

CHIS 674

Development of SDA Theology

Spring 2020

Dr. Merlin D. Burt

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Council Chamber, Griggs Hall, Andrews University, Berrien Springs, MI
Class meeting times:	January 13-16, 2020 Monday –Thursday: 8 am – 12:30 pm; 1:30 pm – 6:00 pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 471-3209, office
Instructor Email:	burtintensives@andrews.edu (Please include the course number in each correspondence)
Office location:	Center for Adventist Research, James White Library, 1st Floor
Alternate Contact:	Heidi Magesa, Course Facilitator 269.471.3986, office burtintensives@andrews.edu (Please include the course number in each correspondence)
Office hours:	NA

BULLETIN DESCRIPTION OF COURSE

Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. Prerequisite: CHIS570 or equivalent.

This course is a study of the development of the doctrines and teachings of the Seventh-day Adventist Church. Special attention will be given to initial core distinctive beliefs and subsequent progressive developments with attention to new doctrines, teachings, and important theological adjustments.

PROGRAM & COURSE LEARNING OUTCOMES

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

1. Know the theological origins of major aspects of Adventist theology.
2. Examine primary sources of Adventist theology.
3. Explain the historical theological development of major SDA doctrines.

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.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

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

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. Knowledge – upon successful completion of this course the student will:
 - a. Understand the Millerite theological background to Seventh-day Adventist (SDA) doctrines.
 - b. Know the historical theological development of major SDA doctrines.
 - c. Understand the various stages of Adventist theology since its inception.
 - d. Provide an understanding of the contemporary theology tensions in Adventism in light of their historical roots.
2. Skills–upon successful completion of this course the student will:
 - a. Be able to critically analyze, understand and evaluate Seventh-day Adventist teachings, in the context of their historical development.
 - b. Read, understand and critique primary sources of Adventist theology.
 - c. Research, evaluate and analyze major theological ideas of Adventism.
 - d. Develop methods to present Adventist theological development.
3. Attitudes, Values and Commitments–upon successful completion of this course the student will:
 - a. Foster an attitude towards Adventism that is both courteous and critical.
 - b. Value the significance of Adventist theology to the mission of the church.
 - c. Appreciate the developmental nature of God’s leading to a greater understanding of Bible truth.
 - d. Appreciate the work of the various founders of Adventism and their role in establishing the theology of the church.
 - e. Recognize the role that Ellen G. White and the Bible played in the development of SDA theology.
 - f. Commit to emulate the spirit of the founders of Adventism in advancing the work of Gospel.

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

1. Burt, Merlin D., "Development of Seventh-day Adventist Theology Outline Textbook." This Outline Textbook should be carefully studied. (209 pages)
2. Burt, Merlin D., comp, "Source Materials for CHIS674: The Development of Seventh-day Adventist Theology," 2006. (795 pages) Can be acquired in electronic form. This is only for reference. You are not required to read this material.
3. Knight, George. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010. (336 pages) You should spend only a maximum of about 10 hours reading/reviewing this book. The purpose of examining this book is to provide a level of familiarity with the Millerite movement.
4. Burt, Merlin D. "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). (462 pages) You should spend only a maximum of about 15 hours reading/reviewing this book. The purpose of examining this book is to provide familiarity with the beginning of Sabbatarian Adventism.

Recommended Course Materials

1. Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Hagerstown, MD: Review and Herald, 2000. (223 pages)
2. P. Gerard Damsteegt. *Foundations of the Seventh-day Adventist Message and Mission*. Berrien Springs, MI: Andrews University Press, 1977. (348 pages)

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

PRE-INTENSIVE COURSE REQUIREMENTS

A. Issues in Ellen White Outline Lecture Videos & Discussions **60 points**

The student is required to watch each of the five (5) *ISSUES IN ELLEN WHITE* lectures in LearningHub, report their progress at the end of every lecture through the Lectures and Reading Report quiz feature and participate in each Outline's forum discussions.

(40 points [8 points each Outline] for watching video lectures and 20 points [4 points each Outline] for discussion participation)

FORUM DISCUSSION REQUIREMENTS:

The student is expected to participate in an online group discussion (in LearningHub) related to the topics covered in the *ISSUES IN ELLEN WHITE* course lectures.

How this will work: Students are required to make at least two postings (1 initial post + 1 response post for a total of 4 points) in accordance with the following parameters:

1. Respond to the question(s) posted by the professor.
2. Respond to at least one of the replies made by other students (response post).
3. Each initial post should be at least 100 words long. Response posts do not have a word length requirement.

Your work must be submitted through LearningHub. NO emailed assignments will be accepted. DUE January 13, 2020, the first day of class.

B. Two-page Book Summaries

40 points

Download and read/review the required materials. The definition of read/review means that you spend serious time working through the content of the book but not necessarily reading everything. The reading is for background to prepare you for the class presentations. The books to read/review are:

- *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010. (20 pts.)
- Burt, Merlin D. "The Historical Background" (Ph.D. dissertation, Andrews University, 2002). (20 pts.)

Write a two-page summary for each of the books. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted. DUE January 13, 2020, the first day of class.**

- Learning Outcome #3-B
 - Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
 - Description
 - Identify central issues, and understand historical- theological development of SDA beliefs
 - Evidence
 - Book summaries

REQUIREMENTS DURING THE INTENSIVE

A. A Lecture and In-class Learning

- Learning Outcome #3-B
 - Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
 - Description
 - Identify central issues, and understand historical- theological development of SDA beliefs
 - Evidence
 - **Final Exam Thursday, January 16, 2020.**

B. Primary Source Selection

10 points

- C. Submit an electronic copy of the three (3) primary sources you have chosen to study. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted.** See page 11 for a listing of the Primary Source Documents.

DUE , January 16, 2020, the last day of class.

POST-INTENSIVE COURSE REQUIREMENTS

D. **READING: Primary Source Reading/Review**

20 points

Review each source in “Source Materials for CHIS674: The Development of Seventh-day Adventist Theology,” 2006. (See page 11.) For the purposes of this class, “review” is defined as examining the material conceptually and not necessarily reading the material in detail. Assessment will be determined by report and by examination. Up to three points per examination will be from the primary source materials. Review report stating that the sources have been examined will be due by the time of the final examination. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted. DUE Thursday, April 30, 2020 by 5 pm Eastern.**

- Learning Outcome #3-G
 - Engages in Biblical and theological reflection as the basis for ministry.
 - Description
 - Demonstrates clear argumentation of specific aspects of SDA historical-theological development
 - Evidence
 - Electronic and/or paper Project

E. **PROJECT: Primary Source Research and Report**

125 points

The student will select three primary sources from the following source materials contained in the class Source Materials and compile a list identifying the three selected primary sources. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted.** A 3-to-5-page report of each of the three sources for a total of 9 to 15 pages (typed and double spaced) should include an overview of the content, implications for Seventh-day Adventist theology including connections to later theological development, and a Biblical critique. A minimum “C” grade for the paper/research is required to pass the class. See grading rubric on page 8. **DUE Thursday, April 30, 2020 by 5 pm Eastern.**

PORTFOLIO

	Competencies Addressed	Assessment Methods	Portfolio Artifacts
3	<i>Developing Theologian</i>		
B	Demonstrates advanced understanding of Adventists history, theology doctrines and lifestyles	Primary Source Research Report Final Examination Book summaries	Book summaries Class notes and Outline Textbook Primary Source Research Report Final Examination
G	Engages in biblical and theological reflection as the basis for ministry	Primary Source Research Report Final exam	Book summaries Class notes and Outline Textbook Primary Source Research Report

PRIMARY SOURCE DOCUMENTS

Select three (3) primary source documents and write a 3 to 5-page report including an overview of the content, implications for Seventh-day Adventist theology including connections to later theological development, and a Biblical critique.

1. *William Miller's Apology and Defense*, 1845.
2. Miller, William, *Letter to Joshua V. Himes, on the Cleansing of the Sanctuary*, 1842.
3. Fitch, Charles, *Come Out of Her My People*, 1843.
4. Hale, Apollon and Turner, Joseph, "Has not the Savior Come as Our Bridegroom?" *The Advent Mirror*, Jan. 1845.
5. Crosier, O. R. L., *Day-Dawn*, March 26, 1845.
6. Crosier, O. R. L., *Day-Star*, Feb. 7, 1846.
7. "Hiram Edson Manuscript Fragment."
8. Preble, T. M., *A Tract Showing that the Seventh Day Should Be Observed as the Sabbath*, 1845.
9. Bates, Joseph, *The Seventh Day Sabbath, a Perpetual Sign*, 1846.
10. Bates, Joseph, *The Seventh Day Sabbath, a Perpetual Sign*, 1847.
11. Bates, Joseph and White, Ellen G., *A Vision*, April 7, 1847
12. White, James, "The Third Angel's Message," *Present Truth*, April 1850.
13. White, Ellen G., MS #24, 1888, "Looking Back on Minneapolis."
14. The Bible Conference of 1919 Bible Conference Minutes, *Spectrum*, vol. 10, no. 1.
15. Andreasen, M. L., "The Last Generation," from *The Sanctuary Service*, 1947.
16. Unruh, T. H. "The Seventh-day Adventist Evangelical Conferences from 1955-1956," in *Adventist Heritage*, Winter 1977.
17. Andreasen, M. L., "Letters to the Churches," Letter #1"
18. Other sources directly related to the topics covered in the class may be chosen with the Professor's approval

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

Topic	
Outline of Class (see Lecture Outlines PDF on LearningHub):	
A. Millerite Background of Adventist Theology –up to 1844 a. Historical and theological roots of Millerism b. William and his call to service c. Millerite Distinctives d. Millerite Conditionalism and Sabbatarianism	Outlines 1-4
B. The Emergence of Sabbatarian Adventism- 1844 to 1850 a. 1844 Disappointment and the division of Millerite Adventism b. Bridegroom Adventism and the Atonement i. The Rise of Sabbatarianism ii. Linking the Sabbath and Sanctuary iii. Sabbath Conferences and the Sealing Message iv. The Shut Door view	Outlines 5-11

Topic	
C. Developing Movement and Organization- 1850 to 1888 a. Time to Begin the Sabbath b. The Three Angels' Message in Adventist History c. The Role of Spiritual Gifts and the Great Controversy theme d. Church Organization and Tithing	Outlines 12-15
D. A New Focus on Christology and Salvation- 1888 to 1915 a. 1888 and the Law in Galatians Controversy b. Adventist's Understanding of the Trinity & the Divinity of Christ c. The Human Nature of Jesus	Outlines 16-18
E. Theological Conflicts and Refocusing on Unity and Mission a. Fundamentalism versus Modernism b. The 1919 Bible Conference c. Theology of M. L. Andreasen and Questions on Doctrines d. Desmond Ford Crisis, Sanctuary, and Ellen G. White	Outline 19

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

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

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

Students weak in these skills:

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

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

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	36 hrs
	Issues in Ellen White Lecture Videos and Discussion	15 hrs
	Two Page Book Summaries	30 hrs
	Primary Source Reading Review	44 hrs

Independent Learning Activities	Final Exam Preparation	10 hrs
Total Hours:		135 hours

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

The student is responsible to know all material presented in the *CHIS674: Development of Seventh-day Adventist Theology* outline textbook and class lectures.

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.

Criteria for Assessment	Weighting
1. Overview of Document Content	36 points (12 for each)
2. Implications for Seventh-day Adventist Theological Development	36 points (12 for each)
3. Earlier or Later Theological Development	15 points (5 for each)
4. Biblical Critique	24 points (8 for each)
5. Correct Spelling and Grammar	14 points
Total Possible	125 points

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 must be submitted through LearningHub: www.learninghub.andrews.edu
NO emailed assignments will be accepted unless specifically authorized by the teacher or course facilitator.

Late Submission

1. LearningHub will automatically reject late submissions when the dropbox has closed. If you miss the end of semester deadline, please email burtclasses@andrews.edu for instruction on how to turn in the assignment.
2. The following penalties will be applied for late submission of assessment items:
 - a. ALL assignments MUST be turned in on time in order to get full credit.
 - b. LATE ASSIGNMENTS WILL NOT BE ACCEPTED for full credit. Late assignments will be REDUCED 10% PER WEEK UP TO THE END OF THE SEMESTER.

Incomplete grade (I)

An incomplete grade indicates that the student's work is incomplete because of illness or unavoidable emergency circumstances and not because of excessive class load, negligence, or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued. The 2015-2016 incomplete fee is \$34. The university does not allow a DN or DG for MDiv students taking distance learning classes.

An "I" may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I 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 "I" shall be removed during the following semester. However, an "I" 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.

Resubmission of Assignments

In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment only under special circumstances.

ABOUT YOUR INSTRUCTOR

Merlin D. Burt is director of the integrated Center for Adventist Research at Andrews University. He is also director of the White Estate Branch Office and professor of Church History at the Seventh-day Adventist Theological Seminary. He has been with the Ellen G. White Estate since 1993. Previous to his present position he served for ten years as director of the Loma Linda University White Estate Branch Office, as chair of Archives and Special Collections, and with the Faculty of Religion at Loma Linda University.



Dr. Burt received his Ph.D. from the Andrews University Seventh-day Adventist Theological Seminary in 2003. His dissertation examined the development and integration of the Sabbath, sanctuary, and Ellen White's role in Sabbatarian Adventism between 1844 and 1849. He has published numerous articles and chapters and has served variously as a speaker, editor, and organizer of various conferences and symposiums. He is author of *Adventist historical Places: New York and New England*; is in the process of writing a textbook on the development of Seventh-day Adventist theology; and is editor of *Understanding Ellen White*, a book published by Pacific Press for the Ellen G. White Estate on Ellen White Issues.

Previous to his academic and administrative appointments, Dr. Burt served in the United States as a pastor in Ohio and California. He is married to Sarah, and together they have two grown sons and a daughter. They also have four grandchildren. Dr. Burt's hobbies include collecting Adventist-related materials and woodworking. His passion is for Seventh-day Adventists to connect God's leading in the past to a personal living Christian experience.

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.

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

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 A GRADE

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

THE B GRADE

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

THE C GRADE

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

THE D GRADE

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

THE F GRADE

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

APPENDIX 2: 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.