

ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated. Prerequisite: CHMN747 Leadership and Church Management.

CHMN780 (5)

Leading and Managing the Church Organization

Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

Preaching Concentration

CHMN716 (6)

The Preacher, the Audience, and the Message

Participants will develop a personal, biblically-based theology of preaching in the worship context. Use of scripture, communication theory, and cognitive psychology to connect with contemporary audiences, and diverse preaching expressions, including the African-American context, will be examined. Includes advanced work in the area of hermeneutics, exposition, contextualization, and sermon design.

CHMN748 (5)

Preaching the Literary Forms of the Bible

Expository preaching from biblical literature, including historical narrative, NT epistles, and apocalyptic. Special attention will be given to the skill of storytelling and how stories are processed by the human mind. Includes collegial and inductive reflection on the unique challenges and opportunities within epistolary and apocalyptic biblical texts.

Urban Ministries Concentration

CHMN768 (6)

Church Growth and Discipleship in the Urban Church

An examination of principles for expanding the Kingdom of God in the Urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary models is included.

CHMN769 (5)

Strategic Planning for Urban Community Development

An in-depth study of key biblical, theological and contemporary models of community-based ministry. Includes an emphasis on strategic planning that leads to economic and community development.

CHMN776 (5)

Leadership and Urban Church Management

This course investigates principles, challenges, and practices of Christian leadership with special emphasis on the urban context. It includes theological reflection, exploration of leadership roles, and practical insights.

Youth Ministry Concentration

CHMN720 (6)

Current Issues in Youth Ministry

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 (5-8)

Advanced Youth Ministry

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.

RELIGIOUS EDUCATION

_____, *Director*

Mission

The Religious Education Programs prepare men and women to fulfill the teaching and discipling mandates of the gospel commission.

Programs

The Religious Education programs offer studies leading to the Master of Arts: Religious Education degree and the Doctor of Philosophy: Religious Education degree. Each graduate will have a biblical knowledge base, an understanding of Christian spiritual formation and nurture, and pedagogical skills to serve in a specialized area of teaching ministry for either the formal (school) or non-formal (church and family) setting.

Religious Education prepares 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. The degrees are interdisciplinary and offer students considerable flexibility.

In addition to the area of emphasis, the core requirements focus on facilitating the development of the graduate as a

- Christian Apologist
- Pastor-Teacher
- Servant Leader
- Researcher-Evaluator
- Maturing Christian
- Lifelong Scholar

Each of these roles includes a number of competencies that serve as guides to students in designing their programs of study and choosing their courses. Students generally meet the competencies by satisfactorily completing the core courses and emphasis area electives in the curriculum. A course plan is prepared by each student in consultation with his or her Religious Education advisor. Well-planned choices help to ensure that competencies are met at levels appropriate for the degree pursued.

All course work is campus-based and supported by online resources. Where warranted, students may fulfill program competencies by portfolio presentation.

Graduate Certificates in Religious Education

A graduate certificate program is a focused group of courses with a coherent knowledge base in one field of specialization. Courses in the program are regular graduate courses that are fully transferable into Religious Education graduate degree programs and other graduate programs where these courses are applicable to the curriculum.

Religious Education currently offers two 12-credit graduate certificate programs: Family Life Education and Campus Spiritual Leadership. The successful completion of a graduate certificate program is noted on the student's transcript.

Admission and Time Limit

The same admission processes and standards are used in graduate certificate programs as are used for master's degree programs, except that the Graduate Record Exam (GRE) is not required. The time for completion of a certificate program should not exceed five years from first enrollment.

Delivery System

Courses in the graduate certificate programs are offered as summer intensives on a two-year rotation. 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 two-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 based on the content areas endorsed by the National Council on Family Relations (NCFR) and recognized by the Adventist Association of Family Life Professionals (AAFLP). Specific courses are approved and applicable to the certification processes of these professional organizations.

Prerequisites

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

Graduate Certificate in Family Life Education Requirements

RLED610, 620, 655, 658. Select one elective from RLED635, 657, 659, 679; CHMN518 or 575

TOTAL credits for Graduate Certificate—12

Graduate Certificate: Campus Spiritual Leadership

The Graduate Certificate in Campus Spiritual Leadership is designed for professionals with responsibility for some aspect of the spiritual growth of students on Christian or public campuses. Typical applicants would be pastors, youth pastors, chaplains, Bible teachers, principals, residence hall deans, student services

directors, lay leaders of youth and young adult ministries, and youth and education directors.

The classes are set up to examine the broad principles of campus ministry, at the same time allowing those with specific interest in the public or Christian campus to focus their research, assignments, and field work on the setting of their choice. In some classes there are breakout sessions focusing on either the public or Christian setting, and participants are free to join the sessions of their choice.

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.

Prerequisites

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

Graduate Certificate in Campus Spiritual Leadership Requirements

CHMN657; RLED664, 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 Christian formation, theological curriculum and instruction, 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.

Admission Requirements

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. 313. 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.

Prerequisites

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. 271.

Degree Requirements

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. 52 of the Graduate Programs Academic Information section of this bulletin.

Comprehensive Examinations. Candidates for the MA degree must pass comprehensive examinations given at the published times. The one-day exams entail a three-hour morning session and a two-hour afternoon session.

Time Limits. A student must complete the requirements for the MA: Religious Education degree and graduate within six years of first enrolling in the program regardless of admission classification.

Curriculum Requirements

Curriculum Framework and Courses

Christian Apologist—5–7

EDFN500 and one or two electives by advisement

Pastor-Teacher—5

EDCI565 or RLED610; psychology elective

Servant Leader—3

RLED605

Researcher-Evaluator—3–6

EDRM505, with optional elective EDRM611*

Maturing Christian—2

GSEM541

Lifelong Scholar—0

RLED620

Emphasis Area—12–14

TOTAL credits for MA in Religious Education—32

* For prospective students in the Religious Education doctoral program; this course increases the total credits of the MA degree from 32 to 33 credits.

Denominational Certification for Teaching Religion/Bible on the Secondary Level

SDA Basic Certificate. The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position. Candidates who want to earn a master's level degree and obtain denominational teaching certification may take the MA: Religious Education with an emphasis in secondary teaching.

Prerequisites

- Equivalent of an undergraduate major in religion or another teaching major with a religion minor; as an alternative take extra graduate courses in religion and theology;

- Religion courses in Spirit of Prophecy, Seventh-day Adventist doctrines, and Seventh-day Adventist church history;
- Membership and good standing in the Seventh-day Adventist Church
- Passing score on Michigan test of basic competencies.

Curriculum Requirements for the MA in Religious Education with an Emphasis in Secondary Teaching

Curriculum Framework and Courses

Christian Apologist—3

EDFN500

Pastor-Teacher—10

CHMN547, EDCI565, EDPC514, EDTE459

Servant Leader—3

RLED605

Researcher-Evaluator—3

EDRM505

Maturing Christian—2

GSEM541

Lifelong Scholar—2

EDCI676, RLED620

Emphasis in Religion—9

Electives by advisement

Sub-total of credits for the MA: Religious Education—32

Additional courses for denominational secondary teaching certification:

EDPC525, EDTE417, 424, 480, 487, 588—20 credits

TOTAL for MA: Religious Education & Denominational Secondary Teaching Certification—52

More information about preparing to teach religion on the secondary level is available from the Religious Education Office in the Seminary and the University Certification Office in the School of Education.

PhD: Religious Education

The PhD in Religious Education prepares men and women to be scholars, teachers and researchers in specialized teaching and discipling ministries of the Church. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research using research methodologies of the social sciences.

Areas of Specialization

- Christian formation and discipleship
- Theological curriculum and instruction
- Customized: See Curricula for Concentrations, p. 334.

Graduates with a PhD in Religious Education are prepared to serve the church in teaching and leadership ministries focused on the family, the church, or the school and to investigate contemporary religious education issues using social sciences research methodologies.

Admission Requirements

In addition to meeting the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 44, and in the Seminary Admission Requirements, p. 313, applicants must

- Hold an MDiv degree; or an MA in Religion; or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).

- Have 16 undergraduate or graduate credits in education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral-level work in English. See proficiency standards in the Graduate Programs Admission section, p. 45.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD in Religious Education program are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: six months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 313–315), 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.

Curriculum Requirements

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;

Dissertation: GSEM854 or EDRM880, RLED995

Maturing Christian—2

RLED830

Lifelong Scholar—3

RLED878, 950

Area of Concentration—21

Electives

TOTAL credits for PhD in Religious Education—64

Research Requirements

Research is a major component of the PhD in Religious Education program.

RLED887 is required.

Students should also select two methodologies from the following list:

EDRM612 (Statistics II)

EDRM613 (Statistics III)

EDRM604 (Survey and scale development)

EDRM605 (Qualitative research) or EDCI636 (Program Evaluation)

HIST650 (Historical methodology)

At the time of their topic approval, students must show competency in the proposed research methodologies of their dissertation research. The research project from the course RLED887 Applied Research is an appropriate way to demonstrate this competency.

Curricula for Concentrations

Courses for the concentrations and, in one case, language prerequisites for a concentration are listed below:

- Christian formation and discipleship:

CHIS940, EDPC616, MSSN830, NTST930, OTST620, RLED830, THST814

- Theological curriculum and instruction

Language prerequisite: If your area of study requires a language, complete the course Intermediate Greek or Biblical Hebrew II or pass a qualifying examination at the intermediate level in Greek or Hebrew.

18 credits from one of the following areas or 9 credits from two of the following areas: Biblical archaeology & history of antiquity, Christian ministry, church history, mission, New Testament, Old Testament, theology and Christian philosophy; elective (3 credits).

- Customized: Students may design an individualized course of study if three conditions are met.

- Academic area must be appropriate to Religious Education
- Graduate courses on the topic must be available at Andrews University
- Andrews University faculty with expertise in the topic must be available for advising.

Options for the customized course of study may include such areas as family life education, campus spiritual leadership, education history, church music, worship.

General Requirements

- All course work taken at the Seminary should be at the 600-, 800-, or 900-levels; course work taken at the School of Education should be appropriate for doctoral level study.
- At least 51% of the student's course work should be designed specifically for doctoral students.
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University.
- Students must earn a 3.00 cumulative GPA for all course work in the degree program.
- Students must establish residency by taking a full-time load (8 credits) for two of three consecutive terms (semester or summer).
- Students must pass the comprehensive examination.
- Students must write and defend a dissertation.

Time Limits. All degree requirements must be completed within ten years of first registration for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within six years of first registration. The dissertation must be completed within five years after passing the comprehensive examination. (The student who takes six years to complete course work and pass the comprehensive exam will be allowed four years to complete the dissertation.)

Full-time Status. For students who have not completed all courses for the degree, full-time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship.
- Registering for 4 or more credits of dissertation.

For students who have completed all requirements for the degree except the dissertation, full-time status requires all of the following:

- Registering for one or more credits of dissertation or dissertation continuation;
- Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the 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.

Progression Through the Program

Course Plan. Upon acceptance into the program, the student is assigned an advisor by the director of the program. Normally within the first 16 credits of study the student and advisor prepare a course plan for completing the degree requirements. This course plan must be approved by the Religious Education Office.

Comprehensive Examination. Early in their program, students should obtain a copy of the *Comprehensive Examination Guidelines* from the Religious Education Office.

All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of eight sections, one of which may be given in a take-home format, one of which may be a portfolio presentation, and six of which must be written in a supervised environment. The examination occurs on the dates published in the academic calendar for School of Education doctoral comprehensive examinations. See also the Seminary calendar on p. 310.

Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the *Religious Education Doctoral Handbook*.

Advancement to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have

- completed all prerequisites;
- removed any English language deficiency;
- completed all course requirements or are registered for them;
- removed all deferred grades, except in RLED950.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Committee. Before the student registers for EDRM880 Dissertation Proposal Development, the student—in consultation with his/her advisor—selects a tentative dissertation topic. The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student’s dissertation committee. The student and the chair of the student’s committee select two additional faculty members to complete the student’s committee

so that all three members may contribute to the development of the proposal. All three members of this dissertation committee must approve the proposal before it is presented to the Religious Education Doctoral Committee.

Any proposed changes to the dissertation committee are subject to the approval of the Religious Education Doctoral Committee.

At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner. This person is normally a scholar from another graduate institution.

Dissertation Proposal. No later than the last semester of course work, students must submit to the Religious Education Doctoral Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

1. A 10–15 page overview of the major elements of the dissertation.
2. The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship
- Demonstrate the candidate’s competence for independent research
- Reveal the candidate’s familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

See the *Religious Education Doctoral Handbook* for more information on the oral defense of the dissertation.

Courses

See inside front cover for symbol code.

RLED605 (2–3)

Leadership in Religious Education

A survey of the literature of religious education—with a focus on contemporary theoretical approaches to religious education—and an introduction to practical procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and the school.

RLED610 (2–3)

Teaching for Discipleship

Instruction in practical teaching strategies based on current research in learning and human development. Enhances skills in planning seminars and learning events for church, community, and school. Curriculum development, instruction, and assessment focused on transformation of behavior and values, emphasizing

the teaching mandates of the Gospel Commission and Adventist Church.

RLED615 (2–3)
The Pastor and the Adventist School

From the perspective of the pastor's role, deals with issues related to goals and long range planning, organizational structures, financial resources, church growth, teacher-parent relationships, and promotion and support of Adventist education.

RLED620 (0)
Professional Development

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio. Graded S/U.

RLED635 (3)
Professional Ethics in Family Life Education

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

RLED648 (1–3)
Workshop: _____

Examination and application of principles and strategies in Religious Education. Repeatable. Graded S/U.

RLED655 (3)
Families in Society

An introduction to family life education, and the mission and methods of family ministry within a leadership perspective.

RLED657 (3)
Family Law and Public Policy

An introduction which identifies social problems affecting families and how family law and public policies relate to social services for children and families.

RLED658 (3)
Internal Dynamics of Families

A study of family systems theory and its application to key issues in internal family dynamics.

RLED659 (3)
Human Sexuality

An understanding of the development and maintenance of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian's response to this God-given gift.

RLED664 (3)
Campus Ministry

Examines the vision, goals and implementation strategies for campus ministry through an understanding of organizational behavior, and mobilization of student leadership. Group strategies, relationship building and networking, and working with Adventist resources are emphasized. Breakout sessions focus on public and Christian campuses to meet needs of professionals in both settings.

RLED665 (2)
Ministry on the Christian Campus

Examines the vision and goals of campus ministry on a Christian campus and explores ways to accomplish these goals through development of student leadership and through organization, activities, and relationships.

RLED669 (2–3)
Reaching the Secular Mind

Describes popular worldviews found in academic settings and explores strategies for Christian young adults to maintain their own faith and to present the gospel in terms understandable to the unchurched. Includes a consideration of how to plan informal learning events that focus on behavior and value changes.

RLED676 (1–3)
Topics: _____

Repeatable with different topics in Religious Education. Themes to be covered are announced in the current class schedule.

RLED678 (3)
Spiritual Nurture of Children

Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required.

RLED679 (3)
Parent Education and Guidance

Examine the changing roles and responsibilities of parents; child-rearing practices, including spiritual nurture of children; safety and protection for children; diverse parenting situations; and decision-making about parenthood. Develop skills in parenting education, integrating a Christocentric purview.

RLED680 (1–6)
Field Practicum: _____

Supervised religious education experience in a chosen area of specialty, such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. Graded S/U.

RLED690 (1–3)
Independent Study: _____

Repeatable to 6 credits. Permission of advisor and instructor required.

RLED699 (1–3)
Thesis

Master's thesis. Must be repeated to 3 credits.

RLED830 (2–3)
Fostering Spiritual Growth

Examines the contributions of theology and the social sciences to a theoretical understanding of spiritual formation and considers strategies to foster spiritual growth.

RLED840 (2–3)
Nonformal Learning

A philosophical and practical approach toward teaching strategies in diverse cultural, non-formal settings, with consideration given to literacy issues in the developing world.

RLED850 (2–3)
Theological Foundations of Christian Teaching

Theistic assumptions and biblical models that identify the goals of

Christian education and undergird a theology of Christian teaching applicable to discipling and teaching ministries.

RLED870 (1–4)

Advanced Studies: _____

Individual or group studies in a specific area of Religious Education designed to meet program competencies. Repeatable. By permission of advisor and teacher.

RLED878 (0)

Advanced Professional Development

Represents student initiatives for developing sustainable habits of scholarship and includes such things as attendance at colloquia, special-event lectures, and professional conferences; presentation of scholarly papers; and teaching experiences. DG will be given until experiences are documented in the portfolio. Graded S/U.

RLED885 (1–5)

Field Practicum: _____

Supervised religious education experience for the advanced student's chosen area of specialty such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. Graded S/U.

RLED887 (1–3)

Applied Research

A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication. Project to support competency for dissertation research.

RLED888 (0)

Dissertation Continuation

Reduced tuition rate applies.

RLED930 (3)

Seminar: _____

Group study in specified areas of Religious Education. Repeatable. Permission of advisor and instructor required.

RLED950 (3)

Synthesis in Religious Education

A capstone course in which students synthesize their learning experiences by examining the structure of the discipline, discussing its major issues, and reviewing its basic literature. Students make portfolio presentations to demonstrate program competencies. Preferably taken in the last semester of course work.

RLED995 (1–14)

Doctoral Dissertation

To be repeated to 14 credits. Doctoral candidates may not register for a cumulative total of more than 4 dissertation credits until they have successfully completed EDRM880 or GSEM854, and their dissertation proposal has been approved.

PHD: RELIGION

Roy E. Gane, *Director*

The primary purpose of advanced academic studies leading to the Doctor of Philosophy (PhD): Religion is to provide teacher-scholars for church-operated colleges, seminaries, and universities around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/SEM/Articles/PhD/PhDinReligionHandbook.pdf.

Areas of Specialization

When students apply to the PhD program in religion, they select one of the five areas of study listed below.

Adventist Studies

- Development of Adventist lifestyle
- Development of Adventist theology
- General Adventist history

Mission and Ministry Studies

- Analysis of the biblical, theological, and theoretical basis for mission
- Evangelization of unreached people groups and urban population clusters
- Leadership development for effective church growth, ministry, and evangelistic strategies
- Study of world religions and secularism as a missionary challenge

New Testament Studies

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertestamental and New Testament backgrounds, both Jewish and Graeco-Roman
- Language and literature: text, canon, critical introduction, and cognate literature

Old Testament Studies

- Archaeology (periods, sites, methodology, and field work) and history of antiquity (Israel and the Ancient Near Eastern languages)
- Exegesis and theology (Pentateuch, Former Prophets, Latter Prophets, and Writings)
- Language and literature (Biblical Hebrew and Aramaic, other Ancient Near Eastern languages); LXX and other ancient versions; and Old Testament textual criticism

Theological Studies

- Christian ethics, comprising ethical theory and professional, personal, and social ethics
- Historical theology, examining the origin and development of theological concepts and trends
- Philosophical theology
- Systematic theology, embracing the biblical and doctrinal aspects of theological thought

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.