



THST 616, Doctrine of God

Fall 2020

October 5-8, 2020

John C. Peckham, Ph.D

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

| | |
|-----------------------------|--|
| Class location: | Remote Learning via Zoom |
| Class meeting times: | Monday, October 5: 9:00am-12:00pm; 1:00pm-5:00pm Tuesday, October 6: 8:30am-12:00pm; 1:00-5:00pm Wednesday, October 7: 8:30am-12:00pm; 1:00-5:00pm Thursday, October 8: 9:00-12:00pm; 1:00-5:00pm |
| Course Website: | learninghub.andrews.edu |
| Instructor Email: | jpeckham@andrews.edu |
| Office location: | Seminary Hall N314 |

BULLETIN DESCRIPTION OF COURSE

A study of the nature and attributes of God and His relation to the world. Consideration of divine foreknowledge, predestination, and providence; the Trinity; God as person.

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:

- MA in Pastoral Ministry (MAPM): Demonstrate proper biblical interpretation skills
- MDiv: Scholarship - Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.

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

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

1. Think carefully about the nature, characteristics, and acts of God according to Scripture, especially as understood by Seventh-day Adventists.
2. Engage historical and contemporary theological issues while maintaining faithfulness to the canonical text.
3. Articulate the current debate regarding the doctrine of God against the background of its historical and philosophical causes.
4. Analyze and evaluate various Christian perspectives on the doctrine of God.
5. Form a personal, biblical, and theologically sound approach to the doctrine of God, with recognition of the central role this doctrine holds for the whole of theology.
6. Discern the implications and repercussions of various traditional philosophical and theological presuppositions in relationship to the doctrine of God.
7. Scholarship: Understand and clearly communicate deep systematic connections between foundational Christian doctrines [NAD MDiv SLO 1]
8. Scholarship: Demonstrate the ability and confidence to intelligently converse on various theological topics related to foundational Adventist doctrines with non-Adventists [NAD MDiv SLO 2]
9. Scholarship: Critiques other traditions and worldviews in light of Scripture and of the full body of Adventist doctrine, including attention to the impact of these various ideas on daily life [NAD MDiv SLO 3]
10. Management: Demonstrates growing proficiency in written communication skills, through persuasive academic assignments and papers [NAD MDiv SLO 4]

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

Peckham, John C. *The Love of God: A Canonical Model* (Downers Grove, IL: IVP Academic, 2015).

Peckham, John C. *Theodicy of Love: Cosmic Conflict and the Problem of Evil* (Grand Rapids: Baker Academic, 2018).

Selected readings accessed via Learning Hub (Moodle).

Recommended Course Materials

Gulley, Norman. *Systematic Theology: God as Trinity* (Berrien Springs, Mich.: Andrews University Press, 2011).

Peckham, John C. *The Doctrine of God: Introducing the Big Questions* (London: T&T Clark, 2019).

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

PRE-INTENSIVE COURSE REQUIREMENTS

NOTE: Each pre-intensive assignment has a due date by which the student is expected to complete the assignment. Each student must complete the pre-intensive reading reports and lecture viewing reports before attending the intensive Zoom sessions October 5-8.

1. Pre-Intensive Reading Reports and Discussion Preparation

You will complete the various assigned readings listed below (either sections from required textbooks or other readings accessible on LearningHub) and turn in one reading report for each of the reading assignments.

It is essential that you have completed these readings and reading reports **before we begin our ZOOM meetings on October 5** because essential in-class discussions will be based upon this pre-class preparation. All reading reports are due via LearningHub by **September 21, 2020**.

The procedure and format for your reading report is as follows: list your name, the pages and time spent reading, three significant discussion questions based on the reading, and three points of useful/interesting information. Finally, write one brief paragraph summarizing your critical evaluation of the reading (in approximately 100 words, see reading report rubric at the end of the syllabus). Your three questions should be of the type that evoke discussion and not merely yes/no or simple information questions. Make sure that you keep and bring to class a copy of your three discussion questions and points of useful/interesting information and have access to an electronic or hard copy of the readings during class. These will be used during dedicated times for discussion.

Please note that you should include only one reading report for each reading report assignment listed below even if that assignment includes more than one book section/article to be read. All reading assignments below are either from the assigned textbook *Theodicy of Love* or are available as pdfs posted on Learning Hub.

Reading Report 1: Canale, "Doctrine of God," 140-148; Peckham, "The Passible Potter and the Contingent Clay"

Reading Report 2: Peckham, "Divine Passibility, Analogical Temporality, and Theo-Ontology"

Reading Report 3: Peckham, *Theodicy of Love*, chapter 2; Donkor, "Predestination"

Reading Report 4: Peckham, *Theodicy of Love*, chapter 3

Reading Report 5: Peckham, *Theodicy of Love*, chapters 4-5

Reading Report 6: Peckham, Trinity chapter (excerpt)

Reading Report 7: "Trinity in Scripture"; "Trinity Among SDAs"

Reading Report 8: Canale, "Doctrine of God," 120-140

2. Pre-Intensive Lecture Viewing and Report

Watch lectures 1, 2, and 3 (posted on LearningHub). Based on your viewing of these lectures, you will complete a viewing report, the format of which is as follows: list your name and the number of videos you watched in their entirety. Then list three points of useful/interesting information for each of the videos you viewed (9 points of useful/interesting information total). **This is due on October 1, 2020.**

REQUIREMENTS DURING THE INTENSIVE

3. Morning and Afternoon Lecture Viewing

Prior to morning and afternoon Zoom sessions you will watch the assigned lecture videos (accessible on Learning Hub). You are expected to show evidence of having watched the lectures by actively contributing in discussions.

4. ZOOM Sessions Attendance and Participation

Faithful attendance, preparation, and participation are essential to your success in this class and vital to the educational experience of your fellow students. You are expected to show evidence of your pre-class preparation by actively contributing in discussions. Be sure you attend class faithfully and plan to be active in participation.

POST-INTENSIVE COURSE REQUIREMENTS

1. Post-Intensive Lecture Viewing and Report

Watch lectures 13, 14, and 15 (posted on LearningHub). Based on your viewing of these lectures, you will complete a viewing report, the format of which is as follows: list your name and the number of videos you watched in their entirety. Then list three points of useful/interesting information for each of the videos that you view (9 points of useful/interesting information total). **This is due on November 5, 2020.**

2. Post-Intensive Additional Reading Report

Read chapters 3-9 from Peckham, *The Love of God: A Canonical Model*. Downers Grove, IL: IVP Academic, 2015. After reading these chapters, you will turn in a reading report on LearningHub that states the chapters you have carefully read for this assignment (you do not need to read the footnotes) and provides a list of ten points of interesting/useful information. **This reading report is due on November 12, 2020.**

3. Theology for the Church Project

You will prepare a plan for implementing a program to introduce church members to the doctrine of God, with the aim of making some aspect of the doctrine of God accessible and practicable in your local church. **This project is due on November 24, 2020.**

You do **not** need to prepare all of the theological material or presentations and other materials that would be required to actually conduct the envisioned program, but instead will be asked to provide an annotated outline and plan of action for implementing such a project in future ministry. This project should be completed in three steps, but you need only turn in the final project, consisting of the elements listed in step 3 (see also the rubric in the back of this syllabus).

Step 1: Prepare a topic and purpose statement for your project and a statement regarding your target audience. What will be the topic/main thrust of your program for the local church setting you envision? Who is your audience? Brainstorm about how to reach this audience and accomplish your purpose.

Step 2: Prepare a rough draft of the outline and projected schedule of the program and a rough draft of your 3-4 paragraph methodology statement answering the following question: How will this topic be translated and conveyed to the church at the level of average church members that you target? Be creative, but do not lose focus on the content you hope to bring church members to a level of competence in.

Step 3: Final Project, consisting of a topic and purpose statement, a brief discussion of the audience you are targeting, a 3-4 paragraph methodology statement as to how the topic will be translated and conveyed to the church at the level of average church members that you target, an annotated outline and projected schedule of the program itself, and a selected bibliography of materials that you will draw from and may recommend to church members.

OUTLINE OF TOPICS AND ASSIGNMENTS

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-Intensive | Lecture 1. Introduction Lecture 2. Is God Impassible? Part 1 Lecture 3. Is God Impassible? Part 2 | Read and Review Syllabus Reading Reports 1-8, ALL due September 21, 2020. | CLO 1-4, 6-9 |

| Date | Topic | Assignment Due | CLOs Addressed |
|---------------------|---|---|----------------|
| | | Pre-Intensive Lecture Viewing and Report, due October 1, 2020 | |
| Oct 5 morning | Lecture 4. Is God Immutable, Timeless, Spaceless, Transcendent? Part 1 | Zoom Discussion of Reading Report 1: Canale, "Doctrine of God," 140-148 Peckham, "The Passible Potter and the Contingent Clay" | CLO 1-4, 6-9 |
| Oct 5 afternoon | Lecture 5. Is God Immutable, Timeless, Spaceless, Transcendent? Part 2 Lecture 6. Omnipotence and Determinism – Part 1 | Zoom Discussion of Reading Report 2: Peckham, "Divine Passibility, Analogical Temporality, and Theo-Ontology" | CLO 1-4, 6-10 |
| October 6 morning | Lecture 7. Omnipotence and Determinism – Part 2 | Zoom Discussion of Reading Report 3: Peckham, <i>Theodicy of Love</i> , chapter 2 Donkor, "Predestination" | CLO 1-4, 6-10 |
| October 6 Afternoon | Lecture 8. Omnipotence and Determinism – Part 3 Lecture 9. Theodicy – Part 1 | Zoom Discussion of Reading Report 4: Peckham, <i>Theodicy of Love</i> , chapter 3 | CLO 1-4, 6-10 |
| October 7 morning | Lecture 10. Theodicy – Part 2 | Zoom Discussion of Reading Report 5: Peckham, <i>Theodicy of Love</i> , chapters 4-5 | CLO 1-4, 6-10 |
| October 7 afternoon | Lecture 11. The Trinity – Part 1 | Zoom Discussion of Reading Report 6: Peckham, Trinity chapter (excerpt) | CLO 1-4, 6-10 |
| October 8 morning | Lecture 12a. The Trinity – Part 2a | Zoom Discussion of Reading Report 7: "Trinity in Scripture" "Trinity Among SDAs" | CLO 1-10 |
| | Lecture 12b. The Trinity – Part 2b | Zoom Discussion of Reading Report 8: | CLO 1-4, 6-10 |

| Date | Topic | Assignment Due | CLOs Addressed |
|---------------------|--|---|----------------|
| October 8 afternoon | | Canale, "Doctrine of God," 120-140 | |
| Post-Intensive | Lecture 13. Omniscience and Providence, Part 1 Lecture 14. Omniscience and Providence, Part 2 Lecture 15. Omniscience and Providence, Part 3 | Post-Intensive Lecture Viewing and Report (over lectures 13-15), due November 5, 2020 Post-Intensive Additional Reading Report (over Peckham, <i>The Love of God: A Canonical Model</i>), due November 12, 2020 Theology for the Church Project, due November 24, 2020. | CLO 1-10 |

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **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 | Intensive (Face to Face/ZOOM) Instructional Time | 29 hrs |
| | Other Instructor-Directed Online Activities | 16 hrs |
| | Pre-Intensive Reading and Reading Reports | 45 hrs |

| | | |
|--|---|------------|
| Independent Learning Activities | Pre-Intensive and Post-Intensive Lecture Viewing Reports | 5 hrs |
| | Post-Intensive Additional Reading and Reading Report | 25 hrs |
| | Theology for the Church Project | 15 hrs |
| Total Hours: | | 135 |

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 and Weighting | MAPM – 3cr. |
|---|------------------------|
| <p>Pre-Intensive Reading Reports and Discussion Preparation</p> <p>You will complete the various assigned readings listed earlier in the syllabus (see the pre-intensive course requirements section) and turn in one reading report for each of the reading assignments. Eight regarding reports in all. These reading reports are all due by September 21, 2020. Students must complete these assignments before the intensive ZOOM sessions begin.</p> <p>The procedure and format for your reading report is as follows: list your name, the pages and time spent reading, three significant discussion questions based on the reading, and three points of useful/interesting information. Finally, write one brief paragraph summarizing your critical evaluation of the reading (in approximately 100 words, see reading report rubric at the end of the syllabus). Your three questions should be of the type that evoke discussion and not merely yes/no or simple information questions. Make sure that you keep and bring to class a copy of your three discussion questions and points of useful/interesting information and have access to an electronic or hard copy of the readings during class. These will be used during dedicated times for discussion.</p> | 40% |

| | |
|--|------|
| <p>Pre-Intensive Lecture Viewing and Report</p> <p>Watch lectures 1, 2, and 3 (posted on LearningHub). Based on your viewing of these lectures, you will complete a viewing report, the format of which is as follows: list your name and the number of videos you watched in their entirety. Then list three points of useful/interesting information for each of the videos you viewed (9 points of useful/interesting information total). This is due on <u>October 1, 2020</u>. Students must complete these assignments before the intensive ZOOM sessions begin.</p> | 7.5% |
| <p>Post-Intensive Lecture Viewing and Report</p> <p>Watch lectures 13, 14, and 15 (posted on LearningHub). Based on your viewing of these lectures, you will complete a viewing report, the format of which is as follows: list your name and the number of videos you watched in their entirety. Then list three points of useful/interesting information for each of the videos that you view (9 points of useful/interesting information total). This is due on <u>November 5, 2020</u>.</p> | 7.5% |
| <p>Post-Intensive Additional Reading Report</p> <p>Read chapters 3-9 from Peckham, <i>The Love of God: A Canonical Model</i>. Downers Grove, IL: IVP Academic, 2015. After reading these chapters, you will turn in a reading report on LearningHub that states the chapters you have carefully read for this assignment (you do not need to read the footnotes) and provides a list of ten points of interesting/useful information. This reading report is due on <u>November 12, 2020</u>.</p> | 15% |
| <p>Theology for the Church Project</p> <p>You will prepare a plan for implementing a program to introduce church members to the doctrine of God, with the aim of making the theology of the doctrine of God accessible and practicable in your local church. This project is due on <u>November 24, 2020</u>.</p> <p>You do not need to prepare all of the theological material or presentations and other materials that would be required to actually conduct the envisioned program, but instead will be asked to provide an annotated outline and plan of action for implementing such a project in future ministry.</p> <p>The final Project will consist of a topic and purpose statement, a brief discussion of the audience you are targeting, a 3-4 paragraph methodology statement as to how the topic will be translated and conveyed to the church at the level of average church members that you target, an annotated outline and projected schedule of the program itself, and a selected bibliography of materials that you will draw from and may recommend to church members (see the rubric in the back of this syllabus).</p> | 30% |

* 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

All assignments are to be submitted via Learning Hub (aka Moodle) by the date and time listed in the assignment description.

Late Submission

No credit will be available for late assignments, absent extenuating circumstances.

ABOUT YOUR INSTRUCTOR

Dr. John C. Peckham, Professor of Theology and Christian Philosophy at the Seventh-day Adventist Theological Seminary, was born in New York and grew up in Massachusetts and Indiana. John pastored in the Indiana Conference of Seventh-day Adventists before being called to teach in the Religion Department at Southwestern Adventist University, where he received the Educator of the Year Award in 2012. In 2013, John was called to teach at the Theological Seminary of Andrews University and received the Daniel A. Augsburg Excellence in Teaching Award in 2016 and the Siegfried H. Horn Excellence in Research and Creative Scholarship Award in 2019. John graduated from Atlantic Union College (B.S. Accounting; B.S. Business Administration) and Andrews University (M.Div., Emphasis in Systematic Theology; Ph.D., Systematic Theology). His dissertation, “The Concept of Divine Love in the Context of the God-World Relationship” won the outstanding dissertation award, published by Peter Lang in 2014. An additional monograph on divine love, *The Love of God: A Canonical Model*, was published by IVP Academic in Fall 2015 and won IVP's 2015 Readers' Choice Award. In Fall 2016, *Canonical Theology: The Biblical Canon, Sola Scriptura, and Theological Method* was published (Grand Rapids: Eerdmans, 2016). In Fall 2018, *Theodicy of Love: Cosmic Conflict and the Problem of Evil* was published (Grand Rapids: Baker Academic, 2018). Articles John has written have appeared in *Philosophia Christi*, *Trinity Journal*, *Themelios*, *Andrews University Seminary Studies*, the *Mid-America Journal of Theology*, *Didaskalia*, the *Journal of the Adventist Theological Society*, *Perspective Digest*, and *Ministry Magazine*. John is currently working on a number of projects, including books on worldview, divine passibility, and the doctrine of God. John is married to an amazing woman, Brenda, who is a Registered Nurse and they have one son, Joel, their pride and joy. John’s passion is studying and proclaiming the beauty of the biblical conceptual framework and the incomparable love of God that it manifests.



OTHER COURSE-RELATED POLICIES

Attendance *(adapted from the AU bulletin)*

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.

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.

Attendance is an integral part of the learning experience in this course. Faithful attendance, preparation, and participation are essential to your success in this class and vital to the educational experience of your fellow students. **Unless there are extenuating circumstances, 1% will be taken off the final grade for each hour of absence (three tardies equal one absence). Students arriving beyond the first 10 minutes of any class hour will be considered absent.**

The topic of discussion for each class period is listed in this syllabus, including instructions regarding the precise nature of required preparation. You are expected to show evidence of this preparation by actively contributing in discussions. You are responsible for knowing the class preparation assignment for the following class period. If you miss class (excused or unexcused) it is your responsibility to find out what is expected in preparation for the next class period.

Be sure you attend class on time and faithfully and submit any valid excuses for absences in writing (via email) prior to missing class, if at all possible.

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.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

| | | | | | |
|---------|----|--------|----|--------|----|
| 94-100% | A | 83-86% | B | 70-75% | C |
| 90-93% | A- | 80-82% | B- | 63-69% | C- |
| 87-89% | B+ | 76-79% | C+ | 50-62% | 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: ASSIGNMENT RUBRIC(S)

READING REPORT/JOURNAL RUBRIC

| Criteria | | Meets Standard (5) | (4) | Good (3) | (2) | Does Not Meet Standard (1) | Absent (0) | Score | |
|----------|--------------------------------|--|-----|--|-----|--|------------|-------------------|--------------------|
| Category | | | | | | | | | |
| 75 % | Content | The student exhibited understanding of the material in the summary and critical evaluation. Three significant discussion questions and three points of useful/interesting information show evidence of thoughtful reading and reflection | | Some understanding of the material is exhibited in the summary. There are some questions and points of interesting information. Little evidence of thoughtful reading and reflection. | | It appears that the material was not carefully read. Questions and points of insight are either missing or poorly done. | | Out of 5 _____ | Out of 75 _____ |
| 25 % | Presentation of the Assignment | It is evident that the journal was composed with care and thoughtfulness. No spelling mistakes. Follows the prescribed format. It is clear that this assignment was not written in the last minute. | | The journal is generally well done but includes some spelling and grammatical mistakes, only follows some of the instructions, and shows evidence of being completed in a rushed and halfhearted manner. | | The journal looks messy; there are spelling mistakes and major departures from the instructions. It is evident that the student did not spend much time or effort preparing this assignment. | | Out of 5 _____ | Out of 25 _____ |

Total (out of 100):

THEOLOGY FOR THE CHURCH PROJECT RUBRIC

| Criteria | | Meets Standard (5) | (4) | Good (3) | (2) | Does Not Meet Standard (1) | Absent (0) | Score | |
|----------|------------------------------|---|-----|--|-----|--|------------|-------------------|--------------------|
| Category | | | | | | | | | |
| 10 % | Topic and Purpose Statements | Clearly and concisely states the project's topic and purpose, which is well-defined, engaging, and thought provoking. | | Clearly states project's topic and purpose. | | Topic and purpose are ambiguous and not well-defined | | Out of 5 _____ | Out of 5 _____ |
| 10 % | Discussion of Audience | Clear discussion of the target audience, showing the student has a clear focus for the project. | | Statement of target audience that shows some focus on audience. | | Statement does not delineate target audience from general audience. | | Out of 5 _____ | Out of 10 _____ |
| 35 % | Methodology Statement | The statement provides an excellent explanation and plan for how the topic will be translated to the level of average church members, with specific target audience in mind. The statement is of appropriate length and actionable. | | The statement provides an adequate explanation and plan of how the topic will be translated to the level of average church members and the statement is of appropriate length. | | The statement provides an inadequate explanation of how the topic will be translated to the level of average church members. | | Out of 5 _____ | Out of 35 _____ |

| | | | | | | | | | |
|------|--|--|--|--|--|---|--|-------------------|--------------------|
| 35 % | Annotated Outline and Projected Schedule of Program | The outline shows evidence of careful thought and is annotated, providing a clear description of what will be accomplished and how in each stage of the program. The schedule clearly shows the flow of the projected program. | | The outline is annotated, providing a description of what will be accomplished and how in each stage of the program. The schedule shows the flow of the projected program. | | The outline describes what will be accomplished in each stage of the program and includes a schedule. | | Out of 5 _____ | Out of 35 _____ |
| 10 % | Selected Bibliography | Presented in the correct format and includes 10+ selected sources that will be of use for the program. | | Presented in the correct format and includes 5+ selected sources that will be of use for the program. | | Includes a few selected sources that will be of use for the program. | | Out of 5 _____ | Out of 10 _____ |

Total (out of 100):

APPENDIX 3: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. MA in Pastoral Ministry (MAPM)

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

2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.

- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

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