

Y M C ce a

CHMN720 (8)

Students study selected issues in youth ministry, including adolescent development, inter-generational relationships, and the challenges of popular culture. They learn how to build specialized approaches in youth ministry.

CHMN765 (8)

Builds on a knowledge of youth ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth ministry, sexuality, music, camping, short-term mission, writing grant proposals, risk management, contemporary worship, and reclaiming missing youth.

O e Ma a 7 7 (8)

time for completion of a certificate program should not exceed five years from first enrollment.

De e e S e

Courses in the graduate certificate programs of Religious Education are given as one-week intensives on a three-year rotation basis. Each intensive requires pre-campus and post-campus work. Pre-campus syllabi are posted on our website (www.andrews.edu/SEM/reled) in February of each year. At least two courses are offered back-to-back each summer, allowing a student to complete the sequence over a three-summer period.

Graduate Certificate: Family Life Education

The Graduate Certificate in the Family Life Education program is designed for pastors, family ministries directors, and lay leaders who want to help foster or support strong families in the church and in the community through teaching in seminars, classes, small groups, and retreats.

Courses are offered in summer intensives on a rotating basis. At least two courses are offered each summer, allowing a student to complete the sequence over a two-summer period.

Pe e e

- Bachelor's degree
- EDPC520 Psychological Development: Life Span or equivalent
- Positive character references

Graduate Certificate Family Life Education Re e e

RLED610, 620, 655, 658. Select one elective from RLED657, 659, 676; CHMN518 or 643

TOTAL credits for Graduate Certificate—12

Graduate Certificate: Campus Spiritual Leadership

The Graduate Certificate in Campus Spiritual Leadership has two tracks for training leaders in campus ministry: Christian campus track and public campus track.

The Christian campus track is designed for professionals with responsibility for some aspect of the spiritual growth of students on Seventh-day Adventist academy or college campuses. Typical applicants would be campus pastors, chaplains, Bible teachers, principals, residence hall deans, and student services directors. The public campus track is designed for those who want to minister to Seventh-day Adventist students and others attending public universities. Typical applicants would be pastors, youth pastors, and lay leaders of youth and young adult ministries in local congregations near public universities. Either track would be appropriate for conference and union youth and education directors.

The curriculum for this graduate certificate was developed with the assistance of the Adventist Chaplaincy Ministries and Education Department of the General Conference of Seventh-day Adventists and the Education and Youth Ministry Departments of the North American Division of Seventh-day Adventists. Courses will be taught by faculty in the Religious Education and Youth Ministry programs of the Seminary and professionals who are currently involved in campus ministry on Christian and public campuses.

Pe e e

- Bachelor's degree
- 12 undergraduate/graduate credits in religion/theology
- A course in human growth and development that includes adolescent development

Graduate Certificate Campus Spiritual Leadership Re e e

CHMN657; RLED665 or 667; RLED610, 668, 669, 676

TOTAL credits for Graduate Certificate—12

MA: Religious Education

The Master of Arts: Religious Education is an interdisciplinary academic program that prepares both professional and lay pastor-teachers for leadership roles in settings where religious, moral, and spiritual nurture and growth are primary concerns. Areas of emphasis in Religious Education include family life education, campus spiritual leadership, denominational certification for secondary religion teaching, and other options customized by the student in consultation with an advisor. Students electing to obtain a graduate certificate in family life education or campus spiritual leadership can continue to study and obtain all of the requirements for the MA: Religious Education either by coming to campus full time or by coming to campus for summer intensives that require pre-campus and post-campus academic work. Other options require campus residency throughout the program.

The curriculum is designed with core courses and a selected area of emphasis.

Ad Re e e

Admission to the MA: Religious Education program is based on the student's meeting the general admission requirements for all graduate students as given on p. 44, and the general Seminary admission requirements on p. 301. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Graduate Records Office. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

Pe e e

Applicants must have 16 undergraduate or graduate religion credits and 8 undergraduate or graduate education/religious education credits from an accredited college or university. The emphasis in secondary teaching has additional prerequisites. See p. 257.

De ee Re e e

The MA: Religious Education is awarded upon successful completion of 32 credits of interdisciplinary study in the Seminary and the School of Education. To remain in regular standing, students must maintain a minimum GPA of 3.00. Courses with a grade below B- do not count toward the degree.

Advancement to Candidacy. In the semester that students will complete 50 percent of their course work, they must apply for advancement to candidacy. See p. 51 of the Graduate Programs Academic Information section of this bulletin.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 302–304), applicants to the PhD in Religious Education must also submit

- A 600-word statement of purpose, which includes their mission statement, a description of the journey that created a desire to pursue doctoral studies, and a vision of the professional accomplishments they foresee.
- A 200-300 word description of their area of interest for dissertation research and an explanation of this choice.
- A significant research paper (term paper, thesis, or research report), normally written during the master’s level studies. This paper should give evidence of the applicant’s ability to carry out research and to present the results and conclusions of such work in standard English and in an acceptable style.

Prerequisites. Students entering the PhD in Religious Education program should have a foundation in research methods of education and psychology and in basic statistics as evidenced by EDRM505 and EDRM611 or their equivalents. As part of the conceptual framework for the religious education program, EDFN500 and RLED605 are required.

C c R e e

Curriculum Framework and Courses

Christian Apologist—5–6

RLED850; elective

Pastor-Teacher—5–6

Electives in psychology, curriculum and instruction

Servant Leader—3

Elective in administration or leadership

Researcher-Evaluator—24

RLED887; two research methodologies;

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doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

RLED635

(2)

Explores theological foundations and ethical responsibilities in marriage and family life, and reviews ethical guidelines for the family life education profession.

RLED648

(1-3)
