Seventh-day Adventist Theological Seminary
Andrews University

THST640-065 – Doctrine of Salvation

MA in Pastoral Ministry

Southern Union Conference

Forest Lake Seventh-day Adventist Church, Apopka, Florida

February 21-25, 2027

Denis Fortin (Ph.D.)

Last update: October 22, 2026

CLASS & CONTACT INFORMATION

Class location:	Forest Lake Seventh-day Adventist Church, Apopka, Florida
Class meeting times:	February 21-25, 2027 Sunday, February 21, 5:00 pm – 8:00 pm Monday - Thursday, February 22-25, 8:00 am – 5:30 pm
Course Website:	learninghub.andrews.edu
Instructor Email:	fortind@andrews.edu

BULLETIN DESCRIPTION OF COURSE

A broad study of the Christine doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

MORE ABOUT THE COURSE

This course is a study of the Christian doctrine of salvation with an emphasis on the Seventh-day Adventist understanding of this doctrine. We will endeavor to cover the theological foundations of the doctrine of salvation by studying various interrelated concepts to gain a

basic understanding of these concepts from a biblical and theological perspective. This course will also attempt to help students think in theological terms and articulate their thoughts on various theological themes related to the Seventh-day Adventist doctrine of salvation.

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:

Program Learning Outcomes (PLO)

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**.)

Student Learning Outcomes (SLO)

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

1. Gain an in-depth knowledge of the foundations and major theological concepts of the doctrine of salvation,
2. Appreciate the personal dynamics of the experience of salvation,
3. Differentiate the range of Christian thought regarding some concepts of the doctrine of salvation,
4. Develop critical reading skills of theological concepts,
5. Evaluate the theological ideas and concepts of documents pertaining to the doctrine of salvation.

COURSE MATERIALS

Required Course Materials

- George Knight. *Sin and Salvation.* Hagerstown, MD: Review and Herald, 2008.
- Martin Hanna, Darius Jankiewicz, and John Reeve, eds. *Salvation: Contours of Adventist Soteriology*. Berrien Springs, MI: Andrews University Press, 2018.
- Don Thorsen, *Calvin vs Wesley: Bringing Belief in Line with Practice*. Nashville: Abingdon,

2013.

- Jirí Moskala and John C. Peckham, eds. *God's Character and the Last Generation*. Nampa, ID: Pacific Press, 2018.

- Ellen G. White. *Steps to Christ* (SC).
  Any edition of *Steps to Christ* is fine. The annotated edition of *Steps to Christ*, which the professor published with Oak & Acorn with a historical introduction, is very helpful for this course.
  https://www.amazon.com/Steps-Christ-Annotated-Denis-Fortin/dp/B0FC6QP2NY/ref=sr_1_1?crid=YC02B94E14U4&dib=eyJ2IjoiMSJ9.0de1XNErh12YtNuOrVk19D_tLLfC7Lv7EfBfLgLNeTHGjHj071QN20LucGBJIEps.ZMmG6qY1-YMW-MlYvG1k6YYPStanRKGxw8YCHMfyk-0&dib_tag=se&keywords=steps+to+christ+denis+fortin&qid=1759431581&sprefix=steps+to+christ+denis+fortin%2Caps%2C120&sr=8-1

- Ellen G. White. *Faith and Works* (FW).

Readings from the following books or documents will be assigned to supplement course lectures and are available on the LearningHub website for this course:

Woodrow W. Whidden, *The Judgment and Assurance: The Dynamics of Personal Salvation*. Hagerstown, MD: Review and Herald, 2012.

Gregg R. Allison. *Historical Theology: An Introduction to Christian Doctrine* (Grand Rapids, MI: Zondervan, 2011). Selected chapters

Raoul Dederen, ed. *Handbook of Seventh-day Adventist Theology* (Hagerstown, MD: Review and Herald, 2000). Selected chapters

Bruce Demarest, *The Cross and Salvation: The Doctrine of Salvation* (Wheaton, IL: Crossway, 2012). Selected chapters

Thomas C. Oden. *Classic Christianity: A Systematic Theology* (HarperOne, 2009). Selected chapters

The Lutheran World Federation and the Roman Catholic Church. *Joint Declaration on the Doctrine of Justification* (1999).
http://www.vatican.va//roman_curia/pontifical_councils/chrstuni/documents/rc_pc_chrstuni_doc_31101999_cath-luth-joint-declaration_en.html

Duane Olson. *Issues in Contemporary Christian Thought.* Minneapolis: Fortress Press, 2011. Selected chapters

Other Recommended Course Materials:

George Knight. *End-Time Events and the Last Generation.* Nampa, ID: Pacific Press Publishing Association, 2018.

Reinder Bruinsma. *In All Humility: Saying No to Last Generation Theology.* Westlake Village, CA: Oak and Acorn Publishing, 2018.

Ellen G. White. *Selected Messages.* Hagerstown, MD: Review and Herald Publishing Association, 1958, book 1, pp. 350-400.

COURSE OVERVIEW

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

Pre-Intensive Assignments (due on February 21, 2027)

Note: Before the first day of the intensive, students should complete the following assignments. All these assignments are due on the first day of classes.

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

1. REQUIRED READING in preparation for the lectures during the Intensive

Students need to complete all required readings for each topic listed in the lecture outline below in preparation for the lectures during the intensive.

A final grade will be assigned only after the student has signed the report that the required reading for each lecture topic has been read. The professor will take the student's word that this requirement has been completed honestly.

At the beginning of the intensive, students need to give the professor the signed document in **Appendix 2**, which is also available on the LearningHub.

2. TEXTBOOK ESSAY

Students will write an essay consisting of answers to specific questions on the required reading in the textbooks for this course (Knight, *Sin and Salvation*; and Moskala and Peckham, *God's Character and the Last Generation*). See **Appendix 3** for the questions to answer for this assignment. The questions are also found on the LearningHub.

Reports should be double-spaced, and each question should be at least 250 words. Reports must be submitted through the Learning Hub.

Please consult the evaluation rubrics for this assignment at the end of this syllabus, in Appendix 3, to get a better idea of what is required for this assignment.

This assignment will fulfill the Student Learning Outcomes # 3, 4, 5.

During the Intensive (February 21-25, 2027)

MAPM Intensive Class Schedule

Schedule for class meetings :			
			Running total
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	Lectures not covered in class to be viewed on-line	6 6	45

1. LECTURE TOPICS DURING THE INTENSIVE

Lecture topics	Required reading	Course Learning Outcomes
Spectrum of Adventist Views	Extra reading (not required): Knight, *End-time Events and the Last Generation*	CLO # 3, 4, 5
What do Adventists believe about salvation?	*Fundamental Beliefs* (# 7-11) Thorsen, xi-xxv Moskala/Peckham, 15-22	CLO # 1, 2, 3, 5
Sin: A Human Condition	Allison, 342-362 Knight, *Sin and Salvation* 13-51 Hanna, Jankiewicz, Reeve, 145-157 Moskala/Peckham, 44-57 *Steps to Christ*, 17-22 Extra (not required): Hanna, Jankiewicz, Reeve, 91-143	CLO # 1, 2, 3
Jesus, the Savior	Whidden, 49-63 Moskala/Peckham, 155-173 *Steps to Christ*, 9-15	
Jesus and the Cross (Issues in Atonement)	Thorsen, 58-71 Hanna/Jankiewicz/Reeve, 173-220	
Grace: Calling and Election	Thorsen, 1-15 Hanna, Jankiewicz, Reeve, 61-88, Hanna, Jankiewicz, Reeve, 287-299 Extra (not required): Hanna, Jankiewicz, Reeve, 261-286 Thorsen, 29-57	CLO # 1, 2, 3
Steps to Salvation	Oden 561-582 *Steps to Christ*, 23-48 *Faith and Works*, 63-79	CLO # 1, 2, 3
Justification	Knight, *Sin and Salvation* 52-95 Hanna, Jankiewicz, Reeve, 301- 313 *Steps to Christ*, 49-55 *Faith and Works*, 15-28 *Faith and Works*, 103-109	CLO # 1, 2, 3, 5
	Moskala/Peckham, 58-102	CLO # 1, 2, 3, 5

	Extra (not required): *Joint Declaration on the Doctrine of Justification*	
Adoption Union with Christ Indwelling of the Holy Spirit	Demarest, 313-344 Whidden, 97-105	CLO # 1, 2, 3, 5
Faith and Obedience Works and Merits	Knight, *Sin and Salvation* 96-120 Moskala/Peckham, 122-139 *Steps to Christ*, 57-83 *Faith and Works*, 85-97 Extra (not required): Hanna, Jankiewicz, Reeve, 261-286	CLO # 1, 2, 3
Sanctification	Knight, *Sin and Salvation* 121-136 Thorsen, 71-87 Moskala/Peckham, 103-121	CLO # 1, 2, 3
Salvation in Modern Liberation Theology	Olson 165-197 Olson, 225-248	CLO # 1, 2, 3
Christian Perfection and Last Generation Theology	Knight, *Sin and Salvation* 137-200 Moskala/Peckham, 23-43 Moskala/Peckham, 140-154 Extra (not required): Knight, *End-Time Events and the Last Generation*	CLO # 1, 2, 3
Salvation and the Judgment	Hanna, Jankiewicz, Reeve, 327-418	CLO # 1, 2, 3

2. FINAL ESSAY 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. Students will be able to use class notes and textbooks. The instructor will give students two issues regarding the doctrine of salvation and ask students to reflect on what they have learned in the course regarding these issues. How these issues have challenged them personally? How will their learning experience affect their theology and praxis of ministry?

Post-Intensive Assignments (due on April 18, 2027)

1. REQUIRED READING

Students will read <u>one extra book</u> selected from this list and write a book report (see next requirement).

- Olson, Roger E. *Arminian Theology: Myths and Reality.* Downers Grove, IL: InterVarsity Press, 2006. ISBN: 978-0830828418

- Sproul, R. C. *Faith Alone: The Evangelical Doctrine of Justification.* Grand Rapids: Baker Book House, 1995. 221 pp. ISBN: 978-0801058493

- Schreiner, Thomas. *Faith Alone. The Doctrine of Justification: What the Reformers Taught and Why It Still Matters.* Grand Rapids: Zondervan, 2015. 288 pp. ISBN: 978-0310515784

- Piper, John. *Counted Righteous in Christ: Should We Abandon the Imputation of Christ's Righteousness.* Wheaton, IL: Crossway, 2002. 141 pp. ISBN: 978-1581344479

- Piper, John. *The Future of Justification: A Response to N. T. Wright.* Wheaton, IL: Crossway, 2007. 239 pp. ISBN: 978-1-58134-964-1

- Wright, N. T. *Justification: God's Plan and Paul's Vision.* Downers Grove, IL: InterVarsity Press, 2009. 279 pp. ISBN: 978-0830838639

- Seifrid, Mark A. *Christ, Our Righteousness: Paul's Theology of Justification.* Downers Grove, IL: InterVarsity Press, 2000. 222 pp. ISBN: 978-0830826092

- George Knight. *End-Time Events and the Last Generation.* Nampa, ID: Pacific Press Publishing Association, 2018. 128 pp. ISBN: 978-0-816306395-7

- Reinder Bruinsma. *In All Humility: Saying No to Last Generation Theology.* Westlake Village, CA: Oak and Acorn Publishing, 2018. 182 pp. ISBN: 978-1720438816

This assignment will fulfill Student Learning Outcomes #1, 2, and 3.

2. ESSAY ON THEOLOGICAL INSIGHTS

For this assignment, students will write a five-page essay explaining at least five theological concepts or insights gained from reading the book selected from the list above. Introduce the book and the author, and then discuss your five theological insights (with page references to these insights).

See grading rubrics for this assignment at the end of the syllabus in **Appendix 4**.

Also include in this report the following statement:

"I honestly declare that I have read in its entirety this book, (give the title of the book)."

e-Signature

Date

3. EXTRA LECTURES

To complete the required number of lecture hours for this course, the professor may assign some lectures to be viewed online.

Students will be required to report having watched these lectures.

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.

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**	39 hrs
	Post-Intensive recorded lectures	6 hrs

Independent Learning Activities	**Pre-Intensive Reading Report**	50 hrs
	Pre-Intensive Report	10 hrs
	Final Exam Preparation	10 hrs
	Post-Intensive Reading	15 hrs
	Post-Intensive Report on Theological Insights	5 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 are given in the Course Overview above.

* 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.

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 I's on a student's record affects the student's class and workload.

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.

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.

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

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in Seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the

classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

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 Adventist Society for Religious Studies (president, 2019), 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. Augsburger 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 publication is a biography of Adventist church leader *George I. Butler: An Honest but Misunderstood Church Leader* (Pacific Press, 2024). His annotated 125th anniversary edition of the Ellen G. White classic, *Steps to Christ* (Andrews University Press, 2017), received widespread support and praise, and a second edition was released by Oak & Acorn Publishing in 2025. He also published a Bible study guide, *Oneness in Christ*, on unity in the Church (2018) and a companion volume *One in Christ: Biblical Concepts for a Doctrine of Church Unity* (Pacific Press, 2018). He is co-editor of *The Ellen G. White Encyclopedia* (Review and Herald, 2013) and in 2004 published *Adventism in Quebec: The Dynamics of Rural Church Growth, 1830-1910* (Andrews University Press), a case study of factors influencing church growth and decline in Adventism in the nineteenth century. A forthcoming publication is an annotated edition of Ellen White's *Thoughts from the Mount of Blessing* (Oak & Acorn).

Profile on the Andrews University Digital Commons.

Fortin is married to Kristine Knutson (MA in Educational Psychology). They have three children: Kimberly in Port Byron, New York; Mark in Buchanan, Michigan; and Erika, in Longboat Key, Florida. In the spring 2019, Denis and Kris walked the French pilgrimage road, the Way of St. James (800 km/500 miles), to Santiago de Compostela, Spain. They enjoy bird watching and hiking.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

The breakdown for determining the final grade is as follows:

Attending class lectures	Required for final grade
Required reading before Intensive	15%
Textbook report	40%
Extra book reading and essay	25%
Final essay exam	20%
Total	**100%**

Grading system (in percentages)				
A : 96-100 A- : 91-95.9	B+ : 87-90.9 B : 83-86.9	B- : 80-82.9 C+ : 75-79.9	C : 70-74.9 C- : 60-69.9	D : 50-59.9 F : 0-49

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

No Deferred Grade (DG) will be issued for Master of Divinity students.

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 : PRE-INTENSIVE READING REPORT

Reading Report

Spectrum of Adventist Views	Extra reading (not required): Knight, *End-time Events and the Last Generation*
What do Adventists believe about salvation?	☐ Seventh-day Adventist *Fundamental Beliefs* (# 7-11) ☐ Thorsen xi-xxv ☐ Moskala/Peckham 15-22
Sin: A Human Condition	☐ Allison 342-362 ☐ Knight, *Sin and Salvation* 13-51 ☐ Hanna, Jankiewicz, Reeve 145-157 ☐ Moskala/Peckham 44-57 ☐ *Steps to Christ* 17-22 Extra (not required): ☐ Hanna/Jankiewicz/Reeve 91-171
Jesus, the Savior	☐ Moskala/Peckham 155-173 ☐ *Steps to Christ* 9-15
Jesus and the Cross	☐ Thorsen 58-71 ☐ Hanna/Jankiewicz/Reeve 173-220
Grace: Calling and Election	☐ Thorsen 1-15 ☐ Hanna/Jankiewicz/Reeve 61-88 ☐ Hanna/Jankiewicz/Reeve 287-299 Extra reading (not required): ☐ Thorsen 29-57
Steps to Salvation	☐ Oden 561-582 ☐ *Steps to Christ* 23-48 ☐ *Faith and Works* 63-79
Justification	☐ Knight, *Sin and Salvation* 52-95 ☐ Hanna/Jankiewicz/Reeve 301- 313 ☐ Moskala/Peckham 58-102 ☐ *Steps to Christ* 49-55 ☐ *Faith and Works* 15-28 ☐ *Faith and Works* 103-109 Extra reading (not required):

	☐ *Joint Declaration on the Doctrine of Justification*
Adoption, Union with Christ, and Indwelling of the Holy Spirit	☐ Demarest 313-344 ☐ Whidden 97-105
Faith and Obedience; Works and Merits	☐ Knight, *Sin and Salvation* 96-120 ☐ Moskala/Peckham 122-139 ☐ *Steps to Christ* 57-83 ☐ *Faith and Works* 85-97 Extra (not required): ☐ Hanna, Jankiewicz, Reeve, 261-286
Salvation in Modern Liberation Theology	☐ Olson 165-197 ☐ Olson 225-248
Sanctification	☐ Knight, *Sin and Salvation* 121-136 ☐ Thorsen 71-87 ☐ Moskala/Peckham 103-121
Perfection and Last Generation Theology	☐ Knight, *Sin and Salvation* 137-200 ☐ Moskala/Peckham 23-43 ☐ Moskala/Peckham 140-154 Extra (not required): ☐ Knight, *End-time Events and the Last Generation*

APPENDIX 3: QUESTIONS FOR BOOK REPORT AND ASSIGNMENT GRADING RUBRICS

Study Questions for Textbooks Reading Report

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).

The textbooks for this course contain some crucial insights for an Adventist understanding of salvation. Students will reflect on the content of these books and answer the following questions on specific chapters.

George Knight. *Sin and Salvation.* Hagerstown, MD: Review and Herald, 2008.

1. What are some implications of George Knight's theology of sin. (*Sin and Salvation*, 28-51)
2. Adventists believe in observing the law of God. What are some unlawful uses of the law in the Christian life that distort the experience of salvation? (*Sin and Salvation*, 52-65)
3. Knight's title for chapter 4, "Justification the Work of a Lifetime/Sanctification the Work of a Moment," is contrary to normal theological expressions about justification and sanctification. What does he mean by justification being the work of a lifetime? (*Sin and Salvation*, 66-95)
4. According to Knight, what is the role of good works in the judgment? (*Sin and Salvation*, 107-116)
5. What do you understand Knight to say is the biblical meaning of perfection? (*Sin and Salvation*, 137-150)

Jirí Moskala and John Peckham. *God's Character and the Last Generation.* Nampa, ID: Pacific Press Publishing Association, 2018.

6. According to Woodrow Whidden, what are some negative aspects of Last Generation Theology? (23-43)
7. Lifestyle has always been an important marker of Seventh-day Adventist eschatological identity, leading many preachers to advocate for perfection. What are some concepts shared by Ante Jerončić that are helpful in understanding the role of lifestyle at the end of time? (122-139)
8. What are some concerns that Peter Swanson highlights in his chapter on the psychology of perfection that particularly resonate with your own experience? (140-154)
9. Explain two myths in Adventist eschatology that Jiří Moskala addresses in his chapter. (236-252)

"**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**."

Your e-signature: _____

Evaluation Rubrics for Textbooks Report

Criteria	Excellent (5)	Very Good (4)	Acceptable (3)	Below Standard (1)	No answer provided (0	Score
Q #1 **Theology of Sin**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Q #2 **Unlawful Uses of the Law**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Q #3 **Justification**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Q #4 **Good Works in Judgment**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Q #5 **Biblical Perfection**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10

Q #6 **Pitfalls of Last Generation Theology**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Q #7 **Lifestyle at the End of Time**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Q #8 **Psychology of Perfection**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Q #9 **End-Time Myths in Adventism**	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight. The answer has at least 250 words	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight. The answer has at least 250 words.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight. The answer has less than 250 words.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight. The answer has less than 250 words.	No answer provided	Out of 10
Mechanics	No errors in spelling, capitalization or formatting. Citations are accurate and well done.	Few errors in spelling, capitalization or formatting. Citations are mainly accurate and well done.	Some errors in spelling, capitalization or formatting. Citations are often not accurate and not well done.	Numerous errors in spelling, capitalization and formatting. Citations are inaccurate and not in proper format.		Out of 10
TOTAL	Comments:					Out of 100

APPENDIX 4: ASSIGNMENT RUBRIC : ESSAY ON THEOLOGICAL INSIGHTS

Evaluation Form for Essay on Theological Insights

Criteria	Excellent (5)	Very Good (4)	Acceptable (3)	elow Standard (1)	No answer provided (0	Score
Introduction	Excellent presentation of the purpose of this report.	Very good presentation of the purpose of this report.	Good presentation of the purpose of this report.	Presentation of the purpose of this report is very weak.	No introducti on provided.	Out of 10
Insight #1	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is not given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is not given.		Out of 15
Insight #2	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is not given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is not given.		Out of 15
Insight #3	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is not given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is not given.		Out of 15
Insight #4	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the insight. Book reference is given.	Very good presentation of relevant information that explains the insight. Very good analysis of the insight. Book reference is given.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is not given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book reference is not given.		Out of 15
Insight #5	Excellent presentation of relevant information that clearly explains the insight. Thoughtful, in-depth analysis of the	Very good presentation of relevant information that explains the insight. Very good analysis of the insight.	Good presentation of relevant information that explains the insight. Good analysis of the insight. Book reference is not given.	Poor presentation of relevant information that explains the insight. Superficial analysis of the insight. Book		Out of 15

	insight. Book reference is given.	Book reference is given.		reference is not given.		
Conclusion	Excellent conclusion, clearly summarizes what the student learned from these insights.	Very good conclusion, summarizes what the student learned from these insights.	Adequate conclusion, summarizes what the student learned from these insights.	Conclusion is confusing and does not states what the student learned from these insights.	No conclusio n provided.	Out of 10
Mechanics	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.	Too many errors to count.	Out of 5
TOTAL	Comments:					Out of 100

APPENDIX 5: 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