

**Admission Procedure.** Applicants must submit those items specified in the Graduate Programs Admission section of this bulletin on p. 47, and the general Seminary admission requirements on p. 295. In addition, they should submit transcripts of MDiv course work.

## DEGREE REQUIREMENTS

In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin (p. 51), students must fulfill the following requirements for the MTh degree program:

- Complete a minimum of 32 credits (including 8 credits for thesis but not including language prerequisites) with a cumulative GPA of 3.00 or above.
- Take GSEM620 (to be done the first time the course is offered after enrollment in the program if the student has not previously taken this course or its equivalent).
- Select a major area of emphasis from among those listed above and complete 16 credits in that area.
- Select a cognate area from those listed above and complete 6-8 credits in this area which supports the area of emphasis.
- Take sufficient electives, if needed, to complete the 32-credit program.
- Take a 5-to-8-hour written comprehensive examination either toward the end of the student's final semester of course work or during the semester immediately following completion of course work. Normally, this examination is prepared by two faculty members from the department offering the area of emphasis (two sections totaling 75% of the examination) and a faculty member from the department offering the cognate area (one section constituting 25% of the examination). These examiners are appointed by the emphasis-area department: notification of the appointment is sent to the Program Director.
- Complete a 8-credit thesis.

If the student fails to pass the comprehensive examination, he/she is allowed to rewrite the section or sections failed (with new questions) after adequate time for preparation as determined by the chair of the department offering the major area of emphasis in consultation with the examiners. A failed examination may be retaken once. If the student fails a second time, he/she is asked to withdraw from the program.

A report of the examination results (and of any retake results) is sent by the department chair in the major area of emphasis to the MTh Program Director who notifies the Dean of the School of Graduate Studies of these results.

**Thesis Requirements.** All students seeking an MTh degree must

- Complete a 8-credit thesis. The program director, upon recommendation of the department chair in the student's major area of emphasis, appoints an MTh thesis committee consisting of two faculty members, normally from the department in the area of emphasis, to guide the student's preparation of a thesis. One of the two committee members is designated as the student's faculty adviser.
- Give evidence in the preparation of the thesis that he/she is capable of independent research using adequate sources. The thesis should demonstrate the student's skill and maturity of judgment in the discovery, organization, and evaluation of evidence. Procedures for writing a thesis are outlined under requirements for the MDiv degree in the Thesis Option section (p. 302). However, MTh students should register for 3 or more credits each term for at least two terms.
- Conduct a successful thesis defense. The defense is conducted by an MTh thesis defense committee consisting of the two faculty members who guided the thesis and another faculty

member appointed by the Program Director. The director presides without voting at the defense. If the thesis is found unacceptable, the department of the student's major concentration decides whether the student may write another thesis.

The defense of the thesis occurs no later than four weeks before the degree is to be conferred. No defense is scheduled during the final two weeks of a term or when the university is not in session.

Students who have not finished the thesis after completing 8 thesis credits must register each semester for GSEM668 (no credit) until the thesis is defended successfully and final approval is received.

**Transfer Credits.** A maximum of 6 semester credits of post-MDiv academic work with grades of B (3.00) or above may be transferred from an approved seminary or university if applicable to the student's program. Transfer is authorized by the department offering the student's major area of emphasis with the approval of the MTh Program Director.

**Time Limit.** A student must complete the requirements for the MTh degree within six years of first enrolling in the program, regardless of admission classification. Transfer credits for which advanced standing is requested must have been taken within this time limit.

## DMIN: DOCTOR OF MINISTRY

Skip Bell, *Director*

### PURPOSE

The purpose of the Doctor of Ministry program is to provide structured, rigorous, advanced training in ministry by equipping participants with needed competencies and leadership skills. The program engages qualified people in an active learning environment so that they may reach advanced levels of ministry effectiveness.

### PROGRAM DESCRIPTION

The Doctor of Ministry program offers a professional degree for people who seek advanced competencies in evangelism, ministry and mission. The program enables people to grow within the framework of a Biblical model of leadership and to develop an Adventist perspective of evangelism, ministry, and mission. The program is normally offered to professionals who are in active ministry.

Course modules include teaching intensives at various North American and international sites. Concentrations are offered in African American Ministry, Chaplaincy, Evangelism and Church Growth, Family Ministry, Global Mission Leadership, Leadership, Preaching, and Youth Ministry.

Doctor of Ministry modules include intensive sessions taught by faculty teams that include seminary professors with appropriate academic expertise and professionals from the field with experience in evangelism, ministry and mission. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment.

Teachers aim to facilitate balanced spiritual, professional, and theological formation that affects the individual, the family, and the ministry group. The program promotes theological reflection upon ministry and teaches methods of analysis and evaluation of church and community.

Participants will develop a deeper personal experience, which will lead to a strengthening of their family life as well as a greater commitment to ministry. They will learn to evaluate ministerial practices through theological reflection, which will help them establish a Biblical model of servant leadership. Graduates from the program will be able to use appropriate tools to analyze the needs of their churches and communities and develop and implement appropriate and effective ministries.

## ADMISSION REQUIREMENTS

To be considered for admission to the Doctor of Ministry program, applicants must meet the following requirements:

- Hold the Master of Divinity degree or its equivalent.
- Have a GPA of at least 3.25.
- Demonstrate high professional and personal potential for the gospel ministry.
- Have an equivalent of at least three years of experience in ministry subsequent to the first graduate theological degree.
- Supply satisfactory recommendations.
- Submit a paper the student has previously completed during their educational experience which demonstrates the ability to research and write an adequate report related to a ministerial problem or issue.
- Applicants from other faiths may be accepted into the program, provided they meet admissions requirements and represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the ideals of the Seventh-day Adventist Church.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

**Admission Procedure.** Applicants must submit those items specified in the Graduate Program's section of this bulletin on p. 47 and in the Seminary admission requirements on p. 295–296.

## ADVANCED STANDING

Students who have done post-MDiv work in an accredited theological seminary or graduate institution may be eligible to receive advanced standing provided the work is appropriate to the DMin program. The DMin committee determines the appropriateness and relevancy of such credits. Credits accepted for advanced standing may not exceed 25 percent of the total credits required for the DMin degree. Credits earned toward an MA or an MDiv degree are not considered for advanced standing.

## DEGREE REQUIREMENTS

In addition to the requirements listed in the Academic Policies section on p. 297, students must fulfill the following course requirements for the DMin degree:

<b>General Requirements</b>	<b>16</b>
GSEM790 (2 cr) and 796 (6 cr); GSEM706 (8 cr)	
<b>Other course modules</b>	<b>16</b>
<b>TOTAL CREDITS for the DMin Degree</b>	<b>32</b>

Students must also complete a graduate-level research course prior to GSEM790. This requirement is waived if the student can give evidence of having taken such a course prior to beginning the DMin program. A research course is available by distance education for DMin students to meet this prerequisite. Participants in

the Family Ministry concentration satisfy this requirement with RLED776-01 Topics: Program Evaluation.

## FINANCIAL PLANS

Financial plans are available to assist NAD employees, international students, cohort groups, and others. Contact the DMin office for further information.

## MODES OF DELIVERY

In order to make the program accessible to church professionals, the professor contact portions of course modules are offered as intensives on campus and at off-campus sites.

## RESIDENCY REQUIREMENTS

In order to fulfill residency requirements, extension students must take GSEM706 (8 cr) and GSEM790 at the Andrews University campus or at any other Andrews ATS-Association of Theological Schools-approved site.

## PROJECT REQUIREMENTS

- Students should take GSEM790 (2 cr) in preparation for their project. A statement explaining the philosophy of a Doctor of Ministry project, including guidelines for its development and preparation, is provided when GSEM790 is taken. A project proposal must be submitted and accepted.
- The project, which should address a problem or issue directly relevant to the ministry of the contemporary church, is developed and implemented in an in-ministry situation. The approach of the project is normally developmental with formative evaluation. The project should be developed in close consultation with the student's adviser. Regulations governing the style and format of project documents are found in *Andrews University Standards for Written Work*.
- During the semesters immediately following the completion of the curricular program, candidates must register for GSEM796 (2-6 credits) until the full six credits are completed. If the project is still in progress after this time, the student must register for GSEM788 DMin Project Continuation (0 cr) and pay the doctoral project continuation fee for each additional semester.
- Students must pass an oral defense of the project designed to test the candidate's ability to integrate learning and the practice of ministry. The defense must be successfully completed no later than four weeks prior to graduation.
- In certain cases, a dissertation may be substituted for a project with permission from the Doctor of Ministry office.

**Time Limits.** DMin students must complete the course work and successfully defend the project within six years from the time they begin course work. In special circumstances and upon written request, extensions may be granted for no more than an additional year. Tuition for continuation equal to one doctoral credit will be charged per semester in an extension year. When participants are dropped due to time limits course module credits are preserved, but project/dissertation courses must be retaken at cost should readmission be granted.

**Project Process.** For a detailed outline of the DMin project process, students should see the Guidelines for the Doctor of Ministry Project. A copy of this document is provided to students during the GSEM790 intensive. It can also be obtained from the Doctor of Ministry web-site, [www.doctorofministry.com](http://www.doctorofministry.com), or the DMin office.

**Academic Supervision.** The director of the DMin program acts as curriculum supervisor. The project adviser and a second reader are chosen by the student in consultation with the program director. Students should work closely with these persons to complete the project.

## COURSE MODULES (Credits)

See inside front cover for symbol code.

All modules include teaching intensives which are generally two weeks in length.

## THE PROJECT

**GSEM788 (0)**  
*DMin Project/Dissertation Continuation*

**GSEM790 (2)**  
*DMin Project Proposal*  
This seminar introduces students to the project process. Students receive assistance in forming their project proposal. They learn to apply research techniques and tools as well as develop an effective work plan for completion of their project. Prerequisite: a graduate-level research methods course.

**GSEM796 (2-6)**  
*DMin Project*

A DMin project is a professional project that integrates theological reflection, scholarly research and practical ministry. The project contributes to the enhancement of ministry in the church.

**GSEM789 (0)**  
*DMin Program Continuation*

**CHMN/MSSN/RLED797 (1-8)**  
*Independent Study*

Available to students by permission of the program committee. Repeatable. A minimum of one meeting per month with the supervising professor is generally required. May be graded S/U.

## REQUIRED COURSE MODULE

**GSEM706 (6-8)**  
*Spiritual and Theological Foundations for Ministry*

This is a foundational course required of all DMin students. The course builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self reflection and examination of life and belief.

## AFRICAN AMERICAN MINISTRIES CONCENTRATION

**CHMN768 (8)**  
*Evangelism and Church Growth in the African American Church*

An examination of how African Americans have historically understood and conducted the task of expanding the kingdom of

God on earth. The course aspires to help students develop and assess church growth strategies for the local church from a biblical perspective.

**CHMN769 (8)**  
*Strategic Planning for African American Community Development*

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

## EVANGELISM AND CHURCH GROWTH CONCENTRATION

**CHMN719 (8)**  
*Perspectives on Mission and Church Growth Strategies*

Provides both reflection and practice in the following areas: 1) the core value and centrality of evangelism in the mission and life of the local church; 2) ministry-embedded integration of theory and practice within a biblical theology of mission; 3) creating a culture of year-around evangelism; 4) church growth principles; 5) reaching secular people; and 6) church planting as evangelistic strategy.

**CHMN767 (8)**  
*Formation of Evangelistic Strategy*

Provides reflection and experience in contemporary personal, public and media evangelistic strategies as a basis for effective evangelistic leadership. Biblical and practical foundations for empowering people for ministry as well as factors and strategies for cell church growth are experienced. Prerequisite: CHMN719.

## FAMILY MINISTRY CONCENTRATION

Each summer two courses in the Family Ministry Concentration are offered back-to-back as one-week intensives.

**RLED755 (3)**  
*Family Leadership and Change Strategies*

Introduces the scope and mission of family life education and develops teaching methodologies and behavioral change strategies for use within congregations and within training seminars for growing healthy families.

**RLED757 (2)**  
*Contemporary Family Issues*

Gives strategies for families to manage their resources effectively over the life cycle and identifies social problems affecting families and how family law and public policies relate to social services for children and families. Explains techniques for locating resources and services available for families and how the pastor and the congregation can interface with local community organizations.

**RLED758 (2)**  
*Family Dynamics*

A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

**RLED759 (2)**  
*Interpersonal Relationships and Human Sexuality*

An understanding of, and skill development in, interpersonal relationships and a study of human social conduct with emphasis on congregational life. Also studies the physiological, psychological, emotional, and social aspects of human sexuality and the Christian response to this God-given gift. Examines measures for preventing clergy sexual misconduct.

**RLED776-01 Topics course (2)**  
**Program Evaluation**  
 (Satisfies the empirical research course prerequisite for the Doctor of Ministry program.) Develops skills in collecting and understanding information about programs, products, services for the purpose of making decisions. Uses such methodologies as interviews, focus groups, surveys and participant observation.

**RLED776-02 Topics course (2)**  
**Human Growth and Development: Life Span**  
 A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.

**RLED776-03 Topics course (3)**  
**Marriage & Family Counseling and Professional Ethics**  
 Develops pastoral tools for pre-marriage counseling and marriage and family counseling. Gives guidelines for professional ethics in pastoral counseling and in family life education.

**RLED779 (2)**  
**Parenting**  
 Study of the concepts and challenges in the parent/child relationship including parenting in diverse family types and the changing roles of parents throughout the life cycle. Includes an emphasis on the spiritual nurture of children and a focus on the special challenges of raising pastors' children.

## GLOBAL MISSION LEADERSHIP CONCENTRATION

**MSSN731, 732 (4, 4)**  
**Cultural and Religious Analysis—I, II**  
 Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

**MSSN741, 742 (4, 4)**  
**Mission Strategy Development—I, II**  
 Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted. Prerequisite: MSSN731, 732 Cultural and Religious Analysis.

## LEADERSHIP CONCENTRATION

**CHMN747 (8)**  
**Leadership and Church Management**  
 This course investigates principles, challenges, and practices of Christian leadership, emphasizing the issues that make it unique. It includes theological reflection, review of Christian leadership roles, and provides practical insights for leaders and managers of churches and Christian organizations.

**CHMN760 (8)**  
**Advanced Leadership Competencies**  
 Application of the competencies of Christian leadership in the participant's ministry. The course includes continued personal and theological reflection, integration of leadership principles, and administrative skill development. Prerequisite: CHMN747 Leadership and Church Management.

## PREACHING CONCENTRATION

**CHMN716 (8)**  
**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 (8)**  
**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.

## YOUTH MINISTRY CONCENTRATION

**CHMN720 (8)**  
**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 (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.

## OTHER MODULES

**CHMN710 (8)**  
**Worship and Music**  
 A study of theological principles that undergird worship practices, a review and evaluation of worship forms from the traditional to the contemporary, and the integration of theology, preaching, worship, and music in a way that leads to worship renewal.

**CHMN717 (8)**  
**Family Counseling**  
 This course offers advanced theoretical and practical knowledge regarding pastoral counseling. Students will learn specialized approaches for church members and their families in various stages of their family life cycle. Participants also examine and construct new family ministries.

**CHMN718 (8)**  
**Designing and Delivering Effective Sermons**  
 An advanced course in the theology, theory and practice of contemporary preaching aimed at helping experienced pastors present more effective sermons as part of worship. A "lab" component offers opportunities to try new ideas and approaches under the guidance of skilled practitioners.

**CHMN741 (8)*****Advanced Military Chaplaincy***

For the professional military chaplain attending an Air Force, Army, or Navy advanced or senior chaplain course. Studies include the supervision of chaplaincy teams and integration of chaplaincy ministry with the military staff. Prerequisites exist and contact hours are supplemented by additional course work. Counts as transfer credit.

**CHMN749 (8)*****Equipping and Motivating Church Members for Ministry***

A study of biblical and practical teachings on the equipping and motivation of church members for ministry. The church becomes a powerful soul-winning agency when the people of God are empowered to minister according to their gifts and calling.

**CHMN757 (8)*****Advanced Practicum in Clinical Pastoral Education***

Advanced-level instruction and practice in pastoral ministry to persons in crisis, to institutional staff, and to those facing ethical issues such as abortion and termination of life support. Initial CPE training and graduate course work in counseling are prerequisites. Counts as transfer credit. Graded as S/U.

## RELIGIOUS EDUCATION

Jane Thayer, *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 graduate certificate program: Family Life Education (13 credits) and Campus Spiritual Leadership (12 credits). 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 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](http://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.

The Andrews University graduate certificate program in Family Life Education follows curriculum approved by the National Council on Family Relations (NCFR). An individual who successfully completes the program may use the graduate certificate as support in the application to NCFR for certification as a Certified Family Life Educator. Demonstrated competency is required in 10 content areas that correspond to required NCFR modules. In addition, Andrews University adds theology as part of the family ethics module. Most courses in the Graduate Certificate Program in Family Life Education contain more than one NCFR module. The content areas are

- Theological and Ethical Foundations of Family Life
- Families in Society
- Internal Dynamics of Families
- Human Growth and Development
- Human Sexuality