![Seventh-day Adventist Theological Seminary, Andrews University](logo)

CHIS 674-116
Development of
Seventh-day Adventist Theology

Fall Semester 2020 (MAPM)

Denis Kaiser, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Course schedule:	Pre-work:	Aug 24 – Sep 26
	Classes:	Sep 27 – Oct 1 (Sunday thru Thursday)
	Post-work:	Oct 2 – Dec 10
Class meetings:	Sunday:	6:00 pm – 8:00 pm
	Monday – Thursday:	8:00 am – 12:50 pm, 2:00 pm – 5:50 pm
Course Website:	learninghub.andrews.edu	
Zoom Session Link:	https://andrews.zoom.us/j/99982939282	
Instructor Telephone:	(269) 471-3542 (office)	
Instructor Email:	denis@andrews.edu	

BULLETIN DESCRIPTION OF COURSE

The origins, development, and integration of the Adventist theological foundations starting from the Second Advent Awakening and Millerite movement to the present, emphasizing such doctrines as the Sabbath, sanctuary, Three Angels' Message, conditional immortality, Trinity, Christology, and righteousness by faith.

Credits: 2, 3

Prerequisite(s): CHIS 504, or CHIS 570 and CHIS 571, or equivalent.

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:

- MAPM: Delivers effective biblically based sermons. Demonstrates proper biblical interpretation skills. Understands the historical-theological development of the Adventist Church. Capable of training church members for evangelism. Demonstrates an understanding of how to empower church members for leadership. Capable of reaching specific social groups.

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

1. Explores the nuances of particular historical periods and topics in Christian history and, more specifically, in the history of the Adventist movement, applying the resulting understandings to contemporary life and issues.
2. Understands and clearly communicates the complex progression of Adventist beliefs and teachings.
3. Demonstrates the ability to evaluate different approaches and interpretations of the history of Adventist theology.

COURSE OVERVIEW

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

Date	Topic	Assignment Due	CLOs Addressed
Pre-Work	**Aug 24 – Sept 25**		
	Introduction: Syllabus and Overview History of Adventist Historiography Presuppositions, Methods, and Sources	Zoom Session (Aug 24, 6 pm EDT); Watch videos 1 and 2; Reading Report	CLO 1, 2
Classes	**Sep 27 – Oct 1**		
Sep 27	**Millerite Adventism (1833-1844):** Historical and Religious Background William Miller's Story Interpretation of Biblical Prophecy The Seventh-day Sabbath Conditional Immortality Disappointment and Aftermath	Watch videos 3-8 Journal Notes 1	CLO 1, 2

Date	Topic	Assignment Due	CLOs Addressed
Sep 28	**Sabbatarian Adventism (1844-1863):** The Heavenly Sanctuary Motif The Seventh-day Sabbath The Phenomenon of Spiritual Gifts The Three Angels' Message Views on Law and Gospel The Rise of Spiritualism A Theodicy of Love	Watch videos 9-15 Journal Notes 2	CLO 1, 2
Sep 29	**Seventh-day Adventism (1863-1915):** The Church, Its Ministries, and Its Finances ~~Health Message and Adventist Faith~~ The Three Angels' Message and the Gospel The Nature of God ~~Prophetic Interpretation and the Sanctuary~~ Ellen White and Inspiration	Watch videos 16-19 Journal Notes 3	CLO 1, 2
Sep 30	**Seventh-day Adventism (1915-1960):** Modernism and Fundamentalism, Creation and Inspiration Eschatological Conflicts and World Mission Theological Education Soteriology and Ecclesiology Adventists and Evangelical Protestants	Watch videos 20-24 Journal Notes 4	CLO 1, 2
Oct 1	**Seventh-day Adventism (1960-2020):** Views on Salvation Heavenly Sanctuary in Daniel & Revelation ~~Misunderstandings of the Prophetic Gift~~ Doctrine of God, Antitrinitarianism to Theism ~~Modern Society and Church Conflict~~ ~~Remnant and Ecclesiology~~	Watch videos 25-27 Journal Notes 5	CLO 1, 2
Post-work	*Oct 2 – Dec 10*		
	Additional Video Lectures (5) Final Exam Review	Research Presentation; ==Zoom Session== ==(Nov 30, 6 pm EST);== Final Exam	CLO 1-3

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

Burt, Merlin D. *CHIS674: Development of Seventh-day Adventist Theology [Class Outlines]*. 5th ed. Berrien Springs, MI: Center for Adventist Research, 2019. The class outlines are available at a cost of $37.10 for the paper copy and PDF or of $10.70 for the PDF only (includes sales tax) through the shop (http://www.centerforadventistresearch.org/) of the Center for Adventist Research (code eStudent2020).

Kaiser, Denis. "The Biblical Sanctuary Motif in Historical Perspective." In *Scripture and Philosophy: Essays Honoring the Work and Vision of Fernando Luis Canale*, ed. Tiago Arrais, Kenneth Bergland, and Michael W. Younker, 174–193. Berrien Springs, MI: Adventist Theological Society Pub., 2016.

_____. "Early Sabbatarian Adventists on Immortality and Hell." Unpublished book chapter, Berrien Springs, MI, January 2020.

_____. "Ellen White's Role in Biblical Interpretation: A Survey of Early Seventh-day Adventist Perceptions." *Reflections* [Newsletter of the Biblical Research Institute], October 2017, 1–6.

_____. "Historiography and the New Adventist History: A Historian's Perspective." Unpublished book chapter, Berrien Springs, MI, May 2020.

Kaiser, Denis. "The Reception of Ellen G. White's Trinitarian Statements by Her Contemporaries, 1897-1915." *Andrews University Seminary Studies* 50, no. 1 (2012): 25–38.

_____. "Understanding the Trinity: A Doctrine I Used to Doubt." *Adventist Review*, July 2018, 32–37.

Knight, George R. "Adventist Theology, 1844-1994." *Ministry*, August 1994, 10–13, 25.

Nam, Julius. "*Questions on Doctrine* and M. L. Andreasen: The Behind-the-Scenes Interactions." *Andrews University Seminary Studies* 46, no. 2 (2008): 229–244.

Poirier, Tim. "Sources Clarify Ellen White's Christology." *Ministry*, December 1989, 7–9.

Recommended Course Materials

Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Reprint. Berrien Springs, MI: Andrews University Press, 1988.

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Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Adventist Heritage Series. Hagerstown, MD: Review and Herald, 2001.

_____. *William Miller and the Rise of Adventism.* Nampa, ID: Pacific Press, 2010.

"Source Collection" on various doctrines on LearningHub.

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

MORE ABOUT THE COURSE

We all deal with existential questions about our existence and purpose. The same is true for the church. Whether you are a new convert, an ordinary church member, or a church worker, at some point you will face the question of the *raison d'être* of the Seventh-day Adventist Church. Various people will offer different answers to the questions of who we are and why we believe what we believe. While some view the history the acquisition of the beliefs of this denomination as a sign of apostasy, others perceive it as a growth. In this class, students will follow and examine the historical development of various Adventist doctrines and teachings. At some point in your life and ministry, you will most likely be confronted with criticism against, extremes of, or erroneous interpretations of some of those beliefs and/or teachings. It is the goal of this class to equip future church workers with helpful background information and needed research skills that can be applied to various historical-theological issues.

TIME EXPECTATIONS FOR THE COURSE

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

- **Courses for professional masters' degrees (e.g. MDiv, MAYYAM, MAPM)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MAR) 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		Academic Masters' Programs	
		2 credits	3 credits	2 credits	3 credits
Instructor Contact Hours	**Face to Face Instructional Time**		36 hrs		
	Zoom Sessions		2 hrs		
	Video Lectures		7 hrs		
Independent Learning Activities	**Reading required course material**		30 hrs		
	Research Presentation		50 hrs		
	Preparation and taking of final exam		10 hrs		
Total			135 hrs		

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

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

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

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.

Assignment Description	Weighting
Reading Report: Students will read the <u>required</u> course materials (see pp. 4-5) prior to the beginning of the class meetings and prepare a simple reading report of the items that they have read and the time they have spent in reading those items (see Appendix 2). That reading report shall be submitted by September 25, 2020.	20 %
Journal Notes: Since the class lectures and video lectures cover content and information that is not found in the required course materials, students are expected to take lecture notes for their own learning experience, personal benefit, and professional development. It is expected that they take conceptual notes rather than writing down every detail. Take a photo of your journal notes and upload them to LearningHub at the end of each day of classes, from September 27 to October 1, 2020.	10 %
Research Presentation: Students will choose a particular topic that traces the history of a doctrine/teaching and then read primary and secondary sources on their topic from the "Source Collection" (see LearningHub) for 30 hours in preparation of their research report. The research report shall have substance and be submitted in twofold parts: (1) a written presentation (4,500 – 7,800 words = 45-60 minutes with 100-130 words per minute), and (2) an accompanying PowerPoint presentation that supports and illustrates the written presentation. The written presentation shall conform to the sections, and elements, in the rubric (see Appendix 3), and follow the citation guidelines (see Appendix 4). The PowerPoint presentation shall contain specific elements (see Appendix 5). Both parts are due by November 13, 2020.	35 %

Final Exam: A final cumulative examination will be administered online. The exam will cover the lectures of the entire course and the readings. It will take 2 hours and has 2 parts—(1) an automatized part with 27 questions (multiple choice, true/false, matching); and (2) an essay-part asking for 3 shorter essays and 1 longer essay. Please consult the Final Exam Review Sheet (see LearningHub).	35 %

* 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.

(The AU Bulletin states that: **"***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."* *DGs are not an option for most types of courses.)*

Submission of Assignments

The "Reading Report" and the "Letter & Manuscript Research Report" are to be turned in on LearningHub before the beginning of the class period at which they are due (unless otherwise announced).

Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due. Late submissions are not accepted if no request for extra time accompanied by a valid reason was made in advance with the professor.

ABOUT YOUR INSTRUCTOR

Denis Kaiser, a native of Germany, is Assistant Professor of Church History in the Seventh-day Adventist Theological Seminary at Andrews University. He earned a Dipl.-Finw. (FH) from the Fachhochschule für öffentliche Verwaltung und Rechtspflege in Güstrow (Germany) and worked for the tax administration in Rostock and later for the Hessische Zentrale für Datenverarbeitung at Wiesbaden. When he experienced God's call to ministry, he left government employment and went to Seminar Schloss Bogenhofen (Austria) where he earned a B.Th. He subsequently went to the Seminary at Andrews University and earned a M.A. in Religion with an emphasis in Theological Studies and Church History, and a Ph.D. in Religion with emphasis in Adventist Studies and Historical Theology.

He taught as a contract teacher for the Department of Church History for five years, and since 2017 he has been teaching as an assistant professor in the Department of Church History. He is a specialist in the

history of Adventist theology, Ellen G. White studies, and issues of biblical hermeneutics. He has published more than eighty articles, chapters, and book reviews. Most recently, he has published the book *Trust and Doubt: Perceptions of Divine Inspiration in Seventh-day Adventist History* (2019). Besides writing publications, he had also been engaged in editorial work. Thus, since 2011 he has served as assistant annotator and since 2016 as annotation project editor for *The Ellen G. White Letters & Manuscripts with Annotations*, vol. 2, 1860-1863. Since 2018 he serves as assistant editor for the "History of Theology and Ethics" section of the *Encyclopedia of Seventh-day Adventism*, and more recently he started functioning as co-editor of the *Oxford Handbook of Seventh-day Adventism* and the Adventist Pioneer Series.

He enjoys hiking in the mountains as well as discovering and learning new things. He is married to Angelika Kaiser, a trained teacher of several ancient and modern languages, and has fallen in love with his one-year-old daughter Zoë.

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.

The use of computers in class is prohibited, except in the first row for those who want to take digital class notes. Since the course information is available in the required textbooks and additional notes can be written in the outline handbook, there is no actual need to make use of a computer in this class. 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.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

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: READING REPORT

Name of Student:	
Course:	CHIS 674 – Development of SDA Theology
Submission Date:	

Author	Title of Publication	Pages Read	Time Read
Total:			

Category \ Criteria		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	Introduction	Introduction is engaging, states main topic and clearly previews the paper.	Introduction states main topic and adequately previews the paper.	Introduction states main topic but does not adequately preview the paper.	Introduction does not state main topic and does not adequately preview the paper.	Unclear and convoluted introduction.	No introduction	____ / 10
5 %	Purpose or Thesis	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	The purpose is stated and is succinct, clear and has more than one sentence.	The purpose is stated but is not succinct, not very clear and has more than one sentence.	The purpose is not clearly stated or not easily understandable.	The purpose is not stated and/or unintelligible.	No purpose given	____ / 5
10 %	Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.		____ / 10
10 %	Use of Sources	Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	Relates the material to other significant and pertinent information about the topic. Arguments are well supported by references to relevant information and gives evidence of thoughtful research in relevant sources.	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.	Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant information and give little evidence of research in relevant sources.	No references to sources	____ / 10
5 %	Citations	All cited works are presented in the correct format with no errors.	Cited works are presented in mostly correct format. Few inconsistencies.	Cited works are presented in mostly correct format. Inconsistencies are evident.	Few cited works with inconsistent formatting.	Very few cited works with inconsistent formatting.	No citations	____ / 5

	Criteria / Category	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	**Organization & Structural Development of Ideas**	Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning.	Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.	Ideas are arranged in a somewhat logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer's intentions.	Ideas are often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer's intentions.	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		____ / 10
5 %	**Conclusion**	Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.	Conclusion restates purpose, summarizes the paper and states the main conclusions.	Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.	Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.	No conclusion	____ / 5
5 %	**Mechanics**	No errors in spelling, capitalization or formatting. Clear headings and subheadings.	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Frequent and distracting errors in spelling, capitalization and formatting.	Numerous and distracting errors in spelling, capitalization and formatting.		____ / 5

Total   (____ / 60)

APPENDIX 4: CITATION GUIDELINES FOR FOOTNOTE REFERENCES

Always give all bibliographic information at the first occurrence of an item. When the item appears afterwards, you should abbreviate the reference by referring only to the surname, title, and page number. If the item appears alone in a footnote and it appears again in the next footnote, you can write "Ibid.," and give the page number.

Book
Katie Kitamura, *A Separation* (New York: Riverhead Books, 2017), 25.
Sharon Sassler and Amanda Jayne Miller, *Cohabitation Nation: Gender, Class, and the Remaking of Relationships* (Oakland: University of California Press, 2017), 114.

Chapter in an Edited Book
Mary Rowlandson, "The Narrative of My Captivity," in *The Making of the American Essay*, ed. John D'Agata (Minneapolis: Graywolf Press, 2016), 19–20.

Edited Book
John D'Agata, ed., *The Making of the American Essay* (Minneapolis: Graywolf Press, 2016).

Thesis or Dissertation
Guadalupe Navarro-Garcia, "Integrating Social Justice Values in Educational Leadership: A Study of African American and Black University Presidents" (PhD diss., University of California, Los Angeles, 2016), 44.

Journal Article
Ashley Hope Pérez, "Material Morality and the Logic of Degrees in Diderot's *Le neveu de Rameau*," *Modern Philology* 114, no. 4 (2017): 874.

News or Magazine Article
Farhad Manjoo, "Snap Makes a Bet on the Cultural Supremacy of the Camera," *New York Times*, March 8, 2017, https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html.
Vinson Cunningham, "You Don't Understand: John McWhorter Makes His Case for Black English," *New Yorker*, May 15, 2017, 85.

Personal Communication
Sam Gomez, Email message to author, August 1, 2017.

Unpublished Correspondence
Ellen G. White to W. C. White, March 11, 1894, Letter 123, 1894, Ellen G. White Correspondence File, Ellen G. White Estate, Silver Spring, MD.

Unpublished Manuscripts
Ellen G. White, "Title," March 11, 1894, Manuscript 123, 1894, Ellen G. White Manuscript Collection, Ellen G. White Estate, Silver Spring, MD.

APPENDIX 5: POWERPOINT PRESENTATION RUBRIC

	Excellent (4)	Very good (3)	Good (2)	Fair (1)	Poor (0)
Content	Content is accurate and information is presented in a logical order.	Content is accurate but information is not presented in a logical order, but is generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting.	Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.	Presentation has no flow. No tools used. Insufficient number of slides.
Slide Transitions	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.
Pictures, Clip Art & Background	Images are appropriate. Layout of images are pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images.
Mechanics	No spelling errors. No grammar errors. Text is in author's own words.	Few spelling errors. Few grammar errors. Text is in author's own words.	Some spelling errors. Text is in author's own words.	Some spelling errors. Some grammar errors. Most of the text is in author's own words.	Many spelling errors and/or text is copied.
Technology Connection	Comprehensive use of technology is apparent.	General understanding of technology.	Acceptable understanding of technology.	Little understanding of technology.	No understanding of technology.

MASTERS PROGRAMS

1. **Master of Divinity (MDiv)**

    1) (Character) <u>Models spiritual humility, maturity and integrity</u> 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) <u>Manifests the practices of a Biblical scholar-theologian</u> 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) <u>Demonstrates personal commitment, passion and essential skills for discipleship and evangelism</u>, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
    4) (Leadership) <u>Exercises creative and visionary leadership</u> 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) <u>Facilitates enriching corporate worship</u> that brings diverse peoples into the transforming presence of God.
    6) (Administration/Management) <u>Engages the abilities of self and others to strategically steward</u> personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
    7) (Relationships) <u>Models effective relationships</u> with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

2. **MA (Religion) Specialized Track**

    1) Conduct effective research in a specialized field of study
    2) Practice a biblically grounded approach to scholarly inquiry
    3) Articulate theology and research in terms of Seventh-day Adventist beliefs and practice
    4) Demonstrate understanding of the content and central issues of the specialized field of study

Burt, Merlin D. "The "Shut Door" and Ellen White's Visions." In *The Ellen G. White Letters & Manuscripts with Annotations*, vol. 1, 1845-1859, eds. Timothy L. Poirier et al., 41–61. Hagerstown, MD, Nampa, ID: Ellen G. White Estate, 2014.

_____. "The History of the Seventh-day Adventist Views on the Trinity." *Journal of the Adventist Theological Society* 17, no. 1 (2006): 125–139.

_____. "The Historical Background, Interconnected Development, and Integration of the Doctrines of the Sanctuary, the Sabbath, and Ellen G. White's Role in Sabbatarian Adventism from 1844 to 1849." Ph.D. dissertation, Andrews University, 2002.

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