

## GSEM 515–130

# Introduction to Biblical Hermeneutics

February 25 – 29, 2024

*Richard M. Davidson, PhD*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Oklahoma Conference of SDA, in Oklahoma City <a href="https://www.andrews.edu/sem/inministry/locations/oklahoma-conference-of-sda.html">https://www.andrews.edu/sem/inministry/locations/oklahoma-conference-of-sda.html</a>
<b>Credits offered:</b>	3
<b>Class meeting times:</b>	February 25 – 29, 2024 <b>Sunday:</b> 6-8 PM <b>Monday – Thursday</b> 8:30 a.m. – 12:30 p.m. and 2 p.m. – 5 p.m.
<b>Course Website:</b>	learninghub.andrews.edu
<b>Instructor Telephone:</b>	Home – 269-461-6890
<b>Instructor Email:</b>	davidson@andrews.edu
<b>Office location:</b>	Old Testament Studies, SEM N116
<b>Office hours:</b>	By Appointment (on Zoom)

## BULLETIN DESCRIPTION OF COURSE

An introduction to biblical presuppositions and principles for interpreting and understanding Scripture and applying its message as illustrated in selected passages from the Old and New Testaments.

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcomes primarily addressed in this course are:

### ***MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)***

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.

(The full set of program learning outcomes for your degree program is listed in Appendix 3)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Appreciate the importance of a solid, biblically-based approach toward the interpretation of Scripture and applying it to our own lives.
2. Trace the development of recent trends in biblical interpretation with attention to major methods and their underlying presuppositions as illustrated in recent literature dealing with the Bible.
3. Grasp the Bible’s own hermeneutic—in particular the NT writers’ interpretation of the Old Testament, and the presuppositions undergirding their hermeneutical endeavor.
4. Articulate and apply sound hermeneutical principles in the interpretation of various genres of Scripture, difficult biblical passages, and current theological issues.
5. Discern and evaluate alternative approaches to Scripture encountered in one’s study of Scripture.
6. Do original and competent interpretation of selected portions of Scripture and/or theological issues, applying basic hermeneutical principles.
7. Utilize the basic lay tools (resources) of biblical interpretation with proficiency.

## COURSE OVERVIEW

### COURSE MATERIALS

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#### **Required Course Materials**

1. Davidson, Richard M. "Biblical Interpretation." In *Handbook of Seventh-day Adventist Theology*, ed. Raoul Dederen, 58-104. Commentary Reference Series, vol. 12. Hagerstown, MD: Review and Herald Publishing Association and the General Conference of Seventh-day Adventists, 2000. **This will be available for download on Learning Hub.**
2. Hasel, Frank, ed. *Biblical Interpretation: An Adventist Approach*. Silver Spring, MD: Biblical Research Institute/Review and Herald Academic, 2020.
3. A (free) Bible software Program. For options, see:

<https://listoffreeware.com/free-bible-software-windows/>

<https://www.lordslibrary.com/the-best-bible-software-programs/>

#### **Recommended Course Materials**

1. Reid, George W., ed. *Understanding Scripture: An Adventist Approach*. Silver Spring, MD: Biblical Research Institute, 2005.
2. Davidson, Richard M., and Ekkehardt Mueller. *Cómo interpretar la Biblia en 10 pasos* (How to Interpret the Scriptures in 10 Steps). Translated and edited by Joel Iparraguirre. Mexico City: GEMA Editores, 2017.
3. Articles mentioned in the Section on "Topics to Be Covered" (below)
4. See *Appendix 4* and the resources referred to in the required course materials.

### PRE-INTENSIVE COURSE REQUIREMENTS

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**Read** the chapter by Richard Davidson, "Biblical Interpretation," in *Handbook of Seventh-day Adventist Theology*, ed. Raoul Dederen, 58-104. **Available on Learning Hub** (See above under "Required Course Materials.") A written statement that this reading has been completed is due the first evening of the intensive, **February 25, 2024**. You are also able to turn in this assignment on Learning Hub before that time.

### REQUIREMENTS DURING THE INTENSIVE

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1. Attend all lectures and participate in class discussions.
2. Decide what kind of creative/practical project will be undertaken in the latter part of the semester. **Decision due by the last period of the intensive, February 29, 2024.**
3. Take notes from class lectures and discussions with a view toward answering the final take-home synthesis-reflection paper.

## POST-INTENSIVE COURSE REQUIREMENTS

1. Read the book edited by Frank Hasel, *Biblical Interpretation: An Adventist Approach*. Silver Spring, MD: BRI/Review and Herald Academic, 2020.
2. A **cumulative reading report**, declaring what percentage of the total required reading for the course has been completed, which pages/chapters have been read, and the approximate number of hours spent in reading. **The report is due Tuesday, April 30, 2024. Submit on Learning Hub.**
3. **Project:** The hermeneutics project may consist of **one** of the following: (1) a series of no less than two Bible studies for non-SDA's; (2) one major sermon, for SDA or non-SDA; (3) a 6–10 page research paper or essay on a selected hermeneutics-related topic approved by the instructor, or (4) another original hermeneutics-related project (play, radio script, musical composition, etc.) approved by the instructor. Assignment (1) or (2) must be fully written out, revealing clarity of presentation, containing solid support from Scripture (including **recent** research as dealt with in class lectures or readings), and designed to enhance the appreciation of the biblical principles of hermeneutics. Plan to spend about 20 hours on this project. **Due April 30, 2024. Submit on Learning Hub.**
4. **Final take-home Synthesis/Reflection paper.** The final take-home Synthesis/Reflection paper will answer **ONE** of the following questions:
  - (a) **“Is the unique SDA understanding of biblical hermeneutics solidly based in Scripture?”**  
**OR**
  - (b) **“So What? How are the principles of biblical hermeneutics as taught by SDA’s relevant to your own life and the life of the church, and to the secular person? What difference does it make that we believe in these principles of hermeneutics?”**

The synthesis/reflection paper may be done in outline form, and not full sentences, but the flow of argument and main ideas, expressed in mostly in the students’ own words, should be evident to the reader. Give exact biblical references for major points made. Also give reference to sources cited (chapter no. and page of textbooks) for further (later) development of the points you are making. Be sure to give your own personal response to the basic question! You are encouraged to present material in a creative way. Students should allow approximately 20 hours (and write on average 10-15 double-spaced pages) for this Synthesis/Reflection. **Due April 30, 2024. Submit on Learning Hub.**

### INTENSIVE CLASS SCHEDULE

Intensive Class Schedule			
Schedule for class meetings: February 25–29, 2024			
			Running total
Sunday	6-8 p.m.	2 hours	2
Monday	8:30-12:30 p.m.	4 hours	9
	2:00-5:00 p.m.	3 hours	
		7	
Tuesday	8:30-12:30 p.m.	4 hours	16
	2:00-5:00 p.m.	3 hours	
		7	
Wednesday	8:30-12:30 p.m.	4 hours	23

	2:00-5:00 p.m.	3 hours	7
Thursday	8:30-12:30 p.m. 2:00-5:00 p.m.	4 hours 3 hours	30 7
Pre/Post-session	Guest lectures to be viewed on-line	15 hours	45

## TOPICS TO BE COVERED DURING THE INTENSIVE

Day	Time	Lecture Topics	Pertinent Chapters in Required and Recommended Reading
Pre-Intensive	At student's discretion	<b>Read chapter</b> "Biblical Interpretation," In <i>Handbook of Seventh-day Adventist Theology</i> , 58-104	
Sunday	6- 8 PM	Orientation and Importance of Biblical Hermeneutics; Foundational Principles	Davidson, "Biblical Interpretation," <i>Handbook of SDA Theology</i> , 58–68 (on Learning Hub)  <b>SLO 1, 3</b>
Monday	8:30-10:20 AM	The History of Biblical Interpretation	Davidson, "Biblical Interpretation," <i>Handbook of SDA Theology</i> , 87-90 (on Learning Hub)  Hasel, ed., chs. 12,  Reid, ed., chs 1, 2
Monday	10:30 AM - 12:30 PM	The Historical-Critical Method vs. the Historical Biblical Method  Recent Trends in Methods of Biblical Interpretation	Hasel, ed., chs. 1, 2, 14  Davidson, "The Authority of Scripture: A Personal Pilgrimage," <i>JATS 1/1</i> (1990): 39-56 (on Learning Hub)  Davidson, "Biblical Interpretation," <i>Handbook of SDA Theology</i> , 90-97 (on Learning Hub)
Monday	2:00 – 3:20 PM	The Theological Center of Scripture  Christ in all Scripture	Davidson, A Back to the Beginning: Genesis 1B3 and the Theological Center of Scripture. @ In <i>Christ, Salvation, and the Eschaton</i> , ed. Daniel Heinz, Jiri Moskala, and Peter M. van Bemmelen, 5B29.

			Berrien Springs, MI: Old Testament Publications, 2009. (available on Learning Hub)
Monday	3:30 – 5 PM	The Creation, Fall, Re-creation Adventist Hermeneutic  Faith and Science in Hermeneutics	Moskala’s paper: “The Creation, Fall, Re-creation Adventist Hermeneutic” (on Learning Hub)  Hasel, ed. chs. 6, 11, & 1
Tuesday	8:30 -10:20 AM	The NT Use of the OT; Interpreting Scripture according to the Scriptures)	Davidson, “Inner-biblical Hermeneutics” (in Hasel, ed., ch. 8)
Tuesday	10:30 AM - 12:30 PM	The Canon Text and Versions Historical Context Questions of Introduction	Hasel, ed., chs. 3 (Clinton Wahlen) and 4 (Michael Hasel) Davidson, “Biblical Interpretation,” <i>Handbook of SDA Theology</i> , 68–74
Tuesday	2:00- 3:20 PM	Literary Genres: Biblical Narrative	Reid, ed., ch. 9
Tuesday	3:30 – 5 PM	Literary genres: Biblical Law	Davidson, “Biblical Interpretation,” <i>Handbook of SDA Theology</i> , 85-86 (on Learning Hub)
Wednesday	8:30 – 10:20 AM	Literary Genres: Poetry; Wisdom/Hymnic Literature  Literary Structure and Intertextuality	Davidson, “Biblical Interpretation,” <i>Handbook of SDA Theology</i> , 74-77 (on Learning Hub)  Reid, ed., ch. 10
Wednesday	10:30 AM - 12:30 PM	Literary Genres: Apocalyptic and classical prophecy	Hasel, ed., chs. 9 & 10 Reid, ed., chs. 11, 14
Wednesday	2:00 – 5 PM	Verse-by verse analysis:  grammar syntax  word studies	Davidson, “Biblical Interpretation,” <i>Handbook of SDA Theology</i> , 77–79 (on Learning Hub)  Hasel, ed., chs. 2, 7
Thursday	8:30 -10:20 AM	Biblical Typology, Symbolism, and Parables	Davidson, “Biblical Interpretation,” <i>Handbook of SDA Theology</i> , 82-85 (on Learning Hub)  Davidson, “The Eschatological Hermeneutic of Biblical Typology.” <i>TheoRhēma</i> 6, no. 2 (2011): 5–48 (on Learning Hub)  Reid, ed., chs. 12, 13

Thursday	10:30 AM - 12:30 PM	Dealing with Problematic Passages related to the Character of God	Davidson, "Biblical Interpretation," <i>Handbook of SDA Theology</i> , 81-87 (on Learning Hub)
Thursday	2:00 - 3:20 PM	The Prophetic Gift and <i>Sola Scriptura</i>	Hasel, ed. ch 13 Reid, ed., ch. 17
Thursday	3:30 - 4 PM	Hermeneutics, Culture, and Missiology	Hasel, ed., ch. 5 "Culture, Hermeneutics, and Scripture" Reid, ed., ch. 15
Thursday	4-5 PM	<b>FINAL SYNTHESIS-REFLECTION</b> Biblical Hermeneutics in Ten Steps	
Post-session	At student's discretion	<b>View 15 hours of lectures by the course instructor or another guest lecturer on hermeneutics</b> <b>REPORT OF THE 15 HOURS July 27, 2022</b> <b>on Learning Hub</b>	

## MORE ABOUT THE COURSE

### TIME EXPECTATIONS FOR THE COURSE

#### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

**Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.**

Students weak in these skills:

- 1) may require more time and should consider taking fewer classes each semester; and
- 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time may be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	30 hrs
	Other Instructor-Directed Activities	15 hrs

<b>Independent Learning Activities</b>	<b>Textbook reading</b>	50 hrs
	<b>Creative Project</b>	20 hrs
	<b>Final Synthesis-Reflection Paper</b>	20 hrs
<b>Total Hours:</b>		<b>135 hours</b>

**Seminary Guidelines for Calculating Reading and Writing Time:**

Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

**GUIDELINES FOR COURSE ASSIGNMENTS**

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates and assignment instructions are given in the Course Overview above.

<b>Assignment Description</b>	<b>Weighting</b>
1. Reading of textbook and 15 hours of other instructor-directed activities	20%
2. Final Synthesis-Reflection Paper	40%
3. Creative Project (Sermons, Bible Studies, or other as cleared by instructor)	40%

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

**Assessment Submission**

Electronic Copies submitted on Learning Hub.



## CLASS POLICIES

### **Attendance**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

## ABOUT YOUR INSTRUCTOR

Richard M. Davidson is Senior Research Professor of Old Testament Interpretation at the Seventh-day Adventist Theological Seminary at Andrews University, Berrien Springs, Michigan. He has been with the Andrews faculty since 1979.

Born in California, Davidson attended Loma Linda University, Riverside, California, graduating in 1968 with a Bachelor of Arts degree in theology. Two years later he earned his Master of Divinity degree summa cum laude from the Seventh-day Adventist Theological Seminary at Andrews University. He also received his doctorate in Biblical Studies at Andrews in 1981. His doctoral dissertation was titled "Typological Structures in the Old and New Testaments." It is now published under the title *Typology in Scripture*.

Before coming to Andrews Davidson served as an associate pastor of a Seventh-day Adventist church in Phoenix, Arizona, and as pastor of the Flagstaff Seventh-day Adventist Church for more than five years. He was ordained as a minister in Prescott, Arizona, in 1974.

Davidson is a member of the Society of Biblical Literature, the Evangelical Theological Society, and the Adventist Theological Society. He currently serves on the Biblical Research Institute Committee and the Faith and Science Council of the General Conference of Seventh-day Adventists. He has presented over seventy scholarly papers at professional meetings of academic societies and other venues.

Davidson has written numerous articles for refereed journals and Adventist denominational papers, as well as various chapters in scholarly books. These may be viewed at and/or downloaded from his website: [www.andrews.academia.edu/RichardDavidson](http://www.andrews.academia.edu/RichardDavidson). Additional publications include the following books: *A Love Song for the Sabbath* (Review and Herald, 1988), *In the Footsteps of Joshua* (Review and Herald, 1995), *Biblical Hermeneutics* (in Romanian; CARD, 2003), *Flame of Yahweh: Sexuality in the Old Testament* (Hendrickson Publishers, 2007), (co-authored with Leonard Brand) *Choose You This Day: Why It Matters What You Believe about Creation* (Pacific Press, 2013); ), and (co-authored with Ekkehardt Mueller) *Cómo interpretar la Biblia en 10 pasos* (How to Interpret the Scriptures in 10 Steps, GEMA, 2017); and *A Song for the Sanctuary: Experiencing God's Presence in Shadow and Reality* (Kindle/Amazon; Nampa, ID: Pacific Press, 2022).

He is married to Jo Ann Mazat Davidson who also teaches at the Theological Seminary. They have a daughter, Rahel, and a son, Jonathan. In addition to sharing the Word and making it come alive, Davidson enjoys outdoor activities such as backpacking, mountaineering, cross-country skiing, and tennis.



## OTHER COURSE-RELATED POLICIES

### Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

## Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

## Use of Electronics

No recording or streaming is permitted in seminary courses without professor's permission.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

## LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

## Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).***

**APPENDIX 1: ASSIGNMENT RUBRIC(S)**

**Rubric for Synthesis/Reflection Paper**

<b>Grading Criteria</b>	<b>Exceptional 5</b>	<b>Proficient 4</b>	<b>Satisfactory 3</b>	<b>Emerging 2</b>	<b>Unsatisfactory 1</b>	<b>Weight</b>	<b>Score</b>
1. Flow of argument and coverage of main issues	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
2. Biblical evidence for major points	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
3. Sources cited in textbook (chapter and page) for further study	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
4. Personal response to the basic question	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
5. Writing Style, creativity, and grammar	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
						<b>100%</b>	<b>Total</b>

## APPENDIX 2: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

A = 95% +	B = 83–86%	C = 65–74%
A- = 90–94%	B- = 80–82%	C- = 60–64%
B+ = 87–89%	C+ = 75–79%	D = 50–59%

#### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

#### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

#### ***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

#### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

#### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 3: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

## APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

**See bibliography listed in the required and recommended reading for this course.**