



Academic vs. Vocational Test

Introduction

The decision of whether a programme of theological education will have a greater academic or vocational emphasis is very important and will have direct bearing on the curriculum as well as on the kind of certification and accreditation classification given by the EEAA. For many however the distinction is not clear, and this test has been devised by the EEAA as a tool to help in this decision.

After you take the test, you will receive the results indicating in what percentage your programme is academic or vocational.

The EEAA believes that both academic and vocational emphasis in theological education are equally important, and refuses the dichotomy that would consider academic training "superior" to vocational training. While EEAA does not wish to polarize these two emphases, it does see the need to keep them distinct.

Name of school:

Describe your current programme (graduate or undergraduate)

As you complete the test, please describe your programme as it is and not as you think it should be.

Are your faculty members involved in research and publication

- All faculty are active in research and publish often and extensively
- Most faculty are involved in some sort of research and publish occasionally
- Only a few faculty are occasionally involved in research and publication
- It is rare that our faculty members do research with formal publication in view

Do your students produce a final research thesis?

- No, they don't
- Our students produce a minor research thesis that can be mostly cumulative and descriptive
- Our students produce a large research thesis and are required to demonstrate some critical thinking
- The research thesis is one of the most important components of our programme. Critical and original analysis of a variety of positions and theories is required and cumulative/descriptive research would not be accepted.

Are your full time faculty members actively involved in ministry outside the school?

- We do not hire faculty that are not heavily involved in ministry
- Our faculty are involved in ministry to a good degree
- Our faculty are mostly given to academic work, but they do occasionally accompany students on internship/mission trips or field experience
- Our faculty are all church members, but their commitments in the school do not leave room for much involvement in external ministries

Do your students carry out an extensive internship?

- No
- They have some internships required, but this is a minor component of our programme
- We have a solid internship/ministry programme that receives a good amount of our overall credits
- The internship programme is the central feature of our school. The purpose of all the theory learned in class is to apply it and assess it in practice

Graduate profile

- Our programme aims at training researchers, exegetes and teachers
- Our programme aims at training teachers and writers
- Our programme aims at training pastors and missionaries
- Our programme aims mainly at the personal development of our students

Most of our graduates are currently engaged in

- Actively serving in the church as lay people
- Full/part time ministry in churches and missions
- Teaching in theological education
- Research, further study and writing

Emphasis on theory and practice

- Theory is the main emphasis of our programme, with relatively little practice
- Practice results an outcome of theory
- Theory is mainly used to support practice
- Practice is the main emphasis of our programme with relatively little theory

Credit distribution

- Most credits given for systematics, exegesis and research courses
- Most credits given for Bible survey, practical theology, mentoring and internships

Assignments and learning activities

- The vast majority of the assignments in our courses are oriented on "knowing how " to apply knowledge in practice
- We have some theoretical descriptive research assignments, but most work is practically oriented
- Many assignments require research, but much research is descriptive
- A majority of assignments requires abstract critical thinking and research

Required reading

- Our students read mostly divulgative and inspirational texts
- Our students read mostly sources that reflect the position of what is taught in our school
- Our students do some critical reading of authors with differing opinions
- Our students are required extensive reading representing a wide variety of positions

Orientation

- The programme has a strong research orientation

- The programme has a strong practical orientation

We would like our graduates to:

- Conduct analytical investigation to produce theories that are relevant to church and mission
- Have skills in practical ministries that enable them to perform ministerial tasks

Differing traditions

- Our school mostly teaches a denominational stance on most issues
- Our school's identity is clearly reflected in all learning, but some room is given to illustrate other positions
- Our school equally teaches a multiplicity of positions, and students are left to their own choices
- A main goal of our school is to produce a high level of understanding of theories of different theological traditions

Purpose of courses

- The main purpose of our teaching in Bible, History, Theology and Social Sciences is to give solid foundation for practical work
- The main purpose of all our teaching is to engage in critical interaction with the most recent scholarship

Role of the teacher

- Teachers and students seek the truth together
- Teachers lead students in the search of truth
- Teachers mostly tell students what they have discovered to be true
- Teachers are the experts and students are expected to learn course content

Your examinations

- Most examinations in our school are open ended exercises where the students are evaluated on the quality of their thinking
- Most examinations in our school require students to repeat what they have learned in course work

Biblical languages

- We do not teach Biblical languages
- We teach a minor amount of Biblical languages and for some it may be an optional activity
- We teach Biblical languages as important, but our programme could survive without them
- Our programme would not be able to run without the teaching of Biblical languages

Which of the following is characterizes your programme more? (most programmes will have a mix of the two)

- Our programme has a strong component of training skills relevant to practical ministerial work using appropriate methods of learning
- Our programme has a strong component of research methodology appropriate to the subject of studies (exegesis, history, philosophical theory, social realities...)

Distancing

- Our faculty members model and encourage students to distance themselves from

involvement in ministry and from previously held notions in order to allow in-depth research and reflection.

We believe faculty members should model clarity of thought and firmness of conviction and commitment to ministry models.

Research methods

- Our curriculum includes extensive training in research methods
- Our curriculum includes some training in research methods
- Some research methodology is taught within other courses for specific assignments
- Our curriculum has hardly any training in research methodology

Types of theories students are engaged in

- Our students are engaged mostly with functional, pragmatic and "how-to-do" theories
- Our students are engaged mostly in foundational, philosophical and normative theories

Which of these two would be the major aim of your Bible courses

- To know content and be able to apply principles to practice
- To be able to interpret the text and critically evaluate principles and practice

If your school teaches Homiletics, the main emphasis is:

- Teaching oratory techniques to ensure a good communication and solid content
- To expound a solid theory of preaching and then teach students how to preach
- To formulate a theory of preaching based on empirical research
- To formulate a theory of preaching based on historical and biblical research, and evaluate the consequences of various theories applied to practice

Which learning environment would you consider the most crucial in your programme?

- The library
- The classroom and the dormitory
- The field of ministry outside the school campus