



THST640-116 – Doctrine of Salvation

MA in Pastoral Ministry, Intensive

Southeastern California Conference Office, Riverside, CA

September 22 – 26, 2019

Denis Fortin, Ph.D.

Last update: April 18, 2019

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Southeastern California Conference Office, Riverside, CA
Class meeting times:	September 22-26, 2019 Sunday, September 2, 5:00pm – 8:00pm Monday - Thursday, September 23-26, 8:00am – 5:30pm Exam: Thursday, September 26, 7:00 – 9:00 pm
Course Website:	learninghub.andrews.edu
Instructor Email:	fortind@andrews.edu
Office location:	Seminary Hall, N313

BULLETIN DESCRIPTION OF COURSE

A broad study of the Christian doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

MORE ABOUT THE COURSE

This course is a study of the Christian doctrine of salvation with an emphasis on the Seventh-day Adventist understanding of this doctrine. We will endeavor to cover the theological foundations of the doctrine of salvation by studying various interrelated concepts to gain a

basic understanding of these concepts from a biblical and theological perspective. This course will also attempt to help students think in theological terms and articulate their thoughts on various theological themes related to the Seventh-day Adventist doctrine of salvation.

PROGRAM & COURSE LEARNING OUTCOMES

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

Program Learning Outcomes (PLO)

Of the Program Learning Outcomes for the ***MA in Pastoral Ministry (MAPM)*** program, this course will assess the following:

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

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 #5**.)

Student Learning Outcomes (SLO)

This course aims at fulfilling the following student learning outcomes. Upon successful completion of this course, the student will

1. Gain an in-depth knowledge of the foundations and major theological concepts of the doctrine of salvation,
2. Appreciate the personal dynamics of the experience of salvation,
3. Differentiate the range of Christian thought regarding some concepts of the doctrine of salvation,
4. Develop critical reading skills of theological concepts,
5. Evaluate the theological ideas and concepts of documents pertaining to the doctrine of salvation.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs).

Pre-Intensive Assignments (due on September 22, 2019)

Note: Before the first day of class for the intensive, students should complete the following assignments. All these assignments are due on Sunday, September 22, 2019.

The purpose of these assignments is to help the participants acquire a good knowledge of some of the issues before we begin our study in class. The more students know before we meet, the better will be our class discussions and more fulfilling our learning experience.

1. REQUIRED READING in Preparation for the Lectures during the Intensive

Students need to read all of the required reading assignments for each topic listed in the outline of lectures above, in preparation for the lectures during the intensive.

A final grade will be assigned only after the student has signed the report that all the required reading for each lecture topic has been read. The professor will take the word of the student that this requirement has been completed in all honesty.

At the beginning of the intensive on September 16 students need to give the professor the following signed document (which can be found also on the LearningHub).

2. BOOK REPORT

Students will write a book report of Woodrow W. Whidden, *The Judgment and Assurance: The Dynamics of Personal Salvation* (Hagerstown, MD: Review and Herald Publishing Association, 2012).

This assignment will fulfill the Student Learning Outcomes # 1, 2, 3.

During the Intensive (September 22 – 26, 2019)

MAPM Intensive Class Schedule

Schedule for class meetings: September 16-20, 2018			
			Running total
Sunday	5-8 p.m.	3 hours	3
Monday	8:00-12:30 p.m.	4.5 hours	11.5
	1:30-5:30 p.m.	4 hours	

		8.5	
Tuesday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours 8.5	20
Wednesday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours 8.5	28.5
Thursday	8:00-12:30 p.m. 1:30-5:30 p.m. 7 p.m-9 p.m.	4.5 hours 4 hours 2 hours 10.5	39
Pre/Post-session	Guest lectures to be viewed on-line	6 6	45

1. LECTURE TOPICS DURING THE INTENSIVE

Lecture topics	Weekly required reading	Student Learning Outcomes
Introduction to the course	Course syllabus	SLO # 1, 2, 3, 5
Spectrum of Adventist Views : What do Adventists believe regarding salvation?	SDA Fundamental Beliefs Whidden 11-19 Thorsen xi-xxv Moskala/Peckham 15-22 <i>Extra: Knight, End-time Events</i>	SLO # 1, 2, 3, 5
Sin: A Human Condition	Allison 342-362 Knight 13-51 SC 17-22 Moskala/Peckham 44-57 H-J-R 145-157 <i>Extra: H-J-R 91-143</i>	SLO # 1, 2, 3
Grace: Calling and Election	Thorsen 29-57 H-J-R 61-88, 287-299	SLO # 1, 2, 3

Steps to Salvation	Extra: H-J-R 261-286 Oden 561-582 SC 23-48 FW 63-79	SLO # 1, 2, 3
Justification	Knight, <i>Sin and Salvation</i> 52-95 Oden 583-622 H-J-R 301- 313 SC 49-55 FW 15-28 FW 103-109 Moskala/Peckham 58-102 <i>Joint Declaration on the Doctrine of Justification</i>	
Adoption, Union with Christ, and Indwelling of the Holy Spirit	Demarest 313-344 Whidden 97-105	SLO # 1, 2, 3, 5
Faith and Obedience, Works and Merits	Knight, <i>Sin and Salvation</i> 96-120 Moskala/Peckham 122-139 SC 57-83 FW 85-97 Extra: H-J-R 261-286	SLO # 1, 2, 3
Salvation in Modern Liberation Theology: Feminism, Latino, Black, Environmental	Olson 165-197, 225-248	SLO # 1, 2, 3
Sanctification	Knight 121-136 Thorsen 71-87 Demarest 385-429 Moskala/Peckham 103-121	SLO # 1, 2, 3
Christian Perfection and Last Generation Theology	Knight, <i>Sin and Salvation</i> 137-200 Whidden 146-172 Moskala/Peckham 23-43; 140-154 Extra: Knight, <i>End-Time Events</i>	SLO # 1, 2, 3
Final Exam		

2. FINAL ESSAY EXAMINATION

At the end of the intensive course, students will take a final examination. The exam will consist of two essay questions on what has been learned during the course. Students will

be able to use class notes and textbooks. The instructor will give students two issues regarding the doctrine of salvation and ask students to reflect on what they have learned in the course regarding these issues. How these issues have challenged them personally? How will their learning experience affect their theology and praxis of ministry?

Post-Intensive Assignments (due on December 5, 2019)

1. REQUIRED READING

Students will read one extra book selected from this list and write a three-page book report.

- Olson, Roger E. *Arminian Theology: Myths and Reality*. Downers Grove, IL: InterVarsity Press, 2006. ISBN: 978-0830828418
- Sproul, R. C. *Faith Alone: The Evangelical Doctrine of Justification*. Grand Rapids: Baker Book House, 1995. 221 pp. ISBN: 978-0801058493
- Schreiner, Thomas. *Faith Alone. The Doctrine of Justification: What the Reformers Taught and Why It Still Matters*. Grand Rapids: Zondervan, 2015. 288 pp. ISBN: 978-0310515784
- Piper, John. *Counted Righteous in Christ: Should We Abandon the Imputation of Christ's Righteousness*. Wheaton, IL: Crossway, 2002. 141 pp. ISBN: 978-1581344479
- Piper, John. *The Future of Justification: A Response to N. T. Wright*. Wheaton, IL: Crossway, 2007. 239 pp. ISBN: 978-1-58134-964-1
- Wright, N. T. *Justification: God's Plan and Paul's Vision*. Downers Grove, IL: InterVarsity Press, 2009. 279 pp. ISBN: 978-0830838639
- Seifrid, Mark A. *Christ, Our Righteousness: Paul's Theology of Justification*. Downers Grove, IL: InterVarsity Press, 2000. 222 pp. ISBN: 978-0830826092
- Beilby, James K., and Paul Rhodes Eddy, eds. *Justification: Five Views*. Downers Grove, IL: InterVarsity Press, 2011. 319 pp. ISBN: 978-0830839445
- *The Biblical Foundations of the Doctrine of Justification: An Ecumenical Follow-Up to the Joint Declaration on the Doctrine of Justification*. New York: Paulist Press, 2012. 129 pp. ISBN: 978-0-8091-4773-1
- Rusch, William G., ed. *Justification and the Future of the Ecumenical Movement: The Joint Declaration on the Doctrine of Justification*. Collegeville, MN: Liturgical Press, 2003. 149 pp. ISBN: 978-0-8146-2733-1

This assignment will fulfill Student Learning Outcomes #1, 2, and 3.

2. REPORT ON THEOLOGICAL INSIGHTS

For this assignment, students will write a three-page report explaining at least 5 theological concepts or insights learned or gained by reading the book selected from the list above. (See grading rubrics for this assignment at the end of the syllabus in **Appendix #4**)

Also include in this report the following statement:

"I honestly declare that I have read in its entirety this book, (give the title of the book)."

e-Signature

Date

3. SERMON

Students will write a sermon on the theme of repentance. The sermon should be in full text written form with a clear outline and sub-headings. In-text references are preferred. Illustrations (stories) should also be written in full text as well. Sermons must be submitted through the Learning Hub/Moodle.

Look carefully at the evaluation rubrics for this assignment at the end of the syllabus (**Appendix #5**). The rubrics will give you a good idea of what the professor will evaluate in this assignment.

10 bonus points will be given for this assignment if the sermon has been preached before it is submitted.

This assignment will fulfill the Student Learning Outcomes # 1 and 3.

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.

COURSE MATERIALS

Required Course Materials

George Knight. *Sin and Salvation*. Hagerstown, MD: Review and Herald, 2008.

Martin Hanna, Darius Jankiewicz, and John Reeve, eds. *Salvation: Contours of Adventist Soteriology*. Berrien Springs, MI: Andrews University Press, 2018.

Woodrow W. Whidden, *The Judgment and Assurance: The Dynamics of Personal Salvation*. Hagerstown, MD: Review and Herald, 2012.

Don Thorsen, *Calvin vs Wesley: Bringing Belief in Line with Practice*. Nashville: Abingdon, 2013.

Jirí Moskala and John C. Peckham, eds. *God's Character and the Last Generation*. Nampa, ID: Pacific Press, 2018.

Ellen G. White. *Steps to Christ* (SC), with historical introduction and notes by Denis Fortin. Berrien Springs, MI: Andrews University Press, 2017.

Ellen G. White. *Faith and Works* (FW).

Readings from the following books or documents will be assigned to supplement course lectures and are available on the LearningHub website for this course:

Gregg R. Allison. *Historical Theology: An Introduction to Christian Doctrine* (Grand Rapids, MI: Zondervan, 2011).

Raoul Dederen, ed. *Handbook of Seventh-day Adventist Theology* (Hagerstown, MD: Review and Herald, 2000).

Bruce Demarest, *The Cross and Salvation: The Doctrine of Salvation* (Wheaton, IL: Crossway, 2012).

Thomas C. Oden. *Classic Christianity: A Systematic Theology* (HarperOne, 2009).

The Lutheran World Federation and the Roman Catholic Church. *Joint Declaration on the Doctrine of Justification* (1999).

http://www.vatican.va/roman_curia/pontifical_councils/chrstuni/documents/rc_pc_chrstuni_doc_31101999_cath-luth-joint-declaration_en.html

Duane Olson. *Issues in Contemporary Christian Thought*. Minneapolis: Fortress Press, 2011.

Recommended Course Materials:

George Knight. *End-Time Events and the Last Generation*. Nampa, ID: Pacific Press Publishing

Association, 2018.

Reinder Bruinsma. *In All Humility: Saying No to Last Generation Theology*. Westlake Village, CA: Oak and Acorn Publishing, 2018.

Ellen G. White. *Selected Messages*. Hagerstown, MD: Review and Herald Publishing Association, 1958, book 1, pp. 350-400.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

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.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 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 will be distributed as follows:

		Professional Masters' Programs
		3 Credits
Instructor Contact Hours	Face to Face Instructional Time	39 hrs
	Post-Intensive recorded lectures	6 hrs
Independent Learning Activities	Pre-Intensive Reading Report	40 hrs
	Pre-Intensive Whidden Book Report	10 hrs

	Intensive Final Exam Preparation	5 hrs
	Post-Intensive Reading	15 hrs
	Post-Intensive Report on Theological Insights	5 hrs
	Post-Intensive Sermon	15 hrs
Total Hours:		135 hrs

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 are given in the Course Overview above.

* 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.

Incomplete (I)

In the event that you cannot complete the course, please contact the professor and inform him that you are unable to complete your course and state your reasons. For more details please read the bulletin information below.

I—Incomplete. An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

An Incomplete may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The Incomplete is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an Incomplete shall be removed during the following semester. However, an Incomplete contracted in the spring semester may be extended to the autumn

semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload.

Late Submission

Course assignments submitted after the due date will receive 10% penalty for each week late. Assignments will not be accepted if submitted after 4 weeks late, unless an accommodation has been agreed to ahead of the due date.

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.

OTHER COURSE-RELATED POLICIES

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

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted in seminary courses.

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

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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 .

ABOUT YOUR INSTRUCTOR



Denis Fortin is professor of historical theology at the Seventh-day Adventist Theological Seminary, Andrews University, in Berrien Springs, Michigan. Since joining the Seminary faculty in 1994, Fortin has served also as director of the Master of Divinity program (1999-2001), associate dean (2000-2004), chair of the Department of Theology and Christian Philosophy (2006) and dean (2006-2013).

Born in Quebec City, Canada, Fortin received a Bachelor of Arts degree in pastoral ministry from Canadian Union College (now Burman University), Alberta, in 1982. He earned a Master of Divinity from the Seventh-day Adventist Theological Seminary of Andrews University in 1986 and a Doctor of Theology (PhD) from the Université Laval, Quebec, in 1995. His dissertation studied the developments of three Adventist denominations in Canada in the nineteenth century. Prior to coming to Andrews University, he served as a pastor in the Quebec Conference of

Seventh-day Adventists. He currently also serves as teaching pastor of the One Place Fellowship on the campus of Andrews University.

He is involved in a number of scholarly societies, among them the Society of Biblical Literature, the American Academy of Religion, the American Society of Church History, the Adventist Society for Religious Studies (of which he is currently president elect), the Adventist Theological Society, and the Phi Kappa Phi Honor Society. He has served on numerous committees for the Seventh-day Adventist Church and on the Commission on Faith and Order of the National Council of the Churches of Christ in the U.S.A. (1999-2013). He has received the Daniel A. Augsburg Excellence in Teaching Award (Andrews University, 2006), the Siegfried H. Horn Award for Excellence in Research and Creative Scholarship (Andrews University, 2017), and the Don F. Neufeld Medallion of Excellence (Burman University, 2017).

Fortin has authored many publications on Adventist history and theology. His latest publications are *One in Christ: Biblical Concepts for a Doctrine of Church Unity* (Pacific Press Publishing Association, 2018) and an annotated 125th anniversary edition of the Ellen G. White classic *Steps to Christ* (Andrews University Press, 2017). He is also co-editor of *The Ellen G. White Encyclopedia* (Review and Herald, 2013) and in 2004 published *Adventism in Quebec: The Dynamics of Rural Church Growth, 1830-1910* (Andrews University Press). Forthcoming publications include a Bible study guide on unity in the Church (2018) and a companion volume *One in Christ: Biblical Concepts for a Doctrine of Church Unity* (Pacific Press, 2018). He is also preparing a biography of Adventist church leader George I. Butler (Pacific Press).

[Profile on the Andrews University Digital Commons.](#)

Fortin is married to Kristine Knutson (MA in Educational Psychology), director of the Student Success Center at Andrews University. They have three children: Kimberly and her husband Andrew Fish, in upstate New York; Mark in Niles, Michigan; and Erika, who floats around the world on a cruise ship.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

The breakdown for determining the final grade is as follows:

Attending class lectures	Required for final grade
Required reading before Intensive	10%
Whidden book report	30%
Extra book and report	15%
Sermon	30%
Final essay exam	15%
Total	100%

Grading system (in percentages)				
A : 96-100	B+ : 87-90.9	B- : 80-82.9	C : 70-74.9	D : 50-59.9
A- : 91-95.9	B : 83-86.9	C+ : 75-79.9	C- : 60-69.9	F : 0-49

No extra work will be given to improve one's final grade.

No Deferred Grade (DG) will be issued for Master of Divinity students.

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 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 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 2: ASSIGNMENT : PRE-INTENSIVE READING REPORT

Reading Report

Issues of Salvation	<input type="checkbox"/> Whidden 11-19 <input type="checkbox"/> Thorsen xi-xxv <input type="checkbox"/> Moskala/Peckham 15-22
Sin: A Human Condition	<input type="checkbox"/> Allison 342-362 <input type="checkbox"/> Knight, <i>Sin and Salvation</i> 13-51 <input type="checkbox"/> SC 17-22 <input type="checkbox"/> Moskala/Peckham 44-57 <input type="checkbox"/> H-J-R 145-157
Jesus, the Savior	<input type="checkbox"/> Whidden 49-63 <input type="checkbox"/> Thorsen 1-15 <input type="checkbox"/> SC 9-15 <input type="checkbox"/> Moskala/Peckham 155-173
Jesus and the Cross	<input type="checkbox"/> Oden 387-442 <input type="checkbox"/> Thorsen 58-71 <input type="checkbox"/> Moskala/Peckham 174-218 <input type="checkbox"/> H-J-R 173-220
Grace: Calling and Election	<input type="checkbox"/> H-J-R 61-88, 287-299 <input type="checkbox"/> Thorsen 29-57
Steps to Salvation	<input type="checkbox"/> SC 23-48 <input type="checkbox"/> FW 63-79 <input type="checkbox"/> Oden 561-582
Justification	<input type="checkbox"/> Knight, <i>Sin and Salvation</i> 52-95 <input type="checkbox"/> Oden 583-622 <input type="checkbox"/> H-J-R 301- 313 <input type="checkbox"/> Moskala/Peckham 58-102 <input type="checkbox"/> SC 49-55 <input type="checkbox"/> FW 15-28, 103-109 <input type="checkbox"/> <i>Joint Declaration on the Doctrine of Justification</i>
Adoption, Union with Christ, and Indwelling of the Holy Spirit	<input type="checkbox"/> Demarest 313-344 <input type="checkbox"/> Whidden, 97-105
Faith and Obedience; Works and Merits	<input type="checkbox"/> Knight, <i>Sin and Salvation</i> 96-120 <input type="checkbox"/> SC 57-83 <input type="checkbox"/> FW 85-97

	<input type="checkbox"/> Moskala/Peckham 122-139
Salvation in Modern Liberation Theology: Feminism, Latino, Black, Environmental	<input type="checkbox"/> Olson 165-197, 225-248
Sanctification	<input type="checkbox"/> Knight 121-136 <input type="checkbox"/> Thorsen 71-87 <input type="checkbox"/> Moskala/Peckham 103-121
Perfection and Last Generation Theology	<input type="checkbox"/> Knight, <i>Sin and Salvation</i> 137-200 <input type="checkbox"/> Whidden 146-172 <input type="checkbox"/> Moskala/Peckham 23-43; 140-154

APPENDIX 3: ASSIGNMENT RUBRIC : WHIDDEN BOOK REPORT

Evaluation Rubrics for Whidden Book Report

Criteria	Excellent (5)	Very Good (4)	Acceptable (3)	Below Standard (1)	No answer provided (0)	Score
Q #1 Introduction	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #2 Source of Assurance	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #3 Christ's Heavenly Ministry	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #4 Sanctification	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #5 Witness of the Spirit	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the	Very good presentation of relevant information that clearly answer the question and analysis	Good information given; answer is only partly related to the question. Some analysis of the topic.	Information is disconnected from the question. Analysis is vague or		Out of 10

	topic. Reader gains important insight.	of the topic. Reader gains very good insight.	Reader gains some insight.	confused. Reader gains no insight.		
Q #6 Time of Trouble	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #7 Last Generation Theology	Excellent presentation of relevant information that clearly answer the questions. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the questions. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the questions. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #8 Ellen G. White & Assurance	Excellent presentation of relevant information that clearly answer the questions. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the questions. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the questions. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #9 Conclusion	Conclusion is engaging and clearly states what the student learned from reading this book. Reader gains very good insights.	Very good conclusion and states what the student learned from reading this book. Reader gains good insights.	Adequate conclusion and states what the student learned from reading this book.	Conclusion is confusing and does not states what the student learned from reading this book.		Out of 5
Q #10 Reading	For this assignment, students are required to read the entire book. How much of the book have you read?					Out of 10
Mechanics	No errors in spelling, capitalization or formatting. Citations are accurate and well done.		Some errors in spelling, capitalization or formatting. Citations are mainly accurate and well done.	Numerous errors in spelling, capitalization and formatting. Citations are not accurate and not proper in format.		Out of 5

TOTAL

Comments:

Out
of
100

APPENDIX 4: ASSIGNMENT RUBRIC : REPORT ON THEOLOGICAL INSIGHTS

Evaluation Form for Report on Theological Insights

Criteria	Excellent (5)	Very Good (4)	Acceptable (3)	Below Standard (1)	No answer provided (0)	Score
Introduction	Excellent presentation of the purpose of this report.	Very good presentation of the purpose of this report.	Good presentation of the purpose of this report.	Presentation of the purpose of this report is very weak.	No introduction provided.	Out of 10
Insight #1	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is given.		Out of 15
Insight #2	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is given.		Out of 15
Insight #3	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is given.		Out of 15
Insight #4	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is given.		Out of 15
Insight #5	Excellent presentation of relevant information that clearly explains the	Very good presentation of relevant information	Good presentation of relevant information that explains the	Poor presentation of relevant information that explains the		Out of 15

	insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	that explains the insight. Very good analysis of the insight. Book reference is given.	insight. Good analysis of the insight. Book reference is given.	insight. Superficial analysis of the insight. Book reference is given.		
Conclusion	Excellent conclusion, clearly summarizes what the student learned from these insights.	Very good conclusion, summarizes what the student learned from these insights.	Adequate conclusion, summarizes what the student learned from these insights.	Conclusion is confusing and does not states what the student learned from these insights.	No conclusion provided.	Out of 10
Mechanics	No errors in spelling, capitalization or formatting. Citations are accurate and well done.		Some errors in spelling, capitalization or formatting. Citations are mainly accurate and well done.	Numerous errors in spelling, capitalization and formatting. Citations are not accurate and not proper in format.	Too many errors to count.	Out of 5
TOTAL	Comments:					Out of 100

APPENDIX 5: ASSIGNMENT RUBRIC : SERMON

Evaluation Form for Written Sermons

Elements	A	B	C	D	F
Communication and Language (10 points)	Very interesting, inspiring, thought provoking, well articulated; no more than two spelling mistake and grammatical or style error per page.	Is articulate, holds the reader's attention – no more than three spelling, grammatical or style errors per page	Generally well-written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Not well-focused on the subject, is full of grammatical, spelling and style errors	Poorly written, lacks relevance and thoughtfulness. Has multiple mistakes in grammar, spelling and style
Introduction (15 points)	Presents the topic and purpose (thesis) of the sermon very clearly and succinctly. Creative, unique insights making reading inviting.	Presents the topic and purpose (thesis) of the sermon clearly, succinctly. Insightful.	Topic and purpose (thesis) of the sermon lack some clarity. It tends to be overly wordy. Lack of direction is obvious.	Topic and purpose (thesis) of the sermon have limited clarity. It is not easily apparent what this sermon is about.	Topic of the sermon is not clearly described nor is the purpose (thesis) expressed.
Development of ideas (30 points)	Demonstrates attention to sermon outline; independent insight; comprehensive reading and research of the topic obvious. Ideas flow logically with excellent transitions	Demonstrates extensive reading and research of topic. Ideas flow logically, with good transitions, follows sermon outline in Ten Basic Steps	Demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of sermon outline	Demonstrates limited reading and research. Most ideas do not flow logically, transitions from one point to the next are weak. There's no clear evidence of sermon outline	References to reading and research poor and most ideas irrelevant to topic. No clear sermon outline. Lots of rambling

The “Big Idea” (10 points)	Presents one exegetically sound, clear and applicable “Big Idea”	Presents one exegetically sound and clear “Big Idea”	The “Big Idea” presented is not clear and/or applicable	The “Big Idea” is not exegetically sound	Never presents a “Big Idea”
Use of Illustrations (10 points)	All illustrations are clearly connected to supported points	Most illustrations are connected to supported points	Illustrations are only tangentially related to supported points	Uses poor illustrations	Uses no illustrations
Engaging and Appropriate Style (10 points)	Uses an engaging and appropriate style that holds the readers/listeners attention throughout	Uses a mostly engaging and appropriate style that holds the readers/listeners attention most of the time	Does not engage the readers/ listeners throughout and/or uses an inappropriate style	Does not engage the readers/ listeners and/or use an appropriate style	Does not engage the readers/ listeners
Conclusion (15 points)	Conclusion is a clear summary with persuasive appeal	Conclusion is persuasive and appeal good	Conclusion has some merit, but appeal could be improved	Conclusion lacks summary of ideas; no personal reaction; no obvious appeal	Conclusion and reflections not well thought out; lacks appeal
10 Bonus points	Has this sermon been preached before it is submitted?				
TOTAL (100 points)	Comments:				

APPENDIX 6: 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

APPENDIX 7: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .