

THST 630

DOCTRINE OF CHRIST

Summer 2026

Adriani Milli Rodrigues, PhD

CLASS & CONTACT INFORMATION

Class location:	Whirlpool Room in Chan Shun Hall
Class meeting times:	May 17-21, 2026 Sunday: 5 p.m. – 8 p.m. Monday – Thursday: 8 a.m. – 12:30 p.m.; 2 p.m. – 6 p.m.
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-3954
Instructor Email:	adriani@andrews.edu
Office location:	Seminary Hall N314
Office hours:	Available by appointment

BULLETIN DESCRIPTION OF COURSE

Systematic and historical study of the unique person of Christ: His pre-existence, divinity, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His death.

PROGRAM & COURSE LEARNING OUTCOMES

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

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

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

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

Upon completion of the course, the student will be able to:

1. Define the place of Christology in the larger framework of theology.
2. Understand the biblical material regarding the person and work of Christ.
3. Evaluate models of Christology and their theological implications.
4. Articulate and implement a theologically sound approach to Christology.
5. Discern the presuppositions and repercussions of low views of the divinity and/or humanity of Christ.
6. Demonstrate a grasp of sound connections between the person and the work of Christ.
7. Recognize the implications of Christology for other doctrines, especially the doctrine of salvation.

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

COURSE OVERVIEW

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

Date	Topic	Assignment Due	CLOs Addressed
1. May 17 (Sunday)	Introduction: Doctrine of Christ	Read and Review Syllabus Reading Reports Team/Pair assignment (prep): organization of team/pair work	CLO 1
2. May 18 (Monday morning)	Ellen White and Cosmic Christology: Christology in the context of the Great Controversy	Team/Pair assignment (prep): delimitation and focus of the content Team/Pair assignment (prep): outline of the content	CLO 1-2, 4, 6-7
3. May 18 (Monday afternoon)	The Person and Work of Christ in Scripture - The NT and the messianic perspective of the Hebrew Bible - The messianic perspective of the Hebrew Bible and the framework of Christology in Scripture	Team/Pair assignment (prep): discussion questions and the discussion prompted by them. Team/Pair assignment (prep): application/implications for	CLO 1-2, 4, 8

Date	Topic	Assignment Due	CLOs Addressed
		ministry (sermons, Bible studies, spiritual life, etc.)	
4. May 19 (Tuesday morning)	The Person and Work of Christ in Scripture - The Suffering Servant and Discipleship - The divinity of Christ in the NT	Team/Pair Work 1: presentation. Team/Pair Work 2: presentation	CLO 2, 4, 5-9
5. May 19 (Tuesday afternoon)	The Person and Work of Christ in Scripture - A systematic picture of Christology in the history of salvation - The work of the ascended Christ: the heavenly Jesus as Prophet, Priest, and King	Team/Pair Work 3: presentation Team/Pair Work 4: presentation	CLO 3, 5-10
6. May 20 (Wednesday morning)	Christology in the History of Christian Theology - Post-apostolic Christology: The Question of the Incarnation - Debates and Councils: The Divine and Human natures of Christ	Team/Pair Work 5: presentation Team/Pair Work 6: presentation	CLO 3, 5-10
7. March 20 (Wednesday afternoon)	Christology in the History of Christian Theology - The Reformation and Modern Developments - Contemporary Approaches to Christology	Exam Review Guide Exam Review Guide	CLO 2-7
8. March 21 (Thursday morning)	Contemporary Approaches to Christology Remarks about Contemporary Christologies and SDA Theology	Exam Review Guide	CLO 3, 5-10
9. May 21 (Thursday afternoon)	Jesus among the gods: Early Christology and the Ancient Theologies of Divinity	Individual reaction: the significance of the lecture Final Exam	CLO 1-7, 9

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 times late are equal to one absence.

COURSE MATERIALS

Required Course Materials

- Kaiser, Walter C. *The Messiah in the Old Testament*. Grand Rapids, MI: Zondervan, 1995.
- Longenecker, Richard N., ed. *Contours of Christology in the New Testament*. Grand Rapids, MI: William B. Eerdmans, 2005.
- MacLeod, Donald. *The Person of Christ*. Downers Grove, IL: InterVarsity Press, 1998.
- Pawl, Timothy J., and Michael L. Peterson, eds. *The Cambridge Companion to Christology*. Cambridge: Cambridge University Press, 2025.

Recommended Course Materials

- Adams, Roy. *The Nature of Christ*. Hagerstown, MD: Review and Herald, 1994.
- Bird, Michael F. *Jesus among the gods: Early Christianity in the Greco-Roman World*. Waco, TX: Baylor University Press, 2022.
- Dederen, Raoul. "Christ: His Person and Work." In *Handbook of Seventh-Day Adventist Theology*. Edited by Raoul Dederen. Hagerstown, MD: Review and Herald, 2000.
- Gulley, Norman. *Systematic Theology: Creation, Christ, Salvation*. Berrien Springs, MI: Andrews University Press, 2012. Chapters 9-11.
- Kärkkäinen, Veli-Matti. *Christology: A Global Introduction*. Second edition. Grand Rapids, MI: Baker Academic, 2016.
- McGrath, Alister. *Christian Theology: An Introduction*. New York: John Wiley & Sons, 2016. Chapter 10: The Person of Jesus Christ.
- Murphy, Francesca Aran, and Troy A. Stefano, eds. *The Oxford Handbook of Christology*. Oxford: Oxford University Press, 2015.
- Rodrigues, Adriani Milli. *Toward a Priestly Christology: A Hermeneutical Study of Christ's Priesthood*. Lanham, MD: Lexington Books; Fortress Academic, 2018.
- Treier, Daniel J. *Lord Jesus Christ*. New Studies in Dogmatics. Grand Rapids, MI: Zondervan Academic, 2023.
- Webster, Eric C. *Crosscurrents in Adventist Christology*. New York: Peter Lang, 1984. Reprinted by Andrews University Press, 1992.
- Wellum, Stephen J. *God the Son Incarnate: The Doctrine of Christ*. Foundations of Evangelical Theology Series. Wheaton: Crossway, 2016.
- Whidden, Woodrow W. *Ellen White on the Humanity of Christ: A Chronological Study*. Hagerstown, MD: Review and Herald, 1997.

White, Ellen G. *The Desire of Ages*. Nampa, ID: Pacific Press, 2005.

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

The AU bookstore is our contracted source for students to find textbook information as well as textbooks.

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		Academic Masters' Programs	Academic Doctoral Programs
		2 CR	3 CR	3 CR	3 Credits
Instructor Contact Hours	Face to Face Instructional Time	30 hrs	30 hrs	30 hrs	30 hrs
	Other Instructor-Directed Activities	15 hrs	15 hrs	15 hrs	15 hrs
Independent Learning Activities	Reading Reports	25 hrs	70 hrs	115 hrs	70 hrs
	(Preparation for) Exams	20 hrs	20 hrs	20 hrs	n/a
	Research Paper	n/a			65 hrs
Total Hours:		90hrs	135hrs	180hrs	180hrs

GUIDELINES FOR COURSE ASSIGNMENTS

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

students' engagement with the reading assignment will be evaluated in the exams and in the other written assignments.

Pre-Intensive Course Requirement: Students must complete the readings and write the reports before the intensive course (see the description below regarding reading reports), as they are due on the first day of class.

Assignment Description	MDiv/MA	PhD/ThD
<p>Reading Reports</p> <p>You will complete the various assigned readings listed below and turn in (via Learning Hub) 3 reading reports for those assigned readings ([1] Cambridge Companion; [2] MacLeod; and [3] Longenecker [ed.] and/or Kaiser), which are to be submitted by the due date (as listed in the course schedule; no credit will be available thereafter, absent extenuating circumstances).</p> <p>The procedure and format for each reading report is as follows: list your name, the source, the pages and the amount of pages read, three significant discussion questions based on the reading, and three points of interesting information that are useful to answer the three discussion questions. Finally, write one brief paragraph summarizing your critical evaluation of the reading (in approximately 100 words, see reading report rubric). Your three questions should be of the type that evoke discussion and not merely yes/no or simple information questions. If you have informational questions you are encouraged to include those in the team/pair assignment (described below) so that we can address them in class but merely informational questions will not count toward your three questions. You are encouraged to use drafts of your reading reports in the team/pair assignment.</p> <p>Assigned Readings:</p> <p><u>(1) Read at least 100 pages from the following book:</u></p> <p>Pawl, Timothy J., and Michael L. Peterson, eds. <i>The Cambridge Companion to Christology</i>. Cambridge: Cambridge University Press, 2025.</p> <p><u>(2) Read at least 100 pages from the following book:</u></p> <p>MacLeod, Donald. <i>The Person of Christ</i> (Downers Grove, IL: InterVarsity Press, 1998).</p> <p><u>(3) Read at least 100 pages from either or both of the following books:</u></p> <p>Longenecker, Richard N., ed. <i>Contours of Christology in the New Testament</i> (Grand Rapids, MI: William B. Eerdmans, 2005).</p>	20%	20%

<p>Kaiser, Walter C. <i>The Messiah in the Old Testament</i> (Grand Rapids, MI: Zondervan, 1995).</p>		
<p>Team/Pair Assignment</p> <p>Students will be divided into teams/pairs. Each team/pair will prepare a presentation based on a portion of selected readings (see the reading reference of the teams/pairs below).</p> <p>The presentation will consist of three main parts (see team assignment rubric): (1) a summary of the <u>content</u>; (2) two significant <u>discussion questions</u>; and (3) <u>application/implications</u> for ministry (sermons, Bible studies, spiritual life, etc.).</p> <p>Each one of these parts will be discussed and prepared by the team/pair in class (as indicated in the course schedule) in dialogue with the instructor. Students are encouraged to use drafts of their reading reports in the discussion and preparation of the team/pair presentation.</p> <p>The presentation will take around 40 minutes on the date indicated in the course schedule.</p> <p><u>Team/Pair Work 1</u>: selected readings from Kaiser, <i>The Messiah in the OT</i>.</p> <p><u>Team/Pair Work 2</u>: choose one chapter from Longenecker, ed., <i>Contours of Christology in the NT</i> (except part I).</p> <p><u>Team/Pair Work 3</u>: choose one chapter from <i>The Cambridge Companion to Christology</i> (Part II).</p> <p><u>Team/Pair Work 4</u>: choose one chapter from <i>The Cambridge Companion to Christology</i> (Part IIIa).</p> <p><u>Team/Pair Work 5</u>: Christology in SDA theology (Timm’s paper, available on Learninghub).</p> <p><u>Team/Pair Work 6</u>: Christology in Ellen White (especially the articles “The Divinity of Christ” [Roy Adams] and “The Humanity of Christ” [Woodrow Whidden] in <i>The Ellen G. White Encyclopedia</i>, available on Learninghub).</p>	<p>20%</p>	<p>20%</p>
<p>Exams</p> <p>There will be one examination—the final examination. The exam will be based on class lectures and discussions and consist of objective-type questions and essay-type question(s) that expect the student to both reproduce specific information and show ability to appropriately evaluate and articulate that information within the broader context of the issues and biblical materials discussed.</p>	<p>60%</p>	<p>N/A</p>

The instructor may request the elaboration of preparation materials for the exam, such as a review guide prepared by the students. The submission of these materials may count as part of the 60% at the instructor’s discretion.		
Total	100%	100%

* 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

Unless otherwise noted, all assignments are to be submitted via Learning Hub (aka Moodle) by the date listed in the course schedule.

Late Submission

Absent extenuating circumstances, late assignments will not be accepted.

ABOUT YOUR INSTRUCTOR

Adriani Milli Rodrigues, Associate Professor of Systematic Theology and Christian Philosophy at the Seventh-day Adventist Seminary, is from Brazil, where he served as a High School Teacher, College Teacher of Religion, Professor of Systematic Theology, and Academic Director of the Undergraduate Program in Theology at the Adventist University of Sao Paulo. He earned a PhD in Theological Studies at Andrews University, where he enjoys research and teaching. A revised version of his dissertation, *Toward a Priestly Christology: A Hermeneutical Study of Christ’s Priesthood*, was published by Fortress Academic. Articles Adriani has written have appeared in *Andrews University Seminary Studies*, *Themelios*, *Religious Studies Review*, the *Journal of Early Christian History*, the *Journal of the Adventist Theological Society*, *Perspective Digest*, and *Adventist Review*. Adriani has been a visiting scholar in the Faculty of Religion and Theology at Vrije Universiteit Amsterdam, where he is working on a research project about the hermeneutics of testimony. He was also a visiting scholar in the Faculty of Theology and Religion at the University of Oxford, where he initiated a book project on remembering and forgetting in the theology of atonement. Adriani holds another PhD, in Philosophy, from Radboud University, with research on the concept of trust in contemporary philosophical reflections on the



apostle Paul, published by Radboud University Press. Adriani enjoys spending time with his amazing wife, Ellen (PhD in Curriculum and Instruction), and their daughter, Sarah.

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

See Appendix 4: AI Use at The Seventh-day Adventist Theological Seminary: Guidelines, Ethical Considerations, and Risk Awareness

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	

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”. *AU Bulletin*

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give 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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”. *AU Bulletin*

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”. *AU Bulletin*

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure

the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

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

The following scale will be used for determining the final grade:

A	94-100%	B+	87-89%	C+	78-79%	D	55-69%
A-	90-93%	B	83-86%	C	75-77%	F	0-54%
		B-	80-82%	C-	70-74%		

THE B GRADE

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

THE A GRADE

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

THE C GRADE

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

THE D GRADE

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

THE F GRADE

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

APPENDIX 2: ASSIGNMENT RUBRIC(S)

1. Reading Report Rubric

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

Total (out of 100):

2. Team/Pair Assignment Rubric

Category	Criteria	Meets Standard (5)	(4)	Good (3)	(2)	Does Not Meet Standard (1)	Absent (0)	Score	
	50 %	Content	The team/pair exhibited understanding of the material in the summary and critical evaluation. The material is well summarized and explained.		Some understanding of the material is exhibited in the summary and the explanation. There are some points of interesting information. Little evidence of thoughtful reading and reflection.		It appears that the material was not carefully read. Questions and points of insight are either missing or poorly done.		Out of 5 _____
25 %	Discussion Questions	It is evident that the presentation was composed with care and thoughtfulness. Two significant discussion questions followed by insightful discussion show evidence of thoughtful reading and reflection.		The presentation is generally well done but includes less than two discussion questions and/or the questions do not lead to insightful discussion. The presentation shows evidence of being completed in a rushed and halfhearted manner.		The presentation does not properly articulate discussion questions and/or they do not really lead to discussion. It is evident that the team/pair did not spend much time or effort preparing this assignment.		Out of 5 _____	Out of 25 _____
25 %	Application and implications for Ministry	The team/pair properly draws implications of the presentation content and the discussion questions for ministry. The team/pair clearly applies concepts of RIH to sermons, Bible studies, spiritual life, etc.		The team/pair does not properly draw implications of the presentation content and the discussion questions for ministry. The team/pair does not clearly apply concepts of RIH to sermons, Bible studies, spiritual life, etc.		There are no implications of the presentation content and the discussion questions for ministry. The team/pair does not apply concepts of RIH to sermons, Bible studies, spiritual life, etc.		Out of 5 _____	Out of 25 _____

Total (out of 100):

APPENDIX 3: 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
 - 3. MA in Youth and Young Adult Ministry (MAYYAM)**
 - 1) Christian Apologist (a): Articulates effectively a theology and philosophy of youth ministry
 - 2) Christian Apologist (b): Exposes students to general seminary content in order to provide an Adventist Christian foundation to the practice of youth and young adult ministry
 - 3) Pastor-Teacher: Uses appropriate methodologies to disciple youth and young adults
 - 4) Servant Leader: Demonstrates the ability to apply the principles of servant leadership in working with youth and young adults
 - 5) Maturing Christian: Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life
 - 6) Youth and Young Adult Specialist: Develop, direct, advocate for, and evaluate youth ministry for the broader church
 - 4. MA (Religion) Interdisciplinary Track**
 - 1) Conduct effective research for teaching and ministry
 - 2) Practice a biblically grounded approach to scholarly inquiry
 - 3) Articulate theology and research in terms of Seventh-day Adventist beliefs and practice.
 - 4) Demonstrate understanding of biblical studies, theology, and religious history within the Seventh-day Adventist church
 - 5. MA (Religion) Specialized Track**
 - 1) Conduct effective research in a specialized field of study
 - 2) Practice a biblically grounded approach to scholarly inquiry
 - 3) Articulate theology and research in terms of Seventh-day Adventist beliefs and practice
 - 4) Demonstrate understanding of the content and central issues of the specialized field of study
 - 6. MA (Religious Education)**

- 1) Christian Apologist: who articulates a philosophy of Christian education
- 2) Pastor-Teacher: who uses appropriate methodologies to disciple
- 3) Servant-Leader: who demonstrates the ability to apply the principles of servant leadership
- 4) Evaluator-Researcher: who understands the basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives
- 5) Maturing Christian: who engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life
- 6) Lifelong Scholar: who demonstrates on-going personal and professional development
- 7) Area of Emphasis: demonstrates the ability to apply all relevant core competencies to the area of emphasis

DOCTORAL PROGRAMS

7. Doctor of Ministry (DMin)

- 1) Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- 2) Conduct research and implement an intervention in response to ministry challenges and trends in a *glocal* context, related to the primary field of service.
- 3) Demonstrate knowledge and skills acquired, and analyze the resultant impact on one's ministerial experience.

8. Doctor of Missiology (DMiss)

- 1) Grow in spiritual disciplines
- 2) Develop theological foundations
- 3) Skill in research
- 4) Implement effective strategies
- 5) Ability to train

9. PhD (Religion)

- 1) Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- 2) Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- 3) Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- 4) Write scholarly research, make a professional presentation, and submit for publication
- 5) Display teaching ability appropriate for college and university settings.

10. PhD (Biblical and Ancient Near Eastern Archaeology)

- 1) Knows the history, methods and theories of archaeology
- 2) Knows the material culture and history of the Biblical and ancient Near Eastern and Mediterranean world
- 3) Applies knowledge of the material remains to an understanding of Biblical and ancient Near Eastern contexts
- 4) Demonstrates the skills to conduct all phases of field work, including follow-up analyses and presentation and publication of findings

11. PhD (Religious Education)

- 1) Christian Apologist: Develop and articulate effectively a philosophy of religious education
- 2) Pastor-Teacher: Use and teach appropriate methodologies for discipling Christians across the lifespan
- 3) Servant-Leader: Demonstrate the ability to apply and model the principles of servant leadership in the church, school, and broader community

- 4) Evaluator-Researcher: who understands the basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives
- 5) Maturing Christian: who engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life
- 6) Lifelong Scholar: who demonstrates on-going personal and professional development
- 7) Area of Emphasis: demonstrates the ability to apply all relevant core competencies to the area of emphasis

12. ThD (Theology)

- 1) Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- 2) Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- 3) Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- 4) Write scholarly research, make a professional presentation and submit for publication
- 5) Display teaching ability appropriate for college and university settings.

APPENDIX 4: AI USE AT THE SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY: GUIDELINES, ETHICAL CONSIDERATIONS, AND RISK AWARENESS

At The Seventh-day Adventist Theological Seminary, we acknowledge the transformative impact of Artificial Intelligence (AI) on education and research. AI tools offer a range of capabilities that can enhance accessibility, streamline learning processes, and support academic excellence. From grammar correction and logical flow analysis to brainstorming and idea lookup, AI tools may help students sharpen their thinking and present their ideas more effectively. For instance, AI can support self-quizzing, assist in the pre-reading of materials, and aid in the development of structured thesis statements.

However, the benefits of AI must be balanced with awareness of its limitations and risks, as well as a commitment to ethical use. While AI can serve as a powerful tool, its application must uphold our seminary's values of originality, integrity, and accountability.

Appropriate Uses of AI in Academic Work:

- AI-powered tools may be used to enhance students' understanding of complex ideas, assist in logical flow analysis, and provide support with grammar, syntax, and thesis development.
- AI tools can help students brainstorm, create structured outlines, and analyze data patterns for research projects, offering vital support for academic rigor.
- Students using AI for academic purposes are required to document its use clearly in a footnote, specifying the tool and purpose to ensure transparency. Students need to clearly also state the source, usage, tools as well as the amount/quantity of AI generated text they included in the paper.

Inappropriate Uses and Accountability:

- AI-generated content must not be presented as original work. Any attempt to pass off AI-generated text as one's own or to use AI to fabricate sources will be considered academic dishonesty, with serious consequences. When a case of academic dishonesty is identified, the faculty member formally reports the incident to the academic dean. The Associate Dean reviews the case and may refer it to the seminary's conduct committee for further investigation. The committee evaluates the evidence, hears from the involved parties, and determines the appropriate consequences based on the severity of the violation. Depending on the findings, disciplinary actions may range from formal warnings to suspension or, in the most severe cases, if it's recurring, expulsion from the program. This process underscores the seminary's commitment to academic integrity and the ethical development of its students.
- AI cannot be used for completing exams, take-home tests, or assignments intended to assess students' independent understanding.
- Students are expected to verify any information generated by AI and are responsible for inaccuracies or unsupported claims that may result from AI's occasional "hallucinations" or fabrication of sources.

Risks and Limitations of AI: AI's potential risks in academic settings must be carefully managed. Overdependence on AI can impair students' ability to think critically and independently. Students must also be vigilant against AI's tendency to create false or fabricated references, a risk that could lead to accidental plagiarism. Additionally, without proper oversight, AI's design can sometimes inadvertently spread misinformation, undermining the reliability of academic work.

Faculty need to review AI-related submissions carefully, with an understanding of AI's strengths and weaknesses. AI can serve as a beneficial supplement to learning but should not replace essential academic skills or undermine the authentic voice and insight students bring to their work.

Commitment to Ethical Standards and Academic Integrity: At the Seventh-day Adventist Theological Seminary, our commitment is to foster an environment where AI enhances, rather than diminishes, the academic experience. Both students and faculty share responsibility in using AI thoughtfully and ethically. We continue to reassess AI's role in academic settings, ensuring it aligns with our mission to support both intellectual and moral development.

In conclusion, AI has the potential to enrich academic work when used responsibly. By combining its advantages with a commitment to integrity, accountability, and critical thought, we can create a balanced approach to AI in education that supports, rather than detracts from, true learning.

APPENDIX 5: ANDREWS BIBLIOGRAPHY OF ETHNIC MINORITY SCHOLARSHIP IN THEOLOGY (ABEST)

God is active in “every nation and tribe and language and people” (Revelation 14:6). Our biblical and theological reflections and pastoral practices must, therefore, acknowledge a broad range of cultural contexts. The Seventh-day Adventist Theological Seminary has partnered with the James White Library and Lilly Endowment, Inc., to create the Andrews Bibliography of Ethnic minority Scholarship in

Theology database (abest.andrews.edu) to facilitate this process. This database lets you search for biblical, theological, and pastoral books and articles written by Asian, Black, Hispanic, and Indigenous authors, minority groups within a North American context. We encourage you to use the database to ensure that God receives full honor and glory for the rich grace He has bestowed upon all peoples.

Steps to Use the ABEST Database:

1. Click on "[Advanced Search](#)." You do not need to log in to the database to conduct a search.
2. You will see three dropdown menus labeled "Keyword." In the first dropdown, leave it set to "Keyword" and type **Asian, Black, Hispanic** or **Indigenous** in the search box. This helps identify the ethnic background of the authors you are looking for.
3. In the second dropdown, leave it set to "Keyword" and type the subject you are searching (e.g., "Gospel of Matthew," or "pastoral care").
4. Click the green "Search" button. A list of books or documents will appear.
5. Various links under each source will link you to the source or indicate where you may find it (e.g., AU Library Print Record, AU Online Access, Database Source Citation, and WorldCat).
6. Please note that the database currently only includes scholars from institutions accredited by the Association of Theological Schools.

APPENDIX 6: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

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