



SYLLABUS

RELT 225 Doctrines of the Adventist Faith

202131

RELT 225 Doctrines of the Adventist Faith

School of Distance Education

Self-Paced Courses

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

| | | |
|---|--|----------------|
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and withdrawal questions | sderegister@andrews.edu | (269) 471-6323 |
| Technical assistance with online courses | dlit@andrews.edu | (269) 471-3960 |
| Exam requests and online proctoring | sdeexams@andrews.edu | (269) 471-6566 |
| Distance Student Services - any other questions | sdestudents@andrews.edu | (269) 471-6566 |

Part 1: Course Information

Course Descriptions

Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition.

Required Text/Material

Seventh-day Adventists Believe, ISBN: 978-8472086463.

Your textbook is *Seventh-day Adventists Believe*, a comprehensive and readable exposition of the fundamental beliefs of our church. Each chapter begins with one of the 28 statements of belief as they appear in the *Seventh-day Adventist Yearbook*. Be sure you read each statement before you begin reading the chapter. The statements will serve as an excellent summary of the chapter content as well as refreshing your mind as to what is believed by the church.

Non-Adventist students will appreciate these readings because such readings will help the students understand *Seventh-day Adventist* view-points on issues and the terminology that this denomination often uses. People who work in Adventist schools will no-doubt encounter people on a regular basis who hold these beliefs and use these terms.

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Optional Text/Material

The following materials are required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of these materials, you may choose to order them.

[Acts of the Apostles](#)

[Counsels for the Church](#)

[The Desire of Ages](#)

[The Great Controversy](#)

[Patriarchs and Prophets](#)

[Selected Messages, Books 1 and 2](#)

[Steps to Christ](#)

[Seventh-day Adventist Bible Commentary, Vol. 5](#)

This book is also optional to buy but is not available online within the course.

The Sabbath by Abraham Joshua Heschel, 9780374529758 Farrar, Straus and Giroux.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 6 Blogs, 5 essays, 6 reflection papers, 8 assignments and 2 exams; so it is recommended that you budget 5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

Institutional Outcomes:

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes

1. Synthesize the biblical and theological foundation for the beliefs of the Seventh-day Adventist Church,
2. Apply the doctrines of the Adventist faith to situations of daily life.
3. Explain the doctrinal views of the beliefs of the Seventh-day Adventist Church in creative ways.

Part 2: Course Methods and Delivery**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, interactions with the instructor and classmates via discussions, project, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Blogs: Six blogs will enable you to reflect upon the studied issues and to apply them in your everyday life.

Assigned Readings: Readings are drawn from the textbook and other online materials. The course schedule below lists the reading assignments and their due dates.

Essays and Reflections: There are several Essays and Reflections (minimum 300 words) that each student must submit via the drop box throughout the term. The lessons say when each essay is to be written and submitted. See the Writing Good Essays under the Orientation to Learning Online in the online course for instructions concerning writing style for such essays, including a mock essay on an unrelated topic that shows proper form for introduction, thesis statement, body, and conclusion.

Projects: There are four types of projects in this course: PowerPoint presentation, Video, Bible Studies, and Interview. You will upload five projects (1 PowerPoint presentation, 1 video, 2 Bible studies, and 1 interview) in this course.

(1) PowerPoint Presentation: this project is due in the fourth module of this course. You will prepare a PowerPoint Presentation with 6 to 10 slides that synthesize lessons four through six. The main features expected in this synthesis are the indication of the key points of each lesson and the identification and explanation of the interconnections that you see between the lessons. Feel free to be creative in the content and graphic design of your presentation. Use tables, charts, and images to get your synthesis more clear and attractive.

(2) Video: this project is due in the sixth module of this course. You will choose one lesson studied in this module ("Death & Resurrection" or "The Great Controversy") and prepare a Video of 1 to 2 minutes, where you present the lesson topic to a nonreligious person (simply meaning, not involved with religion). Be very creative in presenting the topic to this kind of person.

(3) Bible Study 1: this project is due in the tenth module of this course. In this module, you will choose one lesson ("Unity in the Body of Christ" or "Baptism") and prepare a one-page Bible Study Guide on the topic explored in that lesson to a specific target audience. You can select and specify any target audience (you can specify the age, gender, area of studies or professional career, country, culture, religion, socio-economic strata, etc.). Your Bible Study Guide needs to include questions, biblical passages, and comments that are consistent with the target audience that you have selected/specified. At the end of your Bible Study Guide, include a short paragraph that explains to the instructor why you think this guide (questions, biblical passages, and comments) are applicable to that target audience. Therefore, your one-page Bible Study Guide includes: (1) the identification of the lesson/topic chosen; (2) the specification of the target audience selected; (3) the study guide - questions, biblical passages, and comments; and (4) a short explanation of why this guide is applicable to the target audience selected.

(4) Interview: this project is due in the twelfth module of this course. Choose one lesson ("The Law of God" or "the Sabbath") and select one person to be interviewed by you, who you believe has a rich personal experience of the topic covered by the lesson chosen. As you prepare the questions (at least five) for the interview, look at the concepts explored in the lesson and think on how these concepts can be applied in our daily life. After the interview, prepare a one-page report where you (1) identify the lesson/topic chosen; (2) identify and briefly describe the interviewee (you may omit his/her name, if necessary); (3) report the questions and answers of the interview; and (4) in one last paragraph, reflect on how the concepts studied in that lesson can be applied in our daily life, based on the interview. Obviously, you thought about this application before the interview (when you prepared the questions), but now you can indicate if your reflection about such application was enriched by the interview.

(5) Bible Study 2: this project is due in the fourteenth module of this course. In this module, you will choose the lesson, "Christ's Ministry in the Heavenly Sanctuary" and prepare a one-page Bible Study Guide on the topic explored in that lesson to a specific target audience. You can select and specify any target audience (you can specify the age, gender, area of studies or professional career, country, culture, religion, socio-economic strata, etc.). Your Bible Study Guide needs to include questions, biblical passages, and comments that are consistent with the target audience that you have selected/specified. At the end of your Bible Study Guide, include a short paragraph that explains to the instructor and your classmates why you think this guide (questions, biblical passages, and comments) are applicable to that target audience. Therefore, your one-page Bible Study Guide includes: (1) the identification of the lesson/topic chosen; (2) the specification of the target audience selected; (3) the study guide - questions, biblical passages, and comments; and (4) a short explanation of why this guide is applicable to the target audience selected.

Rubrics

Essays and Reflections

| Criteria | Exceptional 5 | Proficient 4 | Satisfactory 3 | Emerging 2 | Unsatisfactory 1 | Weight |
|---|--|---|---|--|--|--------|
| Introduction • General Introduction • Thesis Statement $4 \times 5 = 20$ | Skillfully introduces the reflection and indicates the thesis statement. | Clearly introduces the reflection and indicates the thesis statement. | Introduces the reflection and indicates the thesis statement. | Somewhat introduces the reflection with attempts to indicate a thesis statement. | No clear introduction and thesis statement | 4 |
| Body • Explains the thesis statement • Uses biblical passages to support the explanation $6 \times 5 = 30$ | Skillfully explains the thesis statement, and uses biblical passages to support the explanation. | Clearly explains the thesis statement, and uses biblical passages to support the explanation. | Explains the thesis statement, and uses biblical passages to support the explanation. | Somewhat explains the thesis statement, with attempts to include biblical passages to support the explanation. | No clear explanation of the thesis statement, and no biblical passages included. | 6 |
| Conclusion • Summarizes what was explained in the body of the essay • Reaffirms the thesis statement based on the summary. $4 \times 5 = 20$ | Skillfully summarizes what was explained in the body of the essay, and reaffirms the thesis statement based on that summary. | Clearly summarizes what was explained in the body of the essay, and reaffirms the thesis statement based on that summary. | Summarizes what was explained in the body of the essay, and reaffirms the thesis statement based on that summary. | Somewhat summarizes what was explained in the body of the essay, with attempts to reaffirm the thesis statement based on that summary. | No clear summary of what was explained in the body of the essay, and no reaffirmation of the thesis statement based on the summary | 4 |
| Length • Minimum of 300 words $3 \times 5 = 15$ | Minimum of 300 words | | | | Less than 300 words | 3 |
| Language • Grammar and spelling $3 \times 5 = 15$ | Proper use of grammar and spelling | | | | Inadequate use of grammar and spelling. | 3 |

Project: PowerPoint Presentation

| Criteria | Exceptional 5 | Proficient 4 | Satisfactory 3 | Emerging 2 | Unsatisfactory 1 | Weight |
|---|--|---|---|---|---|--------|
| Synthesis • Indication of the key points of each lesson • Identification and explanation of interconnections between the lessons | Skillfully indicates the key points of each lesson and identifies and explain interconnections between them. | Clearly indicates the key points of each lesson and identifies and explain interconnections between them. | Indicates the key points of each lesson and identifies and explain interconnections between them. | Somewhat indicates the key points of each lesson with attempts to identify and explain interconnections between them. | No clear indication of the key points, and no identification and explanation of interconnections between them | 4 |
| Creativity • Clear and creative presentation of the ideas • Creative use of graphic design, including tables, charts, and images. | Skillfully organizes the ideas, with a creative graphic design (tables, charts, images) | Clearly organizes the ideas, with a creative graphic design (tables, charts, images). | Organizes the ideas with a creative graphic design (tables, charts, images). | Somewhat organizes the ideas, with attempts to present a creative graphic design (tables, charts, images). | No clear organization of ideas, and no presentation of a creative graphic design (tables, charts, images). | 4 |
| Length • Minimum of 6 slides | Minimum of 6 slides | | | | Less than 6 slides | 1 |
| Language • Grammar and spelling | Proper use of grammar and spelling | | | | Inadequate use of grammar and spelling. | 1 |

Project: Video

| Criteria | Exceptional 5 | Proficient 4 | Satisfactory 3 | Emerging 2 | Unsatisfactory 1 | Weight |
|---|--|---|---|--|--|---------------|
| Synthesis • Direct or indirect identification of the topic chosen • The content of the video builds directly or indirectly on the concepts explored in the lesson chosen. | Skillfully identifies (direct or indirectly) the topic chosen and builds the content (direct or indirectly) on the concepts explored in the lesson chosen. | Clearly identifies (direct or indirectly) the topic chosen and builds the content (direct or indirectly) on the concepts explored in the lesson chosen. | Identifies (direct or indirectly) the topic chosen and builds the content (direct or indirectly) on the concepts explored in the lesson chosen. | Somewhat identifies (direct or indirectly) the topic chosen with attempts to build the content (direct or indirectly) on the concepts explored in the lesson chosen. | No clear identification of the topic chosen with no content built on the concepts explored in the lesson chosen. | 4 |
| Application/ Creativity • Clear and creative presentation of the ideas • Creative application to the target audience. | Skillfully organizes the ideas, with a creative application to the target audience | Clearly organizes the ideas, with a creative application to the target audience. | Organizes the ideas with a creative application to the target audience. | Somewhat organizes the ideas, with attempts of application to the target audience. | No clear organization of ideas, and no application to the target audience. | 4 |
| Length • Minimum of 1 minute | Minimum of 1 minute | | | | Less than 1 minute | 1 |
| Language • Grammar and spelling | Proper use of grammar and spelling | | | | Inadequate use of grammar and spelling. | 1 |

Project: Bible Study

| Criteria | Exceptional 5 | Proficient 4 | Satisfactory 3 | Emerging 2 | Unsatisfactory 1 | Weight |
|---|--|---|---|--|--|---------------|
| Synthesis • Identification of the topic chosen • The content of the study guide (questions, biblical passages, and comments) builds directly or indirectly on the concepts explored in the lesson chosen. | Skillfully identifies (direct or indirectly) the topic chosen and builds the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen. | Clearly identifies (direct or indirectly) the topic chosen and builds the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen. | Identifies (direct or indirectly) the topic chosen and builds the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen. | Somewhat identifies (direct or indirectly) the topic chosen with attempts to build the content (questions, biblical passages, and comments) of the study guide (direct or indirectly) on the concepts explored in the lesson chosen. | No clear identification of the topic chosen with no content built on the concepts explored in the lesson chosen. | 4 |
| Creativity/Application • Clear and creative definition of a target audience • Consistent and creative application of the content of the study guide to the target audience selected | Skillfully defines a target audience and consistently applies the content of the study guide to that audience. | Clearly defines a target audience and consistently applies the content of the study guide to that audience. | Defines a target audience and consistently applies the content of the study guide to that audience. | Somewhat defines a target audience, with attempts to apply the content of the study guide to that audience. | No clear definition of a target audience, and no application of the content of the study guide to a specific audience. | 4 |
| Length • Minimum of one page | Minimum of one page | | | | Less than one page | 1 |
| Language • Grammar and spelling | Proper use of grammar and spelling | | | | Inadequate use of grammar and spelling. | 1 |

Project: Interview

| Criteria | Exceptional 5 | Proficient 4 | Satisfactory 3 | Emerging 2 | Unsatisfactory 1 | Weight |
|---|---|--|--|---|--|--------|
| Synthesis • Identification of the topic chosen • The content of the interview builds directly or indirectly on the concepts explored in the lesson chosen. | Skillfully identifies the topic chosen and builds the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen. | Clearly identifies the topic chosen and builds the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen. | Identifies the topic chosen and builds the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen. | Somewhat identifies the topic chosen with attempts to build the content of the interview (direct or indirectly) on the concepts explored in the lesson chosen. | No clear identification of the topic chosen with no content built on the concepts explored in the lesson chosen. | 4 |
| Application • Brief description of the interviewee • Reflection on how the concepts studied in that lesson can be applied in our daily life on the basis of the interview | Skillfully describes the interviewee and his/her answers, and reflects on the basis of the interview how the concepts studied in the lesson can be applied in our daily life. | Clearly describes the interviewee and his/her answers, and reflects on the basis of the interview how the concepts studied in the lesson can be applied in our daily life. | Describes the interviewee and his/her answers, and reflects on the basis of the interview how the concepts studied in the lesson can be applied in our daily life. | Somewhat describes the interviewee and his/her answers, with attempts to reflect on the basis of the interview how the concepts studied in the lesson can be applied in our daily life. | No clear description of the interviewee and his/her answers, and no reflection on how the concepts studied in the lesson can be applied in our daily life. | 4 |
| Length • Minimum of one page • Minimum of five interview questions | Minimum of one page Minimum of five interview questions | | | | Less than one page Less than five interview questions | 1 |
| Language • Grammar and spelling | Proper use of grammar and spelling | | | | Inadequate use of grammar and spelling. | 1 |

Exams

The midterm exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam. The final exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam.

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Suggested schedule for completion in 8 weeks:

| Module | Lessons | Readings | Assignments | Outcomes Met |
|---------------|---|--|---|---------------------|
| Intro | These items will need to be completed before you will have access to the rest of the course | Orientation Course Overview Introductions Academic Integrity | Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement | |
| 1 | Lesson 1: The Godhead | Seventh-day Adventists Believe “The Godhead” Selected Messages, Book 1 (pp. 290-295) <i>Key Verses:</i> Genesis 1:1-2; Psalms 19:1; Romans 1:20 | Blog 1 | SLO 1, 3 |
| | Lesson 2: God the Father | Seventh-day Adventists Believe “God the Father” The Desire of Ages (pp. 19-21) <i>Key Verses:</i> Exodus 34:6, 7; Galatians 4:5, 6; Hebrews 1:1, 2 | Essay/Reflection 1: Survivors of Child Abuse | SLO 1, 2, 3 |
| | Lesson 3: God the Son | Seventh-day Adventists Believe “God the Son” Selected Messages, Book 1 (pp. 246-251) Seventh-day Adventist Bible Commentary, vol. 5 (pp. 1128:5-1129:2; 1131:4-5) | | |
| 2 | Lesson 4: God the Holy Spirit | Seventh-day Adventists Believe “God the Holy Spirit” & “Spiritual Gifts and Ministries” Acts of the Apostles (pp. 35-56) <i>Key Verses:</i> John 14:16, 17; John 14:26; John 16:13; Acts 1:4, 8; 1 Corinthians 12:11 | Blog 2 | SLO 1, 3 |
| | Lesson 5: The Word of God | Seventh-day Adventists Believe “The Word of God” Selected Messages, Book 1 (pp. 15-23) <i>Key Verses:</i> Luke 1:1-4; 1 Timothy 3:16; 2 Peter 1:19-21; Revelation 1:1-4 | Essay/Reflection 2: Prophetic Visions Project: Power Point 1 | SLO 1, 2, 3 |
| | Lesson 6: The Gift of Prophecy | Seventh-day Adventists Believe “The Gift of Prophecy” Selected Messages, Book 1 (pp. 24-39) <i>Key Verses:</i> Ephesians 4:31; Revelation 12:17, 19:10 | | |
| 3 | Lesson 7: Creation | Seventh-day Adventists Believe “Creation” Patriarchs and Prophets (pp. 44-51) <i>Key Texts:</i> Genesis 1:1, 2; John 1:1-3; Hebrews 11:3 | Blog 3 | SLO 1, 3 |
| | Lesson 8: The Nature of Human Beings | Seventh-day Adventists Believe “The Nature of Man” Patriarchs and Prophets (pp. 52-70) <i>Key Texts:</i> Genesis 1:26-31; Genesis 3:15; Genesis 5:1-3; Romans 5:12-19 | | |
| | Lesson 9: Death and Resurrection | Seventh-day Adventists Believe “Death and Resurrection” The Great Controversy (pp. 531-550) <i>Key Texts:</i> Genesis 3:19; Ecclesiastes 9:5, 10; Ecclesiastes 12:7; John 11:11-14; 1 Corinthians 15 | Essay/reflection 3: State of the Dead Project: Video 1 | SLO 1, 2, 3 |
| | Lesson 10: The Great Controversy | Seventh-day Adventists Believe “The Great Controversy” The Great Controversy (pp. 492-504) <i>Key Texts:</i> Isaiah 14:12-15; Ezekiel 28:14, 15 | | |

| Module | Lessons | Readings | Assignments | Outcomes Met |
|---------------|---|---|---|---------------------|
| 4 | Lesson 11: The Life, Death, and Resurrection of Jesus | Seventh-day Adventists Believe “The Life, Death, and Resurrection of Christ” Selected Messages, Book 1 (pp. 252-356; 308-310) Key Texts: Matthew 20:28; 2 Corinthians 5:19; 1 John 4:8 | Blog 4 | SLO 1, 3 |
| | Lesson 12: The Experience of Salvation | Seventh-day Adventists Believe “The Experience of Salvation” Steps to Christ (pp. 43-55) Key Texts: Romans 6:19; 1 Corinthians 1:30; Titus 3:5-7 | Essay/Reflection 4: God’s Love | SLO 1, 2, 3 |
| | PROCTORED MIDTERM EXAM | | | SLO 1, 2, 3 |
| 5 | Lesson 13: The Church | Seventh-day Adventists Believe (pp. 163-180) Acts of the Apostles (pp. 9-16) Key Texts: Matthew 28:19, 20; Ephesians 2:13, 17, 5:27; 1 Peter 2:9, 10 | Blog 5 | SLO 1, 3 |
| | Lesson 14: The Remnant and Its Message | Seventh-day Adventists Believe “The Remnant and Its Message” Selected Messages, Book 2 (pp. 384-391) Key Texts: Revelation 12:17; Revelation 14:6-13 | | |
| | Lesson 15: Unity in the Body of Christ Sermon: See God’ Power | Seventh-day Adventists Believe “Unity in the Body of Christ” Counsels for the Church (pp. 43-46) Key Texts: John 17:20-23; 1 Corinthians 12:12-31; Ephesians 4:4-6; 1 John 3:11-18 See God’s Power Outline, Transcript | Essay/Reflection 5: Unity of the Church | SLO 1, 2, 3 |
| | Lesson 16 : Baptism | Seventh-day Adventists Believe “Baptism” Counsels for the Church (pp. 295-297) The Desire of Ages (pp. 109-113) Key Texts: Matthew 28:19, 20; Acts 2:37, 38; Romans 6:1-6 | Project: Bible Study 1 | |
| 6 | Seventh-day Adventists Believe “The Lord’s Supper” Counsels for the Church (pp. 298-302) Key Texts: John 13:1-20; 1 Corinthians 10:14-22, 11:23-32 | Seventh-day Adventists Believe “The Lord’s Supper” Counsels for the Church (pp. 298-302) Key Texts: John 13:1-20; 1 Corinthians 10:14-22, 11:23-32 | Blog 6 | SLO 1, 3 |
| | Seventh-day Adventists Believe “Stewardship” “Marriage and the Family” Counsels for the Church (pp. 129-153) Key Texts: Malachi 3:8-10; Matthew 19:3-9; Luke 12:13-21; 2 Corinthians 6:14, 15 Talk 3 | Seventh-day Adventists Believe “Stewardship” “Marriage and the Family” Counsels for the Church (pp. 129-153) Key Texts: Malachi 3:8-10; Matthew 19:3-9; Luke 12:13-21; 2 Corinthians 6:14, 15 | | |

| Module | Lessons | Readings | Assignments | Outcomes Met |
|---------------|--|---|--|---------------------|
| | Lesson 19: The Law of God | Seventh-day Adventists Believe “The Law of God” Patriarchs and Prophets (pp. 303-314, 363-373) Key Texts: Psalms 19:7-10; Luke 10:25-28; James 1:22-25 | Essay/Reflection 6: The Sabbath Project: Interview | SLO 1, 2, 3 |
| | Lesson 20: The Sabbath | Seventh-day Adventists Believe “The Sabbath” The Great Controversy (pp. 433-450) Counsels for the Church (pp. 261-271) Key Texts: Exodus 20:8-11; Exodus 31:12; Isaiah 66:22, 23 Supplement: Poem about Sabbath | | |
| 7 | Lesson 21: Christian Behavior | Seventh-day Adventists Believe “Christian Behavior” Counsels for the Church (pp. 166-173, 214-217, 221-232) Key Texts: Romans 12:1, 2; 1 Corinthians 6:19, 10:31; Philippians 4:8 | Essay/Reflection 7: Sanctuary Project: Bible Study 2 | SLO 1, 2, 3 |
| | Lesson 22: Christ’s Ministry in the Heavenly Sanctuary | Seventh-day Adventists Believe “Christ’s Ministry in the Heavenly Sanctuary” The Great Controversy (pp. 409-432) Key Texts: Exodus 25:8; Hebrews 4:14-16, 8:1, 2 | | |
| | Lesson 23: The Second Coming of Christ | Seventh-day Adventists Believe “The Second Coming of Christ” The Great Controversy (pp. 613-652) Key Texts: Matthew 24:29-31; John 14:1-3; 1 Thessalonians 4:16-18; Revelation 6:12-17 | | SLO 1, 2, 3 |
| 8 | Lesson 24: The Millennium and the New Earth | Seventh-day Adventists Believe “The Millennium and the End of Sin” The Great Controversy (pp. 653-678) Key Texts: Revelation 20:1-4, 11-15, 21:1-3 | | SLO 1, 3 |
| | PROCTORED FINAL EXAM | | | |

Suggested schedule for completion in 16 weeks:

| Module | Lessons | Readings | Assignments | Outcomes Met |
|---------------|---|--|---|---------------------|
| Intro | These items will need to be completed before you will have access to the rest of the course | Orientation Course Overview Introductions Academic Integrity | Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement | |
| 1 | Lesson 1: The Godhead | Seventh-day Adventists Believe “The Godhead” Selected Messages, Book 1 (pp. 290-295) <i>Key Verses:</i> Genesis 1:1-2; Psalms 19:1; Romans 1:20 | Blog 1 | SLO 1, 3 |
| 2 | Lesson 2: God the Father | Seventh-day Adventists Believe “God the Father” The Desire of Ages (pp. 19-21) <i>Key Verses:</i> Exodus 34:6, 7; Galatians 4:5, 6; Hebrews 1:1, 2 | Essay/Reflection 1: Survivors of Child Abuse | SLO 1, 2, 3 |
| | Lesson 3: God the Son | Seventh-day Adventists Believe “God the Son” Selected Messages, Book 1 (pp. 246-251) Seventh-day Adventist Bible Commentary, vol. 5 (pp. 1128:5-1129:2; 1131:4-5) | | |
| 3 | Lesson 4: God the Holy Spirit | Seventh-day Adventists Believe “God the Holy Spirit” & “Spiritual Gifts and Ministries” Acts of the Apostles (pp. 35-56) <i>Key Verses:</i> John 14:16, 17; John 14:26; John 16:13; Acts 1:4, 8; 1 Corinthians 12:11 | Blog 2 | SLO 1, 3 |
| 4 | Lesson 5: The Word of God | Seventh-day Adventists Believe “The Word of God” Selected Messages, Book 1 (pp. 15-23) <i>Key Verses:</i> Luke 1:1-4; 1 Timothy 3:16; 2 Peter 1:19-21; Revelation 1:1-4 | Essay/Reflection 2: Prophetic Visions Project: Power Point 1 | SLO 1, 2, 3 |
| | Lesson 6: The Gift of Prophecy | Seventh-day Adventists Believe “The Gift of Prophecy” Selected Messages, Book 1 (pp. 24-39) <i>Key Verses:</i> Ephesians 4:31; Revelation 12:17, 19:10 | | |
| 5 | Lesson 7: Creation | Seventh-day Adventists Believe “Creation” Patriarchs and Prophets (pp. 44-51) <i>Key Texts:</i> Genesis 1:1, 2; John 1:1-3; Hebrews 11:3 | Blog 3 | SLO 1, 3 |
| | Lesson 8: The Nature of Human Beings | Seventh-day Adventists Believe “The Nature of Man” Patriarchs and Prophets (pp. 52-70) <i>Key Texts:</i> Genesis 1:26-31; Genesis 3:15; Genesis 5:1-3; Romans 5:12-19 | | |
| 6 | Lesson 9: Death and Resurrection | Seventh-day Adventists Believe “Death and Resurrection” The Great Controversy (pp. 531-550) <i>Key Texts:</i> Genesis 3:19; Ecclesiastes 9:5, 10; Ecclesiastes 12:7; John 11:11-14; 1 Corinthians 15 | Essay/reflection 3: State of the Dead Project: Video 1 | SLO 1, 2, 3 |
| | Lesson 10: The Great Controversy | Seventh-day Adventists Believe “The Great Controversy” The Great Controversy (pp. 492-504) <i>Key Texts:</i> Isaiah 14:12-15; Ezekiel 28:14, 15 | | |

| Module | Lessons | Readings | Assignments | Outcomes Met |
|---------------|---|---|---|---------------------|
| 7 | Lesson 11: The Life, Death, and Resurrection of Jesus | Seventh-day Adventists Believe “The Life, Death, and Resurrection of Christ” Selected Messages, Book 1 (pp. 252-356; 308-310) Key Texts: Matthew 20:28; 2 Corinthians 5:19; 1 John 4:8 | Blog 4 | SLO 1, 3 |
| | Lesson 12: The Experience of Salvation | Seventh-day Adventists Believe “The Experience of Salvation” Steps to Christ (pp. 43-55) Key Texts: Romans 6:19; 1 Corinthians 1:30; Titus 3:5-7 | Essay/Reflection 4: God’s Love | SLO 1, 2, 3 |
| 8 | PROCTORED MIDTERM EXAM | | | SLO 1, 2, 3 |
| 9 | Lesson 13: The Church | Seventh-day Adventists Believe (pp. 163-180) Acts of the Apostles (pp. 9-16) Key Texts: Matthew 28:19, 20; Ephesians 2:13, 17, 5:27; 1 Peter 2:9, 10 | Blog 5 | SLO 1, 3 |
| | Lesson 14: The Remnant and Its Message | Seventh-day Adventists Believe “The Remnant and Its Message” Selected Messages, Book 2 (pp. 384-391) Key Texts: Revelation 12:17; Revelation 14:6-13 | | |
| 10 | Lesson 15: Unity in the Body of Christ Sermon: See God’ Power | Seventh-day Adventists Believe “Unity in the Body of Christ” Counsels for the Church (pp. 43-46) Key Texts: John 17:20-23; 1 Corinthians 12:12-31; Ephesians 4:4-6; 1 John 3:11-18 See God’s Power Outline, Transcript | Essay/Reflection 5: Unity of the Church | SLO 1, 2, 3 |
| | Lesson 16 : Baptism | Seventh-day Adventists Believe “Baptism” Counsels for the Church (pp. 295-297) The Desire of Ages (pp. 109-113) Key Texts: Matthew 28:19, 20; Acts 2:37, 38; Romans 6:1-6 | | |
| 11 | Seventh-day Adventists Believe “The Lord’s Supper” Counsels for the Church (pp. 298-302) Key Texts: John 13:1-20; 1 Corinthians 10:14-22, 11:23-32 | Seventh-day Adventists Believe “The Lord’s Supper” Counsels for the Church (pp. 298-302) Key Texts: John 13:1-20; 1 Corinthians 10:14-22, 11:23-32 | Blog 6 | SLO 1, 3 |
| | Seventh-day Adventists Believe “Stewardship” “Marriage and the Family” Counsels for the Church (pp. 129-153) Key Texts: Malachi 3:8-10; Matthew 19:3-9; Luke 12:13-21; 2 Corinthians 6:14, 15 Talk 3 | Seventh-day Adventists Believe “Stewardship” “Marriage and the Family” Counsels for the Church (pp. 129-153) Key Texts: Malachi 3:8-10; Matthew 19:3-9; Luke 12:13-21; 2 Corinthians 6:14, 15 | | |

| Module | Lessons | Readings | Assignments | Outcomes Met |
|--------|--|---|--|--------------|
| 12 | Lesson 19: The Law of God | Seventh-day Adventists Believe “The Law of God” Patriarchs and Prophets (pp. 303-314, 363-373) Key Texts: Psalms 19:7-10; Luke 10:25-28; James 1:22-25 | Essay/Reflection 6: The Sabbath Project: Interview | SLO 1, 2, 3 |
| | Lesson 20: The Sabbath | Seventh-day Adventists Believe “The Sabbath” The Great Controversy (pp. 433-450) Counsels for the Church (pp. 261-271) Key Texts: Exodus 20:8-11; Exodus 31:12; Isaiah 66:22, 23 Supplement: Poem about Sabbath | | |
| 13 | Lesson 21: Christian Behavior | Seventh-day Adventists Believe “Christian Behavior” Counsels for the Church (pp. 166-173, 214-217, 221-232) Key Texts: Romans 12:1, 2; 1 Corinthians 6:19, 10:31; Philippians 4:8 | Essay/Reflection 7: Sanctuary Project: Bible Study 2 | SLO 1, 2, 3 |
| | Lesson 22: Christ’s Ministry in the Heavenly Sanctuary | Seventh-day Adventists Believe “Christ’s Ministry in the Heavenly Sanctuary” The Great Controversy (pp. 409-432) Key Texts: Exodus 25:8; Hebrews 4:14-16, 8:1, 2 | | |
| 14 | Lesson 23: The Second Coming of Christ | Seventh-day Adventists Believe “The Second Coming of Christ” The Great Controversy (pp. 613-652) Key Texts: Matthew 24:29-31; John 14:1-3; 1 Thessalonians 4:16-18; Revelation 6:12-17 | | SLO 1, 2, 3 |
| 15 | Lesson 24: The Millennium and the New Earth | Seventh-day Adventists Believe “The Millennium and the End of Sin” The Great Controversy (pp. 653-678) Key Texts: Revelation 20:1-4, 11-15, 21:1-3 | | SLO 1, 3 |
| 16 | PROCTORED FINAL EXAM | | | |

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

| Percent % | Description |
|------------|-------------------------------|
| 15 | Blogs |
| 15 | Essays/Reflections |
| 50 | Projects |
| 10 | Midterm Exam |
| 10 | Semester Exam |
| 100 | Total Percent Possible |

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 88-89% |
| B | 83-87% |
| B- | 80-82% |
| C+ | 78-79% |
| C | 73-77% |
| C- | 70-72% |
| D | 60-69% |
| F | 0-59% |

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at

<https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place.

Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.