

## AGST Alliance

### A comparison of our postgraduate programs in education, spiritual formation and discipleship

	Postgrad Dip. in Education, Spiritual formation & Discipleship	MTh(Education) in Spiritual formation & Discipleship	Doctor of Education	Doctor of Philosophy (Education)
<b>For those who ...</b>	<p>... are giving educational leadership in their church as a pastor/lay worker with significant discipling/equipping responsibilities.</p> <p>... are a CE/discipleship staff member/adviser for their denomination.</p> <p>... are teaching (or about to teach) CE/disciple-ship/spiritual formation courses in a seminary.</p> <p>... are leading a Christian organisation which mobilises and motivates Christians in ministry/mission.</p>	<p>... are needing a qualification to teach courses up to the MDiv level.</p>	<p>... are senior leaders/trainers in their church, denomination or Christian organisation/NGO.</p> <p>... or, are in a seminary teaching position majoring in Christian education/formation/ applied theology and/or responsible for field education programs.</p> <p>... are seeking an advanced qualification to enhance their practice of ministry and enable them to function more effectively.</p> <p>... probably prefer a field-focused, action-reflection approach to learning over a more text-focused philosophical-reflective approach.</p>	<p>... are giving significant educational, formational leadership in their church, denomination or Christian organisation.</p> <p>... are in a seminary teaching position majoring in Christian education/formation.</p> <p>... are seeking to build on some years of educational experience in Christian settings with an advanced qualification based on scholarly research.</p> <p>... probably are comfortable with the relative alone-ness of philosophical reflection on the complex theories that have emerged through the heritage of literature, as is the norm in PhD study.</p>

	Postgrad Dip. Ed	MTh(Education)	Doctor of Education	Doctor of Philosophy (Education)
<b>Graduate profile</b>	<p>Persons who are ... 'academically competent educational practitioners' ... able to demonstrate an integration of sound academic ability and theological reflection with practical competence for creative educational leadership, spiritual formation and discipleship in their churches and organisations.</p> <p>... who may also be called upon to teach related courses in theological education institutions, up to the first degree level.</p>		<p>Persons who are ... able to integrate sound educational, social science and spiritual formation theory and their professional practice, by means of original applied research that demonstrates advanced theological reflection and which is designed to enhance informed and improved practice in their organisations.</p> <p>... likely to be invited to take up (or continue in) senior leadership positions in their institutions.</p> <p>... also likely (if they stay in their professional role) to be invited to teach applied courses in theological education institutions.</p>	<p>Persons who are ... qualified to function as a theologically reflective research specialist in Christian education/ spiritual formation.</p> <p>... better equipped to provide significant educational leadership in the wider Asian Christian community.</p> <p>... likely to be utilised for post-graduate teaching and research supervision in theological education institutions.</p>
<b>Program structure</b>	<p>An 18 credit program, comprising...</p> <p><i>Modules (18 credits)</i></p> <ul style="list-style-type: none"> <li>• Three core modules @ 3 credits per module.</li> <li>• Other modules, for 9 credits.</li> </ul>	<p>A 30-credit program, comprising...</p> <p><i>Practicum (3 credits)</i></p> <p><i>Thesis (8 credits)</i> (Or 4 extra credits of modules and a 4-credit educational project).</p> <p><i>Research skills workshop (1 credit)</i></p>	<p>A 36-credit program, comprising...</p> <p><i>Coursework (18 credits)</i></p> <ul style="list-style-type: none"> <li>• Three core modules @ 3 credits per module.</li> <li>• A compulsory research methods module @ 3 credits.</li> <li>• Other modules, for 6 credits.</li> </ul> <p><i>Critical engagement project (3 credits)</i></p> <p><i>Dissertation (15 credits)</i></p>	<p>Submission of a dissertation that reflects original research.</p> <p>[Dissertation length: 80,000 words, excluding references.]</p>

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<b>Starting dates</b>	Students may commence with any module, although it is recommended that the first module be one of the core modules.			Candidates may commence their program at any time.
<b>Full time or part time?</b>	Designed as part-time programs. If modules are taken consecutively, time commitment will be equivalent to about half (50%) a typical full-time seminary work load.			May be completed either full-time or part-time.
<b>Duration</b>	3 years maximum.	5 years maximum.	6 years maximum	7 years maximum.
<b>On-campus requirements</b>	5-7 day intensive on-campus sessions for each module.			Participate in the annual doctoral colloquium.  We also encourage candidates to ... spend significant time with their supervisors - annually if possible. ... plan for at least 3 months at an appropriate international study centre during their program.
				In the dissertation phase, we encourage candidates to spend significant time with their supervisor.
<b>Graduation requirements</b>	Satisfactory completion of 18 credits of MTh(Ed) modules.	Satisfactory completion of all the components of the program.		A pass recommended by 2-3 external, international examiners. An oral defence may be necessary.

	Postgrad Dip. Ed	MTh(Education)	Doctor of Education	Doctor of Philosophy (Education)
<b>Entry requirements</b>	<ul style="list-style-type: none"> <li>• A first theological degree of a suitable academic level (usually MDiv or its equivalent).</li> <li>• English language proficiency: at least IELTS 6.0 or TOEFL 550 (Computer-based score 213; Internet-based score 80).</li> <li>• Some practical experience in leadership in Christian education, spiritual formation and discipleship.</li> </ul>	<ul style="list-style-type: none"> <li>• A first theological degree of a suitable academic level (usually MDiv or its equivalent).</li> <li>• English language proficiency: at least IELTS 6.0 or TOEFL 550 (Computer-based score 213; Internet-based score 80).</li> <li>• Experience in a significant leadership/training position in an organisation where enhanced perspectives in Christian education, spiritual formation and discipleship play a substantial role.</li> <li>• Secular qualifications in education/management will be a bonus.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Either</i> a post-graduate degree majoring in CE or an associated area of applied theology. (The AGST Alliance MTh(Ed) is a suitable prerequisite.) <i>Or</i> a secular post-graduate educational degree supplemented by a sound theological degree.</li> <li>• English language proficiency equivalent to at least IELTS 6.5 or TOEFL 575 (Computer-based score 230, Internet-based score 90).</li> <li>• Extensive practical experience in the discipline and administration of Christian education.</li> </ul>	
	Participants may live in countries other than those represented by AGST Alliance.			
<b>Student focus</b>	Students are encouraged to apply the insights from the modules to their specific educational/ministry settings, and to shape the focus of their assignment work, practicum and thesis to them.	Candidates are encouraged to integrate sound theory/theology with their professional practice and experience, with a view to being significant change-agents in the policies and practices of their organisations.	Candidates are actively encouraged to select a focus for their research that they are passionate about, and the outcome of which will contribute significantly to effective ministry and mission in Asia.	

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<b>Learning approaches</b>	Overall, we aim to demonstrate good practice of adult and non-formal learning, learning in community, and integrating spiritual formation with educational insights.  A range of learning methodologies are used in the <b>modules</b> . The on-campus sessions emphasise participatory, interactive methods. On-campus, reflective critical processing of concepts and perspectives is given greater priority than content-transmission – and so the pre-campus preparation is really important.			The PhD(Ed) is solely research-oriented, guided by 1-2 supervisors.
		The processes of the <b>practicum/critical engagement project</b> are designed to encourage and enhance critically reflective, creative practice of training/equipping.		
			The <b>dissertation</b> is research-oriented, guided by a supervisor.	

This table highlights in another form the distinction between key expectations and outcomes of the different programs:

Program	Theological depth	Implications for professional/vocational practice		Research ability	
	Links with an integrated theological perspective	Original applications in teaching and teacher-training	Original implications for senior organisational/educational leadership	Skills for research in the relevant disciplines	Generation of original disciplinary insights
MTh(Ed)/PG Dip. Ed.	✓✓	✓✓✓	✓✓	✓	-
EdD	✓✓✓	✓✓	✓✓✓	✓✓	✓
PhD(Ed)	✓✓✓	✓	✓	✓✓✓	✓✓✓

[August 2012]