

Silliman University
Divinity School

DOCTOR OF THEOLOGY

Major in Christian Education (2018)

I. INTRODUCTION

The Doctor of Theology program is already an existing program being offered by the South East Asia Graduate School of Theology (SEAGST), which is a consortium of various graduate level seminaries all over South East Asia. Qualified faculty members of the Divinity School are co-opted as accredited faculty of the School teaching in their respective areas of specialization. A good number of the Divinity School faculty members who are holders of the Doctor of Theology degree are actually graduates of the SEAGST.

II. PROGRAM RATIONALE

1. The Divinity School has received a number of inquiries from abroad, mostly from church partners, on the possibility of offering its own Doctor of Theology program. There were applicants actually who have sought to enroll in a Silliman Doctor of Theology program. They were disappointed however upon learning that the Divinity School do not actually have its own doctoral level program apart from the SEAGST program. They expressed a strong preference for a Doctor of Theology diploma from Silliman University, which is recognized by their respective governments like in Indonesia and Korea rather than a SEAGST diploma. A number of potential applicants have given notice that they have decided to enroll in Hong Kong's Lutheran Theological Seminary because it has its ongoing Doctoral program in various disciplines.

2. Silliman University Divinity School has been losing out in the potential market for doctoral students who were being sent and supported by their respective church bodies and church related institutions. These are church bodies and organizations like the United Evangelical Mission with whom the Divinity School had established partnership relations already and who would have preferred sending and sponsoring graduate theological students to our school if only we have been offering the doctoral program.

3. The Divinity School is very much in a position to offer the Doctor of Theology program in at least four of the major areas being covered in the SEAGST doctoral program, Biblical Studies and Interpretation, Systematic Theology, Christian Ethics and Pastoral Ministry. It has the faculty members who are qualified and highly competent to teach in such areas. It has the library resources, which are also now in the process of being upgraded, that can support the academic requirements of such a program. Thus, it can also help in the faculty development program of various seminaries in Asia and even beyond.

4. More so, the Divinity school has established the International Mission Studies Center in Asia to support short term training, certificate programs and researches of mission experts, scholars and practitioners from Asian, as well as African seminaries and Churches. Since the program is only in the Master of Theology (major in Mission studies) level, the challenge is for the Divinity School to put up its own Doctor of Theology program.

III. MAIN PROPOSAL: Major in CHRISTIAN EDUCATION

The purpose of Christian education is to nurture Christian character through Christian knowledge, practice, and spirituality in order for life to blossom, flourish and enable the churches experience and witness to God's graciousness. Christian education is primary for all church ministries.

Education has to be rooted in lived experience. In Southeast Asia the lived experience is in the context which is characterized by religious pluralism and rich cultural heritage but it is also suffering from violence and conflicts, poverty and discrimination, corrupted governance, developmentalism, and ecological injustice. Globally we also are affected by issues like consumerism, relativism, individualism, technological-determinism, and commercialization (e.g. education). All these issues challenged Christian education to reflect its mission, goals, contents and pedagogies to contribute to a just, nurturing, and caring society.

Christian education in Southeast Asia has its own unique development, such as, life education in the Chinese-speaking societies, interfaith relations Indonesia, gender concerns in the Philippines and others . The richness and diversity of Christian education inspire to deepen and share our knowledge and experiences to the church and society.

Nevertheless, there are only few teachers in Christian education with doctoral qualification compared to the other disciplines in many Southeast Asian Theological Colleges/Seminaries. Hence, to develop and promote Christian education in every theological school is urgent.

a. Program Objective: To train and equip both clergy and lay people of the church from Asia and other parts of the world with the necessary expertise needed in academic leadership in various theological and ecclesiastical issues obtaining in their respective institutional and social contexts.

b. Main target clientele: The program is designed primarily for partner institutions, seminaries and church bodies in Asia and other regions. However, individuals who wish to earn a doctoral degree from the Silliman University Divinity School may come with ready scholarships to support their studies.

c. Requirements:

c.1. Transcript of Records. An applicant is required to submit an official transcript of his or her previous academic records since high school. An applicant for the doctoral program must be a holder of Master of Theology (M. Theol. or M. Th.) degree from a theological seminary of recognized standing.

c.2. Language Requirement: A working knowledge of Hebrew and Greek sufficient for translation and exegesis. Students must pass the two-hour language examination in Hebrew and Greek (for those specializing in biblical studies) and Aramaic (for those specializing in Old Testament) at the beginning of the first semester. This examination will focus on translation. For those specializing in the other three areas, a basic knowledge of both biblical languages is required as well as any other language that may be necessary within the specific area of

concentration chosen by the candidate. When necessary, they may be asked to take a validating examination in Hebrew and Greek.

English Language Requirement: Applicants from countries that are not English speaking may be required to pass or present a TOEFL certification of at least a score of 550. In case the student could not meet the TOEFL requirement, the applicant may be accepted under probation and enroll in Academic English for Graduate Studies (AEGS) at the university before they start the doctoral program. The student will be allowed to continue upon receiving a satisfactory AEGS evaluation.

c.3. Letters of Recommendation. These letters of recommendations should say something about the applicant's past academic performance and potential for the future of theological education or of the church's ministry.

c.4. A Sample Scholarly paper. An applicant is required to submit a sample of his or her work in the form of a scholarly paper of at least 20-25 pages on the chosen field/area of study. This will be submitted to the Office of the Dean together with other documents required for admission.

c.5. Non-refundable application fee.

For applicants from the Philippines -USD 50.00 or its equivalent in local currency
For foreign students -USD 100.00 or its equivalent in local currency

d. Total Units required to earn the degree: 60 units

<i>Academic course requirement</i> (48 units)	
Foundation Courses on the SEAGST areas	12 units
Required Major Courses	12 units
Major Electives 12 units	12 units
Free Electives (may be taken from the university)	<u>12 units</u>
	48 units
<i>Residency and Dissertation</i>	<u>12 units</u>
TOTAL	<u>60 units</u>

IV. COURSE OFFERING:

Codes of Course:

BS – Biblical Studies (courses common to OT and NT)

OT – Old Testament

NT – New Testament

ST – Systematic Theology

CE – Christian Ethics

SGT – Studies in Gender and Theology

RS – Religious Studies

CHE-Christian Education

CHE- Mission Studies

DP – Dissertation Project

Number Code:

500 - 600 = indicate that the courses with this code is offered on the doctoral level; courses given the number codes of 600 are the foundational and to be taken during the first year of the doctoral studies; the ones with 700 are to be taken on the second year of the doctoral studies.

A. Pre-requisite: Language Examinations

Students will be asked to register in Language Examinations equivalent to one (1) unit, non-credit. The examinations will be scheduled twice during each semester – June and September; in the second semester, November and February. Students who fail to get a passing rate may take the exam in the next scheduled date. Students in biblical studies will take the two-hour translation examination. Those who are in other fields will be asked to take a validating exams in Hebrew and Greek.

BS 500 – Language examination in Biblical Hebrew

BS 500A - Language examination in Aramaic

BS 500B - Language examination in Greek (Koine)

B. The foundational Courses (12 units based on SEAGST program)

The foundational courses interdisciplinary in character and are focused on methodologies.

Code	Title	Units	Passing Grade
BS 501	Seminar on Methodologies in Biblical Interpretation	3	3.0
ST 501	Methodologies in Doing Systematic Theology	3	3.0
SGT 501	Gender, Feminist Theory and Methodology	3	3.0
RS 501	Methodology of the Study of Religion	3	3.0
	Total	12	

C. Required Major Courses (12 units)

The required major courses are focused on the area of specialization that students must take.

C.1. Proposed Required Major Courses in Mission Studies (new offering)

Code	Title	Units	Passing
CHE 511	Seminar on Theology, History and Philosophy of Educational Ministry	3	3
CHE 512	Christian Education for Social Transformation	3	3
CHE 513	Seminar on Christian Education in Interfaith Context	3	3
CHE 514	Current Issues and Trends in Christian Education	3	3
	Total	12	

D. Major Electives

Students are required to take 12 units from a list of courses within the student's field of specialization.

D.1. Major Electives in Christian Education - 12 units

Code	Title	Units	Passing Grade
CHE 515	Christian Education and Values Education	3	3.0
CHE 516	Christian Education and Life Education	3	3.0
CHE 517	Christian Education and Congregational Studies	3	3.0
CHE 518	Christian Education, Psychology and Whole Person Development	3	3.0
CHE 519	Seminar on Mission in Cross-cultural perspective	3	3.0
CHE 520	Survey of Asian Theologies	3	3.0
CHE 521	Seminar in Human Development and Environmental Well-being (Educ 305)	3	3.0
CHE 522	Seminar in Human Behavior in an Organization (Educ 306)	3	3.0
CHE 523	History of Educational Thoughts (ED 314)	3	3.0
CHE 524	Research Problems and Issues in Education (Educ 333)	3	3.0
CHE 525	Evaluation Procedure (Educ 336)		

E. Interdisciplinary Electives (12 units)

Students may take courses that other departments of the Divinity School offer, or courses that are offered by other units in the university or cross-enroll in other Universities (local or foreign). A completion of 12 units in a specific area of interest other than one's area of specialization may allow the student to earn a certificate of advance studies in such area. E.g. A student who specializes in systematic theology may earn a certificate in biblical studies by taking 12 units in the field of bible, or, a certificate in ecology and development by taking 12 units in the field of ecological studies, etc.

F. Residency and Dissertation

Code	Course Description	Units	Passing Grade
DP 600	Comprehensive Exams (matriculated)	-	Satisfactory
DP 601	Dissertation Proposal Defense (matriculated)	-	Satisfactory
DP 602	Dissertation Writing	12	3.0
		12	

V. LIST OF COURSES and COURSE DESCRIPTIONS

Code		
FOUNDATIONAL COURSES		
BS 501	Seminar on Methodologies in Biblical Interpretation	3 units
<p>This course will involve a basic review, summary and exposure to the different approaches and methodologies in Biblical interpretation, both ancient and modern in an attempt to equip the student with the foundation by which he/she can be able to construct or develop the methodology that will be most suited for the context of the student.</p>		
ST 501	Methodologies in Doing Systematic Theology	3 units
<p>This is an interdisciplinary course that allows the student to explore various methods of theological analysis and construction. This course is designed to be both experiential and theoretical. It explores how systematic theology is done as a communal, ecclesial enterprise, in conversation with Christian tradition and the church's teaching office. It then investigates the various sources of positive theology, surveys the methods of speculative theological reflection, and examines various theological texts (e.g., of patristic, scholastic, neo-orthodox, or liberation theology) in terms of the methods employed.</p>		
SGT 501	Gender, Feminist Theory and Methodology	3 units
<p>How does gender shape the feminist thought and methodology? In this course, students will examine the development and major themes of feminist theory, theo-praxis and responses to the catalytic writings of feminist theorist. Films, literature, songs and other forms of materials produced by feminist women will be explored. Students will engage with and respond to the feminist theologians and women's works critically, paying attention to the methodologies employed.</p>		
RS 501	Methodology of the Study of Religion	3 units
<p>This course will explore and assess the different approaches to the study of religion, particularly the analytical-empirical-positivist (scientific, objective) approach and the relativistic-synthetic paradigms (holistic-- to understand how human beings come to believe as they do and why they act as they do). Students will also be challenged to assess the possibility of the complementarities of the two approaches in the face of the complexity of religious phenomenon.</p>		
CHRISTIAN EDUCATION		

CHE 511	Seminar on Theology, History and Philosophy of Educational Ministry 3 units An analytical survey of the historical development of Christian education, the major philosophical perspectives of education, and the theological foundations for intentional, consistent, and life-long spiritual formation. Students will research and discuss selected educational trends in history, major contemporary philosophical perspectives of education, and the theological implications of effective educational practice.
CHE 512	Christian Education for Social Transformation 3 units This course in Christian Education considers the relationship between the church's educational ministry and the ministries of social transformation. The course will examine personal commitments to social transformation, theologies of change, and educational skills for transformation.
CHE 513	Seminar on Christian Education in Interfaith Context 3 units This course focuses on developing a Christian Education in interfaith context in Asia, by drawing from educational theories in dialogue with theology. Some educational theories are education for critical thinking, multicultural education, and peace education. This course helps educators to dialogue these educational theories with some theological themes, namely, theology of religions, interfaith dialogue, Christology, social teaching of the church, and the concept of shalom.
CHE 514	Seminar on Christian Education Research 3 units This course focuses on some research methods in education, namely quantitative, qualitative, mixed, and action researches. This course helps educators to conduct an educational research using a certain method. The research can be done in schools, churches, or societies. After conducting a research, educators write a critical report on the result of the research, and present it in a class seminar. (same as EDUC 308, Advanced Statistics; EDUC 309, Qualitative Research; EDUC 310, Quantitative Research)
MAJOR ELECTIVES	
CHE 515	Christian Education and Values Education 3 units This course aims to explore principles, practices and pedagogies of values education in relation to Christian education. Disciplinary sources, including philosophical and Christian source, will be drawn upon to examine and generate principles governing the practice of values education while practical deliberation will also be reflected upon. It will introduce ways of teaching values, including the traditional, liberal, dialogical and narrative pedagogies.
CHE 516	Christian Education and Life Education 3 units Life education is a relatively new trend in Chinese speaking societies' education in last two decades. Its primary concern is to prepare students' for a fulfilling and flourishing life. The practice of life education is mostly found in schools, but it should not be restricted to it, for education is found in everyday life. This course aims to examine the concept, development, practices and pedagogies of life education, and its relation to Christian education.

CHE 517	Christian Education and Congregational Studies 3 units This course examines how Christian faith is formed and embodied in communities of faith through integration of insights from theologies and social sciences (psychology, education, history, sociology and anthropology). In view of that, this course engages the learners in an academic research on congregational life to enrich their ability in developing effective and contextualized Christian education curriculums, structures and programs for local congregations as a means of nurturing faith.
CHE 518	Christian Education, Psychology and Whole Person Development 3 units The course will examine the contemporary theories and researches in the field of developmental psychology, and consider their relevance to the field of Christian education. Issues of moral development, faith development and spiritual development will specifically be considered. Attention will also be given to the implications of developmental perspectives for prospective Christian educators in understanding themselves, the persons with whom they work, and the structures that best promote whole person development.
CHE 519	Seminar on Mission in Cross-cultural perspective 3 units This course provides a contemporary analysis of Christian mission across cultures. Attention is given to cross-cultural communication and understanding, developing a theology of contextualization, and outlining approach to address the perennial challenge of how to relate the Gospel with cultures. (same as MIS 516)
CHE 520	Survey of Asian Theologies 3 units This course is a survey of theologies that emerged in Asia. It will focus on the themes and distinct features these emerging theologies. Students need to be attentive to the theological methodologies of Asian Christian thinkers and be sensitive to Asian realities, especially the multiplicity of cultures, and the Third World context of some Asian regions. (same as ST 511)
CHE 522	Seminar in Human Development and Environmental Well-being (Educ 305) Education Designed primarily to examine the relationship between human development and the environment, this three-unit seminar course provides theoretical perspectives involving development and environment and how these two come into play in the sustainable development paradigm. The course delves into the impact of human development on the environment by examining the interrelationships between
CHE 521	Seminar in Human Behavior in an Organization (Educ 306) The course deals with the theories and models of individual and group behavior in organizations. It is the study of individuals; organizations and the way people behave in organizations. The course affords the analysis of interactions of people and organizations and involves the systematic study of the behaviors, the processes and the structures found in organizations. A significant portion of the course shall consist of cased studies on problems dealing with behavior. This will cover topics on the nature of coordinated

CHE 524	<p>History of Educational Thoughts (same as ED 314) 3 units</p> <p>An overview of the historical development of education from early Greek thinkers to the beginnings of the 20th century of philosophers.</p>
CHE 525	<p>Research Problems and Issues in Education (Educ 333)</p> <p>This course provides students the tool and skills to examine some issues in Philippine education as bases for formulating researchable problems, which they can further pursue for their dissertation work. The theoretical foundations and practical significance as well as the steps in the conduct of problem analysis which covers collection, summary and use of information to verify or reject initial hypotheses are discussed and applied in actual problems in education identified by students that they translate into research problems for empirical investigation.</p>
CHE 526	<p>Evaluation Procedure (Educ 336)</p> <p>This course familiarizes students in different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, analysis of computerized service statistics, and development of an evaluation plan to measure impact. Covers experimental, quasi-</p>
<p align="center">Free Interdisciplinary Electives from the University or cross-enroll in other Universities (local and foreign) – 12 units</p>	