

GSEM 530-132

Doctrine of the Sanctuary

Sep 24-28, 2023 (Lincoln)

Oliver Glanz, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Union College Ortner Center - Shawnee Porter Conference Room
Class meeting times:	Sep 24-28, 2023 Sunday: 5 p.m. – 8 p.m. Monday – Thursday: 8:30 a.m. – 12:30 p.m.; 1:30 p.m. – 5 p.m.
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-815-8838
Instructor Email:	glanz@andrews.edu
Office location:	OT department N112
Office hours:	by appointment on Zoom: https://andrews.zoom.us/j/98994597760

BULLETIN DESCRIPTION OF COURSE

A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews, and Revelation.

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:

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

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 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. Value, understand and trace the pervasive treatment of the sanctuary throughout Scripture.
2. Set forth the basic Seventh-day Adventist understanding of the Sanctuary from Scripture, including its pre-Fall function in heaven and in Eden, its Gospel-centered focus after the Fall, and the return to its original function in the New Earth.
3. Present a biblically-based, well-organized, Christ (gospel)-centered response to those who have challenged the sanctuary doctrine.
4. Demonstrate that the sanctuary is the key to the whole system of biblical reality (truth, beauty, and goodness) as it is centered in Jesus.
5. Integrate the study of the sanctuary with personal experience.
6. Make practical application of the sanctuary doctrine to pastoral ministry.

Develop the preaching values of the sanctuary doctrine.

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

Davidson, Richard M. *A Song for the Sanctuary: Experiencing God's Presence in Shadow and Reality* (Nampa, ID: Biblical Research Institute, Pacific Press, 2022). This book is published as a Kindle ebook from Amazon.com, and is available at the following web address:
<https://www.amazon.com/dp/B09RQWH65T/ref=nodl>

The book is also published in hard copy by Biblical Research Institute. For students who prefer a hard copy, the book is available from Biblical Research Institute:
<https://www.adventistbiblicalresearch.org/product/a-song-for-the-sanctuary/>.

Recommended:

Gane, Roy. *Altar Call*. Berrien Springs: Diadem, 1999.

———. *Cult and Character: Purification Offerings, Day of Atonement, and Theology*. Winona Lake: Eisenbrauns, 2005.

———. *Leviticus, Numbers*. NIV Application Commentary. Grand Rapids: Zondervan, 2004.

Holbrook, F. B. *Symposium on Daniel: Introductory and Exegetical Studies*. Daniel & Revelation Committee Series. Silver Spring, MD: Biblical Research Institute, 1986.

Holbrook, Frank B., ed. *Issues in the Book of Hebrews*. Daniel & Revelation Committee Series. Silver Spring, MD: Biblical Research Institute, 1989.

———, ed. *Symposium on Revelation: Exegetical and General Studies - Book II*. Vol. 2. 2 vols. Daniel & Revelation Committee Series. Silver Spring, MD: Biblical Research Institute, 1992.

———, ed. *Symposium on Revelation: Introductory and Exegetical Studies - Book I*. Vol. 1. 2 vols. Daniel & Revelation Committee Series. Silver Spring, MD: Biblical Research Institute, 1992.

———. *The Sanctuary and the Atonement*. Daniel & Revelation Committee Series. Silver Spring, MD: Biblical Research Institute, n.d.

———, ed. *The Seventy Weeks, Leviticus & the Nature of Prophecy*. Daniel & Revelation Committee Series. Silver Spring, MD: Biblical Research Institute, 1986.

Klingbeil, Gerald. *Bridging the Gap: Ritual and Ritual Texts in the Bible*. Winona Lake: Eisenbrauns, 2007.

Shea, William H. *Selected Studies on Prophetic Interpretation*. Daniel & Revelation Committee Series. Silver Spring, MD: Biblical Research Institute, 1990.

PRE-INTENSIVE COURSE REQUIREMENTS

Read chapters 1-5 of *A Song for the Sanctuary*. (See above under “Required Course Materials.”) A written statement that this reading has been completed is due the first morning of the intensive, **February 6, 2023**. You are also able to turn in this assignment on Learning Hub before that time.

REQUIREMENTS DURING THE INTENSIVE

1. Attend all lectures and participate in class discussions.
2. Decide what kind of creative/practical sanctuary project will be undertaken in the latter part of the semester. **Decision due by the last period of the intensive, February 9, 2023.**
3. Take notes from class lectures and discussions with a view toward answering the final take-home synthesis-reflection paper.

POST-INTENSIVE COURSE REQUIREMENTS

1. Read the remainder of the book manuscript *A Song for the Sanctuary*, in addition to the chapters assigned as pre-intensive reading (except for the Afterword, which is optional reading).
2. A cumulative reading report, declaring what percentage of the total required reading for the course has been completed, which pages/chapters have been read, and the approximate number of hours spent in reading. The report is due Tuesday, May 2, 2023. Submit on Learning Hub.
3. Project: The sanctuary project may consist of one of the following: (1) a series of no less than two Bible studies for non-SDA's; (2) one major sermon, for SDA or non-SDA; (3) a 6–10 page research paper or essay on a selected topic approved by the instructor, or (4) another original sanctuary-related project (play, radio script, sanctuary model, musical composition, etc.) approved by the instructor. Assignment (1) or (2) must be fully written out, revealing clarity of presentation, containing solid support from Scripture (including recent research as dealt with in class lectures

or readings), and designed to enhance the appreciation of the sanctuary message. Plan to spend about 20 hours on this project. Due May 2, 2023. Submit on Learning Hub.

4. Final take-home Synthesis/Reflection paper. The final take-home Synthesis/Reflection paper will answer ONE of the following questions:
 - a. “Is the unique SDA understanding of the Sanctuary Doctrine true (solidly based in Scripture), in light of major objections raised to the doctrine?” (See the 10 major issues summarized at the end of chap. 4 in Song for the Sanctuary.)
 - b. “So What? How is the Sanctuary Doctrine as taught by SDA’s relevant to your own life and the life of the church, and to the secular person? What difference does it make that we believe the sanctuary doctrine?”

The synthesis/reflection paper may be done in outline form, and not full sentences, but the flow of argument and main ideas, expressed in mostly in the students’ own words, should be evident to the reader. Give exact biblical references for major points made. Also give reference to sources cited (chapter no. and page of textbook) for further (later) development of the points you are making. Be sure to give your own personal response to the basic question! You are encouraged to present material in a creative way. Students should allow approximately 20 hours (and write on average 10-15 double-spaced pages) for this Synthesis/Reflection. Due May 2, 2023. **Submit on Learning Hub**

INTENSIVE CLASS SCHEDULE

Date	Topic	Assignment Due
Pre-Intensive		Chs. 1-5
Sunday	Course strategy The sanctuary as the basso continuum of a biblical theology (SS1-2,4)	SS: Preface, c1-2 (SLO 1)
	Cult and Culture	
Monday	Development of the sanctuary doctrine (SS3) Challengers and Defenders: Basic Issues in the Recent Debate	SS: c3-5 (SLO 2,3)
	Earth’s First Sanctuaries Garden Theology Aesthetics of the Sanctuary	SS: c6-7 (SLO 1,4)
	Sanctuary Typology: Biblical Foundations Typology of the Sanctuary Precincts	SS: c8-9 (SLO 2,3)
	Typology of the Sacrifices and Priesthood Typology of the Special Sanctuary Services	SS: c10-11 (SLO 2,3,5)
Tuesday	Typology of the Daily Sanctuary Services Typology of the Yearly Services of Yom Kippur	SS: c12-13 (SLO 2,3)
	Typology of the Annual Hebrew Festivals	SS: c14, 29 (SLO 5,6,7)
	Sanctuary Typology in the Book of Hebrews	SS: c15 (SLO 2,3)
	Investigative Judgment: God’s Regular Procedure Throughout Scripture	SS: c16-17 (SLO 1,2,3)

Date	Topic	Assignment Due
	Theology of Judgment in 7 Cross-Centered Phases	
Wednesday	Basic Principles for Interpreting Apocalyptic Prophecy	SS: c18 (SLO 2,3)
	The Sanctuary in Daniel 7: The Pre-Advent Investigative Judgment The Sanctuary in Daniel 8: The AntiTypical Day of Atonement	SS: c19-20 (SLO 2,3)
	The Sanctuary in Daniel 9: Christ our Sacrifice The Sanctuary in Daniel 8 and 9: Christ, Cross, Chronology	SS: c21-22 (SLO 2,3)
Thursday	The Sanctuary in the Book of Revelation: Literary Structure The Sanctuary in the Book of Revelation: Typology and Prophecy	SS: c23-24 (SLO 2,3)
	The Sanctuary as the Key to the Biblical System of Truth Jesus is Our Mediator	SS: c25-26 (SLO 4)
	The Good News of the Yom Kippur: Assurance in the Judgment	SS: c27 (SLO 5,6,7)
	The "So What" of the Sanctuary Message	SS: c28,30 (SLO 5,6,7)
	Synthesis and Review	Song Sanctuary: Chs. 30
Post-session	Final Exam on Sunday Sermon due on December 15	

MORE ABOUT THE COURSE

2. Assigned Readings

In this course, primary learning occurs outside the classroom through reading, study, and reflection. Class discussions will help the student to solidify understanding, fill in gaps, penetrate deeper, apply concepts to modern life, and above all, to gain personal ownership of the material.

Students will prepare for class sessions by reading and studying the book *A Song for the Sanctuary*, biblical passages addressed in the chapters of this book, plus any handouts as they are assigned.

For the parts of the course taught by the visiting instructors, students will prepare by reading the books of Hebrews and Revelation, plus any assigned articles and handouts.

Before each class, the student should read and study carefully with an attitude of inquiry, continually asking questions and jotting them down, along with other ideas and applications. The more the student engages in study of relevant biblical passages before each class period, the more he/she will benefit from class discussions and the lecturing itself. Thorough mastery of biblical passages relevant to the sanctuary is required, so these should be read and re-read so that their ideas are absorbed in detail.

3. Final Exam and Quizzes

The digestion and proper understanding of the lectures and reading assignments will be tested in the Final Exam.

The final exam will cover lectures, class discussions and assigned readings. The exams are to be written at the time scheduled. University rules will be followed in the event of an emergency that prevents a student from meeting this schedule.

4. Sermon/Speech Project (MDiv students)

Write a high-quality TED-type speech in which you apply what you learn in this class by exploring an answer to one of the following questions that (post)modern people ask:

- Why would the idea of substitutionary death be satisfactory to a self-conscious, and moral-life pursuing person? Why should I accept that somebody else, and be it God himself, dies for me? I rather choose to pay my own guilt with my own life than have somebody else do it. Everything else would be inauthentic and irresponsible. Thus, the question is not whether the substitutionary death of Christ is sufficient or makes theological sense, but whether it can make sense for a guilt-aware person who pursues justice, authenticity, and responsibility.
- How should one respond to the article “No Sanctuary in Mugonero: Notes on Rwanda, Revival, and Reform” (<http://spectrummagazine.org/node/2716>) written by Ron Osborn. Work out the central concerns (explicit and implicit) of the author. How would one have to read the African Adventist genocide event from the perspective of sanctuary theology? Can this sin committed be cleansed in the sanctuary (legal vs illegal sin)? Does the SDA sanctuary theology have the tendency to prevent people from truly appreciating grace and mercy? If so, why? If not, why are many Adventists who defend the importance of the sanctuary message appearing to be rather judgmental than neighbor/foreigner/refugee loving?
- How could the pre-advent judgment be satisfying not just the cosmic needs of bringing the great controversy to an end but also the existential, i.e. the private psychological need of the individual. What added value would the pre-advent judgment have for one’s self-understanding and self-exploration?

The speech should be a sanctuary speech, so that sanctuary concepts are core and pervasive, rather than a minor tack-on within a sermon that is basically about something else. For the audience, don’t use technical theological terminology (e.g., “antitype”), SDA jargon, or quotations from Ellen G. White. Keep your speech focused on the chosen topic (see above) and do not try to teach a major chunk of a sanctuary course.

The speech manuscript must be typed, single-spaced (with normal margins), 12-point font, and 6-8 pages in length (not including a title page or other extra pages such as an outline, preliminary description of the sermon, or graphics). Include scripture references as in-text citations (in parentheses). If you refer to ideas in extra-biblical sources (books, articles, etc.), you may keep track of them for your future use by referring to them in citations in your text (in parentheses) or in footnotes or endnotes, whichever is most convenient for you.

Due Date: The speech must be uploaded to the learninghub (via turnitin) on or before December 15.

Criteria for Grades: The speech/sermon will be graded on biblical content (especially including accuracy and depth of biblical interpretation regarding sanctuary concepts), clarity and effectiveness of communication (logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling), and appropriateness for the target audience (non-

SDA evangelistic), in accordance with the guidelines presented above. For more details, see assessment rubric under Assessment Guidelines, below.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

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

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

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

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	30 hrs
	Other Instructor-Directed Activities	15 hrs
Independent Learning Activities	Textbook Reading	50 hrs
	Sermon/Speech	20 hrs
	Exam Prep/Learning	20 hrs
Total Hours:		135 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

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

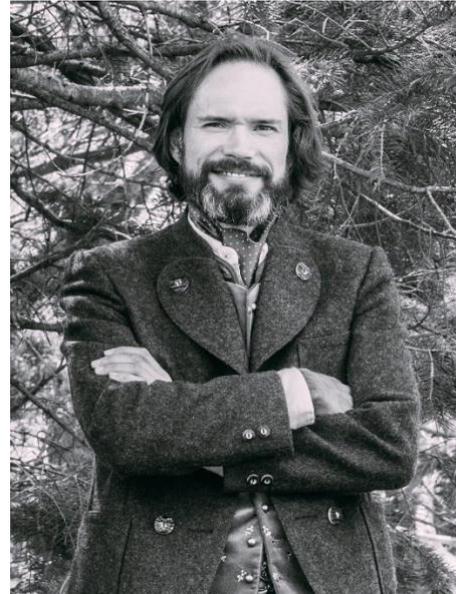
Graded Item	
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Speech/Sermon	50%
Final Examination	50%
Total	100%

Electronic Copies submitted on Learning Hub.

ABOUT YOUR INSTRUCTOR

Oliver Glanz is a “pastor’s kid” who got baptized when he became 18 years. Shortly after, he has lost his trust in the Christian faith for several years. After he rediscovered the foundations of faith and the passion of Christ he committed himself to counsel (post)modern men and women who are struggling with the existential-intellectual backgrounds of our age. Oliver studied both theology (Bogenhofen, Erlangen, Leiden, Amsterdam) and philosophy (Amsterdam). His graduate studies in theology focused on Bible translation. His thesis "Genus-, Numerus- und Personawechsel in Jeremias 1-25: Der Versuch einer Untersuchung der Effekte von Redeausrichtungswechseln im Kommunikationsverlauf" was defended successfully in 2004 at the Vrije Universiteit Amsterdam and awarded with the distinction *summa cum laude*. In 2006 Glanz graduated with an MA in Christian Studies on Science and Society from the VU faculty of philosophy. In his philosophical studies he analyzed the hermeneutical dimensions of Herman Dooyeweerd's philosophy (“A new Critique of Theoretical Thought”) and Fernando Canale's theological deconstruction (“A Criticism of Theological Reason”). The title of his MA thesis was "Time, Reason and Religious Belief: A limited Comparison, critical Assessment, and further Development of Herman Dooyeweerd’s structural analysis of Theoretical Thought and Fernando Canale’s phenomenological analysis of the Structure of Reason and its Biblical Interpretation." Glanz' interest in hermeneutics and the Hebrew Bible resulted in a critical investigation of exegetical methodology and its consequences for a proper analysis of participant reference shifts in the book of Jeremiah (PhD research). In 2010 his PhD thesis "Who is speaking? Who is addressed?: A critical study into the conditions of exegetical method and its consequences for the interpretation of participant reference-shifts in the book of Jeremiah" was defended with success and awarded with the distinction *summa cum laude*.



Oliver Glanz is an active member of the ETCBC research team at the Free University of Amsterdam. In 2012-2013 he worked on the SHEBANQ project funded by CLARIN-NL (Common Language Resources and Technology Infrastructure), making the ETCB database available for wide audience of researcher. He and his team were awarded the Digital Humanities Award in 2014. Before coming to Andrews he worked for the "Bridging Data and Tradition: The Hebrew Bible as a Linguistic Corpus and as a Literary Composition" project. The project was funded by the Netherland’s Organization for Scientific Research (NWO) and executed as a joint project of the Leiden Institute for Religious Studies and the Amsterdam ETCBC group. The main focus of this project lays on computer driven valence analysis and participant tracking. The research results are brought into a critical dialogue with traditional interpretations of the Hebrew Bible.

Formerly (2005-2009), Glanz worked for the "Linguistic System and Literary Design: Computer-assisted analysis of non-narrative Texts of the Hebrew Bible" research project, which was also funded by NWO. It

focused on computer assisted text-syntactical analysis of the Hebrew Old Testament. Glanz concentrated on delivering a text-syntactical analysis of the book of Jeremiah. His analysis was made part of the ETCBC data that was implemented in the third version of the Stuttgart Electronic Study Bible (SESB) and is available in many LOGOS packages.

Oliver has worked as assistant professor and post-doctoral researcher at the Free University of Amsterdam and published books and articles in the fields of mission, linguistics, philosophy and biblical scholarship. Currently he is writing the commentaries on the book of Jeremiah and the book of Lamentations for the new SDA International Bible Commentary and works on the further development of the BibleOnlineLearner together with the computer science department at Andrews.

In his free time he is a passionate high-altitude mountaineer who occasionally runs ultra-marathons.

Oliver is married to Karen Rodrigues and father of two daughters, Migdali Aiko and Yonati Fumiko.

Current favorite book: "When the Gods are silent" by Cornelis Miskotte

Current favorite album: "You want it Darker" by Leonard Cohen

Current favorite running shoe: "One 2.5" by Altra Running

Current favorite food: "Sieglinde potatoes with avocado crème" by Karen Rodrigues

Current favorite dream: "Denali" by Alaska

OTHER COURSE-RELATED POLICIES

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.

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.

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	
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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: ASSIGNMENT RUBRIC(S)

APPENDIX 2: INTERPRETING LETTER GRADES

Letter Grades and Percentages

Insert the grade scale used for this course. For example:

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

THE B GRADE

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

THE A GRADE

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

THE C GRADE

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

THE D GRADE

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

THE F GRADE

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

APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

In selecting recommended resources, seek to include materials that best convey the course content and represent a diversity of approaches in terms of ethnicity, gender, etc.

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

APPENDIX 4: 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.

3.