

# THST627-118 Roman Catholic Life and Thought

MA in Pastoral Ministry, Intensive

Burman University, Lacombe, Alberta

March 8-12, 2020

*Denis Fortin (Ph.D.)*

Last update: [September 4, 2019](#)

## CLASS & CONTACT INFORMATION

<b>Class location:</b>	Burman University
<b>Class meeting times:</b>	March 8-12, 2020 Sunday, March 8, 5:00pm – 8:00pm Monday - Thursday, March 9-12, 8:00am – 5:30pm Exam: Thursday, March 12, 7:00 – 9:00 pm
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Email:</b>	<a href="mailto:fortind@andrews.edu">fortind@andrews.edu</a>
<b>Office location:</b>	Seminary, N313

## BULLETIN DESCRIPTION OF COURSE

This course is a study of Roman Catholic theology, life and thought with attention given to major doctrines, dogmas, and practices in contemporary Roman Catholicism, in dialogue with Scripture and Seventh-day Adventist theology. Through class discussions and the study of Catholic documents and secondary literature, this course will help students think theologically and articulate their thoughts on various basic theological themes of Roman Catholicism. Students will also experience a Roman Catholic worship service and visit a shrine, and learn how to personally relate to Roman Catholic beliefs and practices.

## PROGRAM & COURSE LEARNING OUTCOMES

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

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

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

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.

(The full set of program learning outcomes for your degree program is listed in **Appendix 5**.)

### **Course Learning Outcomes (CLO)**

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

1. Understand the foundations and major theological elements of modern Catholic theology in comparison to Seventh-day Adventist theology,
2. Gain a good understanding of Roman Catholic life and faith,
3. Acquire a good knowledge of the role of the Roman Catholic Church in the ecumenical movement, and
4. Use analytical and critical reading skills to evaluate the theological content of Catholic documents.

## COURSE OVERVIEW

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### ***Pre-Intensive Assignments (due on March 8, 2020)***

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**Note:** Before the first day of class for the intensive, students should complete the following assignments. All these assignments are due on Sunday, March 8, 2020.

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

#### **1. REQUIRED READING**

In preparation for the lectures and class discussions during the Intensive, students are

required to read these books.

- Kenneth J. Collins and Jerry L. Walls. *Roman but not Catholic: What remains at stake 500 years after the Reformation*. Grand Rapids, MI: Baker Academic, 2017. 432 pp.
- Matthew Levering and Kevin J. Vanhoozer. *Was the Reformation a Mistake? Why Catholic Doctrine Is Not Unbiblical*. Grand Rapids, MI: Zondervan, 2017. 240 pp.
- *Catechism of the Catholic Church*. Paragraphs 51-141; 144-197; 484-511; 748-870; 871-945; 963-975; 976-987; 1024; 1066-1690. (Any edition and language will do if you use the given paragraph numbers.)
- Francis, *On the Call to Holiness in Today's World Gaudete et Exsultate* (2018). [http://w2.vatican.va/content/francesco/en/apost\\_exhortations/documents/papa-francesco\\_esortazione-ap\\_20180319\\_gaudete-et-exsultate.html](http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html)

At the beginning of the intensive students need to report on the LearningHub that the reading of these four books has been done.

A final grade will be assigned only after the student has reported that the required reading has been done. Reports turned in late will receive half credit. The professor will take the word of the student that this requirement has been completed in all honesty.

## 2. BOOK REPORT

Students will write a book report of Matthew Levering and Kevin J. Vanhoozer, *Was the Reformation a Mistake? Why Catholic Doctrine Is Not Unbiblical* (Grand Rapids, MI: Zondervan, 2017).

See the study questions and guidelines below (**Appendix 2**). The document with study questions to answer is also found on the LearningHub. Reports must be submitted on the LearningHub.

This assignment will fulfill the Student Learning Outcomes # 1, 3, and 4.

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## During the Intensive (March 8-12, 2020)

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### MAPM Intensive Class Schedule

Schedule for class meetings:	Running total
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Sunday	5-8 p.m.	3 hours	3
Monday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours	8.5 11.5
Tuesday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours	8.5 20
Wednesday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours	8.5 28.5
Thursday	8:00-12:30 p.m. 1:30-5:30 p.m. 7 p.m-9 p.m.	4.5 hours 4 hours 2 hours	10.5 39
Pre/Post-session	Guest lectures to be viewed on-line	6	6 45

### LECTURE TOPICS DURING THE INTENSIVE

Lecture topics	Reading Relevant for Each Topic
Introduction to the course	Course syllabus
Catholic documents	Catholic Magisterial Documents
Catholic Church & the Ecumenical Movement	CCC §144-197 Collins & Walls, 46-63
Scripture and Tradition	CCC §51-141 Collins & Walls, 11-45 Levering & Vanhoozer, 35-52, 191-231
Role of Mary in Salvation	CCC §484-511, 963-975, 1024 Collins & Walls, 280-320 Levering & Vanhoozer, 53-73
Catholic Ecclesiology	CCC §748-870 Collins & Walls, 84-124
Apostolic Succession and the Role of the Papacy	CCC §871-945 Collins & Walls, 197-243

Sacraments	Levering & Vanhoozer, 172-186 CCC §976-987, 1066-1690 Collins & Walls, 145-196 Levering & Vanhoozer, 74-110
Current documents	Francis, <i>On the Call to Holiness in Today's World</i> Gaudete et Exsultate

### 3. FINAL EXAMINATION

At the end of the intensive course, students will take a final examination. The exam will consist of two essay questions on what has been learned during the course, how the material has challenged students personally and how their learning experience has affected their theology and praxis of ministry. Students will be able to use class notes and textbooks.

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### ***Post-Intensive Assignments (due April 25, 2020)***

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#### 4. SERMON

Students will write a sermon on Christ, the only mediator for salvation or on the state of the dead.

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

Look carefully at the evaluation rubrics for this assignment at the end of the syllabus (**Appendix 3**). The rubrics will give you a good idea of what the professor will evaluate in this assignment.

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

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

#### 5. REPORT on a VISIT to a ROMAN CATHOLIC CHURCH

Students will visit a Roman Catholic church and write a report (about 6 pages) describing similarities and differences between worship services of the Seventh-day Adventist church and the church chosen. This report (reflection paper) will include similarities and

differences in (1) styles of worship, liturgical and theological aspects of worship, (2) physical environment, architecture, esthetics, and (3) the worship experience and piety of the people observed, and (4) should include the student's personal impressions of the service. The report should be written with full sentences and paragraphs.

This report must be based upon an actual visit to a church during the semester; the report cannot be based on an online presentation of such a worship service. This report must be submitted on the LearningHub.

Look carefully at the evaluation rubrics for this assignment at the end of the syllabus (**Appendix 4**). The rubrics will give you a good idea of what the professor will evaluate in this assignment.

This assignment will fulfill the Student Learning Outcome # 2.

## 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***

*Catechism of the Catholic Church* (1994). 2nd ed. New York: Image Doubleday edition. (Any edition, in any language will do since the reading assignments follow paragraph numbering.)

Kenneth J. Collins and Jerry L. Walls. *Roman but Not Catholic: What Remains at Stake 500 Years After the Reformation*. Grand Rapids, MI: Baker Academic, 2017. 432 pp.

Matthew Levering and Kevin J. Vanhoozer. *Was the Reformation a Mistake? Why Catholic Doctrine Is Not Unbiblical*. Grand Rapids, MI: Zondervan, 2017. 240 pp.

Francis. *On the Call to Holiness in Today's World* Gaudete et Exsultate. 2018.

[http://w2.vatican.va/content/francesco/en/apost\\_exhortations/documents/papa-francesco\\_esortazione-ap\\_20180319\\_gaudete-et-exsultate.html](http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html)

For price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

## Recommend Books

Norman L. Geisler and Joshua Betancourt. *Is Rome the True Church? A Consideration of the Roman Catholic Claim*. Wheaton, IL: Crossway, 2008.

Norman L. Geisler and Ralph E. MacKenzie. *Roman Catholics and Evangelicals: Agreements and Differences*. Grand Rapids: Baker Book House, 1995.

### Recommended Catholic websites:

The official Vatican English website: <http://w2.vatican.va/content/vatican/en.html>

The United States Conference of Catholic Bishops (USCCB): <http://www.usccb.org>

Catholic Online: <http://www.catholic.org>

Catholic Answers to explain and defend the faith: <http://www.catholic.com>

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

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

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

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

		Professional Masters' Programs
		3 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	45 hrs
	<b>Pre-Intensive Required Reading</b>	60 hrs

<b>Independent Learning Activities</b>	<b>Post-Intensive Levering/Vanhoozer Report</b>	7 hrs
	<b>Post-Intensive Report on Church Visit</b>	8 hrs
	<b>Post-Intensive Sermon</b>	15 hrs
<b>Total Hours:</b>		135 hrs

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities listed above which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided below. Specific due dates are given in the Course Overview above.

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

No **Deferred Grade (DG)** can be issued for this course.

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.

### EVALUATION

The breakdown for determining the final grade is as follows:

Required reading	20%
Levering/Vanhoozer book report	25%
Church visit report	25%
Sermon	20%
Final exam	10%
<b>Total</b>	<b>100%</b>

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

### **Assignment Submission**

All course assignments must be submitted through the LearningHub.

### Late Submission

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

### Incomplete (I)

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

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

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

Ordinarily, an Incomplete shall be removed during the following semester. However, an Incomplete contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of Incompletes on a student's record affects the student's class and workload.

## ABOUT YOUR INSTRUCTOR



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

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

serves as teaching pastor of the One Place Fellowship on the campus of Andrews University.

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

Fortin has authored many publications on Adventist history and theology. His latest publications are the Adult Bible Study Guide (Sabbath School quarterly) *Oneness in Christ* (October, November, December 2018) and its companion volume, *One in Christ: Biblical Concepts for a Doctrine of Church Unity* (Pacific Press Publishing Association, 2018). He also prepared an annotated 125<sup>th</sup> anniversary edition of the Ellen G. White classic *Steps to Christ* (Andrews University Press, 2017) and is co-editor of *The Ellen G. White Encyclopedia* (Review and Herald, 2013). In 2004, he published a historical study of *Adventism in Quebec: The Dynamics of Rural Church Growth, 1830-1910* (Andrews University Press). He is also preparing a biography of Adventist church leader George I. Butler (Pacific Press) and the theology of Ellen G. White (Safeliz Publishing House, Spain).

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

Fortin is married to Kristine Knutson (MA in Educational Psychology), associate director and coordinator of undergraduate advising services and Academic Probation Monitoring of the Student Success Center at Andrews University. They have three children: Kimberly in upstate New York; Mark living in Michigan; and Erika, who floats around the world on a cruise ship.

## 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](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 210 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Use of Electronics**

No recording or live 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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**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](http://www.learninghub.andrews.edu) .***

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

96-100%	A	83-86.9%	B	70-74.9%	C
91-95.9%	A-	80-82.9%	B-	60-69.9%	C-
87-90.9%	B+	75-79.9%	C+	50-59.9%	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: STUDY QUESTIONS AND EVALUATION RUBRICS FOR LEVERING AND VANHOOZER REPORT

(This document is also found on the LearningHub to download and use for the assignment.)

*Instructions: Use this document to write your answers, save it with your last name at the beginning of the e-file, and then upload it on the Learning Hub.*

*Each answer should be substantial (at least 250 words).*

Matthew Levering and Kevin J. Vanhoozer. *Was the Reformation a Mistake? Why Catholic Doctrine Is Not Unbiblical*. Grand Rapids, MI: Zondervan, 2017.

In this book, Roman Catholic theologian Matthew Levering addresses many of the key doctrines that have divided Catholics and Protestants since the Reformation 500 years ago. He seeks to help the readers see these doctrines from a Catholic perspective. After his summary of Martin Luther's perspective on the subject, he offers a Catholic biblical position on the same subject and thus claims that the Catholic position is biblical as well – if one allows for the variety of biblical modes of interpretation of Scripture. The book concludes with Kevin Vanhoozer's spirited "mere Protestant" response.

1. **Introduction.** Levering states that the Reformation was not a mistake. What does he say to support such a perception? (29-31)
2. **Scripture.** Levering agrees that obedience to the word of God is imperative (44-46). Yet, he wonders how we know what the New Testament teaches and concludes that God's appointed church leaders should "determine authoritatively what Scripture means on a disputed point." (51). What are some of Vanhoozer's arguments in response to Levering's ideas (201-205)?
3. **Mary.** Levering uses typology to support the Catholic teaching on the significance of Mary in the plan of salvation (73). What are Vanhoozer's major counter arguments in response to the non-biblical foundations of Marian dogmas? (208-216)
4. **The Eucharist.** Levering summarizes well what Luther taught regarding the Eucharist in his treatise *On the Babylonian Captivity of the Church*. One of Luther's objections to the Catholic Mass is the teaching that it is also a replication of the sacrifice of Jesus on the cross (77-79). How does Levering explain his understanding of the concept of the Eucharist as sacrifice? (87-89)

5. **Justification and Merit.** We would agree with Levering that those who are justified by faith also receive the Holy Spirit who transforms their lives. (Luther understood justification to be a punctiliar moment when the sinner is forgiven and called the transformation of life sanctification, while Catholics make it part of the process of justification.) How is Levering arguing that works of faith merit a reward? (137-140)
  
6. **Saints.** Levering’s reflection on the biblical support for a Catholic belief in the intercession of the departed saints (and for Purgatory as well) is based on the concept of the immortality of the soul. How are his arguments and proof texts no longer valid if we understand the biblical concept of sleep as the intermediate state between death and resurrection?
  
7. **Papacy.** What are Luther’s arguments against the need of a papacy to guide the Church? (172-176)
  
8. **Vanhoozer’s Response.** What are Vanhoozer’s main arguments against the Roman Catholic claim that it is the Church (and the Magisterium) that must interpret Scripture? What is the proper role of the Church in the interpretation of Scripture? (224-231)
  
9. **Conclusion.** In one paragraph, what has impacted you the most in reading this book?
  
10. **Reading.** For this assignment, students are required to read the entire book. How much of the book have you read?

**Honesty Statement:** Your document must include this statement:

**“As a member of the academic community of Andrews University I pledge that I have not received, used, or given any unauthorized assistance on this assignment.”**

### Evaluation for Book Report

Criteria	Exceeds Standard (5)	(4)	Good (3)	(2)	Below Standard (1)	Score
<b>Q #1 Introduction</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.		Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.	Out of 10  _____

<b>Q #2 Scripture</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.		Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.	Out of 10 _____
<b>Q #3 Mary</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.		Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.	Out of 10 _____
<b>Q #4 Eucharist</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.		Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.	Out of 10 _____
<b>Q #5 Justification and Merit</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.		Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.	Out of 10 _____
<b>Q #6 Saints</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.		Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.	Out of 10 _____
<b>Q #7 Papacy</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question.  Some analysis of the topic.  Reader gains some insight.		Information is disconnected from the question.  Analysis is vague or confused.  Reader gains no insight.	Out of 10 _____
<b>Q #8 Vanhoozer's Response</b>	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.		Good information given; answer is only partly related to the question.  Some analysis of the topic.  Reader gains some insight.		Information is disconnected from the question.  Analysis is vague or confused.  Reader gains no insight.	Out of 10 _____

<b>Q #9 Conclusion</b>	Conclusion is engaging.		Good conclusion and statement of what has been learned in reading this book.		Conclusion is confusing, incomplete or unfocused.	Out of 5 _____
<b>Mechanics</b>	No errors in spelling, capitalization or formatting. Citations are accurate and well done.		Some errors in spelling, capitalization or formatting. Citations are mainly accurate and well done.		Numerous errors in spelling, capitalization and formatting. Citations are not accurate and not proper in format.	Out of 5 _____
<b>Reading</b>	Have you read this book in its entirety? Yes No If no, how much have your read?					Out of 10
<b>TOTAL</b>	COMMENTS:					Out of 100 _____

## APPENDIX 3: SERMON EVALUATION RUBRICS

Elements	A	B	C	D	F
<b>Communication and Language</b>  (10 points)	Very interesting, inspiring, thought provoking, well articulated; no more than two spelling mistake and grammatical or style error per page.	Is articulate, holds the reader’s attention – no more than three spelling, grammatical or style errors per page	Generally well-written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Not well-focused on the subject, is full of grammatical, spelling and style errors	Poorly written, lacks relevance and thoughtfulness. Has multiple mistakes in grammar, spelling and style
<b>Introduction</b>  (15 points)	Presents the topic and purpose (thesis) of the sermon very clearly and succinctly. Creative, unique insights making reading inviting.	Presents the topic and purpose (thesis) of the sermon clearly, succinctly. Insightful.	Topic and purpose (thesis) of the sermon lack some clarity. It tends to be overly wordy. Lack of direction is obvious.	Topic and purpose (thesis) of the sermon have limited clarity. It is not easily apparent what this sermon is about.	Topic of the sermon is not clearly described nor is the purpose (thesis) expressed.
<b>Development of ideas</b>  (30 points)	Demonstrates attention to sermon outline; independent insight; comprehensive reading and research of the topic obvious. Ideas flow logically with excellent transitions	Demonstrates extensive reading and research of topic. Ideas flow logically, with good transitions, follows sermon outline in Ten Basic Steps	Demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of sermon outline	Demonstrates limited reading and research. Most ideas do not flow logically, transitions from one point to the next are weak. There’s no clear evidence of sermon outline	References to reading and research poor and most ideas irrelevant to topic. No clear sermon outline. Lots of rambling
<b>The “Big Idea”</b>  (10 points)	Presents one exegetically sound, clear and	Presents one exegetically	The “Big Idea” presented is not	The “Big Idea” is is not	Never presents a “Big Idea”

	applicable “Big Idea”	sound and clear “Big Idea”	clear and/or applicable	exegetically sound	
<b>Use of Illustrations</b> (10 points)	All illustrations are clearly connected to supported points	Most illustrations are connected to supported points	Illustrations are only tangentially related to supported points	Uses poor illustrations	Uses no illustrations
<b>Engaging and Appropriate Style</b> (10 points)	Uses an engaging and appropriate style that holds the readers/listeners attention throughout	Uses a mostly engaging and appropriate style that holds the readers/listeners attention most of the time	Does not engage the readers/ listeners throughout and/or uses an inappropriate style	Does not engage the readers/ listeners and/or use an appropriate style	Does not engage the readers/ listeners
<b>Conclusion</b> (15 points)	Conclusion is a clear summary with persuasive appeal	Conclusion is persuasive and appeal good	Conclusion has some merit, but appeal could be improved	Conclusion lacks summary of ideas; no personal reaction; no obvious appeal	Conclusion and reflections not well thought out; lacks appeal
<b>10 Bonus points</b>	Has this sermon been preached before it is submitted?				
<b>TOTAL</b> (100 points)	Comments:				

**APPENDIX 4: CHURCH VISIT REPORT EVALUATION RUBRICS**

<b>Criteria</b> <b>Category</b>	<b>Excellent (5)</b>	<b>(4)</b>	<b>Good (3)</b>	<b>(2)</b>	<b>Below Standard (1)</b>	<b>Absent</b> <b>(0)</b>	<b>Score</b>
<b>Introduction</b>	Introduction is engaging, states time and place of visit		Introduction states time and place of visit		Unclear and convoluted introduction. Information missing		Out of 5
<b>Reflection on style of worship, liturgy,</b>	Excellent reflection of the similarities and differences between the church's style of worship and the SDA style. Provides very good comparisons of worship liturgies and theological analysis of the differences.		Good reflection of the similarities and differences between the church's style of worship and the SDA style. Provides adequate comparisons of worship liturgies and theological analysis of the differences.		Poor reflection of the similarities and differences between the church's style of worship and the SDA style. Provides little comparisons of worship liturgies and theological analysis of the differences.		Out of 10
<b>Reflection on physical environment, esthetics, etc.</b>	Excellent reflection on the similarities and differences of the physical environments of the church chosen with a typical SDA church. Provides very good comparisons of architecture and aesthetics.		Good reflection on the similarities and differences of the physical environments of the church chosen with a typical SDA church. Provides adequate comparisons of architecture and aesthetics.		Poor reflection on the similarities and differences of the physical environments of the church chosen with a typical SDA church. Provides little comparisons of architecture and aesthetics.		Out of 10
<b>Reflection on piety of participants</b>	Excellent reflection on the similarities and differences on the piety of the participants observed.		Good reflection on the similarities and differences on the piety of the participants observed.		Poor reflection on the similarities and differences on the piety of the participants observed.		Out of 10
<b>Personal Impressions</b>	Excellent reflection on the visit and what has been learned from the experience.		Good reflection on the visit and what has been learned from the experience.		Reflection is confusing, does not express what has been learned from the visit. Incomplete or unfocused.		Out of 10
<b>Formatting, grammar, etc.</b>	Presented in the correct format with no errors. No errors of grammar and spelling.		Presented in the correct format with some errors. Some errors of grammar and spelling.		Many errors in formatting, grammar, spelling.		Out of 5

## APPENDIX 5: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. 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.

#### 2. 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