after this date and amended registrations will incur a \$50 late registration fee.

## Cancellation of Courses

Scheduled courses will be offered as regular lecture sessions/tutorials for both the trimester-long format and as intensives, as detailed on the timetable for each trimester. The college reserves the right to offer all courses in a modified format (directed study, independent guided study, seminars, distance education) when the number of students enrolled for a unit is too low for an effective lecture format. This number varies according to the nature and level of the unit being taken. Cancellation of course units will only take place after consultation between the Registrar and the Academic Dean; a determination as to whether the scheduled course will run will be made at least two weeks prior to the commencement date of the unit.

## Withdrawal from Trimester-long Units

Withdrawal from a program is sought when the circumstances are such that the student cannot study and can anticipate no change in circumstances in the foreseeable future. This provision allows the student to withdraw from the program and to re-enrol when circumstances are more favourable. A student may withdraw without penalty from a unit only if notice of withdrawal is submitted in writing to the Registrar by 4.00 pm on the **Census Date** applicable to the unit in question. The **Census Date** varies according to the commencement date of the unit. If withdrawal occurs by **Census Date** the tuition fee will be refunded but a withdrawal penalty will be charged to the student and payable immediately. After the **Census Date**, tuition fees will not be refunded.

Although tuition fees will not be refunded after the Census Date, it is still possible to avoid incurring an "N" grade if the student withdraws before the **Academic Penalty Date**. If notice of withdrawal is submitted in writing to the Registrar after the Census Date but by 4.00 pm on the **Academic Penalty Date** a "W" grade will appear on the transcript.

Any withdrawal after the **Academic Penalty Date** attracts the academic penalty of an "N" grade.

## Withdrawals from Intensive Units

With regard to Census Dates, the following applies for Intensives:

- 1-week intensive – The Census date is at the end of Day 1 (20% of teaching)
- 2-week intensive – The Census date is at the end of Day 2 (20% of teaching)

## **Leave of Absence**

Students, who for health or personal reasons are unable to continue their course, may apply for a leave of absence from the course. This may be granted for up to two trimesters. Please see the Registrar for the procedure to be followed. A health certificate is required for all medical reasons.

## **Exclusion from Enrolment**

A student may only attempt any unit twice.

## **Termination of Enrolment**

If in the opinion of the Academic Committee a student's academic progress is not considered satisfactory, the student is required to show cause to the Committee why they should not be excluded from the college.

## **Types of Course Units**

There are 6 types of units:

- Regular
- Intensive
- Extensive
- Directed Study
- Independent guided study
- Research Project or Research Essay

### **Regular**

Those units which are delivered face-to-face and synchronously (in person or by video conferencing) and require weekly attendance throughout a twelve-week trimester.

### **Intensive**

The usual trimester-length course unit is offered over a one-week or two-week period, normally during the early part of a trimester. The student has the same timeframe of a normal trimester-long program (twelve-weeks) to complete assessment tasks. Faculty are available for consultation following the intensive.

### **Extensive**

The usual trimester-length course unit is offered over a number of days spread across a trimester, e.g., five individual days (say, Tuesdays) or two to three weekends. The student has the same timeframe of a normal trimester-long program (twelve-weeks) to complete assessment tasks. Faculty are available for consultation following the Extensive.

### **Directed Study Mode**

When a unit is not offered in the trimester in which the candidate wishes to take it, the student, by arrangement with the lecturer, may study the course in independent reading mode. It is essentially a reading course with some individual, face-to-face (in person or by video conferencing) contact with the lecturer arranged for mutually convenient times.

## **Independent Guide Study**

This is one way to complete the research requirement of any master's course. The unit gives the student an opportunity to focus on a particular area of interest and to refine their research skills. With the guidance of an assigned lecturer the student defines a narrow topic of study, develops a reading and research plan, and then presents an essay of what they have learned. IGS may be taken for 9 or 18 credit points.

## **Research Projects and Research Essays**

Research projects and essays are other means of completing the research requirement of a master's course. They require additional academic rigour and when complete at Distinction level or above may open a pathway to doctoral studies. Both have a prerequisite/corequisite of the Research Methodology unit.

*The Research Project* builds on the theological background, capacity, and interests of a student and enables her or him to pursue broad research, often of a survey nature, into an area or topic within a discipline or across disciplines. This research cannot usually be done within the strictures of individual coursework units or the focused study of a particular topic. The research project may be taken for 9 or 18 credit points.

*The Research Essay* unit may be taken for 18 credit points (10,000–12,000 words in length) or 36 credit points (20,000–24,000 words in length). The student is assisted in the preparation of the essay by a supervisor appointed by the Member Institution in which the student is enrolled. Approval for the long essay topic is obtained from the Research Committee, and where applicable may require clearance by the Ethics Committee. The Research Essay is examined by two examiners one of whom is normally from outside the Member Institution where the student is enrolled. The supervisor is not eligible to be an examiner.

## **Credit for Previous Studies**

Credit may be awarded for previous study successfully completed at a recognised tertiary institution outside the SCD. Such credit is granted according to the Academic Regulations in force for each award. Application for credit must be made to the NTC Registrar in the first instance.

## **Attendance**

To complete a unit, a student must have been present for at least 80% of all prescribed activities, regardless of the mode of delivery.

Students are required to attend all lecture and tutorial sessions, as well as designated field work and any other activities prescribed for the course unit. They are expected to be present from the beginning of each lecture and tutorial session. Any absences (for a whole session or a part thereof) should be explained to the lecturer as a matter of courtesy. Attendance records are kept by the lecturer, and this includes recording lateness (more than ten minutes) for a class session. Four late attendances count as an absence.

Overseas students must satisfy Australian government attendance requirements.

When a student knows in advance that they are going to be absent from college during any session, it should be cleared beforehand with the lecturer concerned. Only medical

reasons or an extreme need are judged to be sufficient cause for an **approved absence** being granted.

**Absences** without further make-up work being required may be permitted up to 20% of the contact hours per course at the lecturer's discretion. Any absences beyond this amount will normally require extra work to be completed; this work is set by the course lecturer. Failure to complete the extra work will result in the student failing the course.

### **Directed Study, Independent Guided Study, and Research Projects**

These units are offered by the college on request and only if the lecturer responsible for them is able to offer effective supervision.

#### *Please Note:*

- The College faculty offer academic advice in good faith, but students remain ultimately responsible for their own study program and completing all graduation and ordination requirements.
- In overall planning for program completion, students need to take into account that while many foundational level units are offered every year, intermediate level units may only be offered on alternate years.
- The College reserves the right not to offer any particular unit.
- The program of study for any of our academic awards is being developed continuously. This means that the range of units offered and the number of them to be taken in each field of study for graduation will change over time. Students who commence their program of study and remain continuously enrolled as full-time students will normally be able to complete the award requirements in force on the day they first enrolled.

### **Sub-Disciplines**

<b>A</b>	Humanities
<b>B</b>	Biblical Studies
<b>C</b>	Counselling and Chaplaincy
<b>E</b>	Christian Ethics
<b>H</b>	Church History
<b>L</b>	Liturgical Studies
<b>M</b>	Missiology
<b>P</b>	Pastoral Theology and Practice
<b>S</b>	Christian Spirituality
<b>T</b>	Theology
<b>W</b>	Philosophy

### **Course Units**

Each discipline area is divided into a number of course units. All course units carry a credit point value of 9cp, except for Supervised Ministry units and some research units. Units are 'core' (or required) and others are 'elective'; a number have pre-requisite units which must be taken first.

### **Levels of Study**

In the undergraduate programs, course units are taught at 7100 (Foundational) and 7200 (Advanced). Graduate coursework units are at 8100 (Foundational) or 9200 (Advanced) level. Courses often restrict the number of foundation units taken.

## **Majors and Sub-Majors/ Specializations and Sub-Specializations**

In all undergraduate awards a major consists of 6 course units (54cp) in a particular discipline area and a sub-major requires four units (36cp). In postgraduate awards, these are referred to as specializations (54cp) or sub-sub-specializations (36cp) The specific details applicable to each award can be found at [Our Courses - SCD](#).

## **Coding of Course Units**

Course units have a six-figure code.

- The first letter indicates a discipline (e.g. B or T)
- The first numeral indicates the AQF level of study at which the unit is taught (from 5 to 9)
- The next number indicates the level of the unit (from 1-2)
- The two subsequent numerals indicate the particular unit being studied
- The last letter indicates the Member Institution of the SCD where the study is taking place (for NTC the letter is 'B')

*For example, B7110B is a unit in Biblical studies, at foundational level, at NTC.*

## **Demand Hours**

Demand hours are a notional measurement of the time an 'average' student has to commit per trimester unit for satisfactory completion of the teaching and assessment requirements. Course units of 9cp require 143 demand hours per trimester. Normally 3 hours per week are allocated to class time (lectures and tutorials) and the remaining 8 hours per week to personal study and completion of the assessment tasks.

- At undergraduate level, 12 demand hours are allocated per 1000 words of written work or per 15 minutes of oral exam/class presentation, with a total limit of 5000 words or equivalent.
- At graduate level, 8 demand hours are allocated per 1000 words of written work or per 15 minutes of oral exam/class presentation, with a total limit of 6000 words or equivalent.

Assessment tasks are normally allocated around 42% of the demand hours of a particular unit.

## **Colloquia and Topics for all Programs**

The curriculum includes a chapel program which fosters worship and is part of the teaching program, involving practitioners, scholars, and academics from Wesleyan and other traditions. These are regularly scheduled during the academic year. This brings an intentional relationship with those who can broaden and enrich the program offerings. Many courses in the program involve visiting lecturers to provide a diversity and breadth to the learning opportunities for the students.

Seminars on special topics are occasionally offered to the students as well as the public. The seminars are intended for enrichment and enhancement of the program. These seminars are regarded as an integral part of the educational experience. In the light of this, attendance is strongly recommended for all students.

## **Practicum: Supervised Ministry Experience (SME)**

There are four major elements of the educational preparation of ministers.

- *Content*: representing the acquisition of the biblical, theological and historical knowledge necessary for the minister.
- *Competency*: involving the acquisition and development of the skills for ministry.
- *Character*: referring to the personal qualities of the ministry.
- *Context*: dealing with the ministry environment.

These four elements are embodied in the curriculum for the Bachelor of Ministry, Bachelor of Theology and Master of Divinity programs. A Supervised Ministry Practicum is also essential to students preparing for ordained ministry. It prioritizes areas of competency, character and context. The College can assist students and their denominational mentors in the tools needed for this practicum, whether the student is taking a SME unit for credit or not. The major purpose of a practicum is to link theory with practice by providing regular, structured and supervised opportunities for students to apply and test knowledge, skills and attitudes, developed largely in campus-based studies, in concrete experiences in the church and community.

NTC's SME units and SME Handbook integrate skills necessary for ministry within the church. The blending of biblical, theoretical, and philosophical tenets with practical ministry provides the student with a balanced perspective. An intentional practicum provides students with guided learning and reflective evaluation, which are vital learning components for ministerial service.

Supervision of field work for credit at NTC involves both faculty supervisors and qualified pastoral supervisors who are serving, ordained ministers. The contribution of the supervising ministers are vital importance in the practical experience component.

1. Ordination Track Students:
  - a. Church of the Nazarene: students may complete up to two, 18cp units of SME through the College that will simultaneous be applied toward their award. Most students, however, will complete their SME requirement in a not-for credit format under the auspices of the District, and with the guidance of the SME Handbook, as outlined in the Course of Study Progress Plan.
  - b. Other denominations: students may complete up to two, 18cp SME units under the auspices and supervision of their own denomination. The SME Handbook may be adapted to meet denominational requirements.
2. Non-Ordination Track Students: may also take an SME unit focused on a particular area of ministry focus (such as chaplaincy). The SME Handbook may need additional adaptation by the student's supervisor.
3. An 18cp Supervised Ministry Experience (SME) unit may be completed in one to three trimesters as long as satisfactory progress is reported each trimester.

## GENERAL ACADEMIC INFORMATION

### Privacy Statement

Nazarene Theological College (we) complies with Australian and Queensland privacy laws and guidelines. We treat personal information we collect as confidential. We will only use personal information you give us for our administrative or educational purposes and to keep in touch with you after you graduate. To comply with legal and administrative obligations, we routinely supply personal information to government



agencies. We will not give anyone else your personal information unless you agree or the law says we must. Students who are ordination candidates for the Church of the Nazarene will have their progress through the Course of Study for Ordination reported to the relevant District Ministerial Studies Board. We may use personal information to prepare statistical information that we may then distribute but only in a form that does not identify anyone.

### **College Administration—Student Communication**

All students attending the campus program are given a free email account and the college uses this as the normal means of communication for all academic, financial and campus life matters. It is the student's responsibility to check this account regularly as they are held accountable for knowing the information. Failure to utilise this service is not an acceptable reason for failure to act on college communications and the student will be held accountable for the consequences.

### **Academic Course Monitoring**

The SCD provides through its practices course monitoring mechanisms both internally and externally. The College's organisation provides for course monitoring by the Board of Trustees, and the Academic Committee.

### **Credit Point System**

A credit point system indicates varying weights for courses. The credit points (cp) for a course represent the estimated work time necessary for a student to achieve assessment standards in a manner consistent with ability. Each credit point represents approximately 16 hours of total work, including both class contact hours and private study. Standard units are 9 credit points each.

### **Academic Load**

Credit points are normally gained by a full-time student at the rate of 18-27 cp per trimester; students may enrol for more than 27 cp per trimester with permission from the Academic Dean. Overseas students must comply with their visa requirements at all times.

### **Academic Probation**

A student whose cumulative gpa or whose gpa in any trimester falls below 1.00 will be placed on academic probation. This requires the student to meet regularly with their program adviser and it may require reducing employment hours, church ministry hours or the academic load until such time as the cumulative gpa rises above 1.00.

### **Employment**

Full-time domestic students who wish to work more than 20 hours per week should carefully consider the impact this will have on their study program. The Academic Dean may ask the student to review this situation if evidence of inability to cope with the increased workload emerges. Overseas students (and their family members) must comply with immigration requirements—please contact the Registrar for this information prior to commencing any paid employment.

### **Submitting Assessment Tasks**

All assignments must be in PDF Format and be submitted by email by 11:59pm (AEST) on the due date.

The correct email address for submitting assessment work is: [registrar@ntc.edu.au](mailto:registrar@ntc.edu.au)

**Students are NOT to send assessment work directly to lecturers**, as the 'date received' will not be processed into the student record system correctly, and so late marks may apply to assessments submitted incorrectly. The student will get an email within 72 hours (allowing for weekend) confirming the arrival of assignment. Should you not receive this email, please contact the NTC office.

Students are also advised to **keep a copy of all 'sent' emails**, because these may be required by the Registrar in the event that a correctly addressed email does not arrive, to validate the actual time and date of the original submission.

**Students are also advised to familiarise themselves with the Extension Policy - no exceptions to this policy will be made.**

If you know you are not able to complete your assignment by the due date, then the student should apply for an extension **before** that date. The *Extension Request Form* is available on the NTC website. The work must usually be completed within seven days of the extension being given. Please note that extensions are only granted for medical reasons or because of exceptional circumstances; poor planning on your part is not an acceptable reason. A medical certificate or other appropriate documentation must accompany the request form.

### **Late Penalty**

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

*Example:*

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50x4 = 10 mark penalty

The student's original mark is 40

Final mark = 40-10 = 30

### **Grounds for Extension**

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Registrar for authorising and signing by the Lecturer / Registrar /Academic Dean prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Registrar setting out the extreme circumstances. The Academic Committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

If extension is desired please use the correct form found on the NTC website called “NTC extension request form” and available in either PDF or Doc format: <http://ntc.edu.au/students/forms-resources/>.

## **Graduation Requirements**

To graduate with a particular award a student must meet all course structure requirements, accumulate the requisite number of credit points with the stipulated gpa, and have met all financial obligations to the college.

## **Transcript of Academic Record**

Students may review their own academic records by arrangement with the Registrar. For an official copy of the transcript, a signed request must be made to the Registrar's Office along with the prescribed fee. An official transcript, which is dated, signed by the Registrar and sealed is acceptable evidence of educational background to other institutions. No official transcripts will be issued unless the student's financial commitments to the college have been met.

## **ASSESSMENT AND EXAMINATION POLICY, PROCEDURES AND REQUIREMENTS**

Assessment of student performance in any unit is continuous or progressive and is determined at the end of the trimester in which the unit is completed. The grade for that unit is based on the total marks gained. A grade is final when it has been approved by the Academic Board of the Sydney College of Divinity.

Within the Sydney College of Divinity, the development of assessment packages is based on an understanding of demand hours derived from the following principles:

1. The educational model used is that of adult learning. Each class is a community of adult learners, lecturer and students together. The desired end is not simply to impart information to students but for them to develop into self-directed, self-motivated learners. Their own experience and learning is an essential ingredient in the learning process.
2. Students only have a limited amount of time that can be expended on a course unit. No course unit is entitled to more student time than any other unit for equivalent credit. (Clearly there is some latitude for units with a large praxis component.) Overall student loads per trimester can make demands on only a set amount of time in a student's week.
3. Each course unit involves a range of educational tasks: lectures, reading, note taking, tutorials, presentations, essays etc. Assessment tasks make up only a percentage of learning tasks, and can therefore demand only a corresponding percentage of the time allocated to that unit.

Assessment and examinations at the college are conducted under explicit regulations. The regulations are designed to ensure that all students receive fair and equitable treatment in the assessment of their work.

## **Assessment Word Count Required for Assessment**

The overall length of assessment tasks are as follows for a 9 credit point unit:

- undergraduate programs (AQF Levels 5, 6, 7): 5000 words or equivalent
- postgraduate programs (AQF Levels 8, 9): 6000 words or equivalent

A 10% variation in word count either above or under the word count may be tolerated.

Assessment tasks, e.g. portfolios, that fall outside the items included in the grid require approval from the relevant Discipline Coordinator.

Teachers who seek variations from the general standard of assessment for any of the reasons below should explain the variation in assessment section of the Course Unit Booklets.

1. An increased word count might be justified when assessment tasks allow work that is produced rapidly and without polish, e.g. journals and weekly contributions to a discussion forum.
2. A reduced word count might be justified when assessment tasks are designed to develop written or oral expression that is concise, precise, and direct.
3. It might be that the contact time is rather smaller or greater than in a standard subject, with correspondingly more or less work expected out-of-class, and so the amount of work produced for assessment varies accordingly (graduate subjects tend to have fewer contact hours which balances the greater assessment demand).
4. It might be that a substantial part of the assessment task is done in class (i.e. the learning is in completing in class under supervision a task that is the assessment), and so the assessment requirements might be greater (studio or laboratory work can be examples of this).

#### AQF Level 6 and 7, 9-credit point course units

<b>%</b>	<b>Assignment</b>	<b>Examination</b>	<b>Oral exam</b>	<b>Evidence of student tutorial participation</b>
<b>60%</b>	3000 words	1.5 hours	30 minutes	Tutorial Presentation: 24 minutes delivery and one page write-up
<b>50%</b>	2500 words	1.25 hours	25 minutes	Tutorial Presentation: 20 minutes delivery and one page write-up
<b>40%</b>	2000 words	1 hour	20 minutes	Tutorial Presentation: 16 minutes delivery and one page write-up
<b>30%</b>	Critical review 1500 words	45 minutes	15 minutes	Tutorial Presentation: 12 minutes delivery and one page write-up
<b>20%</b>	Critical review or summary 1000 words	30 minutes	10 minutes	Tutorial Participation: Written tutorial participation paper/synopsis/journal 800 words
<b>10%</b>	Summary 500 words	15 minutes quiz		Tutorial Participation: Written tutorial participation paper/synopsis/journal 400 words

## AQF Level 8 and 9, 9-credit point course units

%	Assignment	Examination	Oral exam	Evidence of student tutorial participation
60%	3600	about 150 minutes	30 minutes	Tutorial Presentation: 30 minutes delivery and one page write-up
50%	3000	about 130 minutes	25 minutes	Tutorial Presentation: 25 minutes delivery and one page write-up
40%	2400	about 110 minutes	20 minutes	Tutorial Presentation: 20 minutes delivery and one page write-up
30%	1800	about 80 minutes	15 minutes	Tutorial Presentation: 15 minutes delivery and one page write-up
20%	1200	about 55 minutes	10 minutes	Tutorial Participation: Written tutorial participation paper/synopsis/journal 1,000 words
10%	600	about 25 minutes quiz		Tutorial Participation: Written tutorial participation paper/synopsis/journal 500 words

### Final Exam Format

Final exams will not be used for all units. Generally, where a final exam is used the format for a 9cp subject will be as follows:

1. More commonly it will be an essay exam; a different exam is set for the Diploma and the Bachelor of Theology students. Questions for the degree students require a higher quality of answer, showing greater evidence of critical thinking, reflection and synthesis.
2. The formula used in setting the number of questions is 'double plus one'; that is, if they are required to answer three questions, then a choice of seven questions must be offered.
3. Where options are given (for example, answer 1(a) or 1(b), each option counts as one choice.
4. A compulsory question (or questions) may be set; the students must be notified of this and the general area from which the question(s) is/are drawn must be indicated in advance. If the students are given the actual question(s) in advance, then the exam must be graded accordingly.
5. The timing of the exam must be strictly kept; any allowances for illness or other factors must be approved by the Academic Dean in advance.

6. Not all subjects require a final exam, and in some subjects a two-hour exam may not be needed. These matters should be determined as part of the Course Unit Booklet (CUB) approval and review process; no individual lecturer is then at liberty to vary the syllabus requirements without prior approval from the Academic Dean.
7. In a course area where a data exam would be important, this should be included as part of the examination process—either as a final exam or as an intermediate stage exam. This should be indicated during the CUB approval/review process. Attention must be given to the total word count required in the assessment process, as well as to the number of assessable items permitted, when setting data exams

### **Exam Protocol**

1. The exam starting time will be strictly adhered to.
2. The students will have ten minutes reading time and during this time they may make notes on the exam paper only or seek clarification about any perceived errors in the exam paper. The exam period will then follow.
3. The examination supervisor will give two time calls during the exam: at the halfway point and then fifteen minutes before finishing time.
4. During the examination time there is to be no talking or asking questions. Students are to remain in the examination room until their exam is finished unless the supervisor has been notified of medical reasons for leaving the room during the exam time.
5. During the final fifteen minutes, students are to remain in their seats until the supervisor calls the end of the exam, even if they have finished answering the questions.
6. At the moment the supervisor calls the end of the exam students must stop writing immediately and put their pens down. Any student who continues writing will be deducted the value of that question. The exam cover sheet, the exam questions and the answer sheets are to be left on the students' table for the supervisor to gather.

Where a candidate:

1. is prevented by unavoidable disruption from attending an examination in a unit;  
or
2. was affected immediately prior to such examination by unavoidable disruption which the candidate believes seriously prejudiced the performance of such examination; or
3. is to a substantial degree affected by unavoidable disruption during the course of any such examination, and either during or immediately after such examination reports the facts to the supervisor in charge —

the candidate may as soon as practicable after such examination, and in any case not later than the day following the final day of the examination period, report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Registrar and request that they be taken into account when assessing the result of such examination. If a candidate is personally unable to take the action required in such case by this rule, some other person may take such action on the candidate's behalf.

NTC may apply to the Academic Board of the Sydney College of Divinity for permission for the student to sit a special examination conducted by NTC.

### **Unavoidable Disruption**

The Academic Board has adopted the following definition of unavoidable disruption, to be applied to the requirements to complete a unit, the provision of special examinations, the discontinuance of a unit and exclusion from a unit.

*Unavoidable disruption* to studies is defined as resulting from an event or set of circumstances which:

1. could not have reasonably been anticipated, avoided or guarded against by the student; and
2. were beyond the student's control; and
3. caused substantial disruption to the student's capacity for effective study and/or the completion of required work; and
4. interfered with the otherwise satisfactory fulfilment of unit or program requirements.

Circumstances routinely encountered by students would *not normally* be acceptable grounds for claiming unavoidable disruption to studies. Such matters include:

1. routine demands of employment;
2. routine family problems such as domestic tension with or between parents, spouses, and other people closely involved with the student;
3. difficulties adjusting to College life, to the self-discipline needed to study effectively, and the demands of academic work;
4. stress or anxiety associated with examinations, required assignments or any aspect of academic work;
5. routine need for financial support; and
6. demands of sport, clubs and social or extra-curricular activities.

Any claim based on these categories would need to show clearly, with appropriate documentation, that the student's particular circumstances were so extreme, individually or in combination, as to warrant consideration.

It must also be shown that the alleged disruption seriously interfered with the student's studies or exam performance to the extent that had it not occurred, he or she would in all likelihood have given a satisfactory performance.

The Academic Board will treat as unavoidable disruption cases where the student has been prevented from attending an examination for the following reasons:

1. as a member of the armed forces involved in compulsory exercises;
2. as a person in full-time employment required to be overseas by his or her employment;
3. as a member of the emergency services including the medical profession;
4. as a person representing Australia at an international sporting or cultural event.

## Principles of Academic Integrity

NTC endorse the following principles of Academic Integrity from the SCD Academic Integrity Policy 4.1:

- Academic integrity is a fundamental component of excellence in learning and intellectual endeavour, with proper academic discipline being an established feature of all tertiary education in Australia.
- The tertiary learning environment encourages freedom of thought, intellectual inquiry and expression. This is inhibited by taking ideas from others without proper acknowledgement, and without genuine critical reflection on those ideas.
- Academic work as it is understood in British and European intellectual tradition is more than a reproduction of established knowledge, or a recitation of the ideas of those acknowledged as authorities in their field. Academic work constitutes an individual's engagement with established knowledge and research in a field, with a view to an authentic learning experience for each individual engaging in such work, producing original and independent work that will potentially benefit others. This by its nature, involves acknowledging sources of information that underpin an individual's own engagement. Although such academic work may be conducted in the company of, or in collaboration with, others, individuals must always accept responsibility for their own authentic learning experience and for the work they produce.
- Academic integrity is therefore an extension of personal integrity. As a theological education institution, SCD expects its staff, students, and associates to exhibit the highest levels of personal integrity in line with their profession of Christian faith.
- e. Academic integrity is a shared responsibility. As each individual ensures that their own personal integrity is reflected in their academic work, this contributes to the creation of an ethos of academic integrity within the SCD, that reflects and manifests the SCD motto 'excellence in theological education'.

All NTC students and staff are expected to follow NTC Academic Integrity policies and procedures and to sign and Academic Integrity Declaration (see Appendix A).

### NTC Academic integrity **Procedure**

#### **Preface**

NTC considers itself fortunate to have a diverse student body that stretches across multiple countries. We acknowledge that many of the cultures and countries represented by the NTC student body have differing definitions and views with regard to plagiarism and appropriate use of Artificial Intelligence technology (AI). Nevertheless, NTC delivers Australian awards and must follow its cultural perspective and policies on integrity in the academic setting. NTC acknowledges and accepts the following:

- TEQSA Guidance Note: Academic Integrity, which includes guidance on assessing plagiarism, inappropriate use of AI, contract cheating, collusion, cheating, bribing, and fabrication or falsification of information (<https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity>)
- SCD Academic Integrity Policy, which includes guidance on assessing plagiarism, inappropriate use of AI, cheating, fraud, improper behaviour,



misrepresentation, and unethical behaviour  
(<https://scd.edu.au/policy/academic-integrity-policy/>)

- SCD Academic Integrity Procedures, which include a general flowchart of responsibility and reporting for plagiarism (and other forms of Academic Integrity) (<https://scd.edu.au/wp-content/uploads/2020/07/Academic-Integrity-Procedures.pdf> )

The following considerations guide the procedure that follows:

- NTC's Academic Integrity Procedure is meant to align with the SCD's policies and procedures (noted above). Decisions made by NTC may be overridden by the SCD. (<https://scd.edu.au/policy/academic-integrity-policy/>)
- A person against whom a complaint of misconduct has been established under these procedures or the procedures may, within thirty days of receiving the decision of NTC's Academic Misconduct Committee, appeal the decision following NTC's Grievance policy and procedures (<https://ntc.edu.au/files/Academic-Regulations-Handbook-2022.pdf> ) and/or the SCD's Complaints and Grievances policy and procedure (<https://scd.edu.au/policy/student-grievance-policy-and-procedures/>)
- If a student has other confirmed types and cases of Academic Misconduct, the steps below may be accelerated.
- All cases of Academic Misconduct will be reported to the SCD.

### **Procedure:**

1. When a lecturer suspects academic misconduct on an assessment, he/she
  - a. Does not need to finish marking the assessment
  - b. Should email the Academic Dean and provide the assessment document and any reasons academic misconduct is suspected (e.g., Google search etc).
  - c. Academic Dean, or person designated by the Academic Dean, will submit the assessment document through plagiarism and AI detection software. A report will be produced by the software.
  - d. Academic Dean and lecturer will review report to confirm plagiarism and/or inappropriate use of AI, percentage of plagiarism and/or inappropriate use of AI, and type(s) of plagiarism and/or inappropriate use of AI based on SCD's definitions and policies.

### **Plagiarism Procedure:**

- e. In cases of suspected plagiarism, the following procedure will be enacted:  
If the percentage of plagiarism is 22% or more, and if this is the student's first infraction
  - Plagiarism education will be provided by the Academic Dean or Student Support Tutor using the "Student Plagiarism Education Checklist."
  - Student will (re)watch NTC's Plagiarism video and take Plagiarism Quiz until they receive 100%.
  - Student will rewrite and resubmit the assessment, using the plagiarism report provided, by the new assessment date established by the lecturer and Academic Dean.
  - Additional student support will be provided as indicated in the "Student Plagiarism Education Checklist."
  - If there is strong evidence that plagiarism was intentional, an Academic Misconduct Committee will be formed to review the

misconduct and recommend appropriate academic and disciplinary action.<sup>1</sup> This committee will consist of the Academic Dean and at least two other academic staff.

- f. If the percentage of plagiarism is 22% or more, and the student has already received education on plagiarism using the “Student Plagiarism Education Checklist,” an Academic Misconduct Committee will be formed to review the misconduct and any associated issues.<sup>2</sup> Repeated academic misconduct will typically incur more severe penalties, as determined by the Academic Misconduct Committee:
- On the first additional offence, the assessment item may not be counted in awarding the final grade for the unit. All assessments in the next 3 trimesters may be monitored for plagiarism using a plagiarism program.
  - On the second additional offence, the student may fail the unit in which the offence took place. All assessments may be monitored for plagiarism for the remainder of the student’s course.
  - On the third offence (following plagiarism education), the student may fail the unit and may be required to show cause why they should not be expelled from the College.
  - On the fourth offence (following plagiarism education), the student may be expelled from the College.

Inappropriate use of AI Procedure:

- g. In cases of suspected inappropriate use of AI, the following procedure will be enacted. All cases of suspected inappropriate use of AI are deemed to be intentional.
- The Academic Dean may arrange a meeting with the student to perform a “Confirmation Check”, “a process designed to provide confidence that a student is appropriately knowledgeable with respect to the work they have submitted” (see <https://www.teqsa.gov.au/sites/default/files/2023-05/AAIN-Institutional-Responses-Generative-Artificial-Intelligence.pdf>)
  - If the outcome of the Confirmation Check satisfies the Academic Dean that the student has APPROPRIATELY used AI, then the case is dismissed.
  - If the outcome of the Confirmation Check satisfies the Academic Dean that the student has INAPPROPRIATELY used AI, the following procedures will apply if this is the student’s first infraction:
    1. The student will be required to repeat the assessment and resubmit it.
    2. The lecturer of the course unit will mark the resubmitted assessment, and the mark will be capped at 50%.<sup>3</sup>
- h. Subsequent cases of inappropriate use of AI will be referred to Academic Misconduct Committee. Repeated academic misconduct will typically incur more severe penalties, as determined by the Academic Misconduct Committee:

---

<sup>1</sup> Outcomes may include allowing a student to rewrite an assessment for a maximum mark of 50%, failure of the assessment, or other penalties. If the student is allowed to rewrite an assessment after the end of the term, a \$50 administration fee and \$75 fee per assessment to be re-marked may be charged.

<sup>2</sup> See recommended financial penalties in note 1.

<sup>3</sup> If the student is allowed to rewrite an assessment after the end of the term, a \$50 administration fee and \$75 fee per assessment to be re-marked may be charged.

1. On the first additional offence, the assessment item may not be counted in awarding the final grade for the unit. All assessments in the next 3 trimesters may be monitored for inappropriate use of AI using AI detection software.
2. On the second additional offence, the student may fail the unit in which the offence took place. All assessments may be monitored using AI detection software for the remainder of the student's course of study. The student may be reported to the SCD.
3. On the third offence, the student may fail the unit and may have to show cause why they should not be expelled from the College.
4. On the fourth offence, the student may be expelled from the College.

# **ASSESSMENT CRITERIA AND GRADING SYSTEM**

## **Explanation of Grades**

Assessment of courses is standards based. Each grade is assessed against criteria as indicated below, utilising a standard grading sheet (see

## **Our Commitment to Academic Integrity**

### **1. Values**

By committing ourselves to academic integrity, we commit ourselves to the values of honesty, trust, fairness, respect and responsibility. By upholding these values, we produce research that is valued, provide teaching of the highest quality, and produce graduates who have earned their qualifications and go on to become respected practitioners in their chosen field.

### **2. Institutional Commitment**

At the Sydney College of Divinity, we commit ourselves to developing a culture of integrity as a provider of theological education dedicated to producing graduates equipped for service in Christian ministry. Our culture of integrity will be seen as we

- pursue excellence in admissions, communication, teaching, learning and research
- accept a shared responsibility for supporting members of our community in pursuing academic integrity at all times
- educate members of our community on what academic integrity is, and how it can be maintained in teaching, learning and interaction, and provide resources to assist in this
- promote our academic integrity policy and procedures
- support and enable staff, students and others to conduct study, teaching and research fairly, honestly and responsibly
- promote freedom of academic inquiry and expression as both a privilege and a responsibility

### **3. Personal Commitment**

Being part of the Sydney College of Divinity community, I commit myself to maintaining the highest standard of academic integrity at all times. In doing so I will

- make integrity a core value in my college life, both in academic work and in relationships with others, seeing this as an important expression of my Christian faith and character
- stay informed about the SCD's Academic Integrity policies and procedures, and do all in my power to avoid academic misconduct
- always reference other people's work in an acceptable format, and seek help, if necessary, to enable me to do this
- never submit another person's work as my own
- never ask or pay another to do academic work in my stead
- never interfere with or attempt to compromise the work of others, or attempt to inhibit their academic freedom
- never utilise artificial intelligence tools inappropriately or without due acknowledgement

- never submit words or ideas generated by artificial intelligence without clear citation

#### **4. Common Understanding**

- I understand that a lack of honesty, trust, fairness, respect and responsibility
  - can call into question the value and credibility of academic work
  - can threaten the reputation of the College as a quality educational institution, and cast doubt on the value of its awards
  - can limit future development of research and academic work, or publication, because of a lack of faith in the person's ability to produce credible work
  - can undermine the future success of graduates, who may be underdeveloped on completion of studies, or whose academic record might affect opportunities to pursue their chosen career path
- I understand that there will be penalties for academic misconduct, which may include
  - removal of privileges or access to facilities, monetary penalties, behaviour monitoring
  - for assessable work: reduction of marks, resubmission, failure of assessment component or failure of the unit
  - for students: exclusion from units or courses, suspension from studies or termination of enrolment, cancellation of visa, delay of graduation, disqualification from an award
  - for academic or research staff: rejection of work or proposals for work, termination of contract or employment
  - legal penalties where criminal action has been involved

## 5. Declarations

### **Student**

To be read and signed on enrolment

I, \_\_\_\_\_ have read and understood the information and commitments presented above, and declare my acceptance of them.

\_\_\_\_\_  
(signature) Date: \_\_\_\_\_

Student identification:

\_\_\_\_\_

### **Staff or Faculty Member**

To be read and signed on commencement of employment

I, \_\_\_\_\_ have read and understood the information and commitments presented above, and declare my acceptance of them.

\_\_\_\_\_  
(signature) Date: \_\_\_\_\_

Staff position or identification:

\_\_\_\_\_

### **Institution**

On behalf of \_\_\_\_\_, being a Teaching Body of the Sydney College of Divinity,

I, \_\_\_\_\_, make a commitment to maintain and promote a culture of integrity in all its dimensions, among staff and students, to inform staff and students about academic integrity, and to ensure support is available to help them meet expected standards of academic integrity.

\_\_\_\_\_  
(signature) Date: \_\_\_\_\_

Position: \_\_\_\_\_

## APPENDIX B: Grading Sheets).

### **PASS (P) 50-64%**

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated sound knowledge, understanding, competencies and skills required for meeting topic outcomes and satisfactorily completing essential assessment exercises.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials, and demonstrated a good general level of familiarity with major academic debates, approaches, methodologies and conceptual tools.

### **CREDIT (C) 65-74%**

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge, understanding, competencies and skills required for meeting topic outcomes and completing assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and has completed wider reading. The student will have demonstrated familiarity with, and the ability to, apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter.

### **DISTINCTION (D) 75-84%**

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge, understanding, competencies and skills required for meeting topic outcomes and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and has completed considerable wider reading. The student will have demonstrated a broad familiarity with, and facility at applying, a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high-quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking.

### **HIGH DISTINCTION (H) 85-100%**

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge, understanding, competencies and skills required for meeting topic outcomes and passing the range of topic elements at the highest level.



The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking.

The grade is reserved for recognition of the highest level of academic achievement expected of a student at a given topic level.

### **SATISFACTORY (S)**

The grade will be awarded in a topic that is assessed only on a pass or fail basis, where a satisfactory level of performance and participation has been achieved. The grade may be awarded to reflect:

- that the student has achieved mastery of the topic content; and
- that the student has satisfactorily completed topic requirements or contractual requirements where these form a prerequisite or condition of passing, or continuing with a program of study.

Satisfactory is awarded on a pass/fail basis and a score would not normally be assigned.

### **FAIL (N) 0-49%**

The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives.

This grade also applies where there is evidence of gross errors, plagiarism or negligence in regard to the course requirements.

### **EXTENSION (E)**

This grade may be given under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of the trimester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work any grade can be given. The date of completion is determined by the relevant lecturer, in light of the relevant SCD policy, normally within a month of the commencement of the following trimester. The revised final grade will be submitted to the Academic Standards Committee with the results for the following trimester.

For the purposes of monitoring, an 'Explanation of Grades' ProForma should be submitted. A student's request for an extension, in writing, should be available to the monitor.

### **UNAVAILABLE RESULTS (U)**

This grade is given where grades are unavailable at the time of monitoring of results through no fault of the student. A covering letter by the Teaching Body explaining the reasons for U results must be submitted during the Trimester Monitoring of Results.

## **WITHDRAWAL (W)**

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

## **IN PROGRESS (IP)**

The In Progress grade is used where a unit of study continues into the following trimester. This will automatically flag that no final result is due until the end of the next trimester. This grade is also used when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

## **Grading Student Performance: Procedures**

In the Sydney College of Divinity, student results in undergraduate education (5000, 6000, 7100, and 7200 series of units) and graduate/postgraduate education (8100 and 9200 series of units) are graded. Grades are issued by the SCD Academic Board after consideration of monitored results submitted to it via the NTC Academic Committee.

Academic Board issues five grades: High Distinction (H), Distinction (D), Credit (C), Pass (P), and Fail (N). In particular units, in accordance with the accredited Course Unit Outline, Academic Board also issues grades of either 'Satisfactory' (S) or 'Fail' (N).

In particular circumstances that are described below, Academic Board issues quasi-grades.

## **Grade Descriptors**

### **Grade Descriptors Implicitly Appropriate to Stage of Academic Progress**

This document describes what grades mean in the Sydney College of Divinity. In every case, descriptors should be interpreted within the context of the series to which the unit belongs (5000, 6000, 7100, 7200; 8100 or 9200), and within the scope of the assessment task to which a grade relates.

Thus a D grade in a 7100 series unit demonstrates 'high standard of understanding, analysis, originality, insight, and presentation' as measured against what can be expected in a Foundational unit; but because substantial progress is expected, the same work done in an Advanced unit might not satisfy 'the minimum requirements in terms of understanding, analysis, presentation, and degree of originality and insight', when measured against what can be expected in an Advanced unit.

### **Grade Descriptors Appropriate to Divinity as a Cluster of Academic Disciplines**

These College-level descriptors are a guide to the standard of work expected at each grade level. Discipline Coordinators and faculty in the disciplines and sub-disciplines taught in the College will develop discipline-specific elaborations consistent with these descriptors but better adapted to defining levels of attainment within Biblical Studies, Theology, Christian Life and Ministry, Humanities within the Christian Tradition, and their respective sub-disciplines.

## **Table of Grade Descriptors**

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation*)

*appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on	Ability to construct sound argument based on evidence	Inability to construct coherent argument

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
	independent thought		discriminating use of evidence		
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

## APPEALS – COURSEWORK STUDENTS

A student may appeal against the result given in any item of assessment when that student believes that some error in grading has been made or when there are concerns about the grade awarded.

In the first instance the student shall raise this matter with the lecturer concerned. After this informal dialogue, if the student still believes there are grounds to appeal, the student may formally appeal to the NTC Academic Committee.

Where a student believes that the review procedures at NTC have not been followed with regard to an appeal against a failed final grade, the student may appeal to the Academic Board of the SCD;

1. this is the only ground on which an appeal can be made to the Academic Board;
2. the appeal must be submitted in writing to the SCD Dean within ten working days of receipt of the determinative outcome of the appeal from the Teaching Body;
3. the student must provide the SCD Dean with documented evidence that the regulations on Review and Appeals have not been complied with by the Teaching Body;
4. the Academic Board will deal with the appeal at its discretion;
5. the decision of the Academic Board will be final.

## APPEALS – RESEARCH DEGREE CANDIDATES

Information on this may be found on the SCD website at [Appeals Procedures - SCD](#).

## METHODS OF ASSESSMENT

Continuous assessment is used in all courses in the college's curriculum. It may be done through a variety of forms of written and/or oral assignments, tests and final examinations. The grading of some essays and final examinations may be assessed by a second examiner. The process normally involves the course lecturer submitting all work that has a grade of H or N, plus a representative sample of the other grades for second examination. The assessment of the second examiner will be checked by the Academic Dean against the original assessment; if there is a wide variation, then the relevant assignments will be submitted to a moderator for final assessment. Assignments are also submitted regularly as part of an ongoing moderation process by the SCD. These processes are in place to try to ensure that a consistent standard is being maintained.

## GUIDELINES FOR ESSAY WRITING

1. All assessments must be submitted electronically directly to the registrar (not to the lecturer) by email to: [registrar@ntc.edu.au](mailto:registrar@ntc.edu.au)
  - a. Upon submission of your assessment you should receive a confirmation email from the registrar with a timestamp. If you do not receive this confirmation within 72 hours (allowing for weekend), please contact the registrar.
  - b. It is the student's responsibility to make sure that the assessments are not only submitted but also received.

2. All assessment items should be submitted with the NTC 'Assignment Cover Sheet' available on the NTC website: <https://ntc.edu.au/files/NTC-Assignment-Cover-Sheet.docx>. Additionally, students may want to use the 'Essay Template,' which includes the Assignment Cover Sheet as well as the basic formatting for all essays. Available on the NTC website: <https://ntc.edu.au/files/Essay-Template-with-Cover-Sheet.docx>.
3. Assessment format should be as follows:
  - a. Paper size: A4
  - b. Margins: 2.5 cm all around
  - c. Spacing: double
  - d. Font: Times New Roman, size 12
  - e. All other formatting issues should follow Chicago/Turabian Style Guide: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)
4. All assessments should include the following:
  - a. Word count may be plus (+) or minus (-) 10%, excluding bibliography (footnotes are included in the word count). *Example:* Assessments with a 1000 word should be no less than 900 words and no more than 1100 words. Grades will be reduced for assessments that are significantly shorter or longer.
  - b. Footnotes and Bibliography should follow Chicago/Turabian Style Guide: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)
5. Essays should be written in prose and show clear thinking and careful organisation. An introduction should be included identifying the issues to be discussed and include a thesis statement. A conclusion to summarise the argument of the essay and draw any necessary deductions should be included. While grading is based mainly on content, format is important and careful attention should be given to spelling, grammar and punctuation.
6. Formal essay writing is a discipline that must be learned and practised. It is the language of academic conversation throughout the world, and it is an important skill for sharpening a writer's powers of reasoning and argument. All essays will be expected to conform to academic standards of writing and referencing as stated above. The following conventions are also encouraged by NTC:
  - a. gender inclusive language as far as possible when referring to humanity; and
  - b. recognition that gender referencing of God remains a sensitive issue in many parts of the church, thus the preferred option is to retain the traditional language about God while recognising that it has some limitations in some contexts.
7. Please be sure to keep a copy of all your work as the college will not be responsible for lost or damaged assignments.

# APPENDIX A: SCD ACADEMIC INTEGRITY DECLARATION

## Our Commitment to Academic Integrity

### 1. Values

By committing ourselves to academic integrity, we commit ourselves to the values of honesty, trust, fairness, respect and responsibility. By upholding these values, we produce research that is valued, provide teaching of the highest quality, and produce graduates who have earned their qualifications and go on to become respected practitioners in their chosen field.

### 2. Institutional Commitment

At the Sydney College of Divinity, we commit ourselves to developing a culture of integrity as a provider of theological education dedicated to producing graduates equipped for service in Christian ministry. Our culture of integrity will be seen as we

- pursue excellence in admissions, communication, teaching, learning and research
- accept a shared responsibility for supporting members of our community in pursuing academic integrity at all times
- educate members of our community on what academic integrity is, and how it can be maintained in teaching, learning and interaction, and provide resources to assist in this
- promote our academic integrity policy and procedures
- support and enable staff, students and others to conduct study, teaching and research fairly, honestly and responsibly
- promote freedom of academic inquiry and expression as both a privilege and a responsibility

### 3. Personal Commitment

Being part of the Sydney College of Divinity community, I commit myself to maintaining the highest standard of academic integrity at all times. In doing so I will

- make integrity a core value in my college life, both in academic work and in relationships with others, seeing this as an important expression of my Christian faith and character
- stay informed about the SCD's Academic Integrity policies and procedures, and do all in my power to avoid academic misconduct
- always reference other people's work in an acceptable format, and seek help, if necessary, to enable me to do this
- never submit another person's work as my own
- never ask or pay another to do academic work in my stead
- never interfere with or attempt to compromise the work of others, or attempt to inhibit their academic freedom
- never utilise artificial intelligence tools inappropriately or without due acknowledgement

- never submit words or ideas generated by artificial intelligence without clear citation

#### **4. Common Understanding**

- I understand that a lack of honesty, trust, fairness, respect and responsibility
  - can call into question the value and credibility of academic work
  - can threaten the reputation of the College as a quality educational institution, and cast doubt on the value of its awards
  - can limit future development of research and academic work, or publication, because of a lack of faith in the person's ability to produce credible work
  - can undermine the future success of graduates, who may be underdeveloped on completion of studies, or whose academic record might affect opportunities to pursue their chosen career path
- I understand that there will be penalties for academic misconduct, which may include
  - removal of privileges or access to facilities, monetary penalties, behaviour monitoring
  - for assessable work: reduction of marks, resubmission, failure of assessment component or failure of the unit
  - for students: exclusion from units or courses, suspension from studies or termination of enrolment, cancellation of visa, delay of graduation, disqualification from an award
  - for academic or research staff: rejection of work or proposals for work, termination of contract or employment
  - legal penalties where criminal action has been involved



## 5. Declarations

### **Student**

To be read and signed on enrolment

I, \_\_\_\_\_ have read and understood the information and commitments presented above, and declare my acceptance of them.

\_\_\_\_\_  
(signature) Date: \_\_\_\_\_

Student identification:

\_\_\_\_\_

### **Staff or Faculty Member**

To be read and signed on commencement of employment

I, \_\_\_\_\_ have read and understood the information and commitments presented above, and declare my acceptance of them.

\_\_\_\_\_  
(signature) Date: \_\_\_\_\_

Staff position or identification:

\_\_\_\_\_

### **Institution**

On behalf of \_\_\_\_\_, being a Teaching Body of the Sydney College of Divinity,

I, \_\_\_\_\_, make a commitment to maintain and promote a culture of integrity in all its dimensions, among staff and students, to inform staff and students about academic integrity, and to ensure support is available to help them meet expected standards of academic integrity.

\_\_\_\_\_  
(signature) Date: \_\_\_\_\_

Position: \_\_\_\_\_

## APPENDIX B: GRADING SHEETS



### NAZARENE THEOLOGICAL COLLEGE ANNOTATED BIBLIOGRAPHY GRADING SHEET (Undergraduate/UG)

**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	H	D	C	P	N	Score
<b>Presentation (5%)</b>  <ul style="list-style-type: none"> <li>• Footnotes and bibliography meet NTC guidelines</li> <li>• The material is presented in a clear and logical manner</li> <li>• word count is within + or – 10% of the limit</li> </ul>	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
	<i>Additional comment:</i>					
<b>Resources (35%)</b>  <b>Student Demonstrates:</b> <ul style="list-style-type: none"> <li>• awareness of specialist books and journals (primary and secondary sources)</li> <li>• sufficient reading and research on the topic</li> <li>• resources adequately address the topic</li> <li>• resources represent more than one view</li> </ul>	35 – 30	29.5 – 26.5	26 – 23	22.5 – 17.5	17 – 0	
	<i>Additional comment:</i>					
<b>Annotations (60%)</b>  <b>Student Demonstrates:</b> <ul style="list-style-type: none"> <li>• ability to articulate main arguments</li> <li>• reliability of sources</li> <li>• evaluation of the readings</li> <li>• awareness of the contribution each reading will make to the argument</li> </ul>	60 – 51	50 – 45	44 – 39	38 – 30	29 – 0	
	<i>Additional comment:</i>					

**Marked by:** ..... **Date:** .....



**NTC**  
Faith. Knowledge. Action.

**NAZARENE THEOLOGICAL COLLEGE**  
**ANNOTATED BIBLIOGRAPHY GRADING SHEET**  
(Postgraduate/PG)

**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
<b>Presentation (5%)</b>  <ul style="list-style-type: none"> <li>• Footnotes and bibliography meet NTC guidelines</li> <li>• The material is presented in a clear and logical manner</li> <li>• word count is within + or – 10% of the limit</li> </ul>	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						
<b>Resources (35%)</b>  <b>Student Demonstrates:</b> <ul style="list-style-type: none"> <li>• in-depth awareness of contemporary and exemplary specialist books and journals (primary and secondary sources)</li> <li>• breadth of reading and research on the topic</li> <li>• resources adequately address the topic</li> <li>• resources represent the complexity of the topic</li> </ul>	35 – 30	29.5 – 26.5	26 – 23	22.5 – 17.5	17 – 0	
<i>Additional comment:</i>						
<b>Annotations (60%)</b>  <b>Student Demonstrates:</b> <ul style="list-style-type: none"> <li>• ability to concisely articulate main arguments</li> <li>• reliability of sources</li> <li>• critical analysis and evaluation of the readings</li> <li>• awareness of the contribution each reading will make to the argument</li> </ul>	60 – 51	50 – 45	44 – 39	38 – 30	29 – 0	
<i>Additional comment:</i>						

**Marked by:** ..... **Date:** .....



# NAZARENE THEOLOGICAL COLLEGE

## ARTICLE / BOOK REVIEW GRADING SHEET (UG)

**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Review provides a succinct and clear introduction ( <b>10%</b> ) <ul style="list-style-type: none"> <li>• provides a clear thesis statement (of what is being reviewed and its overall value)</li> <li>• provides direction and limits the scope for the review</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Review provides a summation of the author's key ideas ( <b>25%</b> ) <ul style="list-style-type: none"> <li>• identifies author's research questions or problems being addressed</li> <li>• outlines specifically how the questions/problems are addressed</li> <li>• demonstrates an understanding of the author's main arguments</li> </ul>	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
<i>Additional comment:</i>						
Review offers an assessment of the article/book's strengths & weaknesses ( <b>35%</b> ) <ul style="list-style-type: none"> <li>• evaluates the author's terminology, language, and assumptions</li> <li>• evaluates the author's evidence for arguments</li> <li>• evaluates the author's completeness and the validity of the author's conclusions</li> <li>• provides examples to support the critique with correct referencing</li> <li>• (if required) incorporates other scholarly evaluation of the writing</li> <li>• reflective and critical thinking are evident</li> </ul>	35 – 30	29.5 – 26.5	26 – 23	22.5 – 17.5	17 – 0	
<i>Additional comment:</i>						
Review shows the relevance of the article or book and offers a sound conclusion ( <b>25%</b> ) <ul style="list-style-type: none"> <li>• demonstrates specifically the relevance of the book/article to ministry context</li> <li>• offers a summation of the review</li> <li>• presents no new material (of author's)</li> </ul>	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
<i>Additional comment:</i>						
Review meets presentation requirements ( <b>5%</b> )	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						

<ul style="list-style-type: none"> <li>• style &amp; referencing conventions are adhered to</li> <li>• structure and syntax are satisfactory</li> <li>• word count is within + or – 10%</li> </ul>			
<p><b>All grades <u>provisional</u> until moderation at the end of trimester</b></p>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Grade after Second Marking (if applicable)</b>		
	<b>Final Grade</b>		

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Review provides a succinct and clear introduction (5%) <ul style="list-style-type: none"> <li>provides a clear thesis statement (of what is being reviewed and its overall value)</li> <li>provides direction and limits the scope for the review</li> </ul>	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						
Review provides a summation of the author's key ideas (20%) <ul style="list-style-type: none"> <li>identifies author's research questions or problems being addressed</li> <li>outlines specifically how the questions/problems are addressed</li> <li>demonstrates an understanding of the author's main arguments</li> </ul>	20 – 17	16.5 – 15	14.5 – 13	12.5 – 10	9.5 – 0	
<i>Additional comment:</i>						
Review offers an assessment of the article/book's strengths & weaknesses (40%) <ul style="list-style-type: none"> <li>evaluates the author's terminology, language, and assumptions</li> <li>evaluates the author's evidence for arguments</li> <li>evaluates the author's completeness and the validity of the author's conclusions</li> <li>provides examples to support the critique with correct referencing</li> <li>(if required) incorporates other scholarly evaluation of the writing</li> <li>reflective and critical thinking are evident</li> </ul>	40 – 34	33.5 – 30	29.5 – 26	25.5 – 20	19.5 – 0	
<i>Additional comment:</i>						
Review shows the relevance of the article or book and offers a sound conclusion (25%) <ul style="list-style-type: none"> <li>demonstrates specifically the relevance of the book/article to ministry context</li> <li>offers a summation of the review</li> <li>presents no new material (of author's)</li> </ul>	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
<i>Additional comment:</i>						
Review meets presentation requirements (10%)	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	

<ul style="list-style-type: none"> <li>• style &amp; referencing conventions are adhered to</li> <li>• structure and syntax are satisfactory</li> <li>• word count is within + or – 10%</li> </ul>	<i>Additional comment:</i>		
<b>All grades <u>provisional</u> until moderation at the end of trimester</b>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Grade after Second Marking (if applicable)</b>		
	<b>Final Grade</b>		

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	H	D	C	P	N	Score
Introduces and frames the presentation (5%)	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
	<i>Additional comment:</i>					
Effective, clear, and creative communication of key concepts and their relationships to one another (20%)	20 – 17	16.5 – 15	14.5 – 13	12.5 – 10	9 – 0	
	<i>Additional comment:</i>					
Analysis and explanation of issues, engaging with appropriate sources (25%)	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
	<i>Additional comment:</i>					
Evidence of personal reflection on the relevance of the topic (25%)	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
	<i>Additional comment:</i>					
<b>[Post-presentation discussion, question and answer]</b> Demonstrates familiarity with the material in response to questions (10%)	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
	<i>Additional comment:</i>					
Presentation Material (15%) • Summary paper • Documentation of sources • Time management	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0	
	<i>Additional comment:</i>					

All grades <u>provisional</u> until moderation at the end of trimester		Score	Letter Grade
	Grade Earned		
	Deductions for Late Work		
	Grade after Second Marking (if applicable)		
	Final Grade		

**Marked by:** ..... **Date:** .....





**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Introduces and frames the presentation (5%)	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						
Effective, clear, and creative communication of key concepts and their relationships to one another (25%)	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
<i>Additional comment:</i>						
Critical analysis and explanation of issues, engaging with appropriate sources (25%)	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
<i>Additional comment:</i>						
Clear evidence of personal reflection on the relevance of the topic (25%)	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
<i>Additional comment:</i>						
<b>[Post-presentation discussion, question and answer]</b> Demonstrates familiarity with the material in response to questions (10%)	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Presentation Material (10%) • Summary paper • Documentation of sources • Time management	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						

<b>All grades <u>provisional</u> until moderation at the end of trimester</b>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Grade after Second Marking (if applicable)</b>		
	<b>Final Grade</b>		

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Review provides a succinct and clear introduction (10%) <ul style="list-style-type: none"> <li>provides direction for discussion</li> <li>limits scope of discussion</li> </ul>	8.5 – 10	7.5 – 8	6.5 – 7	5 – 6	0 – 4.5	
<i>Additional comment:</i>						
Review addresses the content (25%) <ul style="list-style-type: none"> <li>demonstrate an of understanding of the topic</li> <li>demonstrates a sound understanding of the key issues</li> </ul>	22 – 25	19 – 21.5	17 – 18.5	13 – 16.5	0 – 12.5	
<i>Additional comment:</i>						
Review body offers articulated & supported arguments (35%) <ul style="list-style-type: none"> <li>broad and scholarly reading on the topic</li> <li>scholarly views are presented in student's own words</li> <li>such views are supported and attributed</li> <li>awareness of diversity and divergence in the topic when forming a sound argument</li> <li>reflective and critical thinking where required</li> </ul>	30 – 35	26 – 29.5	23 – 25.5	17.5 – 22.5	0 - 17	
<i>Additional comment:</i>						
Review demonstrates clarity (15%) <ul style="list-style-type: none"> <li>major terms are defined</li> <li>clear understanding of terminology used</li> <li>coherent &amp; logical sequencing of the discussion without repetition of ideas</li> <li>relevance to ministry context</li> </ul>	13 – 15	11.5 - 12.5	10 – 11	7.5 – 9.5	0 – 7	
<i>Additional comment:</i>						
Review offers a sound conclusion (10%) <ul style="list-style-type: none"> <li>offers a summation of ideas</li> <li>draws together the discussion</li> <li>presents no new material</li> <li>offers the student's 'position' drawn from the discussion in the body</li> </ul>	8.5 – 10	7.5 – 8	6.5 – 7	5 – 6	0 – 4.5	
<i>Additional comment:</i>						
Review meets presentation requirements (5%) <ul style="list-style-type: none"> <li>amount and choice of literature is appropriate</li> <li>style &amp; referencing conventions are adhered to</li> <li>structure and syntax are satisfactory</li> <li>word count is within + or – 10%</li> </ul>	4.5 – 5	4	3	2.5	0 – 2	
<i>Additional comment:</i>						

<b>All grades <u>provisional</u> until moderation at the end of trimester</b>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Final Grade</b>		

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>	
Review provides a succinct and clear introduction (5%) • provides direction for discussion • limits scope of discussion	4.5 – 5	4	3	2.5	0 – 2		
<i>Additional comment:</i>							
Review addresses the content (20%) • demonstrate a deep level of understanding of the content • demonstrates a critical understanding of the key issues	17 – 20	15 – 16.5	13 – 14.5	10 – 12.5	0 – 9.5		
<i>Additional comment:</i>							
Review body offers articulated & supported arguments (40%) • broad and scholarly reading on the topic • scholarly views are presented in student's own words • such views are supported and attributed • awareness of diversity and divergence in the topic when forming a critical argument • reflective and critical thinking where required	34 – 40	30 – 33.5	26 – 29.5	20 – 25.5	0 – 19.5		
<i>Additional comment:</i>							
Review demonstrates clarity (15%) • major terms are defined • clear understanding of terminology used • coherent & logical sequencing of the discussion without repetition of ideas • relevance to ministry context	13 – 15	11.5 - 12.5	10 – 11	7.5 – 9.5	0 – 7		
<i>Additional comment:</i>							
Review offers a sound conclusion (10%) • offers a summation of ideas • draws together the discussion • presents no new material • offers the student's 'position' drawn from the discussion in the body	8.5 – 10	7.5 – 8	6.5 – 7	5 – 6	0 – 4.5		
<i>Additional comment:</i>							
Review meets presentation requirements (10%) • amount and choice of literature is appropriate • style & referencing conventions are adhered to • structure and syntax are satisfactory • word count is within + or – 10%	8.5 – 10	7.5 – 8	6.5 – 7	5 – 6	0 – 4.5		
<i>Additional comment:</i>							
<b>All grades <u>provisional</u> until moderation at the end of trimester</b>						<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>						
	<b>Deductions for Late Work</b>						
	<b>Final Grade</b>						

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Essay provides a succinct and clear introduction ( <b>10%</b> ) <ul style="list-style-type: none"> <li>• provides a clear thesis statement</li> <li>• provides direction for and limits scope of argument</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Essay addresses the topic/question ( <b>25%</b> ) <ul style="list-style-type: none"> <li>• demonstrates a level of understanding of the topic</li> <li>• addresses the research question</li> <li>• demonstrates an understanding of the key issues</li> </ul>	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
<i>Additional comment:</i>						
Essay body offers articulated & supported arguments ( <b>35%</b> ) <ul style="list-style-type: none"> <li>• broad and scholarly reading on the topic</li> <li>• scholarly views are presented in student's own words</li> <li>• views are supported and attributed</li> <li>• awareness of diversity and complexity of the topic when forming arguments</li> <li>• reflective and critical thinking</li> <li>• application for ministry context (where appropriate)</li> </ul>	35 – 30	29.5 – 26.5	26 – 23	22.5 – 17.5	17 – 0	
<i>Additional comment:</i>						
Essay offers a sound conclusion ( <b>10%</b> ) <ul style="list-style-type: none"> <li>• offers the student's position drawn from the discussion in the body</li> <li>• offers a summation of ideas</li> <li>• draws together the argument</li> <li>• presents no new material</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Essay demonstrates clarity ( <b>15%</b> ) <ul style="list-style-type: none"> <li>• clear understanding and defining of terminology</li> <li>• coherent &amp; logical sequencing of the argument without repetition of ideas</li> </ul>	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0	
<i>Additional comment:</i>						
Essay meets presentation requirements ( <b>5%</b> ) <ul style="list-style-type: none"> <li>• amount and choice of literature is appropriate</li> <li>• style &amp; referencing conventions are adhered to</li> </ul>	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						

- structure and syntax are satisfactory
- word count is within + or – 10%

<b>All grades <u>provisional</u> until moderation at the end of trimester</b>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Grade after Second Marking (if applicable)</b>		
	<b>Final Grade (%)</b>		

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Essay provides a succinct and clear introduction (5%) <ul style="list-style-type: none"> <li>provides a clear thesis statement</li> <li>provides direction for and limits scope of argument</li> </ul>	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						
Essay addresses the topic/question (20%) <ul style="list-style-type: none"> <li>demonstrates a level of understanding of the topic</li> <li>addresses the research question</li> <li>demonstrates an understanding of the key issues</li> </ul>	20 – 17	16.5 – 15	14.5 – 13	12.5 – 10	9 – 0	
<i>Additional comment:</i>						
Essay body offers articulated & supported arguments (40%) <ul style="list-style-type: none"> <li>broad and scholarly reading on the topic</li> <li>scholarly views are presented in student's own words</li> <li>views are supported and attributed</li> <li>analysis of diversity and complexity of the topic when forming arguments</li> <li>reflective and critical thinking</li> <li>application for ministry context (where appropriate)</li> </ul>	40 – 34	33.5 – 30	29.5 – 26	25.5 – 20	19.5 – 0	
<i>Additional comment:</i>						
Essay offers a sound conclusion (10%) <ul style="list-style-type: none"> <li>offers the student's position drawn from the discussion in the body</li> <li>offers a summation of ideas</li> <li>draws together the argument</li> <li>presents no new material</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Essay demonstrates clarity (15%) <ul style="list-style-type: none"> <li>clear understanding and defining of terminology</li> <li>coherent &amp; logical sequencing of the argument without repetition of ideas</li> </ul>	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0	
<i>Additional comment:</i>						
Essay meets presentation requirements (10%) <ul style="list-style-type: none"> <li>amount and choice of literature is appropriate</li> <li>style &amp; referencing conventions are adhered to</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						

- structure and syntax are satisfactory
- word count is within + or – 10%

<b>All grades <u>provisional</u> until moderation at the end of trimester</b>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Grade after Second Marking (if applicable)</b>		
	<b>Final Grade (%)</b>		

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Paper provides a succinct & clear introduction ( <b>10%</b> ) <ul style="list-style-type: none"> <li>provides a clear thesis statement</li> <li>provides direction and limits scope for this paper</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Paper addresses the contextual elements pertinent to selected passage ( <b>15%</b> ) <ul style="list-style-type: none"> <li>demonstrates an awareness of the historical context and complexities</li> <li>demonstrates an understanding of both the broad and specific elements of the literary context and their relationship to the passage</li> </ul>	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0	
<i>Additional comment:</i>						
Paper body offers a systematic, detailed analysis ( <b>35%</b> ) <ul style="list-style-type: none"> <li>reflective and critical understanding of key issues and relationships</li> <li>apply all relevant methodologies within the detailed analysis</li> </ul>	35 – 30	29.5 – 26.5	26 – 23	22.5 – 17.5	17 – 0	
<i>Additional comment:</i>						
Paper has arguments which are articulated & supported with appropriate sources ( <b>10%</b> ) <ul style="list-style-type: none"> <li>awareness of diversity and complexity in the interpretation of text, as a whole and in its specifics</li> <li>appropriate use (and citation) of a broad range of secondary, academic resources to support the arguments</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Paper offers a sound synthesis ( <b>10%</b> ) <ul style="list-style-type: none"> <li>offers a summation of ideas</li> <li>draws together the arguments</li> <li>rephrases the thesis statement</li> <li>presents no new material</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Paper offers valid theological and practical interpretations drawn from the arguments in the body ( <b>10%</b> ) <ul style="list-style-type: none"> <li>theological (and canonical) reflection</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						



<ul style="list-style-type: none"> <li>• application and relevance to ministry context</li> </ul>						
Paper demonstrates organization and clarity, and meets presentation requirements (10%) <ul style="list-style-type: none"> <li>• clear definition and understanding of the terminology</li> <li>• coherent &amp; logical sequencing of the discussion without repetition of ideas</li> <li>• amount and choice of literature is appropriate</li> <li>• style &amp; referencing conventions are adhered to</li> <li>• structure and syntax are satisfactory</li> <li>• word count is within + or – 10%</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
<b>All grades <u>provisional</u> until moderation at the end of trimester</b>			<b>Score</b>	<b>Letter Grade</b>		
	<b>Grade Earned</b>					
	<b>Deductions for Late Work</b>					
	<b>Grade after Second Marking (if applicable)</b>					
	<b>Final Grade</b>					

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	<b>H</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>N</b>	<b>Score</b>
Paper provides a succinct & clear introduction (5%) <ul style="list-style-type: none"> <li>provides a clear thesis statement</li> <li>provides direction and limits scope for this paper</li> </ul>	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						
Paper addresses the contextual elements pertinent to selected passage (10%) <ul style="list-style-type: none"> <li>demonstrates an awareness of the historical context and complexities</li> <li>demonstrates an understanding of both the broad and specific elements of the literary context and their relationship to the passage</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
<i>Additional comment:</i>						
Paper body offers a systematic, detailed analysis (40%) <ul style="list-style-type: none"> <li>reflective and critical understanding of key issues and relationships</li> <li>apply all relevant methodologies within the detailed analysis</li> </ul>	40 – 34	33.5 – 30	29.5 – 26	25.5 – 20	19.5 – 0	
<i>Additional comment:</i>						
Paper has arguments which are articulated & supported with appropriate sources (15%) <ul style="list-style-type: none"> <li>analysis of diversity and complexity in the interpretation of text, as a whole and in its specifics</li> <li>appropriate use (and citation) of a broad range of secondary, academic resources to support the arguments</li> </ul>	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0	
<i>Additional comment:</i>						
Paper offers a sound synthesis (5%) <ul style="list-style-type: none"> <li>offers a summation of ideas</li> <li>draws together the arguments</li> <li>rephrases the thesis statement</li> <li>presents no new material</li> </ul>	5 – 4.5	4	3.5	3 – 2.5	2 – 0	
<i>Additional comment:</i>						
Paper offers valid theological and practical interpretations	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0	
<i>Additional comment:</i>						

<p>drawn from the arguments in the body (15%)</p> <ul style="list-style-type: none"> <li>theological (and canonical) reflection</li> <li>application and relevance to ministry context</li> </ul>						
<p>Paper demonstrates organization and clarity, and meets presentation requirements (10%)</p> <ul style="list-style-type: none"> <li>clear definition and understanding of the terminology</li> <li>coherent &amp; logical sequencing of the discussion without repetition of ideas</li> <li>amount and choice of literature is appropriate</li> <li>style &amp; referencing conventions are adhered to</li> <li>structure and syntax are satisfactory</li> <li>word count is within + or – 10%</li> </ul>	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
	<i>Additional comment:</i>					
<p><b>All grades <u>provisional</u> until moderation at the end of trimester</b></p>				<b>Score</b>	<b>Letter Grade</b>	
		<b>Grade Earned</b>				
		<b>Deductions for Late Work</b>				
		<b>Grade after Second Marking (if applicable)</b>				
		<b>Final Grade</b>				

**Marked by:** ..... **Date:** .....



**NTC**  
Faith. Knowledge. Action.

**NAZARENE THEOLOGICAL COLLEGE**  
**GENERIC GRADING SHEET (UG)**

**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

<b>COMMENTS</b>			
[Rubric Established in CUB, with percentages, is pasted here]	[Evaluative Comments Based on Rubric]	[mark for each category]	
<b>All grades <u>provisional</u> until moderation at the end of trimester</b>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Grade after Second Marking (if applicable)</b>		
	<b>Final Grade</b>		

**Marked by:** ..... **Date:** .....



**NTC**  
Faith. Knowledge. Action.

**NAZARENE THEOLOGICAL COLLEGE**  
**GENERIC GRADING SHEET (PG)**

**NAME & STUDENT ID:** \_\_\_\_\_

**UNIT CODE AND NAME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

<b>COMMENTS</b>			
[Rubric Established in CUB, with percentages, is pasted here]	[Evaluative Comments Based on Rubric]	[mark for each category]	
<b>All grades <u>provisional</u> until moderation at the end of trimester</b>		<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>		
	<b>Deductions for Late Work</b>		
	<b>Grade after Second Marking (if applicable)</b>		
	<b>Final Grade</b>		

**Marked by:** ..... **Date:** .....



**NAME & STUDENT ID:** \_\_\_\_\_  
**UNIT CODE AND NAME:** \_\_\_\_\_  
**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	H	D	C	P	N	Score	
<b>Introduction (5%)</b> -gains audience attention -sets direction for sermon -connects to the content	5-4.5	4	3.5	3-2.5	2-0		
<i>Additional comment:</i>							
<b>Biblical Content (20%)</b> -identifies and communicates biblical text -understands content and context -responsible exegesis of text	20 – 17	16.5 – 15	14.5 – 13	12.5 – 10	9 – 0		
<i>Additional comment:</i>							
<b>Theological Analysis (20%)</b> -theologically sound & consistent -clarity of terminology -integrated	20 – 17	16.5 – 15	14.5 – 13	12.5 – 10	9 – 0		
<i>Additional comment:</i>							
<b>Message Clarity (15%)</b> -logical and coherent connection -audience appropriate language, tone, and illustrations	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0		
<i>Additional comment:</i>							
<b>Delivery (15%)</b> -demonstrates effective communication skills -connection with Audience	15 – 13	12.5 – 11.5	11 – 10	9.5 – 7.5	7 – 0		
<i>Additional comment:</i>							
<b>Personal Authenticity (10%)</b> -demonstrates personal passion and conviction -reflects own personality and style -expresses personal application and relevance	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0		
<i>Additional comment:</i>							
<b>Effective Conclusion (5%)</b> -sense of closure, not abrupt -challenge & commission (purpose fulfilled) -landed the plane	5-4.5	4	3.5	3-2.5	2-0		
<i>Additional comment:</i>							
<b>Presentation Material (10%)</b> -exegetical journal -sermon notes -time management	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0		
<i>Additional comment:</i>							
All grades <u>provisional</u> until moderation at the end of trimester						<b>Score</b>	<b>Letter Grade</b>
	<b>Grade Earned</b>						
	<b>Deductions for Late Work</b>						
	<b>Grade after Second Marking (if applicable)</b>						
<b>Final Grade</b>							

Marked by: \_\_\_\_\_ Date: \_\_\_\_\_



**NAME & STUDENT ID:** \_\_\_\_\_  
**UNIT CODE AND NAME:** \_\_\_\_\_  
**TOPIC:** \_\_\_\_\_

**NB: CUB Assessment Task Descriptions have priority in evaluating each assessment**

	H	D	C	P	N	Score
<b>Introduction (5%)</b> -gains audience attention -sets direction for sermon -connects to the content	5-4.5	4	3.5	3-2.5	2-0	
	<i>Additional comment:</i>					
<b>Biblical Content (25%)</b> -defines and exemplifies biblical text -reflects significance of content and context -critical analysis of text with responsible interpretation	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
	<i>Additional comment:</i>					
<b>Theological Analysis (25%)</b> -theological analysis & consistency -appropriate use & integration of theological terminology	25 – 21.5	21 – 19	18.5 – 17	16.5 – 12.5	12 – 0	
	<i>Additional comment:</i>					
<b>Message Clarity (20%)</b> -constructive and coherent connection -audience appropriate language, tone, and illustrations	20 – 17	16.5 – 15	14.5 – 13	12.5 – 10	9 – 0	
	<i>Additional comment:</i>					
<b>Delivery (10%)</b> -demonstrates effective and adaptive communication skills -creates connection with Audience	10 – 8.5	8 – 7.5	7 – 6.5	6 – 5	4.5 – 0	
	<i>Additional comment:</i>					
<b>Personal Authenticity (5%)</b> -demonstrates personal passion and conviction -reflects own personality and style -expresses personal application and relevance	5-4.5	4	3.5	3-2.5	2-0	
	<i>Additional comment:</i>					
<b>Conclusion (5%)</b> -synthesizes main points coherently and decisively -offers purpose -clear and concise	5-4.5	4	3.5	3-2.5	2-0	
	<i>Additional comment:</i>					
<b>Presentation Material (5%)</b> -exegetical journal -sermon notes -time management	5-4.5	4	3.5	3-2.5	2-0	
	<i>Additional comment:</i>					

All grades <u>provisional</u> until moderation at the end of trimester	Grade Earned	Score	Letter Grade
	Deductions for Late Work		
	Grade after Second Marking (if applicable)		
	Final Grade		

Marked by: \_\_\_\_\_ Date: \_\_\_\_\_