

# Andrews University

## Youth and Young Adult Ministry, MA

### 2012-2013 Program Review

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

#### *Andrews University Mission Statement:*

“Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.”

#### *Seventh-day Adventist Theological Seminary Mission Statement:*

“We serve the Seventh-day Adventist Church by preparing effective leaders to proclaim the everlasting gospel and make disciples of all people in anticipation of Christ’s soon return.”

#### *Department of Discipleship and Religious Education Mission Statement:*

“The Discipleship and Religious Education programs prepare men and women to fulfill the teaching and discipling mandates of the Gospel commission as they minister. Our goal is to prepare pastors and teachers for leadership roles in settings where religious, moral, spiritual nurture, and spiritual growth are the primary concerns.”

As a department within the seminary, the Department of Discipleship and Religious Education has three programs, A PhD in Religious Education, an MA: Religious Education and the MA in Youth and Young Adult Ministry (MAYYAM). This program review focuses on the MA in Youth and Young Adult Ministry program, although it must be acknowledged that it is difficult to completely separate this program from others in the department because of faculty and other resource sharing.

#### **How the Program Contributes to the Mission of Andrews University and the Seventh-day Adventist Church?**

As pastors, laity and church administrators’ become increasingly aware of the growing body of research regarding current youth retention within the church, the foresight of those who established the MA in Youth and Young Adult ministry will be appreciated.

In light of his longitudinal study of Adventist adolescents, Dr. Roger Dudley (2000) of the Institute of Church Ministry noted, “It seems reasonable to believe that at least 40 percent to 50 percent of Seventh-day Adventist teenagers in North America are

essentially leaving the church by their middle 20s. (p. 35). Dudley warns ***“This is a hemorrhage of epic proportions.”*** (p. 22).

George Barna (2006) one of the Christian churches most respected researchers accurately places the figure even higher, at 61%. “The most potent data regarding disengagement is that a majority of ‘twenty something’s’ .... 61% of today’s young adults.....who had been churching during their teen years are now spiritually disengaged (i.e., not actively attending church, reading the Bible, or praying)” Barna 2006 (para.6).

It is this disengagement that now threatens the future of the Seventh-day Adventist church in North America, and in time the rest of the world. These figures are further validated by the realization that the Adventist church is now populated by an aging membership.

Compared to the median age of 36 in the United States, Paul Richardson of the Centre for Creative Ministry reports, “the median age for the Adventist community in North America, including the un-baptized children in church families, is 58”. (Centre for Creative Ministry, 2006)

Richardson warned that these trends have serious implications. “There are more than 1000 local churches in the NAD that have no children or teens at all. The pool of people in the age group who might attend Adventist school is growing smaller and smaller. Fewer and fewer congregations have enough teens, young adults or even young couples to provide the critical mass necessary to conduct a youth group and other activities that have always been the life beat of Adventist churches.” (Para 2).

While it welcomes students of other faiths, the church operates Andrews University for its own purposes, one of which is the development of spiritual leaders who will nurture, mentor and empower its youth. It is the role of the Masters degree in Youth and Young Adult Ministry to prepare students to minister to the population of youth and young adults as youth pastors, campus chaplains, deans at universities and academies, leaders at youth camps, and conference youth directors. It is in this context that the MAYYAM program seeks to impart knowledge of the struggles of youth and young adults. We are very intentional about the spiritual growth of our students. We want them not only to meet Jesus Christ personally but also to arrange their lives around their relationship with Him. Then this kind of relationship will be transferred to those to whom they minister.

[Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?](#)

The MA in Youth and Young Adult ministry was established in 1993 as the MA in Youth Ministry under the leadership of Dr. Randall Wisby. A desire to provide professional training for youth pastors was the motivation that led to the establishment of the program. At that time most youth pastors were 'local hires'. In other words, they were employed by local churches rather than the conference. Often these young men or women were 'good with young people' but had had no theological or skills training for

their role. This was seen as a dangerous practice and so the MA in Youth Ministry was established.

There have been a number of changes in the program since its establishment. A major one was the introduction of intensives by Dr Barry Gane. This was brought about to enable those who were already established in a Youth Ministry role to be professionally trained without leaving their place of employment. Most intensives are taught in the summer months, but these intensives are taught in the spring due to the fact that the majority of youth ministry people are involved in Summer Camping ministries. Another major change was the transition from MA in Youth Ministry to the MA in Youth and Young Adult Ministry in 2009 since research by Barna and others revealed that a large percentage of attrition was occurring in the young adult years. This program change required a rewrite of much of the curriculum as well as approval by the Adventist Theological Seminary at Andrews University as well as ATS.

Two recent program developments have also been significant. The first was the development of a dual degree program in conjunction with the Department of Social Work. It was the MAYYAM/MSW program in which a student can earn two degrees in three years for 78 credits. It is thought that students choosing this dual degree will be excellently prepared to address practical concerns of youth and young adults in a counseling context. The second recent development was the Emphasis on Campus Chaplaincy that will prepare students to work on church and secular campuses to minister to students there.

### [Program Review # 3. How does the program contribute to the academic success of Andrews University?](#)

The MA in Youth and Young Adult Ministry has developed a dual degree program with the Masters in Social Work program in the Department of Social Work at Andrews University. In only its second year, the dual degree program has already attracted six students. The first student will be graduating from this dual degree program in May of 2013. The MAYYAM is also in the process of developing a dual degree program with the Master of Science in Community and International Development Program. There will be both a dual Masters Degree offering plus an emphasis offered in Youth Ministry.

All MDiv students are required to take one of the MAYYAM courses: DSRE534 Ministry to Youth and Young Adults or DSRE610 Teaching for Discipleship.

The MDiv program also offers an emphasis in Youth Ministry. The following two courses are required for this emphasis: CHMN632 Contextualized Preaching for Youth and DSRE534 Ministry to Youth and Young Adults. Eight additional credits can be selected from the following 2 credit courses: DSRE564 Advanced Youth Ministry Leadership, DSRE608 Youth and Young Adults in Contemporary Culture, DSRE619 Religious Experience in Adolescence, DSRE626 Ministry to At-Risk Youth, DSRE636 Seminar in Youth Ministry and DSRE656 Counseling Youth and Young Adults for a total of 12 elective credits.

All of the MAYYAM classes are offered to MDiv students and while they are popular, most MDiv students do not have enough latitude in their program to take them. From the church's point of view (our stakeholders), particularly in this time of crisis, it would be prudent to encourage and financially support the students with a desire to do ministry to youth and young adults.

It was recognized some years ago that some who are employed in a youth ministry role have done so without any training at all. This can not only be damaging theologically but can also lead to discouragement and a high rate of attrition from this critical role. Therefore, a way of meeting this need was the development of an intensive track with courses intentionally offered in the Spring semester to accommodate their Summer camp schedules. While this has been successful, and many outstanding youth and young adult leaders are a product of this program, it has always struggles due to lack of financial sponsorship.

Program Review # 4. What is the state of demand for graduates of and enrollment in the program? See Governmental Occupational Outlook Handbook 2010-2011  
[http://www.bls.gov/oco/oooh\\_index.htm](http://www.bls.gov/oco/oooh_index.htm) <http://www.occsupplydemand.org/>

The Master of Arts degree in Youth Ministry is a Professional Degree program to prepare persons for ministry to youth in the local church congregations, local church districts, academies, colleges, universities, conferences and other settings, by combining classroom teaching with practical experience.

The MA in Youth Ministry is the only one offered in the NAD and while other institutions "wait in the wings" to offer such a program Andrews University is most optimally positioned to provide this service to the church and regionally, nationally, and globally.

A search of Youth and Young Adult Ministry degree programs reveals that most are at the bachelor's level. In addition, most are also aimed at youth or teens only and do not include young adults. Further, most master's level programs are entitled MA in Youth Ministry or MA in Youth and Family Ministries and do not include the broad theological base found in the program here in the Seventh-day Adventist Theological Seminary. Hence, the MA in Youth & Young Adult Ministry degree at Andrews University is quite unique and does not have strong competition among programs in the world-wide church or in the Christian universities and theological seminaries in the nation. It has, on the one hand, the resources of the Seminary to provide the very best of biblical and theological underpinning, its close alignment with the Religious Education Program allows it to be in the forefront of Biblical Spirituality and Discipleship, and its accessibility to other leading instructors for every other discipline it needs to offer, allows it to provide a strong theoretical base.

It is also positioned to provide the very best of opportunities for practical experience through its partnership with the Centre for Youth Evangelism, as well as its proximity to a plethora of churches and other youth ministry opportunities in the surrounding areas.

Because of the alarming trends in youth and young adults leaving churches in every denomination, there is a strong need for individuals trained to do ministry with youth and young adults. In the Adventist community, most of the emphasis and resources are allocated to training district pastors through the Master of Divinity program, which does offer an emphasis in Youth and Young Adult Ministry. Hence, churches and administrative leaders are still coming around to understanding the need for professionally trained Youth and Young Adult leaders. Most of the competition for employment faced by graduates of the program comes from graduates of the Master of Divinity program. However, as research continues to highlight the importance of Youth and Young Adult Ministry and leaders professionally trained in this field, enrollment in and demand for graduates of the program will increase.

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?

The newly-formed Department of Discipleship and Religious Education (DSRE) houses the MA in Youth and Young Adult Ministry. The program had previously been a part of the Department of Christian Ministry in the seminary. At the beginning of the 2012-2013 academic year, DSRE was moved to its own suite on the second floor of the seminary. This dedicated space gives the department and its programs the opportunity to develop an identity apart from other seminary programs. The DSRE suite houses five offices, two secretarial spaces, one space for a graduate assistant, a storage room with file cabinets, and a seating area. Recently painted, it is in process of being tastefully decorated. The departmental printer still needs to be relocated within the suite. This suite provides an attractive area for students to gather and to have their needs tended to. One of the secretarial spaces is allocated to the MDiv program for its support staff who is responsible for student registration. This results in a fair bit of traffic into the department beyond that of its own faculty, staff and students.

The DSRE faculty currently consists of 3 full time faculty, 2 half-time faculty, 1.0 administrative assistant (no secretarial assistance) and 3 graduate assistants. This small team supports three programs: the Ph.D. in Religious Education, the MA: Discipleship and Religious Education and the MA in Youth and Young Adult Ministry. In addition, these professors teach in the DMin program leading a cohort and sit on Ph.D. and DMin committees. This is in addition to student advising, teaching and faculty research. It is important to note that faculty are stretched very thin and are often greatly fatigued. There is insufficient time to mentor students in the program as much as faculty would desire. Much of the academic advising has fallen to the Administrative Assistant. The addition of another half time faculty would be a welcome remedy. Also, having a single administrative assistant who is expected to meet the needs to all faculty is unrealistic. Our very competent Administrative Assistant cannot reasonably keep up with the demand from all faculty. An additional full-time secretary would provide much-needed relief.

The Department's faculty teach 14 (29%) of the 48 credits required for the MAYYAM degree. The other 71% is taught by adjunct faculty or lecturers recruited from the University or from the community. All of the department's faculty have a Ph.D. or a DMin as a terminal degree.

Dr. Allan Walshe is Chair of the Department of Discipleship and Religious Education. He received his MA from the University of South Wales and his DMin from Fuller Theological Seminary. In addition to his administrative responsibilities, he teaches two sections of Foundations of Biblical Spirituality and two to four sections of Ministry to Youth and Young Adults each year. He also coordinates a cohort and teaches in the DMin program as well as teaching other intensives.

Dr. Kathleen Beagles directs the Ph.D. in Religious Education Program. She received from MA and Ph.D. from Andrews University. She teaches Foundations of Biblical Spirituality, Teaching for Discipleship, Spiritual Nurture of Children, and Issues in Religious Education.

Dr. John Matthews is shared equally between the Department of Discipleship and Religious Education and the Department of Education at Andrews University. He received his MA and Ph.D. from Andrews University. He teaches Scholarly and Professional Development.

Dr. David Sedlacek directs the MA in Youth and Young Adult Ministries and the MA in Religious Education programs in the department. He received an MSSA and Ph.D. from Case Western Reserve University. He is a Licensed Clinical Social Worker and a Certified Family Life Educator. David teaches Marriage, Family, and Interpersonal Relationship Skills each semester and Ministry to At-Risk Youth each year. He also teaches Human Sexuality and Internal Dynamics of the Family every other year.

Faculty are very involved in leadership in the local community, the North American Division, and the General Conference through program development, facilitating processes, speaking engagements, writing and research. They are actively involved in professional publication and presentation as indicated below for only 2012-2013:

### **Kathleen Beagles**

"Building Bridges: A Teacher and a Pastor Dialogue About Discipleship." *The Journal of Adventist Education*. Summer 2012 (74:5), 4-7. (Co-authored with Gavin Anthony)

"Growing Disciples in Community." *Christian Education Journal*. Spring 2012 (Series 3, 9:1), 148-164.

"Telling the Truth, the Whole Truth, and Nothing but the Truth: So, Help Us, God." Paper presented at the National Association of Professors of Christian Education, Dallas, TX, October 19, 2012 (Co-authored with Lea Danihelova and Jasmine Fraser)

"The Whole Truth and Nothing But: Discipleship in a Post-Christian Age." Plenary paper presented at the Symposium on Postmodern Sensitive Mission, Andrews University, October 18-20, 2012.

“Together Growing Fruitful Disciples: A Model for Discipleship.” *The Journal of Adventist Education*. Summer 2012 (74:5), 15-18. (Co-authored with Juvenal Balisasa)

### **Joseph Kidder**

*Adoração Autêntica* (translation of *Majesty* with extensive revisions to fit Brazilian culture). Sao Paulo, Brazil: Casa Publicadora Brasileira, 2012.

*The Big Four: Secrets to a Thriving Church Family*. Hagerstown, MD: Review and Herald Publishing Association, 2012.

Japanese translation of the book *The Big Four*.

“The Jesus-Centered Life.” *Adventist Today*, May-June 2012, pp. 8-11.

“The Jesus-Centered Life.” *Adventist Review*, May 10, 2012, pp. 24-26.

“Research shows that relationships are the best form of evangelism.” <http://news.adventist.org/archive/commentary/2012/02/08/research-shows-that-relationships-are-the-best-form-of-evangelism>.

“Chain Reaction.” *Adventist Review*, February 16, 2012, pp. 22-24.

“The Heartbeat of the Believer.” Kidder’s Column. *Elder’s Digest*, July-September 2012, p. 31.

“The Molten Moment.” Kidder’s Column. *Elder’s Digest*, October-December 2012, p. 31.

“The Crippling Problem the Church Faces Today.” Kidder’s Column. *Elder’s Digest*, April-June 2012, p. 31.

“Maximizing Your Effectiveness.” Kidder’s Column. *Elder’s Digest*, January-March 2012, p. 31.

“Vote Wisely.” <http://www.adventistreview.org/article/5725/archives/issue-2012-1527/vote-wisely>. 10/10/2012.

“Ten Commandments for Intelligent Voting.” <http://www.adventistreview.org/issue.php?id=5725&action=print>. 10/10/2012.

“The most important ingredient in church growth: Faith-based optimism.” *Ministry*, December 2012, pp. 24-27.

### **John Matthews**

“The Postmodern Challenge.” Leadership Weekend Seminar, Pathfinder Leaders, Wisconsin Conference of Seventh-day Adventists, Camp Wakonda, Oxford, Wisconsin, 12-14 October 2012

“What Is on Your Mind.” Chapel presentation, Seventh-day Adventist Theological Seminary, Berrien Springs, Michigan, 29 May 2012.

“Portfolios as a Modality for Learning and Development: MDiv Student Orientation to the Value of Portfolios and Development of LiveTextArtifacts.” PowerPoint and LiveText presentation, Andrews University, Berrien Springs, Michigan, 4 November 2010.

“Foundations in Understanding Worldview and Ideological Change.” Workshop for MA Leadership: Brazilian Cohort (3 presentations), Andrews University, Berrien Springs, Michigan, 6-8 July 2010.

### **David Sedlacek**

“The Impact of Childhood Abuse on SDA College Student Functioning.” Paper presented at the Adventist Association of Family Life Professionals Research Forum, Andrews University, July 22, 2012.

“Seminary Training, Role Demands, Family Stressors and Strategies for Alleviation of Stressors in Pastors’ Families.” Paper presented at Toward Horizons in Adventist Research: the First Conference of SDA Human-Subjects Researchers Conference, Andrews University, November 12, 2012.

Sedlacek, D.A., & Sedlacek, B.J. (2011) *Relational Revival and Reformation in Revival & Reformation: Families Reaching Up* (Willie and Elaine Oliver, editors) Department of Families Ministries, General Conference of Seventh-day Adventists.

Sedlacek, David. (2011). *Biblical Diagnosis: A Tool for Christian Counselors*. World Conference of the American Association of Christian Counselors. October, 2011, Nashville, TN.

Sedlacek, David. (2011). *The Impact of Childhood Abuse on College Student Social Factors*. Adventist Association of Family Life Professionals Research Forum, July 17, 2011, Berrien Springs, MI.

Sedlacek, David. (2010). *The Biblical Diagnosis of Spiritual Conditions*. North American Association of Christians in Social Work Convention, November 11-14, 2010, Durham, NC.

VanderWaal, Curtis J., Hernandez, Edwin I., Sedlacek, David, & Sandman, Alix (2010). *Clergy involvement in congregants’ substance abuse problems and treatment referrals*. Addiction Health Services Research Conference (October 25-27, 2010).

Perry, Shelly J., Sedlacek, David., & Gavin, John. *Assessment of Student Professionalism (ASP): Integrating Practice Behaviors Into a Behavior-Based Instrument*. Council of Social Work Education (CSWE): 56<sup>th</sup> Annual Meeting, October 14-17, 2010, Portland, OR.

Jones, Ann-Marie C., Sedlacek, David, & VanderWaal, Curtis J. (2010). *The Role of Gatekeeping in Maintaining Program Integrity*. Council of Social Work Education (CSWE): 56<sup>th</sup> Annual Meeting, October 14-17, 2010, Portland, OR.



Sedlacek, D.A. (2011): A Review of: "Sherr, Michael E. (2010). On Becoming a Christian Educator in Social Work", Journal of Research on Christian Education, 20:3, 342-344.

Sedlacek, D.A., & Sedlacek, B.J. (2010), *Mental Health: A Spiritual Perspective in Rational Health: Healthcare that Makes Sense to Common People*, edited by Walter Thompson, Coldwater, MI: Remnant Publishing.

### **Allan Walshe**

April, 2013, Washington DC: Teach MAPMIN Youth and Young Adult Ministry Class.

March, 2013, Lincoln NE: North American Division Youth and Young Adults Caucasian Summit: Consultant.

February, 2013, NAD Campus Chaplaincy Summit – Presenter – Small Group Training for Campus Chaplains.

February, 2013, One Project: Presenter – Spiritual Growth Model for Young Adults.

February, 2013, Loma Linda University Campus: Taught DMin class.

February, 2013, North American Division Youth and Young Adults Committee – Consultant.

October, 2012, Association of Youth Ministry Educators Convention. Dallas Texas.

August, 2012, Southern Adventist University: Training, Campus Wide Small Group Leaders.

August, 2012, Georgia Cumberland Conference: Conference Wide Young Adult Leadership Training.

July, 2012, Leoni Meadows Northern California Conference: Recruiting, speaker at worships.

July, 2012, Camp Wawona Central California Conference: Recruiting, speaker at worships.

July, 2012, NAD Teachers Convention Nashville: Promotion of new Campus Chaplaincy emphasis in the MAYYAM program and Recruiting.

July, 2012, La Sierra University Campus CA: NAD Campus Chaplaincy Institute - Lead Teacher also Recruiting.

June, 2012, Camp Mivoden, Spokane WA: Recruiting, speaker at worships.

June, 2012, Sunset Lake, Camp Bothell, WA: Recruiting, speaker at worships.

June, 2012, Big Lake Youth Camp Clackamas, OR: Recruiting, speaker at worships.

May, 2012, Camp Wakonda, WI: Recruiting, spoke at worships.

April, 2012, Loma Linda Campus: Youth and Young Adult Ministry, DMin, Lead Teacher.

February, 2012, Newbold, England: Teaching – Youth and Young Adult Ministry, MA and DMin Students

January, 2012, Northern California Conference: Pastors Meetings, Main Presenter – Spiritual Life.

November, 2011, Union College Lincoln NE: Teaching, Youth Ministry and Recruiting.

October, 2011, Seattle: One Project- Promotion.

October, 2011, Georgia Cumberland Conference: Conference Wide, Young Adult Leadership Training.

October, 2011, Southern University: Training, Campus Wide Small Group Leaders.

August, 2011, Franklin OH: Youth leaders Training and Recruiting.

April, 2011, Florida Conference: Camp Meeting, Main Morning Speaker and Recruiting.

December, 2010, Florida Conference: Youth leaders Training and Recruiting.

November, 2010, Florida Conference: Conference Youth and Young Adult Ministry Programming, Consultation.

October, 2010, Georgia Cumberland Conference: Conference Wide Young Adult Leadership Training.

October, 2010, Southern University: Training, Campus Wide Small Group Leaders.

August, 2010, Orlando, FL: Youth leaders Training and Recruiting.

June, 2010, Atlanta, GA: Recruiting.

June, 2010, Lexington, KY: Youth leaders Training and Recruiting.

April, 2010, Columbus, OH: NAD Youth Convention: Presentations and Recruiting.

April, 2010, Portland Oregon: Oregon Conference - Presentations and Recruiting.

Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?

Due to the MAYYAM, the James White Library possesses one of the finest and broadest collections of youth and young adults books and resources in the country both in and outside of the church. Below please see a list of holdings in the library based upon type of holding.

<b>Specific Subject Headings</b>	<b>All</b>	<b>Books</b>	<b>Visual</b>	<b>Internet</b>	<b>Serials</b>	<b>Computer</b>	<b>Sound</b>	<b>Archival</b>
Christian Education of teenagers	62	58	2		1	1		
Christian Education of Young People	44	33	6	2	2		1	
Christian teenagers	21	21						
Christian Youth	27	22		4		1		
Church group work with teenagers	33	33						
Church group work with young adults	9	9						
Church group work with youth	78	74	3		1			
Church work with teenagers	131	114	8	1	4	1	3	
Church work with young adults	82	76	2	3		1		
Church work with youth	870	611	80	8	44	79	47	1
Religious education of young people	43	28		2	11		2	
Teenagers -- pastoral counseling of	11	10	1					
Teenagers -- Prayer books and devotions	12	12						
Teenagers -- Prayers and devotions	31	30		1				
Teenagers -- religious life	157	145	10				2	
Teenagers -- spirituality	2	2						
Young adults -- Prayer books and devotions	2	2						
Young adults -- Prayers and devotions	5	4		1				
Young adults -- religious life	77	71		4	1		1	
Young adults -- Sermons	4			3		1		
Young adults -- spirituality	1					1		

Youth -- Conduct of Life -- Sermons	11	1		9				1	
Youth -- pastoral counseling of	9	8		1					
Youth -- Prayer books and devotions	34	33		1					
Youth -- Prayers and devotions	60	58						2	
Youth -- religious life	563	477	20	30	10	4		21	1
Youth -- Sermons	102	11	2			44		24	
Youth -- spirituality	5	5							
Youth in church work	50	27	8				2	13	
Youth in missionary work	12	8				4			
<b>General Headings</b>									
Teenagers	518	417	39	53	4			5	
Young Adults	189	169	4	12	2			2	
Youth	1644	1330	56	189	31			31	2

The following table shows a comparison of those holdings available to the seminary students on youth compared with those of comparable theological educational institutions. A quick perusal of this list reveals that the SDATS compares quite favorably with other seminaries.

	SDATS	Asbury	Azusa	Calvin	Denver	Fuller	Gordon Conwell	mphis	SBTS	Trinity Lutheran
Total holdings										
Teenagers	518	512	308	416	235	368	181	40	286	98
Young Adults	189	150	93	162	60	102	64	17	80	35
Youth	1644	1122	476	1233	526	1101	565	169	974	299
Church work with youth	870	742	264	296	336	694	415	114	604	181
Youth -- religious life	563	441	117	225	238	502	270	68	473	147

While students are depending more and more on online reference and literature sources, professors encourage them to read journals and books by giving them a bibliography at the end of each syllabus, and by keeping up on the latest literature related to children, youth, and young adults ourselves. This is incorporated into the classes that we teach.

Program Review # 7. How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within their field? How adaptable is the program to anticipated changes in technology and in other areas? If your program includes swing and/or cross-listed courses, how is academic rigor maintained at the graduate level?

The strength of the MAYYAM program is its curriculum and those who teach it. Many glowing comments are made by faculty from other universities to our faculty when attending professional conferences. They are highly impressed at the theological depth and youth ministry breadth of the program's curriculum. At its last visit, the Association of Theological Seminary site visitor commented that it was great to see that a youth and young adults ministry program would offer a wide variety of courses in biblical studies, theology, church history, Christian ministry and missions.

The faculty and staff of the Department of Discipleship and Religious Education who designed the curriculum for the MA in Youth and Young Adult Ministry program have intentionally included 18 General Seminary credits as requirements for the program. The required areas include: Biblical Spirituality (2 credits), Biblical Studies (4 credits), Theology (4 credits), Church History (2 credits), Christian Ministry (4 credits) and Missions (2 credits). We have attempted to balance required general seminary courses with giving students the autonomy to choose some courses based upon their area of interest. We believe that the breadth of these general seminary content areas gives MAYYAM students an Adventist Christian foundation that enhanced the practice of youth and young adult ministry. Specifically, we believe that all students must be exposed to personal biblical spirituality since they will be sharing Jesus with the youth and young adults they work with. You cannot share what you do not have. We highly recommend an ethics course since there are many ethical issues that arise in working with this population. Being able to understand worship in the context of youth and young adults is important. Their worship needs differ from those of adults. Therefore, this course is important content for MAYYAM students. Adventist History shows who we are historically as a movement and the context in which we grew. It is important for youth and young adult leaders to have this perspective in working with youth. A missions course gives our students a broader perspective on ministry and an exposure to cultural diversity which is becoming increasingly important in youth ministry today. Leadership and conflict resolution skills are very important in working in today's conflict-ridden world. Therefore, one of these two courses is required.

Our curriculum is a 48 credit professional degree. Below is the Course Plan that faculty, staff and students use to collaborate in the development of a schedule of courses toward the completion of the degree.

**ANDREWS UNIVERSITY SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY**

Master of Youth & Young Adult Ministry Program

**38% DISCOUNT – Check sheet Updated:**

**Name: ID: Start Date:**

**Email GPA:**

**Phone Number:**

**Academic Status:** ( ) Regular, ( ) Provisional, ( ) Non-credit

Spr21, Sum31, Fall41 CODE: T=transfer, A=audit, I=incomplete xx=not needed DG=Deferred Grade S=Satisfactory

Bible Knowledge Entrance Test: passed ( ) OR Not passed ( ) Need - GSEM525 elective

**GENERAL SEMINARY REQUIREMENTS – required 18 CREDITS 18 cr.**

Term	Course	Title	Cr. Earned	Grade	Code
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**Biblical Spirituality (2credits): Required DSRE541**

	DSRE541	Foundations of Biblical Spirituality (2cr)			
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**Biblical Studies (4 credits)** Two courses in Old Testament and/or New Testament


**Theology (4 credits)** Two courses in Theology; one ethics course recommended.


**Church History (2 credits):**

	CHIS574	History of SDA Theology (2 cr)			
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**Christian Ministry (4 credits): Required** CHMN523 and an additional course in Conflict Resolution OR Church Leadership

	CHMN523	Worship: Word and Music (2 cr)			

**World Mission (2 credits):**

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**CONCENTRATION COURSES REQUIRED - 16 CREDITS**

**16 cr.**

Term	Course	Title	Credits Earned	Grade	Code
	CHMN632	Contextualized Preaching: Youth & YA			
	DSRE656	Counseling Youth & Young Adults			
	DSRE605 OR DSRE610	Issues in Religious Education OR Teaching for Discipleship			
	DSRE608	Youth & YA in Contemporary Culture			
	DSRE534	Ministry to Youth & Young Adults			
	DSRE564	Advanced Youth & YA Ministry			

Choose two of the following (4credits): CHMN553, CHMN555, CHMN574, CHMN616, CHMN623, CHMN656, DSRE503, DSRE546, DSRE619, DSRE626, DSRE636, DSRE678


**ELECTIVE REQUIREMENTS – 14 CREDITS:**

**14 cr.**

Students must take 6 credits in Field Practicum OR they may be eligible for up to 6 credits for Learning in Professional Experience.

Students must take the remaining 8 credits from approved courses at Andrews University and/or Master of Arts Thesis.

**REQUIRED** (Choose one of the following two)

**Field Practicum (6 credits):** Registration usually allowed after earning 24credits

Term	Course	Title	Credits Earned	Grade	Code
	DSRE660	Field Practicum (6cr)			

**OR**

**Credit Through Learning in Professional Experience (6 credits):** Must be approved by the Dean and based on criteria listed in the Academic Bulletin.

Term	Course	Title	Credits Earned	Grade	Code
	CHMN568	Learning in Professional Experience			

**AND**

**8 credits REQUIRED** (Choose from approved courses and/or Thesis) **Course Electives required (2-8 credits): Recommended** in Biblical Studies w/no religion or theology undergraduate degree.

Term	Course	Title	Credits Earned	Grade	Code

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**Master of Arts Thesis Option (6 credits):** Pre-requisite GSEM620

Students must successfully defend the thesis. See instructions in the Academic Bulletin.

Term	Course	Title	Credits Earned	Grade	Code
	GSEM620	Research Methods (2-3 credits)			
	GSEM697	Master or Arts Thesis (6cr)			

Summary

Credits Required for Degree=	48
Credits Completed toward degree	0
Left to Earn=	48

Notes:

Student appointment to discuss program progress/completion Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Advisor Initials: \_\_\_\_\_

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Evidence of the program's adaptability to change was demonstrated when the program added an emphasis in Campus Chaplaincy. The observation of both General Conference staff and program faculty was that individuals were being placed in positions of working with youth (Deans, Youth Chaplains, Bible Workers, etc.) without adequate training. The Campus Chaplaincy Emphasis is the result of a collaborative effort between Adventist Chaplaincy Ministry staff and Department of Discipleship and Religious Education staff to develop a program to train all future campus chaplains in the denomination to a professional skill level so that our academies and colleges including secular campuses will meet the real and evolving needs of students. While this emphasis is similar to that of the Youth and Young Adult Ministry emphasis, it includes a requirement for one unit of Clinical Pastoral Education (CPE) upon completion of the academic study.

While this initiative was undertaken at the request of and in collaboration with the church (our stakeholders), there is still no financial sponsorship for these students.

What follows is the course plan for this emphasis.

**ANDREWS UNIVERSITY SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY**

**Master of Youth & Young Adult Ministry – Campus Chaplaincy Emphasis**

**38% DISCOUNT – Check sheet Updated:**

**Name: ID: Start Date:**

**Email GPA:**

**Phone Number:**

**Academic Status:** ( ) Regular, ( ) Provisional, ( ) Non-credit \_\_\_\_\_

Spr21, Sum31, Fall41 CODE: T=transfer, A=audit, I=incomplete xx=not needed DG=Deferred Grade S=Satisfactory

Bible Knowledge Entrance Test: passed ( ) OR Not passed ( ) Need - GSEM525 elective

**GENERAL SEMINARY REQUIREMENTS – required 18 CREDITS 18 cr.**

Term	Course	Title	Cr. Earned	Grade	Code
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**Biblical Spirituality (2credits): Required DSRE541**

	DSRE541	Foundations of Biblical Spirituality (2cr)			
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**Biblical Studies (4 credits)** Two courses in Old Testament and/or New Testament


**Theology (4 credits)** Two courses in Theology; one ethics course recommended.


**Church History (2 credits):**

	CHIS574	History of SDA Theology			
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**Christian Ministry (4 credits): Required** CHMN523 and an additional course in Conflict Resolution OR Church Leadership

	CHMN523	Worship: Word and Music			

**World Mission (2 credits):**

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**CONCENTRATION COURSES REQUIRED - 25 CREDITS**  
**25 cr.**

Term	Course	Title	Credits Earned	Grade	Code
	DSRE664	Advanced Campus Ministry (3)			
	DSRE669	Reaching the Secular Mind (3)			
	DSRE656	Counseling Youth & Young Adults (3)			
	DSRE636	Sem YYAM:Campus Chaplaincy (3)*			
	DSRE620	Scholarly & Professional Development (0)			
	DSRE610	Teaching for Discipleship (2)			
	CHMN 632	Contextualized Preaching: Yth & Yng Ad (2)			
	DSRE608	Youth & YA in Contemporary Culture (2)			
	DSRE534	Ministry to Youth & Young Adults (2)			
	DSRE564	Advanced Youth & YA Ministry (3)*			

\*In either DSRE564 or DSRE636, the student must register for a third credit requiring completion of a research/action research project.

Students must take 2 credits in Field Practicum OR they may be eligible for up to 6 credits for Learning in Professional Experience.

Students must take the remaining 5 credits from approved courses at Andrews University and/or Master of Arts Thesis.

**REQUIRED** (Choose one of the following two)

**Field Practicum (2 credits):** Registration usually allowed after earning 24credits

Term	Course	Title	Credits Earned	Grade	Code
	DSRE660	Field Practicum: Campus Ministry (2cr)			

**OR**

**Credit Through Learning in Professional Experience (up to 6 credits):**

Must be approved by the Dean and based on criteria listed in the Academic Bulletin.

Term	Course	Title	Credits Earned	Grade	Code
	CHMN568	Learning in Professional Experience			

**AND**

**ELECTIVE REQUIREMENTS – 5**

**CREDITS:**

**5 cr.**

**5 credits REQUIRED** (Choose from approved courses and/or Thesis)

**Course Electives required (5 credits):** 5 credits chosen from: CHMN616, DSRE615, CHMN555, DSRE659, DSRE626, CHMN656, DSRE503, DSRE636 (Adolescents or Young Adults), CHMN536, DSRE546, CHMN553, or CHMN574

Term	Course	Title	Credits Earned	Grade	Code

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**Master of Arts Thesis Option (6 credits):** Pre-requisite GSEM620

Students must successfully defend the thesis. See instructions in the Academic Bulletin.

Term	Course	Title	Credits Earned	Grade	Code
	GSEM620	Research Methods (2-3 credits)			
	GSEM697	Master or Arts Thesis (6cr)			

Summary

Credits Required for Degree=	48
Credits Completed toward degree	0
Left to Earn=	48

Notes:

Student appointment to discuss program progress/completion Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Advisor Initials: \_\_\_\_\_

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Below is the curriculum map for required MAYYAM program courses. The curriculum map demonstrates how students progress from K (Knowledge based courses) to A (Application) courses to S courses that synthesize material from the present and previous courses. DSRE660 is the capstone course of the curriculum. It is a 6 credit Field Practicum in which students are required to design and implement an original project in youth ministry and to create a binder that contains the entire project and resource materials that accompany it.

## Curriculum Map – MAYYAM

	CHMN	CHIS	GSEM	DSRE	DSRE	CHMN	DSRE	DSRE	DSRE	DSRE	DSRE
Program Level Outcomes	523	574	525	610	541	632	608	534	656	564	660
1. Christian Apologist:							A	A			
a. Articulates effectively a theology and philosophy of youth ministry											
b. Exposes students to general seminary content in order to provide an Adventist Christian foundation to the practice of youth and young adult ministry	K	K	K								
2. Pastor-Teacher:											
Uses appropriate methodologies to disciple youth and young adults				K		A					
3. Servant Leader:											
Demonstrates the ability to apply the principles of servant leadership in working with youth and young adults									Counseling A	S	S
4. Maturing Christian											
Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life						A					
5. Youth and Young Adult Specialist:											
Develop, direct, advocate for, and evaluate youth ministry for the broader church									Psycho-social S	A	S

K – Knowledge/Content

A – Analyze/Apply

S – Synthesize/Evaluate

Faculty use technology in several ways. In the classroom, faculty use standard technology such as power point, You Tube, and links to other online resources. They also use resources offered through Moodle including the grade book, online syllabi and handouts, course schedule, and discussion groups. An online course, DSRE626, Ministry to At-Risk Youth is in the process of development. We are also moving from the use of a hard copy practicum report to a digital format. The MAYYAM does not offer swing or crosslisted courses.

Program Review # 8. How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?

MAYYAM Program Enrollments				
2009-2010	2010-2011	2011-2012	2012-2013	
14	13	24	42	
Registration in Required MAYYAM Courses				
Course	2009-2010	2010-2011	2011-2012	2012-2013
DSRE534 Ministry to Youth and Young Adults	125	127	123	78
CHMN632 Contextualized Preaching: Youth and Young Adults	18	19	20	15
DSRE656 Counseling Youth and Young Adults	12	21	13	14
DSRE564 Advanced Youth and Young Adult Ministry	6	10	7	14
DSRE660 Field Practicum	7	6	7	7
DSRE608 Youth and Young Adults in Contemporary Culture	8	16	11	14

MAYYAM Degrees Awarded			
2009-2010	2010-2011	2011-2012	Sum2012-Fall2012
8	3	6	2

The data above reflect a steady increase in enrollment in the MAYYAM program over the past four academic years. The decrease in registration for DSRE534 is due to a decision to offer one section of the course each semester rather than two as had previously been done.

Approximately 17% of the students enrolled in the MAYYAM are spouses of seminary students. This is an approximation because there is not a question in the database that gives a direct way of collecting this data. Therefore, this percentage is inferred from financial data and from a personal knowledge of students in the degree program.

Program Review # 9. How do your program’s graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downwards trends, what are your plans for improvement? (Undergraduate programs without a formal admission procedure should calculate the retention rate based on the number of sophomores and graduates.)

**MA Youth & Young Adult Ministry**

**Enrollments 2008-2013**

**Headcount of Full-time (F) and Part-time (P) students on Main Campus (0), Field Based (7), and US Extensions (9)**

Count of F-P				Campus F-P			
2009-2010				0		0	Grand Total
AdjSchool	AdjDept	Degree1	MajorJ Desc	F	P	Total	
70	GSEM	MAYM	Youth Ministry	13	11	24	24
		MAYM Total		13	11	24	24
	GSEM Total				13	11	24

Count of F-P				Campus F-P					
2010-2011				0		0	9	Grand Total	
AdjSchool	AdjDept1	Degree1	MajorJ Desc	F	P	Total	P		
70	GSEM	MAYM	Youth Ministry	13	3	16	0	0	16
		MAYM Total		13	3	16	0	0	16
	GSEM	MAYYAM	Youth & Young Adult Ministry	5	2	7	1	1	8
		MAYYAM Total		5	2	7	1	1	8
GSEM Total				18	5	23	1	1	24



Count of F-P				Campus F-P			
2011-2012				0		0	Grand Total
AdjSchool1	AdjDept1	Degree1	MajorJ Desc	F	P	Total	
70	GSEM	MAYM	Youth Ministry	5	6	11	11
		MAYM Total		5	6	11	11
		MAYYAM	Youth & Young Adult Ministry	7	5	12	12
			MAYYAM Total		7	5	12
	GSEM Total			12	11	23	23

Count of F-P				Campus F-P			
2012-2013				0		0	Grand Total
AdjSchool1	AdjDept1	Degree1	MajorJ Desc	F	P	Total	
70	GSEM	MAYM	Youth Ministry	1	2	3	3
		MAYM Total		1	2	3	3
		MAYYAM	Youth & Young Adult Ministry	11	8	19	19
			MAYYAM Total		11	8	19
	GSEM Total			12	10	22	22

All headcount tables are unduplicated for the academic year.

**Credits of Full-time (F) and Part-time (P) students on Main Campus (0), Field Based (7), and US Extensions (9)**

Sum of Credits				Campus F-P			
2009-2010				0		0	Grand Total
AdjSchool	AdjDept	Degree1	MajorJ Desc	F	P	Total	
70	GSEM	MAYM	Youth Ministry	257	67.5	324.5	324.5
		MAYM Total		257	67.5	324.5	324.5
	GSEM Total			257	67.5	324.5	324.5

Sum of Credits				Campus F-P					
2010-2011				0		0	9	9	Grand
AdjSchool	AdjDept1	Degree1	MajorJ Desc	F	P	Total	P	Total	Total
70	GSEM	MAYM	Youth Ministry	224	35	259	0	0	259
		MAYM Total		224	35	259	0	0	259
		MAYYAM	Youth & Young Adult Ministry	85	18	103	7	7	110
		MAYYAM Total		85	18	103	7	7	110
	GSEM Total			309	53	362	7	7	369

Sum of Credits				Campus F-P			
2011-2012				0		0	Grand Total
AdjSchool1	AdjDept1	Degree1	MajorJ Desc	F	P	Total	Grand Total
70	GSEM	MAYM	Youth Ministry	93	22	115	115
		MAYM Total		93	22	115	115
		MAYYAM	Youth & Young Adult Ministry	158	24	182	182
		MAYYAM Total		158	24	182	182
	GSEM Total			251	46	297	297

Sum of Credits				Campus F-P			
2012-2013				0		0	Grand Total
AdjSchool1	AdjDept1	Degree1	MajorJ Desc	F	P	Total	
70	GSEM	MAYM	Youth Ministry	24	12	36	36
		MAYM Total		24	12	36	36
		MAYYAM	Youth & Young Adult Ministry	266.5	41	307.5	307.5
		MAYYAM Total		266.5	41	307.5	307.5
	GSEM Total			290.5	53	343.5	343.5

All credits are cumulative for the academic year.

### MA Youth & Young Adult Ministry Completions by Year

**2008-2013**

AcadYear	DegrLv	Sch	Dept	CIP	Program	Count
201112	MA	70	SEM	390702	MAYM Youth & Young Adult Ministry	1
200809	MA	70	SEM	390702	MAYM Youth Ministry	6
200910	MA	70	SEM	390702	MAYM Youth Ministry	7
201011	MA	70	SEM	390702	MAYM Youth Ministry	3
201112	MA	70	SEM	390702	MAYM Youth Ministry	5
201213	MA	70	SEM	390702	MAYM Youth Ministry	3
201112	MA	70	SEM	390702	MAYYAM Youth & Young Adult Ministry	1
201213	MA	70	SEM		MAYYAM Youth & Young Adult Ministry	1
					Total:	27

Graduation and retention rates are challenging for the MAYYAM program in that students are normally expected to graduate in seven years according the Bulletin. Several students finish their degree in three to four years, but many take longer. The average graduation rate for MAYYAM program students for this review period is roughly 64%.

Concerning retention rate, many of our students are not full-time on-campus students. Instead they take advantage of the annual Spring intensives option to complete their degree. This group of students alone would greatly skew retention rate using traditional methods. It should be noted, however, that approximately 8% of the students admitted during the review period formally withdrew from the program.

Program Review # 10. How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? How do program goals compare with benchmark programs, how well does the program meet its goals, and how has assessment data been used to improve the program and student learning? If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?

### ***MAYYAM Youth and Young Adult Ministry Program Outcomes***

#### 1. Christian Apologist

- a. Articulates effectively a theology and philosophy of youth ministry
- b. Exposes students to general seminary content in order to provide an Adventist Christian foundation to the practice of youth and young adult ministry

#### 2. Pastor-Teacher

Uses appropriate methodologies to disciple youth and young adults

#### 3. Servant Leader

Demonstrates the ability to apply the principles of servant leadership in working with youth and young adults

#### 4. Maturing Christian

Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life

#### 5. Youth and Young Adult Specialist

Develop, direct, advocate for, and evaluate youth ministry for the broader church

Students are invited into the assessment process by completing courses evaluations at the end of each semester. The seminary has used a paper and pencil course evaluation up until this point, and the results have not been readily available. However, it will be involved in the campus-wide computerized assessment system, and feedback to professors will be easily accessible through this system. The professors in the program are very open to student feedback and make revisions in their courses regularly to make the assignments more clear and to stay abreast of current knowledge in ministry to children, youth and young adults.

Students are also being invited to attend Faculty meetings that relate to program development at least monthly.

While the MA in Youth and Young Adult Ministry is a professional program that focuses on the practical aspects of working with this population, students are also challenged to examine their own relationship with God, their own spiritual journey and their need for healing from the challenges that life has presented. The program believes that this is essential for students who will one day work closely in ministry to children, youth and young adults.

The program's action plan targets for 2012-13 are as follows:

1. Develop library resources for the MAYYAM program
2. Increase adjunct faculty input into the program
3. Establish a student professional development symposium

Action Plan #1: This action plan has been completed. The library resources for the MAYYAM program are strong, one of the strongest in the nation.

Action Plan #2: This action plan is beginning to be implemented by inviting adjunct faculty to participate regularly in program staff meetings.

Action Plan #3: This action plan has been completed. A series of workshops called a "professional development symposium" was developed for the students. The workshops were/will be held during the Thursday chapel time and included the following topics: November, 2012 – Too Stressed to be Blessed, January, 2013 – The Problem of Pastoral Pornography, February, 2013 – Critical Thinking, March, 2013 – Time Management, and April, 2013 – Writing Skills. The first two seminars on stress and pastoral pornography were very well attended. However, the final three that related to critical thinking, time management and writing skills were very poorly attended.

Program Review # 11. How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

Graduates of the MAYYAM program are placed as campus chaplains, youth directors, deans, youth pastors and youth camp directors. Several of our graduates are in very responsible positions in the North American Division. It is estimated that 90% of our recent graduates are either working in the field of youth and young adult ministry or have gone on for further education. However, the MAYYAM program does not have a mechanism in place apart from the University's alumni program to track graduates systematically. We plan to develop a student exit survey that will give us contact information for each of the program's graduates. It will also let us know where graduating students are placed upon graduation and their level of satisfaction with the program at the time of graduation. Staff permitting, we will then follow up with them with a regular alumni survey.

Program Review # 12. Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs? What curricular changes were made based on assessment data?

An exemplary performance indicator for the program was revealed with the General Conference Adventist Chaplaincy Ministries department were seeking to partner with a University to develop a campus chaplaincy training. They chose as their partner the Seminary MAYYAM program to develop the Campus Chaplaincy Emphasis. This emphasis was seen to be needed because individuals functioning as campus chaplains have not been required to meet any set of standards for education or experience. Therefore, the quality of chaplaincy work done on campuses was variable. The emphasis will create a uniform educational standard for campus chaplains in our educational institutions.

Assessment data revealed that seminary students needed improvement in the areas of critical thinking, writing and time management in addition to stress management. Our department took action and developed a series of workshops called a "professional development symposium" was developed for the students. The workshops were/will be held during the Thursday chapel time and included the following topics: November, 2012 – Too Stressed to be Blessed, January, 2013 – The Problem of Pastoral Pornography, February, 2013 – Critical Thinking, March, 2013 – Time Management, and April, 2013 – Writing Skills.

Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?

Year	Tuition Income	Approx. Program Costs	Difference
2010-2011	69040	50871	18169
2011-2012	83090	72646	10444
2012-2013	141623	68173	73450

Clearly, revenue generated from tuition cover the direct cost of the program. Institutional data was not made available for this report. This data was manually generated by the department's administrative assistant and the Assistant to the Deans for Finance and Strategic Planning. It took an inordinate amount of time and effort because there is no easy way to collect this data using the present University systems.

Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

Institutional data was not made available for this report. However, if present trends continue based on enrollment figures, the future is bright particularly if the NAD would choose to fund MAYYAM students as they do MDiv students.

Program Review # 15. Describe the strengths of the program.

The MA in Youth and Young Adult Ministry is an important element in helping Andrews University and the SDA Theological Seminary fulfill their missions to transform students who seek knowledge, affirm faith and to change the world and to prepare "effective leaders to proclaim the everlasting gospel and make disciples of all people in anticipation of Christ's soon return." The MAYYAM contribute to the fulfillment of these missions by working within the niche of youth and young adults. It transforms youth leaders so that they can change the world by making disciple of youths (lovers of Jesus). This equips them to help other youth spread the gospel of a loving Savior to others in the world.

The MAYYAM is the only Masters-level degree in Youth and Young Adult Ministry in the Seventh-day Adventist Church. The breadth of this professional degree is well spoken of among others who are knowledgeable of the needs of youth and young adults in the church today. The 2-credit course structure allows for a breadth of topics to be covered by students enrolled in the degree. The program has a successfully integrated MAYYAM/MSW dual degree offering that has been attractive to many students. Its newly created Campus Chaplaincy emphasis bolsters the church's capacity to provide knowledgeable, quality chaplains to campuses within the church and on secular campuses. There is a strong practice component to each option the degree offers: a 6

credit structured project to MAYYAM students, a 1 credit CPE requirement for campus chaplains, and a 900 hour internship for students taking the MSW dual degree program.

Housed in the Department of Discipleship and Religious Education, the MAYYAM has a discipleship bent which integrates a personal experience of Jesus into the class offerings. It also allows there to be a Program Director for both the MAYYAM and MARELED programs along with similar program outcomes. This allows for better program coordination within the department and more effective collaboration with other departments in the University. A tuition reduction of from 25 to 38 percent makes the program more affordable for students.

The Department of Discipleship and Religious Education has recently moved into new office space of its own. This gives the programs housed in the department a clearer identity, and therefore strength for marketing and for faculty and student cohesion. The faculty and staff of the Department appear to have been brought together for such a time as this. They each bring unique gifts and talents that together create a positive synergy in the department.

[Program Review # 16. Describe the weaknesses of the program\(s\) and the plans that are in place to address them.](#)

The faculty and staff allocated to this program are inadequate to meet its needs. Faculty are stretched too thin to do the best job of instruction, administration, research and program development. We are forced to rely too heavily on contract faculty from the university and beyond. Our administrative assistant is outstanding, but it is too much for her to meet the needs of the Department Chair, two MA programs, one PhD program and the needs of all faculty in the department. To address this weakness, we will request of seminary administration an additional half-time faculty position and one full-time secretary.

A number of students have begun the MAYYAM but have not completed it. We have not done a good job of tracking these students in the past. Our plan to address this weakness is to generate a semi-annual report for the Program Director and the Department Chair so that these individuals can contact each student to determine their plans toward degree completion.

The department has made some progress toward curriculum mapping for the MAYYAM program but it has not been completed. To remedy this, the faculty will allow time in their weekly staff meetings to be dedicated to curriculum mapping for the MAYYAM program.

We believe that the MAYYAM degree is one of the most important degrees for the church to embrace today, but that it is one of the church's best kept secrets. While the program needs better marketing by the university and its stakeholders, the main challenge is a lack of sponsorship by church decision-makers. The vision that the future of the church rests with investing in our youth by training a generation of youth leaders is coming to the forefront of the church's agenda. We plan to support this emerging



agenda by 1) developing new brochures for marketing, 2) advocating with leadership to fund the MAYYAM as they do the MDiv, 3) attending youth ministry functions where we can market the program personally, and 4) advocating for a recruiter dedicated to the seminary and all of its degrees.

Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.

The enthusiasm of General Conference Adventist Chaplaincy Ministry provides an opportunity to increase the number of students in the degree. All of the students who graduate from the MAYYAM with the Chaplaincy emphasis will be certified to work in Seventh-day Adventist academies and universities. The naturally occurring relationship that the MAYYAM program has with the Center for Youth Evangelism (CYE) provides an opportunity for advocacy for the discipleship of youth. CYE is a laboratory that runs programs which our students get the opportunity to be involved in. Also, the seminary is hiring a faculty member to lead out the chaplaincy program in the Christian Ministry Department. Connecting with this new chaplain will provide creative opportunities to integrate campus chaplaincy with other areas of chaplaincy such as hospital, military and safety services.

Recent research on the rate of youth leaving the church provides an opportunity to use hard data when advocating for the needs of the program.

Mapping of the curriculum will provide the opportunity to see better how the MAYYAM degree can be better integrated with the MA: RELED degree in terms of sharing classes, common themes and training for intergenerational ministry across the lifespan.

The MAYYAM Program Director has been approached by the Program Director of the Community and International Development Program to develop a dual degree collaborating with them. This will present an opportunity to further the influence of the program and to increase the attraction of the program to new students.

The 6-credit practicum affords wonderful opportunity for the youth and young adult ministry specialists to not only gain practical experience but also to develop a manual for future training opportunities in their ministry.

Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.

The lack of denominational sponsorship for those enrolling in the MAYYAM program means that this valuable and needed program struggles for the number of participants that are needed to meet the current crisis. Not as many youth pastors are being hired as are needed. This creates a weak market for both the program itself and for those individuals choosing it.

The larger percentage of MDiv students are Track 2 students. While there is an Emphasis in Youth and Young Adult Ministry available to MDiv students, it is not possible for Track 2 students because they cannot presently take elective courses. Those who are Track 1 students who take the emphasis only gain a minimal exposure to the complexity to ministry to youth and young adults in today's society.

Finally, La Sierra University has also developed a comprehensive Chaplaincy Masters degree that includes Campus chaplaincy. However, their degree is nowhere near as focused as is the Andrews' degree.

Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

We believe that the MAYYAM program as it stands is an academically sound, cutting edge, and very much needed program in the Seventh-day Adventist Church today. By incorporating forward-looking options such as the MAYYAM/MSW dual degree program and the Campus Chaplaincy Emphasis in conjunction with the General Conference Chaplaincy Ministries Department the degree program is at the forefront of the needs of our church today. Another dual degree program is also in the planning stage: the MAYYAM/Community and International Development Program (CIDP). This dual degree is being developed in direct response to requests from students who have this dual interest.

A major development in the program was made during the life of this review. Its name was changed from MA in Youth Ministry to an MA in Youth and Young Adult Ministry. This was done to reflect the growing researched awareness, by George Barna and others, that most of the church attrition occurs in the young adult years. This major change required the rewriting of curriculum and approval from the Association of Theological Seminaries (ATS).

The program was developed to include intensive offerings with some online credits available. These options give greater flexibility to students who cannot locate full-time to the Andrews University campus. We would like to see this part of the program grow. The program already offers intensive and some on-line options for students. These

options give greater flexibility to students who cannot locate full-time to the Andrews University campus. We would like to see this part of the program grow.

The major challenge we have is not finding excellent students who are interested in the program, but rather helping them to finance their education. We continue to advocate for the North American Division to fund this program as it does the MDiv degree. If this were to happen, the numbers of students taking the program would easily support it. Since the Department of Discipleship and Religious Education, in which the MAYYAM is housed, offers three degrees: PhD in Religious Education, MA: Religious Education, and the MAYYAM (and leads in the teaching of a DMin cohort), 3.5 faculty members are not sufficient to carry this load. We need an additional faculty position and another secretarial position in order to take this program to the next level.

We would also recommend that the University consider investing in financial analysis systems and student data systems that would make it easy to track program income, student enrollment and retention.

[Program Review # 20. Give any additional information that should be included in the self-study. Describe program recommendations.](#)

1. 1. Intentional marketing. We are asking that all seminary faculty be alert to opportunities to promote the program to conference leadership, pastors and youth in the churches who have a passion for working with youth. This would include the basic MAYYAM degree, the MAYYAM with a chaplaincy emphasis, and the MAYYAM/MSW dual degree program.
2. 2. Additional faculty. We are asking that the administration consider an additional half-time faculty position to ease the heavy load on the present faculty.
3. 3. Administrative assistant. We currently have one administrative assistant to meet the needs of the Department Chair plus three programs. We are requesting an additional half-time administrative assistant to ease the load of our current administrative assistant.