

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 Philosophical Foundation of Ed and Psych and one or two electives by advisement

Pastor-Teacher—5-7

EDCI565 Improving Instruction or RLED610 Teaching for Discipleship; psychology elective

Servant Leader—3-6

RLED605 Issues in Religious Education

Researcher-Evaluator—3-6

EDRM505 Research Methods and Stats in Ed and Psych I, with optional elective EDRM611 Research Methods and Stats in Ed and Psych II*

Maturing Christian—2

GSEM541 Spiritual Formation

Lifelong Scholar—0

RLED620 Professional Development

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 CREDITS 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. 361.

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. 42, and in the Seminary Admission Requirements, p. 337, 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. 44.
- 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. 337–340), 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 Research Methods and Stats I and EDRM611 Research Methods and Stats II or their equivalents. As part of the conceptual framework for the religious education program, EDFN500 Philosophical Foundations of Ed and Psych and RLED605 Issues in Religious Education are required.

Curriculum Requirements

Curriculum Framework and Courses

Christian Apologist—6

RLED850 Theological Foundations of Christian Teaching; elective

Pastor-Teacher—5–6

Electives in psychology, curriculum and instruction

Servant Leader—3

Elective in administration or leadership

Researcher-Evaluator—23

RLED887 Applied Research; two research methodologies;

Dissertation:

GSEM854 PhD-ThD Dissertation Proposal Seminar or EDRM880 Dissertation Proposal Development, and RLED995 Doctoral Dissertation

Maturing Christian—3

RLED830 Fostering Spiritual Growth or approved alternative

Lifelong Scholar—3

RLED878 Advanced Professional Development, RLED950 Synthesis in Religious Education

Area of Concentration—19–21

Electives

TOTAL CREDITS for PhD in Religious Education—64

Research Requirements

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

RLED887 Applied Research is required.

Students should also select two methodologies from the following list:

EDRM712 Research Methods and Stats III

EDRM713 Research Methods and Stats IV

EDRM704 Design and Analysis of Ed and Psych Surveys

EDRM605 Qualitative Research Methods or

EDCI636 Program Evaluation

HIST650 Historical Method and Research

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 Seminar in Church History or Adventist Studies
 - EDPC616 Psychology of Religious Experience
 - MSSN830 Seminar in Strategies and Development in Mission
 - NTST930 Seminar in New Testament Spirituality
 - OTST620 Seminar in Old Testament Theology
 - RLED830 Fostering Spiritual Growth
 - THST814 Seminar in Philosophy, Theology and Ethics
- 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. 334.

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 Synthesis in Religious Education.

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.

(Credits)

RLED605

(2–3)

Issues in Religious Education

Issues in religious education—with a focus on contemporary theoretical approaches to religious education and discipleship—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

Practical teaching strategies based on current research in learning and human development, enhancing skills in planning seminars/learning events for church, community, and school. Instruction and assessment focused on transformation of behavior and values, taking into account the Gospel Commission's teaching mandate. Meets three hours per week. Same as CHMN610.

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.

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)
Parenting Education and Guidance

Examines 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. Develops 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.

RLED880 (0)

PhD: Religious Education Program Continuation

Helps off-campus doctoral students maintain active status and allows access to the James White Library electronic resources. Continuation fee.

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: BIBLICAL AND ANCIENT NEAR EASTERN ARCHAEOLOGY

The primary purpose of advanced academic studies leading to the Doctor of Philosophy (PhD) in Biblical and Ancient Near Eastern Archaeology is to provide teacher-scholars for church-operated colleges, seminaries and universities around the world.

Areas of Specialization

When students apply to the PhD program in Biblical and Ancient Near Eastern Archaeology they may select one of two areas of emphasis: Biblical Archaeology or Ancient Near Eastern Archaeology and Anthropology. Each emphasis has areas of specialized study as listed below:

Biblical Archaeology

- Biblical History and Archaeology
- ANE Archaeology
- ANE Languages
- Fieldwork, Method and Theory

Ancient Near Eastern Archaeology and Anthropology

- Anthropology of Ancient Peoples, Ethnography and Ethno-archaeology
- ANE Languages
- ANE History and Archaeology
- Fieldwork, Method and Theory

Each area of study is to be supplemented with one of the cognate areas listed below.

- Old Testament
- New Testament
- Church History
- Theology and Christian Philosophy
- World Mission
- Biblical Archaeology (if the major emphasis is Ancient Near Eastern Archaeology and Anthropology)
- Anthropology (if the major emphasis is Biblical Archaeology)
- Ancient Near Eastern Languages

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 42. Admission to the PhD in Biblical and Near Eastern Archaeology program is granted to applicants who

- Hold an MA (or its equivalent) from an accredited institution in an appropriate field (ancient Near Eastern history and/or archaeology, biblical history, anthropology).
- Show high promise of future usefulness to church and/or society.