PURPOSE
The Teaching and Learning Plan will guide the delivery of courses during the first years of Sheridan College. The plan has been formulated out of the teaching and learning principles outlined in the College’s Strategic and Business Plan.

The Teaching and Learning Plan consists of three sections:

1. Context – comprising some historical background, and a description of the close links between the Teaching and Learning Plan, the Core Purpose and Graduate Attributes, and the Strategic Plan (including the Sheridan College learning model).

2. Teaching and Learning Plan – comprising NINE (9) specific strategies that will be employed to guide teaching and learning at Sheridan College from 2013-2017

3. Appendix – further background documents that have influenced the development of the Teaching and Learning Plan, including the vision (core purpose and core values), the objects of the College (listed in the Sheridan College Constitution) and the Statement of Academic Freedom.

CONTEXT
BACKGROUND
Sheridan College is the higher education initiative of Australian Baptist Education Inc.

The directors of ABE first became involved in the development of private education with the establishment of Lake Joondalup Baptist College (1990). A total of nine Baptist schools have been founded through their efforts in the last 22 years, including Winthrop Baptist College (1994), Quinns Baptist College (1996), Carey Baptist College (1998), Somerville Baptist College (1999), Geelong Baptist College (2002), Mandurah Baptist College (2005), Alkimos Baptist College (2011) and Austin Cove Baptist College (2011).

More than 8,000 students and 800 staff now study and work in open-entry Baptist schools. That number will increase to 10,000 students and 900 staff when the most recently established schools reach full capacity. This will see the Baptist school system become the third largest independent school system in Western Australia.

The intent of Baptist school developers in WA to develop a higher education institution was first affirmed in 1988 in the founding constitution of Lake Joondalup Baptist College. That objective has subsequently been embedded in each of the founding constitutions of Winthrop, Quinns, Somerville, Geelong, Mandurah, Alkimos and Austin Cove Baptist Colleges.

The Board determined, as it has done previously with Baptist primary and secondary schools, to start small and grow the institution in stages. This is a low-risk approach that will allow the College to expand as resources become available. Over the next 20-30 years, the College hopes to build its capacity and research profile to the point where it can apply for and achieve “Australian University” status.

The first stage is to establish Sheridan College as a non-self accrediting higher education provider. Sheridan College has an embedded research institute and an innovative course delivery model that can sustain low enrolments over an extended period of time. The College will reflect Baptist values of freedom, integrity, service to the community, and hospitality, with an emphasis on innovation in course design, and research/industry integration.
**CORE PURPOSE AND GRADUATE ATTRIBUTES**

The core purpose of Sheridan College is **to offer higher education to those who are seeking to live an extraordinary life.** To this end, the College will inspire its students to love truth, seek wisdom, embrace innovation and become instruments of peace in the world.

It’s our conviction that study does more than equip students with knowledge in a specific academic discipline. We believe it can have a transformational effect on a person’s own nature.

Moreland and Craig write:

"Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one."


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). These attributes describe the kind of personal characteristics we hope students will exhibit when they graduate. If in future referees use these kinds of descriptors when writing about Sheridan College students, we will consider this a sign of a successful higher education.

As Sheridan College’s core activity is higher education, the College’s Graduate Attributes and Core Purpose are consciously aligned with one another.

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**Sheridan College Graduate Attributes**

*Sheridan College graduates will be ...*

- Lovers of Truth
- Spiritual Discerners
- Innovative Thinkers
- Effective Communicators
- Independent Learners
- Servant Leaders

**Sheridan College Core Purpose**

To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to love truth, seek wisdom, embrace innovation and become instruments of peace in the world.

Each of the graduate attributes are designed to cultivate in Sheridan College students critical and independent thought and the capacity for learning throughout life.
SHERIDAN COLLEGE STRATEGIC PLAN
The Board of Sheridan College has approved a strategic plan consisting of TEN elements (see below). Together, these elements represent the principles that have guided the development of the Teaching and Learning Plan for Sheridan College.

Sheridan College Strategic Plan

THE SHERIDAN COLLEGE LEARNING MODEL
The strategic plan references redesigning how courses are delivered to students. The Sheridan College learning model has three identifying characteristics: (1) work-integrated learning (2) an andragogical (adult learning) methodology (3) worldview analysis and reflection.

1. Work-integrated learning
   At Sheridan College, we are convinced that learning is a richer experience when students are immersed in a real-world environment. Learning that directly relates to life cultivates a love for discovering truth, as is stated in the College's GAs. It’s for this reason we have designed an inverted curriculum for the Sheridan College Bachelor of Business which closely integrates work and learning.

   Under the college’s supervision (and with its financial support), students will start a business or social enterprise at the beginning of their degree. As you proceed through your degree, you can select units that you believe will both address challenges in your business or social enterprise, and/or meet your career goals. The responsibility for driving the business or social enterprise forward yourself, including potentially managing employees or volunteers, ensures that your business or social enterprise becomes an incubator for your own growth as an innovative thinker, effective communicator and servant leader.
2. **Andragogy (Adult Learning)**

Sheridan’s work-integrated learning model is supported by an approach to learning known as *andragogy*, or “adult learning”. Andragogy is based on the principle that adults learn differently from children because of the maturity, personal independence and life experience they bring into the learning process. Recognising and appreciating those differences by creating an independent learning environment makes study a more enjoyable and rewarding experience. Learning at Sheridan College will be problem-based, relevant to the real world, will draw on the richness of personal experiences represented in the class and will involve students in co-constructing the learning experiences.

3. **Worldview Analysis and Reflection**

It’s our contention at Sheridan College that there are no philosophically-neutral or unbiased worldviews. Even secular humanism, which is the governing worldview in Australian universities, comes with an array of philosophical presuppositions or “control beliefs” (Wolterstorff 1984) that often go unacknowledged. These control beliefs represent a formidable obstacle to students seeking to explore the spiritual dimension of human existence, and accordingly require thoughtful examination in order to cultivate genuinely independent thinking.

At Sheridan College, students will have the opportunity to critically explore the intersections of their subject material with both Christian and secular worldviews. This process of worldview examination and personal reflection will help them to recognise and understand the philosophical presuppositions of their own worldviews, and nurture them as informed, thoughtful learners with a passion for truth. Worldview integration is an underdeveloped field in the Australian academic context, and the units that students take at Sheridan College will also provide an opportunity to make an original contribution to scholarship in this area.
TEACHING AND LEARNING PLAN

The focus of the Teaching and Learning Plan in the first years of Sheridan College is to develop academic programs and policies that can be benchmarked against existing institutions, and to build a foundation upon which the College will work in stages towards the achievement of Australian University status.

Highlights include:

- Starting with a minimum of three academic disciplines
- Focusing on research and industry integration
- Supporting incoming students
- Ensuring sustainable student enrolment
- Employing and supporting great staff
- Staying close to the community

### Strategy 1

**Secure (or develop) and deliver quality, benchmarked higher education course offerings in niche areas**

<table>
<thead>
<tr>
<th>Action</th>
<th>Performance Indicator</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase or license curriculum content from a registered national or international higher education provider</td>
<td>Contract signed with national or international higher education provider which secures curriculum content</td>
<td>Board of Directors</td>
<td>Dec 2011</td>
</tr>
<tr>
<td>Redraft curriculum content to fit Sheridan College learning model and align with Sheridan College learning outcomes and graduate attributes</td>
<td>New Unit Outlines for all units being prepared for accreditation</td>
<td>Principal</td>
<td>Dec 2012</td>
</tr>
<tr>
<td>Submit courses to TEQSA for accreditation</td>
<td>Application posted</td>
<td>Principal</td>
<td>Feb 2013</td>
</tr>
<tr>
<td>Purchase, license or develop curriculum in additional niche areas (Health Sciences, Regional Languages)</td>
<td>Contract signed with national or international higher education provider which secures curriculum content</td>
<td>Board of Directors</td>
<td>2015</td>
</tr>
<tr>
<td>Develop strong and active advisory committees for all courses</td>
<td>All courses to have advisory committees that meet annually and provide a written report to the College Council</td>
<td>College Council</td>
<td>2014 (PG) 2015 (UG)</td>
</tr>
<tr>
<td>Ensure alignment of curriculum content with graduate attributes and learning outcomes</td>
<td>Aligned curriculum, reflected in unit outlines and departmental documentation</td>
<td>Principal College Council (review)</td>
<td>Feb 2013</td>
</tr>
<tr>
<td>Create a quality assurance committee and calendar of review to oversee course development and review process</td>
<td>Operational committee with published review calendar</td>
<td>College Council</td>
<td>Jun 2013</td>
</tr>
<tr>
<td>Develop a leadership qualification for graduates (Certificate or Diploma)</td>
<td>Developed and accredited leadership qualification</td>
<td>Principal</td>
<td>Dec 2015</td>
</tr>
</tbody>
</table>

### Strategy 2

**Create a strong partnership between teaching, research and industry**

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the necessary programs and policies to support a strong research institute</td>
<td>Policy handbook for research institute</td>
<td>Director, Sheridan Research Institute</td>
<td>2013 onwards</td>
</tr>
<tr>
<td>Achieve accreditation for Masters by</td>
<td>Accredited Masters by research</td>
<td>Principal</td>
<td>Dec 2015</td>
</tr>
<tr>
<td>Research Program</td>
<td>Description</td>
<td>Responsible</td>
<td>Date Due</td>
</tr>
<tr>
<td>------------------</td>
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<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>Ensure all course development and review teams incorporate input from relevant research during the course development and review process</td>
<td>Documentary evidence in course introduction and review documents of input from research</td>
<td>Principal College Council</td>
<td>2012 onwards</td>
</tr>
<tr>
<td>Provide opportunities for students to include active involvement in a Sheridan-led research project as part of their undergraduate and graduate learning</td>
<td>Number of students for whom this opportunity is available</td>
<td>Principal Director, Sheridan Research Institute</td>
<td>2014 onwards</td>
</tr>
<tr>
<td>Link study programs to free resources provided by government and community actors</td>
<td>Student attendance at free seminars offered by local councils and/or NGOs</td>
<td>Principal</td>
<td>Dec 2013 onwards</td>
</tr>
<tr>
<td>Expand WIL program beyond Education and Business schools</td>
<td>Comprehensive WIL programs for BA and BSc degrees</td>
<td>Principal</td>
<td>Dec 2014</td>
</tr>
<tr>
<td>Develop a growing portfolio of research published by Sheridan Research Institute researchers</td>
<td>'x' articles published by Sheridan College staff in leading journals</td>
<td>Director, Sheridan Research Institute</td>
<td>2013 onwards</td>
</tr>
</tbody>
</table>

### Strategy 3
*Develop graduate attributes in students*

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disseminate and encourage reference to graduate attributes at Sheridan, to ensure they are widely known and understood</td>
<td>Surveys of staff and students reveal increased awareness of GAs across College over successive years.</td>
<td>Principal</td>
<td>2014 onwards</td>
</tr>
<tr>
<td>Develop learning outcomes for each study program that mirror Bloom's revised taxonomy and align with graduate attributes</td>
<td>Completion of learning outcomes</td>
<td>Principal</td>
<td>Feb 2013</td>
</tr>
<tr>
<td>Incorporate graduate attributes into all future course development and assessment construction</td>
<td>Unit outlines demonstrate alignment</td>
<td>Principal College Council (review)</td>
<td>2013 onwards</td>
</tr>
</tbody>
</table>

### Strategy 4
*Develop a strong administrative support structure for the College*

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement a purpose-built learning management system and associated tools</td>
<td>Learning management system active</td>
<td>Director, Sheridan Research Institute</td>
<td>Oct 2013</td>
</tr>
<tr>
<td>Develop an incentive-based salary bonus system for ideas that result in the increased efficiency of the College</td>
<td>Salary bonus system for innovation implemented</td>
<td>Principal Board of Directors</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Recruitment of quality staff</td>
<td>Separate HODs recruited for all College departments</td>
<td>Board of Directors</td>
<td>Jan 2017</td>
</tr>
</tbody>
</table>

### Strategy 5
*Create a strong, vibrant and supportive learning environment for students*

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit support staff</td>
<td>Recruitment of Student Welfare Officer</td>
<td>Principal Board of Directors</td>
<td>Oct 2013</td>
</tr>
<tr>
<td>Develop a supportive orientation program</td>
<td>Orientation program in place</td>
<td>Student Welfare Officer</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Establish links with local counselling</td>
<td>Contracts signed with local</td>
<td>Student Welfare</td>
<td>Dec 2013</td>
</tr>
</tbody>
</table>
### Strategy 6
**Create a strong, sustainable market for student enrolment**

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify popular niche areas to be offered by Sheridan College</td>
<td>Selection and development of niche courses across a minimum of three academic disciplines</td>
<td>Board of Directors</td>
<td>Dec 2011</td>
</tr>
<tr>
<td>Leverage the close association with the Baptist K-12 schools</td>
<td>Join in annual information evenings at Baptist secondary schools run by ABE</td>
<td>Principal</td>
<td>May 2014</td>
</tr>
<tr>
<td>Connect to a wide range of education agents recruiting students from across the globe</td>
<td>Signed agreements with 5 agents Number of students recruited from overseas</td>
<td>Principal</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Connect to local training institutions</td>
<td>Number of students successfully recruited from local language and training centres</td>
<td>Principal</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Reaching out to new school systems in WA</td>
<td>Signed agreements with CSA/CEN and SCEA school systems</td>
<td>Principal</td>
<td>Dec 2015</td>
</tr>
<tr>
<td>Enhance capacity to undertake market research and course performance assessment</td>
<td>Annual market profile</td>
<td>Director, Sheridan Research Institute</td>
<td>2013 onwards</td>
</tr>
<tr>
<td>Achieve healthy enrolments across all disciplines and courses</td>
<td>Student enrolment meets or exceeds targets outlined in business plan</td>
<td>Principal</td>
<td>2014 onwards</td>
</tr>
</tbody>
</table>

### Strategy 7
**Create a vibrant, energetic and innovative staff organisational culture**

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract academic staff to rotate in from Corban University for 5-week courses</td>
<td>Number of Corban staff signed to rotate out to Australia</td>
<td>Principal</td>
<td>Oct 2013</td>
</tr>
<tr>
<td>Place advertising on SEEK and other job websites</td>
<td>Staff recruited from advertising</td>
<td>Principal</td>
<td>Oct 2013</td>
</tr>
<tr>
<td>Develop new mechanisms for supporting staff in professional development and research</td>
<td>Strengthened professional development and research policies</td>
<td>Principal</td>
<td>Dec 2013 onwards</td>
</tr>
<tr>
<td>Develop a teaching awards program, including grants</td>
<td>Teaching awards created</td>
<td>Principal</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Develop exemplars and templates to support effective teaching and learning</td>
<td>Template created and used by staff</td>
<td>Principal College Council</td>
<td>Dec 2013 onwards</td>
</tr>
<tr>
<td>Develop recognition and rewards systems that encourage and celebrate excellence at both the individual and group levels</td>
<td>Identify and trial indicators and metrics that can be used to benchmark teach quality</td>
<td>College Council</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Develop an incentive-based salary bonus system for ideas that result in</td>
<td>Bonus system implemented and results achieved</td>
<td>Principal Board of Directors</td>
<td>Dec 2013</td>
</tr>
</tbody>
</table>
the increased efficiency of the College

### Strategy 8
*Develop effective mechanisms for responding to community*

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation, distribution and evaluation of survey instruments on an annual basis</td>
<td>Documentary evidence in College Council activities and publications demonstrating responsiveness to feedback</td>
<td>College Council</td>
<td>Dec 2014 onwards</td>
</tr>
<tr>
<td>Identify measurements for assessing commercial impact on community of research and industry activities</td>
<td>Implementation and tracking of data</td>
<td>College Council Principal Board of Directors</td>
<td>Dec 2014 onwards</td>
</tr>
<tr>
<td>Develop measurements for assessing social impact on community of research and industry activities</td>
<td>Implementation and tracking of data</td>
<td>College Council Principal Board of Directors</td>
<td>Dec 2013 onwards</td>
</tr>
</tbody>
</table>

### Strategy 9
*Build a network of like-minded higher education institutions that will support one another and strengthen one another*

<table>
<thead>
<tr>
<th>Action</th>
<th>KPI</th>
<th>Responsibility</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a network of associated higher education providers</td>
<td>Signing of one partner institution to the network</td>
<td>Principal Board of Directors</td>
<td>Dec 2016</td>
</tr>
</tbody>
</table>
APPENDIX A:

CORE PURPOSE
The core purpose of Sheridan College is to offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to love truth, seek wisdom, embrace innovation and become instruments of peace in the world.

CORE VALUES
In interpreting its responsibility to faithfully steward Sheridan College in the fulfilment of its core purpose, the Board upholds the following values:

1. ADDING VALUE TO SOCIETY:
   The Board believes that Sheridan College will add value to the broader community through (1) innovative education, scholarship and research that enriches knowledge and produces graduates who will be faithful stewards of the world's resources, (2) a presentation of the Christian worldview which provides an opportunity for students to be reconciled with their Creator, and (3) modeling a community that images God’s infinite, unconditional love.

2. NURTURING & CHERISHING CHRISTIAN EDUCATORS:
   The Board recognises that Christian educators are the most important resource of a Christian educational organisation. The Board is committed to preserving the College's evangelical Christian ethos by only hiring Christian educators, and satisfactorily providing for their personal and professional wellbeing.

3. PROTECTING FREEDOMS:
   Reflecting its rich Baptist heritage of struggle for freedom, the Board promotes the political, economic, social, religious and academic freedoms enjoyed by both women and men in democratic societies. The Board understands the historical emergence of these freedoms and the quality of life that has resulted from them to be a work of common grace, and a precious, if incomplete, picture of the true reality of freedom that is found in Christ.

4. SERVING WITH INTEGRITY:
   The Board promotes the principles of servant leadership in the College, emphasising the importance of humility and personal integrity in all the College's activities and interactions.

5. PRACTISING HOSPITALITY:
   The Board practices and upholds the Christian virtue of hospitality. The College will maintain low barriers to entry, including low tuition fees and open enrolment, and will provide a safe physical environment to hold personal convictions and to study, research and engage in robust debate without fear of discrimination or personal abuse.

OBJECTS (FROM CONSTITUTION)
The Objects of the College are to contribute to the education facilities of the State of Western Australia or wherever the College may determine by establishing and maintaining in such suitable places that may be thought convenient tertiary and other educational institutions of the highest standards for the purpose of achieving the objects hereinafter mentioned namely:

1. to provide an education of a high academic standard that draws its interpretive framework from a Christian worldview;

2. to encourage and undertake research for the advancement of learning, knowledge and the
professions;
3. to equip individuals to be lifelong learners (for personal growth and fulfilment, and for constructive, responsible stewardship of their resources);
4. to foster spiritual formation and character development in every student;
5. to cultivate an attitude of servanthood, train servant leaders and promote servant leadership in the community;
6. to support and promote evangelical unity;
7. to build a learning community that is characterised by love, hospitality, open inquiry, mutual respect, dignity and equality and to model this community for society;
8. to equip the community with social, cultural and international knowledge, skills and attitudes in order to improve its overall material, human, social and environmental wellbeing;
9. to support and promote a democratic, equitable and civilised society; and
10. to contribute to an improved national and international economy through high levels of skills, knowledge and research, including collaborative research with business, industry and government.
STATEMENT OF ACADEMIC FREEDOM

Background
The basis for Sheridan College’s commitment to academic freedom is found in a fractious group of English exiles living in Amsterdam in the early 17th century. In confrontational tracts and sermons, the first Baptists were amongst the earliest advocates in England for two foundation principles of modern democracy: freedom of conscience and freedom of association.

Persuaded of human fallibility and highly suspicious of interpretive creeds, Baptists asserted that truth should not be delivered by an authoritative church and enforced by the state, but discovered through personal investigation and embraced according to one’s own conscience. They were strident critics of coercion in religion, arguing that the state’s authority should be limited to worldly matters, fulfilling its God-given mandate to establish and preserve a just and free society.

Baptists were equally committed to defending the rights of individuals and churches to freely associate with one another on the basis of shared beliefs, and to separate from each other if those beliefs diverged. Argumentative and independent, Baptists lived out freedom of association with enthusiasm, planting democratically-governed churches, moving into voluntary associations while retaining local church autonomy, uniting and dividing over confessions, causes and personalities, even as the state continued to harass them as dissenters from orthodoxy.

Baptist experiments in democratic governance and free association were influential models in the formation of modern democracy and open academic institutions. The Rhode Island colony charter, enshrining political democracy, the separation of church and state and freedom of conscience, was a blueprint for the United States constitution. When England’s ancient universities denied entry to students who did not belong to the Church of England, Baptists formed their own associations and started their own academic institutions. Baptist ministers Isaac Backus and John Leland were influential in establishing freedom of religion during the American Revolution. In the 20th century, the Reverend Martin Luther King’s inspiring oratory and non-violent campaign for civil rights helped bring an end to decades of government policy enforcing black segregation.

Religious liberty, freedom of conscience and freedom of association continue to have immense relevance for the 21st century, and it is in the context of its rich Baptist heritage that Sheridan College affirms the following five principles of academic freedom:

Baptists & Freedom
The First 200 Years
1609 – First Baptist church founded by John Smyth, Thomas Helwys and John Murton in Amsterdam.
1612 – Thomas Helwys publishes “A Short Declaration Of The Mistery Of Iniquity”, the first English treatise to advocate complete religious liberty. He is arrested by James I and dies in prison.
1614 – Leonard Busher publishes “Religious Peace, Or A Plea For Liberty Of Conscience”, the first treatise in English solely devoted to freedom of conscience.
1620 – John Murton smuggles “Persecution For Religion, Judg’d And Condemn’d” out of prison. He dies in prison in 1626.
1630 – Roger Williams leaves England for Massachusetts. On arrival, he campaigns for the separation of church and state, and is later banished from the colony.
1636 – Williams founds Providence, Rhode Island, the first settlement in the Americas to institute the separation of church and state, and complete religious freedom.
1637 – John Clarke joins Williams in Rhode Island, helping to found new settlements at Portsmouth and Newport.
1639 – Williams founds the first Baptist church in the Americas.
1644 – Williams publishes “The Bloody Tenent Of Persecution, For The Cause Of Conscience”. It is ordered burned by the English parliament.
1663 – John Clarke secures a new charter from Charles II for the Rhode Island colony, incorporating democratic government and America’s first legal provision sanctioning complete religious freedom.
1676 – John Bunyan is imprisoned for preaching without license and begins writing “A Pilgrim’s Progress”.
1679 – English Baptists found Bristol College, the world’s first “free church” academic institution.
1752 – English Baptists found Stepney College (now Regent’s Park Hall, Oxford).
1764 – American Baptists found Rhode Island College (now Brown University)
1773 – Isaac Backus publishes “An Appeal To The Public For Religious Liberty, Against The Oppressions Of The Present Day”
1791 – John Leland publishes “The Rights Of Conscience Inalienable”.

Filename: Att 6.1.1 SC Teaching and Learning Plan
This document was printed on 27/03/2013
PRINCIPLES OF ACADEMIC FREEDOM

1. Truth – All truth is God’s truth, and God has made it possible for humankind to discover his truth through biblical revelation and human investigation of the natural world. Faculty are free to pursue truth and knowledge within their disciplines in the classrooms, in their research and writings, and in other public statements in their field of professional competence. Faculty should exemplify intellectual honesty by striving for accuracy and making appropriate use of evidence, by carefully examining ideas, and subjecting their work to critical scrutiny, and by questioning orthodoxy when new evidence emerges.

2. Voluntary Association – Sheridan College affirms the right of scholars in a democratic state to freely associate and cooperate around a shared set of core principles. The College will sustain an academic community in which faculty are free to engage in rigorous scholarly inquiry and expression within an intellectual tradition shaped by the evangelical Christian worldview. The College asserts that scholarly activity within the context of an evangelical identity, (as reflected in the Sheridan College Confession of Faith), will extend knowledge and enrich academic disciplines, benefiting the local, national and international communities.

3. Humility – While affirming the truth of the Bible and the natural world, the College recognises that people are fallible and may interpret the Bible, ideas and data imperfectly. Since no individual or institution can possess a complete knowledge of truth, college representatives will maintain a humble stance towards the existing body of knowledge and retain a lifelong commitment to and engagement in further discovery. Faculty should respect each other’s opinions and the opinions of those outside the university and defend the rights of others to hold different views. Faculty will not impute or imply beliefs to others that are not supported by evidence or claimed by the other person or organisation.

4. Hospitality – Sheridan College welcomes students and visitors of all faiths and none into its community. In contrast to “tolerance” which, while entertaining the presence of competing worldviews, denies the validity of ultimate claims to truth, the Christian virtue of “hospitality” acknowledges that real differences between worldviews exist, and in doing so creates a space for genuine dialogue and engagement to take place. Hospitality builds trust, leads strangers into friendship, and requires that neither the host nor the guest forsake their worldview while instructing and learning from the other around a shared table (Hagstrom, 2006).

5. Responsibility – Sheridan College scholars are encouraged to offer conscientious public comment in their area of expertise. Academic freedom is not an end in itself but is to be exercised responsibly with due regard for the mission and values of Sheridan College. Representatives of the College should be conscious that their public statements may lead to others forming perceptions of their faith, their profession and their institution.

In the context of the above principles, faculty have the right and responsibility to exercise their professional and personal judgment in teaching and research. They are encouraged to disseminate the results of that research without undue interference from the College administration and outside institutions or individuals. The College administration shall protect faculty from any request to retract or modify their research, publication, or teaching because a complaint has been received. Only complaints alleging faculty violations of professional standards of the discipline or of advocating positions incompatible with the central commitments of Sheridan College as a Christian higher education institution shall be considered, and then only when the evidence supporting the allegation is more substantial than rumour, inference or hearsay. Faculty members believing their academic freedom has been unduly restricted may pursue resolution of this issue through the existing staff grievance procedure, as described in the Staff Policy Handbook.
### APPENDIX B: DOCUMENT HISTORY AND VERSION CONTROL RECORD

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Version Date</th>
<th>Authorised Officer</th>
<th>Amendment Details</th>
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<td>05 Feb 2013</td>
<td>N/A</td>
<td>Draft prepared by Darren Smith for Sheridan College Board of Directors</td>
</tr>
<tr>
<td>1.00</td>
<td>02 Mar 2013</td>
<td>Chairperson, Board of Directors</td>
<td>Submitted to TEQSA for Sheridan College HEP registration: Attachment 6.1.1 Teaching and Learning Plan</td>
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Document Title: Teaching and Learning Plan

Source Documents:
- Curtin University, Teaching and Learning Plan 2003-2005
- Deakin University, Teaching and Learning Plan 2008-2012
- University of Canterbury, Learning and Teaching Plan 2006-2008
- University of New England, Teaching and Learning Plan 2007-2010
- University of Tasmania, Teaching and Learning Plan 2008-2010
- University of Western Sydney, Teaching and Learning Plan 2004-2008

Associated Internal Documents:
- Industry Analysis, Strategic Plan and Business Plan
- Constitution
- Governance Manual
- Statement of Academic Freedom
- Quality Assurance Policy

Associated External Documents

Authorised Officer: Chairperson, Board of Directors

Approved by: Mr Michael Smith

Date of Approval: 02 Mar 2013

Next Review Before: Dec 2014